# Model of Chinese character instruction through the structuralization

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### Abstract

To create the circumstances for communicating with students and motivating them, continuous preparation for lessons should be needed. In addition to that, there should be something else to draw students' participation during the class. Here is the example of design of instruction for enhancing learning effect and students' motivation, which consists of 5 steps to maximize the learning effect within 50 minutes' class hour.

The aim of the lesson : Decipher an ancient script!

First Step : Think and Imagine for oneself.
 → Given a handout where there are randomized answers and a cross puzzle for 16 ancient scripts, students think what is the correct answer for themselves for a while.

Second Step : Collaborate with group members.
 → Through discussion and negotiation, the group answer paper is submitted and evaluated.

Third Step : Reward and Motivation.
 → After grading, through game, rewards are chosen regardless of the scores, which motivates low-ranking students to participate in the classroom activity.

Forth Step : Expository Instruction.
 → Because, through individual study and collaboration study, students understand and accept what is the aim of the instruction, expository instruction is effective for both high-ranking students and low-ranking students. In addition, expository instruction improve the advancement and the amount of studying, which can be deficient because of activity-centered instruction.

Fifth Step : Writing
 → It is a crucial part of the class to write Chinese characters. Through writing them, more and more students have an interest in Chinese Classics, and when evaluating the handouts, it is felt that the attitude of students for the class and their handwriting would be improved.

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