

# *Semantic Radical Awareness in Chinese Dyslexic Children and Its Role in Chinese Word Reading*

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*The present study examined semantic radical awareness in Chinese dyslexic children and how such awareness related to Chinese word reading. A group of Chinese dyslexic children (with a mean age of 10 years) and two control groups (with mean ages of 10 years 1 month and 7 years 7 months, respectively) were tested on Chinese word reading, semantic categorization skill, and positional and functional knowledge of semantic radicals. Results showed that the dyslexia group performed significantly worse than the reading-level control group in producing characters with the same semantic radicals. They also made less effective use of high frequency, lexical, and transparent semantic radicals than did age controls. Results of hierarchical regression analyses showed that awareness of various aspects of semantic radical knowledge was a significant predictor of Chinese word reading. These results suggest that weakness in semantic radical awareness of Chinese dyslexic children may reflect their poor quality of lexical representation.*

*Keywords: Chinese, developmental dyslexia, quality of lexical representation, semantic radical awareness*

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## 中文讀寫障礙學童的部首意識及其與中文讀字之關係

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### 摘要

本研究測試中文讀寫障礙學童的部首意識及此意識與中文讀字的關係。被試為香港小學學童共60名。當中20名為有中文讀寫障礙的學童(平均年齡:10歲),其餘40名分別為與讀寫障礙學童年齡相約的對照組(平均年齡:10歲1個月)及與其中文讀字水平相約的對照組(平均年齡:7歲7個月)。每組學童均接受四項測試,包括中文讀字、語義分類技巧、部首位置知識及部首功能知識。研究結果發現中文讀寫障礙學童在利用同一部首提取單字的能力比與其中文讀字水平相約的對照組顯著較弱。相對於兩組對照組,中文讀寫障礙學童亦較遜於運用高頻及能反映字義的部首。階層式迴歸分析反映各類的部首知識能顯著地預測學童的中文讀字能力。總括而言,本研究結果顯示中文讀寫障礙學童之部首意識較弱,反映出他們的中文詞彙表徵之素質較為落後。

關鍵詞: 中文、讀寫障礙、詞彙表徵、部首意識