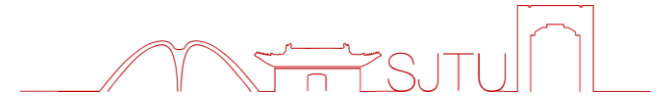


A study on the effect of social reading based on second language learners' online learning

Tingzhu CHEN

tingzhuchen@sjtu.edu.cn

Shanghai Jiao Tong University



A study on the effect of **social reading** based on **second language learners' online learning**

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Research Interests

2

Project Background

3

Project Design

4

Summary



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1. Research Interests



Associate professor

2007 Xiamen University, 2009 UCLA and 2020 Shanghai Jiaotong University

Research interests: **teaching Chinese as a second language**; Chinese traditional art and cultural creativity.





2. publication and project



Ministry of Education
教育部人文社会科学研究项目
结项证

项目类别：青年基金项目
项目名称：殷商甲骨文结构研究
负责人：陈婷珠
批准号：11YJC740012

本项目经审核准

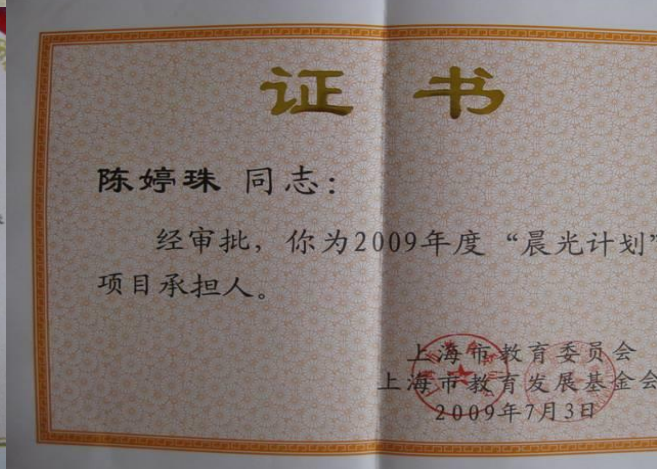
证书编号：2016JXZ032

华夏考古
HUXIA ARCHAEOLOGY
陈婷珠 先生：
大作《〈甲骨文类表〉异体字初步研究》

上海交通大学 2018 年度孔子学院建设研究课题 立项通知书

上海交通大学陈婷珠老师：

您申报的《汉字怎么教？—基于模块化的汉语国际教育汉字教学的研究》课题，经我处与学校文科处组织专家评审，现正式批准为 2018 年度孔子学院建设研究课题，课题类别为普通课题，课题编号



publication and project	source	time
13 years teaching experience	Xiamen University, UCLA and Shanghai Jiaotong University	2007-2020
The lack of ancient characters in Chinese Dictionary (CSSCI 2nd author)	Dictionary research	2008
The study of the script system of Jiagu in Yin Shang dynasty(Sole author)	Shanghai people press	2010
Interpretation of ancient Chinese characters(co-author)	Shanghai education press	2010
Draws mistaking of the book of A New Compilation of Jiagu Characters	Study of ancient Chinese	2011
Academic collection of Dai Jiaxiang(2nd author)	Shanghai people press	2012
A Study on variant from of the book of A New Compilation of Jiagu Characters(CSSCI)	Chinese Archaeology	2013
A Study on variant from of Jiagu (CSSCI)	Archaeology and cultural relics	2014
Chinese characters and Chinese language culture	Shanghai Jiaotong University	2017
Research on Chinese character teaching based on Modularization	Shanghai Jiaotong University	2018
Curriculum reform and construction of Philology	Shanghai Jiaotong University	2019
Dual-View Oracle Bone Script Recognition System via Temporal-Spatial Psychovisual Modulation	The IEEE Conference on Multimedia Information Processing and Retrieval	2020
A study on encoding-based oracle bone script recognition	Journal of Chinese Writing	2020



