

**Manuscript No.: IJAR-58107**

**Title: The Use Of Story Teaching Method In The Teaching Of Chinese Characters-A case of Pakistani students.**

**Recommendation:**

- Accept as it is .....
- Accept after minor revision.....**
- Accept after major revision .....
- Do not accept (*Reasons below*) .....

Rating	Excel.	Good	Fair	Poor
Originality		✓		
Techn. Quality		✓		
Clarity	✓			
Significance	✓			

**Reviewer Name: Dr. Mithilesh kumar shukla**

**Reviewer's Comment for Publication:**

This study investigates the effectiveness of the story teaching method for Pakistani beginner learners of Chinese characters. Using a quasi-experimental design with 30 participants, it compares story-based instruction to traditional stroke-based teaching. Results show no immediate test differences, but the story method significantly improves long-term retention after one month. The narrative approach engages learners through multi-modal encoding and reduces anxiety, fostering better memory. Despite limitations like small sample size and short duration, the study suggests integrating storytelling with traditional methods enhances motivation and durable learning in non-logographic language contexts. Storytelling combined with traditional methods in Chinese character teaching means using engaging narratives to introduce characters while still employing conventional stroke-based practice. This integrated approach helps learners connect character forms with meanings and cultural contexts through stories, boosting motivation and memory. At the same time, traditional methods like stroke order drills and copying ensure accuracy and writing skills.

**Recommendation:** Accept after minor revision,

***Detailed Reviewer's Report***

**STRENGTHS:**

- 1- The study focuses on Pakistani learners who face distinct challenges due to their phonetic Urdu background.
- 2- The study focusing lack of experience with logographic writing on Pakistani learners.
- 3- The study related to specially Cultural relevant teaching approach.
- 4- It is Carefully chooses 35 Chinese characters representing various structural types,
- 5- It is Controlled instructional variables and Theoretical grounding
- 6- It is Use of multi-modal teaching materials like Incorporates visual, auditory, and kinesthetic elements to support diverse learning styles.

**WEAKNESSES:**

- 1- It is using Small sample size: With only 30 participants,
- 2- Lack of direct measures for affective factors
- 3- Questionnaire and interview responses may be affected by social desirability bias and recall inaccuracies.

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