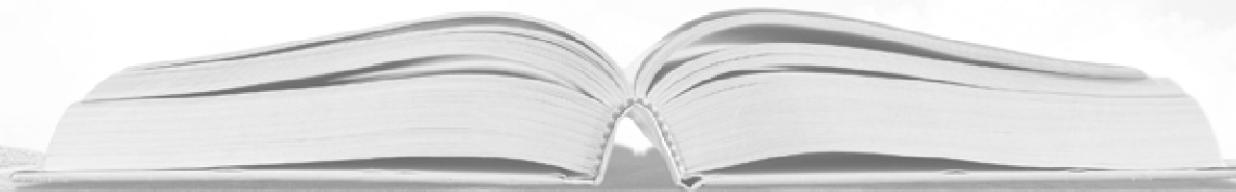


支援有讀寫障礙的大專學生

Supporting College students with Dyslexia

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Pathways Foundation

Hong Kong Institute of Technology
Supporting students with special educational needs:
a QESS conference
2016.08.13



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Supporting College students with Dyslexia

1. 解構讀寫與讀寫障礙的框架

Frames for understanding reading and dyslexia

2. 利用框架分析大專學生的個案

Using the frames to analyze a college student case

3. 支援有讀寫障礙大專學生的取向

Approaches to support college students with dyslexia



什麼是讀寫障礙？

What is dyslexia?

- 讀寫障礙是特殊學習障礙的一類，有神經生理根源。障礙在於不能正確及流暢地認字，串字，解碼能力薄弱。這些困難通常與語言的語音處理缺陷有關，而且與個體的其他認知能力不相稱。同時，即使有常規教學，障礙仍然存在。讀寫障礙或會導致繼發性的問題，包括閱讀理解困難，亦會因減少了閱讀經驗而阻礙了詞彙及背景知識的增長。
- Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and / or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge. (Lyon, Shaywitz, & Shaywitz, 2003).

Source: Lyon, G. R., Shaywitz, S. E., & Bennett, A. Shaywitz. (2003). A definition of dyslexia. *Annals of Dyslexia*, 53, 1-14.

字彙質素假設

Lexical Quality Hypothesis

(LQH, Perfetti , 2007)

