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Abstract

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Applying research-based multimedia design principles in designing and teaching beginning CFL learners the *ba* construction online: A pilot study*

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Teaching grammar online is an increasingly necessary practice, but the process is resource-heavy, requiring online tools such as grammar videos. Studies show that current online grammar modules have mixed effectiveness, and none of the studies have examined the effects of the design of these modules. This study investigated whether an online module, designed according to basic multi-media design principles, is effective in helping learners understand the use of the *ba* construction. The study also asked how the students respond to the use of the online module. The findings show that the online module improved learners' understanding and use of the *ba* construction. It also found that the students enjoyed using the online module and would like to have similar opportunities to learn grammar via multimedia online modules.

Keywords: multimedia, multimedia learning, grammar learning, *ba* construction, online module, flipped classroom, online grammar module

1. Introduction

Teaching grammar online is an increasingly necessary practice. One reason for this is that the flipped-classroom instructional approach recently emerged in K-12 education (Bergmann & Sams, 2009; Ash, 2012) and is being widely adopted in higher education (O'Flaherty & Phillips, 2015). In a flipped classroom, the traditional practice of spending class time in direct instruction, or lecture, is eliminated. Instead, direct instruction is received at home, and activities that were traditionally reserved for homework are moved into the face-to-face (FTF) classroom. In other words, "multimedia lectures (are) recorded so students can view them out of class and at their own pace" (O'Flaherty & Phillips, 2015). This approach has been shown to enhance active learning (Keengwe, Onchawri, & Oigara, 2014), to improve student-teacher interaction (Arfstrom, 2014; Hamre & Pianta, 2005; Lockwood, 2014), to create more opportunities for real-time feedback (Greenberg, Medlock, & Stephens, 2011) and student engagement (Jamaludin & Osman, 2014; McLaughlin, Roth, Glatt, Gharkholonarehe, Davidson, Griffin, Esserman, & Mumper, 2014; Stone, 2012), to enable self-paced learning (Feriazzo, 2014), to offer more time for individualized practice and skills acquisition (Simba Information, 2011), to enhance differentiated learning, and to reduce boredom (Lockwood, 2014). In foreign language learning, the use of the flipped classroom approach implies that direct instruction - for example, recorded multimedia lectures featuring grammar and vocabulary instruction, culture learning, and activities that enhance language input such as listening and reading - is moved online, and the FTF class meeting time is focused more on communicative activities.

* The online module designed and used for this study can be found at:
<http://shenglan.public.iastate.edu/ba-constructionModule>

The flipped classroom approach requires the availability of resources such as videos on grammar and vocabulary that students can use for independent learning outside of the classroom. However, it is challenging to find practical and appropriate teaching materials for this purpose. Even the internet, which is often regarded as the largest and most accessible reservoir of video materials, is little help. Arikani (2014) critically examined online grammar materials available to EFL learners and found that, even though these materials were accurate, they were not pedagogically useful because they lacked communicative value. She suggested that teachers and learners understand the fallacy “characterized by relying on the Internet as a powerful, accurate, and appropriate tool and resource bank that can be used in foreign language education” (p. 18). Because of the lack of resources, EFL instructors need to design and record their own lectures to teach grammar and vocabulary, and make them available to learners.

In this context, the design of online grammar and vocabulary lectures has become even more critical than the design of the same content for the FTF learning environment. Once content is put online, learners can view it repeatedly to maximize their learning and make it more efficient, or at least as efficient, as learning from lectures delivered by a teacher in an FTF environment. Because these resources will be used repeatedly, it is imperative that teachers who plan to put grammar and vocabulary videos online for their flipped classrooms know how to design online modules to maximize students’ learning.

Designing and developing appropriate online lectures is challenging, time-consuming, and involves many considerations (Koszalka & Ganesan, 2004; Meskill & Anthony, 2007; Wang & Chen, 2008). As pointed out by Hughes and Rolls (2012), designing and developing appropriate online elements is “one of the most arduous aspects of any course reconceptualization along blended learning lines” (p.301). To design high-quality lectures on grammar and vocabulary for online use, certain factors need to be taken into consideration and certain rules need to be followed.

Research done in studies about how students learn shows that there are basic multimedia design principles that can be used to make learning more efficient. This study takes those findings and applies them to a well-designed online module for learning a specific concept in Chinese grammar. The purposes of this study are to discover 1) whether an online module teaching the Chinese grammar concept of the *ba* construction, when based on these basic multimedia design principles, is effective in helping learners understand and use that grammar concept, and 2) how students respond to the use of the online module in learning the *ba* construction.

2. Literature Review

2.1 The benefits of using multimedia in teaching

Multimedia tools have been widely used in education. Learning through multimedia channels has the advantage of providing learners with two different presentation formats for learning materials: verbal and visual (Mayer, 2014). Multimedia learning “takes advantage of the full capacity of humans for processing information” (Mayer, 2014, p. 6) because “words and pictures, while qualitatively different, can complement one another,” and “human understanding is enhanced when learners are able to mentally integrate visual and verbal representations” (p. 7). The two presentation formats have different effects on learners’ mental processes, because words are suitable for presenting certain kinds of materials, such as those materials that are “more abstract

and require more effort to translate,” (p.7) and pictures are more helpful for presenting materials that are “more intuitive, more natural representations” (p. 7). Learning occurs “when learners are able to build meaningful connections between pictorial and verbal representations” (p.7).

Advances in technology have allowed various visual and interactive materials to be incorporated into presentations, such as illustrations, charts, photos, animations, videos, games, and simulations. However, this does not mean that learning will occur automatically when these visual materials are added to words (Mayer, 2002). It is important to design multimedia instruction based on the understanding of how best to combine visual and interactive materials with words. There is a large body of research evidence showing that certain methods for designing a multimedia environment are better than others. A multimedia learning environment designed using these methods could help learners build mental representations that draw on both verbal and visual modes of presentation to enhance learning (Mayer, 2014).

2.2 The role of explicit grammar instruction in teaching

Grammar teaching has long been a subject of debate in the field of foreign language teaching. The debate centers on the distinction between conscious and unconscious knowledge (Rama & Agulló, 2012; Schmidt, 2001), and in the distinction between explicit and implicit teaching (Potgieter & Conradie, 2013). Some researchers believe that students learn a language only through unconscious acquisition (see Krashen’s natural acquisition hypothesis, 1981), while other researchers emphasize that students learn a language primarily through explicit instruction. The latter researchers have examined the role of explicit grammar instruction in second language acquisition (SLA), and have concluded that teaching grammar explicitly benefits student learning (Alanen, 1995; Bowles & Monstrul, 2008; Carroll & Swain, 1993; de Graaf, 1997; DeKeyser, 1995; Ellis, 1993; Nagata, 1993; Nagata & Swisher, 1995; Nazari, 2012; Robinson, 1996, 1997; Rosa & Leow, 2004).

Two review-of-research studies reveal the importance of explicit grammar instruction. Norris & Ortega (2000) used systematic procedures for research synthesis and meta-analysis to investigate the effectiveness of L2 instruction types published between 1980 and 1998. The results indicated that explicit types of grammar instruction were more effective than implicit types. Nassaji & Fotos (2004) surveyed research studies done over a period of twenty years and concluded that explicit grammar teaching was effective and beneficial. They found that L2 explicit teaching is necessary for language learners “to attain high levels of accuracy and proficiency in the target language” (p.137). In their conclusion, they stated that the essential conditions for the acquisition of grammatical forms are: (1) learners need to notice and to be aware of the target forms, (2) learners need to be exposed to meaning-focused input repeatedly, and (3) learners need to have opportunities to practice.

