

## Abstract

This study examined the validity of the phonological deficiency hypothesis for Chinese dyslexic children in Hong Kong. Tests included Chinese word reading, regular and irregular characters reading, Chinese pseudocharacter reading, word and non-word repetition, onset and rhyme detection. The results showed that the Chinese dyslexic children with either average or poor visual skills performed significantly worse than the average readers on all the phonological tasks. Thus, the phonological deficiency hypothesis for Chinese dyslexia is supported. These findings also have significant educational implications for the diagnosis of dyslexia in Hong Kong.