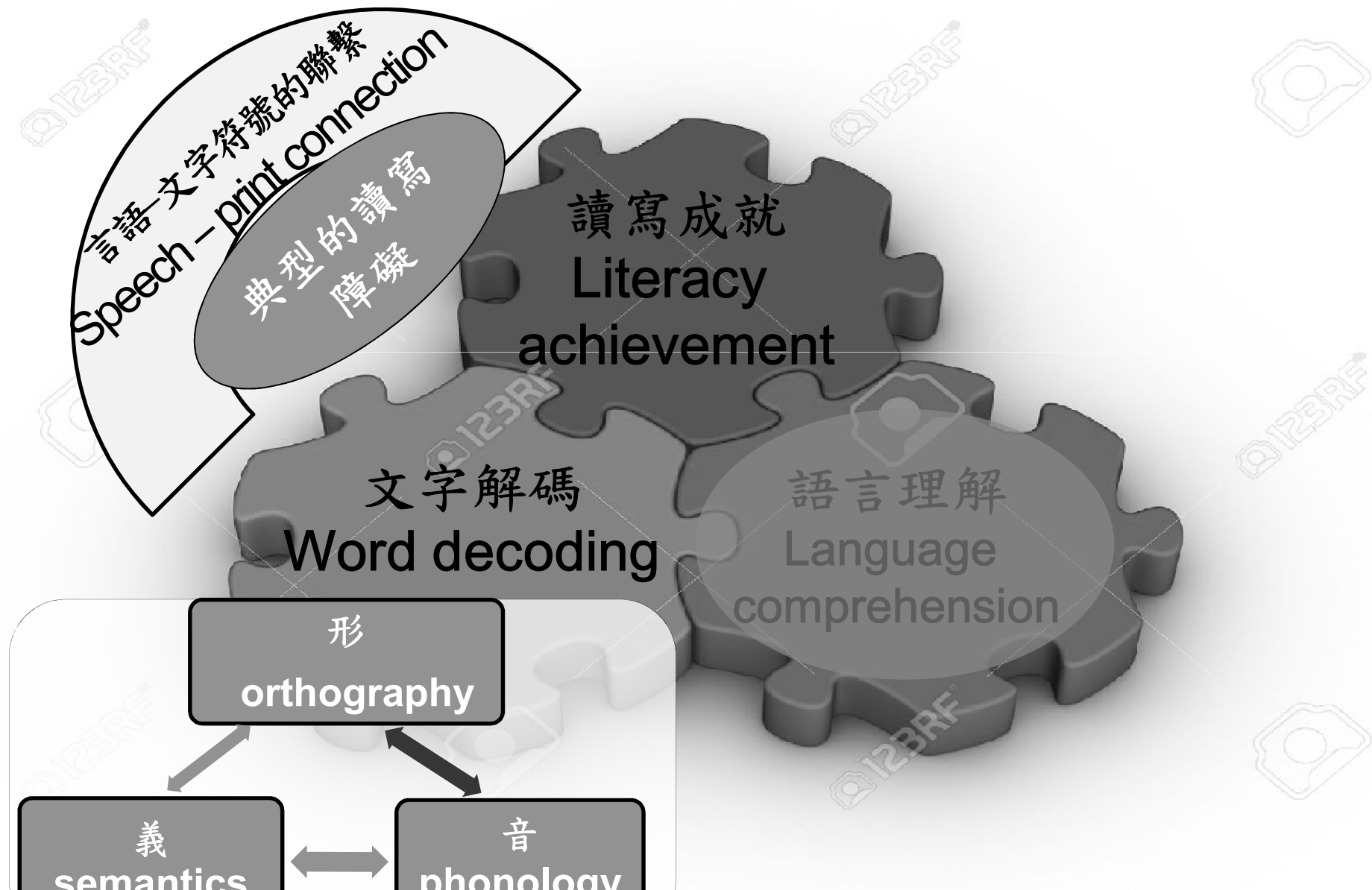
- The lexical quality hypothesis (LQH) claims that variation in the quality of word representations has consequences for reading skill, including comprehension.
- **High lexical quality** includes well-specified representations of form (orthography and phonology) and flexible representations of meaning, allowing for rapid and reliable meaning retrieval. Low-quality representations lead to specific word-related problems in comprehension.

Word recognition is a process of forming distinct representations with efficient access