2.3 Design of grammar teaching in studies of online learning

Even though many studies have been conducted to investigate the effect of explicit grammar instruction in FTF classroom settings, only four studies have been done to examine the effectiveness of using a self-instructional grammar module online to teach grammar. The results of those studies are mixed, and none of them examined how the online, multimedia, explicit grammar module was designed.

Bowls & Monstrul (2008) conducted a study to find out whether the online, explicit instruction covering one particular problematic structure in Spanish (Differential Object Marking,

DOM) helps lower-intermediate Spanish learners distinguish between grammatical and ungrammatical sentences involving the use of DOM. The results of the study showed that Spanish learners improved in their ability to distinguish between grammatical and ungrammatical sentences involving DOM after receiving explicit instruction before practice and explicit feedback after practice. The study indicated that the online instruction used the Computer-Assistant Instruction (CAI) module, but did not explain how the online instruction was designed.

Kumar & Patil (2013), in their experimental study, examined the effects of using multimedia presentation for teaching about prepositions and conjunctions to secondary school L2 learners. The results of the study indicated that the experimental group that was exposed to the multimedia presentations performed significantly better in using prepositions and conjunctions than the control group that was exposed only to the conventional way of teaching. This study offered no specific explanation of how the multimedia presentation was designed, revealing only that custom animations and video were used in the presentation.

Al-Jarf (2005) did an experimental study on the effect of online grammar instruction. In this study, the control group utilized the FTF learning method only. The experimental group utilized the FTF learning method supplemented by online grammar instruction. The results of the study showed that the supplemental online grammar instruction was effective in improving L2 learners' grammar learning, but offered no specific explanation of how the online grammar component was designed.

Kuo, Wu, & Chung (2011) conducted an experimental study to investigate whether a multimedia presentation about Chinese shape classifiers, using pictures and animations, was more effective in teaching these classifiers to CFL learners than paper-based materials. The intervention lasted ten weeks. The results of the study showed no significant difference in performance between the experimental group who used multimedia presentations and the control group who used paper-based materials. The researchers concluded that multimedia and paper-based materials "may have equal effects on second language learning" (p.117). In this study, the principles used to design the multimedia presentation were not explained. The only description of the multimedia presentation provided by the authors indicated that classifiers with prototypical collocating nouns were presented, that example sentences were presented with pictured objects, that learners were asked to choose the correct characteristics of that classifier, and that the learners applied the characteristics by doing exercises in the format of games.

Jing-Schmidt, Peng, & Chen (2015) designed two lesson plans for teaching the *ba* construction face-to-face. In their design, they introduced authentic videos of the *ba* construction being used in daily life. The uses of *ba* construction in the videos were offered as "prototypical exemplars." Students' attention was intentionally directed towards the form-meaning pairings behind the exemplars. After the video-watching activity, the students were engaged in task-based activities and total physical response. This study was directly related to the use of multimedia in teaching. However, it did not show the results of the lesson plans being carried out, or how this method could be implemented in an online learning environment.

Research on online multimedia presentations for teaching grammar have yielded varied outcomes because they introduced online multimedia presentations for teaching grammar without specifying those presentations were designed. For this reason, it is impractical to arrive at a conclusion as to why some explicit grammar instruction presented using multimedia tools improved grammar learning and some did not. Therefore, it is important to examine the design of the grammar instruction in the context of an online class.

2.4 The *ba* construction: An important but challenging grammar concept in Mandarin Chinese

The *ba* construction, a commonly used construction in Chinese people's daily speech, is unique, complex, and important in the grammar of Mandarin Chinese. It is regarded as one of the language's primary elements of pedagogical grammar (Xing, 2003; 2006). Due to its complexity and its uniqueness, it has been widely studied in the field of linguistics and has posed enormous difficulties for CFL learners (Cheng, 1986; Du, 2004, 2006; Goodall, 1988; Jing-Schmidt, 2005; Liu, 1997; Tsao, 1986; Zhang, 2002).

The *ba* construction conveys the meaning of disposal, i.e. "how a person is handled, manipulated or dealt with," "how something is disposed of," or "how an affair is conducted" (Wang, 1957, pp. 160-161). The word order of the *ba* construction is different from the normal "Subject+Verb+Object" structure. In the *ba* construction, the object is positioned before the verb and preceded by "*ba*." The functional word "*ba*" is also called the "light verb" (Hornstein, Nunes, & Grohmann, 2005) or the "preposition" (Wang, 1957). If the sentence does not include the meaning of disposal, the *ba* construction is not used. However, when disposal happens, in some cases, the *ba* construction must be applied.

Because the *ba* construction does not exist in the English language, it takes a great deal of effort on the part of CFL learners, especially those whose native language is English, to understand this construction (Du, 2004; 2006; Jin, 1992; Wen, 2010; Xu, 2011). Even after the CFL learners have learned the *ba* construction, they usually avoid using it (Li & Deng, 2005; Wen, 2012; Zhang, 2002). Therefore, it is necessary to find a way to effectively teach the *ba* construction to CFL learners in the context of online/blended/flipped learning environments.

3. Theoretical framework

The design of the online *ba* construction grammar module in this study is grounded in cognitive load theory (Sweller, 1994; 1999), cognitive theory of multimedia learning (Mayer, 2014), and the CALL task appropriateness criteria proposed by Chapelle (2001).

3.1 The cognitive load theory

The cognitive load theory offers a baseline for the design of effective online instruction. According to this theory, instruction that effectively presents learning materials to our working memory has a positive impact on our ability to learn and to understand. The fact that human beings have limited processing capacity necessitates that consideration be paid to how learners interact with the learning materials. The cognitive load theory classifies learning materials into two different categories: materials that have a high degree of element interactivity and materials that have a low degree of element interactivity. The level of element interactivity or connectedness indicates the extent to which "the elements of a task can be meaningfully learned without having to learn the relations between any other elements" (Sweller, 1994, p. 304).

The introduction of learning materials having a high degree of element interactivity results in a high intrinsic cognitive load, while the introduction of learning materials having a low degree of element interactivity results in a low intrinsic cognitive load. In the case of grammar learning, which involves learning both syntactic and semantic aspects of the language and therefore has a high level of interactivity, the instruction should be designed to keep the cognitive load of learners at a minimum level during the learning process. One of the ways to achieve that goal is

to reduce extraneous cognitive loads by, for example, eliminating the cognitive load associated with the unnecessary processing of repetitive information, and, at the same time, increasing cognitive processing capacity by using both visual and auditory information when both sources of information are essential to learning and understanding.

