

Abstract

This study was conducted to investigate the learning of traditional Chinese characters for newly arrived students from Mainland China. Twenty-five primary three to five newly arrived students participated in a training program that consisted of six 1-hour lessons. Character-focused teaching and text-based teaching were the two instructional methods used separately on two groups of characters. Dictation and recognition test were carried out before and after the training program. The two hypotheses of this study were: (a) Comparing with text-based teaching, character-focused teaching is a more suitable instructional method for the newly arrived primary students learning traditional Chinese characters when the training time is limited; (b) Different methods of character simplification lead to different degrees of difficulty for the newly arrived primary students in recognition and writing. Results of this study supported the two hypotheses.