

### **Abstract**

The present study adopted data collected from a training study that investigated the effectiveness of metalinguistic and working memory training of 91 dyslexic children (Grades 2-3) with a control group of 51 age-matched children, which allowed us to pursue three goals: first, to determine how prevalent it was for Hong Kong children dyslexic in Chinese (L1) to have difficulties in English (L2) word reading fluency; second, to compare the cognitive characteristics between children dyslexic in L1 and children dyslexic in both L1 and L2 before the training; third, to identify the possible factors independent of the training contributing to the different progress made in word reading fluency amongst the two groups of children. It was found that the prevalence rate of children being dyslexic in both L1 and L2 was as high as 65.8%, coinciding with the results of similar studies. It was also found that children having word reading difficulties in both L1 and L2 performed significantly worse than those dyslexic in L1 in word reading fluency and phonological awareness task across both languages in the pre-test, and thus, suggesting ineffective crosslinguistic transfer of phonological skills as a possible cause of weaker word reading fluency in both L1 and L2. However, after regressing the training effect, children dyslexic in both L1 and L2 still made significantly less improvement in English word reading fluency but comparable improvement in Chinese than the children dyslexic in L1, implying other factors at work to give rise to the phenomenon.