

Abstract

This study investigated the developmental patterns of the Chinese phonetic component knowledge and the connection among phonetic component knowledge, reading abilities and phonological awareness. Twenty first-, 20 third- and 20 fifth-graders were recruited from a primary school in Hong Kong to carry out this study. Tests included Chinese word reading, Chinese pseudo-character reading, Chinese phonetic component reading, implicit positional recognition of Chinese character components, explicit positional recognition of Chinese character components, role and function of phonetic component, exception character judgment and phonological awareness (onset and rhyme detection). It was found that the phonetic component knowledge were developed by grades. In addition, the knowledge of positional recognition for character component was developed better than the knowledge of role and function of phonetic component and exception character judgment. Moreover, statistically significant correlations among Chinese word reading, Chinese pseudo-character reading, implicit positional recognition and role and function of phonetic component and between rhyme detection and exception character judgment were found. These findings suggested that the knowledge of implicit positional recognition and role and function of phonetic component were important in reading Chinese character and rhyme detection was important to exception character knowledge.