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Policy

JCAS (Journal of China-ASEAN Studies) is an open-access, peer-reviewed bi-annual journal of China-ASEAN International College, Dhurakij Pundit University. It is the premiere forum for global researchers, teachers, policy makers, leaders, managers and administrators, interested in all aspects of Southeast Asian countries and China.

JCAS will publish two volumes in June and December annually, which aims to support and inform researchers, scientists, and scholars, administrators, educators, emerging and established researchers, and policy makers interested in all facets of business, education, tourism, and arts related to Southeast Asian countries and China through the publication of original research that advances knowledge, theory and practice in the field include, Thai-China, Business Innovation, Marketing, Business & Management, Finance and Accounting, Economics, Education & Teaching, Poverty in Education, Humanities, Arts & Design, Languages, Applied Science and Engineering and Social Sciences.

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- **Review article:** The manuscripts should be about 1500-3500. The manuscripts must include the current state of understanding on a particular topic about studies of Southeast Asian countries and China by analyzing and discussing research previously published by others

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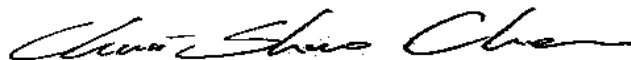
Editor's Note

Dear Sir / Madam,

Journal of China-ASEAN Studies (JCAS, ISSN (Print): 2730-4205), a double-blind, peer-reviewed academic journal sets to be published in June and December annually in Thailand, which is a new comprehensive and great journal addressing various fields of study including Future Workforce, Thai-China, Marketing, Business & Management, Wellness, Tourism, Hospitality, Leisure Studies, Information Technology, Finance and Accounting, Communication Arts, Economics, Education & Teaching, Humanities, Arts & Design, Languages, Applied Science and Engineering or so forth. This journal aims to provide a platform for scholars, practitioners and students to publish outstanding-quality conceptual and research paper bilingually (Chinese and English) based on both theoretical and empirical studies along with encouraging knowledge to be equally shared in the related fields as notably valuable academic contributions. JCAS, furthermore, serves as a leading platform, enabling readers to learn, communicate, and exchange pertinent knowledge pertaining to new studies and best practices.

JCAS is considered as a long academic journey and mission from nowhere in the past to somewhere at present. It, thus, without considerable efforts, sacrifices, contributions made by all related committee members, would never become a reality. The very first issue of the first volume of JCAS is officially published. Furthermore, we solidly sail and move towards the ultimate goal of being indexed in TCI 2, TCI 1, Scopus and SSCI or so forth. Once again, we'd extend our special thanks to all the authors who contributed and those who participated.

Your sincerely



Editor-in-Chief
Assist. Prof. Dr. Chun-Shuo Chen
Journal of China-ASEAN Studies

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Research on the Design and Marketing of Online Tourism Planning Platform

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Abstract

The biggest issue with group self-guided traveling is that everyone cannot get together to discuss and arrange the entire itinerary. In order to solve this problem, this research uses the evaluation research method through Evernote. Evernote is a collaborative operation platform that links to the cloud platform and uses an App as an interface to enable a collaborative online discussion of a travel itinerary. After the conclusion is drawn, the system will output the itinerary plan and budget table, and various reminder functions can be set afterwards. The cloud platform linked to the system allows users to store and edit images, and supports quick sharing to social networking sites. This research hopes that through the establishment of this platform and the formulation of marketing strategies, consumers can make group travel as an easy task, ensuring good relationships with relatives and friends and creating good memories.

Keywords: Self-Guided Travel, Note-Taking Software, Collaborative Operation, Travel Itinerary Planning, Cloud Platform

在线旅游规划平台设计营销之研究

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摘要

团体自助旅游民众自行规划旅程的最大困扰就是无法聚在一起讨论与安排整个行程内容。为了解决上述问题，本研究利用评估研究法，以 Evernote 做为协同作业平台，链接云端平台，以 App 做为接口，实现多人在线讨论旅游行程的功能，得出结论后，系统会输出行程规划书与预算表，并可设定各种提醒功能。系统链接的云端平台并让用户存放及编辑影像，且支持快速分享至社群网站。本研究希望透过此平台的建立与营销策略的拟定，让消费者在工作繁忙之余也能确保与亲朋好友的关系及创造美好回忆，让团体出游变成一件轻松容易的事。

关键词：自助旅游、笔记软件、协同作业、旅游行程规划、云端平台

1. 绪论

在现代变化快速且繁忙的社会中，人们缺乏时间旅行，要出门旅游变得越来越困难，也因此缺少了与亲朋好友相处的时间。虽然市面上已有多家的旅行社提供旅游服务，但传统的旅行社都只提供套装行程，如果要展开一个轻松自由的自由行旅程，就必须自己规划想去的景点与

行程，导致旅游变成一件麻烦的事。如果要揪团进行团体的自由行，对于一群较无旅游经验的消费者而言，当提供的讯息太多，而且大家的意见存在歧异时，更不容易得到收敛。

有鉴于上述的现象，本研究设计了一个旅游规划平台，平台上会提供一个多方协作的讨论版让使用者能在没有距离束缚下轻松的讨论行程，并善用关键词搜寻，让消费者快速寻找住宿地点、景点、美食信息，汇整所有人总结的行程并安排出相关的路线以及费用，让消费者能够快速简单的讨论出一同出门游玩的客制化行程，使消费者不用再为了规划行程而烦恼。本研究希望能达到以下三项研究目的：

- 一、设计新的旅游规划方式，利用网络讨论版，让多方同时在异地进行讨论，规划出每个人想要的行程，节省安排行程时间又能自由规划旅程。
- 二、研究利用大数据分析现在热门景点与推荐美食，在平台页面上自动推荐相关行程，让旅游规划更轻松。
- 三、平台的云端数据库提供搜寻功能，让用户能随时观看其他旅游者的相片集与行程规划，使用者也可分享自己的照片与行程，增加旅游者间的互动性。

2. 文献探讨

一、自助旅游

沈志成等人 (2016) 认为这几年来观光旅游业蓬勃发展，在此情况下，用户要如何找到喜欢的旅游行程是当今热门的话题。陈隆升、曾恕慈 (2017) 表示社群媒体改变了游客对于热门观光景点的参访行为，提升旅客再度莅临的意图成为一项重要议题。在新的旅游模式下，廖俊杰、高孟廷 (2019) 认为人们对于闲暇时间的的生活更加重视。随着电子商务时代的到来，旅游模式有巨大的改变，团体旅游不需要事前安排行程，呈现较高的自主性，因此进行自助旅游的消费者较为偏好不受限制的旅行。

廖逸民、陈建和 (2018) 表示旅游产业中仍然有约近七成的出国旅客是透过约 2,000 家小型旅行社进行旅游规划，网络销售成绩仍不敌传统通路。王馨苇等人 (2017) 认为套装行程主要想达成的成果是希望可以减少使用者的搜寻时间、简单规划旅游行程，此外，还有行程范例、对于景点以及他人行程的评分，使用者不须因为对旅游规划的不了解而对安排行程感到困难。换言之，人们还是需要透过因特网查询相关的旅游信息。消费者虽能从不同的管道中得到各项的讯息，但却缺乏一个能完整针对喜好、量身订制自己专属行程的工具。

本研究认为在台湾，自由行旅游方式已成主流。但是因为消费者需要透过因特网查询及获取相关的旅游信息，如果要规划异地多人的自由行行程，很难有时间大家聚在一起安排旅游行程，如果有一个讨论版能让在异地的旅游者共同讨论出旅游行程，会让规划旅游变得更容易。

二、旅游行程规划

透过樊祖焯等人 (2018) 的研究得知，将来会有更多人自行规画旅游行程，因此网络上所能提供的信息越来越重要。Dragouni, Fouseki, and Georgantzis (2018) 研究小区人员共同参与遗产旅游规划研究结果发现，参与群体对该机构之信任度发挥了重要作用。因此旅游网站信息的正确性将直接影响使用者的信任度。陈俊颖等人 (2015) 认为如果行程规划不当，将导致旅客不断进行更改转移方式，更会影响适当运输工具的选择，甚至可能导致等待时间过久，进而造成其参观的时间缩水，或参观的景点减少。游雯绚等人 (2019) 表示现今来台的观光客大多以自由行为主，但却因不够了解台湾的特色景点以及美食等等而感到行程选择困难，近年来由于科技的兴起与智能型手机的普及，越来越多旅游相关应用程序问市，期待能够完善地规划台湾各地的景点旅游。

彭定国 (2017) 认为传统旅游行程规划将「旅游景点」拘束在一个明确的区域，而后依成本、时间或是人气推广来进行旅游行程中旅游景点的安排。但是观光旅游并非只考虑地理区域

与交通时间长短来做行程安排，而是应针对游客在旅游过程中所能得到的体验。罗智耀等人 (2020) 认为适当的安排旅游可以放松心情充实生活，加上国人生活型态的转变，越来越重视生活中的休闲质量与内涵，因此休闲旅游盛行，旅行社需要不停地更新旅游套装的内容。樊祖焯等人 (2020) 对自由行旅游者进行调查，发现最困扰自由行旅游规划的前四大问题分别为行程规划、交通安排、景点与用餐以及查看景点评价。本研究进行期间适逢 COVID-19 疫情，因此台湾的旅游活动几乎停摆，加上政府希望民众不要群聚，因此消费者情报主要是参考樊祖焯等人 (2020) 的研究。

本研究发现现今传统旅行社与旅游网站虽然不停地更新套装旅游行程的内容，但所提出的旅游行程内容仍然有限。因此消费者偏向于自行规划旅游行程。本研究所研发的旅游规划平台正可以协助旅游者规划他们的自由行旅游行程。旅游规划平台的功能则锁定行程规划、交通安排、景点与用餐以及查看景点评价等四项，以解决其相对应的问题点。

三、协同作业

温怡贞等人 (2019) 提出当前人口老化、严重缺工，部分制造工程已经以工业机械人取代，为了让机器人能协助工作者，「协同作业机器人」因此产生。张瑜珊、工藤节子 (2021) 提到，自 2007 年来，台湾与日本的大学生协同合作，执行一连串合宿型专题学习活动，进入小区透过人与人之间的交流，学习特定地区场域的课题。Lew (2017) 认为决定去一个地方旅游以及在旅游地希望获得什么收获，是要由旅游团队伙伴共同去塑造。许宏儒 (2017) 认为每位伙伴之间的协同合作都必须受到相对更多重视。Kazandjieva and Filipova (2018) 的研究发现，计算机技术与人员的结合服务可满足客户需求并提供更好的旅行体验解决方案，因此网站的客服人员亦应在协同作业中扮演好他们的角色。

梁莺赢等人 (2015) 认为协同合作一词所指意涵为：不同的专业团体同时拥有共同的使命，并以平等的身分地位进行正式的沟通协调，采取协力分工的方式来达成某一项或多项共同任务、目标、目的。王俊胜 (2020) 认为增加工厂自动化使用弹性，移动机器人协同作业已成发展趋势。提升机器人间相对定位是开发协同控制技术的第一步。杨文华等人 (2016) 认为在事权合一的前提下，增进执行过程中协同作业效能，减少执行作业中不可预期风险及成本损失，是执行项目管理之首要工作。Sedarati, Santos, and Pintassilgo (2019) 认为现代科技虽可以为旅游决策者和监管者提供许多不同分析层次的战略和运营政策制定工具，仍须要人们的参与规划。

本研究认为现今许多行业皆已导入协同作业，因为协同作业可有效地提高效率。现有的团体旅游规划方式都缺少良好的效率，其原因就在于参与者无法发挥旅游规范的综效。因此如果在旅游规划的平台采取协同作业的方式，不但能提高消费者在旅游规划过程中的效率，并可减少消费者在规划旅游上繁琐的困扰。但是协同作业成功的前题仍是为全员参与。

四、笔记软件

余立棠 (2017) 表示科技的进步使注记从纸本转变为数字化，让读者能使用电子笔记来和其他读者互动、合作。在实际应用上，张正杰、苏承芳 (2015) 发现教师使用数字笔记本连接笔记型电脑，即可在课堂上协同录制学生所书写之资料，以便教师分析每位同学思维模式与解题过程。阿祥 (2019) 表示透过 Evernote，可以方便地将网络中「片段」的数据保留，并能使用更简易的方式查寻及汇整资料，将其进一步转换为有用的「信息」。在 Evernote 中，可以将笔记透过「记事」、「记事本」与「标签」来选定不同属性的笔记，使用户能简易地将网路或生活中各类型的「需求」汇整为不同的「主题」。

刘豫凤、黄耀贤 (2015) 认为近年旅游趋势的发展，从原本多点快游转变为单点慢游，朝向以深度旅游的方式与在地的人事物进行互动。林宗贤等人 (2012) 表示活动参与是游客体验的重要核心，游客经常透过参与各种活动来获得自身体验的满足。旅游拍照为旅程中最普遍且重要的活动。郭怡伶 (2018) 表示多媒体呈现的方式可生动地分享彼此活动乐趣，运动笔记粉

丝页更是用「回馈」、「参与感」与「立即性分享」这三大要素，成功吸引群众的注意，进而影响粉丝们对路跑的涉入和运动的参与。

本研究认为现在各种计算机系统应用已慢慢导入在线笔记的概念，加上笔记软件为了推广自己的产品，大多有提供部份的免付费功能模块以及与其他软件链接之 API 功能，如果本研究能利用笔记软件的 API (Application Programming Interface, 简称 API) 功能，与旅游规划平台的系统相结合，提供消费者节省时间的在线讨论与记录功能，不但能协助团体消费者以协同作业的方式在异地共同讨论与规划旅游行程，更可增加规划旅游行程的方便性与丰富性。

