



The Hong Kong English Ability Test for Primary-One Pupils (HKE) 香港小一英語閱讀能力測試

©2020 by Connie Suk-han HO, Pokky Poi-ki CHOI, Flora Sik-chi LEE, Leo Man-lit CHEANG, Frances Nga-ki WONG & Edmond Hong-kei CHEUNG.

講者：香港明愛康復服務
教育心理學家
蔡博麒先生



University-Community Collaboration



- * Collaborative project between HKU and Caritas Rehabilitation Service to address an educational concern in the community
- * How can we identify early those with difficulties learning English as a second language in Hong Kong?

Funding:

Eugene Chuang Professorship in Developmental and Educational Psychology
of the University of Hong Kong

[香港大學莊友堅基金教授席（發展及教育心理學）]



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Caritas Rehabilitation Service

The Hong Kong English Reading Ability Research Team
香港英語閱讀能力研究小組

HKE Team



Principal Investigators:

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Team Members

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Cherry Hoi-yi LAM



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Professional Contributions



- * Educational Psychologists

- * Ms. Rachelle Wing-sze Li
- * Ms. Jacqueline Wai-yan Tang

- * Speech Therapist

- * Mr. Ikey Ho-yuen Cheung

- * English Teachers

- * Ms. Jo Lok-yee Au
- * Ms. Mandy Man-yin Cheung
- * Ms. Hailey Hei-tung Chow
- * Mr. King-suen Leung
- * Ms. Sharon Ning-yi Li
- * Ms. Nicole Yuen-ying Li
- * Ms. Zoe Chui-ting Tam
- * Ms. Angel Yeung



Volunteers on Data Collection



- * Ms. Cherry Yu-yan Cheng
- * Ms. Christy Hiu-ching Cheung
- * Ms. Rachel Li-lok Ching
- * Ms. Jade Kung-pui Chiu
- * Ms. Hiu-wan Chong
- * Ms. Wing-chi Chong
- * Ms. Phebe Wing-tung Chung
- * Mr. Hok-Kan Fung
- * Mr. Nathan Chun-hei Lau
- * Ms. Hazel Tsz-hei Leung
- * Ms. Vivian Hoi-wing Siu
- * Ms. Dione Yan-wing Tai
- * Ms. Jessica Tsz-yan Tong
- * Ms. Ching-shan Wong
- * Ms. Heidi Sum-Lok Wong
- * Ms. Po-wing Wong



Participating Schools



- * Baptist (STW) Lui Ming Choi Primary School
- * Castle Peak Catholic Primary School
- * Cho Yiu Catholic Primary School
- * Choi Wan St Joseph's Primary School
- * Hong Kong Southern District Government Primary School
- * Ping Shek Estate Catholic Primary School
- * S.K.H. Chai Wan St. Michael's Primary School
- * S.K.H. Yautong Kei Hin Primary School
- * Tin Shui Wai Catholic Primary School
- * Tung Tak School
- * Yuen Long Merchants Association Primary School



Purpose of HKE



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Purpose of HKE



- * Importance of early identification
 - * Higher success rate for earlier than later intervention
- * Purpose of HKE
 - * An effective screening tool to identify Hong Kong P. 1 pupils with potential difficulties in learning to read English with reference to the local norm
 - * To provide a profile of cognitive-linguistic skills (oral vocabulary, orthographic skills, and phonological awareness) to facilitate appropriate and tailored-made intervention



Development of HKE



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Standardization of HKE



- * Norm sample
 - * Stratified sampling method
 - * A total of 11 schools, 5 girls and 5 boys in each school, with a total of 110 children in the norm sample
 - * Age distribution:

	Male	Female
6 yrs 5 mos – 6 yrs 8 mos	15	10
6 yrs 9 mos – 7 yrs	16	20
7 yrs 1 mo – 7 yrs 4 mos	19	18
7 yrs 5 mos – 7 yrs 8 mos	5	7
Total	55	55



