

## Abstract

The study examined the feedforward consistency effect of and the effect difference between normal children and dyslexic children on reading Chinese characters. Furthermore, the study investigated the cognitive predictors of the performance on reading consistent and inconsistent characters. Forty- three children including twenty-one normal children and twenty- two dyslexic children participated in the study. They were all studying grade two or three in the local primary schools.

The results of the study demonstrated significant feedforward consistency effects in both normal children and dyslexic children on reading Chinese characters. However, there was no significant feedforward consistency effect difference between normal children and dyslexic children on reading Chinese characters which agreed with the results from the previous studies in the alphabetic scripts. Besides, findings in the study suggested that orthographic knowledge predicts both the performances on naming consistent and inconsistent characters but phonological awareness showed no significant predictions on neither the performance of consistent characters nor inconsistent characters. Lastly, the study discussed also the implications of the findings on learning Chinese.

*Keywords:* feedforward consistency effect, dyslexic children, Chinese writing systems, orthographic knowledge, phonological awareness