

available at www.sciencedirect.comwww.elsevier.com/locate/brainres**BRAIN
RESEARCH**

Research Report

Orthographic and phonological processing in Chinese dyslexic children: An ERP study on sentence readingXiangzhi Meng^a, Xiaomei Tian^a, Jie Jian^a, Xiaolin Zhou^{a,b,*}

^a Department of Psychology, Peking University, Beijing, 100871, China
^b School of Education, Peking University, Beijing, 100875, China

ARTICLE INFO

Received 11 July 2007
 Accepted 17 August 2007
 Available online 25 August 2007

Keywords:
 Developmental dyslexia
 Chinese reading
 Phonological processing
 Orthographic processing
 ERP

ABSTRACT

An event-related potential (ERP) experiment was conducted to explore the differences between Chinese-speaking dyslexic children and normal school children in orthographic and phonological processing during Chinese sentence reading. Participants were visually presented with sentences, word-by-word and were asked to judge whether the sentences were semantically acceptable. The crucial manipulation was on the sentence-final two-character compound words, which were either correct or incorrect. For the incorrect compounds, the second characters of the base words were replaced by homophonic or orthographically similar characters. It was found that, for the normal controls, the orthographic and phonological mismatches elicited more negative ERP responses, relative to the baseline, over a relatively long time course (including the time windows for P200 and N400) at the central–posterior scalp regions. In contrast, the dyslexic children in general showed no differences between experimental conditions for P200 and N400, although the more detailed time course analyses did reveal some weak effects for the N400 component between experimental conditions. In addition, the mean amplitude of N400 in the homophonic condition was less negative-going for the dyslexics than for the controls. These findings suggest that Chinese dyslexic children have deficits in processing orthographic and phonological information conveyed by characters and, compared with normal children, they rely more on phonological information to access lexical semantics in sentence reading.

© 2007 Elsevier B.V. All rights reserved.

1. Introduction

It is generally accepted that developmental dyslexia is associated with neurophysiological deficits in processing auditory, visual and linguistic information in the brain. Most of the previous studies using the event-related potential (ERP) technique to explore the neural markers of dyslexia concentrate either on the perceptual processing of auditory or visual information (e.g., Heim and Keil, 2004; Kujala et al., 2006;

Leppänen and Lyytinen, 1997; Lyytinen et al., 2005; Meng et al., 2005; Meyler and Breznitz, 2005a; Moisescu-Yiflach and Pratt, 2005; Petkov et al., 2005; Scheuerpflug et al., 2004; Stoodley et al., 2006) or on the orthographic and phonological processing of isolated words written in alphabetic scripts (e.g. Bergmann et al., 2005; Bonte and Blomert, 2004; Breznitz, 2002, 2005; Breznitz and Misra, 2003; Collins and Rourke, 2003; Csépe et al., 2003; Georgiewa et al., 2002; Giraud et al., 2005; Johannes et al., 1995; Lachmann et al., 2005; McPherson et al., 1998; Meyler and

* Corresponding author. Department of Psychology, Peking University, Beijing, 100871, China. Fax: +86 10 6276 1081.
 E-mail address: xz104@pku.edu.cn (X. Zhou).

Breznitz, 2005b; Molfese et al., 2006; Schulte-Körne et al., 2004; Taylor and Keenan, 1990, 1999; Wimmer et al., 2002). With some exceptions (see below), few studies have investigated whether dyslexic children have deficits in processing various kinds of linguistic information of the upcoming word and integrating them into prior sentential context and how these deficits would manifest in the event-related brain potentials. The main purpose of this ERP research is to examine the neural makers of orthographic and phonological processing deficits in reading Chinese sentences. Before we make an introduction to the Chinese writing system and the experimental design of this study, we first present a brief review of the earlier studies on orthographic and phonological processing and sentence comprehension in dyslexia.

