

Abstract

The present study aimed at investigating the contribution of morphemic awareness to elementary students' Chinese two-character word recognition. Thirty-one grade two students and thirty-two grade five students from a local primary school in Hong Kong participated voluntarily. The study was in reference to the study by Zhou and the colleagues (1999). Participants made lexical decisions on 48 pairs of prime-target pairs in morphemic, character, semantic and control conditions. Mean reaction times and error percentages were studied with analysis of variance. The results confirmed that (1) morphemic awareness improves across grade levels; (2) good reader is associated with higher level of morphemic awareness