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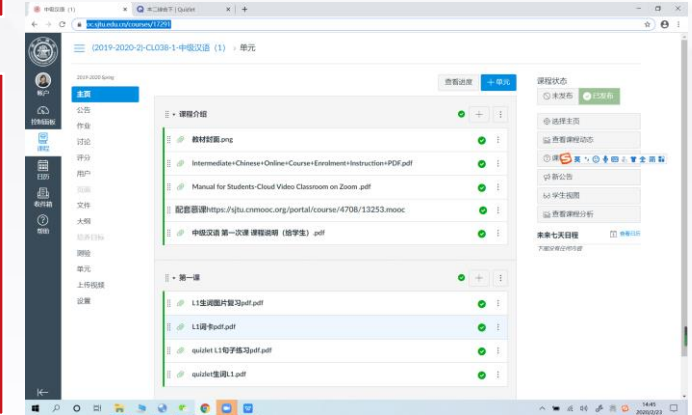


2.1 tools



Zoom

Wechat



Online Document

Canvas



Quizlet

Attendance Online

Quizlet



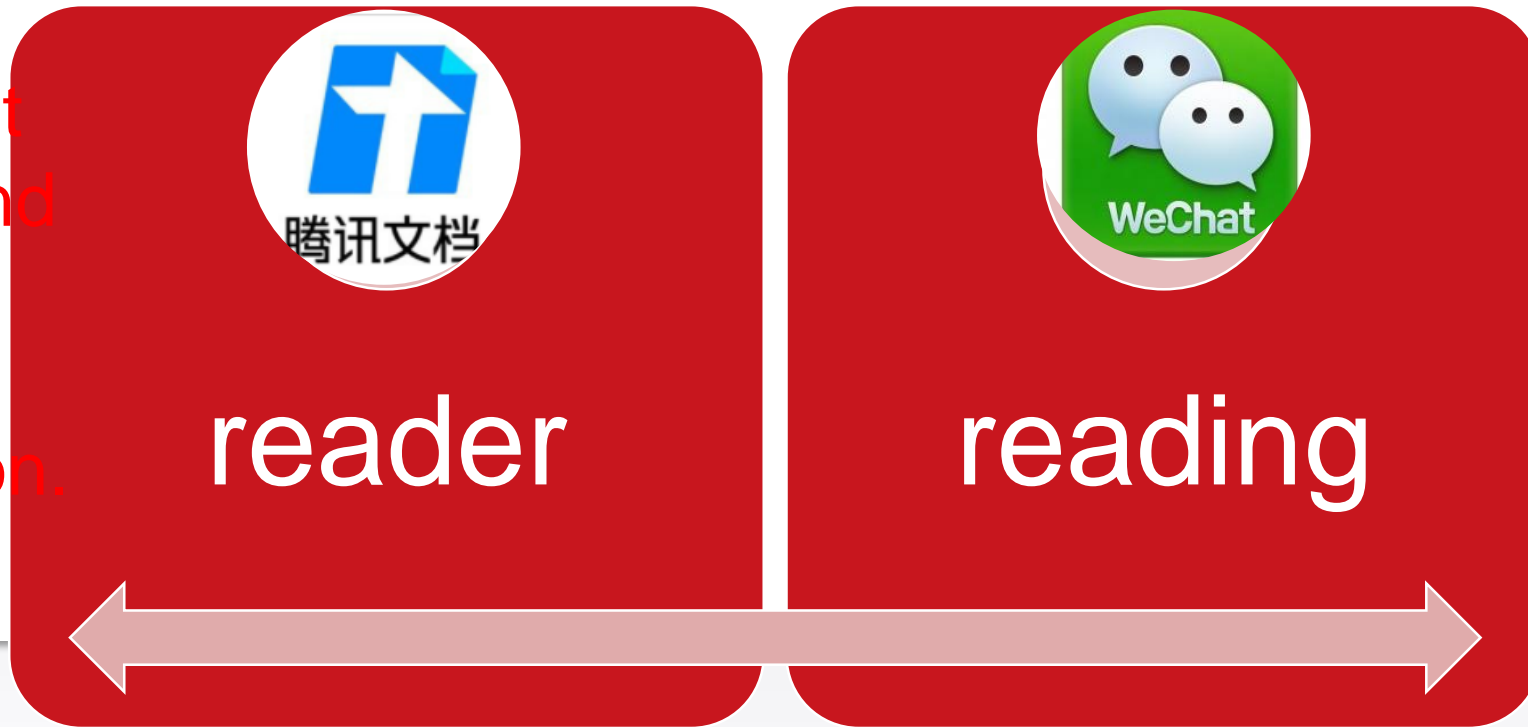


2.2 Project introduction



As a new form of reading, social reading emphasizes the **interaction and sharing** of **users** in the process of **digital reading**.

