MANDARIN AS FOREIGN LANGUAGE: INTERACTIVE COURSEWARE TO ENHANCE LEARNING MOTIVATION AND LANGUAGE PROFICIENCY

INSTITUT PENGURUSAN PENYELIDIKAN
UNIVERSITI TEKNOLOGI MARA
40450 SHAH ALAM, SELANGOR
MALAYSIA

BY:

HOE FOO TERNG
TAN TEOW GHEE
LIM TECK HENG

JUN 2010

TABLE OF CONTENT

SURAT TAWARAN PENYELIDIKAN ii
SURAT LAPORAN PENYELIDIKAN iv
KUMPULAN PENYELIDIK v
PENGHARGAAN vi
TABLE OF CONTENT vii
LIST OF FIGURES x
LIST OF TABLES ..... xij
ABSTRAK xii
ABSTRACT xiii

CHAPTER 1 1
INTRODUCTION 1
1.0 Background to study 1
1.0. 1 The Importance of the Chinese Language 1
1.0. 2 Teaching and Learning of Mandarinin Malaysia 2
1.0. 3 Teaching and Learning of Chinese in Universiti Teknologi MARA (UiTM) 4
1.0. 4 Mandarin Courses Conducted in UiTM Malaysia 5
1.1 The purpose of this study 7
1.1.1 Statement of Problem 7
1.1.2 Objective of study 10
1.1.3 Research Questions 10
1.1.4 Hypothesis 10
1.1.5 The Significance of the Study 11
1.1.6 Limitation of the Study 11
1.1.7 Definition of Terms 12

CHAPTER 2 15
REVIEW OF LITERATURE 15
2.0 Introduction 15

2.1 The Age of e-Learning 15
2.2. Self Learning Trend 17
2.3 Learner Autonomy and Self-Directed Learning 17
2.4 Students' Perception 19
2.5 Students' Interest and Trend of Learning 19
2.6 Dual Coding Theory 20
2.6.1 The Dual Coding Theory and Other Theories 23
2.7 Blended learning 26

CHAPTER 3 31
METHODOLOGY 31
3.0 Introduction 31
3.1 The Participants and Study Design 31
3.2 Research Methods 32
3.2.1 Instrument 34
3.2.2 Questionnaire on "Learning Motivation for Mandarin" 34
3.2.3 Questionnaire on "Student's opinion on the use of interactive courseware" .. 35
3.2.4 Final Examination Test 36
3.2.5 Reflection from Participants 36
3.2.6 The Courseware 37
3.2.7 The printed Workbook 47
3.2.8 Research Procedures 47

CHAPTER 4 48
RESULTS AND DISCUSSION 48
4.0 Background to study 48
4.1 Normality Test of the Collected Data 48
4.2 Mandarin Achievement 50
4.3 The Motivation for Learning Mandarin 51
4.4 Students' Opinion of the Use of Interactive Courseware 53
4.5 Students' Reflection towards the Use of Interactive Courseware" 53
4.6 Survey Interviews 56
4.7 Summary of the Results 58

CHAPTER 5 61
CONCLUSION AND RECOMMENDATION 61
5.0 Introduction 61
5.1 Mandarin Achievements of the Control Group and the Experimental Group. 61
5.2 The Learning Motivation for Mandarin of the Control Group and the Experimental Group 62
5.3 Students Acceptance of Cooperative Learning 62
5.4 Recommendation for Further Research 63
5.5 Conclusion 63

BIBLIOGRAPHY 65

Appendix A : The Learning Motivation for Mandarin Questionnaire

Appendix B : The Interactive Courseware

Appendix C : The Printed Workbook

Appendix D : Recognition

Appendix E : Research Outcome

ABSTRACT

This study attempts to examine the use of an interactive courseware in enhancing learning motivation and language proficiency among a group of elementary learners of Mandarin at UiTM Pulau Pinang. The courseware is developed by the researchers based on the current syllabus. The subjects in the study comprised two classes of Mandarin Level **II** diploma students. The experimental class adopted the use of interactive courseware and the control group used the printed workbook. Both groups were placed in classrooms that have similar facilities and taught by the same instructor who used the same content. At the end of the fourteenth week experimental intervention, the feedback obtained from a motivational questionnaire, the students' final semester examination results, and a survey interview were analysed to find out the students' inclination and acceptance on the use of interactive courseware. The experimental and control class students were also asked to write reflection regarding their acceptance towards using interactive courseware. The results obtained showed that there is no significant difference in the achievement between the groups. Though the students liked using the courseware and found it beneficial, those who did not own a personal computer claimed that it is a hassle as they needed to find / use a computer every time they want to do / revise the exercises. This had somehow affected their motivation to learn. Another interesting discovery is most of the students preferred to obtain the answers from their instructor instead of looking for the answers on their own. This indicated the students are not self-directed learners and are still very much dependent on the instructors.