Earlier ERP studies on the orthographic and phonological processing of isolated words generally observed differences in the P200 and/or P300 ERP components between dyslexic readers and the age-matched controls (e.g., Breznitz, 2003; Holcomb et al., 1985; Meyler and Breznitz, 2005b; Muller-Shaul and Breznitz, 2004; Stelmack et al., 1988). The latencies of these components were usually later for the dyslexic group than for normal readers, although controversies arose over the amplitudes of these components. Breznitz (2003), for example, found that adult dyslexics exhibited P200 and P300 with \downarrow amplitudes and later latencies than normal readers in an auditory phonological similarity judgment task, and she observed no group differences in these components in an orthographic similarity judgment task (see also Taylor and Keenan, 1999). However, Meyler and Breznitz (2005b) found that the P200 had \uparrow amplitude and later latency for dyslexic than for normal readers in orthographic and phonological judgment tasks. Holcomb et al. (1985) found that dyslexic children had P300 of \uparrow amplitude and later latency for words compared to symbols than did normal readers.

Other studies also observed deficits in other ERP components for dyslexics as compared with normal controls in lexical processing. For example, several studies on phonological processing using rhyme judgment tasks demonstrated deficits in the N400 component for dyslexics (e.g., Ackerman et al., 1994; Lovrich et al., 1997, 2003; McPherson et al., 1996, 1998). These studies generally observed stronger N400 components for dyslexics than for the controls except Lovrich et al. (2003) who observed an opposite pattern. For Chinese, Liu et al. (2003) presented character pairs and asked Chinese adult participants to make phonological or semantic judgment to these pairs. They found that, compared with dissimilar pairs, orthographically similar pairs produced a smaller P200 component in the phonological task and a smaller N400 component in the semantic task. Homophonic pairs produced a reduced N400 component compared with non-homophonic pairs in the semantic task. Valdes-Sosa et al. (1993) also observed a reduced N400 component for homophonic pairs in a phonological judgment task. It is not clear, however, how dyslexics in Chinese would perform in these tasks.

The few studies on sentence comprehension in dyslexic or language-impaired individuals focused either on the semantic aspect of lexical processing (Brandeis et al., 1994; Helenius et al., 1999; Neville et al., 1993; Robichon et al., 2002; Sabisch et al., 2006) or on syntactic processing (Breznitz and Leikin, 2000; Leilin and Breznitz, 2001; Leilin, 2002; Rispens et al., 2006). Neville et al. (1993) recorded ERPs to each word in visually presented

sentences that ended either with semantically congruent or incongruent words. The N400 effect for the incongruent words was larger for language-impaired children than for normal children over the posterior regions of the scalp. Interestingly, language impaired children tended to have larger N400 components for both the congruent and incongruent words than normal children. Similarly, Robichon et al. (2002) compared the performance of dyslexic and normal adult participants in reading sentences ending with semantically congruent or incongruent words. ERP results revealed larger N400 components and a larger N400 effect for dyslexics than for the controls at a slow presentation rate. A recent study by Sabisch et al. (2006), however, found that the lexical-semantic violation elicited similar N400 effects for dyslexic and normal children in auditory sentence comprehension (see also Helenius et al., 1999 for visually presented sentences), although they showed remarkable differences in the early syntactic processes of phrase structure building. Studies on syntactic processing in sentence comprehension in general demonstrated also deficits in dyslexics. Again, it is not clear whether dyslexics in Chinese would show similar deficits in their lexical, semantic or syntactic processing in sentence comprehension.

The Chinese language uses a logographic writing system in which the basic orthographic units, the characters, correspond directly to morphemic meanings and to syllables in the spoken language. With some exceptions, each character represents one morpheme and has one pronunciation, although different characters may have the same pronunciations. Because the number of syllables used in the language is limited to about 1300 whereas the number of commonly used morphemes is about 5000, Mandarin Chinese has a great many homophonic morphemes and homophonic characters. These homophones may or may not have similar orthographic forms. For example, 因 (u) and 阴 (u) have the same pronunciation, /yin1/ (with the number indicating the lexical tone), but their visual forms are different; 诚 (t) and 城 (t) share the pronunciation, /cheng2/, and part of the visual forms (i.e., the radical 成, /cheng2/, which is a meaningful character by itself). Orthographically similar characters, however, may or may not have similar pronunciations (e.g., 服 /fu2/, t , and 报 /bao4/, u , having different pronunciations; 诚 (t) and 城 (t) having the same pronunciation). Moreover, homophonic or orthographically similar characters usually have no semantic relations between them.