識字的關鍵在於在大腦中形成
清晰而且易於通達的字彙表徵

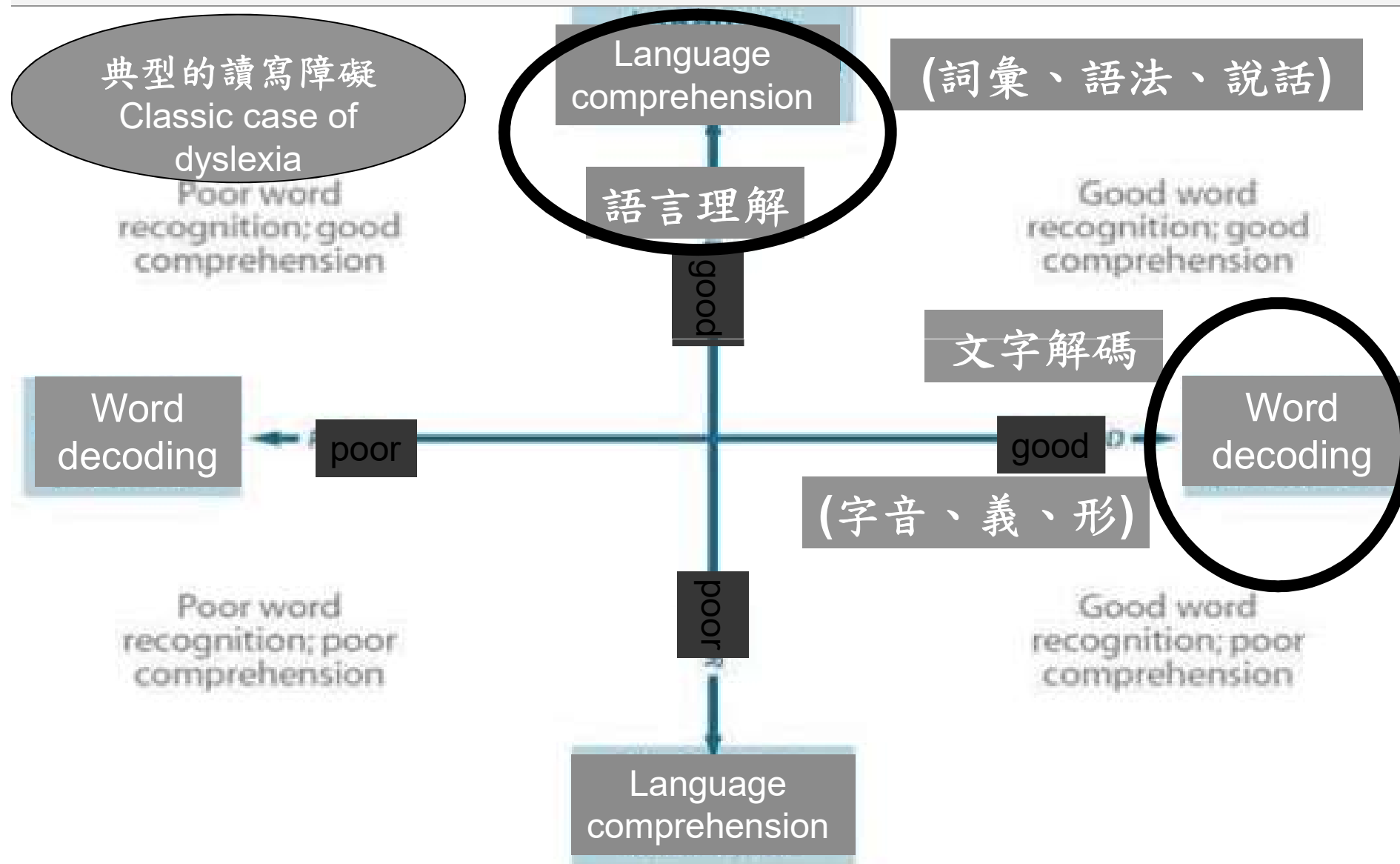
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Frames for understanding reading and dyslexia