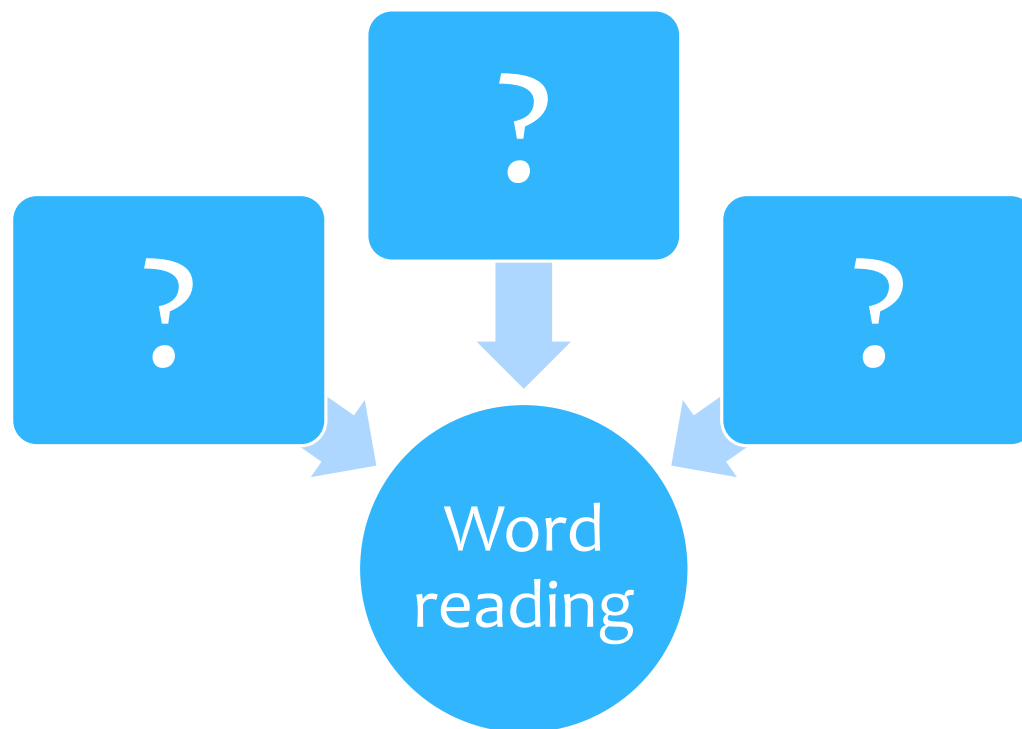
Word reading and reading comprehension



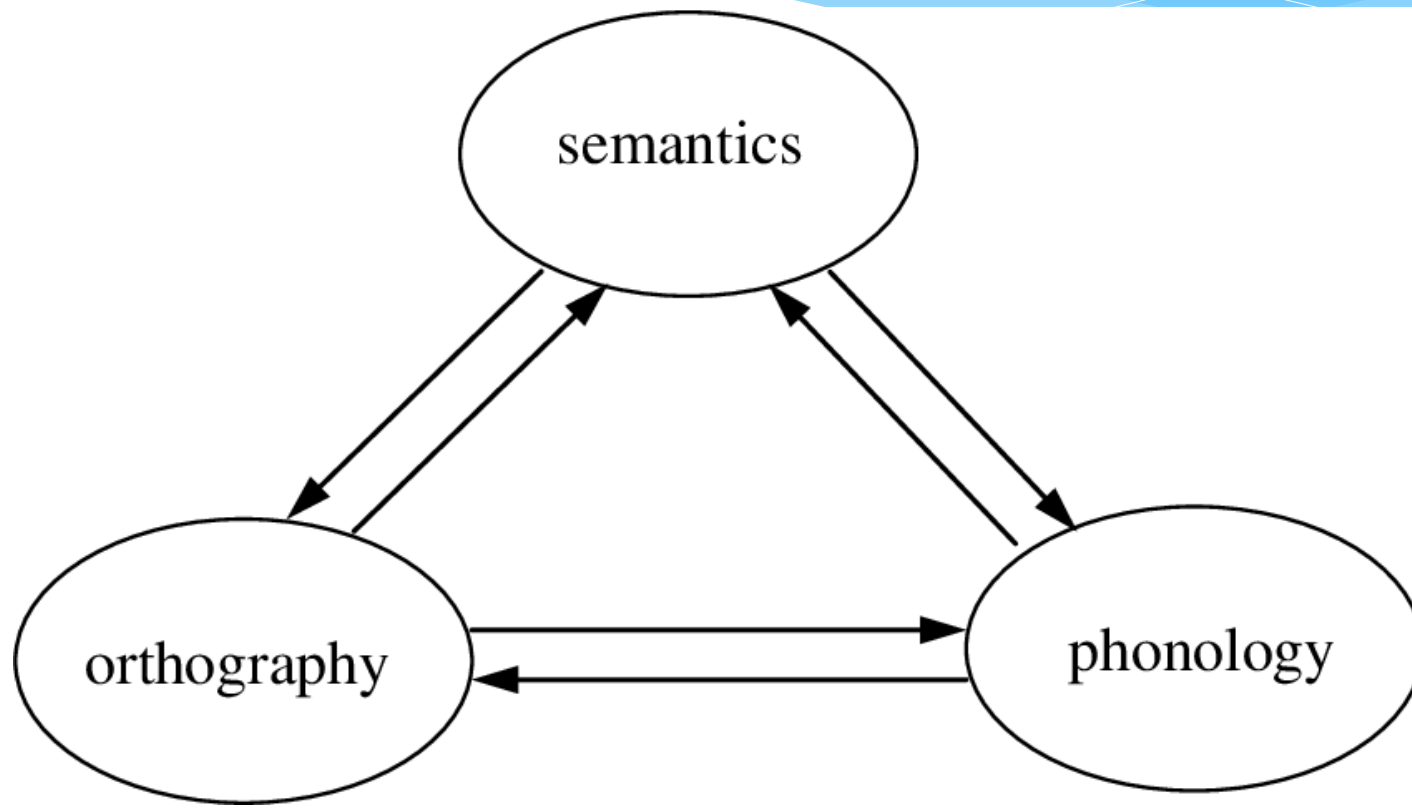
- * Early efficient word recognition leads to better comprehension (Calfee & Piontkowski, 1981; Lesgold, Rcsnick, & Hammond, 1985)
- * Correlation between reading comprehension and word reading was found to be 0.6 to 0.8 across literature (Yuill and Oakhill, 1991)
- * Deficits at the level of word recognition are characteristics of children who fail to acquire age-appropriate reading skills (Perfetti, 1985; Standovich, 1986; as cited in Seidenberg & McClelland, 1989, p.523)
- * Word identification was the strongest direct predictor for struggling comprehenders ($\beta = .18$) (Oslund et al., 2018)



What contributes to poor word reading?



Triangle Model of Word Recognition and Naming (Seidenberg & McClelland, 1989)



Phonological Awareness



- * Phonological awareness is the sensitivity or ability to identify and manipulate sounds of speech (Lewkowicz, 1980; Mattingly, 1972)
- * Essential for decoding phonemes and letter sounds, which is a strong predictor of reading (e.g. Stahl & Murray, 1994)



Orthographic Awareness



- * Constraints on the forms of written words may play an important role in the recognition process
- * Word recognition and discrimination might be facilitated by knowledge of letter combinations that are permissible or realized.
- * Many studies have provided evidence that skilled readers use this knowledge.

(Seidenberg & McClelland, 1989; Henderson, 1982)



