

GoChinese

The GoLanguages series

2010



Asia Pacific ICT Grand Award,
Education & Training, 2006



Hong Kong ICT Grand Award,
eLearning, 2006



What is GoChinese?

GoChinese is a language learning platform that **instantly transforms printed learning materials** into multimedia-rich, online courses or e-textbooks.

The screenshot displays the GoChinese website interface. At the top, the logo 'GOCHINESE' is visible, along with a user greeting 'Alexandra Park Student, Welcome to GoChinese' and navigation icons for 'Lessons', 'Exercises', and 'Personal Content'. A search bar and settings for 'Simplified + Pinyin', 'Slower', and '12 pt' are also present. The main content area is titled 'Lesson 1 Vocabulary' and features a photograph of four students. Below the photo is a list of vocabulary items with their pinyin and English translations:

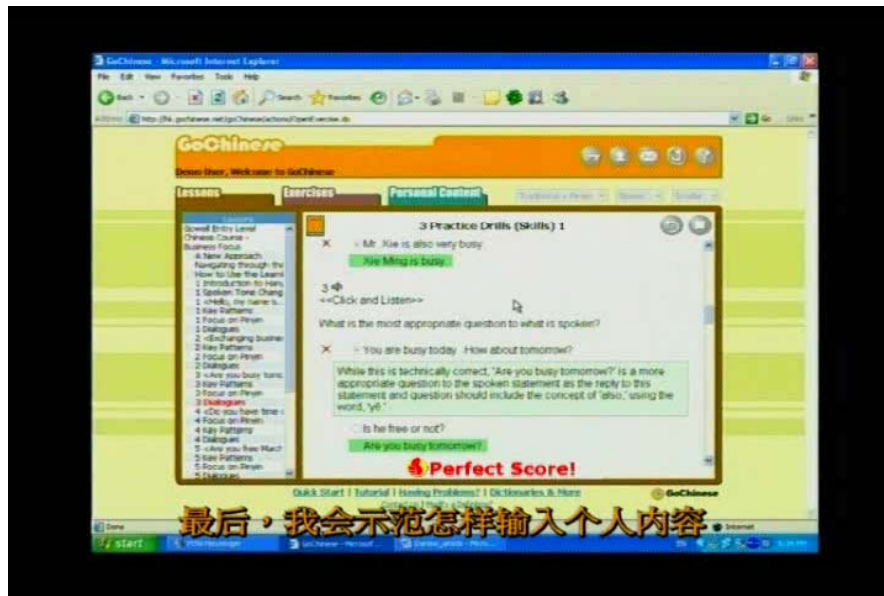
hǎo	好	adjective
zǎo	早	adjective
nǐhǎo	你好	fixed expression
lǎoshī	老师	noun
xiānshēng	先生	noun
xiǎojiě	小姐	noun
nǐ	你	pronoun
nín	您	pronoun

As a result, GoChinese is able to offer:

- Flexible, customized learning materials
- Detailed, comprehensive learning support for students

What's special? Instantly creates online materials

The video below is from www.gochinese.net, select 'Product Site.'



Any text can be inputted directly, paste in or 'batch' uploaded into GoChinese



Online learning materials, courses or e-textbooks are instantly created

With cost and time savings; reduced complexity

Comparison of Online Publishing Processes

Significant Cost and Time Savings with GoChinese

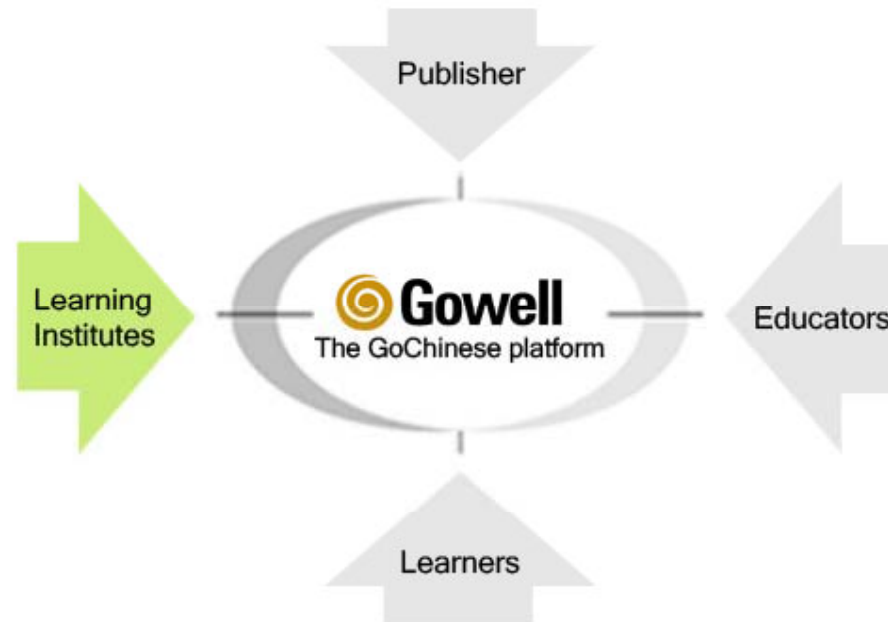
GoChinese (3-4 weeks)	Typical production methods (Approximately 2-5 months)
<p>Minimal production work</p> <ul style="list-style-type: none">● Text content is submitted or simply paste into the platform● The platform auto-generates voice and other learning outputs● Formatting work with GoChinese's edit tools <p>No technical knowledge needed</p>	<p>Significant manual production work</p> <ul style="list-style-type: none">● Project team transforms the materials into a Flash, HTML or other format● Voice recording work● Translation work● Any changes require technical and programming knowledge <p>Technical knowledge required</p>

