

How to Teach Chinese Characters? Theory and Practice in Dutch High Schools

MA Asian Studies: Chinese Studies

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Introduction

Learning Chinese characters is one of the major challenges Chinese as a foreign language (CFL) learners face when learning Mandarin. It has often been remarked and is indeed generally accepted that the Chinese orthography, i.e. the Chinese character script, is challenging to learn for students with a first language (L1) which has an alphabetic writing system (e.g. Everson, 1998: 194; Cao et al. 2013: 441; Chang et al., 2015: 79; Knell & West, 2017: 519). In fact, learning (to read and write) Chinese characters is at the very least time-consuming and labour-intensive for L1 Mandarin children as well: Chinese children traditionally learn Chinese characters by repeatedly copying each new character, leading up to an inventory of about 2500 characters after six years of primary school (Wang & Wang, 2016: 44).

In contrast with languages with an alphabetic orthography, in which the orthography generally consists of a set of letters which is relatively limited in scope, the Chinese character script has many thousands of characters. Many of these characters are not fully phonologically and/or semantically transparent: i.e. their exact pronunciation and meaning are not immediately apparent from their form. As a result, for each character these different aspects have to be learned and linked to the other aspects. This can be quite challenging when all aspects (form, pronunciation, meaning) are learned at the same time, which is often the case with CFL learning (e.g. Xu et al., 2013: 425).

For daily use, however, not all of the many thousands of existing characters are needed. To put things into perspective, according to Wang & Wang (2016: 44), “[a]t the end of their six-year primary education, students [i.e. Chinese primary school students] are expected to recognise approximately 3500 commonly used Chinese characters, of which about 2500 must also be written accurately.” The People’s Republic of China’s Ministry of Education (MOE) has published a list of 3500 characters (divided into two lists of 2500 and 1000 characters, respectively) that serve as a basis for language instruction in compulsory education (MOE, 2011: 46-80).

These approximately 2500 to 3500 characters which may thus be considered a standard of basic literacy, of course still form a sizeable inventory for learners to master. Learning Chinese characters is clearly one of the major challenges CFL learners face, and it may in some cases become overwhelming and cause learners to lose their motivation

for learning the language. However, the character script is also one of the aspects that draws learners to learning Mandarin in the first place, and the character script is one of Mandarin Chinese's most salient features. This brings us to an important question: How should Chinese characters be taught to CFL learners?

In The Netherlands, as of the schoolyear 2017-2018, Mandarin is officially recognised as one of the modern foreign languages high school students in the pre-university education level (literally 'university preparatory education', called "voorbereidend wetenschappelijk onderwijs," 'vwo' for short, in Dutch) can choose as one of the courses they will take end-of-study exams in. Although it is not mandatory for high schools to offer Mandarin, Mandarin is now being taught at more and more high schools, and is being expanded to include students in other levels of high school as well (NUFFIC, 2019). As this is a relatively recent development, not that many Dutch textbooks are available for Dutch high school student CFL learners.

The present study has sought to examine the following research questions:

1. How should characters be taught to CFL learners according to research? ('Theory')
2. How are characters taught in practice? ('Practice')
3. To what extent does practice, especially practice in Dutch high schools, appear to correspond with theory? ('Practice versus Theory')

Of these questions, the second is divided into two parts: textbooks; and teacher views and approaches. Some of the existing beginner-level textbooks that are currently used in Dutch high schools were analysed to find out how they go about teaching Chinese characters. This study has also looked at CFL instructors' views and approaches, to which end several interviews were conducted. To allow for a comparison between Chinese and Dutch approaches, several Chinese CFL teachers as well as several Dutch CFL teachers were interviewed.

The first chapter discusses what research has had to say about how Chinese characters should be taught to CFL learners. The literature chapter is followed by a chapter on the analyses of the textbooks, which is in turn followed by a chapter on the interviews with Chinese and Dutch CFL teachers. These chapters are then followed by a comparison between theory and practice, and finally, the conclusion.

Insofar as research has provided clear results or suggestions, and insofar as the present study has touched upon the corresponding topics, practice in fact appears to closely correspond to theory. It is also clear, however, that more research is needed.

1. Literature

How should Chinese characters be taught to CFL learners? As mastering Chinese characters is one of the major challenges CFL learners face when learning Mandarin, it should come as no surprise that much research has been done with the aim of finding ways to facilitate character learning for this group. This chapter discusses what research has had to say on how characters should be taught to CFL learners, by looking at each of the following aspects in turn: timing of character introduction; handwriting; typing; stroke order; radicals and components; and, finally, strategies.

Timing

Disregarding for the moment the issue of exactly *how* Chinese characters should be taught to CFL learners, let us first look at *when* CFL instruction of Chinese characters should commence. Although the question of when to introduce characters into the CFL curriculum has been around for quite some time, there have only been very few longitudinal experimental studies examining the relative effects of early and delayed introduction of characters on learners' language abilities.

Packard noted in 1990 that research substantiating – or disproving – the benefits of delayed character instruction was at the time non-existent (Packard, 1990: 167-168). Over twenty years later, Ye stated that “[b]ecause there has been little research on when to introduce characters to beginning learners of Chinese as a foreign language (CFL), the debate remains an overall focus in the field” (Ye, 2013: 610). Furthermore, the longitudinal studies that *have* been done, have come to different conclusions.

Specifically, Packard (1990) found that *delayed instruction* did not negatively affect learners' reading and writing abilities, but in fact came with some advantages regarding aural-oral abilities. Knell & West (2017), conversely, found that *early instruction* resulted in better reading comprehension and better writing skills, without negatively affecting other language abilities.

These two studies came to very different conclusions, but as they also differ greatly where participants and experimental procedure are concerned – e.g.: postsecondary

versus secondary school students; delay of three weeks versus delay of three-and-a-half months – it is unclear to what extent (direct) comparisons can be made. In all, experimental studies conducted so far seem inconclusive as to when character instruction should ideally commence. Of course, it is quite possible that different groups of learners – e.g. primary, secondary, or postsecondary school students – would benefit from different timing of character instruction.

Regarding when character instruction usually starts, and teacher and student views on delayed and early instruction, a large-scale study by Ye (2013) may provide some insight. It:

“explored when characters were introduced as part of first-year Chinese as a foreign language courses as well as students’ and instructors’ beliefs and rationales within the context of postsecondary programs in the United States.” (Ye, 2013: 610)

Note that this study focused on postsecondary programs, not secondary ones, which form the main focus of the present study, and that it examined only the United States.

Ye’s study found that “the majority of Chinese programs did not delay teaching characters” (ibid.). Interestingly, this study also found that:

“[m]ost instructors and students believed that the best time point to introduce characters was near the beginning of the first semester. However, after they were presented with reasons for and against delaying the introduction of characters, both instructors and students showed a significant increase in support for delaying character introduction” (ibid.).

In Knell & West’s study, at the end of the schoolyear, their secondary school student participants were asked to fill out an ‘attitudes questionnaire.’ They found that:

“Each group [i.e. the early instruction and delayed instruction groups] generally agreed that the particular time at which reading and writing characters was introduced to their group (September or January) ‘was a good idea’” (Knell & West, 2017: 526).

It is unclear whether, if presented with reasons for and against delayed instruction, secondary school students might present a shift towards support for delayed character instruction like the one recorded in Ye (2013).

Knell & West have noted that “[m]ost CFL instructors continue to teach characters from the start of the semester,” and that “the most widely used CFL texts begin character instruction early” (Knell & West, 2017: 521). It certainly does not seem unreasonable to suppose that, like the postsecondary students in Ye’s study, most of Knell & West’s

secondary students may not ever have even thought about delayed instruction. Ye pointed out that:

“at the pilot stage of the surveys, most participants indicated that they actually did not know, were not aware of, or had not thought about the possibility of the DCI [i.e. delayed character instruction] approach” (Ye, 2013: 614).

From the above we can conclude that there is no strong body of empirical evidence either for, or against, delayed character instruction, but that general practice appears to be early rather than delayed introduction of characters into the CFL curriculum – at least insofar as is recorded in research, which has mostly examined CFL students and instruction at postsecondary schools in the United States.

Furthermore, at this time it is unclear whether different CFL settings require different timing of character instruction, and if so, what would be the ideal time to start character instruction in a given CFL setting. As Knell & West rightly note, most research concerning CFL learners has been done with postsecondary school students, and it is unclear to what extent such research can justifiably be generalised to younger learner populations (students in primary and secondary schools) (Knell & West, 2017: 522).

Handwriting

Handwriting has long been thought to have several beneficial effects, such as a positive effect on (long-term) retention (Guan et al., 2011: 514; Hsiung et al., 2017: 309) and improved character recognition or reading abilities (Guan et al., 2011: 514; Xu et al., 2013: 433-434). Writing is thought to lead to high-quality orthographic representations (Guan et al., 2011: 514; Cao et al., 2013: 442; Xu et al., 2013: 434), and to help form strong form-meaning links (Guan et al., 2011: 514; Cao et al., 2013: 441; Hsiung et al., 2017: 304, 309).

The two most frequently given reasons for such benefits are the following. Handwriting is thought to help create long-lasting motor representations, which in turn can serve later recognition of characters (Guan et al., 2011: 510; Hsiung et al., 2017: 304). Also often mentioned is that handwriting entails a greater visual attention or attention to form than for instance passive reading, and may therefore lead to high(er)-quality orthographic representations (Guan et al., 2011: 514; Cao et al., 2013: 442; Xu et al., 2013: 434).

However, Guan et al. have cautioned that “whatever supportive role writing might play in Chinese reading, it is not a necessary condition for learning to read” (Guan et al. 2011: 510), and opponents of emphasis on handwriting also exist. Often-heard arguments against handwriting generally centre around the following: demanding students learn to write characters while they’re also developing other skills (such as listening, speaking, and reading) entails a heavy cognitive load, as a result of which students may lose motivation (e.g. Ye, 2013: 618-619; Everson, 1998: 194); and in today’s digital era, according to some, hand-writing skills are simply not as relevant as they used to be (e.g. Allen, 2008: 238; He & Jiao, 2010: 218).

It may be that learning to write Chinese characters is valued enough by students to overcome concerns about a possible loss in motivation. For instance, in Ye’s study, one of the reasons teachers stated for advocating early character instruction was that “students are interested in learning characters” (Ye, 2013: 619), and one of the reasons students gave for preferring early character instruction was that “characters are an essential aspect of the Chinese language” (ibid.: 617). In this regard then, *not* teaching students how to write Chinese characters may in fact prove disappointing to students, and might consequently lead to a decrease in their motivation for learning the language.

Furthermore, most research has pointed to the benefits of handwriting rather than to its downsides. Perhaps most importantly, even those sceptical about an emphasis on handwriting (e.g. Allen, 2008) tend to advocate a decrease of the emphasis on handwriting, or a later introduction of handwriting practice (Allen, 2008: 244-245): they do not favour discarding handwriting practice altogether.

Typing

Related to this, some have argued that typing as a way of writing should complement handwriting, and should be integrated into the curriculum from the start. They argue it is better if handwriting is introduced gradually and generally only later, preferably after students have consolidated other skills (electronic writing, listening, speaking, reading) (Allen, 2008: 245, 247; He & Jiao, 2010: 227).

They point out that with phonetic input methods (e.g. using Pinyin), “[i]f you can say it, spell it, and read it, you can write it” (Allen, 2008: 239). Students could thus initially use the time otherwise spent on practicing handwriting to increase their vocabulary and develop other skills, including those needed to type “whatever they can

produce orally” (He & Jiao, 2010: 221-222). He & Jiao found that, using a ‘Computer Chinese’ approach which focuses on typing rather than handwriting, students “can learn 30-50% more words per lesson than students using traditional methods [i.e. handwriting] and can therefore progress much more quickly” (He & Jiao, 2010: 232).

Both of the above-mentioned studies advocate emphasising handwriting only after students have reached some level of proficiency in other skills – though exactly what level remains unspecified – and even then only if/where necessary (Allen, 2008: 246-247; He & Jiao, 2010: 227). Allen, for instance, notes that if one strictly follows the textbook in introducing characters to be handwritten, students will likely be required to write terms “that a student would have very little need to write (as opposed to recognize) in any real-world circumstance” (Allen, 2008: 246-247). It would be better to make a selection, for instance based on frequency of use (Allen, 2008: 247; He & Jiao, 2010: 230).

Stroke order

Most researchers appear to agree that it is useful to teach CFL learners the correct stroke order for characters they are learning, because, like handwriting – and as opposed to passive reading – it may involve more attention to form. It may therefore result in high-quality orthographic representations, perhaps all the more so when presented through animated stroke order displays. It could therefore lead to better form recognition, and may aid long-term recognition. (e.g. Chang et al., 2015; 89; Xu et al., 2013; 433-434).

Stroke order can be taught not just by means of static stroke order images, but by the use of stroke order animation as well. Stroke order animation might provide some middle ground for proponents and opponents of emphasis on handwriting. While handwriting practice is time- and labour-intensive, stroke order animation is less so, and may provide some of the benefits associated with handwriting. For instance, Xu et al. found that “[w]riting and [stroke order] animation both led to better form recognition” (Xu et al., 2013: 423).

This does not necessarily mean that stroke order animation can outright replace handwriting, however. Several studies have mentioned a trade-off effect, with different conditions (reading, animation, [hand]writing) facilitating “different aspects of

orthographic knowledge development” (Xu et al., 2013: 435; Chang et al., 2015: 91; see also Guan et al., 2011: writing strengthened orthography, typing Pinyin strengthened phonology). As different conditions (reading, animation, handwriting, typing) have different benefits and drawbacks, perhaps all such aspects should to some extent be included in CFL instruction.

Radicals and Components

First of all, it is important to define the concepts of ‘radical’ and ‘component’ (or ‘chunk,’ these terms are here used interchangeably) as used here. Radicals, 部首 *bùshǒu* in Mandarin, “are the smallest meaningful orthographic units that play semantic or phonetic roles in compound characters” (Shen & Ke, 2007: 99). A component (or chunk), 部件 *bùjiàn* in Mandarin, is what Shen & Ke call a perceptual unit: “a unit in a compound character that plays a visual role because it is a visually integral unit and separated by a diminutive space from other units” (ibid.). “Unlike radicals, chunks are not consistently associated with a particular function” (Xu, Chang & Perfetti, 2014: 774).

To illustrate, see this reproduction of the example given by Xu, Chang & Perfetti: “婚 (*hūn*, ‘wedding’) consists of 女 (*nǚ*, ‘female’) as a radical and 昏 (*hūn*, ‘dusk’) as a phonetic component [what this study calls a phonetic radical]; but it is also composed of three chunks: 女, coincidentally a radical; and 氏 and 日, which do not serve semantic or phonetic functions in this compound character” (Xu, Chang & Perfetti, 2014: 774).

Radicals may consist of one or more component(s), and components can overlap with radicals when a radical is not further divisible into smaller components (i.e. it consists of a single component, as with 女 in the example above).

Estimates vary, but the majority of Chinese characters are semantic-phonetic compound characters (see e.g. Shen & Ke, 2007: 98; Xu, Chang & Perfetti, 2014: 774; Wang, Yin & McBride, 2015: 52; Nguyen et al., 2017: 2; all give estimates of 80% and higher), with part of the character indicating the meaning category of the character – often called semantic radical, radical, or signific – and part of the character providing a hint as to the pronunciation of the character – often called phonetic radical, phonetic component, or phonetic. Semantic radicals are typically more reliable than phonetic radicals, which are thought to be reliable in only about 26% of semantic-phonetic compound characters (even without taking tonal difference into account)– authors

generally cite this number from the article by Fan, Gao & Ao.¹

As Nguyen notes, research has found that:

“Semantic radicals, which represent the semantic category information of Chinese characters, play an important role in character decoding and reading for both native and non-native Chinese speakers” (Nguyen et al., 2017: 1).

See for instance: Feldman & Siok, 1999; Williams & Bever, 2010; Wang, Yin and McBride, 2015 for research with native speakers, and Shen & Ke, 2007; Tong & Yip, 2015 for research with non-native speakers. One of the benefits of semantic radical awareness is that it “can help readers disambiguate homophones, which are abundant in the Chinese language” (Nguyen et al., 2017: 2).

This is not to say that phonetic radicals don’t play a role of any significance, however: Anderson et al. have found that L1 “children as young as second grade can make use of information in the phonetic component to learn the pronunciations of novel compound characters” (Anderson et al., 2003: 56). However, evidence of a semantic radical bias has been found in research with L1 learners (e.g. Williams & Bever, 2010) as well as in research with CFL learners (e.g. Tong & Yip, 2015; Zhang et al., 2016; but see Williams, 2013): not surprising as semantic radicals are thought to be more reliable.