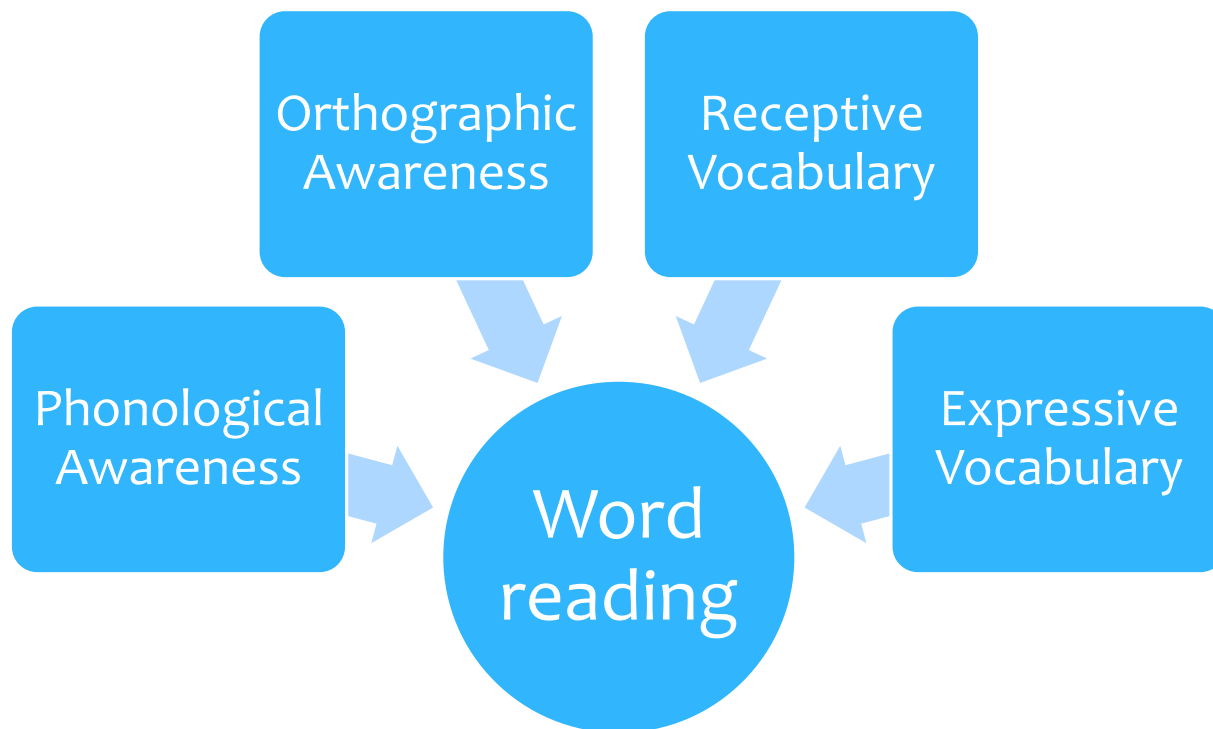
Expressive and Receptive Vocabulary



- * Learners' vocabulary knowledge is strongly linked to their secondary language learners' reading and listening task performance (Matthews & Cheng, 2015)
- * Secondary language learners need fundamental vocabulary knowledge to cope with the demand from secondary language skills (Nation, 2001)



HKE Subtests



Reliability coefficients and Correlation with Word Reading



	Reliability Coefficient	Correlation with Word Reading
Word Reading	0.98	-
Expressive Vocabulary	0.89	0.76***
Receptive Vocabulary	0.81	0.57***
Orthographic Awareness	0.75	0.66***
Phonological Awareness	0.70	0.67***
Notes * $p < .05$. ** $p < .01$. *** $p < .001$		



Test Administration Guidelines and Instructions



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Qualifications of Test Administrators



- * Qualified users include educational psychologists (EPs), clinical psychologists (CPs), English Teachers, speech therapists (STs)



Participants



- * Primary-one pupils in the last semester of P1
- * Recommended Procedure:
 1. Observe students' learning performances and identify students showing difficulties in English learning
 - * E.g. scores among the lowest 30% in English tests
 - * E.g. results of OCT (小一學生之學習情況量表標準版: 「英文」範疇百份位數)
 2. Seek approval from students' parents and use the HKE as a **preliminary screening tool** of English reading difficulties



Test Confidentiality



- * Contents of the HKE must be kept confidential
 - * Parents may receive a Screening Report (“甄別報告”)
- * HKE **should not** be used as instructional materials
 - * Students do not need to revise for the HKE
 - * Students do not need to learn the correct answers after completing HKE



Code of Test Administration



1. Adhere closely to test instructions
2. Provide appropriate prompts
3. Provide test instructions and prompts in Chinese
4. Administer subtests when deemed necessary
5. Conduct the test in a quiet environment



