Re: Reading depends on writing, in Chinese

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- *From*: "Peter T. Daniels" <grammatim@xxxxxxxxxxxxxxx>

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Austin P. So (Hae Jin) wrote:
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> http://www.pnas.org/cgi/content/abstract/102/24/8781?etoc
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>
> Reading depends on writing, in Chinese
>
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> Charles A. Perfetti § and Wai Ting Siok *, ¶

> Language development entails four fundamental and interactive abilities:
> listening, speaking, reading, and writing. Over the past four decades, a

No, it doesn't; reading and writing are strictly optional.

> large body of evidence has indicated that reading acquisition is
> strongly associated with a child's listening skills, particularly the
> child's sensitivity to phonological structures of spoken language.
> Furthermore, it has been hypothesized that the close relationship
> between reading and listening is manifested universally across languages
> and that behavioral remediation using strategies addressing phonological
> awareness alleviates reading difficulties in dyslexics. The prevailing
> view of the central role of phonological awareness in reading
> development is largely based on studies using Western (alphabetic)
> languages, which are based on phonology. The Chinese language provides a
> unique medium for testing this notion, because logographic characters in
> Chinese are based on meaning rather than phonology. Here we show that
> the ability to read Chinese is strongly related to a child's writing
> skills and that the relationship between phonological awareness and
> Chinese reading is much weaker than that in reports regarding alphabetic
> languages. We propose that the role of logograph writing in reading
> development is mediated by two possibly interacting mechanisms. The
> first is orthographic awareness, which facilitates the development of
> coherent, effective links among visual symbols, phonology, and
> semantics; the second involves the establishment of motor programs that
> lead to the formation of long−term motor memories of Chinese characters.
> These findings yield a unique insight into how cognitive systems
> responsible for reading development and reading disability interact, and

> they challenge the prominent phonological awareness view.

Maybe this is the first time Perfetti (a senior reading scholar) has
ever looked at Chinese; the rest of the abstract reads like "Ch