

Abstract

This study examined the relevance of phonological deficit hypothesis in explaining the cause of dyslexia in Chinese. A hundred and five dyslexic readers whose grade level from kindergarten to primary 4 were compared with average readers in a reading level match design. They were assessed on Chinese word reading test, Chinese regular and irregular character reading, Chinese pseudocharacter reading, word and non-word repetition and onset and rhyme detection. Results showed that dyslexic readers performed significantly worse than the average readers on all the phonological tasks. Together with the results of the study of Law (1996), it supported the hypothesis that phonological deficit leads to Chinese dyslexia. Thus, the diagnosis and treatment method of dyslexia in Hong Kong should be modified.