

Incorporation of “Look up My Name” Activity in Chinese Character Pedagogy, an Action Research Base on Junior One Students from Kuen Cheng High School in Kuala Lumpur, Malaysia

Foo, Mun-Yee

The name of a person is an important part of Chinese culture. Despite the denotation the Chinese characters of a person’s name, it also implies a rich cultural connotation, such as the comprehensive Chinese social psychological, aesthetic appeal, values and ways of thinking. Through exploring their name, students could learn to promote the Chinese culture.

Chinese name composed a few characters. By recognizing the characters of their name, children could understand the original meaning and the evolution of those characters, appreciate the ethnic features, and which in turn build up their sense of cultural identity. The objective of teaching Chinese characters in high school is to foster students’ ability in mastering the Chinese characters comprehensively. To achieve this objectives, a Malaysia Chinese middle school teacher has designed an activities, namely “Look up my name”. By exploring their own Chinese name, students would be able to understand the unique of the characters, to appreciate the wisdom of ancestors, and to affirm the rich Chinese culture.

This three - month action research consist of qualitative and quantitative methods. The participants were junior one students from Kuen Cheng High School in Kuala Lumpur, Malaysia. Classroom observations, student interviews, reflection notes, student exercise sheets and etc. were collected and analyzed. On the other hand, pre- and post- test and quizzes were conducted to understand the student improvements of cognition, skills and affection changes.

Based on the findings, this study draw the following conclusions:

Regarding students, the activity enhanced the efficiency of learning Chinese characters, provided fun learning experience, learnt to appreciate the caring of the family elders, established a positive values, and cultivated the passions towards Chinese characters.

For teachers, the activity strengthened the aptitude of philology, enhanced teachers' personal professional growth, triggered the reflection on classical Chinese, and become a conveyer of Chinese culture.

There are plenty of studies on the culture of naming a person and pedagogies on teaching Chinese characters separately. However, study on the combination of the two topics are scarce. Teaching suggestions were provided in this study and hopefully the curriculum could be a frame of reference for teaching Chinese characters and Chinese culture, especially learners from Chinese character educational sphere.