

RUNNING HEAD: CHINESE VOCABULARY AND READING

Effects of Orthographical and Phonological Abilities on vocabulary and reading aloud
among Chinese Primary School Children

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ABSTRACT

In this study, I tested 7-year-old Chinese primary school children on their vocabulary and reading aloud abilities. The effects of orthographical and phonological knowledge were examined. Regressions showed that: (1) phonology predicted Chinese reading aloud but not vocabulary; (2) orthographical knowledge was proven a strong predictor of both Chinese vocabulary and reading aloud; and (3) ortho-semantic knowledge is more important than general positional regularities and the recognition of visual form of a Chinese character. Orthographical knowledge was found to be a stronger predictor than phonological knowledge for acquisition of logographic languages.