

TR1 From Anglo-centric Dyslexia Research to Dyslexia Research in Asian Languages and Effective Therapies

Chair: Taeko Wydell, Ph.D.

This symposium focuses on dyslexia research in four Asian languages (Turkish, Japanese, Korean, and Chinese) and introduces language-appropriate intervention programs. Dyslexia research has been Anglo-centric, and research outcomes have been ill-applied to other languages in developing intervention programs. Therefore, this symposium discusses the characteristics of these Asian orthographies and the associated characteristics of dyslexia and introduces new language-appropriate intervention programs.

Overview

To augment Anglo-centric dyslexia research, this symposium focuses on the characteristics of four Asian orthographies and the associated characteristics of dyslexia in the Chinese, Japanese, Korean, and Turkish languages and consists of four papers given by (1) Raman and Wydell on Turkish, (2) Uno on Japanese, (3) Hyunrin on Korean, and (4) Ho on Cantonese-Chinese.

Characteristics of Dyslexia in Turkish School Children and the Implications for an Intervention Program

Evren Raman, Ph.D. student

Anglo-centric dyslexia research cannot explain the subtypes of dyslexia specific to/unique to Asian orthographies. This paper describes the characteristics of the Turkish orthography, a shallow orthography, and presents the subtypes of dyslexia in Turkish. The implications for a remediation program specific to Turkish dyslexic individuals are discussed.

Characteristics of Dyslexia in Japanese School Children and an Effective Intervention Program

Akira Uno, Ph.D.

Following the first paper, this paper describes the manifestations of dyslexia with Japanese Kana, a shallow orthography and with Japanese Kanji (similar to Chinese characters), a deep orthography. This paper then describes the effective remediation programs for dyslexia developed by the presenter for both scripts and, in particular, the efficacy/effectiveness of the Kana remediation program for dyslexia.

Introduction to a Computer-aided Intervention Program for Reading Narratives in Chinese for Adolescents

F-C Ho, Ph.D.

This paper describes the characteristics of Cantonese Chinese orthography, a deep orthography, and the cognitive processes involved in reading/understanding narratives especially by adolescents. The

RESEARCH COLLOQUIA

Thursday, October 25, 2018 · 10:00 a.m. - 1:00 p.m.



efficacy/effectiveness of the computer-aided remediation program developed by the presenter for adolescents with poor skills in reading/understanding narratives in Chinese is discussed.

The Characteristics of Reading/Writing Processes Involved in Korean Hangul and the Implications for Dyslexia in Hangul

Hyun-Rin Park, Ph.D.

Following the second paper, this paper describes the characteristics of the Korean orthography, another shallow orthography, and the cognitive processes involved in reading in Korean Hangul compared to the processes involved in reading Japanese Kana. A possible application of the Kana remediation program for Japanese dyslexic individuals for Korean Hangul is also discussed.

Track: Research

Level: Advanced

International

Family

Clock Hours: 2.75

ASHA CEUs: 0.25

Disclosure Statement: Taeko Wydell, Evren Raman, Akira Uno, F-C Ho, and Hyun-Rin Park have no relevant financial or nonfinancial relationships to disclose.

RESEARCH COLLOQUIA

Thursday, October 25, 2018 · 10:00 a.m. - 1:00 p.m.

