

Abstract

A training study was conducted to evaluate the effectiveness of a tailored-made computerized training program on improving the reading performance and radical knowledge for Chinese dyslexic readers. Forty Chinese dyslexic readers, whose reading performance are ranging from Grade one to Grade three level, received a computer-based training in phonological and semantic strategies. Results of this study were compared with the results of the average readers (Family Group) in an unpublished study (Ho, Chan, Leung & Yip, unpublished). The findings indicated significant progress in various Chinese literacy tasks for both groups of participants. In general, the magnitude of improvement after training was greater for the average readers (Family Group) in Ho et al.'s study. The interest and enjoyment shown by the participants for the CD-ROMs in this study carried the implication that computer can be a good tool for remedial intervention for dyslexic readers.