

2016 Series 3 (Number 18)

Compounding Training Facilitates Chinese Learning of Native English Speakers

Date & Time: 9 November 2016, 13:00 – 14:00 (Light lunch begins at 12:30pm)

Venue: E33-G021, Tin Ka Ping Lecture Hall, Faculty of Education (E33)

Language: English

Audience: UM Staff / Postgraduate Students



Registration: <https://goo.gl/mD7oy9> or QR Code

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* *Complementary light lunch will be provided.*

Abstract

The present study investigated the role of compounding training on Chinese learning among CFL (Chinese as a Foreign Language) learners. Participants were 24 native English speakers taking a Chinese course at an American University. All of them learned 36 two-character Chinese words for three consecutive days, 12 words per day. However, they were divided into two groups with equal Chinese proficiency levels and each group was assigned to one of the following two training conditions. In the whole-word training condition, participants learned the meaning of each word in a holistic format. While in the compounding training condition, they additionally learned the meanings of constituent characters and were explained how the meaning of a word could be inferred from the meanings of its constituent characters within the same amount of time. Participants were assessed on the forms, pronunciations, and meanings of the trained words together with two compounding awareness tasks on the fourth day as posttests and two weeks later as delayed tests. Results showed that compounding training group performed better than whole-word group on all posttests. In addition, group differences sustained for the delayed tests. The current findings imply that compounding training may facilitate Chinese learning by enhancing morphological compounding awareness and refined representations at the character and the word levels.



Speaker



Prof. Juan ZHANG serves as Programme Coordinator of Bachelor of Education Programme (Pre-primary) - Curriculum of Faculty of Education at University of Macau. She obtained her PhD (2011) in Psychology from The Chinese University of Hong Kong. She uses neuroscience techniques to investigate the mechanism underlying language processing and the origins of reading disabilities. Professor Zhang has published widely in competitive journals such as *Developmental Psychology*, *Brain and Language*, *Bilingualism*, *Psychophysiology*, etc.