

Project: Dialogic reading programme on Chinese language and emergent literacy learning in ethnic minority preschool children in Hong Kong

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Abstract:

This study examined the effectiveness of the dialogic reading (DR) training on early Chinese literacy learning ethnic minority kindergarten children learning Chinese as a second language in Hong Kong. A total of 167 three-to-five years old ethnic minority kindergarteners in Hong Kong were recruited for the study. All of them are non-native Chinese speaking children. They were randomly divided into four groups: 1. DR program with a component of multi-sensory learning (MS) of Chinese character (42 children) 2. DR program with morphological awareness (MA) training (44 children) 3. DR program (41), and 4. control group (40). Only the DR+MS, DR+MA and DR group received a twelve weeks intervention program. Before and after a twelve weeks training program, all participating children were tested on Chinese word reading, writing and vocabulary skills, phonological processing skills, morphological awareness skills, orthographic skills, narrative skills, hand-eye coordination skills, and copying skills. The DR+MS group showed the strongest growth in Chinese word reading and character writing. The DR+MS and DR+MA group also showed a significant improvement in Chinese orthographic discrimination than the control group. We further conducted a follow-up assessment with three experimental group after three months. The results showed that there was a consistent training effect of the DR+MS and DR+MA programs on Chinese word reading, character writing and rapid number naming. These results suggest a positive change of pedagogical design for Chinese learning among L2 kindergarten ethnic minority children in Hong Kong.

Keywords:

Chinese learning; dialogic reading; ethnic minority children; intervention program; language acquisition; morphological awareness training; multisensory learning