They want to read and share useful information.





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My students



Readers' habits



Reading materials





My students



Readers' habits



Reading materials

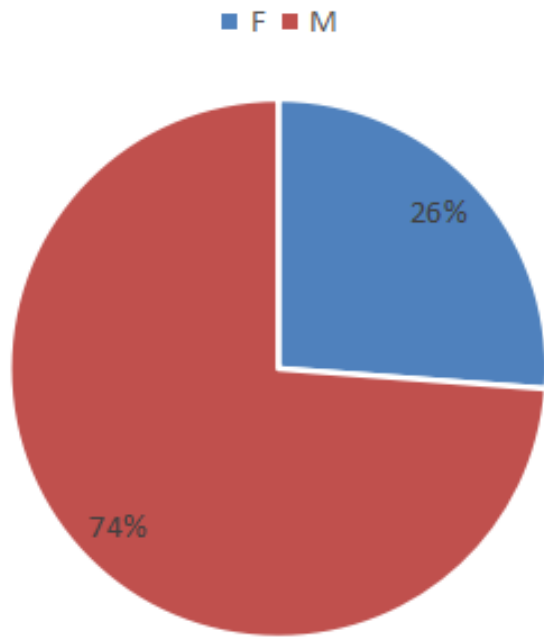




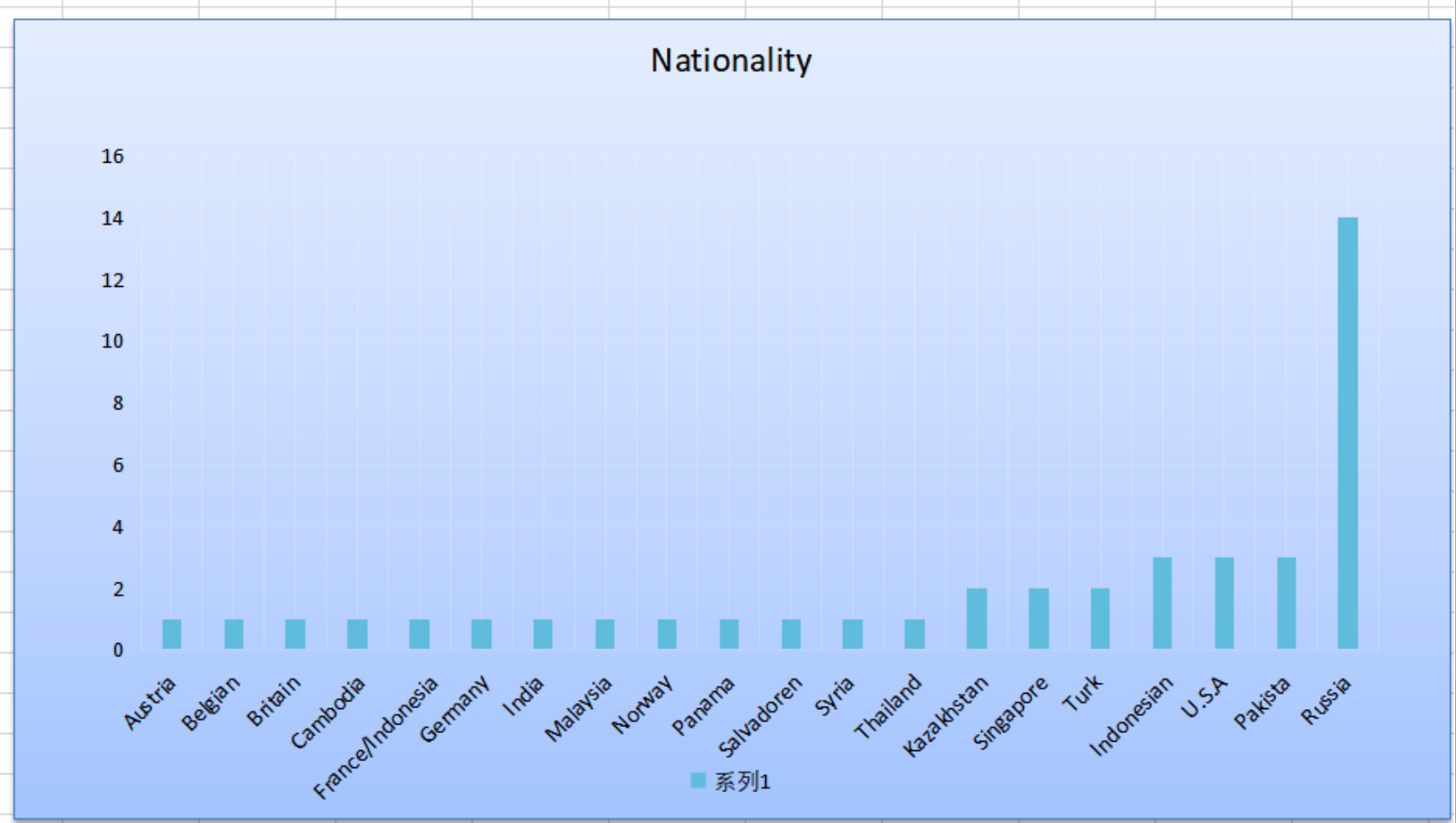
3.1 my students



Gender ratio



Nationality





My students



Readers' habits



Reading materials



上海交通大学汉语学习和阅读调查

亲爱的同学：

你好！本问卷旨在了解你的基本情况、汉语学习和阅读情况。我们承诺对所有的问卷严格保密，也不会跟你的课程成绩有任何关联，请根据你的实际情况放心填写。非常感谢你的支持和参与！

Dear students,

Hello! The purpose of this questionnaire is to investigate something about your Chinese learning and reading. We promise to keep all the answers confidential and will not be related to your course grades. Please answer the questions according to your actual situation or instant reaction. Thank you very much for your support and participation.

上海交通大学汉语学习和阅读调查项目组
Research Team on Chinese learning and reading, SJTU

1. 你叫什么名字？

(what is your name) [填空题] *

2. 你的性别？

(gender) [填空题] *

3. 你的学号？

(your student number) [填空题] *

4. 你来自哪个国家？

(which country are you from) [填空题] *

5. 你在交大学习什么专业？

(what subject/major do you study at SJTU) [填空题] *

6. 你目前的汉语水平怎么样？

(what is the current level of your Chinese) [填空题] *

比如 HSK, HSKK

7. 你的年龄属于下面哪种？

(how old are you) [单选题] *

18岁以下

18-22

23-26

26-30

30岁以上

8. 请选择正确的数字。

(Please choose the appropriate response for each item) [矩阵量表题] *

从不 never=1

