



The University of the West Indies

St. Augustine Campus, Trinidad and Tobago

Transforming the Classroom:

The Role of ICT in Enhancing Online Chinese Language Instruction in Trinidad and Tobago



Presented by:

Janine Renée Lutchman
洛珍妮



Overview of Chinese Teaching in Trinidad & Tobago

- Chinese was introduced to the Centre for Language Learning in 1996.
- Mandarin Chinese has been taught at private primary and middle schools and public universities (The UWI St. Augustine & UWI Roytec).
- Shift to online teaching from 2020.
- Chinese was introduced as a 3-credit course under the Foreign Language Requirement Programme (FLR).



Objectives



ICT in FL study

Highlight the practical applications of technology in foreign language education.



Learner Engagement

Investigate the factors that contribute to increased or decreased learner participation in the virtual learning environment.

Existing Literature – ICT & Foreign Language Learning

01

Multimedia for Language Acquisition

ICT tools enable the integration of multimedia elements, enhancing listening, speaking, reading, and writing skills through interactive exercises.

02

Authentic Language Exposure

Learners access real-world language resources, such as videos and podcasts, which promote practical language application.

03

Promoting Collaborative Learning

Online platforms encourage collaboration, enabling peer-to-peer interaction and language practice, which fosters deeper engagement and understanding.

Methodology



Population

Students enrolled in online Chinese classes from Levels 1-3 at the Centre for Language Learning.



Surveys

Students were issued evaluation surveys by the Centre for Language Learning.



Interviews

A sample of the total population was selected for virtual interviews on WhatsApp.



Observations

Observations took place throughout the three year period.

Results

According to the findings, the incorporation of Information and Communication Technology (ICT) tools in the virtual classroom yielded a very positive influence on learner engagement.

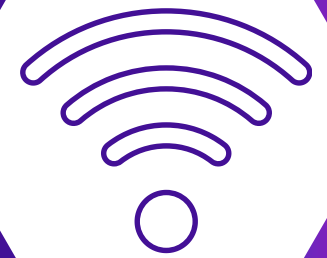


Favourable attitude to ICT

From institutional data, 96.8% of students enrolled in online Chinese class groups expressed their complete satisfaction with the use of ICT in class.

Potential of ICT

100% of the respondents in the sample group who were asked to complete an additional survey reported that the use of ICT made their learning experience more interactive and engaging.



Popular ICT Tools

The most popular tools cited were Google Classroom, PLECO, Zoom, TikTok & WhatsApp.

Engagement levels

79.4% of respondents from institutional feedback surveys indicated that they participated actively in the online Chinese classes.





Meme Creation

Tools: Canva, PowerPoint, Meme Generator app.





Flashcard Creation

Tools: Canva, PowerPoint



米兰 (Mǐlán)