五、云端平台

陈炳森、曾德伦 (2016) 认为云端计算是一个商业和经济模式，使得用户透过网络、分布式计算和虚拟化等技术，取得计算基础设施及储存设施等服务。随着各大商用云平台的发展，云端服务技术因具有低维护成本、方便取得、弹性安装、易于使用等特点，其应用在产业中已成为趋势。王培宁、徐立宇 (2020) 表示随着各大商用云平台的发展，云端服务技术因具有低维护成本、方便取得、弹性安装、易于使用等特点，在机械产业中已成为趋势。李俊民、蔡佳郎 (2013) 表示云端服务主要有二种优势：大幅降低经营成本与增加竞争优势。由照护机构的信息系统观点来看，云端科技与服务导向架构的结合将为照护机构带来重大的益处。

钟嘉德等人 (2010) 指出我国信息电子产业已是全球重要的供应基地，而云端运算正引发新一波的竞争局势。林义证等人 (2011) 发现云端平台相关应用技术也不断推陈出新，因而促使透过建置云端平台，提供内部使用者、外部使用者透过网页即可浏览相关图面数据，且不需特别安装任何软件在终端机上。杨欣哲、周传欣 (2018) 表示云端运算逐渐运用于各个产业上，并藉以寻求最有效的模式来因应信息的成长。李俊民、吴腾芳 (2013) 发现云端科技与服务导向架构的结合可为企业经营带来重大的益处。可以说云端计算是一个科技应用起点，藉由网络可到达无远弗届。

本研究透过以上文献，得知云端运算的模式不仅能给予消费者方便，对产业来说也能节省其营运成本。旅游规划需要存取大量的景点照片，如果能利用云端平台储存影像数据并进行存取，将可使旅游规划变得更方便快捷。

总结上述的文献探讨，本研究发现现在消费者越来越喜欢揪团进行自助旅行，而团体进行异地规划旅游行程非常耗时也很麻烦。如果本研究能设计一个旅游规划平台，结合云端平台技术与笔记软件，以协同作业的方式进行旅游规划，将会使整个旅游规划的时程变得快速且方便。云端平台除了可自动统整讨论的资料，更可根据大数据推荐热门行程，笔记软件会帮讨论者整合并记录信息，旅游者更可将美好回忆珍藏于云端平台。本研究希望藉由此平台，让旅游规划变得轻松愉快。

3. 研究方法 with 产品介绍

一、研究方法

本研究藉由文献探讨察觉，台湾民众有很多人喜欢在假日揪团进行自由行旅游，并希望自行规划旅游行程。但因为大家要同时聚集在一个地方来共同讨论往往会拖延许多时间，加上行程规划、交通安排、景点与用餐以及查看景点评价等四项工作的安排耗费许多精力，往往还没出游就累坏了。因此本研究希望设计一个在线旅游规划平台解决上述的问题，并希望藉由本平台的营运增加国内观光业的产值。为了要进一步了解此研究所研发的平台在市面上可否满足消费者的需求或商机。因此将透过评估研究法 (Evaluation Research) 来做探讨。

评估研究是透过达成改善服务的作法、进行评鉴的研究方式，该方法多用于讨论一个方案的过程、结果或是效益分析 (赵碧华、朱美珍, 2000; Babbie, 1998), 有助于评估者从中判断方案的优劣 (Daniel, 2001), 并判断出一个方案的价值 (林哲莹、郑晏甄, 2016)。在绝大多数的

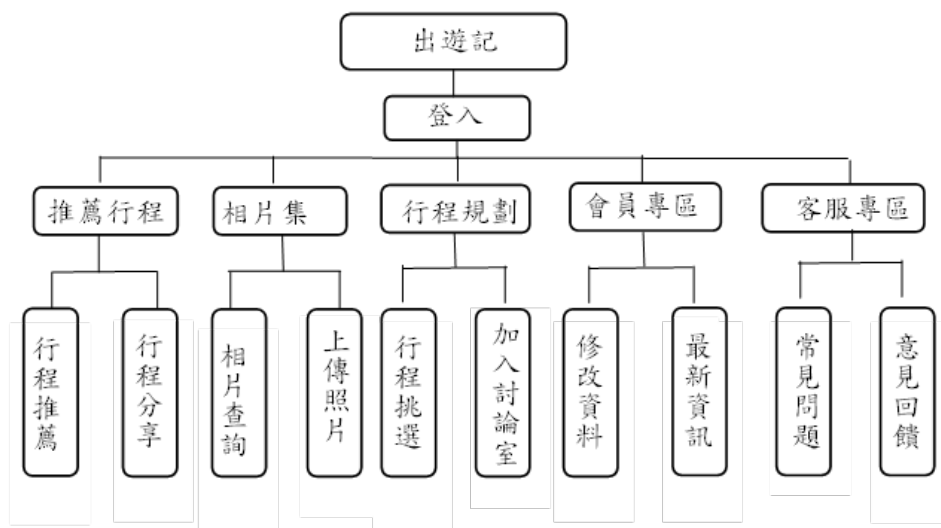
情况下，评估研究为对方案的评估，因为对象多半为一个方案，不管是检讨方案实施的结果、过程，或是对于已完成方案作成本效益的分析，都是方案评估的范围 (王云东, 2016)。因此评估研究是一种应用的社会科学方法，研究者依照对方案的了解，应用研究工具及方法，决定活动或实施方案的可行性，或评估活动或方法执行的成效。也就是说，评估研究不是单一的研究方法而是一种取向评估 (王梅玲, 2012)。

本研究参考樊祖焯等人 (2021) 的研究，先藉由文献探讨的结果设计出产品系统架构图。在撰写平台上则利用 App Inventor 来设计 (文渊阁工作室, 2016)。至于功能区域的流程进行方式，主要参考樊祖焯与潘博宇 (2019) 的研究，利用 App (Application, 简称 App) 撰写程序，并透过呼叫 Evernote 的 API，在 Evernote 的平台上以协同作业的方式整合供给与需求两边的创新营运模式来让需求、供给者及本平台三方进行旅游规划的整合。在营运模式的设计上，本研究利用次级资料分析寻找相似的学术依据来做成情报分析，再透过上述的想法进一步研发出系统概念的营运流程，并发展出具体的营销 7P (Product, Place, Price, Promotion, People, Process, Physical Evidence, 简称 7P) 战术，并于研究的最后提出结论来归纳重点提供给后续研究者研究。

二、系统架构

本研究将研发的在线规划旅游平台命名为「出游记」，是一款提供消费者在线团体规划旅游的系统，系统架构图请参见图一，下述为平台的服务内容：

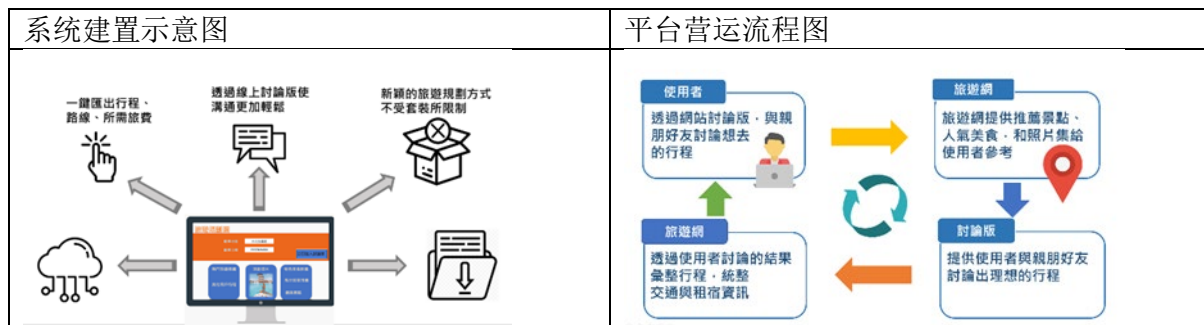
- (一)、行程规划系统：选择出游日期及地点，并将参与行程的亲朋好友加入讨论版，即可开始讨论想去的行程，讨论过程中系统也会自动推荐热门行程，讨论完毕后系统会自动汇整行程，并整理交通住宿及大约所需费用。
- (二)、行程推荐系统：平台网站会显示目前各大热门行程，透过大数据分析，也会将热门的美食、景点及住宿推荐给使用者，使用者可随时将行程加入讨论版。
- (三)、照片及系统：系统链接云端平台让用户存放及编辑影像，且可设定于社群网站分享。



图一 「出游记」系统架构图

三、营运模式

「出游记」主要透过讨论版来自由地讨论旅游行程，平台将会在用户规划旅游的过程中根据大数据分析，自动推荐用户所选地点之相关行程，不仅提供用户更多选项并且大大加快了用户规画行程的效率，系统并会在最后输出所有相关路线、所需时间还有预估旅费。平台的之系统建置示意图与营运流程图如图二所示。



图二 「出游记」之系统建置示意图与营运流程图

「出游记」所提供的服务是能够透过平台进行多方协作讨论，让使用者在没有距离束缚下轻松的讨论行程，并善用关键词搜寻，让消费者快速寻找住宿地点、景点、美食信息，最后汇总所有人总结的行程排出相关的路线以及费用，让消费者能够快速简单的讨论出一同出门游玩的客制化行程，使消费者不用再为了规划行程而烦恼。

4. 市场环境 with 目标客群

本研究利用 PEST (Political, Economic, Social, Technological, 简称 PEST) 分析、五力分析、竞争者情报分析、SWOT (Strength, Weakness, Opportunity, Threat, 简称 SWOT) 分析、STP (Segmentation, Targeting, Positioning, 简称 STP) 分析来评估市场环境 with 竞争情报，区隔出旅游规划的市场区隔，并找出商品的价值所在，做为往后制定营销策略之考虑。本研究之所有情报分析皆由研究团队偕同学者专家共同依次级资料整理之结果加以讨论分析后再做成决议，故有一定之信、效度。

一、PEST 分析

PEST 分析法最早追溯至 Aguilar (1967) 之研究，是公司企业评估外部环境所使用的方法，包含政治、经济、社会、科技四个层面。本研究之 PEST 分析请参表一。

表一 PEST 分析

政治/法律趋势情报:	经济/消费趋势情报:
1. 观光局为服务质量、旅游安全、创新产品，提供旅游业补助。(台湾法规数据库) 2. 观光局为使相关业务发展故预告修正「发展观光条例裁罚标准」。(台湾法规数据库) 3. 观光局因传染性疾病业者受到团体取消产生营运短收进行补贴。(台湾法规数据库)	1. 在网络上进行广告、营销，可以激发现有潜在消费者市场。(网络社会通讯) 2. 消费者透过网络搜寻旅游信息和购买旅游商品比率大幅提高。(旅游与休闲管理期刊) 3. WTTC 报告显示，2018 旅游业成为全球成长最快的第 2 个行业。(中央社)
社会/人口趋势情报:	科技/技术趋势情报:
1. 2018 年台湾人每日平均上网时数为 7 小时 49 分钟，网络已成生活必须。(TechNews) 2. 2018 年 Visa 调查，台湾人行前规划阶段，使用搜索引擎最多，占 48%。(中国时报网) 3. 越来越多人使用手机查询旅游信息，用以比较行程质量与价格。(远见杂志)	1. 智能型手机高渗透率以及电子支付崛起，大幅缩短了事前预订时间。(数位时代) 2. 旅游追求的深度体验及面对面温度，已放大成为现代旅游中的重要角色。(数位时代) 3. 大数据兴起使数据探勘、统计领域成为热门科目，其应用更加盛行。(Largit Data)

二、五力分析

本研究以 Porter (1980) 提出之产业里的竞争者、产业里的新进者、消费者议价能力、供货商议价能力、替代产品的威胁等五种相对竞争作用力进行分析。由于产业里的新进者威胁程度较高，本研究透过分析认为可与各地商家合作，并推出忠诚计画以确保消费者能持续在其中活

动，以下是对「出游记」进行五力分析的结果。

- (一) 产业里的新进者（高）：疫情期间，旅行社纷纷推广国内旅游，竞争者变多。
- (二) 供货商议价能力（低）：民宿与餐厅众多，供给面大。
- (三) 产业里的竞争者（中）：国内已有许多旅行社，但规划方式略有不同。
- (四) 消费者议价能力（中）：消费者会与其他同业比较价格。
- (五) 替代产品的威胁（低）：虽然国内有许多家旅行社，但本平台与同业创造差异化。

三、竞争者情报分析

虽然目前市场上已有类似的协同旅程规划网站，但市面上并没有一套完整客制化旅程规划之协同作业平台。本研究以目前在台湾旅游者较常使用之「Google 我的地图」与「Funliday」做为「出游记」之主要竞争者，以次级数据进行竞争者情报分析。本研究发现「出游记」可以藉由大数据提供消费者建议景点，并提供讨论平台，结合所有参与旅行者的意见，再自动汇整出行程与费用等规划成果统整信息，可补足现在市面上协同旅程规划网站功能不足的缺口。表二是将本平台与其他的旅游规划网进行比较之分析表格。

表二 竞争者情报分析

比较对手	Google 我的地图	Funliday	出游记
预算规划	自行规划	自行规划	自动汇出
智能排程	无	无	自动汇整
亮点	与 Google Maps 连动	可脱机使用	协同合作讨论
大数据推荐	无此功能	无此功能	有此功能