偶尔 seldom=2

有时 sometimes=3

经常 often=4

总是 always=5

	1	2	3	4	5
你喜欢阅读中文吗？ Do you willingly read Chinese?	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
你会阅读老师们没	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

亲爱的同学:

你好! 本问卷旨在了解你的性格特征和阅读策略。我们承诺对所有的问卷严格保密, 也不会跟你的课程成绩有任何关联, 请根据你的实际情况放心填答。非常感谢你的支持和参与!

Dear students:

Hello! The purpose of this questionnaire is to investigate something about your personalities and reading strategies. We promise to keep all the answers confidential and will not be related to your course grades. Please answer the questions according to your actual situation or instant reaction. Thank you very much for your support and participation.

上海交通大学汉语学习和阅读调查项目组

Research Team on Chinese learning and reading, SJTU

1. 你的学号 (your student number)

2. 请判断你对下列说法的赞同程度 (Please circle the appropriate response for each item):

1=非常不赞同 (strongly disagree); 2=不太赞同 (somewhat disagree); 3=一般 (neither agree nor disagree);
4=比较赞同 (somewhat agree); 5=非常赞同 (strongly agree)。

我喜欢解决复杂的问题。 I like to solve complex problems.	1	2	3	4	5
我能够处理大量的信息。 I can handle a lot of information.	1	2	3	4	5
我喜欢想出解决问题的新方法。 I love to think up new ways of doing things.	1	2	3	4	5
我能快速理解事情。 I am quick to understand things.	1	2	3	4	5
我喜欢阅读具有挑战难度的材料。 I love to reading challenging material.	1	2	3	4	5

3. 你觉得下列陈述在多大程度上适用于你自己 (Respond by indicating the degree to which each statement agrees with the perception you have of yourself):

