

**Individual Paper Session 27**  
**CALL**  
**Thursday, July 6**  
**3:45-4:15pm**

**Issues and Revelations: Student responses to blended learning in  
a first year tertiary Chinese language classroom**

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In recent years a large body of literature has been produced on the topic of online learning environments (Anderson & Elloumi, 2004; Howard, Schenk & Discenza, 2004; Hoareau, 2004). Within this body there have been several articles published that focus on the place of new technology in the language classroom (Zhao, 2005; Holmberg, Shelley & White, 2005).

Following a critical review of the literature concerning written Chinese and the use of new technology in an educational setting this paper explores the responses of students to language learning in a blended classroom environment.

This paper builds on work previously conducted by Ramsay (2003; 2005) and Ramsay and Jiang (2005) on the use of new technology in the Chinese language classroom. Over the course of one semester students were engaged in a variety of tasks and activities utilising new technology. These activities provided opportunities for greater student interaction and collaboration, peer editing and student reflection.

This paper firstly examines the use of new technology in the blended classroom environment from a theoretical basis of communicative language teaching and then explores learner perceptions of new technology in the classroom. This was then used to inform on best practice of CALL materials in Chinese language classroom.