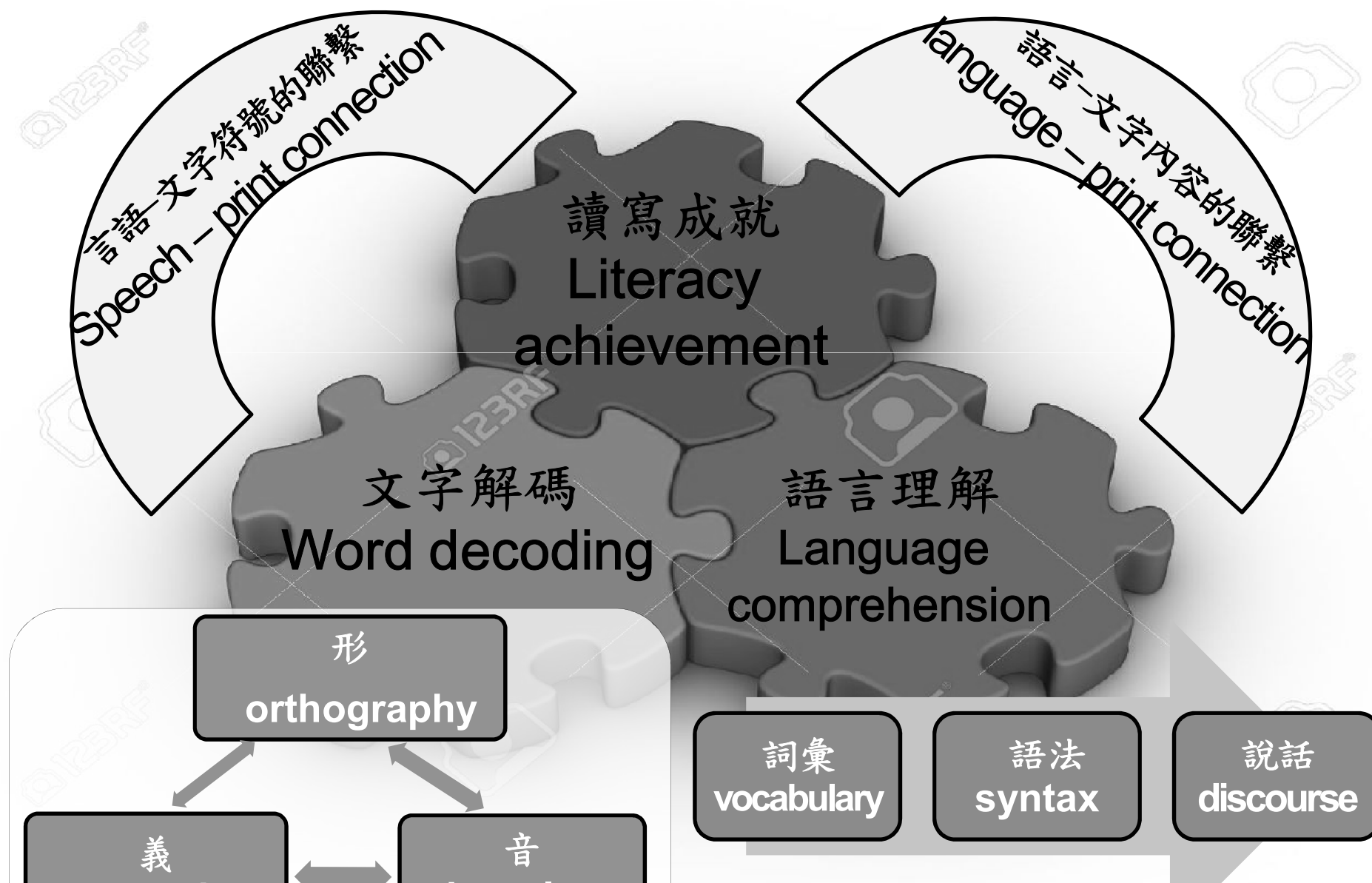
The Simple View of Reading 閱讀簡論

(SVR, Gough & Tunmer, 1986)



解構讀寫與讀寫障礙的框架

Frames for understanding reading and dyslexia



解構讀寫與讀寫障礙的框架

Frames for unfolding reading and dyslexia

1. 讀寫障礙定義

Definition of Dyslexia

(Lyon, Shaywitz, & Shaywitz, 2003).

障礙在於不能正確及
流暢地認字，串字

2. 字彙質素假設

Lexical Quality Hypothesis

(LQH, Perfetti, 2007)

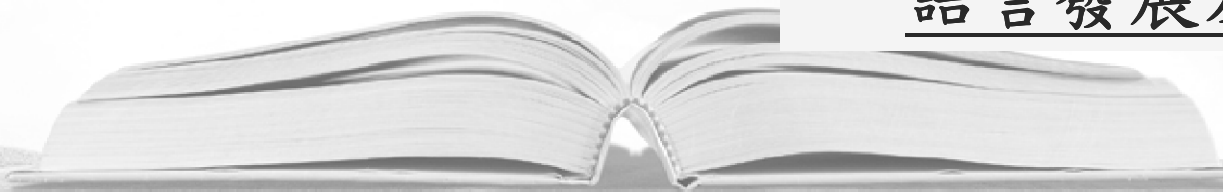
不能正確及流暢地認字，串字在於未能形
成清晰的字彙表徵

3. 閱讀簡論

The Simple View of Reading

(SVR, Gough & Tunmer, 1986)