0=完全不适用 (Doesn't apply); 1=几乎不适用 (Almost never); 2=很少适用 (Rarely);

3=偶尔适用 (Occasionally); 4=经常适用 (Frequently); 5=总是适用 (Almost always)

I dislike test questions in which the information tested is in a different form from that in which it was learned.						
当分享个人经历的时候, 我不会夸大其词。 I avoid exaggeration when sharing personal experiences.	0	1	2	3	4	5
生气的时候我会失控。 I lose control when I get angry.	0	1	2	3	4	5
我会进行反思性和哲学式的思考。 I engage in reflective, philosophical thought.	0	1	2	3	4	5
我喜欢别人给我解释理论或原理, 而不会自己去搞明白。 I prefer to have a theory or principle explained rather than studying it out for myself.	0	1	2	3	4	5
我会掩饰自己的失望。 I conceal disappointments.	0	1	2	3	4	5
当我听到一个悲伤的故事时, 我会流眼泪。 I shed tears when I hear a sad story.	0	1	2	3	4	5
我会用业余时间去读小说、诗歌或戏剧等文学作品。 I spend leisure time reading poetry, stories, or plays.	0	1	2	3	4	5
我对讨论什么是理想社会并不感兴趣。 I am uninterested in discussions of The Ideal Society.	0	1	2	3	4	5
当人们使我不高兴时, 我能忍住不说任何话。 When people displease me, I refrain from saying anything.	0	1	2	3	4	5
当与人争论时, 我会变得兴奋起来。 I get excited when I argue.	0	1	2	3	4	5

4. 请评估你在阅读学术书籍或与课业有关的书籍 (如教材或教辅等) 过程中使用下列方法的频次 (Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. After reading each statement, circle the number that applies to you).

1=我从来或几乎没有这么做 (I never or almost never do this);

2=我偶尔这么做 (I do this only occasionally);

3=我有时这么做 (I sometiems do this--about 50% of the time);

4=我经常这么做 (I usually do this);

5=我总是或几乎都是这么做 (I always or almost always do this)。

通过记笔记的方式来帮助自己理解所读内容。 I take notes while reading to help me understand what	1	2	3	4	5
---	---	---	---	---	---

4. 请评估你在阅读学术书籍或与课业有关的书籍（如教材或教辅等）过程中使用下列方法的频次（Listed below are statements about what people do when they read academic or school-related materials such as textbooks, library books, etc. After reading each statement, circle the number that applies to you）.

1=我从来或几乎没有这么做（I never or almost never do this）；

2=我偶尔这么做（I do this only occasionally）；

3=我有时这么做（I sometimes do this--about 50% of the time）；

4=我经常这么做（I usually do this）；

5=我总是或几乎总是这么做（I always or almost always do this）

通过记笔记的方式

I take notes

I am reading

借助画下划线或

I underline or circle

使用字典等参考

I use reference materials

what I'm reading.

通过出声朗读的方式来帮助自己理解有难度的内容。 When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
通过撰写摘要的方式思考文本中的核心观点或主要内容。 I write summaries to reflect on key ideas in the text.	1	2	3	4	5
运用复述的方法来帮助我们更好地理解所读内容。 I paraphrase (restate ideas in my own words) to better understand what I'm reading.	1	2	3	4	5
跟别人讨论自己所读的内容，查看自己的理解是否正确。 I discuss my reading with others to check my understanding.	1	2	3	4	5
来回阅读文本以发现文本中不同概念、观点之间的彼此联系。 I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5



3.2 Readers' habits



1. I like to solve complex problems.
2. I can handle a lot of information.
3. I am quick to understand things.
4. I love to reading challenging materials.

5. I am willingly read Chinese.
6. Reading Chinese is fun for me.
7. there is a need to read Chinese materials.

But I cannot read Chinese materials **quickly**.
I can not **focus my concentration** on the content of
the Chinese text that I am reading.





My students



Readers' habits



Reading materials





3.3 Reading materials

目录

智能识别目录

文本

- 高级: 文章 ...
- 中级: 文章 ...
- 中级: 文章 ...
- 中级: 文章 ...
- 高级: 文章 ...
- 高级: 文章 ...

