

Abstract

The root causes of dyslexia have been debated throughout the past few decades. The present study aims at examining the nature of dyslexia in Cantonese children. Nine Hong Kong primary school students who were diagnosed with dyslexia participated in this study, along with nine other who were of normal reading level. Non-speech stimuli were presented in background while participants watched a cartoon video. The brain response to easy and difficult deviant stimuli was measured using electroencephalography (EEG). Significant differences in the mismatch negativity (MMN) component of the brain response only emerged in the difficult condition and no significant group differences were found. The results show that different deficits in cognitive processing might help to explain the origins of Chinese dyslexia.