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**BUILDING E-LEARNING LECTURES FOR TEACHING  
FOR CHINESE LANGUAGE STUDENTS,  
HANOI OPEN UNIVERSITY**

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**Abstract**

Building digital learning materials in higher education is an urgent task in the national digital transformation. For the major in Chinese language studies, the E-learning lecture system serving Chinese language teaching enables learners to access knowledge faster, learn anywhere and learn at any time, helping them avoid excessive travel and missing work. In addition, accessing properly designed online courses will be easier for people with disabilities, such as those who are deaf or blind or have dyslexia. Authentic testing, Test designers can create highly authentic simulations. Many online learners prefer to review and test their level on their own without anyone supervising and grading. Furthermore, learners can decide their own learning, only learning what is needed such as skipping, skimming, and relearning what is needed at levels and speeds that are appropriated for them. Individualized learning is highly effective, especially in

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teaching Chinese, so designing electronic lessons to serve the teaching of Chinese is necessary for the Chinese Department at Hanoi Open University today.

**Keywords:** digital learning materials, digital transformation, E-learning lectures, teaching Chinese, Chinese.

## بناء محاضرات التعلم الإلكتروني للتدريس لطلاب اللغة الصينية جامعة هانوي المفتوحة

### المستخلص

يعد بناء مواد التعلم الرقمية في التعليم العالي مهمة ملحة في التحول الرقمي الوطني. بالنسبة لتخصص دراسات اللغة الصينية، فإن نظام محاضرات التعلم الإلكتروني الذي يخدم تدريس اللغة الصينية يمكن المتعلمين من الوصول إلى المعرفة بشكل أسرع والتعلم في أي مكان والتعلم في أي وقت، مما يساعدهم على تجنب السفر المفرط وتقوية العمل. بالإضافة إلى ذلك، سيكون الوصول إلى الدورات التدريبية عبر الإنترنت المصممة بشكل صحيح أسهل للأشخاص ذوي الإعاقة، مثل الصم أو المكفوفين أو الذين يعانون من عسر القراءة. اختبار أصيل، يمكن لمصممي الاختبار إنشاء عمليات محاكاة أصيلة للغاية. يفضل العديد من المتعلمين عبر الإنترنت مراجعة مستواهم واختباره بأنفسهم دون إشراف أو تقييم أي شخص. علاوة على ذلك، يمكن للمتعلمين أن يقرروا تعلمهم بأنفسهم، حيث يتعلمون فقط ما هو مطلوب مثل التخطي، والقشط، وإعادة تعلم ما هو مطلوب بالمستويات والسرعات المناسبة لهم. يعد التعلم الفردي فعالاً للغاية، خاصة في تدريس اللغة الصينية، لذا فإن تصميم الدروس الإلكترونية لخدمة تدريس اللغة الصينية أمر ضروري لقسم اللغة الصينية في جامعة هانوي المفتوحة اليوم.

**الكلمات الدالة:** المواد التعليمية الرقمية، التحول الرقمي، محاضرات التعلم الإلكتروني، تعليم اللغة الصينية، الصينية.

## **I. Introduction**

Electronic education (E-Learning) has long been a popular concept in the world. E-learning is considered a revolutionary learning method that offers numerous conveniences and benefits to learners.

E-Learning stands for Electronic Learning. Based on the information about electronic education and transmit pine . It can be laboured turmeric network , Skillful in various areas , Skillful in conducting interviews, Publicly available mathematical resources... The content of the chapter is submitted. Efficiently transmit information load and Efficiently coordinate. Next, learners can access Through the internet, videos, CD-ROM, and other forms of transmission , In conclusion, e-learning can be accessed online or offline... E-learning is highly complementary and provides effective guidance for French learners. It has high success rate and is based on the use of electronic resources and web services, such as forums and chat boxes. These platforms make it easy for learners to access information and learning content, and also allow them to practice and improve their skills at their own pace and according to their preferences. E-learning provides learners with faster access to knowledge, reduces the distance in space and time, and is more cost-effective, creating a fair learning environment for all.