閱讀能力與口語理解
能力有密切關係，而
語音處理缺損亦影響
語言發展及表達



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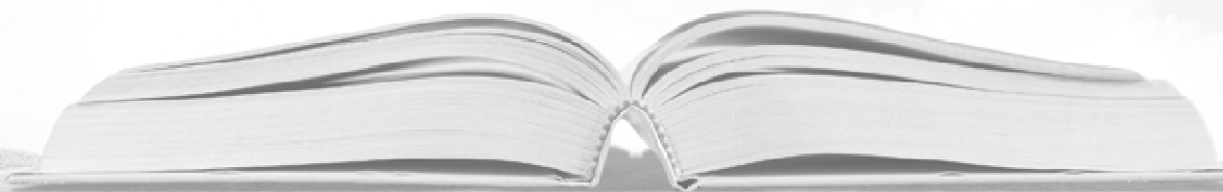
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有讀寫障礙的大專學生的主要特點

Characteristics of college students with dyslexia

- 有讀寫障礙的青年及成年人：
 - 默字併字困難持續 difficulties in spelling words
 - 閱讀速度慢 slow reading speed
 - 發展補償策略 forming compensatory strategies
 - 利用上文下理辨別所讀內容的意義
 - 透過上下文去認字，比閱讀個別單字表現好
 - 為了避免犯錯，養成自我檢測策略
 - 語言上的弱點 仍然時有展現