Several behavioral studies demonstrated that Chinese dyslexic children have deficits in both phonological and orthographic processing in reading Chinese characters (Ho et al., 2004; Meng, 2000; Shu et al., 2003a, 2005). Shu et al. (2003a), for example, found that the character naming was slower and more likely to be affected by the pronunciation of sub-character radicals for poor readers than for normal controls. Poor readers also made more homophone errors (i.e., replacing the target characters with homophonic characters) than the controls in a character dictation task, indicating that the links between phonological and orthographic representations in the lexicon are relatively unstable for children with reading difficulties. Ho et al. (2004) reported that about one quarter of the dyslexic children in their sample showed deficits in phonological awareness tests. These deficits, however, occurred less frequently than deficits in

orthographic skills and in rapid naming. At the neurophysiological level, [Meng et al. \(2005\)](#) showed that Chinese dyslexic children have smaller mismatch negativities (MMNs) than normal controls to auditory stimuli deviating in initial consonants or vowels from the standard syllables and to stimuli deviating in temporal information.

In order to investigate the neurophysiological markers of the potential deficits in processing orthographic and phono-

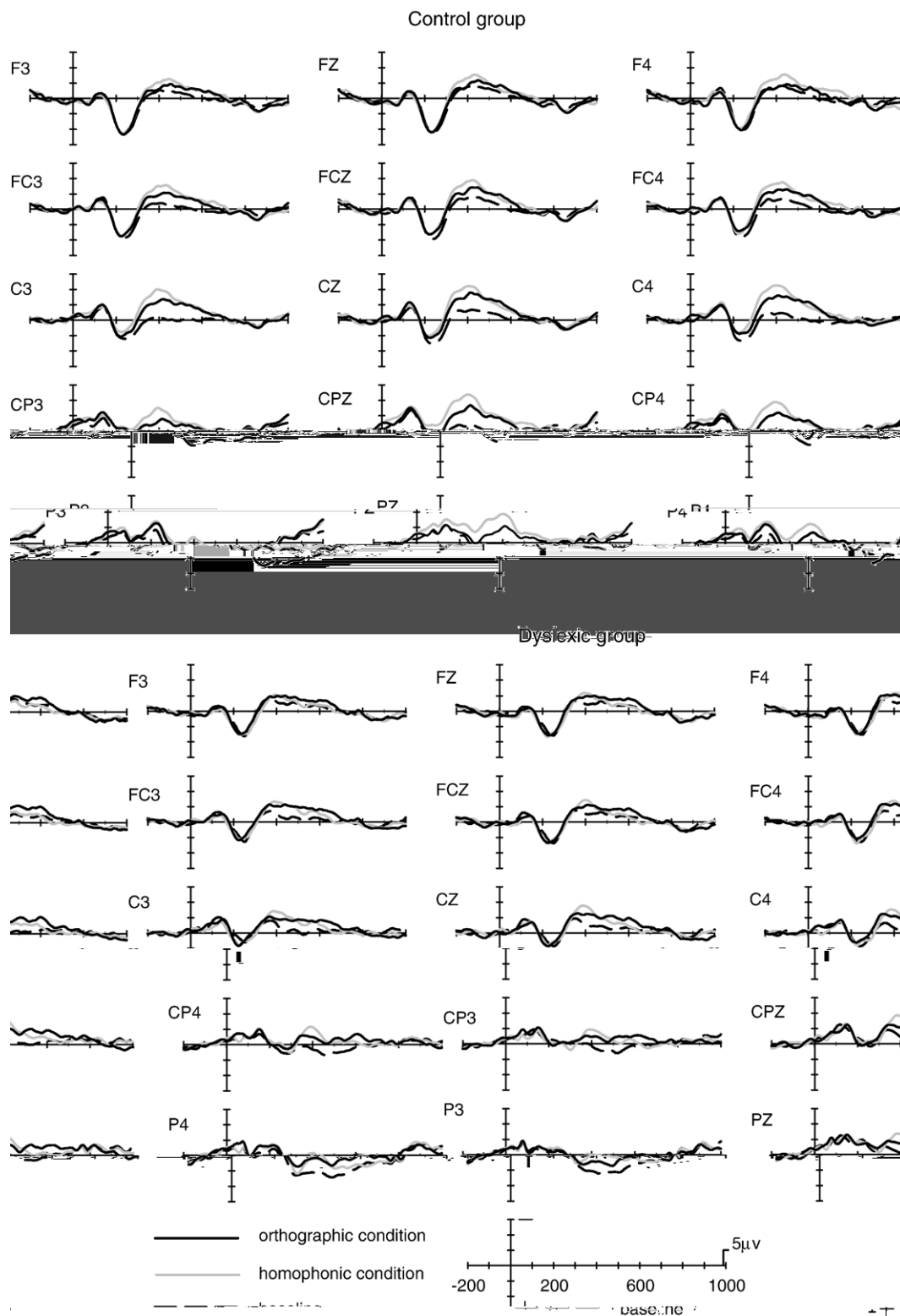


Fig. 1 – Grand average ERPs for the two participant groups at 15 exemplar electrodes. The solid line represents the orthographic condition, the grey line for the homophonic condition and the broken line for the baseline condition.

the dyslexic children had higher error rates than the normal controls in the orthographic (<0.01) and the homophonic (<0.01) conditions, but not in the baseline condition. Moreover, while the error rates did not differ between the

three experimental conditions for the normal controls (>0.1), the error rates in the orthographic and homophonic conditions were significantly higher than in the baseline condition (<0.05) for the dyslexic children. These findings

demonstrated that the dyslexic participants have deficits in detecting orthographic and phonological anomalies of individual characters in sentences.

2.2. ERP data

