Supplementary Information

Content of Training Programme

1. Phonological training:
   a. Syllable awareness: syllable deletion, addition, and substitution with real words or nonwords in spoken Cantonese, e.g. 電視機 → 電機
   b. Lexical tone sensitivity: discriminate among syllables sharing the same phonological structure by their different tones, e.g. 夫、褲 ; identify the tone of monosyllabic words that were familiar to them in oral language, e.g. 石
   c. Rhyme sensitivity: recite nursery rhymes while also paying attention to the rhyming words in them.
      i. Syllable blending "排排坐，吃果果，你一個來我一個，大家快樂笑呵呵" → 坐、果、個、呵
      ii. Syllable substitution: "毛毛有一頂紅帽，貓貓有一身灰毛。毛毛要貓貓的灰毛，貓貓要毛毛的紅帽。毛毛把紅帽交給貓貓，貓貓給毛毛幾根灰毛" → 毛毛、貓貓、紅帽、灰毛
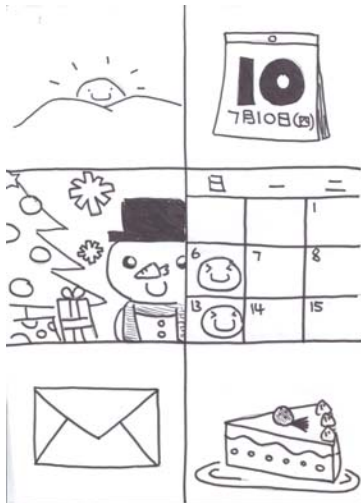

1ci   1cii
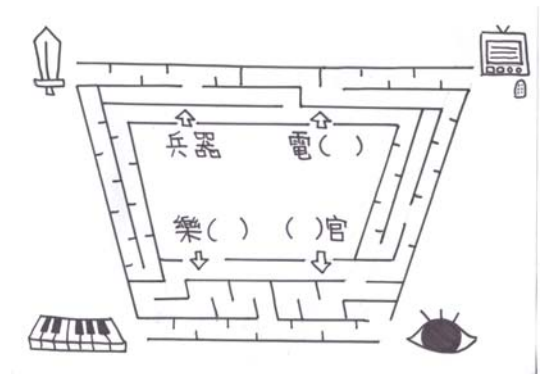
2. Lexical compounding training:
   a. Identification of orally presented compound words sharing the same morpheme
      i. Simple coloring: e.g. 日出、日曆、節日、星期日、信封、蛋糕
      ii. Combine words: e.g. 白雲、白飯、白兔、白紙
      iii. Maze: e.g. 兵器、電器、樂器、器官

2ai   2aii   2aiii

1

3. Homophone training:
   a. Coloring game: six pictures in an sheet, children learn the six words in spoken form, then color only the pictures that indicated words with homophones, e.g. 食物、蜜蜂
   b. 劃鬼腳
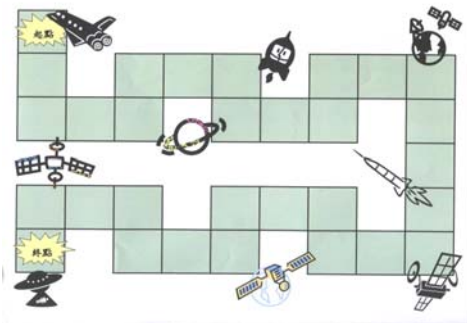

同音字 ❖❖❖ 填色

3a.

畫鬼腳

原　完　圓　園　鉛

筆　成　形　丁　來

3b.

