

MASTER'S THESIS

Understanding error types of Chinese bi-syllable word recognition made by Hong Kong dyslexic student

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Date of Award:
2007

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**UNDERSTANDING ERROR TYPES
OF CHINESE BI-SYLLABLE WORD RECOGNITION
MADE BY HONG KONG DYSLEXIC STUDENTS**

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**A Dissertation Submitted In Partial
Fulfilment Of The
MASTER OF ARTS IN LANGUAGE STUDIES**

HONG KONG BAPTIST UNIVERSITY

JUNE 2007

Content

Abstract	1
Chapter 1 Introduction	2
Chapter 2 Literature Review	7
2.1 Characteristics of Chinese languages	7
2.2 Child development of reading, and word recognition strategies	14
2.3 Reading difficulties in dyslexic readers	21
2.3.1 Reading difficulties in English-speaking dyslexic children	21
2.3.2 Reading difficulties in Chinese-speaking dyslexic children	24
2.4 Error types and the employed strategy types of word reading data	31
Chapter 3 Methodology	40
3.1 Subjects	40
3.2 Data collection	41
Chapter 4 Results and Discussion	44
4.1 Error type profile of individual subjects	44
4.2 Overall distribution of error types	46
4.3 Distribution of error among different reading levels	51
4.4 Distribution of sub-types errors of phonetic related type between groups	53
4.5 Distribution of sub-type errors of morpheme substitution type between groups	55
Chapter 5 Conclusion	57
5.1 Summary of findings	57
5.2 Limitations of the study	57
5.3 Recommendations	58
References	60
Appendix 1 Signs and symptoms of dyslexia	64
Appendix 2 Classification of error types of all data	65
Appendix 3 Word list of the bi-syllable Chinese word reading test	73

Abstract

The present study aims to analyze the types of errors made by dyslexic students in word recognition. Nine dyslexic primary students, from grades two to six, of 3 different levels of word reading abilities have participated in a bi-syllabic Chinese words reading test (with a word list of 120 to 240 words). The findings show that the younger readers tend to make more phonological errors while older ones make more semantic or morphological errors, and dyslexic students tend to make more morphological related errors than other types of errors. In view of their deficit in this aspect, various instruction strategies to enrich their word retrieval cueing mechanisms are essential to their learning.

摘要

是次研究旨在分析香港有讀寫困難(學障)的學童，在認讀中文兩字詞語方面的錯誤類別。研究選取了九位分別就讀小二至小六的學障學童，並按其認讀詞語的能力分為三個級別。學童各自進行了一項中文兩字詞語的認讀測試(含120至240個詞語)。結果顯示相對年輕的學童出現較多語音相關錯誤，相對年長的學童則出現較多語義或詞語結構方面的錯誤；整體而言，詞語結構相關的錯誤最為明顯。由此看來，各種能加強學障學童牢記及提取文字的能力的教學策略，對他們都是十分重要的。