- 中级: 文章 ...
- 中级: 文章 ...
- 高级: 文章 ...
- 中级: 文章 ...
- 高级: 文章 ...
- 高级: 文章 ...

高级: 文章一: 两名

两名女科学家分享

新华社斯德哥尔摩宣布, 将 2020 年诺贝尔国女科学家珍妮弗·迪贡献。

瑞典皇家科学院名单及主要成就。汉松访的工具”。

据诺贝尔化学奖的工具之一, 即“CRISPR以极高精度改变动物、生物的生命周期。这一新的癌症疗法, 并可能



HSK 2 文本



HSK 2 答案



HSK 3 文本



HSK 3 答案



HSK 4 文本



HSK 4 答案



HSK 5 文本



HSK 5 答案



HSK 6 文本



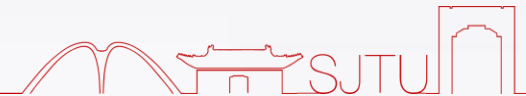
HSK 6 答案



HSK 6上 文本



HSK 6上 答案





3.3 Reading materials

【编辑:岳川; 来源于: 新华网】

1. 请根据文内容判断正误。

- (1) 她们两都是法国的科学家。 ()
- (2) 她们是在 2011 年以前就开始合作。 ()
- (3) 她们将各自得 1000 万瑞典克朗。 ()
- (4) 她们两是在不同年, 同一个地方, 出生的。 ()
- (5) 两人现在都是研究室主任。 ()

2. 这个发现对那个群体产生了突破性的影响? ()

- A. 植物
- B. 动物
- C. 生物

3. 她们俩在哪一个领域做出了贡献? 获奖研究的成果是什么? (希望不要太宽泛的问题, 要有细节, 能根据上下文得出答案。)

4. 请从文章中找出适合下面解释的恰当词汇。

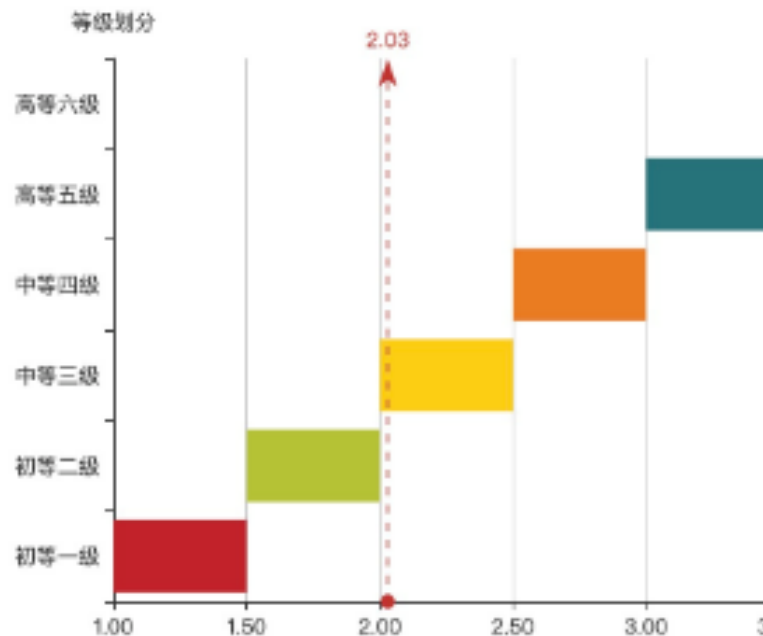
- (A) 取得了一些成绩 : _____
- (B) 打电话 : _____
- (C) 又惊又喜 : _____

5. 文章提到“这个基因编辑工具拥有巨大能量。”请加以说明有哪些“能量”呢?