利用框架分析大專學生的個案

Using the frames to analyze a college student case

Alpha, year-3 student
majoring in computer
engineering,

Alpha的朗讀表現

Alpha的默寫表現



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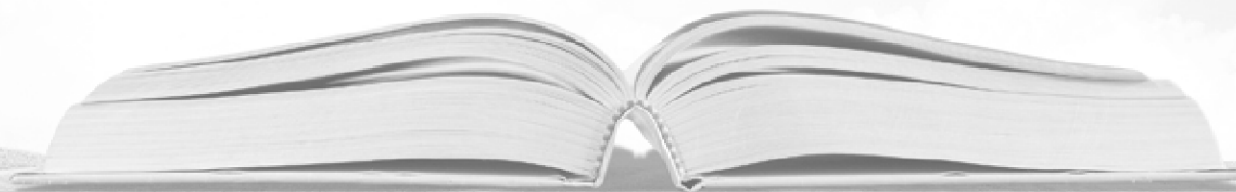
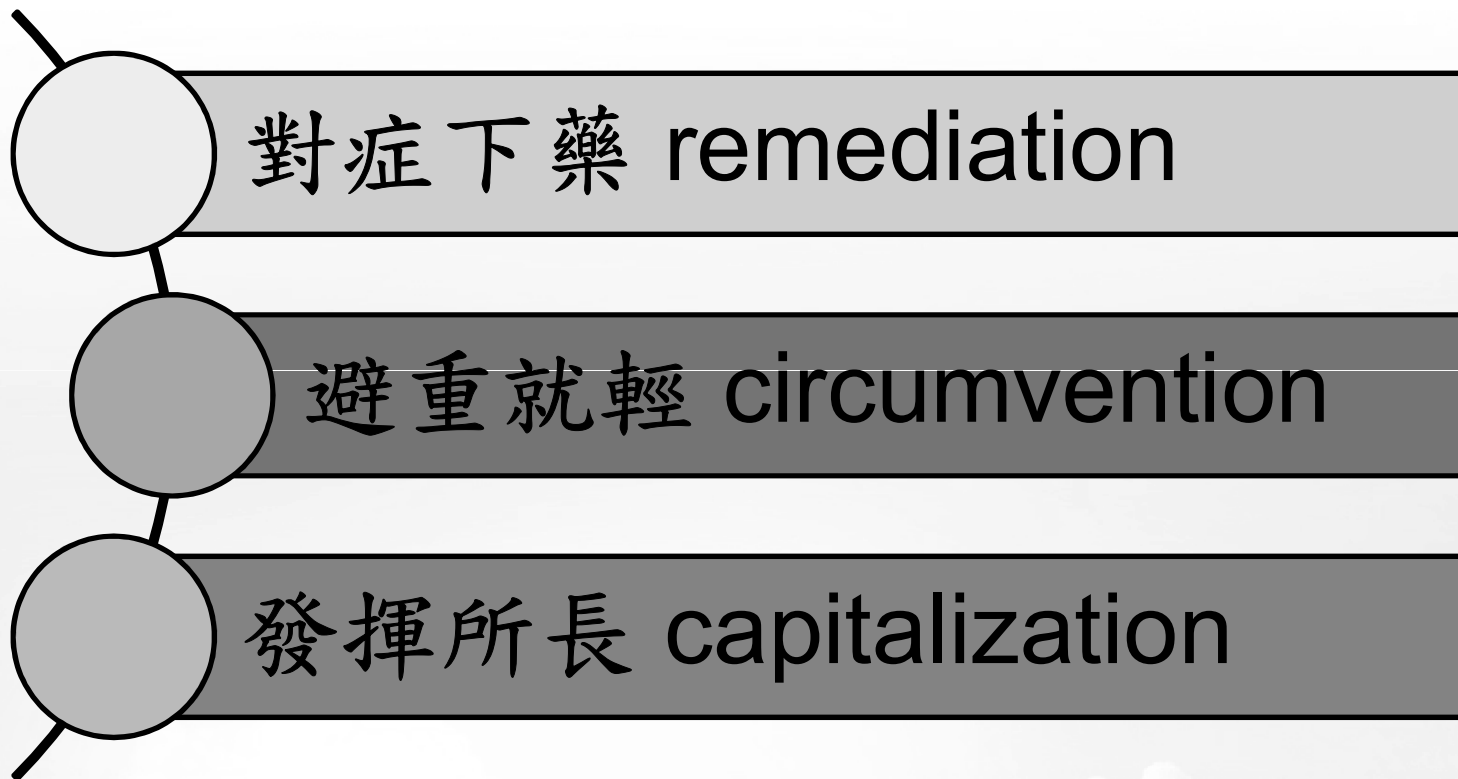
