

Sub-project 3: Sign up, Log in and Manage Account

General Introduction: For learners of 21st century, using computer to use Internet resources is a basic learning skill. In order to use Chinese websites, there is one thing should be introduced to the learners, how to type characters. When they managed to do that they could sign up, log in and use Internet resources on Chinese websites.

Goal:

- a) The Students will be able to use characters to sign up, log in and manage account on a Chinese website.
- b) The students will be able to distinguish online resources in simplified and traditional characters, will have opportunity to use basic internet related words and expressions in a real life task in speaking, listening, reading, writing and typing, such as “免费注册，登录，邮箱，密码，验证码，编辑个人介绍，保存” etc.

Input:

- a) Two screenshots of BBC news webpage. With the same content, one is in simplified characters and another is in traditional characters. (Appendix 3.1.1& 3.1.2)
- b) 10 websites with URL ending with CN/TW/HK/MO, choosing randomly, see an example list:
<http://www.pku.edu.cn>
<http://www.tsinghua.edu.cn>
<http://www.sina.com.cn>
<http://www.hanban.edu.cn/confuciousinstitutes/>
<http://www.ntu.edu.tw>
<http://www.ebc.net.tw>
<https://www.hku.hk>
<http://www.hkpl.gov.hk>
<http://www.umac.mo/chi/>
<http://www.gov.mo>
- c) Xiami Music Website: front page, sign up page and log in page. (Sample screenshots provided in Appendix 3.3)

Conditions:

- a) All input are shared in the whole class.
- b) Screenshots of BBC news is used in a divergent manner.
- c) 10 websites are used in a convergent manner.
- d) Screenshots of Xiami Music Website is used in convergent manner.

Procedures:

Pre-class Preparation: Teacher works with computer lab staff to install pinyin input software into computers. Reserve computer lab for classes. (All classes will be conducted in computer lab.)

Priming:

1. *Individual Comparing:* Give each student two screenshots of BBC news webpage (Appendix 3.1.1& 3.1.2). First, students need to decide which page is using simplified characters and which is using the traditional characters. Then, students scan the

screenshots carefully, find 5 characters that are identical between their simplified style and the traditional style and 5 characters that are different, meanwhile, copy down the characters in both writing styles in the chart (Appendix 3.2) accordingly.

2. *Pair Comparing*: Share your findings with a partner, find out characters you can recognize and compare their writings of two styles to see the differences.
3. *Pair Classifying*: give each group a list of random websites with URL ending with CN/TW/HK/MO. Students use the computer to visit the websites, according to their character display, categorize these websites into two, “简体字网站” and “繁体字网站”.
4. *Teacher-led Discussion*: Teacher leads the class to discuss about: How did the students categorize the websites? Why? Is there a short cut to decide which website uses what characters? (CN vs. TW/HK/MO)

Preparing:

5. *Teacher-led Prediction, word meaning*: Direct student to Xiami Music Website: <http://www.xiami.com>. Teacher gives students two words: “注册” vs. “登录”, by using the website, students work in pairs to figure out which is “sign up” and which is “log in”. Then teacher gives a new word list: “邮箱, 昵称, 密码, 验证码”, again, students use the website to figure out the meanings. During the whole time, teacher uses those words to talk to students, checks understandings and provides assistance. For example: 你们注册了吗? 你有邮箱吗? 你想用什么昵称? 想好了吗? 密码不能太简单, 不安全.
6. *Teacher-led Problem-solving, how to type?* Each student is going to sign up the website, but they must type in their Chinese names for “昵称”. On the big screen, teacher shows how to open the pre-installed pinyin input software, then student works in pairs to figure out how to use the software to type their Chinese names.
7. *Individual Composing*: Each student writes a short paragraph of personal introduction in Chinese characters with 5-10 sentences, marks each character with pinyin.
8. *Peer Editing*: Read a partner’s personal introduction, check the pinyin and characters and provide editing suggestions. Students finalize the writings after receiving suggestions.

Target Task:

9. *Sign up, log in and manage account information*: Every student signs up and logs in the website. Then goes to “我的主页”(see example screenshots in Appendix 3.3). There is a box for “编辑个人介绍”. Each student uses the pinyin input software to type the personal introduction into the box.
10. *Homework*: choose 1 of the 2 tasks and send the result to teacher via email: 1) Design an electronic language partner advertisement. 2) Use the interview outline previously designed, interview a Chinese language learner and write and type the interview report.

Predicted Outcomes:

Product:

Collected materials part 3 for the Class Portfolio, including:

- a) A personal account established on a Chinese website.
- b) Some Printed language partner advertisement
- c) Some printed interview report.

Process:

- a) Cognitively requires students doing: from simply observing, sorting and predicting, to comparing and applying, finally composing and creating.
- b) Linguistically provides opportunity for students to establish ability to distinguish simplified and traditional characters, to use Internet related words and expressions in reading, writing, listening and speaking as well as in typing.