3.2 The cognitive theory of multimedia learning

Based upon three core assumptions of the science of learning: the dual-channel assumption that human beings have separate channels for processing visual and verbal materials (Paivio, 1986); the limited-capacity assumption that human beings are only able to process a limited amount of information at any given time (Baddeley, 1999, Sweller, 1994); and the active processing assumption that learners actively select relevant materials to process, organize, and integrate acquired information with prior knowledge (Wittrock, 1989), the cognitive theory of multimedia learning focuses on the idea that learners learn more effectively and deeply when they are presented with both pictures and words than they do when they are presented with words or pictures alone (Mayer, 2009). During multimedia instruction, three kinds of processing can occur: (1) extraneous processing, which is not related to the instructional goal and which is often caused by poor instructional design; (2) essential processing, which involves selecting, processing, and organizing relevant information; and (3) generative processing, which involves making sense of the material by integrating it with the existing knowledge structure. The goal of instructional design is to reduce extraneous processing, manage essential processing, and foster generative processing (Mayer, 2014).

3.2.1 *Reducing extraneous processing*

When the content being learned gives high intrinsic cognitive load and the multimedia instruction includes elements that distract learners, the extraneous processing could overload the limited cognitive processing capacity without contributing to learning. To reduce extraneous processing, Mayer (2014) offers five principles to follow:

1. The coherence principle -- learners learn better when extraneous words, pictures and sounds that could distract them are left out of multimedia presentations.
2. The signaling principle -- learners learn better when the organization of the essential material is highlighted. A lesson should be designed to call the learners' attention to the important content and the organization of the content.
3. The redundancy principle -- learners learn better when both graphics and auditory narration are present than when graphics, auditory narration, and on-screen text are present. If two visual streams, such as text and graphics, are provided at the same time, learners may waste their processing capacity on reconciling the two streams of information, and they may focus on only one stream of information rather than both.
4. The spatial contiguity principle -- learners learn better when corresponding printed text and graphics are presented near rather than far from each other on the screen.
5. The temporal contiguity principle -- learners learn better when they can build connections between words and graphics where corresponding graphics and narration are presented at the same time rather than successively.

3.2.2 *Managing essential processing*

When a fast-paced multimedia lesson contains complicated materials, the processing of which exceeds the learner's cognitive capacity, managing essential processing is necessary in the

instructional design. To manage essential processing, Mayer (2014) proposes three principles to follow:

1. The segmenting principle -- learners learn better when the content is presented in “learner-paced segments rather than as a continuous unit” (Mayer, 2014, p.64). Segmenting allows learners to fully process one step before moving to the next.
2. The pre-training principle -- learners learn better when they are presented with characteristics of key concepts prior to the multimedia presentation. Pre-training allows learners to focus on understanding the core content of the presentation because they are already familiar with the names and the characteristics of the key elements.
3. The modality principle -- learners learn better when the words are spoken rather than printed in the multimedia presentation. When words are spoken, learners can “off-load some of the processing in the visual channel (i.e., the printed captions) onto the verbal channel, thereby freeing more capacity in the visual channel for processing the animation” (Mayer, 2014, p.65).

3.2.3 Fostering generative processing

When “the learner has processing capacity available but chooses not to exert the effort to use it for making sense of the material” (Mayer, 2014, p. 66), the instructional design must follow Mayer’s four basic principles to foster generative processing by using social cues to motivate learners to exert effort:

1. The personalization principle -- learners learn better when the multimedia presentation is explained in conversational style rather than in a formal style.
2. The voice principle -- learners learn better when the multimedia presentation is spoken in a human voice rather than in a machine voice. Both the conversational style and a human voice can give the learner a sense of social presence which can help the learner engage in appropriate cognitive processing.
3. The embodiment principle -- when on-screen agents are used, learners learn better if the onscreen agents display human-like characteristics, such as gestures and eye contact.
4. The image principle -- learners do not necessarily learn better when the speaker’s image is on the screen than when it is not on the screen. The image of the speaker may distract learners’ attention.

3.2.4 Advanced principles

In addition to the above-mentioned principles, there are advanced principles that should be followed in the instructional design to enhance learning. For example, the multiple representation principle and the learning control principle are especially relevant to foreign language learning. The multiple representation principle states that complex information is learned better when it is separated into multiple, simpler representations. As Ainsworth (2014) said, “Complementary multiple representations support learning by taking advantage of the differences between representations” (p. 467). The learner control principle states that learner control is suitable “only for complex learning tasks, for learners with high levels of prior knowledge, and when additional instructional support is provided” (Scheiter, 2014, p. 504). It would be against this principle if beginning learners of Chinese were given much control in completing a complex task such as grammar learning.

3.3 Task appropriateness

Chapelle (2001) pointed out six criteria for evaluating task appropriateness: language learning potential, learner fit, meaning focus, authenticity, positive impact, and practicality. In designing language learning tasks, the most important criterion is to determine whether the task is a language learning activity or merely an opportunity for language use, that is, whether the task will help promote a “beneficial focus on form” (p. 55) or not. In addition, a language learning task should be designed to fit the learner’s learning ability, to focus the learner’s attention on the meaning of the language, to help build connections between learning and the use of the language outside the classroom, to develop learners’ metacognitive strategies, and to be easily implemented. These criteria are important considerations when designing tasks for an online grammar module.

4. The design of the *ba* Construction grammar module

4.1 Selecting what to teach about the *ba* construction

The *ba* construction is one of the most complicated grammar phenomena in Chinese language. There is extensive literature on the *ba* construction (Bender, 2000; Bennett, 1981; Chao, 1968; Cheung, 1973; Hashimoto, 1971; Jing-Schmidt, Peng, & Chen, 2015; J.-I. Li, 1997; Li & Thompson, 1981; Y.-H. Li, 2006; Liu, 1997; Sybesma, 1992; Wang, 1987; Yang, 1995; Zou, 1995). Eighteen types of *ba* construction have been identified (Liu, 1996) based on the semantic reference of the complement: movement (位移型), identification (确认型), shaping (使成型), completion (完成型), defective (致败型), patient status (受事型), agent status (施事型), action maintenance (维持型), manner (方式型), patient duration (受事经历时间型), action frequency (频次型), termination (终结型), instruction (指令型), partial patient (部分受事型), sudden action (剧烈动作型), agentless (无施事型), benefitted patient (受益型), and cause-effect (因果型). Of these eighteen types of *ba* construction, the most commonly used one is the movement type (Li & Deng, 2005).

Scholars have researched which types of the *ba* construction are most commonly used by examining different data sets. For example, Zhang’s (2001) study was based on a written corpus from the *People’s Daily* database. Cui’s (2003) research was based on an interlanguage corpus of learners’ language production. Jing-Schmidt, Peng, & Chen’s (2015) research was based on a native speakers’ spoken language database. Ideally, these research results could be used in selecting the most-common used *ba* construction types for teaching. However, learning is a meaning-making process in which prior knowledge should be considered. To introduce the *ba* construction to CFL learners successfully, a teacher needs to consider what the students have already learned. Fortunately, textbook writers usually build upon learners’ prior knowledge when introducing new structures. Therefore, in this study, textbooks were used as a reference in deciding which types of *ba* construction are appropriate for beginning CFL learners.

An exhaustive search of the two of the very popular and authoritative sets of textbooks and accompanying workbooks, *Integrated Chinese* and *Chinese Link*, was completed in order to see which types of *ba* construction they teach students in the first three semesters of Chinese study. First, both the textbooks and their accompanying workbooks were searched for *ba* sentences,

regardless of whether the *ba* sentences were used as examples to illustrate the use of *ba* construction or as part of the exercises. Then the *ba* sentences were categorized, marked, and counted to determine the number of sentences in each category. The search revealed that the *ba* construction does not appear in either the books used for the first semester of Chinese study. In both sets of textbooks and their accompanying workbooks for the second semester of Chinese study, five types of *ba* construction were found. In both sets of textbooks and their accompanying workbooks for the third semester of Chinese study, seven types of *ba* construction were covered (see Table 1). The *ba* construction sentences are listed in Appendix A.