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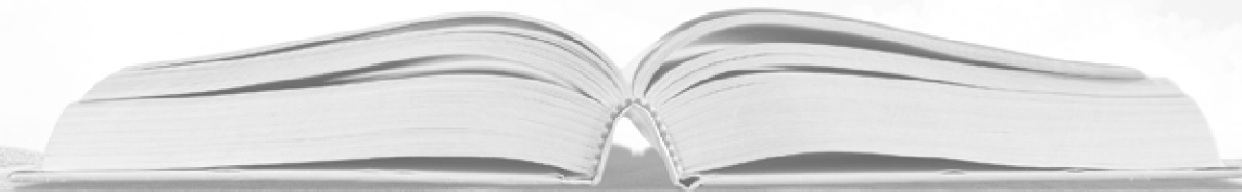
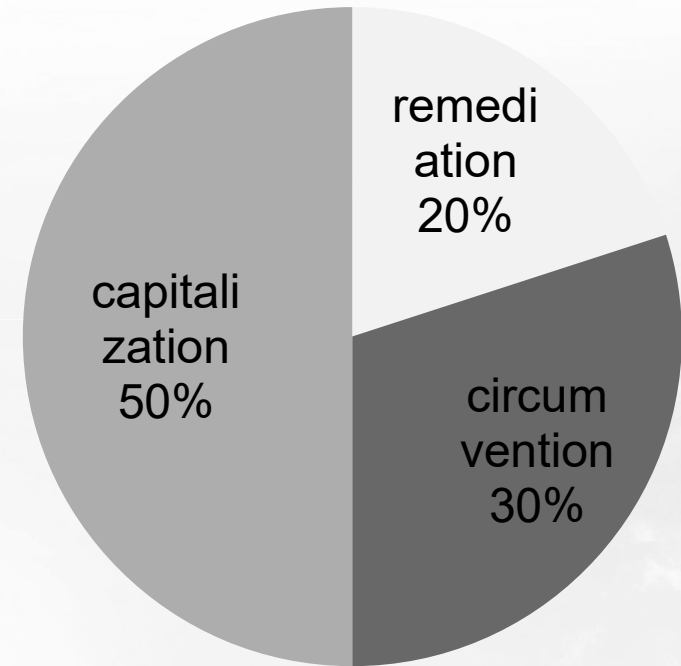
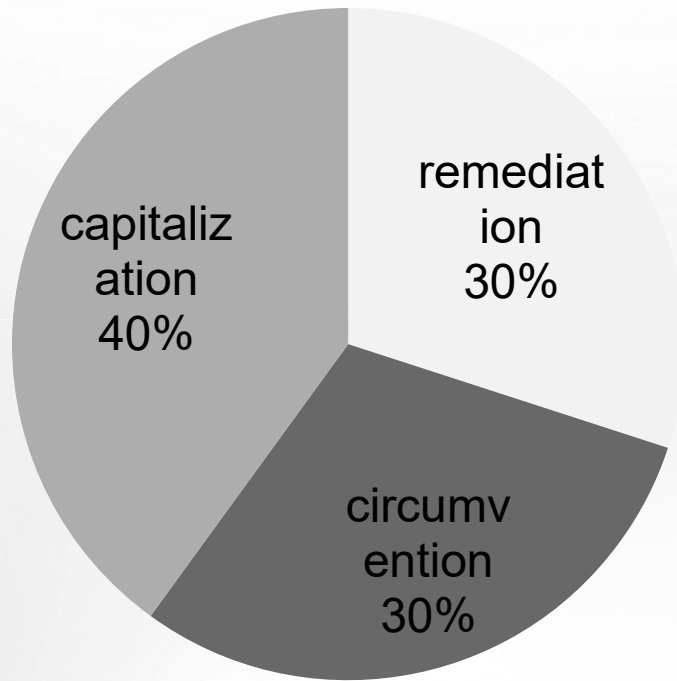
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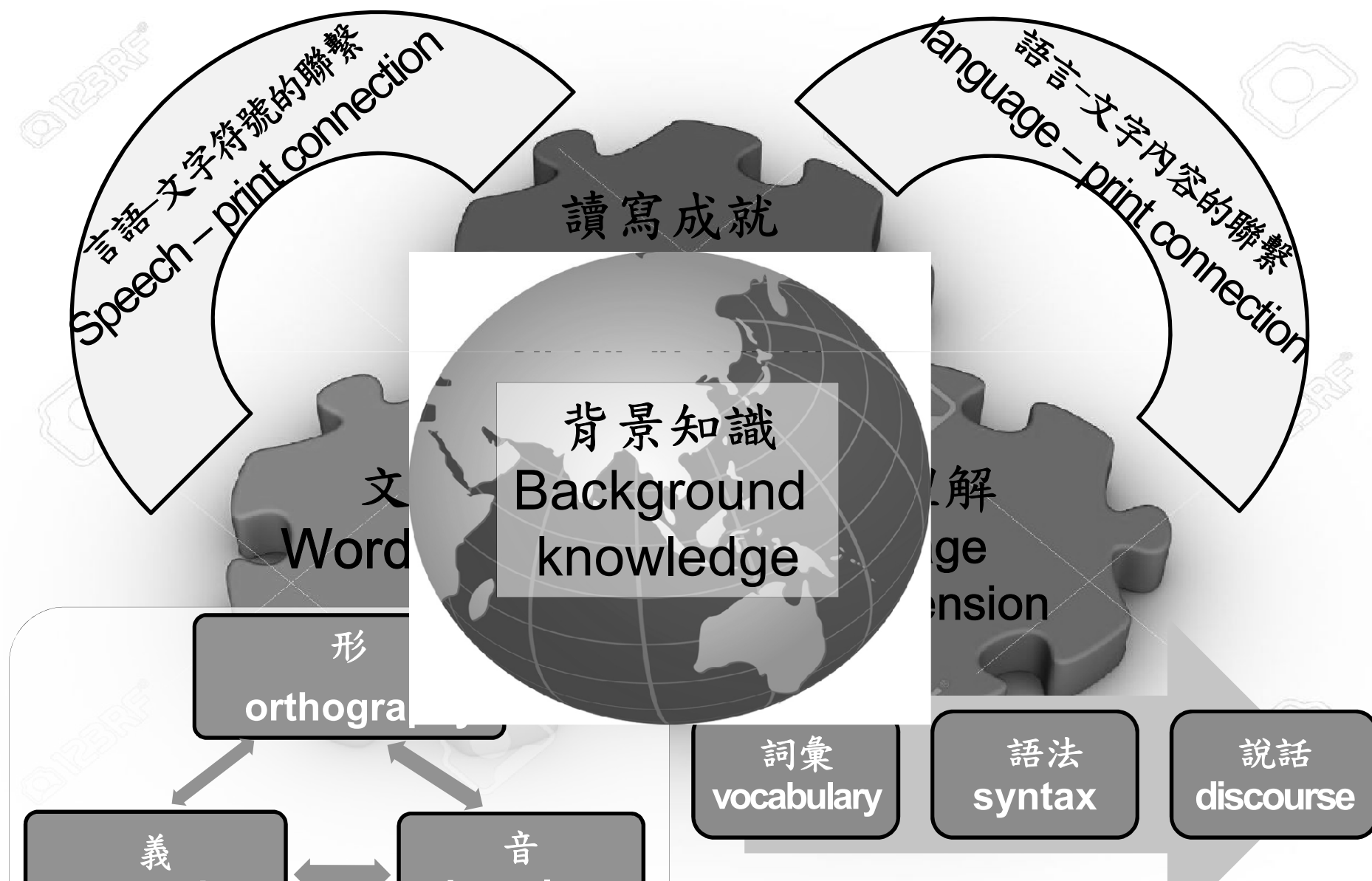
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再次審視讀寫與讀寫障礙的框架