## **II . Theoretical basis:**

Since the 2000s, Internet technology has become deeply integrated into human life. Today, almost all classrooms use some form of Internet technology and electronic media. In line with global educational trends, Vietnam has also recognized the importance of digital learning materials and has invested in their development to meet the learning needs of its citizens. This issue has gained attention from educators and has been widely discussed in national conferences and research projects at all levels. In fact, the "National Digital Transformation Program to 2025, Orientation to 2030" (Decision No. 749/QĐ-TTg, June 3, 2020) has identified the building of digital learning materials as an urgent task in the digital transformation of education, specifically in the areas of teaching, testing, and assessment. The Ministry of Education and Training has also organized nationwide activities to build a digital learning resource warehouse for general education, and there has been a continuous publication of topics and research works related to this issue. For the Chinese language industry, the development of digital learning materials, particularly electronic lectures, is crucial in supporting the teaching of Chinese. These materials allow learners to access knowledge quickly and learn at their own pace, eliminating the constraints of time and space. E-learning classes, delivered online to learners' computers, promote learner autonomy and creativity in learning and research, and encourage active participation. The lectures for each module in the Chinese language major training program must adhere to the current national university education program and structure while ensuring academic quality. The goal is to equip learners with practical knowledge and theoretical understanding of Chinese language and culture, enabling them to effectively communicate, study, research, and pursue their careers. These electronic lectures also aim to develop learners' ability to innovate, be highly professional in diverse working environments, and have a lifelong learning mindset. By accessing digital learning materials, learners can also improve their information technology skills and apply them to their professional

practice, fostering a deeper interest in learning. Therefore, it is an urgent requirement for the Department of Chinese at Hanoi Open University to develop lectures for each module and the Chinese language training program as a whole.

### **III. Principles for Building Electronic Lectures for Teaching Chinese**

When developing electronic lectures for teaching Chinese, it is important to not only adhere to technical principles such as conciseness, scientificity, and attractiveness, but also to consider the specific characteristics of electronic lectures for the Chinese language major. In this detail, we will discuss the key principles that should be followed in order to create effective and engaging electronic lectures for Chinese language learners.

#### ***3.1. Accuracy is Key***

The first and foremost principle for electronic lectures is accuracy. It is crucial to ensure that the content of each module meets the output standards of the training program and training objectives. This includes presenting objective information from a variety of perspectives, as well as considering political factors to provide learners with the most up-to-date and unbiased information.

#### ***3.2. Linking to the Program and Detailed Outline***

In order to effectively teach Chinese language, it is important for the lecture to be closely linked to the program and detailed outline of each module. The editor should carefully select important issues and ensure a level of depth that aligns with the topics being taught. This can include incorporating terms, concepts, examples, images, sounds, and videos that are relevant to the training program and detailed outline. Additionally, practical content on language knowledge and Chinese culture should be applied in a way that helps develop learners' listening, speaking, reading, writing, and translation skills. This not only provides learners with a strong foundation in Chinese language, but also prepares them for future work.

#### ***3.3. Science and Logic in Layout and Design***

The layout and design of electronic lectures should also be carefully considered to ensure scientific and logical organization of the content. In the Chinese language major, lectures are typically arranged in a general-to-specific order, gradually guiding learners to fundamental issues before delving into more in-depth content. This helps learners meet the learning outcomes of the course in terms of both knowledge and skills.

#### ***3.4. Interdisciplinary Nature***

In addition to language knowledge, lectures for the Chinese language major should also incorporate knowledge from other disciplines such as economics, politics, culture, and history of Vietnam and China. Furthermore, the Chinese language industry has two main orientations: translation and interpretation, and trade and tourism. By combining Chinese language knowledge with industry-specific knowledge, electronic lectures can maximize the practical application of Chinese language skills.

#### ***3.5. Attractiveness and Engagement***

Finally, electronic lectures should be designed to be attractive and engaging for learners. The use of information technology allows for the incorporation of videos, images, and sounds to illustrate important content and stimulate creative thinking. Some technology software also allows for the

creation of interactive elements, such as multiple-choice questions, to increase learner engagement. This not only makes the lecture more interesting, but also helps learners better understand and apply the information. By keeping learners excited and motivated, electronic lectures can effectively train the necessary skills and meet the learning outcomes of the module.

#### **IV. Steps to Create Electronic Lectures**

Creating electronic lectures requires a thorough preparation process. This involves comparing the goals and output standards of the major with the detailed outline of the course, selecting the main content, and choosing necessary documents. All of these tasks require a significant investment of time and effort, as well as teaching experience. To ensure a successful design, the following steps should be followed:

##### ***4.1. Develop a Comprehensive Plan***

The first step in creating electronic lectures is to develop a comprehensive plan. This plan should be presented in a table format, clearly stating the objectives and outcome standards of the course and each topic (chapter). It should also include a summary of the content of each module and topic, as well as the corresponding duration and capacity. This will provide an overview of the Chinese Language Training Program and all its modules. Depending on the requirements and output standards of each module, the editor can choose and arrange appropriate content. For example, modules can be designed simultaneously or according to a roadmap. Prerequisite modules should be presented in the order outlined in the Curriculum Framework.

##### ***4.2. Develop Detailed Outlines***

Once the comprehensive plan is in place, the next step is to develop detailed outlines for each module, topic, and week of study. These outlines should be based on the overall plan and clearly define the weeks, sections, midterm and final exam times, and arrange them in a general to specific order. Each lesson, week, period, and section should clearly state the requirements and products to be completed. The types of learning resources that will be used, such as main documents and reference materials, should also be included. The more detailed the outline, the more convenient, on-track, and scientific the preparation of lectures will be.

