

Learning the Implicit rules of Reading Chinese

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Abstract

Chinese characters and words have construction rules. However, there is more exception of the rules than regularities. It is not easy to teach the implicit rules of reading Chinese characters and words. A way of reading instruction is to directly and clearly guide the students to get familiar with the psycholinguistic focus of the basic reading skills through practices and learn the rules of reading Chinese. This study first establishes tasks and assessments of highlighted psycholinguistic focuses of Chinese abided by difficulty levels. Standard line of each task is built and proved valid from an elementary school tryout. Secondly, to avoid laden practices by repeatedly copying, self-generated and adaptive practices are programmatically provided for different linguistic focus task according to the standard line of assessments and students' performance. Accuracy, reaction time, and feedback including dictionary explanation and error patterns are also provided. Elementary school children who have reading difficulty utilized the self-generated practices in an 8-week period, have shown improvement in their reading Chinese characters. It is evidenced the program developed has theoretical and practical values of reading Chinese.

Keywords: Chinese reading, automatically generated practice, Adaptive practice, automatically generated assessment

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