

# **A Case Study on “Teaching Traditional Characters While Recognizing Simplified Characters” and “Teaching Simplified Characters While Recognizing Traditional Characters” at Cebu Chinese School**

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This research is a case study on the Chinese learning at Cebu Chinese School D in Philippines. In School D, they originally used traditional characters in delivering classes before 2004, then they changed to simplified Chinese characters; however, they changed it back in 2010 and used teaching materials Living Mandarin which combines traditional characters and simplified Chinese characters. Research one is based upon documental analysis and interview survey. The following results are found. Due to the lack of Chinese teachers, the principal hired teachers from Mainland China and started to use simplified characters in teaching. However, since 2010, because of the admiration of the committee members towards the Chinese culture, they changed to traditional Chinese characters. Besides local Chinese teachers, there are teachers from Mainland China in School D. They use simplified characters in teaching.

Research two is based upon participate-observation research and interview survey. It is to know the present situation and problems of Chinese teaching in school D. We also observed two different teaching modes in School D and its branch school to find the possibility on using Living Mandarin to teach traditional characters while recognizing simplified characters and to teach simplified characters while recognizing traditional characters. It is found that in School D, the percentage of recognizing simplified characters is 75.3%, more than the percentage of recognizing traditional characters in its branch school which is 42.6%. However we can't jump to the conclusion that it's easier to learn traditional characters, for the percentage of understanding traditional characters of the students in its fourth grade experimental classes at its branch school is 70.9%, higher than that of knowing simplified characters of the fourth graders at the main school which is 66.7%. Furthermore, the whole school majorly uses simplified characters in classes, but the percentage of understanding traditional characters of the second graders who have textbooks for both kinds characters at School C is up to 62.9%. That is higher than that of the

second graders at School D, which is 31.2%. And it is closer to the percentage of understanding simplified characters of the second graders at the main school D. We can make our points. The achievement grade is decided by the proper teaching activities and suitable textbooks on both kinds of Chinese characters, not by the issue of Chinese characters itself. It's safe to say that in overseas teaching, with new teaching methods on both kinds of characters, two ways of teaching Chinese can co-exist. They are not totally confronted.

**Keywords :** Cebu Chinese School, Traditional Chinese characters, Simplified Chinese characters, Teaching traditional characters while recognizing simplified characters, Teaching simplified characters while recognizing traditional characters