The results from studies with L1 Mandarin children and adults have led researchers to surmise that explicit instruction about radicals – particularly semantic radicals – may benefit CFL learners (e.g. Taft & Chung, 1999: 244; Shen & Ke, 2007: 98). Quite a few studies have been conducted based on this premise, putting it to the test. Such studies have substantiated the assumption that explicit instruction of (semantic) radicals benefits CFL learners, finding that it can lead to better character recognition and production, and increased orthographic awareness (e.g. Shen & Ke, 2007; Xu, Chang & Perfetti, 2014; Nguyen et al., 2017).

Research has offered several suggestions based on the results found in studies such as those mentioned above. Radical knowledge should be taught “systematically starting at the earliest stages of learning” (Shen & Ke, 2007: 109), as CFL learners, like L1 learners (e.g. Anderson et al., 2013; Wang, Yin & McBride, 2015) quickly develop the skills to decompose characters and to apply this knowledge to the learning of new characters (Shen & Ke, 2007; Wang, Perfetti & Liu, 2003). One study found that

¹ Fan, K. Y.; Gao, J. L.; and Ao, X. P. 1984. “Pronunciation principles of Chinese characters and alphabetic script [in Chinese].” *Chinese Character Reform* [中国文字改革], 3: 23-27.

introducing the relevant radicals at the first presentation of a character (as opposed to before, or at repeated later presentations) is most beneficial for learning characters (Taft & Chung, 1999: 246).

As for which radicals to introduce, research generally stresses introducing semantic radicals is beneficial, while some reservation regarding teaching phonetic radicals and unreliable radicals in general seems prudent (e.g. Shen & Ke, 2007:109; Williams, 2013: 311-312; Zhang et al., 2016: 511-512, 518; Nguyen et al. 2017: 11, but see Anderson et al., 2003: 57; which suggests current L1 practice might be overly conservative). There is also something to be said for introducing especially radicals: of high overall frequency; which appear in many different characters; and which generally occur in the same position within a character (Shen & Ke, 2007: 97-98).

It has also been suggested that grouping characters according to shared semantic radicals may help beginning learners form stronger form-meaning links than not grouping them together (Xu, Chang & Perfetti, 2014: 779). Xu & Padilla go a step further, suggesting teachers group characters sharing components as well as characters sharing radicals (Xu & Padilla, 2013: 416).

Finally, regardless of the exact approach to introducing radical knowledge, several authors stress the importance of repeated practice (e.g. Xu & Padilla, 2013: 416; Xu, Chang & Perfetti, 2014: 780-781, 789).

Strategies

Most studies about language learning strategies (LLS) in CFL learning have been conducted with English-speaking university students. Although it is as yet unclear what kind of strategies secondary school students most commonly use in their Chinese character learning due to the scarcity of research, several studies with university students (Shen, 2005; Wang, Spencer & Xing, 2009) and a study with secondary school students (aged 11-15: Grenfell & Harris, 2015) at least agree on the following.

Students may not initially be aware of all available strategies and learn to appreciate the usefulness of certain strategies as learner level increases (Shen, 2005: 60; Wang, Spencer & Xing, 2009: 47; Grenfell & Harris, 2015: 4); and teachers should explicitly teach strategies and help students evaluate which strategies work for them, which may not only aid in their language learning, but may empower them and lead to improved self-esteem and confidence as well (Shen, 2005: 62; Wang, Spencer & Xing, 2009: 47, 54;

Grenfell & Harris, 2015: 11).

Shen has argued that even if students “have knowledge of metacognition, they may not actively use that knowledge to develop metacognitive strategies” (Shen, 2005: 62), and that research has suggested that “the development of metacognitive strategies will directly contribute to the learning outcome and induce the student to become a self-empowered learner” (ibid.). This is in line with Wang, Spencer & Xing’s stating that metacognition:

“focuses on the role of awareness and executive management of thinking, and helps learners become active participants in the learning process, instead of passive recipients of instruction and imposed experiences” (Wang, Spencer & Xing, 2009: 47).

Grenfell & Harris have similarly noted that it has been argued that “it cannot be assumed that learners will automatically develop LLS unaided or know how to deploy them in a way that is appropriate to the task in hand. Hence, the belief that they should be taught explicitly” (Grenfell & Harris, 2009: 2). Apart from this, however, Grenfell & Harris note that “if inventing their own idiosyncratic story helps students remember the meaning of a character, or the direction of the strokes, then its value should be recognised” (Grenfell & Harris, 2009: 11).

To sum up, these studies argue that learners should be made aware of the strategies they are using as well as of other possible strategies, and that the teacher should help them evaluate which strategies work for them (and in what instances). The value of any strategy which works for students should be recognised, and no particular strategy should be imposed.

Discussion & Conclusion

Mastering the Chinese character script is one of the major challenges CFL learners face when learning Mandarin, and much research has been done with the aim of finding ways to facilitate character learning for these learners. How should Chinese characters be taught to CFL learners? This chapter has examined what research has had to say on this.

First of all, a general caveat: it is clear that for any of the discussed aspects of character instruction and learning, the generalisability of research is very much at question, as the majority of research has been conducted with English-speaking postsecondary school students, most often in the United States. It is unclear to what extent any such research results can be generalised to secondary school CFL settings in general, and Dutch high schools in particular, which form the main focus of the present essay.

Where the timing of character instruction is concerned, experimental studies conducted so far seem inconclusive as to when character instruction should ideally commence. Of course, it is quite possible that different groups of learners – for instance primary, secondary, or postsecondary school students – would benefit from different timing of character instruction. More research is clearly needed. General practice, as recorded in research, seems to be to introduce characters at or near the start of instruction.

Most research has pointed to the benefits of handwriting practice rather than to its downsides. Perhaps most importantly, even those sceptical about an emphasis on handwriting tend to advocate a decrease of the emphasis on writing by hand, or a later introduction of handwriting practice: they do not favour discarding it altogether.

Some have argued that typing as a way of writing should complement handwriting, and should be integrated into the curriculum from the start. With less focus on or even a later introduction of handwriting into the curriculum, students would be able to use the time otherwise spent practicing handwriting to increase their vocabulary and develop other skills, although the questions of which characters to introduce for handwriting practice and when exactly to introduce them need further attention.

Most researchers appear to agree that it is useful to teach CFL learners the correct stroke order for characters they are learning. Stroke order can be taught not just by means of static stroke order images, but by the use of stroke order animation as well. Stroke order animation might provide some middle ground for proponents and

opponents of emphasis on handwriting. As different conditions (reading, animation, writing) have different benefits and drawbacks, however, perhaps all should to some extent be included in CFL instruction.

The majority of Chinese characters are compound characters, with part of the character indicating the meaning category of the character, and part of the character giving a hint as to the pronunciation of the character – though the latter is thought to be less reliable. Both L1 Mandarin learners and CFL learners use the information provided by these two types of radicals – semantic and phonetic radicals – in character acquisition and reading, although a semantic radical bias has been attested for both groups of learners in research.

Since teaching radicals and related knowledge to CFL students is thought to benefit their character acquisition and reading skills, research has come up with several recommendations. Radical knowledge should be taught right from the beginning stage, and introducing relevant radicals might be most effective when they are introduced at the first presentation of the character(s) in which they occur.

Because of their higher reliability, semantic radicals are better suited for explicit teaching than phonetic radicals. The introduced radicals should especially be radicals: of high overall frequency; which appear in many different characters; and which generally occur in the same position within a character. Grouping radical-sharing characters together is also thought to be beneficial. Regardless of the exact approach to introducing radical knowledge, repeated practice is key.

Several studies have argued that learners should be made aware of the strategies they are using as well as of other possible strategies, and teachers should help them evaluate which strategies work for them (and in what instances). The value of any strategy which works for students should be recognised, and no particular strategy should be imposed.

2. Textbooks

Goal

To gain an understanding of how several beginner-level Mandarin textbooks in use at Dutch high schools teach Chinese characters.

Main research questions

1. Is the emphasis in the textbooks on words, or on characters? Is it on most frequently used words? Or on most frequently used characters?
2. How are characters introduced, and which kind of characters are introduced: simplified and/or traditional ones?
3. Is a lot of character-related knowledge taught?
4. Are stroke order and writing ability stressed?

For the corresponding sub-research questions, see Appendix A.

Methodology

Choice of textbooks

An informal overview of beginner-level Mandarin textbooks in use at Dutch high schools was obtained: this was the result of some Dutch CFL teachers asking around among fellow teachers and relaying the obtained information. By far the most-mentioned textbook series was the *Chinees? 'n Makkie!* (中文? 好学! *Zhōngwén? Hǎoxué!* 'Chinese? Easy-Peasy!') series. This textbook series was thus selected for inclusion in the present study.

Two more textbook series in use by more than one teacher were also selected for use in this study. These textbook series are: *Chinees in tien verdiepingen* (中文十层 *Zhōngwén shí céng* 'Chinese in ten floors'), and "*Ik leer Chinees*" 我学中文 (*Wǒ xué Zhōngwén* "I'm learning Chinese"). These were favoured over other textbook series because the latter were not (originally) designed specifically for use in Dutch secondary education and were generally in English rather than in Dutch. Of each of the three

textbook series, only the first volume was examined, i.e. the ‘from zero’ beginner-level textbook, giving a total of three books. Rather than referring to the full title including which volume, these books are hereafter referred to as *Chinees? ‘n Makkie!*, *Chinees in tien verdiepingen*, and *“Ik leer Chinees”*, respectively.

Choice of lists for reference

Several lists for reference were selected to compare the included vocabulary items and characters to. First of all, the lists in the *Frequency Dictionary of Mandarin Chinese: Core Vocabulary for Learners*, hereafter: *Frequency Dictionary* (Xiao, Rayson, and McEnery, 2009 [eBook: 2015]). This book includes both a word frequency list of about 5000 items, and a character frequency list of about 2000 items. The authors based these lists on a corpus of approximately 50 million words, or 73 million characters.

The authors of the *Frequency Dictionary* have divided their corpus into four categories: spoken, news, fiction, and non-fiction. Each of these comprises: 4,679,991 (spoken); 26,277,906 (news); 19,962,277 (fiction); and 22,158,904 (non-fiction) Chinese characters, respectively: they were gathered from among sources produced from the 1980s to 2006 (Xiao, Rayson and McEnery, 2015: 18). This corpus is thus a large and varied one, and relatively recent, suggesting it makes a good basis for reliable, representative frequency lists.

Secondly, the HSK vocabulary lists which form a reference point, if not a starting point, for many CFL learners in their process of acquiring the language were included. These, of course, are not frequency lists, but it is hypothesised that the HSK level in which a vocabulary item (first) appears may to some extent reflect their suitability for inclusion in beginner-level textbooks – with lower level items being more suitable.

Finally, for the included characters not just the character frequency list from the *Frequency Dictionary* was used for reference, but the 300-; 2500-; and 1000-character lists published by the People’s Republic of China’s Ministry of Education (MOE, 2011: 42-46, 46-70, and 70-80) were included as well. The 300-character list is meant for the first stage of primary education in China: it is a selection of some of the most basic and commonly used characters. The further lists of 2500 and 1000 characters include the characters of the first list and expand it, and are meant to serve as a standard for mandatory education. As such, these lists can be seen as a standard of basic literacy. A character’s inclusion in the 300-, followed by the 2500-, and the 1000-character lists, in

that order, like the HSK vocabulary lists for levels one through six, may to some extent reflect its suitability for inclusion in beginner-level textbooks.

Procedure

The textbooks were systematically analysed to answer each of the above-mentioned research questions. For research question 1, it was first established whether the textbooks offered any information on the considerations for the inclusion of the included vocabulary items and characters.

Lists of the included vocabulary of all books were compiled, and each vocabulary item's frequency rank was looked up in the *Frequency Dictionary's* word frequency list and recorded. It was also examined and recorded in which HSK level a given vocabulary item (first) appears. If they did not appear in the reference lists, '——' was recorded instead. A full list of all included vocabulary items is appended, see Appendix B. Note that the definition for 'word' in Mandarin is far from straightforward (see e.g. San, 2015), and that in this study, what is meant by the term 'word,' is a vocabulary item.

As it soon became abundantly clear that the focus in the examined textbooks is on words rather than on characters, and as writing characters requires a more active knowledge than does recognising characters, the analysis of the characters in the textbooks was limited to the characters which learners need to be able to write as well as recognise. For all books, lists of the characters learners have to learn to write were compiled, and each character's frequency rank was looked up in the *Frequency Dictionary's* character frequency list and recorded. It was also examined and recorded in which MOE list a given character (first) appears. For the full list, see Appendix C.

In order to answer research question 2, first, it was noted whether characters are introduced at or near the start of the textbooks (or later), and whether this is before; after; or simultaneous with the introduction of Pinyin. Second, it was established whether the textbooks introduce simplified and/or traditional characters.

The third research question encompasses various aspects, which were all examined in turn. These aspects are: whether the textbooks introduce information on the etymology of characters; whether they teach the various possible structural configurations of characters (e.g. left-right, top-bottom, enclosure-enclosed); whether radicals are explicitly taught; and whether connections are made between characters sharing a semantic radical or a phonetic radical.

The fourth research question was addressed by looking at: whether learners are expected to write Mandarin in exercises – and if so, whether in Pinyin, characters, or both; whether stroke order is explicitly taught; and whether the basic strokes that make up character components and characters are (also) taught separately.

For the vocabulary and character data, descriptive statistics were obtained using IBM SPSS Statistics, version 24.

Results

Research question 1 – Emphasis on (most frequently used) words or characters?

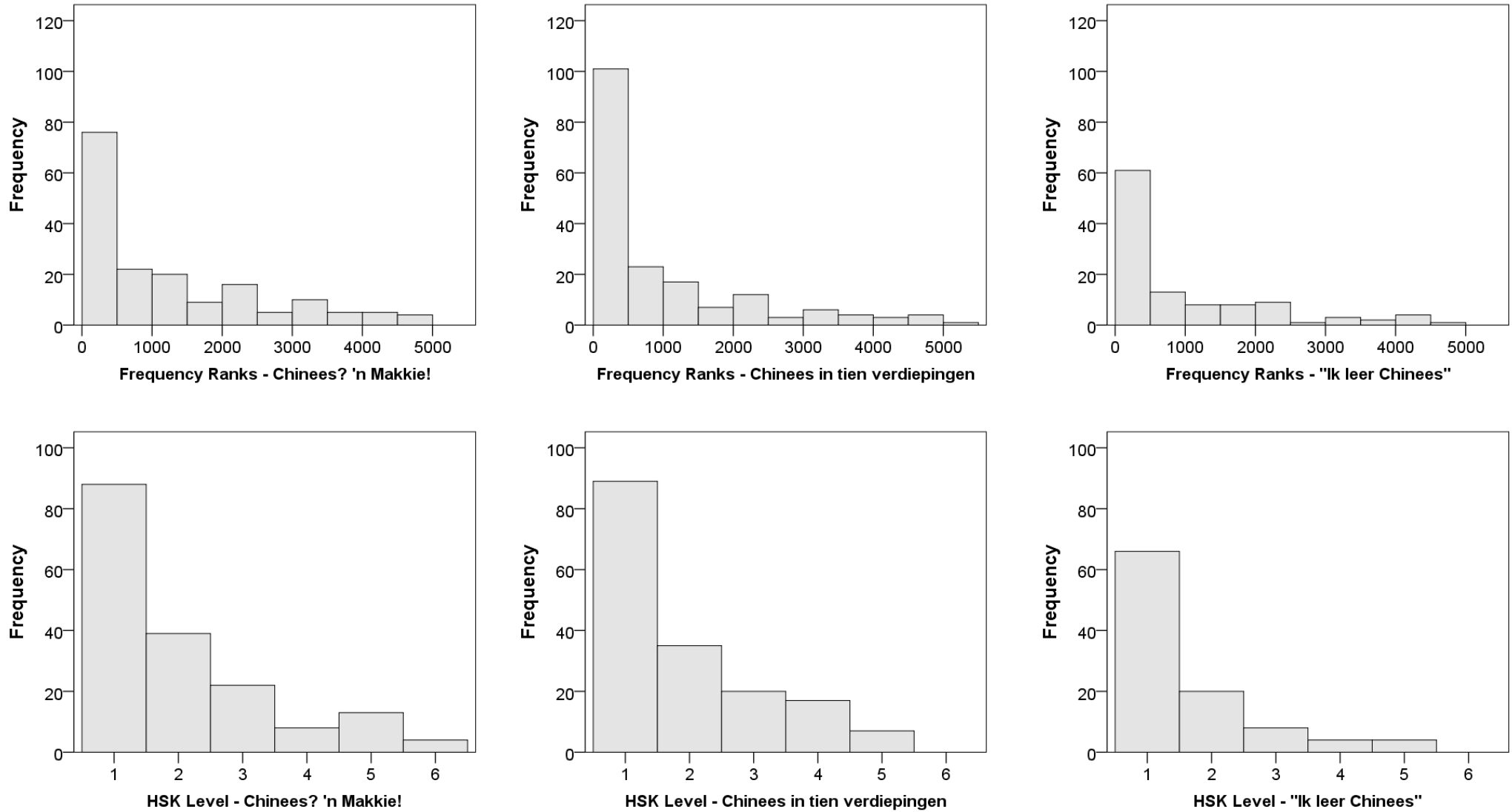
Several facts contribute to the view that in all of the examined textbooks, the emphasis is on words rather than on characters. *Chinees? ‘n Makkie!* and *“Ik leer Chinees”* present vocabulary lists before the dialogue or monologue section in each chapter, while the character writing section is not included until after several other sections, near or at the end of each chapter. *Chinees in tien verdiepingen* presents the dialogue before the vocabulary list, but likewise does not present the character writing section until after these sections. Both *Chinees in tien verdiepingen* and *“Ik leer Chinees”* present the characters to be written in the combinations in which they occur in the vocabulary lists, and the same is true for all characters to be recognised in all of the books’ vocabulary lists: if they are not single-character vocabulary items, they are not presented in isolation. Perhaps most telling is that all books include vocabulary lists at the end of the book, but none of them include character lists.

