

Action research Chinese characters

Jane Woo 2019

Context

- Comprehensive school
- 23 MEP Year 8 students
- 4-week intervention

Loach & Wang (2016)

Optimising the Learning Order of Chinese Characters Using a Novel Topological Sort Algorithm

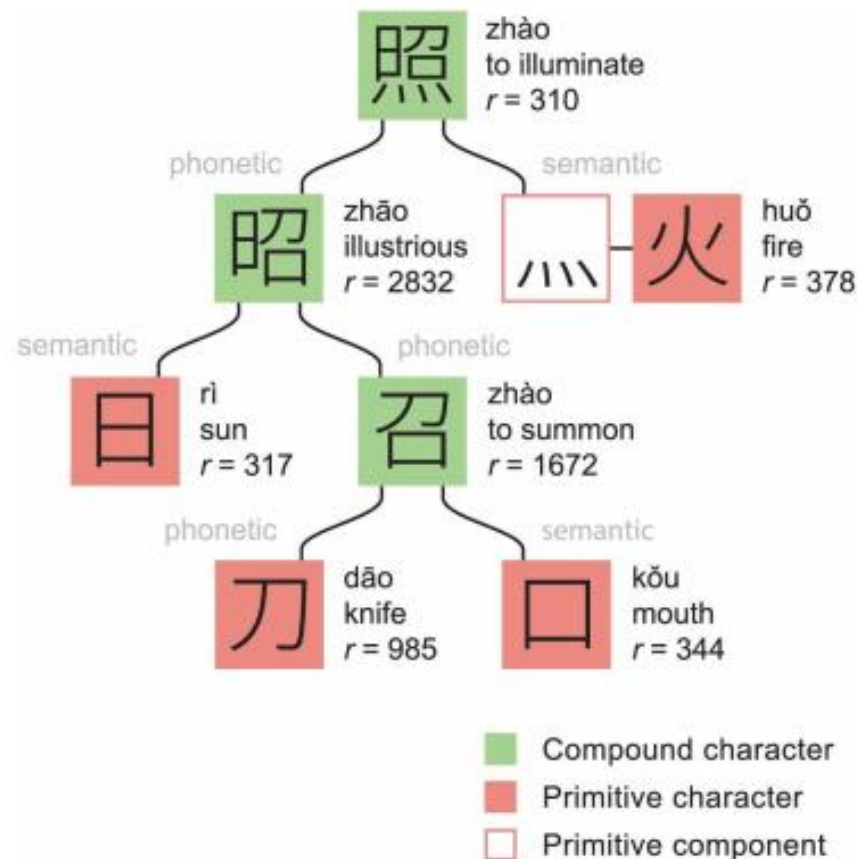


Fig 1. Structural decomposition of the character

Loach & Wang (2016)