汉语阅读分级指难针

难度等级报告图



难度指标报告表

类别	量化指标
词汇难度	0.15
平均句长	17.92
最长句长	44
文本长度	233
文本难度	2.03
等级划分	中等三级

词语标注

字词档案

词语标注

超纲词
 更高级词
 高级词
 中级词
 初级词
 专有名词
 HSK词汇

显示标注

字词档案结果报告

表1: 汉字档案

字表	字数	字种数	分布 (%)	累积分布 (%)
初级	2329	488	83.54	83.54
中级	276	173	9.90	93.44
高级	65	47	2.33	95.77
更高级	6	5	0.22	95.98
超纲字	112	30	4.02	100
总计	2788	743	100	100

表2: 词语档案

词表	词数	词种数	分布 (%)	累积分布 (%)
初级	936	307	57.46	57.46
中级	215	124	13.20	70.66
高级	126	91	7.73	78.39
更高级	14	14	0.86	79.25
专有名词	27	25	1.66	80.91
超纲词	311	204	19.09	100
总计	1629	765	100	100

表3: HSK词汇档案

词表	词数	词种数	分布 (%)	累积分布 (%)
一级	411	42	25.23	25.23
二级	100	39	6.14	31.37
三级	108	46	6.63	38.00
四级	147	79	9.02	47.02
五级	121	88	7.43	54.45
六级	96	62	5.89	60.34
超纲词	646	409	39.66	100
总计	1629	765	100	100

42 发现₄，第一批⁰ * 80
 如何₅？调查₄显示₅，
 其次₄是₁集中₅在₁ 1500 -
₅为₃ 47.0 8%。房子。
 司₂的₁薪水₆、福利₆等₂
 围绕₂“钱”打转转⁰
 1₂未来₅失去₅信心₁

文本定级



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4.1 platform



The screenshot shows a PDF viewer window titled "中级汉语 (1)". The document content includes:

她在一家医院工作
弟是中学生。
最近我买

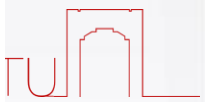
(一) 选择正确

1. 我们家有:
A 二
2. 一个姐姐:
A 学
3. 我最近买:
A 号

(二) 判断正误

1. 我在中国
2. 我的房间
3. 新箱子、
4. 我和弟弟

An annotation tool is overlaid on the right side of the page. It has a title bar with "Annotations" and "Page Notes 1". Below the title bar is a green horizontal bar. Underneath is a rich text editor with a toolbar containing icons for Bold (B), Italic (I), Quote, Link, Image, Sum, List, and Bulleted List. A "Preview" button is also present. Below the editor is a text input field labeled "Add new tags". At the bottom of the tool are two buttons: "Post to 中级汉语 (1)" and "X Cancel".





10.
截止



10.
截止



10.
截止



10.
截止

1 / 2

中级汉语 (1)

Annotations 28 Page Notes 1

10月13日

我和爸爸想到一块了

我和爸爸一块想到了

10月13日

糯

这个字什么意思?

Show replies (1)

10月13日

少数服从多数

Majority wins?

10月13日

13

早上，妈妈问我们要吃什么。说：“家里还有糯米粉，可以做汤才懒得出去买包饺子的材料。”“坚持：“想吃自己去买来做。”我无语给我们一次机会——只要能在她头上我以前也帮妈妈找过白头发，希望不大了。我在妈妈头上翻来翻去指自己的头，我暗暗高兴，领会爸爸根白头发，我高兴地说：“妈妈我找看。”爸爸找来夹子，在妈妈头了随妈妈看了，吃一惊说：“我什么时候街买材料了”。妈妈很不情愿离开她笑。不久妈妈就买回包饺子料，开始去吃饺子时，我和爸爸装了一大碗，品。

吃完饭，我告诉了妈妈实情。

- instant feedback
- work together
- try to solve problem
- share the ideas
- bulid up reallationship

(edited 10月13日) 10月13日



妈妈很不情愿离开她的暖被窝

“暖被窝”很有趣，是说床上的被子像鸟的窝一样

10月13日



我和爸爸装了一大碗，津津有味吃着这些我们合谋得来的战利品



很有趣的句子

10月13日

爸爸呵呵地笑了，我也笑了，最后妈妈也忍不住笑起来了

很喜欢这个句子，想象了这个情况，真让我笑

饮水思





So far, the project has been carried out smoothly and achieved phased results

1. build up the collection and sorting of materials.
2. Two questionnaires were completed before the formal test.
3. We got the mid-term test's grade.....
4. **With the help of social reading tools, second language learners can not only highlight the text and add notes, but also share content with others, view other people's comments, and carry out online discussions.** To deepen the study of the assessment system, for the next step to design the evaluation system, through reading to test the second language ability.



Thank YOU!

上海交通大學

SHANGHAI JIAO TONG UNIVERSITY

飲水思源 愛國榮校