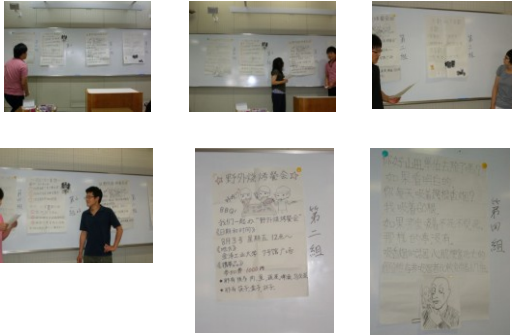


Presentation scenery & examples of students' works



Analysis of data

- (1) Can you write in Chinese? (Before & After)
The following questions all begin with "Do you agree that the writing task..."
- (2) ...provides you a chance to **repeatedly** use the learned words/phrases?
- (3) ...helps you **retain** what you have learned?
- (4) ...helps you better understand the **usage** of learned words/phrases?
- (5) ...helps you **distinguish**/memorize Chinese characters (↔ Japanese Chinese characters)
- (6) ...**takes a lot of time** to get it finished.
- (7) ...is a **valuable** assignment in your Chinese learning journey?

Survey result:

(1) 0 : 8 (≠) (before : after 2011 group) 1 : 13 (before : after 2012 group)

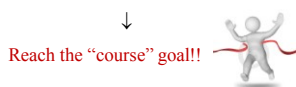
	Strongly agree	Agree	Somewhat agree	Disagree	Strongly disagree
(2)	8/9	13/13	0/9	0/13	1/9
(3)	7/9	11/13	1/9	2/13	1/9
(4)	6/9	11/13	2/9	2/13	1/9
(5)	7/9	10/13	1/9	2/13	0/9
(6)	9/9	12/13	0/9	1/13	0/9
(7)	7/9	11/13	1/9	1/13	0/9

Result of study

- (1) Students know how to use the learned words/phrases better.
- (2) Students are more conscious of 3 types of Chinese characters.
- (3) Students are more able to pick up what they learn from the class by repeatedly using it.

↓

The more they use the target language, the better they will be able to use it.



Possible follow-ups

- (1) Continue to use the writing task as a studying method (an easy self-study method? / an efficient language study method?)
- (2) Continue to write (in any form) using the target language (popularity of writing in a foreign language)

Target subjects: students who completed the course



Q & A session

Thank you for your time and attention.
I wish you the best on your teaching journey.