	Movement	Completion	Instruction	Defective	Patient status	Shaping	Frequency
<i>Integrated Chinese</i> Level 1 Part 2 & <i>Chinese Link</i> Level 1 Part 2	26	18	10	3	2	0	0
<i>Integrated Chinese</i> Level 2 Part 1 & <i>Chinese Link</i> Level 2 Part 1	25	20	14	14	2	2	1

Table 1. Search results of *ba* construction found in two volumes of each of the two most popular and authoritative sets of textbooks, *Integrated Chinese* and *Chinese Link*, and their accompanying workbooks.

Based upon these search results, the first four most frequently used types of *ba* construction were selected to be taught via the online grammar module: Movement, Completion, Instruction, and Defective.

4.2 The design of the procedure

First, to teach the four types of *ba* construction, it is necessary to take into consideration who the learners are. The learners in this study were beginning-level CFL students in their second semester of learning Chinese. They did not have any prior knowledge of the *ba* construction, and their Chinese language skills and knowledge were still elementary. Based upon the applicability rule of the learner control principle – that it is appropriate to give learners more control *only* when the learners have high levels of prior knowledge – and by taking into consideration who the learners were in this study, it was decided that the online grammar module should be designed so that learners could follow a step-by-step procedure instead of having much freedom to choose what to learn and when to learn it.

Based upon the segmenting principle – that learners learn better when the learning materials are presented as segments rather than as a continuous unit, and that when provided with these segments, learners can fully process one step before starting another – it was decided that the unit should be designed in a sequence, one segment building on the last.

Based on the signaling principle – that learners learn better when they are given an overview of what they are going to learn and of how the presentation is organized so that their attention can be directed to the most important content – it was determined that the module would have a clear preview to explain to the learners what was coming.

Based upon these design principles, the online grammar module was designed as a step-by-step sequence of six video segments, each video segment being a self-contained unit. The first video segment was an overview, giving the learners the big picture of what they were going to learn and how the module was organized. The second video segment was an introduction to the *ba* word/character and the *ba* construction, which first explained the original meaning, involvement, current usage, and form of the character *ba*, and then focused on the *ba* construction.

The third video segment explained the three conditions for using the *ba* construction: the object of *Ba* must be a definite reference, the verb must be an action verb, and there must be a complement after the verb and the four types of *ba* construction. The fourth video segment summarized and reviewed what had been covered at that point and explained the situations when the *ba* construction must be used. The fifth video segment was a classic children's song in Chinese, in the lyrics of which the *ba* construction was frequently used, and the sixth video segment consisted of tasks that the students needed to complete.

Each video segment included a title (visual), and a brief explanation (auditory) of the video segment to “signal” the structure and layout of that segment, to alert the learners to the segment's organization, and to prompt learners to pay particular attention to the most important content in the segment. To maximize their learning, students were instructed to complete the module in the designed sequence in order. The six video segments were provided in a linear order, and are described in Table 2.

Table 2: The six video segments of the online module

Segment Number	Content covered	Time duration	Screen capture example
#1	Overview of the online module and a pre-test of learner prior knowledge about the <i>ba</i> construction	48s	<p>Overview of this online component</p> <ol style="list-style-type: none"> 1. Before continue, please take out a piece of paper and translate the following sentences into Chinese (Pinyin or Character). (not graded) <ol style="list-style-type: none"> 1) Please drive your car home. 2) Please give me your book. 3) Please put this book on the desk. 4) I have finished drinking the coffee he bought for me. 2. Watch 3 video clips (3-5m) 3. Listen to one song 4. Finish another set of exercises. 5. Complete a short survey (via survey monkey)
#2	<p>An introduction to <i>ba</i>, the character, and the <i>ba</i> construction</p> <ol style="list-style-type: none"> 1) The character <i>ba</i>: its history, meaning, and multiple uses (e.g., as measure word) 2) The <i>ba</i> construction -- its uniqueness in Mandarin Chinese, and a video scenario in which two native speakers perform using the <i>ba</i> construction “谁把我的水喝了?” 	5m30s	

#3	Part I: Explanation of the three conditions for using the <i>ba</i> construction Part II: the four types of <i>ba</i> construction, and video scenarios in which specific types of the <i>ba</i> construction are used in daily life.	6m40s	<p>Three conditions:</p> <p>Subject 把 Object Verb Other elements*</p> <p>我 把 饭 吃 了</p> <p>1) The object of 把 must be of definite reference. Both speaking parties must know what they are talking about.</p> <p>2) The verb must be an action verb.</p> <p>3) There must be a complement after the verb.</p>
#4	Summary of the <i>ba</i> construction, and two video scenarios in which the construction must be used (unless they are expressed as topic-comment sentences.)	4m36s	 <p>请你帮我把我的电脑放在桌子上，好吗？</p>
#5	A classic children's song -- "Singing with a Smile" -- in the lyrics of which the <i>ba</i> construction is frequently used. (On the sample screen, the caption is translated as: "Please bring my song home.")	2m39s	<p>歌声与微笑 (Singing with Smile)</p>  <p>请把我的歌带回你的家</p>
#6	Tasks are given. Learners are encouraged to pay attention to the form of the <i>ba</i> construction and to produce sentences with the <i>ba</i> construction in a meaningful context.	1m55s	<p>4. You are the boy in green. Your friend is asking you to play ball. You are telling him you will play with him as soon as you finished your homework. Use <i>ba</i>-construction to write down what you are saying.</p> 

4.3 Narration in the multimedia presentation

In deference to the personalization principle, the voice principle, and the image principle, throughout the module, to create a feeling of social conversation and to better engage the learners in cognitive processing by using a conversational style, first and second person pronouns, and a

pleasant, flowing voice that showed confidence and warmth when explaining the *ba* construction. The instructor's image was not used on the screen so as not to distract the learners' attention.

4.4 Selection of images, animations and videos used in the multimedia presentation

In deference to the coherence principle, only the images and videos that were essential to help learners learn the character and meaning of *ba* and the *ba* construction were used. There were no extraneous details in the instructor video or in the scenario videos made by the native speakers (teaching assistants for the course). In explaining what *ba* means, the image of a hand capturing a big snake was used to illustrate how the word came into being. The corresponding radical and phonetic images were used to differentiate the radical part from the phonetic part, demonstrating that *ba* is a pictophonetic character. An animation followed, showing how to write *ba* stroke by stroke. Images chosen to demonstrate the use of *ba* as a measure word in the introduction video segment (Segment #2) included, and for example, a picture of two chairs (两把椅子). The image of two wooden chairs (carved with dragons and the longevity character) was purposefully chosen to both serve as an example and to introduce the learner to Chinese culture.

In order to help learners understand not only the word order in the *ba* construction but also the context within which the *ba* construction is used, the instructor/researcher made video scenarios specifically as examples for this purpose. The *ba* construction is frequently used in Chinese films, and it seemed that these films would be an excellent source of video examples to illustrate to the learners how the *ba* construction is used in daily life. However, because the use of the *ba* construction in the films includes too many words that beginning CFL learners have not yet learned, and because the speaking speed is too fast for beginning learners to comprehend, it was determined that Chinese film clips were not a useful source of examples. On the other hand, videos specifically made for teaching the *ba* construction are not available on the internet. Therefore, it became necessary to create video examples for the online grammar module.