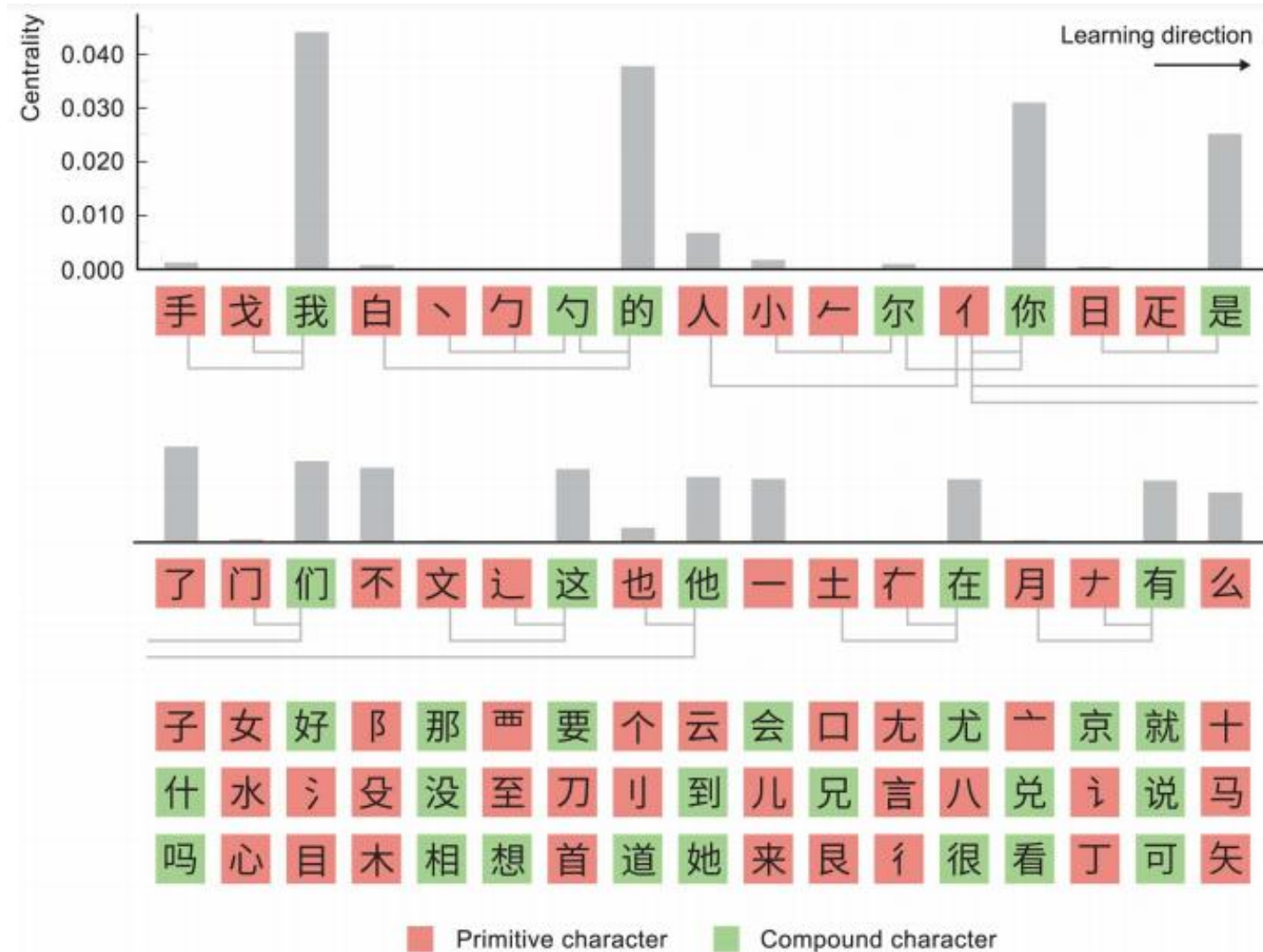


Fig 6. The first 85 characters of our optimized learning order. Taken together these characters have a cumulative usage frequency of 0.42.

Intervention

1. Homework tasks

Copy these components in your book.

