



The empirical evidence on the relationship between visual-spatial attention and reading in Chinese

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Room 802, Meng Wah Complex, HKU

(Chair: Dr Shelley Tong)

Abstract:

Visual-spatial attention, namely “attentional processes that select visual stimuli based on their spatial location” (e.g., Vecera & Rizzo, 2003, p 575), has been demonstrated to predict reading in alphabetic languages. Considering the visual features of the Chinese writing system, visual processing was thought to be important for reading in Chinese children. However, the role of visual-spatial attention in reading in Chinese has not been well investigated. In this presentation, I will report several studies conducted in my research team on this topic. In these studies, either visual search or Posners’ cueing paradigm was adopted for measuring visual-spatial attention. Chinese character reading and reading comprehension were considered as reading outcomes. Moreover, children with diverse reading abilities, such as typical readers, children with reading difficulties and children with dyslexia, have been treated as participants in these studies. The findings in these studies supported the importance of visual-spatial attention in Chinese children’s reading development. More studies in this research direction should be conducted in the future.

About the speaker:

Dr Duo Liu is now an Associate Professor in the Department of Special Education and Counselling at the Education University of Hong Kong. His current research interests focus on cognitive development, especially language and literacy development and difficulties in Chinese children. He is now a voting member in the Society for Scientific Study of Reading, and a board member in the Association for Reading and Writing in Asia. He is an Associate Editor of the *Journal of Learning Disabilities*, and is also serving in the editorial board in *Reading and Writing* and *Frontiers in Education*.

~ All are welcome ~

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