

The effect of visualizing text on Chinese dyslexic readers in Junior High School

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This study focused on examining the effect of visualizing the Classical Chinese articles on Chinese dyslexic readers in junior high school. There were a total of 50 13~15 year old students. Twenty-five students had been diagnosed as dyslexia and twenty-five students had received no special education. Dyslexic individuals were diagnosed by the doctors' clinical determination. The material was three Classical Chinese articles, and all of them were selected from "the Diary of Yue Man Tang" in the textbooks. The main idea of visualizing text means readers must draw what the article said during reading this article. Therefore, the participants should read the articles in careful and in detail before they start to draw, and teachers must check participants' pictures after they finish the work. An Independent-Sample T-test on the article recitation, vocabulary explanation and reading comprehension of the two groups of participants was performed to examine the effect of visualizing text in Classical Chinese. The results indicated that the dyslexic readers of experimental group performed better than control group except in article recitation of the first article (it may due to characters in the first article are significantly less than the other two articles). Therefore, it showed that the visualizing text is a useful method for Chinese dyslexic readers, and it also conformed to the assumptive effects of CLT. And this method may be able to instruct the Chinese students with dyslexia or learning disability in junior high school.

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