The textbooks don’t mention whether lists of frequently-used words or lists of frequently-used characters were taken into consideration in compiling the textbooks. Of the total number of vocabulary items per textbook, by far not all were included in the used reference lists, presumably in part due to the inclusion of idioms and phrases.

Table 1. Numbers of vocabulary items included or not included in reference lists.

Textbook	Reference list	Items included	Items not included	Total
<i>Chinees? ‘n Makkie!</i>	Frequency list	172	184	356
	HSK vocabulary	174	182	356
<i>Chinees in tien verdiepingen</i>	Frequency list	181	54	235
	HSK vocabulary	168	67	235
<i>“Ik leer Chinees”</i>	Frequency list	110	95	205
	HSK vocabulary	102	103	205

Fig. 1. Graphs showing the spread across frequency ranks and HSK levels for all the vocabulary items of the three textbooks found in the lists.



In the graphs in Fig. 1, the y-axis denotes the number of vocabulary items occurring in a specific frequency rank range (with each bar on the x-axis having an interval width of 500, and the first bar starting at value '1' as there is no frequency rank '0': 1-500; 501-1000, 1001-1500, etcetera) or HSK level (1 through 6), which are given on the x-axis of the upper, respectively the lower, row of graphs. Of the vocabulary items that are to be found in the reference lists, at least, it is clear that the majority are among the lower frequency ranks (i.e. they are of a high frequency) and the lower HSK levels.

For the characters, only the ones which learners are expected to learn to write as well as recognise were examined. This gives the following total numbers of characters: 125 for *Chinees? 'n Makkie!* (5 for all chapters except for chapter 4, which introduces the characters for numbers 1 through 10), 72 for *Chinees in tien verdiepingen*, and 83 for "*Ik leer Chinees*". Unlike the examined vocabulary items, all of these are included in the used reference lists, and the majority are both of a high frequency and included in the most basic MOE list, as can be seen from the data in Tables 2 and 3.

Table 2. Frequencies and percentages of characters in the given frequency rank ranges.

Frequency rank range	<i>Chinees? 'n Makkie!</i>		<i>Chinees in tien verdiepingen</i>		<i>"Ik leer Chinees"</i>	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
0001 - 0500	65	52	68	94.4	67	80.7
0501 - 1000	56	44.8	4	5.6	11	13.3
1001 - 1500	4	3.2	0	0	2	2.4
1501 - 2000	0	0	0	0	3	3.6
Total	125	100	72	100	83	100

Table 3. Frequencies and percentages of characters in the given MOE lists.

MOE List	<i>Chinees? 'n Makkie!</i>		<i>Chinees in tien verdiepingen</i>		<i>"Ik leer Chinees"</i>	
	Frequency	Percentage	Frequency	Percentage	Frequency	Percentage
'300'	99	79.2	58	80.6	66	79.5
'2500'	26	20.8	14	19.4	17	20.5
'1000'	0	0	0	0	0	0
Total	125	100	72	100	83	100

The words in the books can be said to be organised by theme, as all chapters have a certain theme and the introduced vocabulary is related to the theme of the chapter. For *Chinees? 'n Makkie!*, the 24 chapters are divided into 8 'themes' which each include three chapters. The characters can be said to be organised by theme only insofar as they are included in the vocabulary, which is related to the theme of the chapter it is presented in.

Research question 2 – Introduction of characters

All three of the examined beginner-level textbooks introduce Pinyin and characters more or less simultaneously at the beginning of the book. Both *Chinees in tien verdiepingen* and *"Ik leer Chinees"* introduce the Pinyin transcription before asking students to read and write Chinese characters. *Chinees? 'n Makkie!* dives right in, presenting both characters and the corresponding Pinyin in the first chapter's vocabulary list, right on the first page of chapter 1. It does not have a separate section introducing the Pinyin transcription (although it does provide such information on the accompanying website). All three books ask students to read and write at least some characters in the first chapter, as well as in all subsequent chapters.

Each of the examined textbooks only requires students to recognise and write simplified characters. In fact, with the exception of *Chinees in tien verdiepingen*, the textbooks don't bring students into contact with traditional characters at all. *Chinees in tien verdiepingen* briefly introduces which areas currently use simplified characters and which areas still use traditional characters, as well as the simplification process. It also juxtaposes a few traditional characters and their simplified counterparts from the vocabulary students learned just prior to that (Van Crevel [eds.] et al., 2011: 133). This information is included just after the first dialogue of chapter 4, which is about two-thirds through the textbook.

Research question 3 – Character-related knowledge

Some information about Chinese characters' etymology is provided by all but one of the textbooks. In *Chinees? 'n Makkie!*, chapter 2 includes images that show several different stages for three characters. It explains that the first characters were 'drawings' that became more abstract over time (Tsui, 2016: 19). *Chinees in tien verdiepingen* presents several different script styles that developed over time (for a single character). Unlike *Chinees? 'n Makkie!*, it presents this information about halfway through the final chapter,

near the end of the book (Van Crevel (eds.) et al., 2011: 182). However, it also mentions that the earliest characters were drawings near the beginning of the second chapter (ibid.: 47), which is rather closer to the beginning of the book.

The various possible structural configurations of characters (e.g. left-right, top-bottom, enclosure-enclosed) are not taught in any of the examined textbooks. *Chinees in tien verdiepingen* does mention that most characters are composed of two components, one of which tells you something about the meaning of the character, and one of which tells you something about the pronunciation of a character. It calls the former 'radicals,' but does not specify what to call the latter (Van Crevel [eds.] et al., 2011: 47). *Chinees? 'n Makkie!* similarly mentions that 'complex characters' are often composed of two 'simple' characters, which it calls 'radicals' and 'sound elements' (Tsui, 2016: 27).

Except for "*Ik leer Chinees*", the examined textbooks explicitly teach radicals, however, they only systematically introduce *semantic* radical knowledge. Both *Chinees in tien verdiepingen* and *Chinees? 'n Makkie!* do mention phonetic radicals (*Chinees? 'n Makkie!* refers to them as 'sound elements'; in *Chinees in tien verdiepingen* they remain nameless), and mention they tell you something about the pronunciation of a character (Tsui, 2016: 27; Van Crevel [eds.] et al., 2011: 47). However, any exercises involving radicals focus exclusively on semantic radicals. *Chinees in tien verdiepingen* further notes that learners are likely to become better at guessing the pronunciation of unknown characters as their knowledge of Chinese increases (Van Crevel [eds.] et al., 2011: 88).

Both books mention the usefulness of recognising semantic radicals for looking up characters in dictionaries, as characters are often ordered according to semantic radicals and the number of strokes of the rest of the character – excluding the semantic radical (Tsui, 2016: 42; Van Crevel [eds.] et al., 2011: 88). *Chinees in tien verdiepingen* includes information on, and exercises with, semantic radicals in chapters 2 and 3, between the two dialogues: this same space is used to introduce information about strokes and stroke order in chapter 1, and about historical developments of the script in chapters 4 and 5. *Chinees? 'n Makkie!* first introduces stroke order rules in chapter 1, some information on the historical development of the script in chapter 2, and some radical knowledge in chapters 3, 4, and 5. It then introduces a 'radical of the week' for each chapter beginning with chapter 6.

"*Ik leer Chinees*" does not include any explicit information on radicals, so, naturally, it also does not make links between characters with the same semantic radicals. Both

other books contain exercises which ask students to group characters according to a shared semantic radical (Tsui, 2016: 35, 123; Van Crevel [eds.] et al., 2011: 52-53), and also provide some related information elsewhere in the book. For instance, the example characters provided in the ‘radical of the week’ section included in every chapter of *Chinees? ‘n Makkie!* starting from chapter 6; and *Chinees in tien verdiepingen* mentions that the wood-radical 木 *mù*, which is also a character in itself, appears in the names of trees (Van Crevel [eds.] et al., 2011: 47).

None of the examined textbooks make connections between characters sharing a phonetic radical, although, as already noted above, *Chinees in tien verdiepingen* does mention that the more Chinese one knows, the better able one will be to predict the pronunciations of unknown characters – evidently referring to developing knowledge of phonetic radicals and the skills to apply such knowledge.

Research question 4 – Stroke order, basic strokes, and writing ability

All of the textbooks expect students to write Mandarin in exercises, sometimes in characters, sometimes in Pinyin. However, *Chinees? ‘n Makkie!* stands out in that it includes relatively few writing exercises which ask students to write in characters. Indeed, it proclaims in the foreword that its chapters “are especially aimed at the speaking, reading of, and listening to the Chinese language [i.e. Mandarin],” and that it limits the amount of characters learners have to learn to write because of the challenge characters pose to learners (Tsui, 2016: 5). Somewhat similarly, *Chinees in tien verdiepingen* in chapter 1 professes a focus on Pinyin to allow learners to quickly expand their vocabulary. (Van Crevel [eds.] et al., 2011: 9). Like *Chinees? ‘n Makkie!*, it also limits the number of characters students have to be able to write. However, it does stress the importance of writing to memory and encourages students to practice writing characters by hand (Van Crevel [eds.] et al., 2011: 8). None of the books ask learners to learn to write more than ten new characters per chapter.

All books introduce the relevant stroke order for at least the characters students are expected to be able to write. Two of the books also provide some information on general stroke order rules. In “*Ik leer Chinees*”, stroke order is only introduced for the relevant characters to be written: at the end of each chapter, practice sheets are included, which provide static stroke order displays and space to practice writing the characters in square boxes of the same size. There is no general introduction on stroke order rules. It

does, however, stress that students should apply the provided stroke order when writing characters, and that they should finish writing one character before moving on to the next (Paardekooper, 2018: 2).

In *Chinees in tien verdiepingen*, general stroke order rules are explained in the first chapter (Van Crevel [eds.] et al., 2011: 10-11). The book itself does not include practice sheets with stroke order for the characters students are expected to be able to write, however, such practice sheets are available on the accompanying website, where students can also view stroke order animations for these characters.

Chinees? 'n Makkie!, like *Chinees in tien verdiepingen*, provides general stroke order rules in the first chapter of the book (Tsui, 2016: 12). Like “*Ik leer Chinees*”, it also provides static stroke order diagrams for each of the characters students are expected to learn how to write, and (limited) space for students to practice writing characters in.

Unlike the other two books, *Chinees in tien verdiepingen* includes information on basic strokes that characters are composed of, on the same pages as the introduction of basic stroke order rules in chapter 1 (Van Crevel [eds.] et al., 2011: 10-11).

Interestingly, *Chinees? 'n Makkie!* and *Chinees in tien verdiepingen* also include handwriting samples that give learners some practice in recognising handwritten characters. Something else worth noting is that each of the examined textbooks has an accompanying website with extra material.

Discussion

This study has several limitations. The selection of the textbooks was not random, yet only based on an informal overview of textbooks in use at Dutch high schools. The number of examined textbooks is also small, as is the number of employed reference lists. This study examined vocabulary items as if they are ‘words,’ but some of the included vocabulary in the textbooks are idioms and phrases which may therefore not be found in ‘word frequency lists’ which employ a different definition of ‘word.’ It might also be worthwhile for future studies to take the difference between textbooks’ vocabulary and textbooks’ extra vocabulary into account. The character examination only included characters students have to learn to write as well as recognise. More comprehensive future studies could provide further insights.

Conclusion

To sum up, the present study found the following. The emphasis in all of the examined textbooks is on words rather than on characters.

Although the majority of the vocabulary items included in the reference lists are among the higher-frequency and lower HSK level items, a lot of vocabulary items were in fact not included in the reference lists. We can thus not conclude from the data presented here that the textbooks use mostly most-frequent words.

The examined characters are all characters which occur in the used reference lists, and the majority are high frequency characters and appear in the most basic MOE list. This suggests that the characters learners are expected to learn to write as well as read are generally high frequency characters.

Characters are introduced more or less simultaneously with Pinyin in all of the examined textbooks, right at the beginning of the books. Learners are only expected to learn to read and write simplified characters.

Regarding character-related knowledge, some information on the etymology of characters is introduced in two of the books, but it is not introduced systematically. The various structural configurations receive little attention. However, radical knowledge is explicitly taught in two of the examined books, mostly concerning semantic radicals rather than phonetic radicals. Connections between characters sharing semantic radicals are made in these books.

Stroke order is stressed in all of the textbooks. One of the books also presents the basic strokes which make up characters. Writing ability is emphasised in all three books as well, but *Chinees? 'n Makkie!* clearly focuses more on other abilities, including typing characters using Pinyin, than on writing characters.

3. Interviews

Goals

In this study, current teaching practice is seen as being composed of two main constituents, one being the textbooks (i.e. the main teaching material used), and the other being the approaches of teachers: not all teachers necessarily strictly follow any particular textbook(s), and individual teachers may have different areas of focus, perhaps stressing certain aspects more than others.

In order to gain an understanding of how teachers of Chinese as a Foreign Language teach Chinese characters, several interviews were conducted. A number of Dutch teachers – who use the textbooks analysed in the Textbook chapter for at least part of their classes – were interviewed on their views and approaches regarding teaching Chinese characters at Dutch high schools.

A further goal was to compare the views and teaching practice of Dutch CFL teachers with those of Chinese CFL teachers, who have come into contact with Chinese characters their whole lives, and may have different views and approaches – if not quintessentially ‘Chinese’ ones. To this end, half of the conducted interviews were held in China with Chinese CFL teachers, with the other half held in The Netherlands, with Dutch CFL teachers.

Main research questions

Largely analogous to the analyses of the textbooks, the main research questions the interviews sought to answer are the following:

1. Is the emphasis on words, or on characters? Is it on most frequently used words? Or on most frequently used characters?
2. How are characters introduced, and which kind of characters are introduced: simplified and/or traditional?
3. Is a lot of character-related knowledge taught?
4. Are stroke order and writing ability stressed?

5. Are the views and teaching practice of Chinese CFL teachers teaching in China and Dutch CFL teachers teaching in The Netherlands similar, or do they differ? If they differ, in what way(s)?

Methodology

Participants

Two groups of participants were interviewed: a group of four CFL teachers working at the College of International Education (CIE) of Shandong University, Jinan, China (two male, two female), was interviewed to gain an understanding of the approaches and views of Chinese CFL teachers, and to allow for comparison with Dutch CFL teachers. The main reason for this choice of participants was that the author studied abroad at Shandong University (as part of the MA Asian Studies: Chinese Studies of Leiden University), and thus could readily get in touch with the teachers at the CIE there.

A group of four Dutch CFL teachers (three female, one male) was interviewed to gain an understanding of their views and teaching practice, and to compare these with those of Chinese CFL teachers. The Dutch CFL teachers were recruited from among the teachers participating in a 'study day' for Dutch high school CFL teachers organized by the NUFFIC on March 19, 2019. All of them use one of the textbooks analysed in the textbook chapter in at least part of their classes.

Procedure

All interviews with Chinese CFL teachers were conducted in China, three of them on campus at the teacher's office (and CFL courses) building, one using WeChat video call (as the teacher in question was at the time attending courses in another Chinese city). These interviews took place in November and December of 2018, with one exception: the video chat interview took place in January 2019.

Of the interviews with Dutch CFL teachers, two were conducted immediately on the 'study day' at which teachers were recruited: for the other two interviews, contact information was exchanged and the interviews planned on a later date. The interviews were then held in Leiden (as was agreeable to both the participating teachers and the interviewer). These interviews took place in March and April 2019.