Re-examining the frames for understanding reading and dyslexia

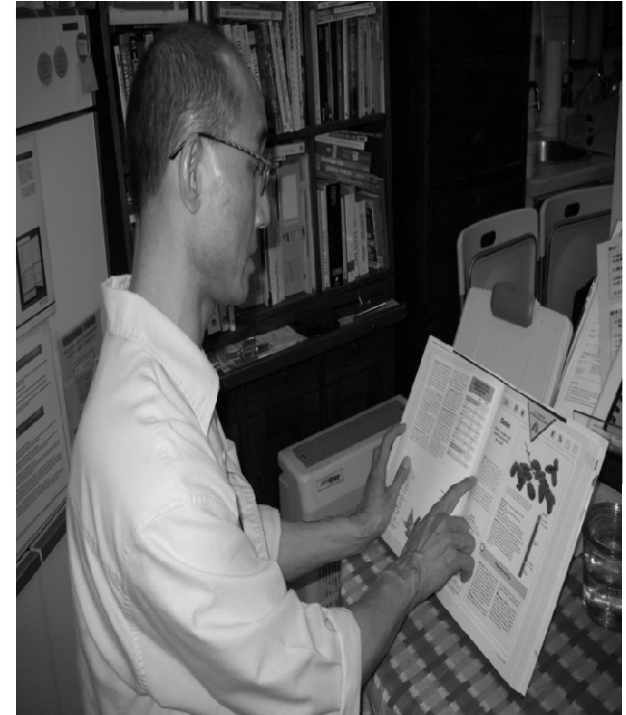


盧冠廷 (Lowell Lo)

● 努力吸取知識

「在學校的生活中，寫字計數樣樣也做不好。我卻知道這是對我重要的，知識是對我能否在這社會上生存是十分重要的，所以我一定要找一個方法去吸取知識。對我來說，這方法就是看書了。」

「讀細字是我完全不能處理的，我只能夠讀大字，所以我看書全是大字的。我要用手指指著讀，更會用間尺協助。」



盧冠廷：「興趣加毅力，天下無敵。」