

Abstract

Chinese language learning is fundamentally important in Hong Kong because it is a Chinese culture-based city. Therefore, students in Hong Kong are trained to master reading and writing skills in Chinese language. Given that Chinese is a complicated logographic language, it requires explicit attention to stroke patterns, stroke sequence and radical positions in writing. It would be an obstacle for students with dyslexia to master reading and writing skills in Chinese language due to their impairment in visual statistical learning that may affect their orthographic awareness and reading ability. The aim of this study was to investigate the relationship between orthographic awareness and Chinese handwriting performance. Archival data in the present study were from a longitudinal study about dyslexia research. 147 participants from 27 primary schools were invited to take part in several experiments. Scores of Chinese lexical decision and data of writing process measures of Chinese delayed copying were analyzed to determine the relationship between orthographic awareness and handwriting performance. However, data analyses revealed no significant correlation between the two variables among dyslexic students, but showed influential effect of orthographic awareness on delayed copying among control group. The results were discussed with theoretical implications in regard to difference of development and application of learning strategies and skills among dyslexic students and typically developing students.

Keywords: dyslexia, orthographic awareness, Chinese lexical decision, Chinese delayed copying, onset latency