注:Google 我的地图(<https://www.google.com/maps/d/u/0/>)、Funliday(<https://www.funliday.com/tw>)皆为台湾旅游者较常使用之协同作业旅游规划平台

四、SWOT 分析

Weirich (1982) 提出 SWOT 分析，主要是针对企业内部优势与劣势，以及外部环境的机会与威胁来进行分析。本研究首先协同专家学者与创业团队拟订出五年之营运目标，再针对「出游记」进行 SWOT 分析(请参见表三)。希望根据现有优势并确保机会，列出未知风险，与对策管控进而防范潜在的威胁，并以逆向思维将劣势逐渐转换为优势，加强对内部资源及外部资讯的掌控，掌握店家或客户愿意使用本平台提供之服务的因素。

表三 SWOT 分析

五年营运目标		机会 O	威胁 T
1.第一年：合作民宿 500 间，收纳景点 80 处，会员数三千人。 2.第三年：合作民宿 850 间，收纳景点 160 处，会员数八千人。 3.第五年：合作民宿 1,000 间，收纳景点 320 处，会员数两万人。		1.大数据应用在现今网络发达年代已成为必备功能。 2.现代人不希望在工作之余还需受到种种限制捆绑。 3.现今消费者已逐渐习惯透过网络进行购物活动。	1.网络用户较偏向于网站将所有事物打理好。 2.个资外泄事件频传，人们仍然会对网站不信任。 3.同业竞争者不多，但仍潜在竞争者出现的风险。
优势 S	1.与当地民宿、美食、景点合作提供优惠活动。 2.平台透过Evernote提供旅游规划之异地协同作业。 3.大数据分析用户状况，在用户规划时跳出建议。	S×O 发展策略： 1.因应现代人注重便利及行程自由性，发展本网站。 2.与众多的当地民宿以及美食、景点合作，提供多样的优惠活动。	S×T 去除策略： 1.聘请专业人员设计防盗系统，以防黑客入侵。 2.加强系统的便利性以及增加商家合作数，促使用户使用本网站。
劣势 W	1.平台刚起步知名度不足，须克服前期营运黯淡期。 2.初期合作的民宿、美食、景点较少，须扩大范围。 3.平台初创投资较多，相对影响获利。	W×O 补足策略： 1.提高便利性、安全性，让使用者安心使用本网站。 2.加强广告刊登、积极宣传，争取投资者资金。	W×T 放弃策略： 1.收集客户意见问卷，加强服务质量更新。 2.强化人员专业度及客服质量，提升用户信赖。

五、STP 分析

（一）市场区隔

为确保不同消费者的需求，并且考虑本平台自身的功能，本研究对于各需求相近的区隔市场提供多种营销组合。本研究透过人口统计变量、地理变量、心理变量、行为变量进行市场区隔后，再确定目标市场及标记商品定位。

（二）目标市场

「出游记」以忙碌的上班族及学生为主要客群，且通常是习惯透过网络规划旅游、有旅游习惯的用户作为目标客群。其详细说明如表四所示。

表四 目标市场

消费者市场区隔变量	项目	分析
人口统计变数	年龄	18 至 50 岁
	职业	学生、上班族
	收入	中低收入
地理变数	区域分布	全台湾
心理变量	生活型态	习惯透过网络规划旅游、有旅游习惯
	使用动机	轻松规划属于自己的行程
行为变量	时机	生活忙碌想旅游放松
	利益	减少规划时间、客制行程

（三）商品定位

针对生活忙碌但又想轻松规划旅游的民众，本网站提供清晰明了的页面及讨论版，让民众可以依照自己想去的地点与亲朋好友讨论属于自己的专属旅程，不仅减少消费者规划旅游的时间，还不用被传统旅行社的套装行程拘束。主要的商品定位如下列三点：

1. 节省规划行程时间，让消费者轻松获得完美的专属旅行。
2. 专属的旅行规划，让消费者与其好友拥有更加深层的友谊连系。
3. 分享旅行美好回忆，让旅程的记忆有更多人参与。

5. 营销策略

本研究依据郑启川等人 (2015) 之研究，使用 7P 规划其营销策略，详细营销策略如下：

一、产品策略

本平台提供一个快速规划行程的平台，让使用者能快速且方便的规划行程，给予用户好的体验，本平台特色如下：

- （一）提供多方协作讨论版，让同行成员能方便的讨论以及提出意见。
- （二）依据使用者之规划，自动提供建议，方便使用者修正与选择规划。
- （三）提供在线随点随选功能，可在线汇入相应之信息统整入规划笔记中。
- （四）讨论结束后会将所有行程进行汇整，整理出路线以及预估的费用。
- （五）提供云端空间，可上传旅游照片及行程等数据，并可选择汇入社群网站。

二、价格策略

本研究以免费的方式提供本平台大多数功能，让用户能方便地使用本平台，也会提供会员更多的功能或优惠，现详述价格策略如下：

- （一）会员用户功能大多数为免费，但使用时会跳出广告。
- （二）购买通行证或缴交 VIP 年费，可解锁完整功能及提供优惠价，且不会跳出广告。
- （三）因为本平台为初创企业，所以各商家进驻本平台谨收取\$500 保证金。

三、宣传促销策略

现代的旅游者多透过网络搜寻旅游信息，因此本平台希望透过网络做为主要广告通路，以下为本平台的宣传促销策略：

- (一) 拍摄广告以吸引消费者目光。
- (二) 邀请网红代言及利用网络社群提升知名度。
- (三) 用户分享本平台即可参加免费抽奖,可拿到住宿抵用卷。
- (四) 透过关键词搜寻、并且以网络口碑进行宣传。

四、通路策略

为了提高用户数量,并让消费者快速连接到本网站,增加消费者使用本网站的意愿,本平台使用零阶通路的策略,目前提供的销售通路如下:

- (一) 可在各大社群平台连结到本平台,了解基本内容介绍以及服务流程。
- (二) 在各类浏览器搜寻本平台,登入后即可开始规划行程。

五、人员训练策略

网络消费模式容易造成消费者疑虑,本平台将针对市场走向、个资保护、在线解决用户疑问进行人员训练,所提供之训练对象以及内容如下:

- (一) 客服人员:反馈处理、在线解答、状况排除。
- (二) 系统人员:定期更新及维护系统、资安管理。
- (三) 创新小组:景点更新、创新提案、服务优化。

六、有形展示策略

透过现今网络媒体速度,本平台将透过网络的方式快速拓展市场,并透过以下方式进行有形展示策略进行传播:

- (一) 透过网红、YouTuber 代言,提升知名度。
- (二) 积极加强社群推广,增加曝光度。
- (三) 提供在线小帮手解答。

七、服务流程策略

本平台将以消费者为主,提供方便好用的网络接口与符合消费者期待的景点,以方便的在线服务流程,提供消费者更好的使用体验,详细内容如下:

- (一) 强化平台与产品:对客户进行讲解。
- (二) 平台维护系统:定期维护优化系统软件。
- (三) 意见反馈系统:透过用户的反馈与在线客服回报进行改善。

6. 结论

一、研究结果

本研究融合笔记软件的特性及协同作业的模式,让消费者能与亲朋好友共同讨论想去的行程,讨论完毕系统会根据讨论完后的行程安排出适当的路线及预估的价格,不必跟随传统旅行社的套装行程,让消费者能省去规划旅游的时间,又能简单方便的完成旅行前的规划。同时本网站会根据大数据分析,提供时下流行的推荐行程,或是热门的美食提供消费者参考,让自己的旅游更加丰富。旅游是创造回忆的一种最好方式,本网站希望提供消费者新的旅游方式,让出门旅游变得更方便简单,并提供消费者存放或分享照片的平台,让消费者回忆的同时也能看到其他人分享的内容。总结本研究之结果,可以补足现有旅游规划平台的三项不足之处。

- (一) 透过协同作业的方式,提供多人异地的在线网络讨论版,不但可节省时间,而且规划起来更有效率。
- (二) 利用目前市面上成熟软件所提供之 API,结合大数据分析,依消费者需求自动推荐相关行程,让旅游规划变得更容易。
- (三) 运用平台的影像搜寻功能,用户可观看其他旅游者的旅游相片与其行程规划,使用者也可分享自己的照片与行程,增加使用者的互动性。

二、效益说明

本研究将分别就创新性及可行性来说明本研究所带来的效应。

- (一) 创新性

本研究找寻全台各大景点及民宿业者合作，利用讨论版让使用者自由规划旅程，提高使用者的使用率，再利用大数据分析，自动推荐热门行程，增加各个行程景点的曝光率。

(二) 可行性

本团队已完成平台设计，并根据初步观察结果发现消费者大多都有在网络规划旅游的习惯，且国内旅游人数持续增加中，故本研究具有高度的可行性。

三、潜在风险

本研究统整出「出游记」之后可能会碰到的潜在风险与问题，并找出解决方式：

(一) 如何将网站知名度提高并增加曝光率，让更多网络用户知道？

本平台将透过各大社群网站的连结及版面，让民众可以透过连结点选进入网站，藉此增加曝光度，进而分享给其他使用者。

(二) 如何提升平台的流量？

「出游记」应增加与各个景点的合作，提供更多的优惠及行程景点，增加消费者的选择。

(三) 如何提供用户稳定的平台系统？

平台应有专人维护此网站，并设有客服来解决使用者的问题，且讨论版及照片区皆有资安维护，以保障消费者权益。

四、研究限制

本研究限于研发团队之人力与技术，仅完成繁体中文版的设计，因此锁定的对象仅为台湾要进行国内自由行的民众，对于来台的国外观光客，在使用上有其语言上的障碍。此外，台湾自 2020 年 COVID-19 疫情爆发后，旅游的人潮即急速减少，至 2021 年 5 月升级三级警戒后，旅游活动更视同停摆，因此本研究在进行初级资料收集的研究过程中遭遇极大的困难。因此才以樊祖桦等人(2020)的研究内容做为本研究之消费者情报分析的基础。

五、未来研究建议

本研究进行期间适逢 COVID-19 肆虐台湾期间，因此一些专家访谈或焦点团体座谈等质性研究都无法进行以分析与评估本平台之可行性。本研究虽然引用樊祖桦等人 (2020) 研究中于 2019 年下半年进行的深度访谈及问卷调查结果以补足研究之缺口，但如果未来有学者欲进行相关之研究，可以多加着墨于消费者情报之初级资料收集。此外，现在欧美开始风行的 Notion 笔记软件，未来研究者也可尝试将应用平台之笔记软件改为 Notion 的 API 进行研发。

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Development of Cooperative Learning Behavior in Chinese Children aged 5-6 years by Constructing Activities with the Theme of Scaffolding

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Abstract

The purpose of this study was to explore whether the themed constructive activity supported by the strategic scaffolding instruction could improve the cooperative learning behavior of Chinese children aged 5-6 years. Based on the quasi-experimental research method, there are total 50 children from two classes of senior grade of a kindergarten in Haikou, Hainan Province, China as objects, divided into 2 groups of 25 each and grouped as experimental and control. The experiment lasted for 4 weeks. Taking the tool of "Observation Scale of Group Cooperative Learning Effect for Senior Class Children", including five aspects of common goal, labor division, source sharing, cooperation and individual contribution, the study compared the data respectively taking from before and after the experiment and analyses the independent sample test and covariance. The results show that behavior of experimental group is significantly better than that in the control group, indicating that the constructive activity based on scaffolding instruction could improve the cooperative learning behavior for Chinese children aged 5 - 6 years old and play a positive role in future educational activities.

Keywords: Scaffolding, Constructed-Activity, Kindergarten, Cooperative Learning

以鹰架主题建构活动发展中国 5-6 岁幼儿的合作学习行为

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摘要

本研究旨在探究鹰架支持策略下的主题建构活动，是否能提高中国 5-6 岁幼儿的合作学习行为。采用准实验研究法，以中国海南海口某幼儿园的两个大班，共 50 人为研究对象，实验组 25 人，对照组 25 人，实验时间 4 周。使用《大班幼儿小组合作学习效果观察量表》为研究工具，共同目标、分工情况、资源共享情况、合作情况、个人贡献五个观察项目，分别在实验前、后实测，对比两组前后测数据进行独立样本 t 检定、协方差分析。研究结果指出，实验组幼儿的合作学习行为显著优于对照组幼儿，表示鹰架主题建构活动能明显提升中国 5-6 岁幼儿的合作学习行为，对未来教育活动的开展有着积极的作用。

关键词：鹰架、建构活动、幼儿、合作学习

1. 研究背景

20 世纪 60 年代美国缅因州的国家训练实验室证实学习者使用不同的学习方式的吸收率是不同的，这就是著名的学习金字塔理论（Learning Pyramid），其中“听讲”、“阅读”、“听与看”、“示范/展示”属于被动学习其学习保持率在 30% 以下，而采用“小组讨论”、“实验演练”、“传授他人”的主动学习的学习保持率最高可达 90%，其中“小组讨论”的小组合作学习方法，学习吸收率达到了 50%（成小娟，2017）。

起源于美国的“小组合作学习”在近 30 年来的教学组织形式下，其实效显著，引起了不少人的兴趣，已成为目前世界上许多国家普遍采用的一种富有创意的教学理论与策略（王坦，2002）。被人们誉为“近十几年来最重要和最成功的教学改革。”（Vermette，1994）。

