

**Abstract**

The complex orthography of Chinese has traditionally been the greatest hindrance for both early and adult learners of Chinese as a foreign language. Different teaching methods were developed to facilitate the learning of Chinese characters. Two studies were designed to examine efficacies of different teaching methods. The first study compared the methods of phonological coding, radical-highlighting and direct copying to a control condition for early learners ( $n = 34$ ) of Chinese as a foreign language (CFL) and early native Chinese learners ( $n = 29$ ) in Hong Kong. The second study compared the method of radical-highlighting and logographeme-highlighting for adult CFL learners ( $n = 21$ ). The method of phonological coding improved the pronunciation performance of early CFL learners, the method of radicals-highlighting improved the dictation performance of early native Chinese learners, and the method of direct copying improved the dictation performance of both early CFL learners and early native Chinese learners. Educational and pedagogical implications of the present study are discussed.