測試用具

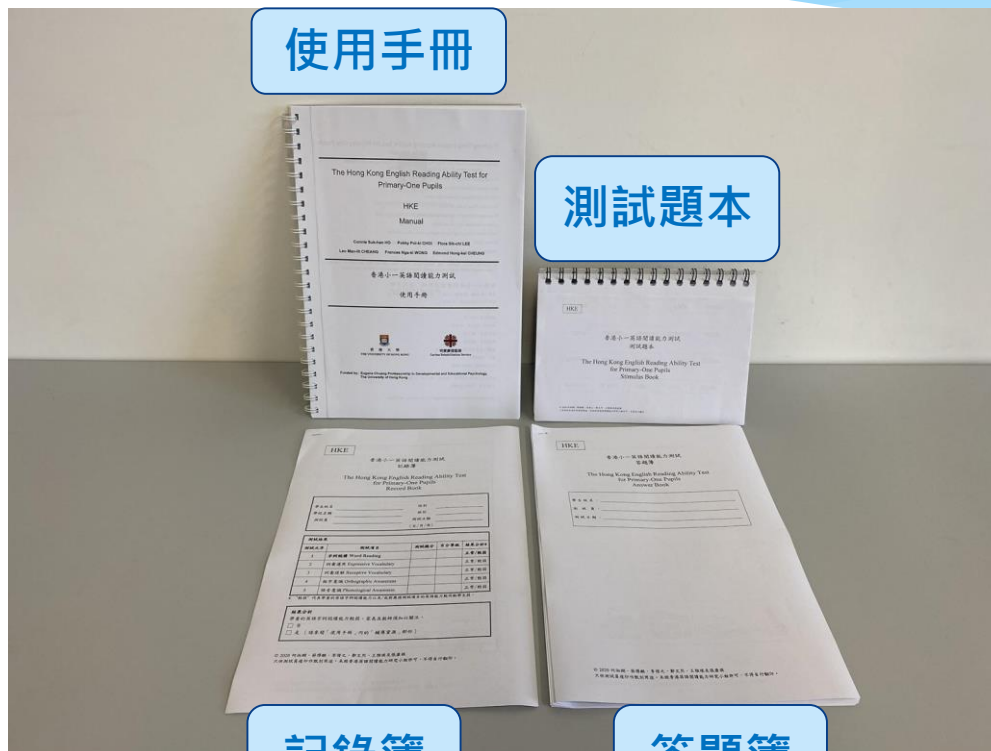


使用手冊

測試題本

記錄簿

答題簿



Word Reading

(一) 字詞認讀



測試目標：

要求學生順序讀出英文字詞，以評估其英文讀字能力。

(一) 字詞認讀 Word Reading					
一、在學生正確讀出的字下填「1」，讀錯或不懂的字下填「0」。 二、詞語讀音正確得 1 分。若連續 16 個詞語得 0 分，終止測驗。					<div>累計得分</div>
she	under	see	can	it	
1	1	1	1	1	5
					10
					15
					20
					25
					30
					35
					40



部份不接受讀音



題號	字詞	可接受讀音	不接受讀音	備註
1	she	/ʃi:/, /ʃɪ/	/si:/, /sɪ/	不接受 /ʃ/ (“sh”) 讀成 /s/ (“s”)
5	it	/ɪt/	/ɪ/	不接受漏讀 /t/

1	she	/ʃi:/, /ʃɪ/	/si:/, /sɪ/	不接受 /ʃ/ (“sh”) 讀成 /s/ (“s”)
2	it	/ɪt/	/ɪ/	不接受漏讀 /t/
3	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/
4	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/
5	it	/ɪt/	/ɪ/	不接受漏讀 /t/
6	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/
7	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/
8	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/
9	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/
10	the	/ði:/, /ði/	/ti:/, /ti/	不接受 /t/ 讀成 /ti/



Expressive Vocabulary

(二) 詞彙運用



測試目標：

要求學生以英文命名圖片，以評估其運用英文詞彙的能力。

題號	可接受答案	不可接受答案	學生答案	得分
1	seesaw		seesaw	/
2	zebra		zebra	/
3*				/
4*				/
5				/
6				/
7*				/
8*				/
9				/
10				0
11				/
12	tooth		mouth, 追問, teeth	/



