

**1. Presentation title:**

Character Learning Strategies among Danish and Swedish Beginners of Chinese as a Foreign Language (CFL)

©丹麦和瑞典学习者汉字学习情况调查与写字策略分析

**2. Presentation language: Chinese**

**3. Bio data:**



1<sup>st</sup> author: Chun Zhang  
(张纯)



Chun Zhang, principal teaching associate professor, China Studies, Aarhus University, Denmark. She specialized in teaching Chinese as a foreign language and Chinese teacher education. She also initiated a project entitled 'NordNet TCFL 2016', a network aiming to improve the quality of TCFL practice within Nordic universities.

2<sup>nd</sup> authors: Yi-Ting Chen  
(陈羿廷)



Yi-Ting Chen, Chinese language teacher at Department of Asian, Middle Eastern and Turkish Studies, Stockholm University, Sweden. She completed her Master's degree in Teaching Chinese as a Foreign/Second language in 2015 in Taiwan. She also studied language pedagogics at George Mason University in the U.S. in 2012. From 2014 she taught CFL at Stockholm University.

#### **4. Presentation Summary for Programme:**

This study was conducted at three universities (i.e., Aarhus University, Copenhagen University, and Stockholm University) at two Nordic countries (i.e., Denmark and Sweden). 39 beginner Danish and Swedish of Chinese (L2) university students participated in the study. Drawing from the strategy Inventory for Language Learning (SILL) by Oxford (1990), we adapted Shen' (2005) questionnaire into two online surveys. The first survey was done in February 2016 aiming to discover some Chinese character learning strategies employed by Danish and Swedish learners. Based on the 1<sup>st</sup> survey, the second survey was developed and thereafter conducted in March 2016. A preliminary analysis revealed that the students used primarily three types of strategies (1) compensation strategies (i.e., application-assisted tools), (2) cognitive strategies (i.e., orthographic knowledge) and (3) memory strategies (i.e., repeated writing +rote learning). Finally, pedagogical implication of teaching character is discussed and future research is suggested.

#### **5. Summary of Content and Purpose:**

- Purpose:
  - Discover what Chinese-character learning strategies used by Danish (L1) & Swedish (L1) beginners of Chinese (L2);
  - Add a new perspective to the understanding of European learners of Chinese-character learning strategies
- Methodology:
  - Study setting: China studies at Aarhus University, China studies at Copenhagen University, Denmark and China studies at Stockholm University, Sweden;
  - Participants: 39 degree students from abovementioned universities;
  - Data collection:
    - ✓ Surveys: Drawing largely from the strategy Inventory for Language Learning (SILL) summarized by Oxford (Oxford, 1990), we adapted Shen' (Shen, 2005) questionnaire into two online surveys.
    - ✓ Time: the 1<sup>st</sup> survey was done in February 2016; and the 2<sup>nd</sup> survey was done in March 2016;
    - ✓ Two online surveys : 1<sup>st</sup> survey- it is an open-ended questionnaires; 2<sup>nd</sup> survey – based on the descriptive data derived from 1<sup>st</sup> survey, we ask the students to provide the Likert-scale rating between 1 (never true) and 5 (always true) for the 40 statements which covered the strategies they possibly used;
  - Data analysis: It was approached in both qualitative and quantitative methods;
- Results:

- Danish and Swedish learners use three major learning strategies (1) compensation strategies (i.e., application-assisted tools), (2) cognitive strategies (i.e., orthographic knowledge) and (3) memory strategies (i.e., repeated writing +rote learning);
- Pedagogical implications:
  - Issues of tracking learners' learning outcomes when using app-assisted learning tools;
  - Ways of presenting radicals, pronunciation, and shapes of the characters in class (class instruction);
  - Seeking good practice on how to facilitate rote learning

## Works Cited

- Oxford, R. L. (1990). *Language learning strategies: What every teacher should know*. New York: Newbury House.
- Shen, H. (2005). An investigation of Chinese-character learning strategies among non-native speakers of Chinese. *System*, vol. 33 (1), 49-68.