4. Control: mathematics training (e.g. number board game playing: moving three steps forward on the board from space 10 means 10 +3; counting) + no training
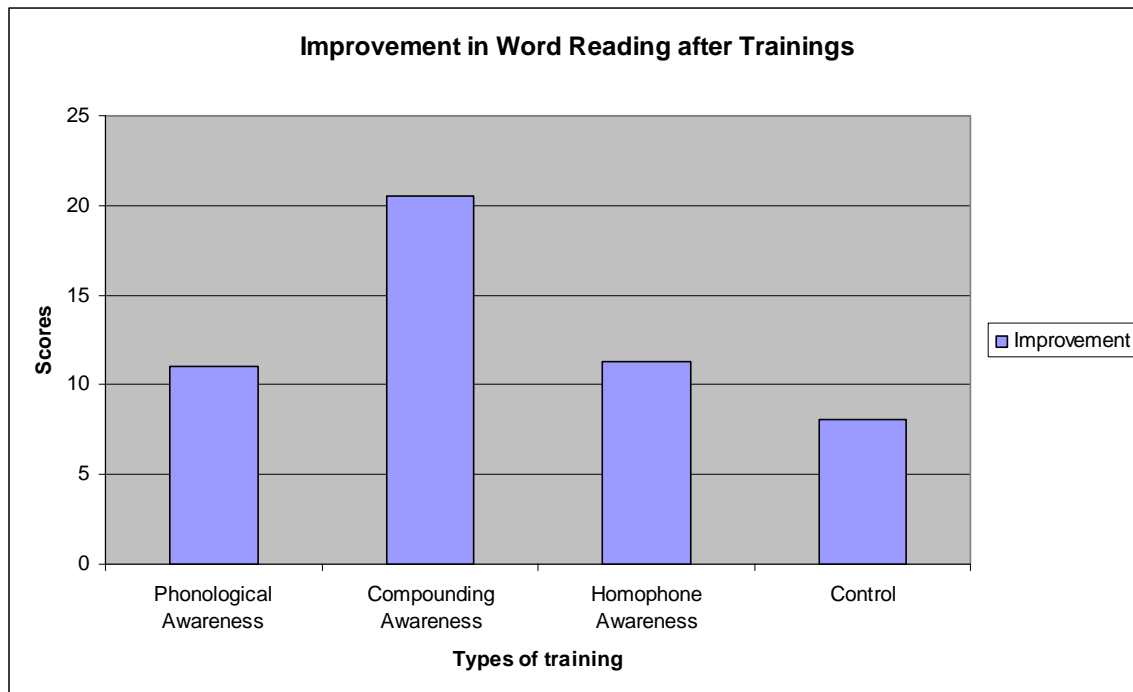

Board game

次序

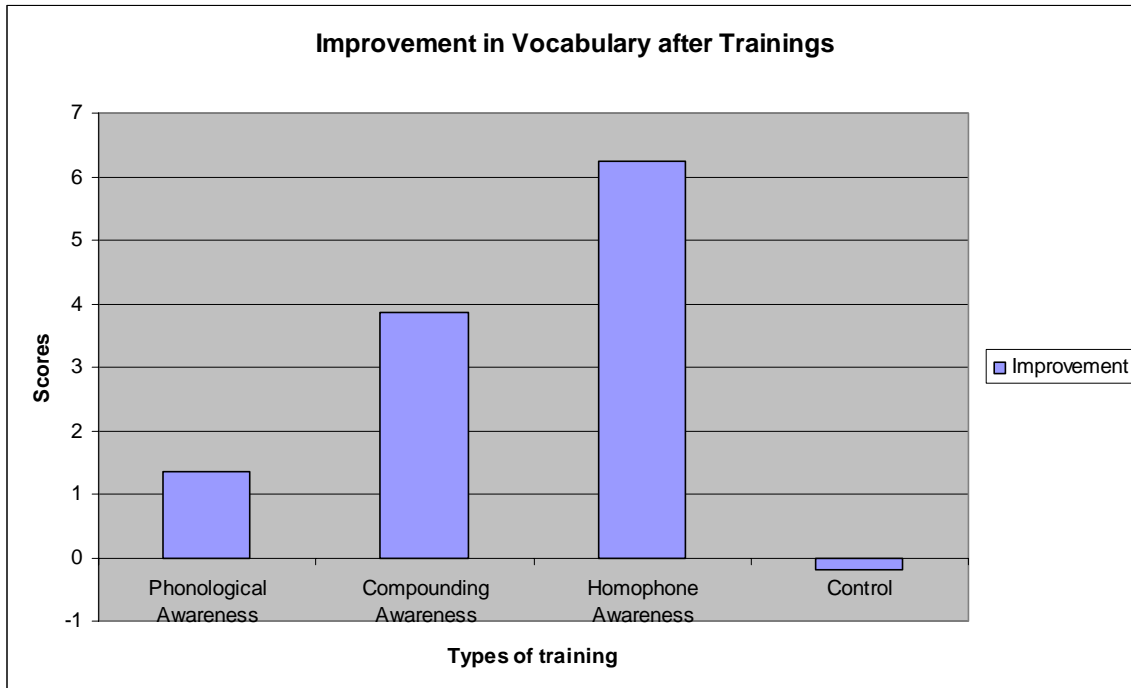Counting

Statistics

Table 1. Word Reading

	Phonological Awareness(Scores)	Compounding Awareness(Scores)	Homophone Awareness(Scores)	Control(Scores)
Pre-test	81.95	73.78	73.03	71.95
Post-test	92.95	94.33	84.35	80.4
Improvement	11	20.55	11.32	8.09

Graph 1

Table 2. Vocabulary

	Phonological Awareness(Scores)	Compounding Awareness(Scores)	Homophone Awareness(Scores)	Control(Scores)
Pre-test	16.5	17.56	13.48	18.7
Post-test	17.85	21.41	19.71	18.5
Improvement	1.35	3.85	6.23	-0.2

Graph 2

Implications

Parents who want to help their children to improve in early vocabulary growth and word reading may do so in a very pleasant way: by playing language games with their children such as the ones described above. This can be done first just as a "talking" game without print and later as a game that is accompanied by print if desired.