中国出现合作学习于 20 世纪 90 年代初，其成效良好（王坦，2002）。合作学习方式也得到了国家的重视，中国教育部 2001 年发布的《基础教育课程改革纲要》中针对基础教育改革目标提出“改变课程实施过于强调接受学习、死记硬背、机械训练的现状，倡导学生主动参与、乐于探究、勤于动手，培养学生搜集和处理信息的能力、获取新知识的能力、分析和解决问题的能力以及交流与合作的能力”。教育部 2021 年颁布的《幼儿园教育指导纲要》中也明确指出“通过引导幼儿积极参加小组讨论、探索等方式，培养幼儿合作学习的意识和能力，学习用多种方式表现、交流、分享探索的过程和结果。”合作学习是中国新一轮课程改革计划的重要目标之一。

目前学生的合作学习能力的培养基本是在幼儿园活动教学中进行（周学耐，2011）。在家庭教育中幼儿缺乏玩伴（祁华，2020）。但是从 2016 年国家施行“全面二孩”政策后，对学前教育带来了巨大的挑战和机遇，国家对学前教育的重视程度空前，在明确学前事业发展的目标和方向外，从国家层面上对学前教育立法，建构学前教育质量评价体系，确保所有儿童都能够接受有质量保证的早期教育和保育（黄新苹，2017）。然而随着经济的发展，城镇进程的发展，又在国家“全面二胎”政策的实施，城市人口的急剧增加，导致了现代教育资源进一步紧缺，幼儿园阶段“大班额”现象仍然是普遍存在的，大班额教学模式对学校管理与发展、教育质量提升都存在着不利的影响（黄建辉，2014；郑施，2020；刘星妍、与张琴秀，2021）。如何在这种状态下保证孩子的发展是每个教育工作者和管理者探究的主要议题。建构活动在幼儿园开展得十分广泛，建构活动是一项非常受到幼儿喜爱的活动（邵爱红，2016）。

鹰架理论是由苏联心理学家维果斯基（Vygotsky）的最近发展区理论（Zone of Proximal Development，简称 ZPD），强调儿童的发展借可借助成人或者能力更强的同伴提供的支持达到更高发展水平。维果斯基认为儿童的发展由两个层次促成，第一个层次是儿童的现有水平，个体能独立的完成；另一个层次是潜在的水平，个体不能凭借自己现有能力完成，需要成人帮助才能完成，这两个层次之间就是最近发展区。本研究旨在融入鹰架策略的幼儿主题建构活动，提升幼儿的合作学习的行为。

2.文献综述

本研究旨以鹰架理论下的主题搭建活动，了解其对中国 5-6 岁幼儿的合作行为的影响，基于此目的，将探究鹰架理论、鹰架教学法、主题建构活动，以及合作学习。

2.1 鹰架理论

鹰架理论来源于苏联心理学家维果斯基（Vygotsky）提出最近发展区理论，强调儿童的发展借可借助成人或者能力更强的同伴提供的支持达到更高发展水平。

美国著名的高瞻课程（High-Scope Curriculum）的教育理念“支持儿童主动学习”强调“成人鹰架（Adult Scaffold）”是达成儿童主动学习的关键因素。裴淼（2006）指出最近发展区重点不是在于实际发展水平和潜在水平的测量，而是在教师利用在教学过程中随发产生的教学机会，和学生互动，对他们提出挑战，并提供相应的支持。儿童最近发展区是教师对儿童研究的主要内容，即是教师能及时而准确的发现、判定幼儿的最近发展区，在课程和教学上给予有效的支持，并鹰架儿童的学习与发展资源和活动（陈雅川，2019）。但是鹰架理论强调鹰架的暂时性，当学习者的能力已经达到最近发展区的目标时，教师的引导和协助应逐渐撤出，实现学习责任的转移。在此引导的过程中，教师所采取的支持性协助即为鹰架策略（裴瑶瑶，2019）。这种支持性协助的鹰架种类很多，如回溯鹰架、同侪鹰架、架构鹰架、示范鹰架、材料鹰架等形式（田静、刘岗，2020）。由此可见鹰架教学法不限于某种教学策略、教学工具、外在资源等。

综上所述，鹰架理论下儿童发展的阶段是学习的一个过程，是为了学习者达到更高发展水平的阶段，相比由成人、教师的帮助，同伴的支持和帮助对学习者的从现有水平发展到更高水平更为流畅、灵活，但是学习者的能力不断增加的过程中，这种支持和帮助需要逐渐的减少，到能力水平达到学习者更高水平时这种支持和帮助需要完全撤除，达到逐渐脱离鹰架仍能自我学习的“不鹰架”状态。

2.2 鹰架教学法

鹰架教学法是指教师在学生遇到一定难度的学习任务时，通过提供足够的援助支持学生学习的教学手段（田静、刘岗，2020）。鹰架是最近发展区中给予学生学习一定的支持与帮助的一种手段，其目的是为了突破最近发展区（裴淼，2006）。

鹰架教学法的主要特征是教师在充分了解课程目标的相互联系，将课程目标根据学生现有认知水平进行分解并寻找合适的最近发展区，根据最近发展区搭建鹰架，使学习者借助鹰架完成课程目标。

具体的鹰架教学步骤：

1. 搭建鹰架：教师通过对课堂活动的观察记录充分了解学习者现有知识水平，寻找学习者最近发展区，根据最近发展区搭建鹰架。
2. 创设情境：教师引导学生进入到问题情境。

3. 互动学习：教师在问题情境中给予适当的启发引导，给学生们一定的自由空间，注重同伴彼此之间的互动，通过协作来完成知识的建构。

4. 积极回应：回应主要为对成果的评价，协作互助的评价等。

综上所述，本研究中的鹰架是一种教学策略即为基于鹰架教学理论的基础上，在幼儿主题建构活动中观察记录并识别、创设情境、积极互动学习、及时回应等策略支持，以引导学生有效学习并发展其合作学习的能力。

2.3 主题建构活动

幼儿从开始模拟图片搭建发展为模拟实物进行建构，最后进入自由搭建阶段。

一般将建构游戏分为自由建构活动和主题建构活动（陈勤燕，2019）。主题建构活动是指幼儿围绕一定的主题，利用各种不同的结构材料，经过手的创作来反映周围现实生活的一种创造性游戏（刘焱，2004）。华爱华（2015）提出了建构游戏发展的五阶段说，其中，5岁以后幼儿进入自由构造期。通过研究表明建构活动对幼儿的注意力、空间能力、记忆力、推理能力和语言表达能力方面都有着显著的影响（蔡黎曼，2018）。

综上所述，本研究主题建构活动的定义为刘焱（2004）指出的幼儿围绕一定的主题，利用各种不同的结构材料，经过手的创作来反映周围现实生活的一种创造性游戏。

2.4 幼儿合作学习

幼儿合作学习是指两个以上的幼儿围绕一个共同目标，通过分工、协作的形式，共同努力完成任务的一种学习（范玲丽，2008）。

幼儿合作学习活动分为两个类：非正式幼儿合作学习；正式幼儿合作学习（范玲丽，2008）。非正式幼儿合作学习是幼儿在具体活动中，自发地与同伴互动中产生的学习，非正式合作学习具有自发性、随机性、偶然性。正式幼儿合作学习是教师有目的、有计划的教育活动，具有明显的小组形式，是教师根据幼儿园的实际情况分组，选择适当学习内容，面向有每个幼儿小组的进行教学活动。

幼儿合作学习的主要目的在于学习的本质。合作学习的开始是达成共识，合作不仅仅是学习方式，还是一种生活方式（Jacobs, Power, & Inn, 2002）。合作学习需要情感和行为的融合统一，是一种关系技能的体现（Wattanawongwan, Smith & Vannest, 2021）。共同实现目标是幼儿合作学习的特点（张博，王乃正，1997）。幼儿合作学习与中小学合作学习不同，激发幼儿的合作学习行为需要为其创设具体的环境，注重活动性、生活性（王佳，2014）。幼儿阶段的特点不得不依赖成人，而且儿童的年龄越小越是依赖（王小英，石丽娜，2008）。

综上所述，激发幼儿产生合作学习，需要根据幼儿已有经验创设情境，提供丰富的材料，有目的、有计划地开展活动。本研究遵循幼儿的认知特点和发展水平制定目

标，结合生活实际创设情境，并提供丰富的建构材料，教学者有计划、有目的的给予支持，激发正式幼儿合作学习的产生。

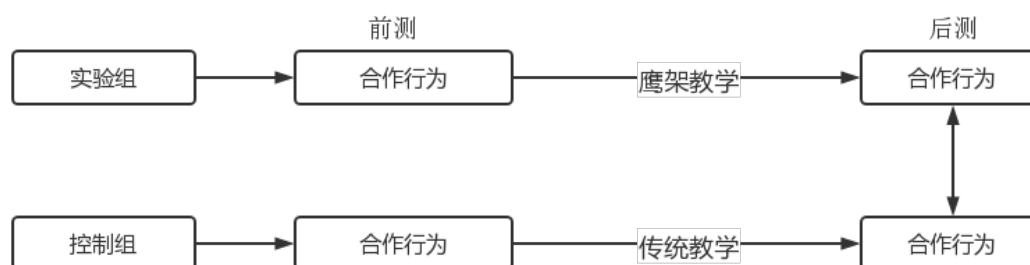
3. 研究方法

3.1 研究设计

本研究采取实验观察法前、后测设计。实验观察法是指在有控制的条件下进行观察，需要设置特定的情景，规定刺激的性质，观察特定条件下的特定行为，是一种比较系统的、有控制的观察（张燕，1999）。在模型中使用前测有助于了解实验前各组之间的相似程度，以便与后测结果进行比较（Cohen, Manion & Morrison, 2011）。本研究采用（范玲丽，2008）编制的《大班幼儿小组合作学习效果观察量表》为测量工具，探讨运用鹰架主题建构活动提升大班幼儿的小组合作学习。

因研究涉及到幼儿，本研究开始前针对实验参与幼儿的家长开展家长会，告知所有家长研究的目的、内容、时长、流程和实验数据的处理方式等事务，并由征求家长签署知情同意书，未得到同意的幼儿，则不再参与实验。

选定海口市某公立幼儿园大 A 班为实验对象班级，从 2021 年 9 月 27 日至 2021 年 10 月 25 日止，进行 4 周的实验教学，每周 2 次活动，共 8 次活动，每次活动 60 分钟—90 分钟。大 A 班接受“鹰架主题建构活动策略教学方式”的实验组 25 人，大 B 班接受传统教学模式的控制组 25 人。



图一 研究步骤图

资料来源：研究者整理

（一）自变项

1、实验组：接受 4 周每周 2 次，共计 8 次活动，每次活动 60-90 分钟的鹰架主题建构活动，针对活动中小组成员间的合作学习行为的发展规划设计。

2、控制组：接受 4 周每周 2 次，共计 8 次活动，每次活动 60-90 分钟的小组主主题建构活动，期间内只提供相应的建构材料与主题，自由建构的方式进行。

（二）依变项

幼儿的合作学习行为。

(三) 控制变项

- 1、教学者：两个班都是研究者本人亲自教学。
- 2、材料内容：两组采用的建构材料和主题的数目、类型、建构空间大小相同。
- 3、活动时间：两组建构活动时长同为每次活动 60-90 分钟，持续 4 周，每周 2 次，共计 8 次活动。
- 4、为实验评价的客观性，前后测采用录制视频的方式，分发给专家进行评测。
- 5、前、后测评专家：两组采用同一组 5 位专家进行评测。专家组背景如表一。

表一 专家组背景

唐 XX	园长、教龄 27 年、学前教育本科
宋 XX	业务园长、教龄 12 年，学前教育本科
孙 XX	教研组组长，教龄 10 年，学前教育本科
汪 XX	科研组长，教龄 8 年，学前教育本科
黄 XX	大班年级组组长，教龄 8 年，学前教育本科

3.2 研究对象

研究对象选取中国海南省海口市某公立幼儿园该幼儿园成立于 1971 年，省级示范园，全园在园幼儿 545 名，小中大班 18 个班级。

计划选定幼儿园大班两个班级学生为研究对象，大一班为实验组，大二班为控制组，共 50 人（大一班 25 人，男生 14 人，女生 11 人；大二班 25 人，男生 16 人，女生 9 人，两班均按 5 人为一组）。

研究者目前任教于海口某幼儿园教师，师范大学相关系所毕业，幼儿园任职 8 年，一直以来担任这两个班级的指导教师，此次研究活动由研究者作为教学者。

3.3 活动设计

3.3.1 活动内容设计背景

活动内容的设计根据实际生活出发，2019 年，新冠病毒在国内外不同地区迅速蔓延，疫情防控工作的需要，使孩子们开学的时间相对平时晚了几个月，孩子们在家经历了一个漫长的假期，宅家生活与家人朝夕相处，居家进行了各种各样的游戏和生活活动，孩子们对家庭的认识更加的深刻了。针对这样的状况，结合本学期大班教材中的主题“我们的城市”，围绕家庭和社区的场景再现到建构活动中。

3.3.2 活动内容设计

本研究使用的教材为海南版幼儿活动指导手册，以大班主题活动“我们的城市”为基础，根据幼儿认知推进过程，设计了四个活动，分别是《我们的彩虹屋》、《宽敞、不漏雨的大房子》、《我们的社区》、《我们美丽的城市》，每个活动前对活动主题内容涉及到的搭建物通过图片展示，再开始由幼儿自由搭建，活动结束后，小组作品展示分享。活动设计内容完成后有评审专家检视和调整，经过几次修正完成。

