ABSTRACT

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Key Words: CHINESE CHARACTER ACHIEVEMENT, CHINESE RADICAL LITERACY METHOD, CHARACTER STRUCTURE LITERACY METHOD, GRADE 3 STUDENTS, CHINESE LANGUAGE LEARNING

Name: CHIH-MIN WU

Thesis Title: A COMPARATIVE STUDY OF GRADE 3 STUDENTS’ CHINESE CHARACTER ACHIEVEMENT THROUGH CHARACTER STRUCTURE LITERACY METHOD AND CHINESE RADICAL LITERACY METHOD AT AN INTERNATIONAL SCHOOL IN SAMUT PRAKARN, THAILAND

Thesis Advisor: ASST. PROF. DR. ORLANDO RAFAEL GONZÁLEZ GONZÁLEZ

The purpose of this study was to determine if there was a significant difference between Grade 3 students’ Chinese character achievement through character structure literacy method (CSLM) and Chinese radical literacy method (CRLM) at an international school in Samut Prakan, Thailand, in the academic year of 2017-2018. This study was conducted on a population sample of 65 Grade 3 students from the target school. The Chinese Character Achievement Test was administered to students and collected in mid March 2018, to identify their Chinese character achievement after an experimental period of five weeks, from January 22nd to March 2nd, 2018, during which the experimental group was taught through CSLM, and the control group was taught through CRLM. The data collected from administering the Chinese Character Achievement Test were divided by two groups (the experimental group and the control group) and compared through both descriptive (i.e., means and standard deviations) and inferential (i.e. independent samples t-test) statistics methods. The findings...
suggest that students learning through CSLM do not statistically differ from students learning through CRLM. Both literacy methods were found somehow effective when teaching students to learn a new Chinese character, as the mean scores of both groups were not significantly different. Despite the fact that no significant difference in Chinese character achievement was found, a numerical difference in favor of the experimental group versus the control group was observed. Finally, recommendations for teachers, students, administrators and future researchers were presented.