

## **The Effect of Writing Chinese on the Attention in the Junior High School Student**

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The purpose of this study was to examine the teaching and learning effects of the Sino-Korean Writing Chinese education on Attention to the Junior High School Students.

And, for attaining the purpose of study, this study's samples was conducted to a total of 79 student(girls 40, boys 39) of the third grade of the middle school students using pre-test and post-test.

At first, the pre-test method was applied to the total of 79 students before the teaching and learning of the Writing Chinese education for the strengthening Attention. And then post-test method was applied to the total of 79 students after the teaching and learning of the writing Chinese for the strengthening Attention. The questionnaire by Likert 5 point measurement as a test method was used. The response from the questionnaire were processed in SPSS/WIN 20.0. The results of this study were as follows:

First, In case of the effects of Attention for the whole samples, it was found that the average scores in post-test after it was applied to the of writing Chinese for the strengthening Attention was higher than the average scores in pre-test.

Second, In case of the effects of Attention according to the difference of academic achievement for the boys samples, it was found that the average scores in post-test after it was applied to the of Learning elements such as Writing Chinese in the high academic achievement group was the highest than others' groups for the strengthening Attention. In case of girls samples, it was found that the average scores in post-test after it was applied to the of Learning elements such as Writing Chinese in the medium academic achievement group was the highest than others' groups for the strengthening Attention.

On the basis of the above results, we found that the Writing Chinese teaching method was more effective than traditional teaching method for growing the student's affective domain such as Attention.

Keywords: Attention, Academic Achievement, Sino-Korean Learning, Writing Chinese. Affective Domain