实验组融入鹰架策略，教学者在主题建构活动中，根据儿童的实际发展情况给予支持，加入小组合作学习的共同目标、分工协作、资源共享、合作行为、个人贡献等特性，以引导儿童进行有合作学习的历程。其中，根据研究对象的年龄和认知特点，小组合作学习的目标为“小组共同目标明确”、“小组分工明确”、“小组资源共享”、“维持有效合作，有成果”、“组内儿童都付出努力”，以引导儿童在活动中进行系统合作学习历程。在鹰架策略的主题建构活动中具体的活动目标为：共同目标明确——在小组合作建构活动中主题鲜明，并且组内成员知晓；分工明确——活动中组内成员相互协作，任务明确；资源共享——在活动中组内成员互相分享经验、想法和意见；有效合作、有成果——活动中保持合作，并且能够完成主题建构作品；组内儿童都付出努力——在活动中，组内成员发挥各自特点并付诸实践，目标明确的主题建构。

实验组在每次活动中教学者需要完成三个部分的任务，分别是：观察记录、识别、回应。观察记录：在幼儿进行活动中教师及时观察记录。识别：识别活动中幼儿的学习品质和行为，遇到困难和挑战，建立最近发展区。回应：活动结束后的随堂分享，设计关键提问，建立鹰架策略，推动活动持续开展。每次活动搭建完成对作品进行展示，小组分享。

控制组运用传统教学方式，根据主题小组自由搭建，但是每次建构活动结束后，对作品进行展示，小组分享作品，教师给予正向评价，活动结束。

3.4 研究工具

本研究使用（范玲丽，2008）编制的《大班幼儿小组合作学习效果观察量表》，该量表基于采用结构化观察的方式搜集评价信息，记录小组的活动情况与特殊活动情况。量表一共有五个观察项目，即：共同目标、分工情况、资源共享情况、合作情况、个人贡献。每个观察项目有三个观察结果的选项，如“共同目标”观察结果中有 1、小组共同目标不明显；2、部分幼儿能明确共同项目；3、小组共同目标明确。每个观察项目后的即时评论项目可记录特殊活动时间或者教师自己的感想，按照观察量表项目计分，量表总分为 16 分。如：观察项目的共同目标中分为 1、小组共同目标不明确，记 1 分；2、部分幼儿能明确共同目标，记 2 分；3、小组共同目标明确，记 3 分。按照观察项目内容题项计分，分数越高，表示合作学习行为出现的越频繁。信效度使用专家内容效度检测，重测法测试量表信效度，组织专家在不同时间对同一组受试者用同一量表施测，对两组数据做统计学相关检验，相关系数越高，说明信度越好。通过对量表效度的检验，5 位专家使用同一量表不同时间对分别同一组受试者施测，经专家评分内容效度（CVI）为 0.94，表明内容效度较好。

4.研究结果

通过对研究实验活动前，后测分析，实验组和控制组在实验过程中都有提升。专家分别观看活动视频后计分加总平均后，得到实验组前测平均分为 8 分，后测平均分为 14.52 分，平均分提升了 6.52 分。控制组的前测平均分为 7.88 分，后测平均分 8.36，平均分提升了分 0.48。由此可见，在鹰架策略的主题建构活动中可以更好地提升幼儿小组合作学习行为。结果如表二。

表二 实验组与控制组前后测平均数、配对样本 t 检验

组别	组数	前测	后测
实验组	5	8.00 (0.816)	14.520 (0.509)
控制组	5	7.88 (0.781)	8.360 (0.489)

4.1 配对样本 t 检定

通过对数据进行配对样本 t 检验进行分析，配对 1，实验组前测与实验组后测呈现显著性差异 ($t=-31.177$, $P=.000<0.001$)，表示实验组通过实验小组合作学习行为有了显著的提升。配对 2，控制组前测与控制组后测呈现显著差异 ($t=-2.493$, $P=.020<0.05$)，表示控制组通过实验小组合作学习行为有了显著提升。配对 3，实验组后测与控制组后测呈现显著差异 ($t=41.281$, $P=.000<0.001$)，表示实验组的小组合作学习行为显著优于控制组的小组合作行为。配对 4，实验组与控制组在实验的前测未见显著差异 ($t=.592$, $P=.559>0.05$)，表示实验组与控制组在实验前两组的小组合作学习行为没有差异。如表三。

表三 配对样本 t 检验配对差值表

		平均值	标准差	标准误差 平均值	t	自由度	显著性 (双尾)
配对 1	实验组前— 实验组后	-6.52	1.046	0.209	-31.178	24	0.000
配对 2	控制组前— 控制组后	-0.48	0.963	0.193	-2.493	24	0.020
配对 3	实验组后— 控制组后	6.16	0.746	0.149	41.281	24	0.000
配对 4	实验组前— 控制组前	0.12	1.013	0.203	0.592	24	0.559

注：*， $P<0.05$ ；**， $P<0.01$ ***， $P<0.001$ 。

4.2 协方差分析 (ANCOVA)

检验实验中实验对学习者的影响，是用线性回归与方差分析结合起来，检测两组均数间有无差异，将“实验组前测”作为协变量，“实验组后测”作为应变量，检测不同教学方法的效果。各组数据的方差齐性和平行性检验结果，levene 方差齐性 ($F=0.760$, $P=0.388>0.05$)，方差齐。表四可以得出协变量的最终分析结果 ($F=9.781$, $P=0.006<0.05$)，表示两组在实验后测有显著性影响，表明了实验组在实验后测得分显著高于控制组。

表四 协方差分析 (ANCOVA) 结果分析

因变量：实验后

源	III 类平方和	自由度	均方	<i>F</i>	显著性
修正模型	474.598 ^a	2	237.299	951.486	.000
截距	71.603	1	71.603	287.102	.000
组别	473.302	1	473.302	1897.776	.000
实验前	.278	1	.278	9.781	.006
误差	11.722	47	.249		
总计	7030.000	50			
修正后总计	486.320	49			

a. R 方 = .298 (调整后 R 方 = .243)

5. 研究结论

本研究的目的是为融入鹰架策略的幼儿主题建构活动，探究幼儿的合作学习的行为。采用教学实验法，对中国 5-6 岁幼儿实施 4 周的鹰架策略的主题建构活动，历经研究施测后得到数据结果进行结论。

5.1 研究结果

5.1.1 鹰架主题建构活动有效提升中国 5-6 岁幼儿的合作学习能力。

通过本研究结果可知，鹰架主题建构活动可有效提升中国 5-6 岁幼儿的合作学习行为，并呼应学者（张曦，2019）的研究，建构游戏能够促进儿童交往和合作能力的提升。也支持（裴瑶瑶，2019）的研究，将鹰架理论融入幼儿园科学领域活动中，有利于幼儿的主动探究，以及合作学习能力的提升。综上所述，鹰架主题建构活动为提高幼儿小组合作学习行为提供了一条有效的方法。

5.1.2 鹰架策略介入的活动与非鹰架策略介入的活动对合作学习的差异。

通过本研究结果显示，鹰架策略介入的活动较非鹰架策略介入的活动合作学习行为提升的更为显著。与（黄忠，2006）指出的提高幼儿合作学习有效性策略是营造合作学习的时空环境，确立合作学习的合理形式，注重合作学中教师的作用，如出一辙。本研究运用鹰架策略支持主题建构活动的指导策略，与（刘宁立，2005）指出的十分相似，在学前教育研究中合作学习方式，的具体流程主要分为：准备阶段、活动阶段、

总结阶段。综上所述，鹰架策略介入的主题建构活动能够提高中国 5-6 岁幼儿的合作学习能力。

5.2 研究建议

在研究设计上，由于人力、时间的因素，只在一所幼儿园的一个年级组进行实验研究，研究有一定的局限，未来可扩大研究对象和范围，了解不同性质的幼儿园，不同区域对象的差异情况，获取更加详尽的结果。

在 5-6 岁幼儿中合作行为是较为常见的，但是大多是自发性的协同行为，真正的组织化合作较少，教师指挥下的组织化分工合作，并融入鹰架策略，确实能提高幼儿的合作学习行为，但是也存在幼儿只是在被动地完成任务，与幼儿自发合作行为相比，缺少了讨论和协商的行为。未来也可将分组人数减少，或运用幼儿自发成组的模式，融入指导策略开展研究。也可通过多种教学策略，教学工具、外在资源等多种途径融合的鹰架支持教学策略，促进幼儿的发展。

5.3 教育建议

5.3.1 教师应适度指导，减少幼儿的束缚

适度指导并不是任由幼儿自主游戏，而是教师要注重指导的方式、时机。教师应做到随时观察记录，积极思考，适时加以引导，为幼儿能力的提升作出应有的支持。切不可幼儿遇到困难了，就直接给他答案，甚至是包办活动。活动是孩子们的，就该把空间、时间和主体让给孩子们，是可以“慢一点”的。否则就失去了游戏活动的意义。

5.3.2 积极创设活动情境，培养幼儿的合作能力

教师应为幼儿创设符合幼儿认知发展的环境和氛围。一个安全、宽敞、漂亮的环境，和谐、温暖、尊重的氛围中幼儿的身心得到放松，会更好的唤醒幼儿合作、分享的欲望。教师还需要为孩子提供更多的低结构材料、半成品材料和工具，这会更容易刺激幼儿交往、合作的机会，提供合作的质量。

5.3.3 注重家园合作教育，为幼儿提供交往机会

父母是幼儿的第一任教师，父母的言行对幼儿的影响是巨大的。不同的教养方式对幼儿创造力的影响很大。教师应注重与家长的沟通，协同教育。家庭是幼儿主要生活的环境场所，也是社会交往学习的主要环境，家长应更多地在孩子所处的环境中做有合作和交往的场景，并为幼儿提供与同伴交往的机会。适时的指导幼儿交往的技巧，如幼儿在交往过程中发生矛盾时，家长切不可主观定性，应了解矛盾的前因后果后，采取咨询的方式来引导幼儿自己解决问题。家长还应为幼儿创设更多种环境，鼓励幼儿交往互动，并且教授幼儿一些交往语言，了解合作的好处，使孩子养成良好的交往合作习惯。

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Synthesis of Doctoral Dissertation in Thai Linguistic Research on CNKI Database during 2015-2020

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Abstract

This research aims to study an overview of the doctoral dissertation in Thai linguistic studies published on CNKI during 2015-2020. The study found that 55% of dissertations were structural linguistics, followed by semantics, socio-linguistic and diachronic study which accounted for 25%, 15%, and 5%, respectively. These 20 dissertations were written by Thai scholars, which chose Thai and Chinese languages as compare objects. However, there were no topics related to pragmatics, psycho-linguistic, neurolinguistic, and computational linguistics, which is a gap that should be studied shortly.

Keywords: Thai Linguistic, Doctoral Dissertation, CNKI database, Synthesis

1. Introduction

CNKI (China National Knowledge Infrastructure) is an electronic database that collects research articles, academic conferences, annual books, newspapers, statistics, and master and doctoral dissertations from many of China's universities and research institutes. CNKI is an extensive database covering various disciplines like science, technology, philosophy, economy, politics, economics, social sciences, humanities, management, etc. It began to be published online and used officially in 1999. Today, CNKI also subscribes to journals from several international databases, which made some data are published in other languages. Studying research related to the Thai language in China through the CNKI database will help us understand the direction, trend, and research gaps of Thai language learning in China, which will be helpful for academics and those who want to study in China including Thai language learners and related field.

Thailand and China have had a relationship for a long time. Whether in trade cultural exchange or population migration, however, teaching the Thai language in China has just been officially started for 75 years, starting at Nanjing Eastern Vocational College before being incorporated into the Department of Eastern Languages at Peking University as it is now. (Bo, 2007) Currently, China offers more than 70 Thai language courses in higher education. (Jirapas, 2019) Courses are conducted from high school to doctorate level in metropolitan areas, like e.g., Shenzhen and Shanghai. Most Thai language textbooks are written by Chinese professors such as Peking University, Guangdong University of Languages and Foreign Trade, Chongqing University, Yunnan University, Shanghai International Studies University, etc.

The trend of learning Thai language in China is becoming more and more popular day by day due to the influence of the Belt and Road Policy (BRI), including many other economic cooperation projects. The need to produce a workforce who can communicate in Thai fluently is increasing; however, the labor market also needs knowledge workers in related fields such as trade, investment, law, or even agriculture. The synthesis of research related to Thai language and Thai studies from the CNKI database gives us an overview of the research and directions in Thai language studies more clearly.

2. Research Object

This research aims to survey and synthesize research on Thai linguistics doctoral dissertation in China published in the CNKI database during 2015-2020, and the relation between research methodology and the population in the study.

3. Scope of Research

According to the research object, the scope of this study was set as follows:

1. The database used for searching is CNKI.
2. The data was retrieved on August 2nd, 2021.
3. The internet network and gateway used in this study are provided by Dhurakij Pundit University's SecoClient VPN network in Thailand.
4. Use the word “泰语 (Thai language)” to search the information in the category of doctoral dissertations published in Chinese between 2015 and 2020.

4. Research Limitation

This research only selected doctoral dissertations published in the CNKI database in Chinese; thus, this study did not include some data from universities that were not subscribed to the CNKI database.

5. Literature Review

From the review of relevant literature found that there was some research papers on the synthesis of knowledge about Thai language and Thai studies from the CNKI database as follows:

Amornwanitsak (2013) surveyed Thai studies from the CNKI database. The study of master's theses and doctoral theses from 2000 to 2012 found 26 doctoral dissertations and 421 master's theses. By dividing the content into 16 subject groups, 69 fields from 68 universities, using documentary research methodology, analyzing, classifying, and displaying data proportions according to content groups, university, province, the field of study, and year of graduation. Then, figurative reasoning was given to infer the phenomena discovered from the survey. The results showed that the trend of Thai studies is increasing.