追問題目



* 如學生答出合理但非正確答案，應予以追問

* 以星號（*）標註之題目設有追問句示例

於題目 3，若學生答「clothes」：「係，但係佢係邊種『clothes』？」

於題目 4，若學生答「rice」：「係，但係佢有咩感覺呀？」

於題目 7，若學生答「dog」：「係，但係佢係『dog』嘅乜嘢？」

於題目 8，若學生答「book」：「係，但係佢做緊乜嘢？」

於題目 16，若學生答「food」：「係，但係佢做緊乜嘢？」

於題目 21，若學生答「egg」：「係，咁乜嘢裝住啲『egg』？」



Receptive Vocabulary

(三) 詞彙理解

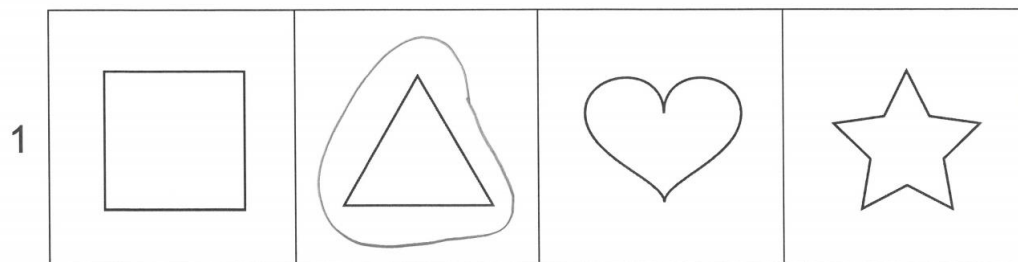


學生答題簿

HKE — 詞彙理解

留心聆聽老師所讀的英文字詞，並於每題中圈起最相關的圖片。

測試目標：
要求學生於聆聽測試員所讀出的英文字詞後，圈出正確的圖片，以評估其理解英文詞彙的能力。



測試員記錄簿

題號	題目	答案				得分
1	Triangle	1	2	3	4	1



Orthographic Awareness

(四) 組字意識



測試目標：

要求學生選出串法合乎英語規範的擬造英文字詞，以評估其對英文組字規則的意識。

HKE — 組字意識

1

	jtath
--	-------

✓	trath
---	-------

✓	jtath	✓	trath
✓	jtath	✓	trath
✓	jtath	✓	trath



題號	答案		得分
例題	<u>besk</u>	zkex	
練 1	<u>glind</u>	glzxx	
練 2			
練 3			
1	jtath	<u>trath</u>	
2			
3			
4			



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Phonological Awareness

(五) 語音意識



測試目標：

要求學生聆聽預先錄製的英文字詞，並於刪除指定音節或音素後讀出，以評估其對英文語音結構的意識。

題號	題目	可接受答案	不可接受答案	學生答案	得分
第一部分：覆述及刪除尾音節					
例題	seven /'seven/	/se/			
練習	guitar /ɡɪ'tɑ:r/	/ɡɪ/, /ɡɪt/			
1	rabbit /'ræbɪt/	/ræb/, /ræ/			1
2					1
3					1
第二部分：覆述及刪除首音節					
例題	seven /'seven/	/vən/			
練習					
4				kit ?	0
5					1
6					1
7				/k/	0
第三部份：覆述及刪除尾音素					
例題	book /bʊk/	/bʊ/			
練習	sad /sæd/	/sæ/			
8					1
9			x /ɪ/		0
10			x /kæ/		0



填寫各測試總分



測試結果				
測試次序	測試項目	測試總分	百分等級	結果分析*
1	字詞認讀 Word Reading	63		正常/較弱
2	詞彙運用 Expressive Vocabulary	21		正常/較弱
3	詞彙理解 Receptive Vocabulary	25		正常/較弱
4	組字意識 Orthographic Awareness	31		正常/較弱
5	語音意識 Phonological Awareness	9		正常/較弱