The video scenarios were written by the instructor and acted by native speakers of Chinese; each short video clip presented a different context for the *ba* construction in the format of a short dialogue in which the *ba* construction was used. For example, in one of the scenario videos, an actor who was holding a cup of water walked into a room, put the cup of water on a table, and left the room. A second actor came into the room, drank the cup of water, and left. When the first actor, who had originally been holding the cup of water, returned to the room and found the water cup empty, she wondered, and asked: "Where is my water? Who drank my water?" (谁把我的水喝了?) When watching this scenario video, in which the speaking speed was normal and all the vocabulary used had been learned previously, the learners could easily focus their attention on the use of the *ba* construction. They could not only see the meaning of disposal, but could also comprehend how the *ba* construction was used in the context of the scenario.

4.5 Presence of voice, text, images, and animations

In keeping with the spatial and temporal contiguity principles, the module design utilized animation to show where each component in the *ba* construction was located. In the animation, each component moved to its proper location accompanied by the instructor/researcher's narration explaining that component. For example, when explaining the three necessary components of the *ba* construction and the order of each element involved, the video animation

showed the three components flying one by one to their appropriate locations within the structure as the instructor/researcher's choreographed narration corresponded to the movement of each component.

In line with the modality and redundancy principles, the explanation of *ba* and the *ba* construction was narrated rather than printed on the screen; that is, the instructor's explanation was not projected as printed text on the screen. Thus, the presentation of the content did not overload the learners by crowding all of the information into the visual channel, and the learners could more easily utilize both their visual and auditory capacities to help them understand the content.

However, the modality and redundancy principles do not hold that spoken words are better than printed words in all situations. The printed word may be more effective when the verbal material is presented in the learner's second language (Mayer, 2009; Mayer & Pilegard, 2014). For this reason, the printed text and the narration in the module were specifically arranged for the *ba* construction examples given. In foreign language learning, learners can utilize grammar-learning opportunities to develop both their reading and listening skills. Offering learners two channels to process the same information in Chinese, utilizing both their listening and their reading skills, can improve their understanding of the use of the *ba* construction. Therefore, when written examples of the *ba* construction were presented, spoken words were also included. Through this method, the learners could simultaneously develop word recognition, reading, and listening skills, as well as understand the *ba* construction through both reading and listening.

The scenario videos in the module were a different matter. In the scenario videos, no written texts (i.e., subtitles) were shown on the screen until after the dialogue was over. An examination of research about the effects of concurrent written and oral presentations on comprehension revealed that listening in conjunction with a script and subtitles led to better understanding of the passage, but poorer performance on listening comprehension (Diao, Chandler, & Sweller, 2007). Since the use of the *ba* construction was demonstrated using simple language in easy-to-understand contexts in the scenario video examples, the learners should be able to grasp the meaning without much effort while watching the videos. Therefore, watching a scenario video without any subtitles could help the learners focus on using the auditory channel only to practice their listening skills in understanding the *ba* construction examples. However, after the dialogue in the scenarios was over, the *ba* sentences in the dialogue appeared on the screen, so that the learners could use the visual channel to practice their reading skills, as well as double check their understanding of the concept they learned via the auditory channel.

4.6 Preparing the learners

In keeping with the pre-training principle, before learners were assigned the multimedia module, they were informed of what they were going to learn in it. It was pointed out that the *ba* construction was one of the most challenging structures in learning Chinese. The uniqueness of the *ba* construction was also emphasized. The vocabulary used to explain this structure, including terms such as "subject," "verb," "object," "preposition," and so on, had been introduced in previous lessons. Since the *ba* construction is unique in its word order, the instructor/researcher had made sure that, prior to the second semester of learning Chinese, the learners had been taught the importance of word order, and the learners were very familiar with the normal SVO structure in Chinese. This pre-training stage is critical in preparing the learners to focus on understanding the *ba* construction quickly after they start to use the online module.

4.7 Applying task appropriateness criteria in designing review tasks

In order to help the students learn effectively, the online grammar module included not only explicit grammar teaching, but also tasks for them to complete after watching the explicit instruction explaining the *ba* construction. These tasks included exercises focused on the form, meaning, and use of the *ba* construction. Chappelle's task appropriateness criteria were used to make sure that the tasks were designed to fit the beginning CFL learners' language level, to teach form, and most importantly, to help the learners understand the context within which the *ba* construction should be used. For example, one of the assigned tasks was to watch a short video clip in which a person moved a chair out of a room, and then to write an explanation of what that person did to the chair, using the *ba* construction. Another task was to look at a scene that included an image of a teacher who was telling her students to give her their homework and then to write the sentence that the teacher was saying to the class, using the *ba* construction.

5. Research design

This study was designed to address the following research questions: (1) Is the instruction in the online multimedia grammar module effective in helping beginning CFL learners understand and use the *ba* construction? (2) What are the students' perceptions of the instruction in the online module that was designed based on the multimedia design principles and the task appropriateness criteria?

In this pilot study, a pre-test and post-test design was adopted to assess the effectiveness of the online grammar module. A survey was used to find out the learners' perception of the module. Eleven CFL learners, all college students in their second semester of learning Chinese, participated in this study. Of the eleven learners, five were female and six were male. Five of them were freshmen, two were sophomores, two were juniors, and two were seniors. Three of the eleven students had studied Chinese for two to three years in high school, and one of the eleven students had taught herself for one year before taking her first Chinese course.

Both the pre-test and the post-test checked the learners' understanding of the *ba* construction as well as their use of it. The students' understanding of the *ba* construction was tested by asking them to translate sentences that would use the *ba* construction to translate from English to Chinese, to reorder phrases to turn them into meaningful sentences, or to answer true-false questions about given *ba* sentences. The use of the *ba* construction was tested by asking the participants to produce *ba* sentences when given different scenarios where the *ba* construction could be used.

5.1 Procedure

This module was implemented mid-semester, as the students started to learn the textbook chapter dialogue where the *ba* construction was used, and the construction begins to appear in the grammar points. The day before the module was used, the class met FTF at their regular class meeting time and the participants learned the vocabulary in that chapter. As the character *ba* was introduced in the vocabulary list, the instructor/researcher briefly explained the uniqueness and importance of the *ba* construction, what the structure was like, what it meant, and its frequent use in Chinese people's daily life. In addition, the participants were made aware that the *ba* construction was a challenging grammar point for CFL learners. As practice, the

instructor/researcher gave students three scenarios in which they should try to use the *ba* construction in class, but none of them produced a grammatically correct sentence.

During the FTF meeting, participants were told that they were going to learn the *ba* construction using an online module, and that they could complete the online module at home or another place. In the early morning of the next day, participants received an email containing links to the module, were told that the module could take an hour or longer to complete, and were asked to complete the module before coming to class the following day. In addition, participants were encouraged to pause the video at any time if they needed to think, to write, to practice, or just to have a short break. They were also told to follow the links to the six segments listed in the order they were given in the email.