In order to facilitate analyses of the interviews, and with the permission of the teachers participating, audio recordings were made for each interview. These recordings were used solely for the subsequent analyses of the interviews, and not shared with others. Each interview took between approximately 20 and 40 minutes. Before including participants' data in the final report of the results, signed consent forms were obtained for all participants. For the (unsigned) consent form, see Appendix E.

The interview questions were not always all asked in exactly the same order, as sometimes the interview at some point already touched on the subject of a later question, in which case the question was asked at that time (rather than strictly according to the order of the list of questions). A full English list of questions is appended: see Appendix D. The interviews with the Chinese CFL teachers were conducted in Mandarin, the interviews with the Dutch CFL teachers were conducted in Dutch. Below, the summarised results are presented.

Results

Chinese CFL teachers

General information

Not all of the interviewed teachers had direct experience with teaching characters, and one of the four teachers was not teaching courses at the time of interviewing. However, this is not deemed a significant drawback as the goal was not just to learn how Chinese CFL teachers teach Chinese characters, but also to gain insight into their views on how characters *should be* taught to CFL learners.

With regard to direct experience with teaching characters, the variation among the interviewed teachers can be explained by the different types of courses offered at the CIE. While 'integrated Chinese' courses are taught as well, other courses focus more exclusively on certain aspects of language acquisition, such as 'character;' 'reading and writing;' and 'listening and speaking' courses. The teaching experience of the teachers varied from 1 semester (half a year) to 7-8 years: just over 3 years on average.

Emphasis on (most frequently used) words or characters?

The teachers agreed that the emphasis in instruction is on words rather than on characters. For the introduction of characters, a fixed textbook is often not available, although worksheets are used to let the students practice writing the characters. New characters are often discussed based on the new words (and characters) appearing in other (e.g. the 'integrated Chinese') courses' content. One teacher specifically mentioned introducing words that are useful to the students in their daily lives in China, and which they could thus relate to.

When asked whether the teaching material, as far as they knew, was compiled with lists of frequently-used words and/or characters in mind, all teachers thought it likely that lists of frequently-used words had been taken into consideration, but they did not know for certain which one(s). Likely candidates for such lists that several of the teachers mentioned are the HSK vocabulary lists, and word lists for the CSC (China Scholarship Council) tests.

Introduction of characters

All teachers mentioned that Pinyin is taught in the first week, whether or not in a specific course for that purpose, but that at the same time students start other courses in which they come into contact with characters. The introduction of Pinyin and of Chinese characters, then, is more or less simultaneous, and both are generally introduced in the first week of instruction. Essentially, students at the CIE only come into contact with simplified characters, showing students traditional characters, even if only for comparison, is not general practice.

It depends on the particular course, and on how many (class)hours a week it is taught, how much content is discussed per week: for example, there is a dichotomy between pre-Bachelor students (预科学生 *yùkē xuéshēng*) and language students (语言学生 *yǔyán xuéshēng*). With the students preparing to take a Bachelor's degree in China, the pace is higher – up to approximately 100 new words per week – than in the courses the language students follow – approximately 20-30 new words a week. It is not clear how many new characters are introduced per week: the emphasis is on introducing new words, not on introducing new characters.

Teaching of character-related knowledge

For several aspects of character-related knowledge, teachers were asked whether they introduced and/or emphasised them. These were: etymology; structural configurations; radicals; and connections between characters sharing semantic and/or phonetic radicals. Stroke order, the basic strokes that make up components and characters, and writing ability are discussed separately under the next heading.

All teachers agreed that the (explicit) teaching of the structure of characters and of semantic radicals is useful. It was often mentioned that this helps students to remember characters, to write them well, and/or to distinguish between them. When asked whether the CIE, like them, considers such aspects to be important, they replied affirmatively, though they did not note on which research the CIE might base such notions.

Explicitly taught are the structure of characters (top-bottom, left-right, enclosure-enclosed etc.; mostly per specific character); and semantic radicals. For example, the teachers mentioned distinguishing characters that look similar on the basis of different semantic radicals (e.g. 清, 情 and 请), as well as grouping characters sharing a semantic radical. All of this is introduced early, in the first several weeks of instruction.

Less explicitly and/or frequently taught are the following. Occasionally etymology, generally just 'pictograms', most teachers don't want to make it too difficult for students, especially early on. One teacher mentioned using stories (whether historically accurate or not) to help students remember characters. Phonetic radicals, because you cannot simply 'read' a character based on the pronunciation of a phonetic radical as these are often not very representative of a character's pronunciation, are also less present in instruction.

Several teachers noted the importance of offering multiple types of knowledge and ways of learning Chinese characters, as not everything works for everyone. One teacher further argued that no one specific way of learning should be imposed: whatever works for a particular student to learn or remember characters is fine. Also mentioned was the importance of repetition.

Emphasis on (correct) stroke order and writing ability

The students are expected to learn how to write characters from the beginning of character instruction, preferably using the correct stroke order. Stroke order is taught during the first weeks. Students are encouraged to follow the given order, but several teachers noted that many do not, and there's really nothing to do about that. The basic strokes which make up character components and characters are also taught separately, though not emphasised as much as stroke order.

Students at an advantage/disadvantage

The interviewed teachers agreed that perhaps students from the 'Sinosphere' (e.g. Japan, Korea, Vietnam) have some advantage in the area of reading and writing at the outset, but that any such advantage is soon no longer obvious (if there was any to begin with). All in all, in the experience of the interviewed teachers, there aren't really any students (with a certain nationality or L1) who learn characters and Mandarin with considerably more or less ease than other students with a different L1 or nationality (in the long run). Several teachers mentioned that they thought motivation and hard work are more important.

Dutch CFL teachers

General information

Generally speaking, the interviewed teachers had at least some experience teaching at other schools than the high schools they currently teach at, including other types of schools, such as primary schools, colleges of higher education, and in adult education. Their total teaching experience ranged from 2-12 years, averaging just over eight years.

Unlike the courses offered at the CIE, CFL courses at Dutch high schools are generally a single 'integrated Chinese' course, often taught by the same teacher for a number of years. Another important difference is the amount of (class)hours a week: whereas at the CIE students typically only follow language courses, up to approximately 20 class hours (each 45 minutes) a week, at Dutch high schools the amount of class hours (45 or 50 minutes each) a week for Mandarin courses is much lower, generally one (sometimes two) a week in the first year or so, and 2 or 3 a week in later years.

Emphasis on (most frequently used) words or characters?

All teachers agreed that the emphasis is on words rather than on characters. The vocabulary, if not selected from any particular frequency list(s), is at least mostly composed of often-used, useful vocabulary, and vocabulary which the students can relate to. The teachers also appeared to agree that at least the characters which students are expected to write are generally among the most commonly-used characters.

Introduction of characters

The interviewed teachers all stated that Pinyin and characters are introduced more or less simultaneously. Several teachers noted that Pinyin is introduced first, but characters follow soon after, typically within the first three weeks of instruction. In principle, only simplified characters are taught, though two of the teachers also mentioned occasionally presenting both simplified and traditional characters to allow students to see the difference, and to clarify what type of characters they are learning.

When asked about the number of words introduced each week, most teachers (like the Chinese teachers) had difficulty answering with certainty. For some, this was in part because the vocabulary (and character) lists are generally included per chapter in the book, but discussing a chapter of the book may take a certain amount of time which does not necessarily correspond to a week.

For characters, it was even harder to state with certainty how many are taught a week than for vocabulary, though *Chinees? 'n Makkie!* is an exception in this regard at least as far as characters to be written are concerned: always 5 characters per chapter (except for chapter 4), and when attainable generally one chapter each week.

Teaching of character-related knowledge

As in the interviews with the Chinese CFL teachers, teachers were asked whether they introduced and/or emphasised certain aspects of character-related knowledge. Some of the teachers sometimes refer to characters' etymology, but this is not something most of the interviewed teachers do systematically. Two teachers suggested it may be even better to let students come up with their own stories to help them learn or remember characters.

While all teachers teach at least some information related to the structural configurations of characters, not all of them appear to emphasise such information as much as others. Something that is emphasised by all teachers is semantic radical knowledge, which can be used to infer new characters' meaning, distinguish between characters, or to help students remember the meaning. Characters sharing semantic radicals are grouped, or students are encouraged to do so themselves. Most teachers also provide information about phonetic radicals, but there is clearly more emphasis on semantic radicals.

Like most of the interviewed Chinese CFL teachers, the Dutch CFL teachers agree that no particular aspect is more important to teach – more helpful to students – than other aspects, because all students learn in their own way. What works for one student does not necessarily benefit the next. They also stressed the importance of repeated practice and revision.

Emphasis on (correct) stroke order and writing ability

For the characters which students are expected to learn to write, they are expected to do so from the start of character instruction. Stroke order is taught right at the start of character instruction, generally as in a specific character, although one teacher specifically mentioned stressing general stroke order rules as well.

Like some of the Chinese CFL teachers, several of the Dutch CFL teachers noted that students tend to write in some other way which works for them rather than the 'correct' stroke order. As long as this does not show in the resulting character, most teachers don't really seem to mind.

Students at an advantage/disadvantage

The Dutch CFL teachers agreed that previous experience with a Chinese language (not necessarily Mandarin) and/or the character script gives students an advantage. Other than that, several teachers indicated that for any student motivation is important, as well as keeping up with the taught material from the start.

Discussion

This interview study has several obvious limitations. As it concerns a small-scale qualitative study and the choice of participants was not random, it is unclear whether the interviewed teachers are representative of Chinese CFL teachers, respectively Dutch CFL teachers. The generalisability of the results found in this study thus cannot be assumed. Perhaps future quantitative studies could provide some answers in this regard.

Furthermore, the teachers at the CIE generally teach students aged 17 or 18, or even older students (high school graduates and above; although one teacher also had experience teaching high school students abroad), whereas the Dutch teachers teach high school students as young as 11 or 12 (to about age 17; although they also had experience teaching other age groups). The CIE teachers all teach at the same organisation, while the Dutch CFL teachers all teach at different schools. It is therefore uncertain whether the two groups can justifiably be compared to each other.

Conclusion

To answer the first main research question, both the group of Chinese CFL teachers and the group of Dutch CFL teachers agreed that the emphasis in instruction is on words rather than on characters. Even when unsure as to whether textbooks were compiled with lists of frequently used words or characters in mind, most teachers across both groups think it likely that lists of frequently-used words had been taken into consideration, or at least feel that the included vocabulary mostly consists of commonly used and useful vocabulary. The Dutch teachers also appeared to agree that at least the characters which students are expected to write are generally among the most commonly-used characters.

Regarding the second main research question, both the Chinese CFL teachers and the Dutch CFL teachers introduce characters and Pinyin more or less simultaneously, during the first few weeks of instruction. The characters which are taught are typically only simplified characters for both groups as well. Some of the Dutch teachers also occasionally present both simplified and traditional characters to allow students to see the difference, and to clarify what type of characters they are learning. All the teachers had some difficulties estimating how many characters are taught per week (except for

those to be written in *Chinees? 'n Makkie!*), and estimating the amount of vocabulary items also proved less than straightforward for most.

The third question sought to clarify which of several aspects of character-related knowledge teachers introduce and/or emphasise. Both the teachers within each group as well as the different groups of teachers gave very similar answers on most aspects. Some information about characters' etymology is taught occasionally by most teachers, but not systematically. Information on semantic radicals and how to use them in character learning and recognition are explicitly taught by all teachers, and grouping according to shared semantic radical is employed. Phonetic radicals receive less emphasis. Structural configurations appear to be emphasised more by Chinese CFL teachers than by Dutch CFL teachers, although all Dutch CFL teachers did mention providing at least some information on the existing structural configurations.

As for writing ability and stroke order, all teachers stated that students are expected to learn to write characters from the beginning of character instruction, and that stroke order is emphasised in the beginning, but that a lot of students develop their own way of writing characters in spite of this. However, while the teachers emphasise the correct stroke order, most teachers did not seem to mind very much, as long as the resulting character is still recognisable as the correct character. The basic strokes are not taught by the Dutch CFL teachers, but are generally taught by the Chinese CFL teachers.

Both groups apparently agreed that multiple types of knowledge and ways of learning Chinese characters should be offered, as not everything works for everyone, and that repeated practice, hard work, and students' motivation are important for learning success. Several teachers across groups mentioned the use of stories (historically accurate or not, offered by the teacher or devised by students themselves) to help students learn or remember characters.

In all, the views and approaches of the interviewed teachers appear to be quite similar, both within groups and between groups. Some small differences exist between the Chinese and Dutch CFL teachers: the emphasis on structural configurations and the teaching of the basic strokes which make up character components and characters seem to be favoured more by the Chinese CFL teachers than by the Dutch CFL teachers.

Practice versus Theory

The chapters above have sought to provide insights into the theory and practice of teaching Chinese characters, especially in Dutch high schools. While it is clear that a comparison between theory and practice should be interpreted with caution, as the generalisability of the results in the analyses above cannot be assumed, this section will nonetheless summarise the extent to which practice appears to correspond with theory as indicated by the results found above. It will do so by looking at each of the aspects of character instruction discussed in the Literature chapter in turn.

Timing

The ideal time-point for the introduction of Chinese characters into the CFL curriculum in general, and the Dutch high school CFL curriculum in particular, is unknown. General CFL practice appears to be early rather than delayed introduction of characters. Both the examined textbooks and the interviewed teachers (Chinese and Dutch) corroborated this view. Further research examining the ideal time-point for character introduction in different CFL settings in general, and in Dutch high schools in particular, would be most welcome.

Handwriting

Research has mostly pointed to the benefits of handwriting rather than its drawbacks, and even opponents of an emphasis on handwriting tend to advocate a decrease of the emphasis on writing by hand, or a later introduction of handwriting practice: they do not favour discarding it altogether. Although teaching practice generally seems to emphasise handwriting ability from the start, it also recognises that learning to write Chinese characters is one of the major challenges CFL learners face when learning Mandarin.

While teaching practice in Dutch high schools does not delay writing characters by hand, it does limit the number of characters learners have to learn to write. For instance, none of the textbooks require students to learn to write more than ten new characters per chapter, thus potentially forestalling a loss of motivation due to heavy cognitive load, while still allowing students to satisfy their interest in learning Chinese characters.

Typing

Of the examined textbooks, both *Chinees in tien verdiepingen* and *Chinees? 'n Makkie!* are reminiscent of the suggestions offered by Allen (2008) and He & Jiao (2010) in that they advocate a focus on Pinyin. *Chinees? 'n Makkie!* specifically mentions this focus on Pinyin will allow learners to quickly learn to type using Pinyin (Tsui, 2016: 5, cf. Allen, 2008: 239); *Chinees in tien verdiepingen*, like He & Jiao (2010: 232) notes that (initial) use of Pinyin can allow learners to make a leap in vocabulary learning (Van Crevel [eds.] et al., 2011: 9). The characters that learners do have to learn to write are generally high-frequency characters (cf. Allen, 2008: 247; He & Jiao, 2010: 230).

In fact, typing (here: digital writing of characters using Pinyin) forms part of the writing component students are tested on in their end-of-study Mandarin exams as well (NUFFIC, n.d.), and as teaching practice has to prepare students for those exams, it presumably includes practice in typing characters using Pinyin. Several of the accompanying websites to the textbooks provide exercises offering such practice. Typing can thus be seen as incorporated in Dutch high school CFL curricula.

Stroke order

Research has indicated that stroke order instruction can lead to better form recognition, and may aid long-term recognition. All textbooks and teachers teach at least the relevant stroke order for characters learners have to learn to write as well as recognise. Teachers especially focus on stroke order in the early stages of instruction: both groups of teachers mentioned that at some point learners are expected to be able to learn how to write characters by themselves.

While the 'correct' stroke order is generally valued by teachers, and certainly emphasised by them in the early stages of instruction, many learners end up writing using a different stroke order. Most teachers did not seem to mind very much, as long as the resulting character is still recognisable as the correct character. As regards the textbooks, *Chinees in tien verdiepingen*, in addition to offering static stroke order display worksheets on the accompanying website, also offers stroke order animation on the website. The other books stick to static stroke order displays.

Radicals and Components

Unlike Chinese CFL practice, Dutch high school CFL teaching practice does not apparently emphasise instruction on the various possible structural configurations of characters. It does, however pay ample attention to radicals, especially semantic radicals (as does Chinese CFL practice).

Favouring semantic radicals over phonetic ones is in line with research, as semantic radicals are thought to be more reliable. As suggested by research, most Dutch high school CFL practice appears to systematically introduce (semantic) radical knowledge from the start of instruction, something especially evident in the textbook *Chinees? 'n Makkie!*, but quite absent from the textbook *"Ik leer Chinees"*. However, the interviewed teacher using this latter textbook does include radical knowledge in her teaching.