子/子

亥

亠

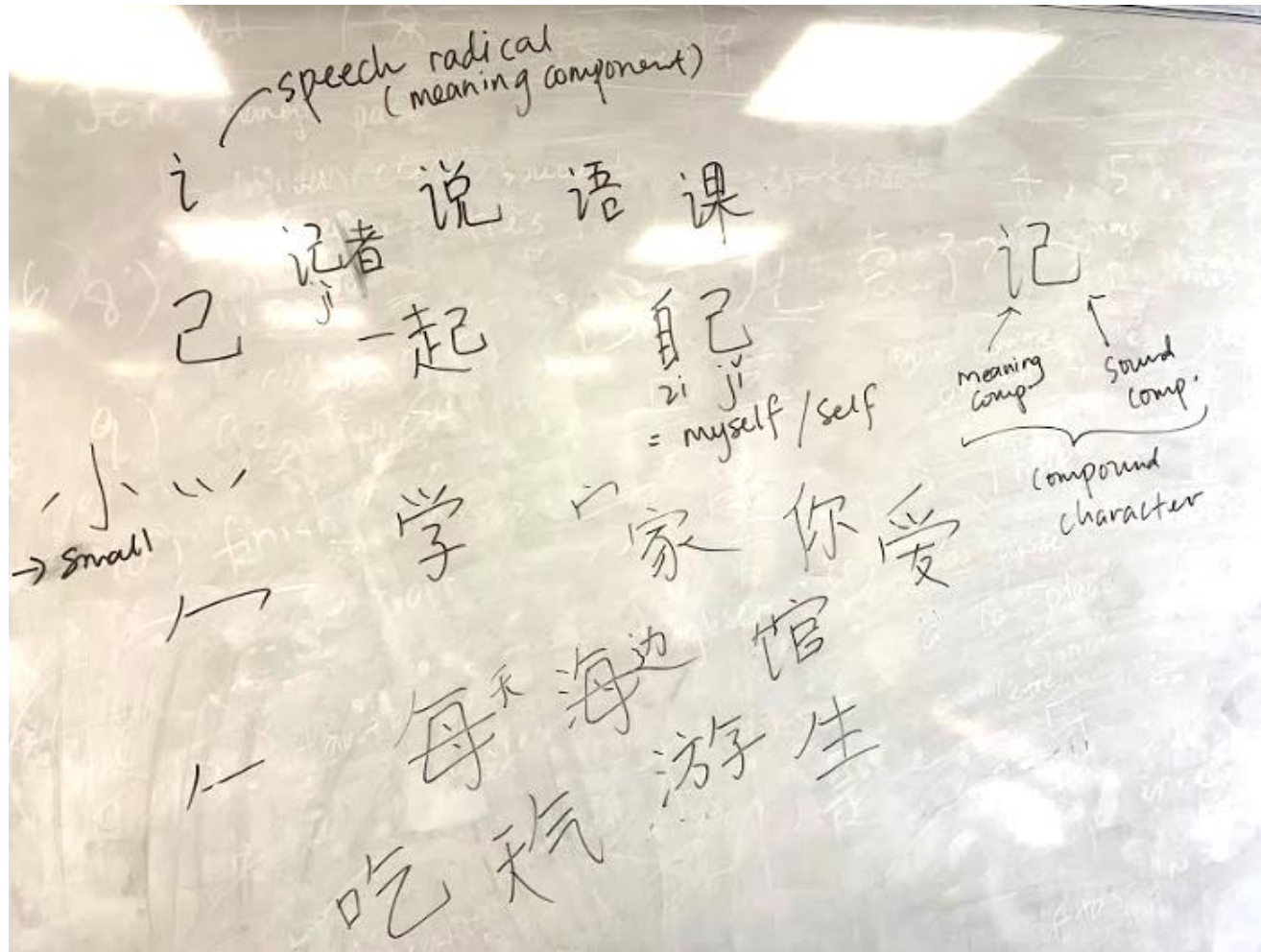
口

人/亻

Find out **(1) the meaning of each components** and/or **(2) list the characters that you have seen with the same components**. (some of them do not carry a meaning)