5.2 Data collection

The study's data included the results of pre-tasks, post-tasks, and a student survey. On the day before using the online module, the participants were asked to construct *ba* sentences using scenarios given in the FTF class meeting. Before starting to learn the *ba* construction using the online module, participants were asked to translate four sentences from English to Chinese using the *ba* construction, if they could. After they had finished viewing the online grammar module, participants were asked to complete six tasks. The first task was to arrange words and phrases into meaningful sentences. The second task was to make true or false judgements about four *ba* sentences. These first two tasks were designed to see if the students had mastered the form of the *ba* construction. The third task was English to Chinese translation, to see if the participants had made connections with their native language. The fourth and fifth tasks were scenarios in which the *ba* construction could be used. The students read the scenarios and were required to create a short dialogue for each scenario using the *ba* construction. The sixth task was to watch a short video clip and write what they observed in the video using the *ba* construction. The fourth, fifth, and sixth tasks were designed to determine whether the students could use the *ba* construction in meaningful contexts.

After viewing all of the segments of the online module and completing all the tasks, the participants completed a short survey. This survey was designed to determine how the participants used the module and their perceptions of using it. It asked for four types of information from the participants: their general attitude towards online classes and towards this online module, the time it took them to complete this online module, their opinion about the online module, and their opinion about the scenario videos made by the native speakers.

5.3 Data analysis

The results of the pre-test and post-test were analyzed to determine how much the students knew about the *ba* construction before they used the module, and what they knew and how well they could perform based on what they learned through the module. The data analysis focused on (1) whether the tasks were completed correctly, and (2) if there were mistakes, what types of mistakes they were (e.g., mistakes in using the complement, verbs, or the definite nouns). The answers to the open questions in the survey were analyzed using open coding and categorized into different types of responses.

6. Results and discussion

The participants spent 60 minutes, on average, completing the 22-minute, 8-second multimedia online grammar module and the tasks specified in the sixth segment. Most participants watched the video segments more than once. The results indicate that the online multimedia module improved beginning CFL learners' understanding of and use of the *ba* construction. Additionally, results show that learners perceived this module as effective and said that they would like to have similar opportunities in the future to learn Chinese grammar via multimedia online modules.

6.1 The online module's effectiveness in improving beginning CFL learners' understanding and use of the *ba* construction

The students' understanding of the *ba* construction significantly improved after using the multimedia online module. Of the four sentences in the pre-test, the students could translate fewer than half (30%) of them into Chinese using a *ba* sentence, and of those *ba* sentences used, only 46% of them were correct. In other words, of all the sentences that the participants translated in the pre-test, only 14% of them were translated correctly into Chinese using the *ba* construction. Eighty-six percent of the sentences were either translated into sentences without applying the *ba* construction, or translated into sentences using the *ba* construction incorrectly. This suggests that if it were required that all the sentences be translated into the *ba* construction, the incorrect rate would be even higher. The post-test yielded very different results: All students used the *ba* construction in translating every sentence, and 78% of those sentences were correct (a 64% improvement over the pre-test results; see Figure 1).

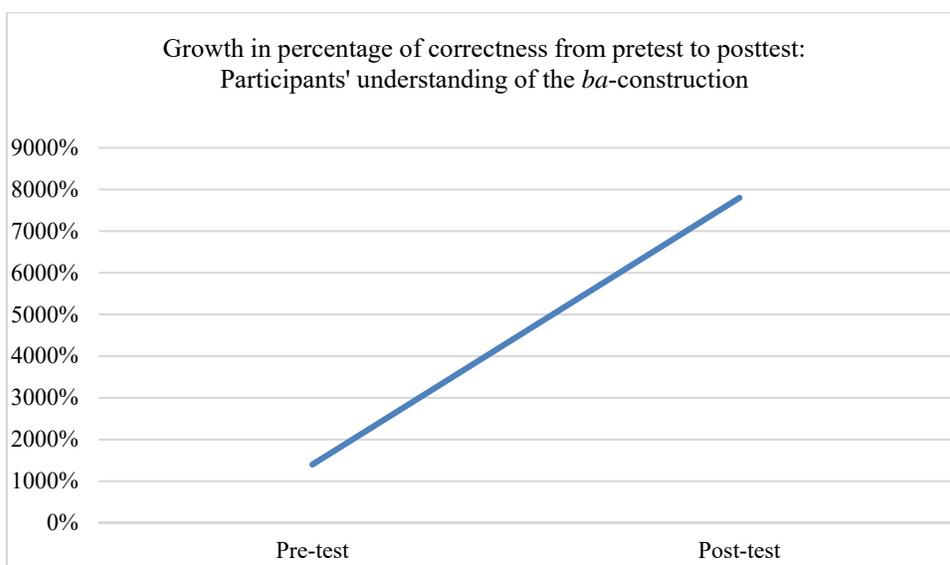


Figure 1. Growth in percentage of correctness from pre-test to post-test

In the pre-test, no participant formed a correct *ba* sentence based upon the given scenarios, while the post-test yielded correctly formed *ba* sentences based upon the given scenarios in all but one case. In comparing the participants' pre-test and post-test results, it was found that the use of the online multimedia module resulted in a significantly high level of competency in the participants' use of the *ba* construction.

In addition to examining the change in understanding about using the *ba* construction, the post-test also examined whether the participants had mastered the form of the *ba* construction. If they had not, the post-test identified which aspects they did not learn well. On the post-test phrase reordering task and the true/false task (a total of 8 items), 64% of the participants made no mistakes, 73% of the participants made one mistake or none, and 91% made two or fewer mistakes. The results indicated that most students had mastered the *ba* construction form.

6.2 The post-test reveals two challenges

Even though participants made few mistakes on the post-test, an evaluation of those mistakes indicated ways in which the online multimedia module might be improved. Two common mistakes were made by participants in the post-test. One common mistake was in their use of the *ba* construction in an imperative sentence. For example, one student confused the use of the sentence particle *ba* (吧), which is used to soften the tone of a request or suggestion, with the complement of the action verb in the *ba* construction (such as 完, 了). In translating “Please finish drinking the coffee!” this student mistakenly used the sentence particle *ba* (吧) in the place where the complement should be, by writing “请把这杯咖啡喝吧!”

The participants’ other common mistake occurred in the use of the movement type of the *ba* construction, especially when there was a question word. For example, one student made a mistake in reordering a set of phrases into the sentence “她把蛋糕放在冰箱里了” (‘She put the cake in the fridge’), and four students did not correctly re-order phrases into “把这个西瓜放在什么地方?” (“Where do I put this watermelon?”).

6.3 Students’ perception of the instruction in the online module

Despite the fact that 67% of the participants indicated that they generally did not like online learning, all participants indicated that they did like this online module. One student said, “Overall, I really enjoyed using this online component!!! It was easy to follow and I loved all of the different examples given through the pictures, videos, and the sentence examples.”

The participants gave three interrelated reasons why they liked the multimedia online module. The first reason was related to the design of the online module. One participant said that “many examples were given on how to use *ba* and that helped me understand the *ba* structure.” Several students indicated that the online module was “very easy to understand,” and that “it was very clear and easy to follow.” The participants especially liked the scenario videos, remarking that they “were very easy to follow,” and were therefore particularly helpful in creating a better understanding of the use of the *ba* structure.

