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中文字屬性概念習得之發展研究

Previous research on Chinese character acquisition in children has primarily used a cross-sectional approach without considering confounds that developmental changes may be due to different cohorts. This current study aims to broaden the scope and use a longitudinal approach to follow children for two years and investigate the methods and order in which they acquire Chinese characters. To understand the children's acquisition process, the present study will use a lexical decision task that presents the children with a number of Chinese characters and asks them to decide whether it is a real character or not. Three age groups of elementary school children (1st, 3rd, and 5th graders) will be tested once per year for two years to explore the development of children's understanding of Chinese characters. Presently, there are two kinds of views on Chinese character acquisition. The bottom-up approach suggests that children learn the meanings of radicals first and then apply them to subsequent Chinese characters that contain these radicals. The top-down approach suggests that children use conceptual knowledge to guide them to make lexical decisions. Current research suggests that children start off recognizing Chinese characters using the bottom-up processing and transition to using the top-down processing upon reaching adulthood, but offers no explanation for how this development occurs. Therefore, this present study will focus on the transitional process between childhood and adulthood to further understand how Chinese character acquisition is achieved.

Key Words: Semantic radical, Semantic processing, Character recognition, Development.