

Abstract

The present study aimed to investigate the factors related to Cantonese receptive vocabulary and expressive vocabulary in school-aged children in Hong Kong. One hundred and fifty-seven first-grade children ($M = 6.72$, $SD = 0.44$) were recruited, and their receptive vocabulary, expressive vocabulary, morphological awareness, phonological awareness, non-verbal intelligence, and rapid automatized naming (RAN) were measured. Results demonstrated that morphological awareness was positively correlated with both receptive vocabulary and expressive vocabulary, with age and non-verbal intelligence statistically controlled. It was more strongly correlated to expressive than receptive vocabulary and uniquely explained 12% of variance in expressive vocabulary while 4% of variance in receptive vocabulary. With age and non-verbal intelligence statistically controlled, phonological awareness was not significantly correlated with either receptive vocabulary or expressive vocabulary, and RAN was not significantly correlated with either receptive vocabulary or expressive vocabulary as well. Our results highlighted the importance of morphological awareness to vocabulary knowledge, especially expressive vocabulary. It suggested that morphological awareness training could be incorporated into vocabulary instruction for teachers and word retrieval training for speech therapists.