Note: For an approximately 150-page textbook.

What's special? Supports content from all sources

Flexible, collaborative publishing platform

- No incremental costs for producing online resources
 - Copyright protections
 - Supports instructor-created materials
 - Assesses, monitors and communicates with learners
 - **Global pool** of instructor-created resources
 - Personalizes learning experience, featuring instructor-assigned and any self-created materials
 - Comprehensive learning functionalities
- Integrates in-classroom and outside classroom work
 - Customization of learning materials for or from the institution



What's special? Unprecedented functionalities

Enriched lessons

- Supports the layout of typical lessons
- Double-click, highlight or point cursor on any text or button to activate learning outputs (including voice, definitions, phonetics, annotations and Podcasts)

Online assessment

- Full range of auto-graded exercise types
- Voice can also be auto-generated with the exercise sets
- Comprehensive assessment management features, with scorekeeping and “re-takes”

Authoring and content management

- Authoring and editing tools
- Ability to control the distribution and display of learning materials
- Content sharing

Feedback and reporting

- Usage reports
- Score records

With a strong linguistic focus ...

Challenge #1

Chinese is a non-alphabetic, non-phonetic language

Some characters have more than one sound:

Example:	huìyì	kuàìjì
	会议	会计
	meeting	accounting

A Challenge Addressed by GoChinese

By adding phonetic elements to all text:

- All words read aloud with linguistic accuracy
- Hanyu Pinyin phonetics auto-generated for all words
- Supports textbook-style presentation of characters and phonetics

... addressing the challenges with learning Chinese

Challenge #2

Comprehension: Words are not explicitly delineated & dictionary look-up is not easy

Example: pīngpāngqiú pāimài wánle
 乒乓球 拍卖 完了
 The ping-pong auction is finished.

 pīngpāngqiúpāi mài wánle
 乒乓球拍 卖 完了
 The ping-pong paddle was sold.

A Challenge Addressed by GoChinese

By extracting words and looking-up definitions:

- All Chinese characters are automatically 'grouped' into words
- English definitions instantly displayed

With first-of-its-kind learning opportunities, globally

In the **UK**, we have 'replaced the book' in some cases, offering courses that that conduct the assessment government recognized qualifications.

Integrated learning experience successfully motivating **Our Lady's Convent School's** non-academic track students

City University of New York is using our

platform as their lab and online resource, linked to their teaching curriculum. They are looking at the platform to support distance learning.

Nanyang Technological University in **Singapore** offers courses on GoChinese. For six semesters, students unanimously found the platform and course helpful.

With **Wisers** in **Hong Kong/China**, we have integrated our tools to their news aggregation site, transforming their content in learning materials.

At **Sun Yat-sen University** in **China**, GoEnglish is delivering their published textbooks and test preparation materials. Won places in National College Course Excellence and other prestigious awards in 2009.

Canadian International School of Hong Kong is using GoChinese for Grades 2 to 12.

- Teacher-created or customized resources
- Students creating their own learning materials
- With multi-level classes, students work at different paces and/or independently
- Online competitions

And enthusiastic teachers and students

“The students are enjoying it and it’s **amazing to see how I.T. motivates them**. Most of all, it is very effective. Your scoring system works well – a lot of them feel confident and happy about the results. For me, I like GoChinese's flexibility and it **saves me a lot of admin work**. I don’t need to worry about the paper work, and they can be re-used over and over again, with some modifications.”

– Michelle Hsu-McWilliam, Teacher, Merchiston Castle School, Scotland, UK



“I believe GoChinese is an excellent and helpful software. It helps us to better understand certain meaning and sentence structures. GoChinese is a very good tool, because files can be downloaded to an MP3 player, so it is **possible to practice on the go**. Overall, learning Chinese through GoChinese **helped me push pass difficult words and structures**. Thanks to such a great program I feel more confident in learning Chinese, and I hope this software continues to run here.”

– Samuel Batista, Student, CUNY, New York



“It's great that you have the ability to **look at every characters and pinyin plus the English meaning and also hear the words all at the same time**. [I love] being able to check your scores and the competitions... **it's a thrill to be at the top of the score board**.”