We investigated the general morphology of ERPs by averaging ERP responses to the critical sentence-ending stimuli in different conditions. In both the orthographic and the homophonic conditions, the character mismatches elicited an N100–P200–N400 pattern at all electrodes, with the 50- to 150-ms time window for the early negativity (N100, peaking at 129 ms); the 150- to 300-ms time window for the positivity (P200, peaking at 244 ms); the 300- to 500-ms time window for the N400 component (peaking at 406 ms; see Fig. 1). Statistical analyses were conducted separately for the peak amplitudes and peak latencies of N100 and P200 and for the mean amplitudes in the time window of 300–500 ms. The participant group was treated as a between-participant factor and the experimental condition, anterior/posterior location (FC3, F3, FCz, Fz, FC4, F4/ CP3, P3, CPz, Pz, CP4, P4), laterality (left: FC3, F3, CP3, P3; midline: FCz, Fz, CPz, Pz; right: FC4, F4, CP4, P4) and electrode were treated as four within-participant factors. The time course of differential effects between experimental conditions and between participant groups were also examined. The average number of trials included in the ERP analysis, after rejecting judgment errors and ERP artifacts, was 41 (35–50), 39 (33–53), 45 (38–55), respectively, in the orthographic, homophonic and baseline conditions for the dyslexic group

and 49 (33–58), 49 (34–57), 49 (44–54) for the control group. Since the statistical analyses for N100 did not produce any significant results, we did not report them here.

2.2.1. 200

ANOVA for the peak amplitudes revealed no main effect of participant group, $(1, 25) < 1$, nor a main effect of experimental condition, $(2, 50) = 1.11$, > 0.1 , but a main effect of anterior/posterior location, $(1, 25) = 101.95$, < 0.001 . The interaction between experimental condition and anterior/posterior location was significant, $(2, 50) = 6.07$, < 0.01 . Further tests showed that the peak amplitude for the homophonic condition was less positive ($= 0.054$) than the amplitude for the baseline condition in the posterior regions (CP3, P3, CPz, Pz, CP4, P4).

ANOVA for the peak latencies found a significant main effect of experimental condition, $(2, 50) = 5.01$, < 0.005 , with the peak for the homophonic condition appeared earlier (235 ms) than the peak for the baseline condition (245 ms). The peak latency for the orthographic condition (241 ms) did not differ significantly from either of the two conditions. No other significant results were obtained.

2.2.2. 400

ANOVA conducted for the average amplitudes in the N400 window found a significant main effect of experimental condition, $(2, 50) = 13.17$, < 0.001 , with the overall mean amplitudes most negative for the homophonic condition ($-4.24 \mu\text{V}$), less so for the orthographic condition ($-3.17 \mu\text{V}$) and even less so for the