The second reason was related to the online module’s flexibility of use. The module facilitated learning at a time and place convenient for the learner, and at a pace that suited the individual learner. One student wrote, “I was able to do it after all of my meetings in the evening.” Another student wrote, “We can go back through the lesson [i.e. the module].” A third student stated, “We can pause the videos and do the exercise at our pace.” A fourth wrote, “It allowed me to follow along at my own pace and make sure I understood everything. It allowed me to think about what I’m learning, instead of trying to keep up.”

The third reason the students gave for enjoying the online module was that it created more learning opportunities. As one student put it, “It makes you do more challenging work than you would in class.”

When asked what they liked least about the online module, 55% of students answered that there was nothing that they did not like. Of the disliked elements the other 45% of the students indicated, the primary dislike was that there was no interaction between the teacher and the students, or among the students themselves. Two students disliked the fact that it was “hard to ask questions if you need help.” Another student pointed out that he did not feel that he got any practice in speaking.

7. Conclusion

The online module, with a design based on multimedia design principles and Chapelle’s task appropriateness criteria, improved the students’ understanding of the *ba* construction, and their ability to use it properly in different contexts. The students liked the module because it was easy to follow and because the sentence examples provided in the videos (the images, the animations, and the scenarios) showed how native speakers use the *ba* construction in different contexts. The students also liked the flexibility that the online module offered. Both the comparison of pre- and post-test results and the students’ perceptions of the online module indicate that its design could help beginning CFL students learn the *ba* construction.

Even though the module proved effective, some changes should be considered to make it even more effective. These changes might include finding ways to enhance student interaction while they learn with the online module; giving the learners opportunities to produce sentences in spoken Chinese based on what they have learned; and enriching the explanation of the content by stressing the use of the *ba* construction in questions and imperative sentences.

There are several possible ways to address the shortcomings of the module. For example, the lack of student interaction could be addressed in at least three ways. First, an online forum could be built so that students could post their questions. This could be done in such a way that anyone, instructor or classmates, could post answers in the forum. This would not only help students get answers to their questions while using the module, but could also initiate the formation of a virtual learning community. Second, a discussion forum built into this module could enable the students to post their answers to instructor-led questions about the *ba* construction, and to post a few sentences using the *ba* construction under certain scenarios. The instructor’s questions could be formulated to focus on the important aspects of the *ba* construction that students tend to ignore. By addressing the online interaction design deficiency in this way, a learning community could be built where students benefit not only from learning from each other and helping each other, but also from having their attention drawn to the most important aspects of what they are learning. Third, online office hours could be set up by the instructor so that students could get immediate answers to their questions during those hours. These three design improvements could greatly enhance the sense of social presence as students use the online module.

It is important for learners to demonstrate what they have learned not only by writing, but also by speaking. The four skills of listening, speaking, reading, and writing are equally important in learning a foreign language. In the module videos, the students practice their *listening* and *reading* skills by listening to and watching the instructor and the “actors/actresses” (the teaching assistant native speakers) in the videos, and by reading the example sentences on the screen. By working on the tasks in segment #6, students practice their *writing* skills.

However, they do not practice their *speaking* skills. The incorporation of a speaking channel into the online module, for example by using a cloud-based application such as VoiceThread to give the learners a chance to speak *ba* sentences in different contexts.

The content of the module might also be improved. Even though the module included all that is needed for beginning CFL learners to learn about the *ba* construction in general, the four types of *ba* construction, and its use in different sentence formats and meaningful contexts, the module might be improved by extending its breadth to include all aspects of the language that affect the learning of the *ba* construction. This addition could, for example, prevent confusion the students might experience when the *ba* construction is used in an open-question format, or when it is used in an imperative sentence indicating requests.

Furthermore, the online module needs support in the FTF class sessions. Although students were familiarized with the character *ba*, its history and evolution, the importance of the *ba* construction, and the basic word order in a *ba* sentence before completing the module, it is also important to review the use of resultative complements, the use of verb repetition, the use of “—下” after a verb in a request, and the location of the prepositional phrase in a sentence, because these concepts are closely related to the *ba* construction. Reviewing them in a face-to-face meeting before assigning the online module will better prepare the learners.

After the online learning module is implemented, face-to-face meetings could provide follow up opportunities to use the *ba* construction in different, larger contexts. For example, students could be asked to give instructions to their peers using the *ba* construction, then to state what their peers did or did not do in response to the instructions. Teachers could also ask students to use the *ba* construction to discuss their future plans to deal with certain situations in their daily life. These activities could be completed in spoken format or written format. Given these larger contexts for using the *ba* construction, students could build a close connection between the classroom and the real world, and, as a result, become more motivated by the learning experience.

With the advance of digital technology, various learning environments and pedagogical arrangements such as blended learning and flipped classrooms are being experimented with as ways to more fully utilize classroom time and facilitate learning beyond the classroom. The findings of this study shed light on grammar teaching methods in these online contexts, particularly on how to design a multimedia module for teaching different grammar points to beginning foreign language learners in an online learning environment.

8. Limitations

Arikan (2009) found that although all grammar teaching activities can, to various degrees, be considered contextual activities, it should be kept in mind that teachers can contextualize their lessons “through numerous methods including (but not limited to), using audio or visual materials, bringing in realia and props, storytelling, problem solving, giving examples, showing grammar usage, playing games, and teaching explicitly or implicitly” (p. 90). This study illustrates such an effort through its use of explicit teaching to demonstrate grammar usage through audio and visual materials, different types of examples, and realia and props. It is the first study in the literature that details how an online grammar module was designed, and the important role of the design principles. However, due to the nature of the design (i.e., all of the principles were utilized to make an entire undivided piece) it was not possible to evaluate which

elements of the design worked or did not work, but only to evaluate the overall result of the design.

Another limitation of this study was that a second post-test was not administered after the passing of time, for example, two weeks after the use of the module, to determine whether transfer of learning occurred. In addition, the inclusion of a control group in the study might have been beneficial in determining whether the learners who used the online module could outperform learners with FTF training only. However, since flipped learning and blended learning have been so widely used and proven to be beneficial, focusing on how to design an effective online grammar teaching module is as critically meaningful as comparing FTF learning with online learning.

In addition, it should be kept in mind that the approach tested in this study is just one way of teaching the *ba* construction. In this approach, the basic conditions under which the *ba* construction could be used were taught before the occasions when the *ba* construction must be used were introduced. Different scholars have proposed other ways to teach the construction. For example, Xing (2006) proposed that students should acquire the syntactic constraint, that is, the occasions when the *ba* construction must be used, before learning its basic conditions. It would be worthwhile to design an experimental study to test which approach is more effective in helping learners grasp this important grammatical structure and use it in meaningful contexts.

Finally, we must be cautious about generalizing this study's findings to other settings, because the sample size is small, and because some groups, such as heritage learners, were not well represented. That being said, as a pilot study, this study serves the purpose of providing helpful information for improving students' learning experiences.