* “較弱”代表學童的英語字詞認讀能力以及/或對應該測試項目的英語能力較同齡學生弱。



Results Interpretation - Guidelines on Electronic Scoring System



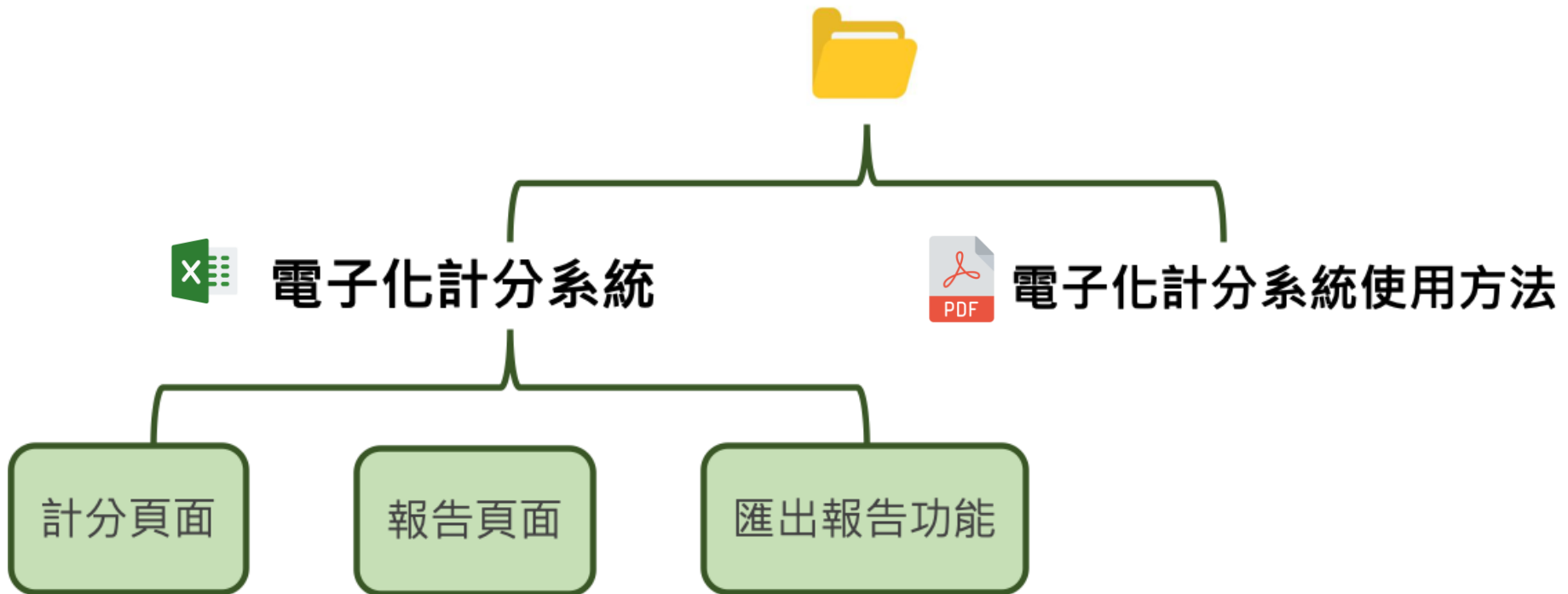
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電子化計分系統



結果分析



測試結果				
測試次序	測試項目	測試總分	百分等級	結果分析*
1	字詞認讀 Word Reading	12	6	較弱
2	詞彙運用 Expressive Vocabulary	4	6	較弱
3	詞彙理解 Receptive Vocabulary	11	12	較弱
4	組字意識 Orthographic Awareness	21	21	正常
5	語音意識 Phonological Awareness	6	7	較弱

* “較弱”代表學童的英語字詞認讀能力以及/或對應該測試項目的英語能力較同齡學生弱。

百分等級： $>20 \rightarrow$ 正常

百分等級： $\leq 20 \rightarrow$ 較弱



結果分析



測試結果				
測試次序	測試項目	測試總分	百分等級	結果分析*
1	字詞認讀 Word Reading	12	6	較弱
2	詞彙運用 Expressive Vocabulary	4	6	較弱
3	詞彙理解 Receptive Vocabulary	11	12	較弱
4	組字意識 Orthographic Awareness	21	21	正常
5	語音意識 Phonological Awareness	6	7	較弱

針對弱項
給予適切的輔導

* “較弱”代表學童的英語字詞認讀能力以及/或對應該測試項目的英語能力較同齡學生弱。

結果分析

學童的英語字詞認讀能力較同齡學生弱，家長及教師須加以關注。

☐ 否

☒ 是（請參閱「使用手冊」內的「輔導資源」部份）



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Distribution & Collection Details of HKE



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CD Distribution



CD Distribution



1. Research Team has mailed **CDs to schools & EDB** after the webinar on HKE on 4.8.2020
2. Follow steps on note of instructions to start using the test



For enquiries



- * Please contact Mr. Eric Tang (RA, Caritas) at
 - * hkeresearchteam@gmail.com
 - * 2799-5938 (Caritas office)
- * Website will be up soon