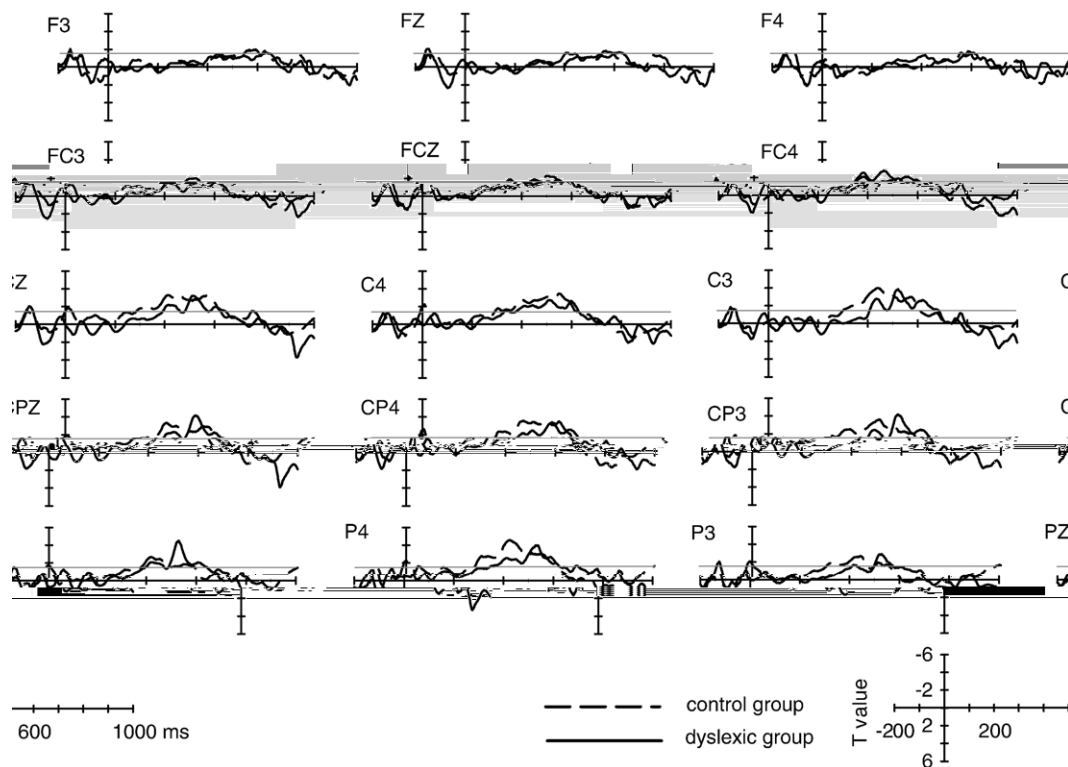


Fig. 2 – Point-by-point t-tests contrasting the orthographic condition and the baseline for the control group (broken line) and the dyslexic group (solid line), time-locked to stimulus onset. Note that the vertical calibration bar represents t value; the line above horizontal calibration bar marks the 0.05 significance level.

baseline condition ($-0.39 \mu\text{V}$). The main effect of anterior/posterior location was significant, $(1, 25)=23.48$, <0.001 , as was the interaction between this effect and experimental condition, $(2, 50)=9.41$, <0.001 . Further tests showed that in the anterior regions the homophonic condition was marginally more negative than the baseline condition ($0.05 < <0.1$), while in the posterior regions the negativity decreased over the homophonic, orthographic and baseline conditions, with the former two conditions significantly more negative than the baseline condition (<0.001).

The main effect of participant group was not significant ($-2.81 \mu\text{V}$ for the control vs. $-2.39 \mu\text{V}$ for the dyslexics), $(1, 25) < 1$. The interaction between participant group and experimental condition was, however, significant, $(2, 50)=3.22$, <0.05 . Further tests showed that while the three conditions did not differ for the dyslexic group, $(2, 26)=1.74$, >0.1 , they were increasingly more negative for the control group, with the homophonic and the orthographic conditions being more negative (<0.05) than the baseline condition and the homophonic condition being more negative ($=0.09$) than the orthographic condition. Moreover, the dyslexic group ($-2.96 \mu\text{V}$) was significantly less negative (<0.05) than the control group ($-5.51 \mu\text{V}$) in the homophonic condition.

