

References

- 王寧（2002）。漢字構形學講座。上海市：上海教育。
[Wang, N. (2002). *Lectures on the study of the construction of Chinese characters*. Shanghai, China: Shanghai Educational.]
- 王寧、鄒曉麗（編）。（1999）。漢字。香港：和平圖書海峰。
[Wang, N., & Zou, X. L. (Eds.). (1999). *Chinese characters*. Hong Kong, China: Peace.]
- 李孝定（1986）。漢字的起源與演變論叢。臺北市：聯經。
[Li, H.-T. (1986). *The origin and evolution of Chinese characters*. Taipei, Taiwan: Linking.]
- 谷衍奎（2003）。漢字源流字典。北京市：華夏。
[Gu, Y. K. (2003). *Dictionary of the evolution of Chinese characters*. Beijing, China: Huaxia.]
- 邱德修（1995）。文字學新探。臺北市：合記圖書。
[Chiu, T.-S. (1995). *New investigation in Chinese etymology*. Taipei, Taiwan: Hochi.]
- 香港語言學學會（2002）。粵語拼音字表（二版）。香港：香港語言學學會。
[Linguistic Society of Hong Kong. (2002). *Guide to LSHK Cantonese romanization of Chinese characters* (2nd ed.). Hong Kong, China: Linguistic Society of Hong Kong.]
- 香港課程發展議會（1990）。分級常用字表。載於香港課程發展議會（主編），中國語文科：小一至小六課程綱要（頁 69-76）。香港：政府印務局。
[Curriculum Development Council. (1990). List of frequently used characters by grade level. In Curriculum Development Council (Ed.), *Syllabuses for primary schools: Chinese language* (pp. 69-76). Hong Kong, China: Government Printer.]
- 高明（1996）。中國古文字學通論。北京市：北京大學。
[Gao, M. (1996). *Introduction to ancient Chinese characters*. Beijing, China: Peking University.]

- 高景成 (1988)。略談形聲字的難點和其他。載於語言文字應用研究 (主編)，漢字問題學術討論會論文集 (頁 100-107)。北京市：語文。
- [Gao, J. C. (1988). Some thoughts on the difficulty of semantic-phonetic characters and others. In Institute of Applied Linguistics. (Ed.), *Proceedings of the conference on academic questions about Chinese characters* (pp. 100-107). Beijing, China: Yu Wen.]
- 高景成 (2004)。常用字字源字典。北京市：語文。
- [Gao, J. C. (2004). *Dictionary of the origins of commonly used characters*. Beijing, China: Yu Wen.]
- 梁東漢 (1959)。漢字的結構及其流變。上海市：上海教育。
- [Liang, D. H. (1959). *Structure and evolution of Chinese characters*. Shanghai, China: Shanghai Educational.]
- 課程發展處 (2007)。香港小學學習字詞表。香港：教育局。
- [Curriculum Development Institute. (2007). *Hong Kong Chinese lexical lists for primary learning*. Hong Kong, China: Education Bureau.]
- 龍宇純 (2001)。中國文字學。臺北市：五四書店。
- [Lung, Y. C. (2001). *Chinese etymology*. Taipei, Taiwan: May Fourth.]
- 蘇培成 (2001)。現代漢字學綱要 (增訂本)。北京市：北京大學。
- [Su, P. C. (2001). *Essential study of modern Chinese characters*. Beijing, China: Peking University.]
- Chan, L., & Nunes, T. (1998). Children's understanding of the formal and functional characteristics of written Chinese. *Applied Psycholinguistics*, 19, 115-131.
- Ding, G., Peng, D., & Taft, M. (2004). The nature of the mental representation of radicals in Chinese: A priming study. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 30, 530-539.
- Feldman, L. B., & Siok, W. W. T. (1997). The role of component function in visual recognition of Chinese characters. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, 23, 776-781.
- Ho, C. S. H., & Bryant, P. (1997a). Learning to read Chinese beyond the logographic phase. *Reading Research Quarterly*, 32, 276-289.

- Ho, C. S. H., & Bryant, P. (1997b). Phonological skills are important in learning to read Chinese. *Developmental Psychology*, *33*, 946-951.
- Ho, C. S. H., Yau, P. W. Y., & Au, A. (2003). Development of orthographic knowledge and its relationship with reading and spelling among Chinese kindergarten and primary school children. In C. McBride-Chang & H. C. Chen (Eds.), *Reading development in Chinese children* (pp. 51-71). Westport, CT: Praeger.
- Lam, H. C. (2006). *Orthographic awareness in learning Chinese characters*. Unpublished doctoral dissertation, The University of Hong Kong, Hong Kong.
- Lam, H. C. (2008). An exploratory study of the various ways that children read and write unknown Chinese characters. *Journal of Basic Education*, *17*, 73-97.
- Lam, H. C. (2012). Elaborating the concepts of part and whole in variation theory: The case of learning Chinese characters. *Scandinavian Journal of Educational Research*. DOI: 10.1080/00313831.2012.732604
- Lam, H. C., & Tsui, A. B. M. (2013). Drawing on the variation theory to enhance students' learning of Chinese characters. *Instructional Science*, *41*, 955-974.
- Shu, H., & Anderson, R. C. (1997). Role of radical awareness in the character and word acquisition of Chinese children. *Reading Research Quarterly*, *32*, 78-89.
- Shu, H., Anderson, R. C., & Wu, N. (2000). Phonetic awareness: Knowledge of orthography-phonology relationships in the character acquisition of Chinese children. *Journal of Educational Psychology*, *92*, 56-62.
- Shu, H., Chen, X., Anderson, R. C., Wu, N., & Xuan, Y. (2003). Properties of school Chinese: Implications for learning to read. *Child Development*, *74*, 27-47.
- Taft, M., & Zhu, X. (1997). Submorphemic processing in reading Chinese. *Journal of Experimental Psychology: Learning, Memory, and Cognition*, *23*, 761-775.
- Taft, M., Zhu, X., & Peng, D. (1999). Positional specificity of radicals in Chinese character recognition. *Journal of Memory and Language*, *40*, 498-519.