Teachers pointed out that semantic radicals can help students remember the meaning of characters, distinguish between similar-looking characters (often homophones, cf. Nguyen et al., 2017: 2), and infer the meaning of new characters. Characters sharing a semantic radical are grouped – or students are encouraged to group them themselves (cf. Xu, Chang & Perfetti, 2014: 779).

The present study has not clarified whether relevant radicals are always introduced at the first presentation of the character(s) in which they occur. *Chinees? 'n Makkie* at least, does not do so in its introduction of 'radical of the week' radicals. Neither has the present study examined whether the introduced radicals are especially radicals: of high overall frequency; which appear in many different characters; and which generally occur in the same position within a character. It might be worthwhile for future studies to examine this to ensure optimal benefits from radical instruction.

Repeated practice is incorporated in teaching practice, if not included in the textbook, than at least as introduced by teachers.

Strategies

Several studies have argued that learners should be made aware of the strategies they are using as well as of other possible strategies, and teachers should help them evaluate which strategies work for them (and in what instances). The value of any strategy which works for students should be recognised, and no particular strategy should be imposed.

Teaching practice seemingly conforms to this. Teachers noted the importance of offering multiple types of knowledge and ways to learn, as what works for one student does not necessarily benefit the next. Several teachers suggested teaching students stories about characters or letting students come up with their own stories to help them learn or remember characters (regardless of whether such stories are historically accurate, cf. Grenfell & Harris, 2009: 11).

Conclusion

This study has examined: What research has had to say about how to teach Chinese characters to CFL learners ('Theory'); How several beginner-level textbooks in use at Dutch high schools teach Chinese characters ('Practice'); The views and approaches of a group of Chinese CFL teachers and a group of Dutch CFL teachers regarding teaching Chinese characters ('Practice'); and finally: To what extent practice, especially practice in Dutch high schools, appears to correspond with theory.

Research has offered suggestions for many aspects of character instruction. However, it is clear that more research is needed about some aspects in particular, as well as all aspects in general: most research has focused on English-speaking postsecondary students, instructors, and instruction, and it is unclear to what extent results found in such research can be generalised to other CFL settings, such as the Dutch high school CFL setting.

The generalisability of the research conducted in this study is also at question, as noted in the discussion sections of the Textbooks and Interviews chapters. Although this study has nonetheless summarised the extent to which these results indicate that practice, especially practice in Dutch high schools, corresponds with theory, this comparison should thus be interpreted with caution.

Insofar as research has provided clear results or suggestions, and insofar as the present study has touched upon the corresponding topics, practice in fact appears to closely correspond to theory.

Research is unclear as to what the ideal timing of character instruction might be, but general practice would seem to be early instruction, as is indeed also the case in Dutch high school CFL practice (and Chinese CFL practice).

Most research points to the benefits of handwriting rather than to its drawbacks, and suggests that while learning to write Chinese characters is challenging for CFL learners, it is also something that they are interested in. Again, this is echoed in practice: Dutch high school practice does not delay writing characters, but does limit the number of characters per chapter students are expected to learn to write, thus potentially forestalling a loss of motivation due to heavy cognitive load, while still allowing students to satisfy their interest in learning Chinese characters.

As some research has suggested, Dutch high school CFL practice incorporates typing (digital writing using Pinyin) from the start, and the characters students really need to learn to write are generally high-frequency characters.

Teaching (correct) stroke order is valued both by research and by Dutch (and Chinese) CFL practice, although teachers did note that many students develop their own stroke order, which they did not seem to mind very much as long as students' characters are still recognisable as the correct character.

In line with research, Dutch (as well as Chinese) CFL practice teaches semantic radical knowledge, and groups characters sharing a semantic radical. Phonetic radicals receive far less attention. It is unclear, however, whether relevant radicals are always introduced at the first presentation of the character(s) in which they occur, and exactly what radicals are introduced (and how they compare to suggestions in research).

Teachers as well as researchers apparently advocate making students aware of possible strategies and strategies which work for them, and teachers advocate offering multiple types of knowledge and ways of learning. Teachers and researchers seem to agree that the value of any strategy which works for students should be recognised, and that no particular strategy should be imposed.

As far as the present study has been able to determine, therefore, Dutch high school CFL practice closely corresponds to the results and suggestions provided by research (as, it appears, does Chinese CFL practice).

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Appendix A

Textbooks: research and sub-research questions

1. Is the emphasis in the textbooks on words, or on characters? Is it on most frequently used words? Or on most frequently used characters?
 - 1a (If information about this is available:) Has the textbook or textbook series been developed with one or more list(s) of frequently used words in mind? Or one or more list(s) of frequently used characters? Which list(s)?
 - 1b What words are introduced? Are they (mostly) included in lists of frequently used words? Are they selected on the basis of, or organized by, theme?
 - 1c Which characters are introduced? Are they (mostly) included in lists of frequently used characters? Are they selected on the basis of, or organized by, theme?

2. How are characters introduced, and which kind of characters is introduced: simplified and/or traditional?
 - 2a Are characters introduced right at the start of instruction? Are they only introduced after first introducing (and using) Pinyin? Are characters introduced before Pinyin instruction? Or simultaneously with Pinyin?
 - 2b Are the students introduced to traditional characters (as well as simplified ones)? If so, where? Or only to simplified characters?

3. Is a lot of character-related knowledge taught?
 - 3a Is the etymology of characters introduced? Where?
 - 3b Are the various possible structural configurations of characters taught? (e.g. left-right, top-bottom, enclosure-enclosed) Where?
 - 3c Are radicals (explicitly) taught? Where?

- 3d Are connections made between characters with the same semantic radicals?
Where?
- 3e Are connections made between characters with the same phonetic radicals?
Where?
- 4. Are stroke order and writing ability stressed?
 - 4a Are the users of the textbook expected to write Mandarin in exercises? If so, are they expected to write in Pinyin? In characters? A mix?
 - 4b Is stroke order explicitly taught? Where?
 - 4c Are the basic strokes that make up character components and characters (also) taught separately? Where?

Appendix B

Textbooks: overview of examined vocabulary items

In the table on the following pages, a list of all vocabulary items in any of the three examined textbooks is presented, ordered according to Pinyin and tone.

Vocabulary items that all three of the examined textbooks have in common have been shaded grey; items which appear in a book's extra vocabulary rather than its main vocabulary are presented in **bold red text**. When a vocabulary item did not appear in a textbook, '——' is recorded.

The two right-most columns provide the frequency rank in the *Frequency Dictionary's* word frequency list and the HSK Level of the listed vocabulary items. When vocabulary items did not appear in these lists, '——' is recorded instead.

When two frequency ranks appear, these refer to different meanings or syntactic functions of the vocabulary item; or to mono- and disyllabic equivalents, which also appear as they occur in the textbook(s). For instance, for 给 *gěi* two frequency ranks appear: 0060 and 0379. The first is for 给 *gěi* as a preposition, the second for 给 *gěi* as a verb. For 谢 *xiè* and 谢谢 *xièxiè*, separate frequency ranks are recorded.

For each of the textbooks, it is noted which chapter(s) a vocabulary item appears in, and between brackets which chapter out of the total number of chapters that is.

For *Chinees in tien verdiepingen*, each chapter has been divided in two as each of the five chapters includes two separate dialogues with their own vocabulary lists (and lists of characters to be written). For instance, Lesson 1 Dialogue 1 is represented by '1.1'.

For *"Ik leer Chinees"*, '> 10' is used to indicate that a vocabulary item appears in the separate extra vocabulary section at the end of the book.

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
A	a (/ya)	啊 (/ 呀)	---	2.2 (4/10)	---	0222	3
	Āmüsítèdān	阿姆斯特丹	3 (3/24)	---	---	---	---
	āyí	阿姨	---	3.1 (5/10)	---	3668	3
	Āijí	埃及	---	---	> 10	---	---
	àihào	爱好	16 (16/24)	---	---	---	3
	ānzuò	鞍座	22 (22/24)	---	---	---	---
	Àodàliyà	澳大利亚	---	---	> 10	---	---
B	ba	吧	19 (19/24)	4.1 (7/10)	---	0119	2
	bā	捌	4 (4/24)	---	---	---	---
	bā	八	4 (4/24)	2.2 (4/10)	0 (1/11)	0286	1
	Bāxī	巴西	---	---	> 10	---	---
	bāyuè	八月	12 (12/24)	---	---	---	---
	bàba	爸爸	6 (6/24)	---	10 (11/11)	0739	1
	Bai-bai	拜拜	---	1.1 (1/10)	---	---	---
	bǎi	百	---	---	> 10	0375	2
	bān	班	8 (8/24)	---	---	0922	3
	bàn	半	10 (10/24)	5.2 (10/10)	---	0238	3
	bànyè	半夜	---	---	> 10	---	---
	bāng	帮	---	5.2 (10/10)	---	0671	2
	Bǎojiāliyà	保加利亚	---	---	> 10	---	---
	Běijīng	北京	3 (3/24)	1.2 (2/10)	---	---	1

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	bèn	笨	---	---	> 10	4417	4
	Bǐlìshí	比利时	1 (1/24)	---	> 10	---	---
	biànsùgǎn	变速杆	22 (22/24)	---	---	---	---
	Bié shuō huà	别说话	---	---	> 10	---	---
	bīngqílín	冰淇淋	14 (14/24)	---	---	---	---
	bīnggùn'r	冰棍儿	14 (14/24)	---	---	---	---
	bōluó	菠萝	15 (15/24)	---	---	---	---
	bù	不	7 (7/24)	1.2 (2/10)	1 (2/11)	0006	1
	bú duì	不对	---	---	6 (7/11)	3778	---
	bú kèqì	不客气	---	3.2 (6/10)	> 10	---	1
	bú shì	不是	---	---	4 (5/11)	4918	---
C	cài	菜	14 (14/24)	2.1 (3/10)	---	0815	1
	cāochǎng	操场	7 (7/24)	---	---	---	5
	cǎoméi	草莓	15 (15/24)	---	---	---	---
	chāyè	叉叶	22 (22/24)	---	---	---	---
	chá	茶	13 (13/24)	---	---	1812	1
	chànggē	唱歌	16 (16/24)	---	---	---	2
	chē bǎshǒu	车把手	22 (22/24)	---	---	---	---
	chējià shàngguǎn	车架上管	22 (22/24)	---	---	---	---
	chēlíng	车铃	22 (22/24)	---	---	---	---
	chēkù	车库	5 (5/24)	---	---	---	5
	chētiáo	车条	22 (22/24)	---	---	---	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	chéngzhī	橙汁	13 (13/24)	---	---	---	---
	chéngzi	橙子	15 (15/24)	---	---	---	---
	chī	吃	13 (13/24)	2.1 (3/10)	> 10	0137	1
	chī fàn	吃饭	---	3.2 (6/10)	---	---	---
	Chī le ma?	吃了吗	---	4.1 (7/10)	---	---	---
	Chū qu la?	出去啦	---	4.1 (7/10)	---	---	---
	chūqu wánr	出去玩儿	18 (18/24)	---	---	---	---
	chú le	除了	---	5.2 (10/10)	---	0844	3
	chú le... yǐwài	除了... 以外	---	5.2 (10/10)	---	---	---
	chuán	船	21 (21/24)	---	---	0879	3
	chuānghu	窗户	5 (5/24)	---	---	3836	4
	chūnjié	春节	12 (12/24)	---	---	2458	---
	cōngmíng	聪明	---	---	> 10	1794	3
	cuò	错	---	1.2 (2/10)	---	0903	2
D	dǎ	打	17 (17/24)	4.2 (8/10)	---	0120	---
	dǎ diànhuà	打电话	---	4.2 (8/10)	---	1427	1
	dǎkāi shū	打开书	---	---	> 10	---	---
	dǎ lánqiú	打篮球	17 (17/24)	---	---	---	2
	dǎzì	打字	16 (16/24)	---	---	---	---
	dà	大	7 (7/24)	3.1 (5/10)	2 (3/11)	0025	1
	dàgē	大哥	---	3.2 (6/10)	---	2489	---
	Dàjiā hǎo	大家好	---	---	> 10	---	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	dàxué	大学	9 (9/24)	---	---	0260	---
	dài xiǎogǒu sàn bù	带小狗散步	18 (18/24)	---	---	---	---
	dǎngníbǎn	挡泥板	22 (22/24)	---	---	---	---
	dào	到	---	4.2 (8/10)	---	0021	2
	de	的	7 (7/24)	2.1 (3/10)	6 (7/11)	0001	1
	...de huà	. . . 的话	---	5.2 (10/10)	---	0871	---
	Déguó	德国	1 (1/24)	---	> 10	---	---
	Dé le ba!	得了吧	---	2.2 (4/10)	---	---	---
	Déwén	德文	9 (9/24)	---	7 (8/11)	---	---
	dìdi	弟弟	6 (6/24)	3.1 (5/10)	9 (10/11), > 10	2395	2
	Dì jǐ yè?	第几页?	---	---	> 10	---	---
	dìlǐ	地理	11 (11/24)	---	7 (8/11)	3469	5
	dì sānshíliù yè	第三十六页	---	---	> 10	---	---
	dìtiě	地铁	21 (21/24)	---	---	---	3
	dìtiězhàn	地铁站	21 (21/24)	---	---	---	---
	dì... yè	第... 页	---	---	> 10	---	---
	diǎn	点	10 (10/24)	5.2 (10/10)	---	0167	1
	diànhuà	电话	---	4.2 (8/10)	---	0338	---
	diànnǎo	电脑	16 (16/24)	---	---	1118	1
	diànnǎo yóuxì	电脑游戏	16 (16/24)	---	---	---	---
	diànshì	电视	18 (18/24)	2.2 (4/10)	---	0696	1

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	diànyǐng	电影	18 (18/24)	2.2 (4/10)	---	0658	1
	dòufu	豆腐	---	3.2 (6/10)	---	---	5
	duì	对	5 (5/24)	3.1 (5/10)	6 (7/11)	0438	2
	duìbuqǐ	对不起	---	1.2 (2/10)	> 10	2358	1
	duìmiàn	对面	20 (20/24)	---	---	---	4
	duō	多	---	2.1 (3/10)	2 (3/11), >10	0055	1
	duōdà	多大	---	---	2 (3/11)	---	---
	duōshao / duōshǎo	多少	8 (8/24)	3.2 (6/10)	---	0413	1
	duōyún	多云	23 (23/24)	---	---	---	---
E	è	饿	---	---	> 10	2475	3
	èr	貳	4 (4/24)	---	---	---	---
	èr	二	4 (4/24)	2.2 (4/10)	0 (1/11)	0080	1
	èryuè	二月	12 (12/24)	---	---	---	---
	èrlínglíngliù nián	二〇〇六年	12 (12/24)	---	---	---	---
F	Fǎguó	法国	1 (1/24)	---	8 (8/11), > 10	---	---
	Fǎguórén	法国人	---	---	8 (8/11)	---	---
	Fǎwén	法文	9 (9/24)	---	8 (8/11)	---	---
	Fǎyǔ	法语	---	5.2 (10/10)	8 (8/11)	---	---
	fǎnshèjìng	反射镜	22 (22/24)	---	---	---	---
	fàn	饭	---	3.2 (6/10)	---	0899	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	fángzi	房子	20 (20/24)	---	---	1060	---
	fàng pì	放屁	---	2.2 (4/10)	---	---	---
	fēijī	飞机	21 (21/24) 24 (24/24)	---	---	0917	1
	fēijīchǎng	飞机场	21 (21/24)	---	---	---	2
	Fēilùbīn	菲律宾	---	---	> 10	---	---
	fēn	分	10 (10/24)	---	---	0672	3
	fèn (/fènr)	份 (儿)	---	2.1 (3/10)	---	0437	4
	Fódejiǎo	佛得角	---	---	> 10	---	---
	Fùhuójié	复活节	12 (12/24)	---	---	---	---
	fùmǔ	父母	---	3.2 (6/10)	10 (11/11)	0685	---
	Fùqīnjié	父亲节	---	---	> 10	---	---
G	gānbēi	干杯	---	2.1 (3/10)	---	---	4
	gàn ma	干吗	---	4.1 (7/10)	---	3509	---
	gǎngkǒu	港口	21 (21/24)	---	---	---	6
	gàosu	告诉	---	4.2 (7/10)	---	0280	2
	ge / gè	个	8 (8/24)	3.1 (5/10)	10 (11/11)	0008	1
	gēge, gē	哥哥, 哥	6 (6/24)	3.1 (5/10)	9 (10/11), > 10	1862, 1961	2
	gējù	歌剧	19 (19/24)	---	---	---	---
	gēwǔjù	歌舞剧	19 (19/24)	---	---	---	---
	gěi	给	---	4.2 (8/10)	---	0060,	2

