Abstract

The present correlational study examined the extent to which phonological awareness and morphological awareness contribute to Chinese receptive and productive vocabulary. Two measures of phonological awareness: syllable non-sense words deletion, onset- phoneme non-sense words deletion; three measures of morphological awareness skills: morphological identification, receptive morphological awareness, morphological construction; and rapid number naming were administered to 217 Hong Kong kindergartners. Phonological awareness and rapid number naming predicted significant 4.6% variance in receptive vocabulary but not in productive vocabulary. Morphological awareness skills contributed an additional unique 16.6% variance in Chinese receptive vocabulary and an additional unique variance of 10.2% in Chinese productive vocabulary. Only morphological construction was significantly associated with both types of vocabulary knowledge. Results highlight the importance of morphological awareness in both receptive and productive vocabulary knowledge that may be useful for future educational research.