

Abstract

This study examined the relevance of visual and auditory memory deficits hypothesis to Chinese dyslexic children. Two visual tests consisting the recognition of spatial patterns of points and production of sequential patterns of bars were used in testing visual deficit in these children. Another two auditory tests required the children to recognize and produce lists of pure tones. Results showed that no significant difference was found between the dyslexic and average children in visual memory, but the difference between the two groups in the performance of the auditory memory recognition test was statistically significant. The crucial aspect and the importance of visual memory in affecting the reading ability of the dyslexics might not be reflected in this study. However, the assumption of the existence of an auditory memory deficit in Chinese dyslexic children was supported