# Introduction to Chinese Characters' Writing Form
# — Component-Oriented Approach

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## Agenda

1. Attention Getter - Chinese character writing activity with background Chinese music.
2. Introduction of the content of the presentation and the presenters
3. Present goals and objectives of today's Professional Development meeting. Give a brief overview of today's activities.
4. Introduction and Walk-through of website (i.e. website address, navigation, video playback controls)
5. Independent Practice - Hands-on Exploration – Participant will be given time to visit and interact with website.
6. Wrap-up – Review website experience and Q/A session

## Goals for the Professional Development

1. Participants will learn how to use the Components of Chinese Characters (CCC) website effectively as supplementary resource
   a. Lesson / tutorial
   b. Quiz
   c. Resources
2. Participants will have a beginner's level concept of the nature of Chinese characters

## Objectives and A Sequence of Activities

1. Navigate and utilize the CCC website for future use with student as supplementary resource
2. Differentiate between the Chinese and English writing systems
3. Understand how Chinese characters are structured
4. Identify components of a given Chinese character
5. Identify which components are written first in a given character

## Standards Addressed:

USA - American Council on the Teaching of Foreign Language: Standards for Foreign Lang. Learning
1. Strand: Communication: Communicate in languages other than English
   Standard 1.2: Students understand and interpret written and spoken language on a variety of topics.
   Standard 1.3: Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
2. Strand : Comparisons: Develop insight into the nature of language and culture
   Standard 4.1: Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.

## Allocation of Time

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| 5-10 minutes | Attention Getter - Chinese character writing activity with background Chinese music. |
| 5 minutes | Introduction: present goals, objectives and activities. |
| 5 minutes | Introduction of Website |
| 40-50 minutes | Tutorial<br>▪ Show the tutorial, introduce the function and how to use it (20-25 minutes)<br>▪ Independent practice - Participant will be given time to watch the tutorial movie on their own pace until they fully understand the content - 15-20 minutes<br>▪ Answer participants' questions - 5 minutes |
| 5-10 minutes | Quiz – ask participants do the quiz on the website |
| 5-10 minutes | Wrap-up – Review website experience and Q/A session |

## Plans for Assessment

1. Immediate feedback from quiz results
2. Short term: email response from participants whether they decide to use it in teaching or not
3. Long term support: survey, contact info for support, blogs, forums, etc.

## Instructions For Creation of Learning Environment Ambience

Facilitator may introduce students to the culture that is related to Chinese character writing: Let participants try how the Chinese characters were traditionally written. Traditional Chinese music may be played as background music, giving the presentation some oriental culture atmosphere. Facilitator may use Chinese food or goodies as long as it has something to do with Chinese characters.

## Directions For Arrangement of Space and Tools

- Computer lab or stations is ideal to use for the lesson, with no more than 2 students per computer.
- Second choice would involve 1 computer connected to an LCD projector, where students watch the tutorial as a group with a pencil and paper quiz.

## An Annotated Bibliography of 4-6 Citations to Support the Staff Development Plan

Maine Humanities Council. (2001). *Let Freedom Ring! September 11: Maine Communities Read and Reflect*, Facilitator's Guide, Retrieved April 12, 2007. Retrieved from http://www.mainehumanities.org/reflect/facilitator.htm

This website is a simple, basic example of a facilitators guide. It has a clear breakdown of the different components included in a facilitators guide. This guide shows a clear, concise method to teach a lesson on reflecting after September 11th.

Open Gateways Program. (1994-2007) Sun Microsystems, Inc., *Curriculum for teachers,* Retrieved April 12, 2007.  Retrieved from
http://www.sun.com/aboutsun/comm_invest/ogp/training/index.html

>   Open Gateways Curriculum for Teachers consists of skills-building training modules as well as resources and references that help guide the training and promote the integration of Internet resources and Sun technologies into school and community-based learning environments. Each module contains the following: Facilitator Notes to provide insight and tips for delivering that module; Lesson, a step-by-step skills-based guide; "Independent Practice" or "Create Your Own," a guided practice or simple project that enables workshop participants to apply skills by creating simple products.

>   Training modules can be used in facilitator-led workshops or as independent study. Each module is 45-minutes to an hour in duration. The length of the module will vary depending upon the size and skill set of the participants. Each module describes specific outcomes and either introduces new skills or reinforces skills introduced in previous modules. If applicable, prerequisites will be noted. Workshop facilitators are advised to review the various Trainer Resources and practice the module(s) prior to facilitating a group workshop.

Chu, Chengzhi. (2005). A Reflection on Traditional Approaches to Chinese Character Teaching and Learning. *Chinese Language Instructional Materials and Pedagogy.* 240-279. Beijing: Beijing Language and Culture University Press.

>   This paper reflects on two traditional and widely used Chinese character teaching and learning approaches, the Stroke-Oriented Habit-Forming Approach and The Radical-Oriented Conceptual Learning Approach and shows that both approaches suffer from certain theoretical and practical problems. Following the reflection, the author proposes a new model - Component-Oriented Net-Weaving Approach for learning and teaching Chinese characters. The author's successful experience of teaching Chinese characters by applying this model in the past several years shows that this model works better than the traditional approaches.

Hsu, H.-M., & Gao, L. (2002). Computer-Mediated Materials for Chinese Character Learning. *CALICO Journal, 19*(3), 533-536.

>   This paper reviews four sets of computer-mediated materials for Chinese character learning. These include the following: Write Chinese, Chinese Character Primer, Animated Chinese Characters, and USC Chinese Character Page.

Ki, W., & et al. A Knowledge-based Multimedia System to Support the Teaching and Learning of Chinese Characters. *Access ERIC: FullText*. 1994-00-00.

>   This paper discusses a current project that is underway to develop a multimedia system that would support the teaching and learning of Chinese characters, as well as provide a platform for conducting research into the cognitive aspects of Chinese language acquisition. The author believes that although the number of commonly used Chinese characters amounts to thousands, there are many structural commonalities and regularities among the characters. One of the objectives in developing the system is to build a knowledge-base representing the structural features of and relationships among Chinese characters, where these structures can

be made more explicit and explorable to the learner. The computer, with its interactive graphic ability, can provide a medium where character structures can be presented with flexible highlights directing learners' attention to various components; it can also provide a variety of activities where the learner can practice disassembling and assembling logographic components of Chinese characters. The author envisages that through interactions with such environments, the learner would be able to develop a structural understanding about Chinese characters and acquire effective strategies for learning them.

Ma, J. H. S. (2000). *Keys to Chinese Character Writing. Step-by-Step Directions to Writing Characters Quickly and Easily*. NFLRC Publications, 1859 East-West Rd., #106, Honolulu, HI 96822-2322 ($12). Tel: 808-956-6279; Web site: http://www.LLL.hawaii.edu/nflrc.: Hawaii Univ., Manoa. National Foreign Language Resource Center.

The most interesting and challenging aspect of studying Chinese is writing Chinese characters. Unfortunately, the learning of Chinese characters receives only marginal attention in a typical classroom. Given that vocabularies in textbooks are based on spoken language rather than the principles of character formation, and also given the pressures of time to deal with spoken competencies, the teaching of Chinese characters is rarely presented in an orderly, intelligible way. Students are left making mistakes without ever really understanding why. This text is a self-paced tutorial designed to address common problems students face when learning Chinese characters. Students will learn the basic principles that govern Chinese character, basic strokes, the proper stroke order, and the most common radicals. The book is designed to be used with accompanying videotape that is sold separately. It has 25 lessons, and by the end students will have learned 125 Chinese characters and some of the common words and phrases in which they are used.