Xu and Sun (2018) researched the status of education in Thai grammar from 2004-2016. The research found that there were 118 papers related to Thai grammar, which could be divided into 71 articles, 112 master's theses, and 5 doctoral theses. The subject included the

study of grammar from word to sentence level. This research paper was documentary research that used quantitative analysis and descriptive analysis by selecting articles and theses related to various research types, not statistically in conclusion and trends. Therefore, it is the research that helps to see the preliminary status of Thai grammar education in China.

Rojanawanichkij (2020) synthesized and compared the Chinese and Thai research from master's degree thesis, doctoral dissertations, and academic articles appearing in the relevant CNKI database using quantitative and qualitative research methods. This paper defined the search term from the word "Comparison of Chinese and Thai" and categorized the content of information into four main categories: Comparative study of Chinese and Thai vocabulary, A comparative study of Chinese and Thai grammar, A comparative study of Chinese and Thai in translation, and A comparative study of Chinese and Thai pronunciation. The research on the vocabulary comparison between Chinese and Thai had the highest number, followed by grammar, translation, and pronunciation studies. However, the scope of research was limited to the comparative study of Chinese and Thai in the CNKI database, which is just one population of articles and thesis related to Thai language and Thai studies. Therefore, it reflects only the relevant information for the comparative study involving Chinese and Thai languages.

6. Research Methodology

1. Collecting data in China Knowledge Resource Integrated Database (oversea.cnki.net) by using the word "泰语 (Thai language)" to search the information in the category of doctoral dissertations published in Chinese between 2015 and 2020.
2. Grouping and examining preliminary data with descriptive statistics then choosing the dissertations that related to Thai language linguistics
3. Using ATLAS.ti to analyze and categorize the data and interpret the results using descriptive analysis methods.

7. Research Result

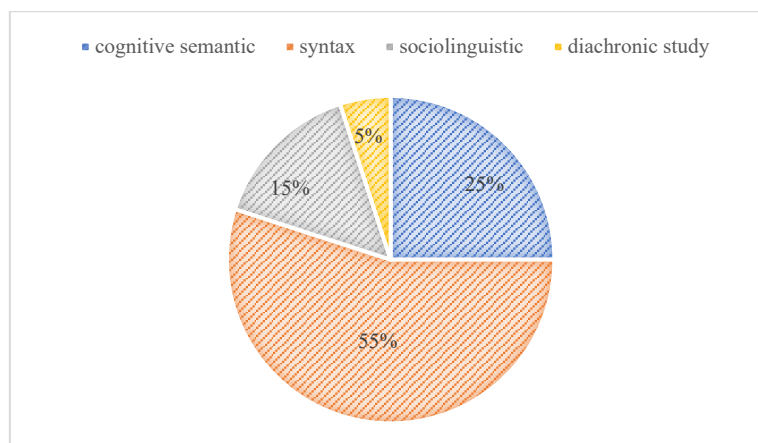
This paper defines the search term from the word "Thai language" (泰语) on the CNKI in articles and dissertations field without setting year limit found 3,896 results. (Accessed on August 2nd, 2021) The results were divided into 122 doctoral thesis, 2,205 master's thesis, and 1,569 articles. After screening out irrelevant data and setting year limits in 2015-2020, it was found that over 6 years, there were 42 doctoral theses related to the Thai language, which can categorize into 22 papers in Thai language and 20 papers in the field of Thai Studies. The sub-topics in Thai studies can be categorized into 8 types: policy studies, Chinese culture in Thai, Teaching Chinese as a foreign language, Chinese literature, Education, Folklore, Ethnicity, and minority, and political view. The field of Thai language has 2 papers in translation and 20 papers in linguistics. Categorizing by content, these 20 theses are in diachronic linguistics, sociolinguistics, cognitive semantics, and structural linguistics, as detailed in the following table.

Table 1 Dissertation topic, type and publish year

No.	Year	Topic	Type
1	2015	A Comparative Study of Spatial Concepts “Up, Down, Front, Back” in Mandarin Chinese and Thai	Cognitive Semantics
2	2015	Comparison And Analysis of Chinese Verbs Phrases and Thai Verbs Phrases	Syntax
3	2016	A Contrastive Study of Appearance Classifiers in Chinese and Thai from the Perspective of Cognitive ——Chinese Error Analysis of Thai Learner	Syntax
4	2016	A Comparative Study between Chinese and Thai Leaders’ New Year Speeches	Syntax
5	2016	A Contrastive Study of Appearance Classifiers in Chinese and Thai from the Perspective of Cognitive ——Chinese Error Analysis of Thai Learner	Syntax
6	2016	A Comparative Study between Chinese and Thai Leaders’ New Year Speeches	Syntax
7	2017	A Study on the Auxiliary Verbs between Chinese and Thai- Based on Comparative Analysis	Syntax
8	2017	Similarities and Differences between Chinese and Thai Interrogative Sentences and Strategies for Teaching Chinese Interrogative Sentences	Syntax
9	2017	A Study on the Expression of “Reason-result” in Modern Chinese	Syntax
10	2017	A Comparative Study of Compound words in Thai and Chinese and the influence on the second language acquisition	Syntax
11	2017	A Comparative Study of Chinese and Thai Appellation between Family by Bajin and Four Reigns by Kukrit Pramoj	Sociolinguistics
12	2018	A Comparative Study of Chinese Directional Words and Their Thai Equivalents	Cognitive Semantics
13	2018	The Comparative Study of Metaphor in Chinese and Thai Diet Words	Cognitive Semantics
14	2018	A Comparative Study of Fuzzy Words in Thai and Chinese	Cognitive Semantics
15	2018	A Comparative Study of Confusable Reduplicated Adverbs in Chinese and the Equivalents in Thai	Syntax
16	2018	A Study on the Comparison and Teaching of Existential Sentences in Chinese and Thai	Syntax
17	2019	A Comparative Study of the Semantic Field between Chinese and Thai Idioms ——A Case Study of Culture Spirit	Cognitive Semantics
18	2019	The Comparative Studies of “You (有)” Sentences in Chinese and Thai from the Perspective of Linguistic Typology	Syntax
19	2019	A Comparative Research on the Forms between Sipsongpanna Dai Writing and Thai Isan Sutra Writing	Diachronic Study
20	2020	The Study of Prepositional Structure “Starting Point Preposition + X + Noun of Locality”	Syntax

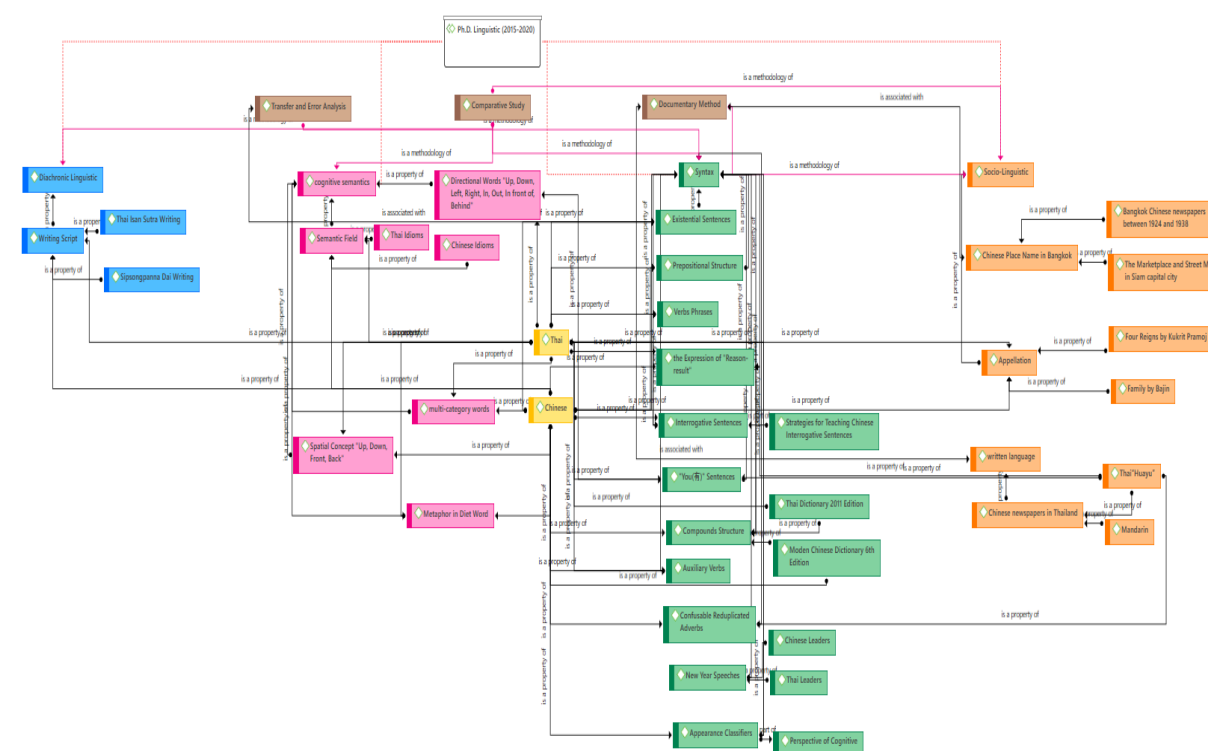
According to the table above, most of the research is in structural linguistics (syntax), followed by cognitive semantic, sociolinguistics, and diachronic studies. The comparing ratio will be as shown in the following chart.

Figure 1 Comparing ratio in each topic



After analyzing the relationship between research methods, research content, and comparative language pairs by using ATLAS.ti, qualitative data analysis program, the total relationship is shown in the following figure.

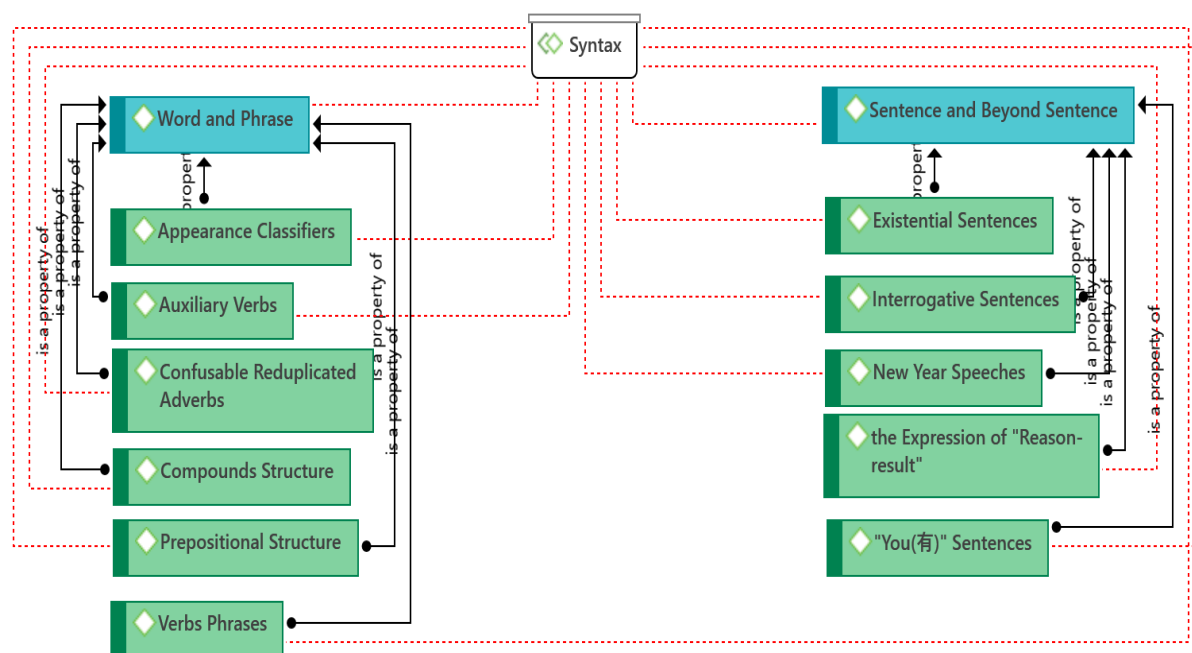
Figure 2 Relationship between research methodology, type, research content and comparative language pairs.



