

Abstract

This study investigated the effectiveness of using phonological awareness training as an aid to the teaching of script-sound-regularity of Chinese characters in enhancing the reading ability of Chinese dyslexics children. Twenty-nine Chinese dyslexic primary students participated in a computer-based training program for 7 weeks. Though participants generally showed improvements in the pre-test, effect of the training was not satisfactory when “effect sizes” were compared with those in other intervention studies. Conclusion could not be drawn to prove the role of phonological awareness skills in reading regular and irregular Chinese characters. However, since a number of problems were found in this study, further studies on this remedial program were suggested.