大雪

气温: -3°C



第一组
天气预报



荷兰

Hélán

Netherlands





Chapter Review Games

Tools: PowerPoint





Virtual Chinese Writing

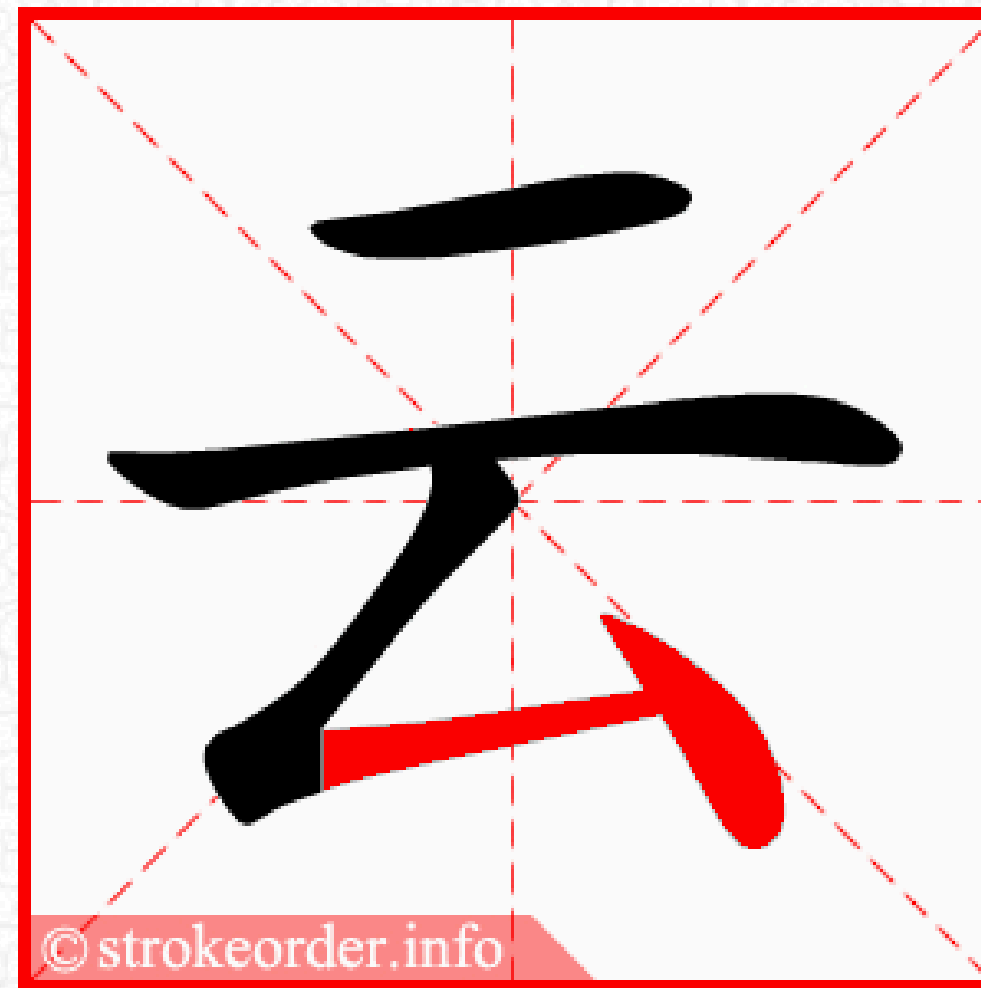
Tools: <http://www.strokeorder.info/>

Stroke
Order
.info

search by single Chinese character

Search

Animated Stroke Order of 云:



© strokeorder.info

Radical: 二 Strokes: 4



Conversation Prompts

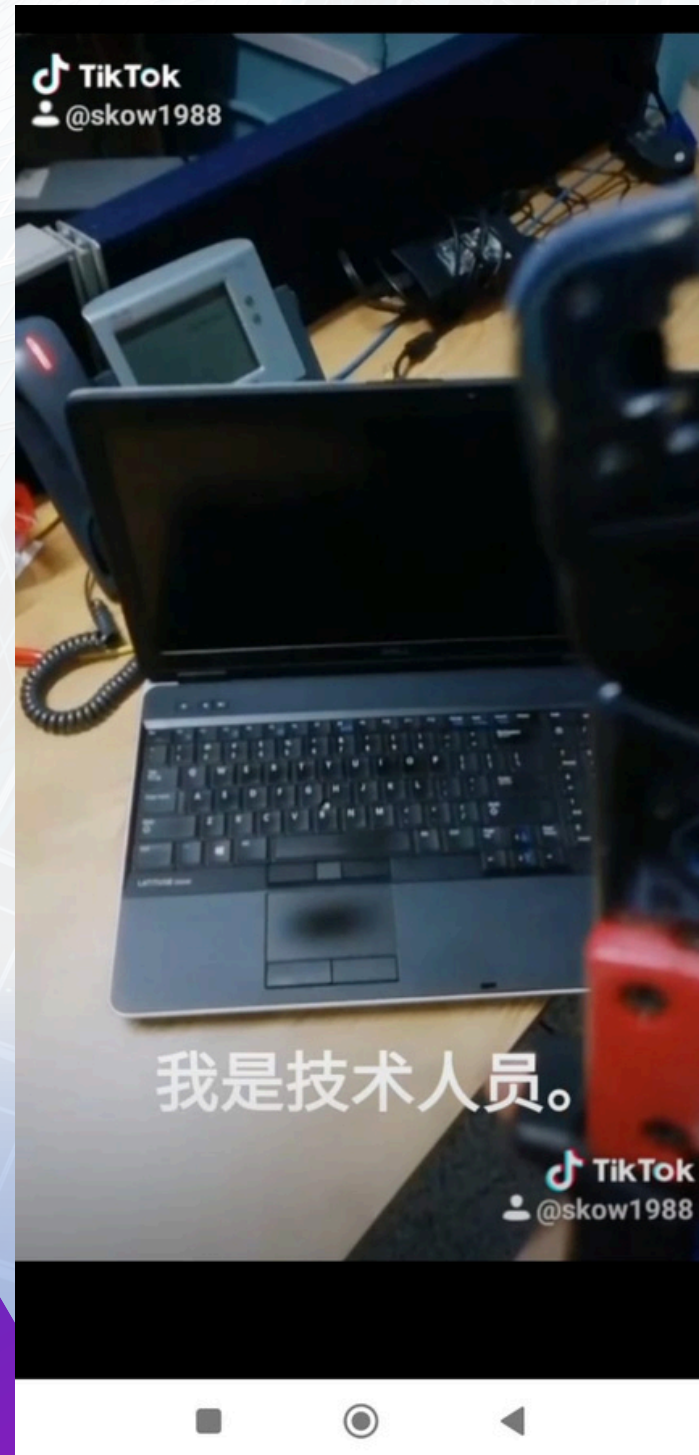
Tools: Bitmoji, PowerPoint





Vlogging & Video Projects

Tools: Capcut, Power Director, TikTok



Final Considerations

- ICT offers transformative potential in foreign language instruction.
- Students were overwhelmingly satisfied with their experience learning Chinese online, primarily due to the teacher's innovative use of technology tools.
- Cultivate digital literacy skills among students and teachers through training.
- Stay informed about the latest technological trends in education.



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Thank You

For Your Attention

感谢大家聆听！



jan.lutchman17@gmail.com



[/jlutchman](#)



[@janiknots](#)