From the figure above, the topic was grouped by different colors. The blue is a diachronic group. The content of the research was the Thai Isan alphabet (Tham script) in Thailand, and Tai Sip songpanna script (西双版纳傣文) in Yunnan province, China. The research found that both Isan Sutra Scripture and Sipsongpanna old Dai Scripture were originated from the ancient Mon and Lanna scriptures in the Indochina Peninsula. The Pink is

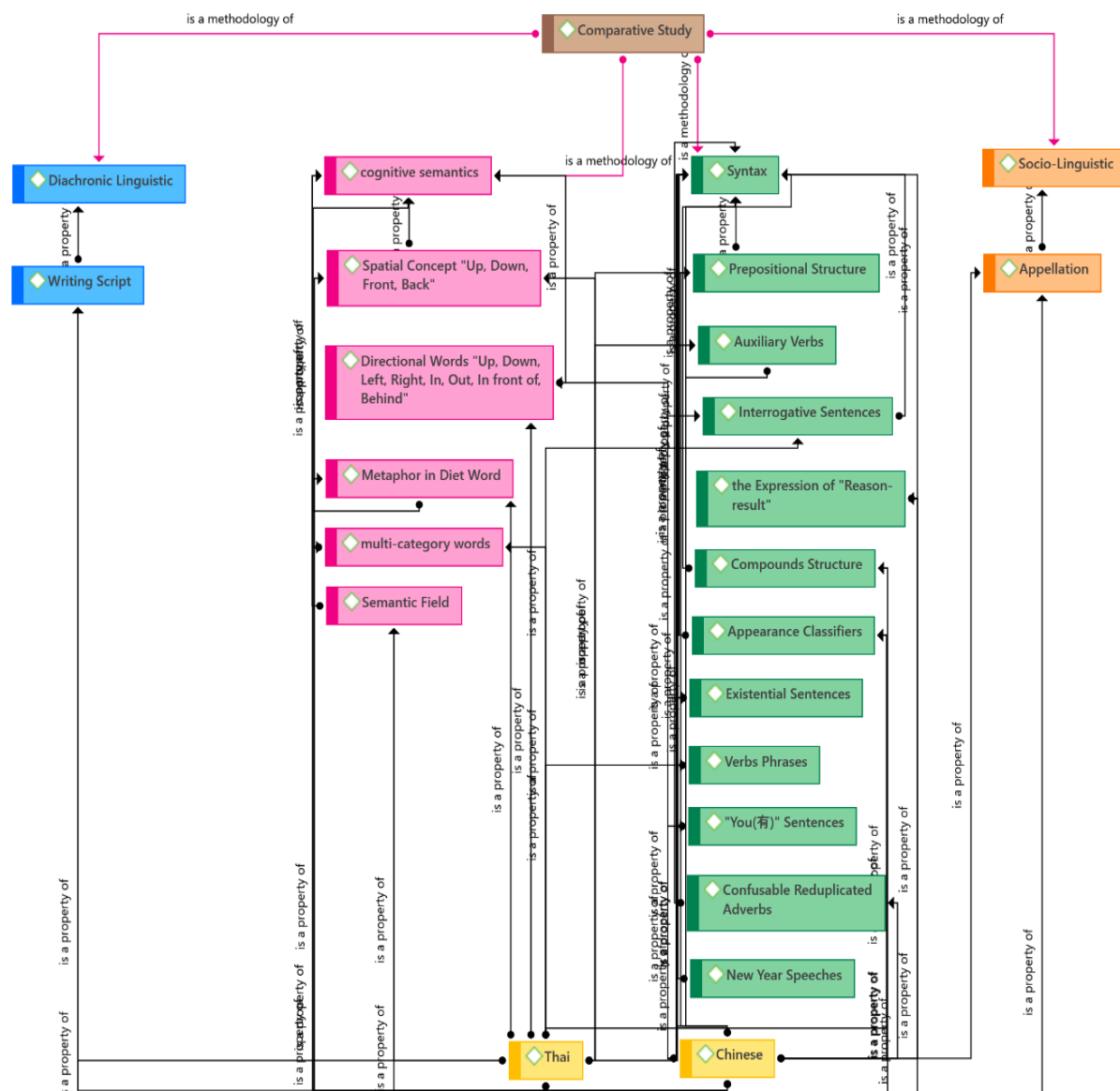
a group of cognitive semantics. It consisted of the study of direction words, idioms, and conceptual metaphors related to food. All comparative research methods were used in these 2 groups. The orange is a sociolinguistic group. It consisted of the study of Chinese place names in Thailand, a study of Chinese written language characteristics on Chinese newspapers in Thailand and a comparative study of the appellation in Kukrit Pramoj's novel "The Four Reign" and Bajin's novel "House". The research of Chinese place names in Thailand was collected data from both documents and fieldwork, which were the Chinese newspapers in Thailand and the marketplace and street map in the capital city. Comparative methodology with Thai and Chinese language pairs was used in these two topics. In contrast, the study of written language characteristics in Chinese newspapers in Thailand compared the writing style between Mandarin Chinese and Thai "Huayu" or Thai style Chinese language. The green part is the structural linguistics group. These research papers could be divided into two sub-types: research at word level and research at the sentence and above the sentence level, as detailed in the following picture.

Figure 3 Relationship between research topic in the field of syntax.



As shown in the picture above, the study at the word and phrases level tends to be the most popular group. The research topics included classifiers, auxiliary verbs, adverbs, compound words, directional words, and verb phrases. On the other hand, in the sentence field and above the sentence, the study has expanded from sentence structure to leader speeches on New Years' occasion. Each topic in structural linguistic used Thai and Chinese as comparative languages. Only the study of interrogative sentences was expanded the research field to find strategies for teaching Chinese as a second language. By the way, the comparative methods were primarily used in all fields, as shown in the following figure.

Figure 4 Relationship between of comparative study in all type of research



All research topics using comparative research methodology had comparative language pairs in Thai and Chinese. The details differ according to the topic and scope of the study. The above data corresponds to the ratio of authors, which is 4 Chinese and 38 Thai people, or in a ratio of 1:9.5. The doctoral theses written by Chinese authors during 2015-2020 related to Thai Studies fell under the Thai Studies category. Moreover, after analyzing a specific group of doctoral research topics in linguistics, it was found that most of the topics focused on syntax, both in terms of words and sentences. Nevertheless, there were few research papers in other fields of linguistics, such as pragmatic, discourse analysis, psycholinguistic, neurolinguistics, and computational linguistics. This is a gap that should be studied further.

8. Conclusion and Discussion

Doctoral research is in-depth research that requires an understanding of both theories and related texts. Most of the researchers upon graduation are considered experts in that field. Synthesis of research in Thai linguistics doctoral dissertation which published in the CNKI database during 2015-2020 found that most of the research was conducted by Thai researchers, and most of the researchers were university lecturers that teach Chinese language. Therefore, the researcher chose to use the linguistic pairs in Thai and Chinese. This reflects that there is still a lot of open space for study in the Thai language in China, especially at the Ph.D. level.

However, the status of a doctoral study related to the Thai language in China is not yet widespread. As a result, some Chinese students have to study in other fields with can be related to Thai language or Thai studies, like translation, literature, international relationship, or choose to study in Thailand instead. This could be an opportunity to develop courses and create more educational collaborations.

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Self-Investigation into Chinese EFL Learners' Perceptions and Habits of Online English Dictionary Use

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Abstract

Computer-mediated dictionaries are currently a widespread method and a prominent subfield in meta-lexicography in the digital era. Numerous studies have focused on the link between language learning and dictionary usage. Additionally, there is a persistent and growing tendency among EFL learners toward frequently using online and electronic dictionaries rather than hardcopy printed ones. The present article conducted a critical examination of Chinese EFL learners' alternatives to and practices for using online English dictionaries. The researcher drew a convenience sample of 84 Chinese International College students. Additionally, the lexical competency of all participants was examined. This research further examined the association between Chinese learners' English vocabulary competence levels and their choices for online English dictionaries. A questionnaire was provided to elicit information on students' habits and perceptions regarding the use of online English dictionaries. The findings of this survey revealed that learners' favorite and most frequently used online English dictionaries varied per student. The shortcomings of online English dictionary usage were discovered alongside various research limitations being raised for further debate.

Keywords: Online English Dictionary, Chinese EFL Learners, Perceptions, and Habits of English Dictionary Use

1. Introduction

D'Astoli (2016) used to suggest that the capacity to communicate in a foreign language enables individuals to gain a greater understanding of one another on any level. Thus, individuals think that learning a foreign language is necessary for survival and work to increase their understanding of the language. However, many individuals struggle with the meaning, intonation, and use of words throughout the learning process. As a result, the dictionary becomes a vital aid for people who struggle with foreign language acquisition. In the era of digitization and globalization, reading foreign language texts is becoming more and more normal and unexceptional, and computer-mediated dictionaries are perceived as the most prevalent and widely-used supplementary tools. In recent years, more and more researchers have been working on the effectiveness of computer-mediated dictionaries in reading, the usage of online dictionaries, and the impact of the convenience of computer dictionaries (Husaini, 2020; Ambarwati & Mandasari, 2020). There is a plethora of studies constantly published and associated with the relationship between online dictionary use and EFL learners' language learning (Hakim et al., 2018; Healy, 2018; Shojaei & Motallebzadeh, 2016; Huang & Eslami, 2013). All of these studies have clearly suggested new and insightful ideas about how English dictionary use would be able to benefit EFL learners' comprehension of words throughout the written context and even language output, such as lexical tests, written translation, etc.

(Miyazaki, 2019; Norri, 2016). Under these circumstances, lexicography in terms of pedagogical domain would have served as promising evidence in the provision of constructive information toward the effective use of an online English dictionary for EFL learners.

From a broad perspective, the effectiveness of consulting a dictionary would be determined based on individual diverse language proficiency, selection of a dictionary, and skills toward using a dictionary, etc. (Journal & Aloraini, 2018; Ahangari & Abbasi Dogolsara, 2015). To put it differently, diverse learners may possess a different type and range of information to consult from dictionaries. Then, it would be vital to grasp a profound understanding of how language learners select dictionaries alongside the information for them to acquire based on their expectations. Thus far, previous studies have linked user expectations and dictionary selection, which could possibly explain why dictionaries could be seen as prestigious and inexhaustible information resources (Nesi, 2014; Töpel, 2014; Lew, 2016). Additionally, our rapidly evolving digital culture has increased the global appeal of online dictionaries. Shamar (2020) points out that online dictionaries seem to be advantageous in terms of visually and audibly displaying foreign terminology. Accordingly, learners value online or physical dictionaries equally for their respective advantages.

Throughout Asian countries, EFL learners are increasingly using online and pocket electronic dictionaries over printed dictionaries (Chen et al., 2021; Pedrazzini, 2012). Online dictionaries are still controversial among language scholars and instructors, with some questioning their efficacy as a tool for continuous self-directed language learning. Some scholars believe internet dictionaries are as detrimental to students' English learning as calculators are to arithmetic (Milic et al., 2018). In the era of knowledge, students should acquire reference skills to use helpful web sources. For this reason, instructors and researchers must understand more about how dictionaries could be adopted to improve dictionary architecture and facilitate students' consultation skills. In addition, the ability to utilize a dictionary correctly helps students improve their communication and academic performance at school (Lew, 2015; Li & Xu, 2015). As a result, the quality of English instruction has greatly improved. Using a dictionary to learn a language indeed demands a high level of expertise, which explicitly demonstrates that the current lexicography study trend regularly examines significant themes and draws new academics. The current research tracks dictionary usage throughout teacher-assigned activities, allowing participants to access whichever online dictionary they consider preferable. An online dictionary is used to explore learners' expectations and choices. The objective of this investigation is to explore the following questions in hopes of giving potential answers: 1) What are the most commonly used online dictionaries among EFL students; 2) What are their thoughts on using an online dictionary; 3) What are their shortcomings in the search process.

2. Literature Review

There is evidence that students who use dictionaries to look up terms while reading, listening, or writing improve their vocabulary (Rezaei & Davoudi, 2016). It allows immediate access to several levels of lexical knowledge and may be used for numerous things, including word definitions, which means that language learners may acquire new vocabulary by themselves by utilizing dictionaries. Moreover, using student-generated dictionaries helps vocabulary development as well as text comprehension (El-Sayed et al., 2014; Dashetstani, 2013; Chen, 2012), while Davoudi (2016) found that using a dictionary helps retain terms. Besides, the use of electronic dictionaries to study foreign languages has grown in popularity. As a result, more students are using electronic dictionaries for EFL (Dashtestani, 2013). Electronic dictionaries have improved considerably in the last three decades (Rezaei &

Davoudi, 2016). Since the late 1980s, the public has been able to get electronic dictionaries on CD-ROM, compact hand-held calculator-type reference works (i.e., Pocket Electronic Dictionary), and online (Mohamad et al., 2017). Rezaei & Davoudi (2016) claim that electronic dictionaries are useful in numerous ways. Compared to paper dictionaries, electronic dictionaries are easier to read and use, saving time during consultation. Due to the fast development of the Internet, smartphones, and iPads, academics have started to exhibit an interest in online dictionaries (Hafsha, 2020; Rezaei & Davoudi, 2016). That is to say, learners are visibly impacted by the world's technology and are interested in the newest gadgets. Language learners are increasingly using electronic dictionaries as new technical tools for vocabulary study.

The usage of dictionaries and e-dictionaries to learn new words has increased dramatically in the last two decades (Dashtestani, 2013; Hua & Zarei, 2013; Davoudi, 2016; Li & Xu, 2015; Nesi, 2009). Thus, this portion emphasized some of the themes that aided this exploratory study. Dashtestani (2013) surveyed Iranian EFL students and instructors on the role of e-dictionaries. The research included 126 EFL students and 73 EFL instructors who completed questionnaires. 81 students and 66 instructors were interviewed again. Faculty and students in EFL have mixed feelings about using electronic dictionaries to study EFL. A lack of training, students utilizing inappropriate electronic dictionaries, lack of facilities for using electronic dictionaries in EFL classes, and distraction from learning are identified as difficulties and problems. Data research found that most Iranian EFL students utilize electronic dictionaries on their phones. The students preferred electronic dictionaries over print dictionaries. Identically, Veliz (2017) has discussed EFL instructors' and students' attitudes to pocket electronic dictionaries (PEDs), the devices' more or less important characteristics, and practical approaches and natural procedures for using these devices to facilitate, rather than hinder, the learning process. According to Veliz (2017), teacher opinions ranged from "It's great to see students' using dictionaries independently" to "I'm not bringing them into my classroom." Additionally, some students looked up more than twenty words every class, while others utilized them at home to supplement their knowledge of lexis from school.