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摘要

在翻转课堂被逐渐认可并日益得到广泛运用的教育环境下，通过网络进行语法教学愈发重要。然而可用的网上语法教学模块很难找到，所以需要授课教师自己设计。现有文献关于网上教授语法的研究结果并不一致，而且没有说明研究里的语法模块是如何设计出来的。本文以实证方法，探讨作者自行设计的把字句教学的网上教学模块是否可以帮助初级中文学习者理解并运用把字句的问题，并对设计理念及步骤作出了详细说明。结果表明，遵循多媒体学习的生成理论设计的这一把字句网上教学模版有效地提高了学生对把字句的掌握和运用。

关键词：多媒体，多媒体学习，语法教学，把字句，网上教学模块，翻转课堂，语法教学模块

Appendix A: *Ba* sentences in *Integrated Chinese* (Level 1 Part 2 & Level 2 Part 1) and *Chinese Link* (Level 1 Part 2 and Level 2 Part 1)

Integrated Chinese (Level 1 Part 2)

1. 你把蛋糕放在哪儿了？
2. 我把你要的书找到了。
3. 你把这个字写错了。

4. 请把那条裤子给我。
5. 你把这篇课文看看。
6. 把这杯咖啡喝了！
7. 你怎么把女朋友的生日忘了？
8. 老王给了小张一些钱。 老王把钱给小张了。
9. 你把笔放在桌子上。
10. 请你把这封信送到律师的办公室。
11. 把纸和笔(电脑、蛋糕、衣服、鞋)放在什么地方？
12. 高文中把蛋糕放在哪儿了？
13. 高文中把没吃完的蛋糕放在冰箱里。
14. 把你买的药拿出来给我看看。
15. 请把你的床搬来。
16. 把这杯冰茶拿去。
17. 我把书拿起来了。
18. 快把车开回家去。
19. 把(桌子, 衣服, 凳子, 电脑, 冰箱) 搬/拿上去。
20. 请把护照给我看看。
21. 麻烦您把箱子拿上来。
22. 王鹏把李友介绍给他的父母。
23. 小黄昨天晚上把功课做完以后就开始看书。
24. 把(西瓜、梨、花、可乐、鞋、书)放在冰箱里。
25. 请把功课给我。
26. 把我新买的冰箱搬进来。
27. 请把椅子搬出房间去。/请把椅子从房间搬出去。
28. 请把出国旅行以前得办的事, 得准备或者带的东西写出来。
29. 把钱都花在飞机票上了。
30. 航空公司一定是把你的行李放错飞机了。

Integrated Chinese (Level 2 Part 1)

31. 天明, 前边没人了, 我帮你把行李搬进去吧。
32. 糟糕, 我把书落在宿舍了。
33. 每张桌子的前边有一把椅子。
34. 他把毯子往床上一放, 很快地跑了出去。
35. 回家以后, 我把包往桌子上一放, 马上给小李打了一个电话。

36. 你怎么把妹妹打哭了？
37. 你要把衣服洗干净才能去看电影。
38. 住在家里可以把钱省下来付学费。
39. 这个吗…我还没把我和柯林的事儿告诉家里呢。
40. 他请我们去饭馆吃饭，我去晚了一点，到那儿的时候，他们已经把菜吃得一干二净了。
41. 他把房间打扫得一干二净。
42. 张天明把电脑拉在出租车上了。
43. 她父母把她这个学期的饭钱都交了。
44. 把你的问题说出来，我们大家帮你解决。
45. 搬回家住，把房租、饭钱省下来。
46. 对不起，害得你把电话挂了。
47. 我侄女才小学三年级，我嫂子就把她的时间安排得满满的。
48. 糟糕，我把电脑落在出租车上了。
49. 把红烧鱼做成了糖醋鱼。
50. 这样他可以把大学第四年的钱省下来。
51. 可是他把这件事忘得一干二净。
52. 我以为林雪梅已经把她交男朋友的事儿告诉家里了。
53. 把饭钱、住宿费都省下来。
54. 我很高兴地把我的笔借给他。

Chinese Link (Level 1 Part 2)

1. 我把朋友带来了。
2. 请你下来帮我把桌子搬上去，好吗？
3. 我把车开回来了。
4. 你把小谢带上来看看吧。
5. 你得先下来帮我把这张桌子搬上去。
6. 他把这个字写得很好。
7. 我把汤喝了。
8. 我要把那张桌子搬过去。
9. 把饭吃了！
10. 把车开回来！
11. 请把书带来。
12. 妈妈说把感冒药吃了。
13. 哥哥要把爸爸的车开过来。

14. 谁把他的蛋糕吃了？
15. 我带来我的室友了。 - - 我把我室友带来了。
16. 我把那包药吃了。
17. 我把我妈妈昨天带回来的那包药吃了。
18. 把那包药吃了！
19. 我把我们的书都卖了。
20. 今天常天开车把我带去他住的地方。
21. 常天把这个消息告诉了我。
22. 常天把我带上去看了一下。
23. 所以我就把我的狗给我女朋友了。
24. 会把药吃了么？
25. 志信把他的车借给妹妹了。
26. 秋雨把昨天买的飞机票带来给大家看。
27. 蛋糕好吃极了！大家一定会把蛋糕怎么了？
28. 他把这个字写得很好。
29. 我把汤喝了。
30. 我要把那张桌子搬过去。

Chinese Link, Level 2 Part 1

31. 让我把车停在旁边。
32. 我先把我的车开走，你再把车开过来。
33. 我负责把行李搬下来、放好。
34. 我来扫地、整理客厅，再把书放好。
35. 这次搬家把你们累坏了。
36. 不小心把房东的镜子打破了。
37. 我也会把电脑装好。
38. 别忘了把外套穿上。
39. 我把床搬到楼下。
40. 我把他们送到机场了。
41. 已经把家搬好了。
42. 我们还把室内重新安排了一下。
43. 我们也把卧室里边的音响和电视都搬到客厅了。
44. 明天要把那些画挂上去。
45. 他们是怎么把室内重新安排一下的呢？

46. 用你自己的话再把这封信说一遍。
47. 你要是把我吃了。
48. 天帝会把你杀死的。
49. 老虎听了就把狐狸放开。
50. 爸爸把车停在河边。
51. 我昨天把你接我的那本英文小说看完了。
52. 昨天晚上我和我的室友把我们的公寓整理干净了。
53. 把安全带系上。
54. 请您也把计算机等电子用品关上。
55. 我先把行李放倒后车厢去。
56. 如果我们将前边的两座山搬走。
57. 他把他的盾拿起来说:
58. 世界上没有任何东西可以把它戳破。
59. 他又把他的茅拿起来。
60. 这次飞机误点把我跟李访累坏了。
61. 我们一把行李放好,...
62. 我把那本小说看完了。
63. 他们还要把他们的工厂搬到中国去呢。
64. 就把兔子带回去煮了。
65. 把池字里面的水拿走, 把地字里面的土拿走。
66. 请把这张开户的单子填一下。
67. 常天要把床, 两张桌子, 六把椅子和三箱书都搬到纽约去。
68. 常天也要把电脑搬过去。
69. 我来扫地, 整理客厅, 再把书放好。
70. 这次搬家把你们累坏了。
71. 让我把门窗关上。
72. 别忘了把外套穿上。
73. 别把房东的树撞坏了。
74. 我们先把书桌搬到楼上。
75. 我把中国饭馆的地址忘了。
76. 谁把那件新外套穿上了?
77. 妹妹把哥哥的蛋糕怎么了?
78. 他要帮我做什么?
79. 他要帮我把电脑装好。

80. 妈妈一回家以后就把门和窗户打开。
81. 爸爸把那件新外套穿上了。
82. 妹妹把哥哥的蛋糕吃了。
83. 弟弟把姐姐的镜子打破了。

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