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
						0379	
	gēn	跟	---	2.2 (4/10)	---	2268	3
	Gēn wǒ shuō	跟我说	---	---	> 10	---	---
	Gēn wǒ xiě	跟我写	---	---	> 10	---	---
	gōngzuò	工作	---	4.1 (7/10)	---	0098	1
	gǒu	狗	---	---	10 (11/11)	1138	1
	gǔdiǎn yīnyuè	古典音乐	---	4.2 (8/10)	---	---	---
	gǔqín	古琴	---	4.1 (7/10)	---	---	---
	guàng shāngdiàn	逛商店	16 (16/24)	---	---	---	---
	guìxìng	贵姓	---	3.1 (5/10)	---	---	---
	guó	国	---	---	3 (4/11)	0105	---
H	hāhā	哈哈	---	---	4 (5/11)	4338	5
	hái	还	---	3.2 (6/10)	---	---	2
	háishi	还是	---	3.2 (6/10)	---	---	3
	háizi	孩子	---	3.1 (5/10)	---	0149	2
	Hǎiyá	海牙	3 (3/24)	---	---	---	---
	hànbǎobāo	汉堡包	14 (14/24)	---	---	---	---
	hǎo	好	1 (1/24)	1.1 (1/10)	1 (2/11)	0028	1
	Hǎo jiǔ bú jiàn!	好久不见	---	4.1 (7/10)	> 10	---	---
	hǎochī	好吃	---	2.1 (3/10)	---	4414	2
	hǎokàn	好看	19 (19/24)	2.2 (4/10)	---	3410	---
	hǎotīng	好听	---	4.2 (8/10)	---	---	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	hào	号	5 (5/24)	4.1 (7/10)	5 (6/11)	1522	1
	hē	喝	13 (13/24)	---	> 10	0519	1
	hé	和	6 (6/24)	2.2 (4/10)	7 (8/11)	0016	1
	Hélán	荷兰	1 (1/24)	1.2 (2/10)	3 (4/11), > 10	---	---
	Hélánrén	荷兰人	1 (1/24)	---	3 (4/11)	---	---
	Hélánwén	荷兰文	---	---	7 (8/11)	---	---
	Hélányǔ	荷兰语	---	---	8 (9/11)	---	---
	Hénán	河南	---	1.2 (2/10)	---	---	---
	hěn	很	2 (2/24)	1.1 (4/10)	1 (2/11), 3 (4/11)	0038	1
	hòubian	后边	21 (21/24)	---	---	---	---
	hòutiān	后天	10 (10/24)	---	---	---	---
	huà	话	---	5.1 (9/10)	---	0125	---
	huàjù	话剧	19 (19/24)	---	---	4427	---
	huàxué	化学	11 (11/24)	---	---	---	5
	huí	回	24 (24/24)	---	---	0218	1
	huíjiā	回家	19 (19/24)	---	---	1070	---
	huì	会	17 (17/24)	5.1 (9/10)	8 (9/11)	0035	1
	huǒchē	火车	21 (21/24)	---	---	2129	---
	huǒchēzhàn	火车站	21 (21/24)	---	---	4188	2
	huòzhě	或者	---	3.1 (5/10)	---	0367	3

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
J	jīdàn	鸡蛋	13 (13/24)	3.2 (6/10)	---	3415	2
	jǐ	几	4 (4/24)	4.1 (7/10)	5 (5/11)	0062	1
	jǐ hào	几号	---	---	5 (5/11)	---	---
	jǐ yuè	几月	---	---	5 (5/11)	---	---
	jiā	家	5 (5/24)	5.2 (10/10)	10 (11/11)	0215	1
	Jiānádà	加拿大	---	---	> 10	---	---
	jiārén	家人	---	---	10 (11/11)	3424	---
	jiārì yúkuài	假日愉快	24 (24/24)	---	---	---	---
	Jiā yóu	加油	---	5.1 (9/10)	> 10	---	---
	jiàn	见	---	4.2 (8/10)	---	0201	---
	jiàngxuě	降雪	23 (23/24)	---	---	---	---
	jiàngyǔ	降雨	23 (23/24)	---	---	---	---
	jiǎodēng	脚蹬	22 (22/24)	---	---	---	---
	jiǎozi	饺子	---	2.1 (3/10)	---	4640	4
	jiào	叫	1 (1/24)	1.1 (1/10)	1 (1/11)	0134	1
	jiàoshì	教室	7 (7/24)	---	---	3902	2
	jiēwǔ	街舞	17 (17/24)	---	---	---	---
	jiémù	节目	18 (18/24)	---	---	0839	3
	jié zhàng	结账	---	2.1 (3/10)	---	---	5
jiějie, jiě	姐姐, 姐	6 (6/24)	3.1 (5/10)	9 (10/11), > 10	2053, 2383	2	
jīnnián	今年	24 (24/24)	---	---	0518	---	

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	jīnshǔ	金属	---	4.2 (8/10)	---	4528	5
	jīntiān	今天	10 (10/24)	4.1 (7/10)	5 (6/11)	0144	1
	jīngjù	京剧	19 (19/24)	---	---	3633	4
	jiǔ	玖	4 (4/24)	---	---	---	---
	jiǔ	九	4 (4/24)	2.2 (4/10)	0 (1/11)	0560	1
	jiǔyuè	九月	12 (12/24)	---	---	---	---
	jiù	就	---	5.2 (10/10)	---	0013	2
	júzi	橘子	15 (15/24)	---	---	---	---
	juéde	觉得	---	2.2 (4/10)	---	0166	2
K	kāfēi	咖啡	13 (13/24)	---	---	3500	2
	kāichē	开车	24 (24/24)	---	---	3270	---
	kàn	看	18 (18/24)	2.2 (4/10)	---	0039	1
	kàn shū	看书	16 (16/24)	2.2 (4/10)	---	---	---
	kě'ài	可爱	---	3.1 (5/10)	10 (11/11), >10	2808	3
	kělè	可乐	13 (13/24)	---	2 (3/11)	---	---
	kěshì	可是	---	2.2 (4/10)	9 (10/11)	0404	4
	kèjiān xiūxi	课间休息	11 (11/24)	---	---	---	---
	kǒu	口	6 (6/24)	---	---	0791	---
	kǒuyǔ	口语	---	5.2 (10/10)	---	---	---
	Kùlāsuo	库拉索	---	---	> 10	---	---
	kuài (/kuàir)	块 (/ 块儿)	---	3.2 (6/10)	---	0307	1

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	kuàilè	快乐	12 (12/24)	5.1 (9/10)	6 (7/11)	1488	2
L	Lādīngwén	拉丁文	9 (9/24)	---	---	---	---
	lái	来	---	2.2 (4/10)	> 10	0063	1
	lánqiú	篮球	17 (17/24)	---	---	3359	---
	lǎo	老	---	1.1 (1/10)	4 (5/11)	0147	3
	lǎoshī	老师	8 (8/24)	5.1 (9/10)	4 (5/11)	0386	1
	Lǎoshī hǎo	老师好	---	---	> 10	---	---
	léibào	雷暴	23 (23/24)	---	---	---	---
	lěng	冷	23 (23/24)	---	---	1697	1
	lízi	梨子	15 (15/24)	---	---	---	5
	lǐtáng	礼堂	7 (7/24)	---	---	---	---
	lìshǐ	历史	11 (11/24)	---	7 (8/11)	0214	3
	liàntiáo	链条	22 (22/24)	---	---	---	---
	liǎng	两	6 (6/24)	---	---	0033	2
	liáotiān	聊天	16 (16/24)	---	---	3143	3
	líng	零 / 〇	12 (12/24)	---	---	2713	2
	liújí	留级	8 (8/24)	---	---	---	---
	liúlián	榴莲	15 (15/24)	---	---	---	---
	liúxíng yīnyuè	流行音乐	---	4.2 (8/10)	---	---	---
	liù	陸	4 (4/24)	---	---	---	---
liù	六	4 (4/24)	2.2 (4/10)	0 (1/11)	0332	1	
liùyuè	六月	12 (12/24)	---	---	---	---	

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	Lùtèdān	鹿特丹	3 (3/24)	---	---	---	---
	lúngǔ	轮毂	22 (22/24)	---	---	---	---
	lúntāi	轮胎	22 (22/24)	---	---	---	6
	lúnwǎng	轮辋	22 (22/24)	---	---	---	
M	ma	吗	2 (2/24)	1.2 (2/10)	1 (2/11)	0116	1
	māma, mā	妈妈, 妈	6 (6/24)	3.1 (5/10)	10 (11/11)	0573, 0674	1
	Mǎláixīyà	马来西亚	1 (1/24)	---	---	---	---
	mǎtòu	码头	21 (21/24)	---	---	---	6
	mǎi	买	15 (15/24)	4.2 (8/10)	> 10	0266	1
	Màn zǒu	慢走	---	1.1 (1/10)	---	---	---
	Màn-mǎn(r) chī	慢慢(儿)吃	---	2.1 (3/10)	> 10	---	---
	máng	忙	---	4.1 (7/10)	---	0860	2
	mángguǒ	芒果	15 (15/24)	---	---	---	---
	māo	猫	---	---	10 (11/11)	2000	1
	méi	没	---	3.1 (5/10)	---	0191	---
	Méi guānxi	没关系	---	1.2 (2/10)	> 10	4123	1
	Méi shìr	没事儿	---	1.2 (2/10)	---	3325	---
	méiyǒu	没有	11 (11/24)	3.1 (5/10)	9 (10/11), > 10	0107	1
měi	美	---	---	3 (4/11)	1461	---	
Měiguó	美国	---	1.2 (2/10)	3 (4/11)	---	---	

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	Měiguórén	美国人	---	---	3 (4/11)	---	---
	mèimei	妹妹	6 (6/24)	3.1 (5/10)	9 (10/11), > 10	2166	2
	men	们	---	5.1 (9/10)	4 (5/11)	0111	---
	mén	门	5 (5/24)	---	---	0473	2
	míhóutáo	猕猴桃	15 (15/24)	---	---	---	---
	mǐfàn	米饭	14 (14/24)	---	---	---	1
	mìguā	蜜瓜	15 (15/24)	---	---	---	---
	miànbāo	面包	13 (13/24)	---	---	4639	3
	miàntiáo	面条	14 (14/24)	---	---	---	2
	míngtiān	明天	10 (10/24), 23 (23/24)	4.1 (7/10)	5 (6/11)	1019	1
	míngtiān jiàn	明天见	2 (2/24)	---	---	---	---
	míngzi	名字	---	---	9 (10/11)	0921	1
	Móluògē	摩洛哥	---	---	> 10	---	---
	Mòxīgē	墨西哥	---	---	> 10	---	---
	Mǔqīnjié	母亲节	---	---	> 10	---	---
N	nǎ (/něi)	哪	---	3.2 (6/10)	---	0464	1
	nà (nèi/nè)	那	7 (7/24)	3.1 (5/10)	---	0037	1
	nà	那	---	1.2 (2/10)	---	1373	---
	nàli	那里	20 (20/24)	---	---	0561	---
	nǎinai	奶奶	6 (6/24)	---	> 10	2105	3

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	nán	男	8 (8/20)	---	---	0468	2
	nán	难	---	5.1 (9/10)	---	0272	3
	nǎr	哪儿	3 (3/24)	4.1 (7/10)	---	1100	1
	nàr	那儿	---	4.2 (8/10)	---	0987	---
	ne	呢	2 (2/20)	1.2 (2/10)	1 (2/11)	0089	1
	ng	嗯	---	2.1 (3/10)	---	0820	5
	nǐ	你	1 (1/24)	1.1 (1/10)	1 (2/11)	0018	1
	nǐ de	你的	7 (7/24)	---	6 (6/11)	---	---
	(Nǐ) huí lái le!	(你) 回来了!	---	4.1 (7/10)	---	---	---
	Nǐ jiào shénme míngzi?	你叫什么名字?	---	1.1 (1/10)	---	---	---
	nǐmen	你们	8 (8/24)	2.1 (3/10)	4 (5/11)	0179	---
	nǐmen de	你们的	---	---	6 (7/11)	---	---
	Nǐmen hǎo!	你们好!	---	---	> 10	---	---
	Nǐ míngbai ma?	你明白吗?	---	---	> 10	---	---
	Nǐ zěnmeyàng?	你怎么样?	---	---	> 10	---	---
	nián	年	12 (12/24)	4.1 (7/10)	---	1049	1
	niánjí	年级	8 (8/24)	---	---	2486	3
	nín	您	---	1.1 (1/10)	4 (5/11)	0209	2
	(Nín) guì xìng?	(您) 贵姓?	---	3.1 (5/10)	---	---	---
	Nín nǎi wèi?	您哪位?	---	1.2 (2/10)	---	---	---
	niú nǎi	牛奶	13 (13/24)	---	---	4983	2
	nǔ lì	努力	---	5.1 (9/10)	---	0472	3

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	nǚ	女	8 (8/24)	---	---	0184	2
O	Ōuzhōu	欧洲	---	1.2 (2/10)	---	---	5
P	péngkè	朋克	---	4.2 (8/10)	---	---	---
	péngyou	朋友	---	4.2 (8/10)	---	0303	1
	piào	票	---	4.2 (8/10)	---	1375	2
	piàoliang	漂亮	---	2.2 (4/10)	> 10	1227	1
	píngguǒ	苹果	15 (15/24)	3.2 (6/10)	---	3251	1
	pútáo	葡萄	15 (15/24)	---	---	4858	4
	Pútáoyá	葡萄牙	---	---	> 10	---	---
	pǔtōnghuà	普通话	---	5.2 (10/10)	---	---	4
Q	qī	柒	4 (4/24)	---	---	---	---
	qī	七	4 (4/24)	2.2 (4/10)	0 (1/11)	0388	1
	qīyuè	七月	12 (12/24)	---	---	---	---
	qí	骑	22 (22/24)	---	---	2109	3
	qímǎ	骑马	16 (16/24)	---	---	---	---
	qí zìxíngchē	骑自行车	22 (22/24)	---	---	---	---
	qìchē	汽车	21 (21/24)	---	---	0718	---
	qìchēzhàn	汽车站	21 (21/24)	---	---	---	---
	qìmén	气门	22 (22/24)	---	---	---	---
	qìshuǐ	汽水	13 (13/24)	---	---	---	---
	qìtǒng	气筒	22 (22/24)	---	---	---	---
	qiān	千	---	---	> 10	0666	2

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	qián	钱	3.2 (6/10)	---	---	0158	1
	qián	前	21 (21/24)	---	---	0121	---
	qiánbian	前边	21 (21/24)	---	---	---	---
	qiándēng	前灯	22 (22/24)	---	---	---	---
	qiántiān	前天	10 (10/24)	---	---	---	---
	qiáng	墙	5 (5/24)	---	---	1189	5
	qiǎokèlì	巧克力	14 (14/24)	2.2 (4/10)	---	---	4
	qíng	晴	23 (23/24)	---	---	---	2
	Qíng rén jié	情人节	12 (12/24)	---	> 10	---	---
	qíngtiān	晴天	23 (23/24)	---	---	---	---
	Qǐng nín zài shuō yí cì	请您再说一次	---	5.2 (10/10)	---	---	---
	Qǐng wèn	请问	---	3.2 (6/10)	---	3215	---
	qù	去	9 (9/24)	4.1 (8/10)	> 10	0040	1
R	rè	热	22 (22/24)	---	---	0868	1
	rènao	热闹	---	3.1 (5/10)	---	2247	4
	rén	人	1 (1/24)	1.2 (2/10)	3 (4/11)	0014	1
	rì	日	---	---	6 (7/11)	1382	2
	Rìběn	日本	1 (1/24)	---	8 (9/11)	---	---
	Rìwén	日文	---	---	8 (9/11)	---	---
	Rìyǔ	日语	---	---	8 (9/11)	---	---
	róngyì	容易	---	5.2 (10/10)	---	0569	3
	róudào	柔道	17 (17/24)	---	---	---	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	ròu	肉	14 (14/24)	---	---	1187	---
	rúguǒ	如果	---	5.2 (10/10)	---	0122	3
	rúguǒ ... de huà	如果... 的话	---	5.2 (10/10)	---	---	---
S	sān	叁	4 (4/24)	---	---	---	---
	sān	三	4 (4/24)	2.1 (3/10)	0 (1/11)	0052	1
	sānmíngzhì	三明治	13 (13/24)	---	---	---	---
	sānyuè	三月	12 (12/24)	---	---	---	---
	sànbù	散步	18 (18/24)	---	---	---	4
	Shànghǎi	上海	3 (3/24)	---	---	---	---
	shàng... kè	上... 课	9 (9/24)	---	---	---	---
	shàng kè	上课	9 (9/24)	---	> 10	3316	---
	shàngmian	上面	20 (20/24)	---	---	1068	---
	shàngwǎng	上网	16 (16/24)	---	---	2916	3
	shàngwǔ	上午	---	---	> 10	1474	1
	shǎo	少	---	3.2 (6/10)	---	0258	1
	shéi	谁	---	1.1 (1/10)	---	0168	1
	shénme	什么	3 (3/24)	2.1 (3/10)	2 (3/11)	045	1
	shēngjí	升级	8 (8/24)	---	---	---	---
	shēng	生	---	5.1 (9/10), 5.2 (10/10)	---	0360 2295	---
	shēngrì	生日	12 (12/24)	5.1 (9/10)	6 (7/11)	2444	2
shēngrì kuàilè	生日快乐	---	---	6 (7/11)	---	---	