2.2.3. t -tests

To examine in detail the differential ERP responses between experimental conditions for the two groups of participants, we

conducted point-by-point t -tests (O'Rourke and Holcomb, 2002), which consisted of 601 consecutive t -tests for the average ERP amplitudes from -200 ms prestimulus onset to 1000 ms poststimulus onset. Fig. 2 is a graphical representation of the t -tests at 15 electrode sites contrasting the orthographic and the baseline conditions for the dyslexic group (the solid line) and for the control group (the broken line). Fig. 3 presents the t -tests for the time course of the differential effects between the homophonic and the baseline conditions for the dyslexic group (the solid line) and the control group (the broken line). As with the ERP plots (e.g.,

Similarly, the contrast between the homophonic and the baseline conditions showed significant negative t values for approximately 300 ms for the normal controls, beginning at about 274 ms and ending at about 573 ms poststimulus onset (Fig. 3). However, for the dyslexic group, the same contrast had a much narrower span (approximately 100 ms) of significant negative t values, beginning at about 369 ms and ending at

3. Discussion

Taking into account the analyses of both peak amplitudes, peak latencies and mean amplitudes over different time windows, we summarize the findings as follows. In the time window (150

homophonic condition, which had the orthographic mismatch. This dissociation suggests that, comparatively, the dyslexic children had less severe deficits in phonological processing than in orthographic processing. Moreover, in a later time window of 531–676 ms, the homophonic condition was actually less negative-going than the orthographic condition for the dyslexic children, suggesting that the phonological information concerning the base characters provided by the input characters in the homophonic condition helped the dyslexic children to access the semantics of the base words and hence to reduce the magnitude of the negativity in the later time window.

The present findings of weak negative effects (e.g., N400) for the homophonic and orthographic conditions for the dyslexic group than for the control group appear to be inconsistent with previous studies on dyslexics in alphabetic scripts. Using rhyme judgment tasks, a number of studies (e.g., Ackerman et al., 1994; Lovrich et al., 1997; McPherson et al., 1996, 1998) observed N400 components for the dyslexics than for the controls (but see Lovrich et al., 2003). However, the apparent inconsistency was likely to be caused by the experimental tasks which tap into different levels of lexical processing. On the other hand, in sentence comprehension, Robichon et al. (2002) found that the semantically incongruent words elicited larger N400 components and a larger N400 effect for dyslexics than for the controls (also Neville et al., 1993 for language-impaired children; but see Helenius et al., 1999), suggesting that dyslexic readers have difficulties in integrating word meaning into sentence representation. Given the characteristics of the experimental design, the weak or general absence of the N400 effect for the orthographic and the homophonic conditions for the dyslexic children in this study demonstrates their deficits in using phonological and orthographic information to constrain lexical access. It would be interesting to conduct further experiments in Chinese, in which the input mismatches the underlying representation along both orthographic and phonological dimensions, as the above studies with alphabetic scripts. It would also be interesting to conduct experiments with alphabetic scripts, in which the phonological and orthographic correspondences with the underlying representations are systematically manipulated and the relative deficits in dyslexic readers in using phonological and orthographic information to constrain lexical processing can be compared (see Connolly et al., 1995; Helenius et al., 1999; Niznikiewicz and Squires, 1996 for the initial efforts).

To conclude, by using the ERP technique to measure brain responses to the mismatches between orthographic and phonological input and the underlying representations in the lexicon, we demonstrate that Chinese dyslexic children have deficits in processing orthographic and phonological information conveyed by the characters and, compared with normal children, and they rely more on phonological information to constrain access to lexical semantics.

4. Experimental procedures

4.1. Participants

Seventeen dyslexic children and 13 normal school children were selected and tested. They were screened from several primary

schools in Beijing. None of the participants had a history of neurological or emotional disorders. All the participants were right-handed and had normal hearing and normal or corrected-to-normal vision. The parents of all the participants gave their informed consent for the children to take part in the experiment. These children were accompanied by their parents to the ERP laboratory. The data of three participants had to be excluded from further analysis because one participant showed anomalous EEG waveforms throughout the experiment, one committed too much response errors (67%) and one had too many artifacts in the EEG data.

The dyslexic children were selected according to a number of tests: vocabulary size, reading fluency and Raven's Standard Progressive Matrices tests (see also Shu et al., 2006). In the standardized *u* *u* *l* *l* (Wang and Tao, 1996), 210 Chinese characters (i.e., morphemes) were divided into 10 levels according to their frequencies in usage and were administered to 924 fourth and fifth grade school children. These children were asked to write down a compound word based on a constituent morpheme provided orally. The performance was measured by the total number of correct characters (morphemes) that the participants could make use of in word-composition. The *u* *u* *l* *l* included 95 sentences or short paragraphs, each paired with 5 pictures describing some events. The participants were asked to read each sentence and to select one picture that best described the meaning of the sentence. They were encouraged to complete as many sentences as possible within 10 min. The Chinese city version of Raven's Standard Progressive Matrices test (Zhang and Wang, 1985) was also administered to the school children to examine their nonlinguistic reasoning ability.