Intervention

2. Classroom discussions



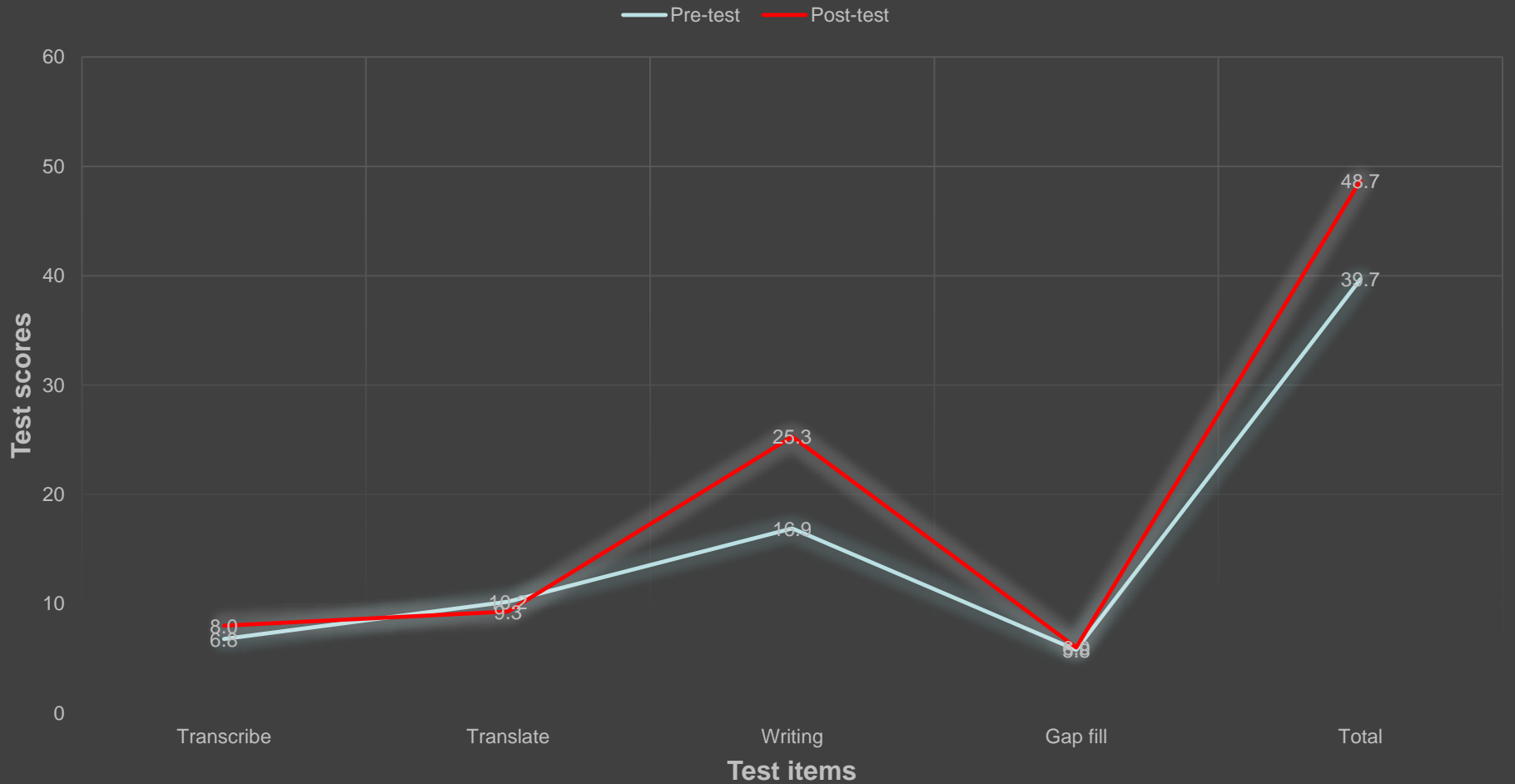
Evaluation

Pre- & Post-tests

- Transcribe (pinyin → characters)
- Translate (English → characters)
- Writing (picture → words/phrases/sentences)
- Gap-fill