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	shēngwù	生物	11 (11/24)	---	---	2412	6
	shēngzì	生字	---	5.2 (10/10)	---	---	---
	Shèngdànjié	圣诞节	12 (12/24)	---	> 10	---	---
	shīfu	师傅	---	1.1 (1/10)	---	3208	4
	shí	拾	4 (4/24)	---	---	---	---
	shí	十	4 (4/24)	---	0 (1/11)	0152	1
	shí'èryuè	十二月	12 (12/24)	---	---	---	---
	shíjiān	时间	---	5.1 (9/10)	---	0142	2
	shíliú	石榴	15 (15/24)	---	---	---	---
	shítáng	食堂	7 (7/24)	---	---	4174	---
	shíyīyuè	十一月	12 (12/24)	---	---	---	---
	shíyuè	十月	12 (12/24)	---	---	---	---
	shì	是	1 (1/24)	---	4 (5/11)	0002	1
	shǒujī	手机	---	3.1 (5/10)	---	1705	2
	shǒuzhá	手闸	22 (22/24)	---	---	---	---
	shòusī	寿司	14 (14/24)	---	---	---	---
	shū	书	---	2.2 (4/10)	---	0241	1
	shǔjià	暑假	24 (24/24)	---	---	---	4
	shǔtiáo	薯条	14 (14/24)	---	---	---	---
	shùxué	数学	11 (11/24)	---	---	2790	3
	shuài	帅	---	2.2 (4/10)	> 10	---	4
	shuǐguǒ	水果	15 (15/24)	---	---	2918	1

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	shuìjiào	睡觉	18 (18/24)	---	---	2110	1
	shuō	说	17 (17/24)	5.1 (9/10)	---	0012	1
	shuō huà	说话	---	5.1 (9/10)	---	0637	2
	sì	肆	4 (4/24)	---	---	---	---
	sì	四	4 (4/24)	2.2 (4/10)	0 (1/11)	0128	1
	sìyuè	四月	12 (12/24)	---	---	---	---
	Sūlínán	苏里南	---	---	> 10	---	---
	sùmǐ piàn	粟米片	13 (13/24)	---	---	---	---
	suì	岁	4 (4/24)	3.1 (5/10)	2 (3/11)	0203	1
	suǒ	所	20 (20/24)	---	---	1751	---
T	tā	他	11 (11/24)	1.1 (1/10)	1 (2/11)	0010	1
	tā de	他的	---	---	6 (7/11)	---	---
	tāmen	他们	---	2.1 (3/10)	4 (5/11)	0041	---
	tā	她	---	1.1 (1/10)	1 (2/11)	0032	1
	tā de	她的	---	---	6 (7/11)	---	---
	tāmen	她们	---	---	4 (5/11)	0567	---
	tài	太	---	2.1 (3/10)	---	0151	1
	Tàiguó	泰国	---	---	> 10	---	---
	tán	弹	---	4.2 (8/10)	---	5003	4
	tángguǒ	糖果	14 (14/24)	---	---	---	---
	táozi	桃子	15 (15/24)	---	---	---	---
	tèbié	特别	---	5.1 (9/10)	---	1240	3

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	tī zúqiú	踢足球	17 (17/24)	---	---	---	2
	tǐyù	体育	11 11(24)	---	---	1147	3
	tǐyùguǎn	体育馆	7 (7/24)	---	---	---	---
	tiān	天	---	4.1 (7/10)	---	0411	---
	tiānqì	天气	23 (23/24)	---	---	1883	1
	tián	甜	---	3.2 (6/10)	---	3774	3
	tiàowǔ	跳舞	16 (16/24)	---	9 (10/11)	4439	2
	tīng	听	---	4.2 (8/10)	---	0146	1
	tīng yīnyuè	听音乐	16 (16/24)	---	---	---	---
	tóngxué	同学	8 (8/24)	5.1 (9/10)	---	0588	1
	Tūnísī	突尼斯	---	---	> 10	---	---
	túshūguǎn	图书馆	7 (7/24)	---	---	2156	3
	tǔdòu	土豆	14 (14/24)	---	---	---	5
	Tǔ'ěrqí	土耳其	---	---	> 10	---	---
W	wàigōng	外公	6 (6/24)	---	> 10	---	5
	wàipó	外婆	6 (6/24)	---	> 10	---	---
	wánr	玩儿	---	3.1 (5/10)	---	0753	2
	wǎn'ān	晚安	2 (2/24)	---	> 10	---	---
	wǎnshàng	晚上	18 (18/24)	---	> 10	0559	2
	wǎnshàng hǎo	晚上好	2 (2/24)	---	---	---	---
	wǎngqiú	网球	17 (17/24)	---	---	---	4
	wǎng... zǒu	网... 走	21 (21/24)	---	---	---	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	wéi (/wèi)	喂	---	1.2 (2/10)	---	2996	1
	wěidēng	尾灯	22 (22/24)	---	---	---	---
	wén	文	---	5.1 (9/10)	7 (8/11)	0741	---
	wèn... hǎo	问. . . 好	24 (24/24)	---	---	---	---
	wèntí	问题	---	4.2 (8/10)	---	0072	2
	wǒ	我	1 (1/24)	1.2 (2/10)	1 (2/11)	0007	1
	Wǒ bào le	我报了	---	2.1 (3/10)	---	---	---
	Wǒ bù míngbai	我不明白	---	---	---	---	---
	wǒ de	我的	7 (7/24)	---	6 (7/11)	---	---
	Wǒ guà le a!	我挂了啊!	---	1.2 (3/10)	---	---	---
	Wǒ jiā yǒu X ge rén	我家有 X 个人	---	3.1 (5/10)	---	---	---
	wǒmen	我们	8 (8/24)	2.1 (3/10)	4 (5/11)	0026	1
	wǒmen de	我们的	---	---	6 (7/11)	---	---
	Wǒ míngbai le	我明白了	---	---	> 10	---	---
	Wǒ zǒu le	我走了	---	4.1 (7/10)	---	---	---
	wūdǐng	屋顶	5 (5/24)	---	---	---	---
	wúliáo	无聊	---	2.2 (4/10)	---	---	4
	Wúsuǒwèi	无所谓	---	2.1 (3/10)	---	4172	5
	wǔ	伍	4 (4/24)	---	---	---	---
	wǔ	五	4 (4/24)	2.2 (4/10)	0 (1/11)	0172	1
	wǔshù	武术	17 (17/24)	---	---	3537	5
	wǔyuè	五月	12 (12/24)	---	---	---	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	wùlǐ	物理	11 (11/24)	---	---	3152	5
	wù	雾	23 (23/24)	---	---	4914	5
X	Xībānyá	西班牙	24 (24/24)	---	3 (4/11), > 10	---	---
	Xībānyárén	西班牙人	---	---	3 (4/11)	---	---
	Xībānyáwén	西班牙文	---	---	7 (8/11)	---	---
	Xībānyáyǔ	西班牙语	---	---	8 (9/11)	---	---
	xīguā	西瓜	---	3.2 (6/10)	---	4644	2
	xīhā	嘻哈	---	4.2 (8/10)	---	---	---
	Xīlàwén	希腊文	9 (9/24)	---	---	---	---
	xǐhuan	喜欢	14 (14/24)	2.2 (4/10)	2 (3/11)	0353	1
	xiàkè	下课	10 (10/24)	---	> 10	---	---
	xiàmian	下面	20 (20/24)	---	---	1340	---
	xiàwǔ	下午	---	---	> 10	0764	1
	xiàwǔ hǎo	下午好	2 (2/24)	---	---	---	---
	xiàyǔ	下雨	23 (23/24)	---	---	---	1
	xiānsheng	先生	---	1.1 (1/10)	---	0234	1
	xiànzài	现在	10 (10/24)	5.1 (9/10)	---	0094	1
	Xiānggǎng	香港	3 (3/24)	---	---	---	---
	xiāngjiāo	香蕉	15 (15/25)	3.2 (6/10)	---	---	3
	xiǎng	想	18 (18/24)	---	---	0056	1
xiǎo	小	7 (7/24)	2.1 (3/10)	10 (11/11),	0066	1	

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
					>10		
	xiáojie	小姐	---	1.1 (1/10)	---	1163	1
	xiǎoxué	小学	9 (9/24)	---	---	1477	---
	xiéduìmiàn	斜对面	20 (20/24)	---	---	---	---
	xiě	写	---	5.1 (9/10)	> 10	0177	1
	xiè, xièxie	谢, 谢谢	2 (2/24)	3.3 (6/10)	6 (7/11), > 10	4064, 1646	1
	Xīnjiāpō	新加坡	1 (1/24)	---	> 10	---	---
	Xīnnián	新年	12 (12/24)	---	> 10	---	---
	xīngqī	星期	11 (11/24)	4.2 (8/10)	---	2258	1
	xīngqī'èr	星期二	11 (11/24)	---	> 10	---	---
	xīngqīliù	星期六	11 (11/24)	---	> 10	---	---
	xīngqīsān	星期三	11 (11/24)	---	> 10	---	---
	xīngqīsì	星期四	11 (11/24)	---	> 10	---	---
	xīngqītiān	星期天	11 (11/24)	4.2 (8/10)	> 10	---	---
	xīngqīwǔ	星期五	11 (11/24)	---	> 10	---	---
	xīngqīyī	星期一	11 (11/24)	---	> 10	---	---
	xìng	姓	---	1.2 (2/10)	---	1846	2
	xiūxi	休息	---	---	> 10	1742	2
	xué	学	11 (11/24)	4.1 (7/10)	7 (8/11)	0277	---
	xuésheng	学生	8 (8/24)	5.1 (9/10)	4 (5/11)	0294	1
	xuéxí	学习	---	5.2 (10/10)	---	0351	1

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	xuéxiào	学校	7 (7/24)	---	---	0278	1
	xuéyuàn	学院	---	4.1 (7/10)	---	1072	---
Y	ya (/a)	呀 (/ 啊)	---	2.2 (4/10)	---	0293	4
	Yàzhōu	亚洲	---	1.2 (2/10)	---	---	4
	yāncōng	烟囱	5 (5/24)	---	---	---	---
	yǎnchànghuì	演唱会	19 (19/24)	---	---	---	---
	yǎnzòu yuèqì	演奏乐器	16 (16/24)	---	---	---	---
	yào	要	15 (15/24)	3.2 (6/10)	> 10	0020	2
	yào... le	要... 了	19 (19/24)	---	---	---	---
	yàoshi	要是	---	4.2 (8/10)	---	2673	4
	yàoshi... de huà	要是... 的话	---	4.2 (8/10)	---	---	---
	yéye	爷爷	6 (6/24)	---	---	---	3
	yě	也	2 (2/24)	3.1 (5/10)	7 (8/11)	0017	2
	yī	壹	4 (4/24)	---	---	---	---
	yī	一	4 (4/24)	2.2 (4/10)	0 (1/11)	0003	1
	yīlù shùnfēng	一路顺风	24 (24/24)	---	---	---	---
	yīyuè	一月	12 (12/24)	---	---	---	---
	yíòng	一共	---	3.2 (6/10)	---	4845	3
	... yǐwài	... 以外	---	5.2 (10/10)	---	1924	---
	Yìdàlì	意大利	24 (24/24)	---	> 10	---	---
	yìqǐ	一起	19 (19/24)	---	---	0252	2
	yīnyuè	音乐	16 (16/24)	4.1 (7/10)	---	1051	3

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	yīnyuèhuì	音乐会	19 (19/24)	---	---	---	---
	yīn zhuǎn qíng	阴转晴	23 (23/24)	---	---	---	---
	Yìndù	印度	---	---	> 10	---	---
	Yìnní	印尼	---	---	> 10	---	---
	Yīngguó	英国	1 (1/24)	---	8 (9/11)	---	---
	Yīngguórén	英国人	---	---	8 (9/11)	---	---
	yīngtáo	樱桃	15 (15/24)	---	---	---	---
	Yīngwén	英文	9 (9/24); 10 (10/24)	---	8 (9/11)	---	---
	Yīngyǔ	英语	---	5.2 (10/10)	8 (9/11)	---	---
	yóuyǒng	游泳	17 (17/24)	---	---	2908	2
	yǒu	有	6 (6/24)	3.1 (5/10)	9 (10/11), > 10	0009	1
	yǒu (yì) diǎn	有(一)点	---	5.1 (9/10)	---	1269	---
	yòu	右	20 (20/24)	---	---	1337	---
	yòubian	右边	20 (20/24)	---	---	---	2
	yú	鱼	14 (14/24)	---	---	0885	2
	yǔ	语	---	5.2 (10/10)	---	1212	---
	yǔyǎn	语言	---	5.2 (10/10)	8 (9/11)	0994	4
	yuè	月	12 (12/24)	4.1 (7/10)	5 (6/11)	0138	1
	yùndòng	运动	17 (17/24)	---	---	0883, 1901	2

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
Z	zázhì	杂志	---	2.2 (4/10)	---	2035	4
	zài	在	3 (3/24)	1.1 (7/10)	---	0004 1829	1
	Zàijiàn	再见	2 (2/24)	1.1 (1/10)	2 (3/11), > 10	---	1
	zánmen	咱们	---	2.1 (3/10)	---	0540	4
	zǎo	早	---	---	> 10	0320	---
	zǎoshàng	早上	13 (13/24)	---	> 10	2356	2
	Zǎoshàng hǎo	早上好	2 (2/24), 13 (13/24)	---	> 10	---	---
	zěnmē	怎么	22 (22/24)	---	---	0129	1
	zěnmeyàng	怎么样	---	1.2 (2/10)	---	1156	1
	zhá	闸	22 (22/24)	---	---	---	---
	zhè (/zhèi)	这	5 (5/24)	1.1 (1/10)	---	0011	1
	zhèli	这里	20 (20/24)	---	---	0178	---
	zhèr	这儿	---	4.2 (8/10)	---	0703	---
	zhēn	真	19 (19/24)	2.2 (4/10)	---	0221	2
	zhènyǔ	阵雨	23 (23/24)	---	---	---	5
	zhī	只	---	---	10 (11/11)	0479	3
	zhīdào	知道	---	2.2 (4/10)	> 10	0090	2
zhìdòng lāsù	制动拉索	22 (22/24)	---	---	---	---	
zhōng	钟	---	5.2 (10/10)	---	1209	---	

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	zhōng	中	---	---	3 (4/11)	---	---
	Zhōngguó	中国	1 (1/24), 3 (3/24)	1.2 (2/10)	3 (4/11)	---	1
	Zhōngguó rén	中国人	---	---	3 (4/11)	---	---
	zhōngjiān	中间	20 (20/24)	---	---	1087	3
	Zhōngqiūjié	中秋节	---	---	> 10	---	---
	Zhōngwén	中文	---	---	3 (4/11)	---	3
	zhōngwǔ	中午	---	---	> 10	1915	1
	zhōngxué	中学	9 (9/24)	---	---	1398	---
	zhǒng	种	---	3.2 (6/10)	---	0029	3
	zhōumò yúkuài	周末愉快	24 (24/24)	---	---	---	---
	zhóu	轴	22 (22/24)	---	---	---	---
	zhù	祝	12 (12/24)	5.1 (9/10)	6 (7/11)	3722	5
	zhù	住	3 (3/24)	---	---	0200	1
	zì	字	---	5.1 (9/10)	---	0329	1
	zìjǐ	自己	---	5.1 (9/10)	---	0043	3
	zìxíngchē	自行车	22 (22/24)	---	---	2298	3
	zǒu	走	19 (19/24)	---	---	0085	2
	zǒulù	走路	22 (22/24)	---	---	4154	---
	zúqiú	足球	17 (17/24)	---	---	1737	---
	zuótiān	昨天	10 (10/24)	4.1 (7/10)	5 (6/11)	1302	1
	zuǒ	左	20 (20/24)	---	---	1224	---

A-Z	Pinyin	Characters	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	HSK Level
	zuǒbian	左边	20 (20/24)	---	---	---	2
	zuò	做	18 (18/24)	---	---	0076	1
	zuò	坐	23 (23/24)	---	---	0279	1
	zuò zuòyè	做作业	18 (18/24)	---	---	---	---
	zuò yùndòng	做运动	18 (18/24)	---	---	---	---
	zuò qìchē	坐汽车	23 (23/24)	---	---	---	---

Appendix C

Textbooks: overview of examined characters

In the table on the following pages, a list of all characters learners are expected to learn to write in any of the three examined textbooks is presented, ordered according to Pinyin and tone.