##### ***4.3. Prepare Resources***

The most common resources for each module are monographs, published or digitized textbooks from the Chinese Language department. In addition, multimedia resources should also be fully utilized. Using audio files, images, charts, and videos can increase the appeal of the lesson. Including images from textbooks or selecting short video excerpts from social networks that are related to the curriculum will be very useful for real-life application of each lecture. Effectively exploiting and using these resources will make the lecture more lively and attractive, resulting in positive effects.

##### ***4.4. Prepare Text Lectures***

Text lectures are lectures in text format that provide learners with complete knowledge of the lesson. Learners can download and study these lectures. Based on the content of the article, the designer should create specific slides for each subsection, depending on the user's information technology capacity, preferences, and style. Lessons should be prepared with different layouts and

presentations for each slide, but all should present phonetic content briefly and concisely. Appropriate digital resources should also be selected to illustrate key content. Proper use of effects can also make the slides more vivid. Out of all the steps, preparing electronic lesson plans often requires the most meticulousness and creativity. The product of these steps can also be saved as a PDF file and sent to learners to preview content and prepare for lessons.

#### ***4.5. Design Assessment Exercises***

At the end of each week of study, a bank of assessment exercises should be designed. These exercises should closely follow the topic of each lesson while ensuring objectivity, honesty, and fairness. Whether built in the form of multiple choice, essay, or short answer questions, they should be simple and diverse, with different levels of reproduction, analysis, application, and creativity. This will allow students to test their knowledge in a comprehensive way. The learning system should not only evaluate the knowledge and abilities of learners but also serve as a condition for students to continue exploring the following weeks of study.

#### ***4.6. Design Video Lectures***

Video lectures are recorded in a virtual classroom and uploaded for students to re-study. With the support of a technical team and fully equipped facilities, such as machinery, recording studios, and sound filtering equipment, the careful preparation of expertise and learning materials as outlined above will help ensure that video lectures are recorded conveniently and effectively.

#### ***4.7. Design Audio Lectures***

Audio lectures are recorded as audio files (.mp3) and are ideal for learners who cannot see or have dyslexia. Therefore, it is important for lecturers to record sound properly and avoid surrounding noises. E-learning lectures with good sound quality will help learners concentrate more and avoid wasting time trying to understand the lesson. Lecturers should invest in additional recording support equipment to ensure the best quality for their teaching process. To maximize the effectiveness of these lectures, an E-learning module should be designed on a learning management system (LMS). This will allow learners to easily participate in learning. The module should include a general introduction, objectives, and learning outcomes. Learners should also be able to see that the learning weeks are systematically arranged. Each week should have folders for electronic lectures, text lectures, video lectures, audio lectures, reference materials, assessment exercise banks, discussion forums and other online platforms are valuable tools for learners to take a proactive approach to their studies. By utilizing these resources, students can manage their time and study space effectively, as well as self-assess their learning progress before attending a class session with the instructor's guidance.

### **V . Survey results**

Conducting a survey of online learning needs to class TQ23-Hanoi-New majoring in Chinese Language with a distance system located at 193 Vinh Hung of Hanoi Open University , I obtained the following results: all 48 respondents are looking forward to the course with E-learning lectures designed according to this model, because of its flexibility, science, efficiency and cost savings. Among them, 45/48 students said that the content of E-learning lectures needs to integrate knowledge of Chinese language and cultural, economic, and historical practices of China -

Vietnam. Regarding form, up to 43/48 opinions emphasized the need for illustrations with images, sounds, videos and illustrative charts, diagrams... to promote effectiveness and reduce boredom. At the same time, 44/48 comments affirmed that E-learning lectures are inseparable from a systematic exercise system (question bank). Placed in the overall course, the E-learning lectures of the Chinese Language department will maximize their effectiveness, meeting the learning needs anytime, anywhere, regardless of distance and age of learners. .

## **VI. Conclusion**

Advantages and disadvantages in the process of designing E-learning lectures are inevitable. Instructors need to prepare well the lesson content, arrange the layout, and clearly the system content can help learners overcome most difficulties. If the lessons do not have a clear layout and specific orientation and the training organization using E-Learning lectures of the training facility is not thorough, many new online course participants feel confused and discouraged. To participate in online learning, learners must also install software tools on their computers, download and install a plug and play functions, and connect to the network. Some learners will feel a lack of friendships and contact in class. They will not see the advantages of online courses. Therefore, when designing E-learning lectures in Chinese Language, lecturers need to design professional and scientific E-learning lectures to help learners easily grasp and absorb lecture knowledge. Contributes to creating inspiration, motivation and student concentration for lectures when learning online

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