

Abstract of thesis entitled

Phonological Awareness and Naming Speed in  
Good and Poor Chinese Readers

submitted by

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The purpose of this study is to examine the development of relationship between phonological awareness, naming speed and reading ability of Chinese children. A comprehensive battery of tests was administered to examine phonological awareness, visual and orthographic skills, naming speed and intelligence of 80 1<sup>st</sup>-grade, 80 3<sup>rd</sup>-grade and 90 5<sup>th</sup>-grade children from mainland China. Children's reading ability was tested by measuring accuracy and speed of their character/word recognition. Results indicated that naming speed was strongly linked to reading ability and was also the best predictor of reading ability of intermediate and skilled readers. Phonological awareness is more important in predicting reading ability of beginning readers than of intermediate and skilled readers. In addition, poor readers did much worse in



performing naming speed task and phonological awareness task, and the difference between good and poor readers was statistically significant. The findings suggest that phonological awareness is more salient for beginning readers, while naming speed is more salient in predicting reading ability of intermediate and skilled readers.

It should be noted that the present study is only a preliminary one to investigate the relationship between these three variables. While the results and conclusions contribute to advance our knowledge of reading development of Chinese children, there is still a large amount that we don not yet know about the relationship. The present study hopes to provide a substantial for future research (228 words).