As with the vocabulary items in common in the list above, the characters in common have been shaded grey. When a character did not appear in a textbook, '——' is recorded.

The two right-most columns provide the frequency rank in the *Frequency Dictionary's* character frequency list and the MOE List of the listed characters. All of the examined characters are to be found in both these reference lists.

For each of the textbooks, it is noted which chapter a character appears in, and between brackets which chapter out of the total number of chapters that is.

As in the list above, for *Chinees in tien verdiepingen*, each chapter has been divided in two as each of the five chapters includes two separate dialogues with their own (vocabulary lists and) lists of characters to be written (with e.g. Lesson 1 Dialogue 1 represented by '1.1').

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
A	ài	爱	16 (16/24)	---	---	293	2500
B	bā	八	4 (4/24)	---	0 (1/11)	482	300
	bà	爸	6 (6/24)	---	10 (11/11)	667	300
	bàn	半	10 (10/24)	---	---	382	300
	bù	不	7 (7/24)	1.2 (2/10)	1 (2/11)	5	300
C	cài	菜	14 (14/24)	---	---	701	2500
	chá	茶	13 (13/24)	---	---	1003	2500
	chē	车	21 (21/24)	---	---	213	300
	chī	吃	13 (13/24)	2.1 (3/10)	---	304	300
D	dǎ	打	17 (17/24)	---	---	152	300
	dà	大	7 (7/24)	3.1 (5/10)	2 (3/11)	13	300
	dào	到	---	4.2 (8/10)	---	19	300
	de	的	7 (7/24)	2.1 (3/10)	6 (7/11)	1	300
	dì	弟	---	---	9 (10/11)	840	2500
	dì	地	---	---	7 (8/11)	23	300
	diǎn	点	10 (10/24)	5.2 (10/10)	---	82	300
	diàn	电	16 (16/24)	---	---	156	300
	dòng	动	17 (17/24)	---	---	84	300
	duì	对	5 (5/24)	---	6 (7/11)	27	300
duō	多	---	2.1 (3/10)	2 (3/11)	35	300	
E	ér (-r)	儿	3 (3/24)	4.2 (8/10)	---	107	300

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	èr	二	4 (4/24)	---	0 (1/11)	193	300
F	fǎ	法	---		8 (9/11)	115	2500
	fàn	饭	14 (14/24)	3.2 (6/10)	---	601	300
	fáng	房	20 (20/24)	---	---	424	2500
	fēi	飞	24 (24/24)	---	---	523	300
	fēn	分	10 (10/24)	---	---	93	300
G	ge/gè	个	8 (8/24)	3.1 (5/10)	10 (11/11)	11	300
	gē	哥	11 (11/24)	---	9 (10/11)	875	300
	gěi	给	---	4.2 (8/10)	---	130	300
	gōng	工	---	4.1 (7/10)	---	98	300
	gǒu	狗	---	---	10 (11/11)	1208	300
	guó	国	---	1.2 (2/10)	3 (4/11)	63	300
	guǒ	果	15 (15/24)	---	---	162	300
H	hái	孩	---	3.1 (5/10)	---	300	300
	hǎo	好	1 (1/24)	1.1 (1/10)	1 (2/11)	41	300
	hào	号	5 (5/24)	4.1 (7/10)	5 (6/11)	484	2500
	hē	喝	13 (13/24)	---	---	818	2500
	hé	和	6 (6/24)	---	7 (8/11)	24	300
	hé (Hé)	荷	---	---	3 (4/11)	1948	2500
	hěn	很	2 (2/24)	2.1 (3/10)	3 (4/11)	94	300
	hòu	后	21 (21/24)	---	---	37	300
	huà	话	---	5.1 (9/10)	---	116	300

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	huān (huan)	欢	---	2.2 (4/10)	2 (3/11)	445	2500
	huí	回	19 (19/24)	---	---	144	300
	huì	会	17 (17/24)	5.1 (9/10)	8 (9/11)	21	300
	huǒ	火	21 (21/24)	---	---	399	300
J	jī	机	24 (24/24)	---	---	154	300
	jǐ	几	5 (5/24)	4.1 (7/10)	5 (6/11)	163	300
	jiā	家	5 (5/24)	5.2 (10/10)	10 (11/11)	29	300
	jiān	间	20 (20/24)	5.2 (10/10)	---	111	2500
	jiàn	见	2 (2/24)	---	2 (3/11)	159	300
	jiào	叫	1 (1/24)	---	1 (2/11)	306	300
	jié	节	18 (18/24)	---	---	416	2500
	jiě	姐	---	---	9 (10/11)	737	300
	jīn	今	10 (10/24)	4.1 (7/10)	5 (6/11)	202	300
	jiǔ	九	4 (4/24)	---	0 (1/11)	864	300
	jiù	就	---	5.2 (10/10)	---	20	300
	jué	觉	---	2.2 (4/10)	---	249	2500
K	kāi	开	24 (24/24)	---	---	65	300
	kàn	看	18 (18/24)	2.2 (4/10)	---	64	300
	kě	可	---	2.2 (4/10)	9 (10/11)	44	300
	kè	课	9 (9/24)	---	---	790	300
	kǒu	口	6 (6/24)	---	---	185	300
	kuài	快	---	---	6 (7/11)	260	300

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	kuài	块	---	3.2 (6/10)	---	587	2500
L	lái	来	---	4.2 (8/10)	---	15	300
	lán	兰	---	---	3 (4/11)	1901	2500
	lǎo	老	---	---	4 (5/11)	122	300
	le	了	19 (19/24)	---	---	4	300
	lè	乐	16 (16/24)	---	6 (7/11)	397	300
	lěng	冷	23 (23/24)	---	---	810	2500
	lǐ	理	---	---	7 (8/11)	95	2500
	lì	历	---	---	7 (8/11)	362	2500
	liù	六	4 (4/24)	---	0 (1/11)	623	300
	lù	路	22 (22/24)	---	---	239	2500
M	ma	吗	2 (2/24)	1.2 (2/10)	1 (2/11)	332	2500
	mā	妈	6 (6/24)	---	10 (11/11)	477	300
	mǎi	买	15 (15/24)	---	---	512	2500
	máng	忙	---	4.1 (7/10)	---	851	2500
	māo	猫	---	---	10 (11/11)	1503	300
	me	么	3 (3/24)	2.1 (3/10)	2 (3/11)	43	2500
	méi	没	11 (11/24)	3.1 (5/10)	9 (10/11)	61	300
	měi (Měi)	美	---	---	3 (4/11)	288	300
	mèi	妹	---	---	9 (10/11)	1049	300
	men (-men)	们	8 (8/24)	2.1 (3/10)	4 (5/11)	17	300
	mǐ	米	14 (14/24)	---	---	560	300

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	míng	名	---	---	9 (10/11)	161	2500
	míng	明	---	---	5 (6/11)	113	300
N	nǎ	哪	3 (3/24)	3.2 (6/10)	---	437	2500
	nà	那	7 (7/24)	3.1 (5/10)	---	38	300
	nán	难	---	5.2 (10/10)	---	225	2500
	nán	男	8 (8/24)	---	---	371	2500
	ne	呢	---	---	1 (2/11)	262	2500
	nǐ	你	1 (1/24)	1.1 (1/10)	1 (2/11)	31	300
	nín	您	---	---	4 (5/11)	558	2500
	nián	年	12 (12/24)	---	---	46	300
	niú	牛	13 (13/24)	---	---	922	300
	nǚ	女	8 (8/24)	---	---	119	300
P	péng	朋	---	4.2 (8/10)	---	626	300
Q	qī	七	4 (4/24)	---	0 (1/11)	700	300
	qī	期	11 (11/24)	---	---	254	2500
	qí	骑	22 (22/24)	---	---	1410	2500
	qǐ	起	19 (19/24)	---	---	87	300
	qì	气	23 (23/24)	---	---	199	300
	qì	汽	24 (24/24)	---	---	1008	2500
	qián	前	21 (21/24)	---	---	78	300
	qián	钱	---	3.2 (6/10)	---	348	2500
	qù	去	9 (9/24)	4.2 (8/10)	---	52	300

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
R	rè	热	22 (22/24)	---	---	409	2500
	rén	人	---	1.2 (2/10)	3 (4/11)	7	300
	rì	日	12 (12/24)	---	6 (7/11), 8 (9/11)	230	300
	ròu	肉	14 (14/24)	---	---	838	2500
S	sān	三	4 (4/24)	---	0 (1/11)	137	300
	shàng	上	9 (9/24)	---	---	14	300
	shǎo	少	---	3.2 (6/10)	---	169	300
	shéi	谁	---	1.1 (1/10)	---	465	300
	shén	什	3 (3/24)	2.1 (3/10)	2 (3/11)	110	300
	shēng	生	12 (12/24)	5.1 (9/10)	4 (5/11), 6 (7/11)	32	300
	shī	师	---	---	4 (5/11)	287	300
	shí	十	4 (4/24)	---	0 (1/11)	268	300
	shí	时	---	5.2 (10/10)	---	28	300
	shǐ	史	---	---	7 (8/11)	427	2500
	shì	是	1 (1/24)	1.1 (1/10)	4 (5/11), 9 (10/11)	3	300
	shū	书	---	2.2 (4/10)	---	191	300
	shuō	说	17 (17/24)	5.1 (9/10)	8 (9/11)	18	300
	shuǐ	水	15 (15/24)	---	---	149	300
sì	四	4 (4/24)	---	---	0 (1/11)	253	300

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	suì	岁	---	---	2 (3/11)	506	300
	suǒ	所	20 (20/24)	---	---	81	2500
T	tā	他	11 (11/24)	1.1 (1/10)	1 (2/11)	12	300
	tā	她	---	1.1 (1/10)	1 (2/11)	92	300
	tài	太	---	2.1 (3/10)	---	261	300
	tiān	天	10 (10/24)	4.1 (7/10)	5 (6/11)	54	300
W	wǎn	晚	18 (18/24)	---	---	468	300
	wǎng	网	16 (16/24)	---	---	673	300
	wén	文	9 (9/24)	5.1 (9/10)	7 (8/11)	128	300
	wǒ	我	1 (1/24)	1.2 (2/10)	1 (2/11)	9	300
	wǔ	五	4 (4/24)	---	0 (1/11)	351	300
X	xǐ	喜	---	2.2 (4/10)	2 (3/11)	491	2500
	xià	下	23 (23/24)	---	---	45	300
	xiǎng	想	18 (18/24)	---	---	85	2500
	xiǎo	小	7 (7/24)	3.2 (6/10)	10 (11/11)	67	300
	xiào	校	23 (23/24)	---	---	413	300
	xiě	写	---	5.1 (9/10)	---	368	2500
	xīng	星	11 (11/24)	---	---	566	300
	xíng	行	22 (22/24)	---	---	66	300
	xué	学	8 (8/24)	5.1 (9/10)	4 (5/11), 7 (8/11)	48	300
Y	yán	言	---	---	8 (9/11)	376	2500

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	yào	要	15 (15/24)	3.2 (6/10)	---	16	300
	yě	也	2 (2/24)	3.1 (5/10)	7 (8/11)	30	300
	yī	一	4 (4/24)	---	0 (1/11)	2	300
	yīn	音	16 (16/24)	---	---	511	300
	yīng	英	---	---	8 (9/11)	950	2500
	yǒu (you)	友	---	4.2 (8/10)	---	308	2500
	yǒu	有	6 (6/24)	3.1 (5/10)	9 (10/11)	8	300
	yòu	右	20 (20/24)	---	---	752	2500
	yú	鱼	14 (14/24)	---	---	849	300
	yǔ	语	---	---	8 (9/11)	547	300
	yǔ	雨	23 (23/24)	---	---	831	300
	yuè	月	12 (12/24)	4.1 (7/10)	5 (6/11)	267	300
	yùn	运	17 (17/24)	---	---	364	2500
Z	zài	在	3 (3/24)	4.1 (7/10)	---	6	300
	zài	再	2 (2/24)	---	2 (3/11)	182	300
	zǎo	早	13 (13/24)	---	---	391	300
	zhàn	站	21 (21/24)	---	---	500	300
	zhè	这	5 (5/24)	1.1 (1/10)	---	10	300
	zhēn	真	19 (19/24)	---	---	172	300
	zhī	只	---	---	10 (11/11)	135	300
	zhōng	中	9 (9/24)	1.2 (2/10)	3 (4/11)	33	300
	zhù	祝	12 (12/24)	---	---	1344	2500

A-Z	Pinyin	Character	Chinees? 'n Makkie!	Chinees in tien verdiepingen	"Ik leer Chinees"	Frequency Rank FDM	MOE List
	zǐ (-zì)	子	15 (15/24)	3.1 (5/10)	---	36	300
	zì	字	---	5.2 (10/10)	9 (10/11)	327	300
	zì	自	22 (22/24)	---	---	40	300
	zǒu	走	19 (19/24)	---	---	201	300
	zuǒ	左	20 (20/24)	---	---	789	2500
	zuò	做	18 (18/24)	---	---	148	300
	zuò	作	---	4.1 (7/10)	---	59	300
	zuò	坐	24 (24/24)	---	---	589	300

Appendix D

Interviews: list of interview questions

The following is an English list of the interview questions: the questions were discussed in Mandarin with the native speaking teachers, respectively in Dutch with the Dutch teachers.

General information:

- Could you please describe your current position?
- So far, how long have you had experience with teaching Mandarin (as a foreign language)? How long with teaching Chinese characters in particular?

Introduction of Chinese characters:

- At the beginning of instruction, do you first start by introducing Pinyin? Or characters? Or both (more or less) simultaneously?
- If the introduction of characters is delayed (until after introducing Pinyin), at which point are characters introduced into the curriculum?
- Are the characters you teach exclusively simplified characters? Traditional ones?

Emphasis on words, or on characters?

- Do you use fixed textbooks (or a fixed textbook series)? If so, which? Do you supplement this by any self-made materials?
- In how much time do you discuss a chapter of the teaching material?
- How many class periods of Chinese (i.e. Mandarin) are there in a week? How does this translate into clock hours?
- Could you tell me approximately how many new words are introduced each week? How many characters?

Which characters? Which words?

Not all words and/or characters discussed in class may be included in the main teaching material teachers use:

- As far as you know, are the words you discuss (and students have to learn) selected from any list(s) of most frequently used words? If so, which list(s)? Any idea why?
- As far as you know, are the characters you discuss (and students have to learn) selected from any list(s) of most frequently used characters? If so, which list(s)? Any idea why?
- As far as you know, are the textbooks/teaching materials you use based on lists of most frequently used words? On lists of most frequently used characters?

Teaching of character-related knowledge

- Do you teach about characters' etymology? When?
- Do you point out radicals or components in characters? When?
- Do you pay specific attention to semantic and/or phonetic radicals? How? When?
- Do you pay specific attention to the overall structure of characters (for instance left-right, top-bottom, enclosure-enclosed etc.)? When?
- In your opinion, does teaching about the above help students learn characters? Any type of instruction in particular? Do you think your colleagues share this opinion?

Emphasis on (correct) stroke order and writing ability

- Do you teach stroke order? When?
- Do you teach the basic strokes which make up components and characters separately?
- Are students expected to learn to write characters from the start of character instruction? If not, at which point are they expected to do so?

Students at an advantage/disadvantage:

- Do you think any students master the language and/or the script more easily, or with more difficulty, than others? Which students have less trouble making progress? Which students may have more difficulties? Any ideas on why?
- Do you (also) teach students with a related language background (e.g. with experience with a Chinese language at home), or students who have already come into contact with the script? (Chinese characters, or for instance Japanese *kanji*, or Korean *hanjia*) In your eyes, do such students have an advantage over other students?

Appendix E

Interviews: consent form

Consent form

Herewith I declare that I agreed to be interviewed in the context of the research project on how Chinese characters are – and should be – taught to CFL learners, and that my answers can be used in the report of the research project.

I understand that the audio recording of the interview will not be shared with others but serves the sole purpose of aiding in the analysis of the content of the interview after it has taken place.

Although great care will be taken to exclude personal details such as names from the final report, I understand that some of the included content may possibly be traced back to me (e.g. by colleagues). I do not mind if answers I give can be traced back to me.

With the exception of the thesis supervisor and, if required, the second reader (i.e. the people who will grade the thesis), this signed form will not be shared with others: an unsigned version will be included in the thesis and it will be noted that participants signed this consent form, thus providing a maximum possible degree of privacy protection.

Place

Date

Signed
