

## Abstract

The present study aimed at examining the effectiveness of multisensory approach in helping Chinese dyslexic readers learn to read Chinese which is a non-alphabetic language by comparing this method with the traditional teaching method. Two groups namely the Multisensory Training Group and Traditional Training Group which consisted of respectively 17 and 19 Grade 3 to Grade 5 Hong Kong dyslexic children received a five-session training program in Chinese reading and writing. Results demonstrated that the Multisensory Training Group showed significantly greater improvement in the Chinese Passage Reading, Dictation and Comprehension Tests when compared to the Traditional Training Group. However, transfer of learning which was indicated in the performance in the Chinese Word Reading and Dictation Tests was insignificant although signs of improvement in these two tests were observed for the Multisensory Training Group. Findings of this study suggested that multisensory training is of benefit to Chinese dyslexic readers in learning to read Chinese.