To better understand how electronic reference resources are used and their influence on L2 learning, Yükselir (2016) decided it was necessary to research their use and impact. These days, many Asian students of English use electronic pocket dictionaries to help them learn English. Between EDs and PDs, Japanese college students were polled. There was also a link between students' ED usage and their participation in lexical processing strategies (LPS; consult, infer, or snub). Another relevant study used a search engine to help and speed up the process of looking up an unknown term or phrase (Takkaç, 2017; Nauman et al., 2013). The search method hyperlinked the headword list's words and expressions to subject terms and basic synonyms. The researchers asserted that expert ESL authors might benefit from the search system's ability to zero in on appropriate phraseology for a given context. They discovered that electronic texts conveyed word preferences, implying that a lexical dictionary could improve English idiomatic encoding and decoding. Overall, the aforementioned studies provide an overview of the word looking-up process, key decision-making elements, and study techniques. The extensive literature both increases views on dictionary usage and provides critical concepts for conducting this exploratory investigation.

3. Methodology

Participants

A total of 84 individuals were recruited from two English classes (Class A = 45 and Class B = 39) at Chinese International College, ranging in age from 18 to 22 years. Participants

were recruited specifically from two English classrooms (Class A = 45, Class B = 39). Class A consisted of undergraduate students majoring in international business, whereas Class B consisted of undergraduate students majoring in tourism management and finance accounting. It was conducted when the participants were enrolled in the basic courses "Reading" and "English Writing." The purpose of this research is to ascertain how he or she makes judgments about the selection and use of an online dictionary, as well as their views toward using an online dictionary.

Research Instruments

Two instrumental tools were used in the research, including the Vocabulary Size Levels Test and a Questionnaire Survey. The vocabulary level quiz was sourced directly from the website Online Lexical Size Test, which has a variety of different sorts of vocabulary tests. The present study, in particular, used Yes-No assessments, which require test takers to check a box indicating their familiarity with a given topic. The researcher followed Gillham's (2000) criteria for conducting a questionnaire survey for conducting the questionnaire survey. The questionnaire (originally in Chinese but translated into English) was designed to establish students' sentiments regarding the use of online dictionaries, covering a total of 17 items. Besides, throughout these items, the researcher was able to explore and collect the responses or feedback category labels of "dictionary function, Chinese-English definition, Chinese equivalent, sentence examples, pronunciation, user satisfaction level, part of speech, phrases, terminology, synonyms, syntactic pattern, collocations, context, etc." Concerning personal demographic information, three components comprise the questionnaire: 1) an individual's meta-data; 2) a list of the most popular online dictionaries; 3) Participants picked information categories from online dictionaries. The first section was designed to gather some required personal information, while the second section inquired about the specific online dictionaries students used and ranked them accordingly. The last section featured sixteen questions designed to elicit students' impressions of online dictionary usage using the 5-degree Likert Scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree).

On the other hand, participants used web resources to read and develop dictionary consulting jobs. The reading materials comprised of snippets from ordinary events collected from an Oxford University Press English language-learning website. The website includes a variety of instructional activities and tools, such as a glossary of English terms and articles on common topics. The key reason for selecting internet-based material was to introduce learners to something fresh. Furthermore, the paragraphs are concise. This gave participants more flexibility and time to finish their projects. The participants were provided a reading assignment that included two brief articles and a translation challenge that included four highlighted phrases.

Research Procedure

The participants were initially requested to complete a vocabulary exam, followed by a preparatory session during which they were encouraged to practice utilizing online dictionaries for in-class readings. This increased their exposure to online dictionary consulting activities. Following the four-week practice session, the questionnaire was used to elicit feedback from participants about the functioning of online dictionaries, their impressions of information kinds or decision making, and their challenges. Five further steps were taken to complete the data collecting operation, and they were demonstrated as follows:

- 1) Participants choose their own online dictionary, with no guidance on how to use it
- 2) They had to read web articles and note down unfamiliar terms
- 3) They looked for word definitions in Chinese dictionaries online
- 4) Then they had to have English translated into Chinese

5) They had to fill out the questionnaire while writing down their thoughts and concerns.

Each student in the two courses received a questionnaire in Chinese. Out of 84 questionnaires, a total of 71 questionnaires from 17 men and 55 females were valid, resulting in an 85.0 percent response rate. Two phases were included in the questionnaire analysis procedure. The first step was to get a complete profile of each participant, including their age, years of English study, their usage of internet resources, and their vocabulary level. The second group analyzed Likert-type and open-ended items. The Likert-type questions were used to ascertain students' use patterns and general opinions regarding online dictionaries. They elicited answers on a number scale (e.g., strongly disagree =1, highly disagree =2, neutral=3, agree=4, and strongly agree=5). The researcher was able to codify the open-ended questions in terms of student response rates since they were intended to capture the reasons students picked or favored. The data were analyzed using SPSS (Statistical Package for Social Sciences) version 24.0 for Windows.

4. Results and Discussion

The data analysis findings were given in Table 1 with three information respectively, including an overall participant description, a rating of online dictionaries, and an item analysis. The average student age was 19.6, the year length of English learning were 7.5, and the frequency of accessing Internet resources was 3.89 on a 5-point scale. The highest score 5 means 'most often'. These descriptive statistics highlighted the key aspects of using online reference materials. For example, the current research sought to learn if students' higher word levels influenced their dictionary choices. It might then be analyzed for additional research interpretation when these data are measured.

Table 1. Participants Demographic Information

Participants (N=71 Valid Response Count)	Average
Male	17 (20%)
Female	55 (65%)
Age	19.6 Years Old
Professions	
International Business	45 Students
Tourism Management & Finance Accounting	39 Students
Rate of Response	85.0 %
Length of Learning English	7.5 Years
Rate of Internet Resource Use	3.89 (5-point Likert Scale)

The questionnaire survey was used to find out the answer to the first research question What are the most commonly used online dictionaries among EFL students. This research asked students to perform translation assignments before calculating their replies to online dictionaries. Which online dictionaries do you most regularly use? Finally, a 5-point scale was generated and ranked. To answer the first study question, the findings indicate that students favored the following five online dictionaries, as detailed in Table 2, including *Google Translate* (4.87), *Yahoo Dictionary* (4.26), *Cambridge Online Dictionary* (4.17), *Online WordReference Dictionary* (3.65), *Wikitionary* (2.78).

Table 2. Ranking of Most Commonly Used Online Dictionary

Name of Online Dictionary	Mean	SD	Rank
Google Translate (https://translate.google.com)	4.87	0.84	1
Yahoo Dictionary (https://hk.dictionary.search.yahoo.com/)	4.26	0.71	2
Cambridge Dictionary (https://dictionary.cambridge.org/zht/)	4.17	0.65	3
WordReference Dictionary (https://www.wordreference.com)	3.65	1.21	4
Wiktionary (https://www.wiktionary.org/)	2.78	1.56	5

To address the second and third study questions—what perspectives and flaws they have about the usage of online dictionaries—the researcher developed 16 items of scaled questions to ascertain their perceptions about real consulting activities. For comparative purposes, the five-point scale answers were collapsed into a three-point simplified scale, namely strongly disagree/disagree; neutral; and agree/strongly agree. All of the sub-items are generated from the twelve major categories, which include the Chinese definition, the English definition, the Chinese equivalent, an example, the pronunciation, the word class, the phrases, the synonym, the syntactic pattern, the collocations, and the context. Additionally, two areas were assessed, including general evaluations of dictionary operations and user happiness.

Table 3. Participants' Perceptions Regarding Use of Online Dictionary

Linguistic Category	Item	SA-A %	Neutral %	SD-D %	Mean	SD
1. Dictionary Functions	1	68.1	21.6	10.3	3.76	.36
2. User Satisfaction Level	17	67.9	21.4	10.7	3.55	.31
3. Chinese Definition	8	68.8	24.9	6.3	3.74	.37
4. English Definition	6	46.7	30.9	22.4	3.16	.48
5. Chinese Equivalent	5	70.8	22.3	6.9	3.64	.39
6. Examples	3	63.4	25.0	11.6	3.57	.43
7. Pronunciation	7	39.7	27.9	32.4	3.08	.66
8. Part of Speech	12	30.9	39.7	29.4	2.53	.58
9. Phrases	9	22.3	44.6	33.1	2.57	.55
10. Terminology	15	16.1	32.1	51.8	2.65	.61
11. Synonym	11	31.8	28.9	39.3	2.98	.56
12. Syntactic Pattern	10	21.4	33.1	45.5	3.06	.48
13. Collocation Use	13	20.5	30.2	49.3	2.78	.73
14. Context Relevance	16	24.3	36.0	39.7	2.61	.69

Using an online dictionary to decode and encode texts for reading and translating tasks is shown in Table 3. In the look-up procedure, these linguistic actions were grouped as information categories. According to replies to items 1 and 2, more than half of those polled (68.1%) knew of the dictionaries' capabilities and 67.9% said they were satisfied with their usage. The majority of students (68.8%) used online dictionaries to look up Chinese definitions and equivalents (Item 3 & 5). 63.4% of students said instances of the target term being appropriately used were valuable models for word use in Item 4 and 6. However, 11.6 percent disagreed with the use of examples, and 25.0 percent were unclear. The use of examples was not always understood by one third of the students (36.6%). Examples of use, context, grammar, and collocation were found to be more useful than straight definitions in interpreting meaning by Bestelmeyer (2018) and Gotti (2014). Understanding how to apply the examples supplied will greatly improve dictionary usage efficacy. Regarding Item 7—pronunciation, only 39.7 percent of respondents said that they looked up an unfamiliar term and also checked its

pronunciation. However, it seemed as if knowing a word via its sound was not necessary for certain language learners. Additionally, it was because a few online dictionaries did not have a sounding-out feature, but merely provided phonetic symbols. The second explanation for the low response rate was the translation assignments. Due to the fact that translation does not need pronunciation, they may have overlooked this feature of the information kinds. Item 8's results on part of speech indicated that students did not regularly employ part of speech (30.9%). The proportion of terms used decreased even more (22.3%). This partly suggested that individuals may have difficulties while searching for terms using online dictionaries. They often were unable to locate the whole of phrases such as 'alive and kicking'. They understood the term 'alive' in this circumstance by returning to its Chinese equivalent, 'living'. This actually hampered their comprehension and application of the sentence, resulting in interference mistakes. The larger proportion of disagreement suggested that these categories were less familiar, as seen by Item 10, 11 and 12. (51.8 percent, 39.3 percent and 45.5 percent, respectively). Also in considerable disagreement (49.3% and 39.7%) were collocation and context, with three main causes for disagreement. As a result of their limited vocabulary, they lacked the English skill to impose context. Another problem is that students were never taught to utilize context or collocation in English-Chinese dictionaries. For many elements of English instruction, my students utilized online dictionaries for their ease, quickness, and availability. Because of this, they acquire a false belief that words are linked one-to-one. Most beginners depend largely on the dictionary to determine word definitions. In other words, less vocabularies means less ability to use online dictionaries effectively.

5. Conclusion

On a final note, this investigation discovered the top five most often used online dictionaries as Google Translate, Yahoo Dictionary, Cambridge Online Dictionary, Online Word Reference Dictionary, and Wiktionary. It's worth noting that they're all multilingual online dictionaries. Google Translate was ranked and favored by students as the top 1 online dictionary. A potential reason for the findings is that the majority of students firmly thought Google Translate was beneficial to their learning process (Castelvechhi, 2016; Bin, 2020). This is mainly because college students' English proficiency may be restricted, and learners often transition from L1 to L2 (Tsai, 2020; Alsalem, 2019). Technological improvements have led in the development of a number of tools to aid learners in overcoming barriers, with Google Translate being the most popular choice among students. (Chompurach, 2021). In general, they thought that online dictionaries' functionalities were acceptable for their purposes (Morris et al., 2016). 67.9 percent of the 71 respondents to the questionnaire study felt that the general circumstances of online dictionaries satisfied them.

The research found the drawbacks of online dictionary usage from questionnaire questions with less than 30% favorable attitude. These included context (24.2%), phrases (22.3%), syntactic patterns (21.4%), collocation (20.5%) and terminology (20.5%). (16.1 percent). Besides, several limitations were identified in this investigation. One reason is that participants were prompted to utilize online dictionaries by performing translation assignments, which may have discouraged them from looking up the pronunciation of an unknown term (Medvedev, 2016; Groves & Mundt, 2015). It may be accomplished more accurately for future study by substituting dialogic texts for translation assignments in communicative learning activities. Additionally, therapy time should be factored in, since some of the students have never utilized online dictionaries. The last constraint is related to a lesser degree of linguistic skill (Chon & Shin, 2020; Chen et al., 2015). English proficiency is thought to have an

influence on dictionary usage (Lee, 2020; Gestantil et al., 2019). Nonetheless, the research did not assess the individuals' overall English skills.

In an ideal world, online dictionaries would be utilized to gather information about words, to aid in vocabulary acquisition, to serve as a modeling resource for L2 learners, and to serve as a respectable foundation for boosting autonomous learning (Raza & Nor, 2018). As a result, it is recommended that instructors provide students with some reference skills training and enable them to utilize appropriate online dictionaries. It is obvious to academics that the majority of English-Chinese bilingual dictionaries might be improved by giving shorter collocations and more relevant examples (Wu et al., 2016). The preliminary research adds minimally to the survey of online bilingual dictionaries for undergraduate students' studying English as a second language. It opens the path for future research by tracking dictionary users' choices (more preferences) and actions (specific habits) through a log file. Additionally, certain novel search methods used in the look-up process provide exciting study topics.

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