– Joan Amo, student, Our Lady's Convent School, UK



Case Study 1: Raising Scores on CASLS Pilot Exams

School: U.S. East coast private school

Exam: The Center for Applied Second Language Studies
Reading Proficiency Exams – 2009
(at University of Oregon)

Top Table: Chinese 2 class

- Studied with textbooks
- Used GoChinese to learn from materials found on the Internet that students ‘copied & paste’ into the platform

Bottom Table: Chinese 3 class

- Studied with textbooks only

Conclusion: Chinese 2 students achieved equal or higher reading scores than Chinese 3 students, who also had 2 more years of Chinese

Chinese 2 Class	Reading				Level
	Beginning	Transitioning	Expanding	Refining	
Student 1	71.43% 20/28	100.00% 1/1	-	-	BM
Student 2	67.86% 19/28	100.00% 1/1	-	-	BM
Student 3	78.57% 22/28	48.15% 13/27	33.33% 1/3	-	TL
Student 4	53.57% 15/28	100.00% 1/1	-	-	BL
Student 5	78.57% 11/14	55.56% 15/27	66.67% 2/3	-	TL
Student 6	92.86% 13/14	74.07% 20/27	33.33% 6/18	-	TM
Student 7	85.71% 12/14	92.31% 12/13	48.48% 16/33	-	EL
Student 8	78.57% 11/14	55.56% 15/27	33.33% 1/3	-	TL
Student 9	85.71% 12/14	74.07% 20/27	100.00% 3/3	-	TM

Chinese 3 Class	Reading				Level
	Beginning	Transitioning	Expanding	Refining	
Student 1	64.29% 18/28	100.00% 1/1	-	-	BM
Student 2	71.43% 20/28	100.00% 1/1	-	-	BM
Student 3	85.71% 12/14	59.26% 16/27	33.33% 1/3	-	TL
Student 4	92.86% 13/14	51.85% 14/27	27.78% 5/18	-	TM
Student 5	75.00% 21/28	.00% 0/1	-	-	BM
Student 6	92.86% 13/14	92.31% 12/13	87.88% 29/33	-	EH
Student 7	78.57% 11/14	62.96% 17/27	66.67% 2/3	-	
Student 8	75.00% 21/28	100.00% 1/1	-	-	

Case Study 2: Raising Scores on UK GCSE Exams

School: Inner-city secondary school in London, UK

Exam: Chinese GCSE (for 16 year olds)

- 64% of students scored the highest marks A/A+, higher scores than for any other subject ⁽¹⁾
- Students learning Chinese had one less year of study; no native Chinese students

GCSE Mock Exams - December 2008					
	Listening	Speaking	Reading	Writing	Overall
Total Marks / Students	50	20	50	50	
Student 1	13	6	24	3	G+
Student 2	37	11	39	29	B-
Student 3	31	12	34	1	D-
Student 4	40	13	41	40	A-
Student 5	22	10	26	24	D-
Student 6	38	12	35	35	B-
Student 7	34	15	36	35	B+
Student 8	19		26	6	NA
Student 9	25		22	2	NA
Student 10	37	14	39	36	A-
Student 11	38	14	37	40	A-

GCSE Exams - Final Grade - Summer 2009					
	Listening	Speaking	Reading	Writing	Overall
Total Marks / Students	50	20	50	55	
Student 1	27	11	15	0	F ⁽²⁾
Student 2	48	17	45	32	A
Student 3	42	19	35	31	A
Student 4	47	18	43	43	A*
Student 5	27	14	24	19	C ⁽²⁾
Student 6	48	19	47	54	A*
Student 7	45	19	43	45	A*
Student 8	31	14	26	13	C ⁽²⁾
Student 9	36	11	23	8	D ⁽²⁾
Student 10	47	17	34	37	A
Student 11	43	16	41	40	A

Notes: (1) Except for the Italian GCSE scores, although the school only had 2 test takers for this subject.
 (2) The low scorers also achieved low scores with their other GCSEs.

Learning objectives achieved

- Demonstrating significant improvement in language skills
- Increasing availability and effectiveness of online learning resources
- Developing a stronger culture of independent learning
- Achieving greater level of “student centric” learning
- Supporting mixed-ability classes
- Enhancing ability of teachers to monitor and understand their students
- Allowing independent learning to more closely link with curriculum-based, classroom-based work

Representing the future in education

Clayton Christensen, a Harvard Business School professor, recently published the widely acclaimed, *Disrupting Class*. The following is his main message:

“... during most of the 1800s, ... because the [class]room was filled with children of different ages and abilities, teachers spent most of their day going from student to student, giving personalized instruction and assignments ... But this method of teaching changed as larger enrollments forced schools to standardize.”

However,

- Every student has **own “intelligence, learning styles, varying paces and starting points”**
- To educate every student, one must find a “student-centric” model

How to address this?

- Computer-based learning – “the proper use of technology as a platform for learning offers a chance to modularize the system and thereby customize learning.”

**We addresses exactly this need.
GoChinese is a customizable, “student-centric” learning solution.**