The criteria for selecting dyslexic children were that their scores on the vocabulary test were at least one and a half grade below the norm and their scores on the reading fluency test were lower than the mean scores of their grades. Moreover, they should have normal IQs, as measured by the Raven test. By these criteria, 50 out of the 924 children tested (about 5.4%) were classified as dyslexics. The age- and grade-matched normal children were selected from the dyslexic children's peers. Table 3 shows the average scores in the three tests for the two groups of participants. In addition, we conducted

Table 3 – The characteristics of the dyslexic and normal children participating in the experiment

	Dyslexic (n = 14)	Control (n = 13)
Age	10 years and 6 months (9 years 9 months to 12 years 4 months)	10 years and 6 months (9 years 6 months to 11 years 4 months)
Sex (male)	6	7
Handedness (right)	14	13
Raven	81% (50–95%)	83% (50–95%)
Vocabulary	1732 (989–2470)	2839 (2592–3248)
Reading fluency	33 (7–51)	60 (46–85)

The two groups of children had equivalent scores in the Raven test, but they differed significantly ($p < 0.001$) in the vocabulary and reading fluency tests.

t-tests to examine the possible gender differences in Raven, reading fluency and vocabulary tests and found no differences between the dyslexic girls and the dyslexic boys ($p > 0.1$) or between the normal control girls and the control boys ($p > 0.1$).

4.2. Stimuli

4.2.1. Stimuli

The experiment had three conditions: the orthographic condition; the homophonic condition; and the correct, baseline condition. In the former two conditions, the second characters (morphemes) of two-character compound words that could fit with the sentence context were replaced with characters that were orthographically similar or homophonic to the original characters, resulting in compound nonwords. All the correct or incorrect words were embedded at the end of sentences (see Table 1).

Most of the critical characters in the orthographic condition shared their phonetic radicals with the base characters (e.g., 服, /fu2/, 报, /bao4/, 龟, /gui1/, 电, /dian4/, electricity). These orthographic pairs were phonologically dissimilar (with only a few exceptions in which they had the same lexical tones) and had no semantic relations between them. The base characters and the replacing characters in the homophonic condition shared the same onset, rime and lexical tone in their pronunciation (e.g., 尘, /chen2/, 晨, /chen2/), but they had no orthographic or semantic relations between them. Moreover, the replacing characters, the base characters, and the base words were all nouns.

Sixty sentences were included in each of the three experimental conditions after pretests (see below). The mean frequencies of the base words from which the critical compound nonwords in the orthographic and homophonic conditions were derived and the frequency of critical words in the baseline conditions were 43, 66 and 115 per million, respectively. The character frequencies for the initial characters of the two-character words or nonwords were 1357, 1200 and 1011 per million, respectively, for the three conditions. The visual complexity, in terms of the number of strokes, was also matched for the initial characters of the three groups of compound (non)words, with the mean scores of 7.3, 7.4 and 7.5 per character respectively. The properties of the critical, second characters are summarized in Table 4. All the words and characters were selected from a corpus based on the textbooks used in primary schools in Beijing (Shu et al., 2003b).

4.2.2. Stimuli

Prior to the selection of the final set of sentences included in the experiment, the potential stimuli underwent two pretests. The cloze probability test was to make sure that the base words in the three conditions were equally predictable. The orthographic similarity judgment test was to assess the degree of orthographic similarity between the original characters and the replacing characters in the orthographic condition.

In the cloze probability test, the potential sentences for the three conditions were printed in random order, with the final compound words omitted. Fifty-three school children who did not participate in the ERP test were asked to complete the sentences as soon as possible with words that come into their minds. The predictability for the base words was 72%, 76% and 71%, respectively, for the orthographic, the homophonic and the baseline conditions. For the orthographic similarity judgment, the 60 pairs of the replacing characters and their base characters and 60 pairs of orthographic dissimilar filler characters were printed in random orders and the 53 participants who were asked to judge, by circling a number on a 5-point scale, the similarity between the pairs of characters. The number “5” represented “very similar” while the number “1” represented “totally dissimilar”. The mean score for the 60 pairs of the base characters and the replacing characters in the orthographic condition was 3.5.

