

ABSTRACT

The main purpose of this study was to investigate the influence of alphabetic knowledge to development of phonological awareness, and whether phonological awareness had predictive power for Chinese reading ability among pre-schoolers and elementary primary students in Hong Kong and Guangzhou. Tests on vocabulary, non-verbal IQ, reading, digit span, and phonological awareness were carried out. Guangzhou and Hong Kong participants in each age group had same performance in matching characters at syllabic, onset-rime, and phoneme levels. Alphabetic knowledge was not precursor to development of phonological awareness, and phonological awareness was not predictor of reading ability, as found in this study. The results were in contradictory to research of alphabetic language. Disparities in orthographies might explain this contradiction. Further studies including samples from alphabetic language community are suggested.