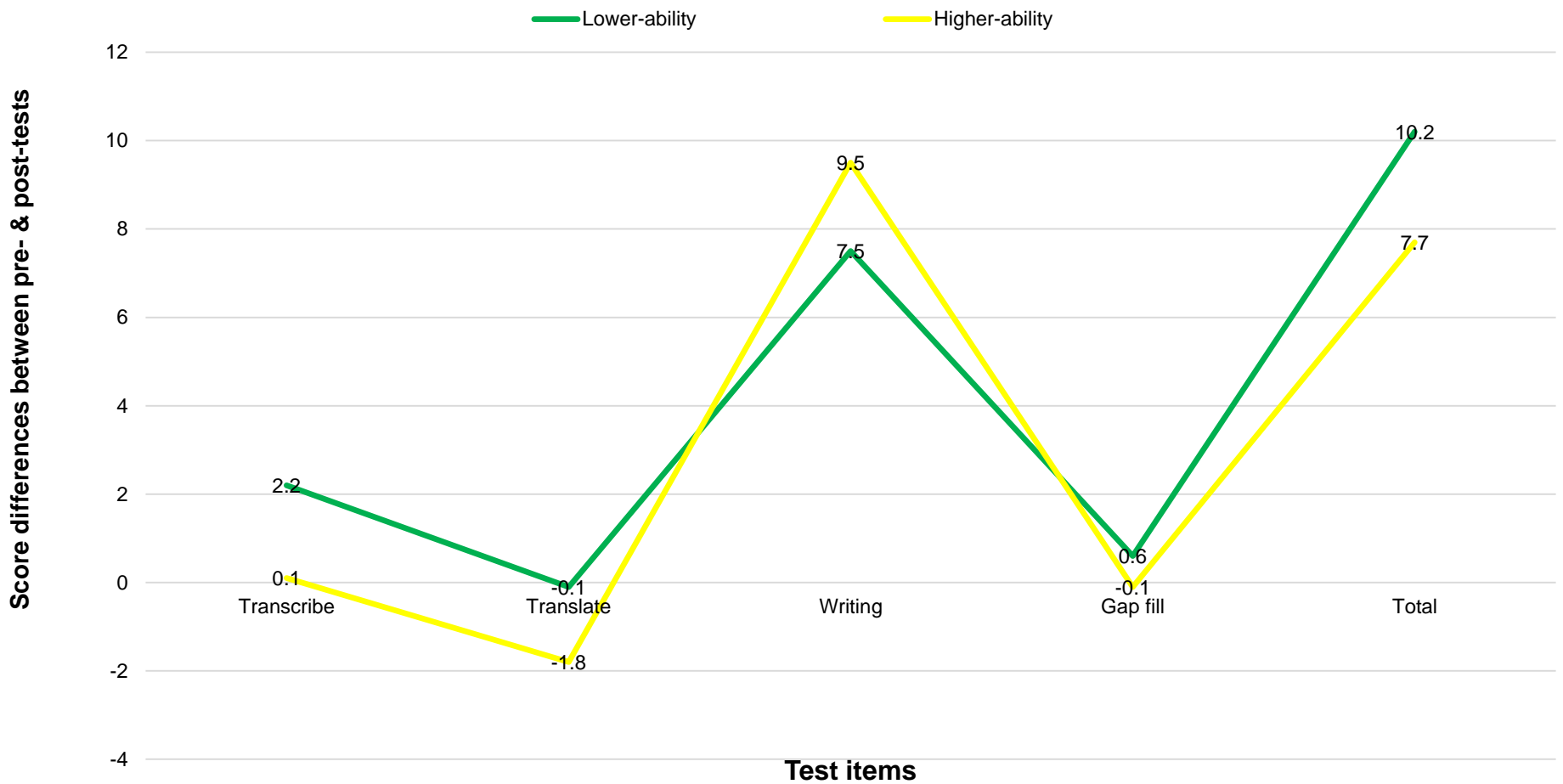
Results & Findings

Pre- & Post-intervention Comparison



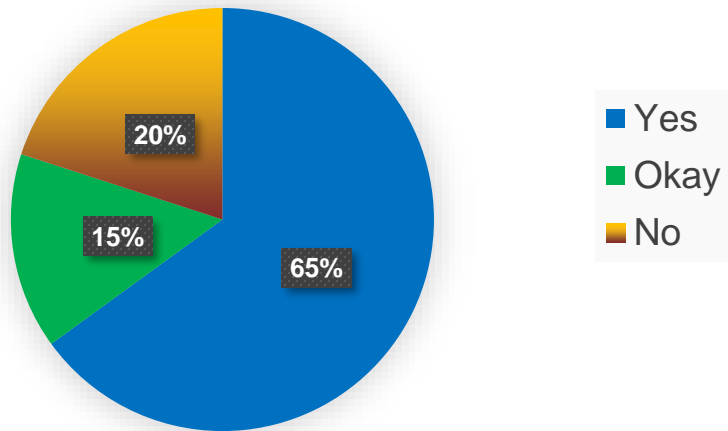
Results & Findings

Lower- & Higher-ability Group Comparison



Student's voices

Did you find the intervention helpful?



“I think learning/researching about radical and components is very helpful.”

“‘They’ help us tell a story.”

“It helps me understand the meaning of the character and radicals so I can remember them.”

“Extremely useful and effective.”