

Hong Kong Chinese-Speaking Adolescents Diagnosed with Dyslexia: What Is and Is Not Improved?

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Abstract : The present study was to investigate cognitive-linguistic skills that might distinguish the improved dyslexics from the non-improved dyslexics. Twenty-eight improved dyslexics and 28 non-improved dyslexics were selected from a pool of 254 students diagnosed as dyslexics in Grade 1 to 2. These students were administered measures: morphological skills, visual-orthographic skills, rapid naming skills, working memory, reading comprehension, writing, word reading, word dictation, and one-minute word reading. Findings showed that the improved dyslexics performed better than the non-improved dyslexics in visual-orthographic skills, word reading, one-minute reading, writing, and reading comprehension. Furthermore, the improved dyslexics showed fewer cognitive-linguistic deficits compared with the non-improved dyslexics. Among the 4 cognitive-linguistic measures, morphological skills and visual-orthographic skills showed the greatest power in discriminating the improved and non-improved dyslexics. Results underscore the importance of cognitive-linguistic skills underlying the manifestations of the improved and non-improved dyslexia in Chinese adolescents.

Keywords : adolescents, chinese language, improved dyslexics, non-improved dyslexics

Conference Title : ICE 2016 : International Conference on Education

Conference Location : Singapore, Singapore

Conference Dates : January 07-08, 2016