4.3. Procedure

Participants were tested individually in a sound-attenuating and electrically shielded booth. They were seated in a comfortable sofa in front of a computer monitor. Before the experiment started, the participants performed a practice block of 15 sentences and they were told to relax as much as possible without moving their heads. Stimulus presentation was controlled by a personal computer (Pentium 4, 1.5 GHz, 1 GB RAM, 195.5 cm monitor).

canthi. The linked bilateral mastoids served as reference points and the AFz electrode on the cap served as ground. Electrode impedance was kept below 5 k Ω . The EEG was amplified (band pass 0.05–70 Hz) and digitized at a sampling rate of 500 Hz. The continuous EEG recordings were epoched off-line (–200 to 1000 ms), with the onset of the final word in each sentence as 0 ms. They were averaged separately off-line for each condition. Any trials with EOG artifacts greater than $\pm 75 \mu\text{V}$ were excluded from further analysis.

For the statistical analysis of the ERP effects, only trials with correct responses in the sentence acceptability judgment were analyzed. Peak amplitudes and latencies of P200 were obtained in the 150- to 300-ms time window and the mean amplitudes of N400 were calculated for the window of 300–500 ms. The data were entered into the mixed-design analyses of variance (ANOVAs), with participant group (dyslexic vs. control) as a between-participant factor, experimental condition (orthographic vs. homophonic vs. baseline), anterior/posterior location, laterality (left vs. midline vs. right) and electrode as four within-participant factors. The electrodes selected were grouped into anterior left (FC3, F3), anterior midline (FCz, Fz), anterior right (FC4, F4), posterior left (CP3, P3), posterior midline (CPz, Pz) and posterior right (CP4, P4). Furthermore, to examine the time course of the differential effects between experimental conditions, we conducted point-by-point t -tests at each selected electrode from the onset of stimulus presentation. The Greenhouse–Geisser correction was applied when appropriate.

Acknowledgments

This study was supported by grants from China National science Foundation (30200078, 30070260, 30470569, 60435010). We thank Drs. Phillip J. Holcomb and Marianna Eddy for their suggestions on data analyses and two anonymous reviewers for their constructive comments on an earlier version of the manuscript.

REFERENCES

- Ackerman, P.T., Dykman, R.A., Oglesby, D.M., 1994. Visual event-related potentials of dyslexic children to rhyming and nonrhyming stimuli. *J. Clin. Exp. Neuropsychol.* 16, 138–154.
- Bergmann, J., Hutzler, F., Klimesch, W., Wimmer, H., 2005. How is dysfluent reading reflected in the ERP? *J. Neurolinguist.* 18, 153–165.
- Bonte, M.L., Blomert, L., 2004. Developmental dyslexia: ERP correlates of anomalous phonological processing during spoken word recognition. *Cogn. Brain Res.* 21, 360–376.
- Brandeis, D., Vitacco, D., Steinhausen, H.-C., 1994. Mapping brain electric micro-states in dyslexic children during reading. *Acta Paedopsychiatr.* 56, 239–247.
- Breznitz, Z., 2002. Asynchrony of visual–orthographic and auditory–phonological word recognition processes: an underlying factor in dyslexia. *Read. Writ.* 15, 15–42.
- Breznitz, Z., 2003. Speed of phonological and orthographic processing as factors in dyslexia: electrophysiological evidence. *Genet. Soc. Gen. Psychol. Monogr.* 129, 183–206.
- Breznitz, Z., 2005. Brain activity during performance of naming tasks: comparison between dyslexic and regular readers. *Sci. Stud. Read.* 9 (1), 17–42.
- Breznitz, Z., Leikin, M., 2000. Syntactic processing of Hebrew sentences in normal and dyslexic readers: electrophysiological evidence. *J. Gen. Psych.* 161, 359–380.
- Breznitz, Z., Misra, M., 2003. Speed of processing of the visual–orthographic and auditory–phonological systems in adult dyslexics: the contribution of “asynchrony” to word recognition deficits. *Brain Lang.* 85, 486–502.
- Cho, J.-R., Chen, H.-C., 1999. Orthographic and phonological activation in the semantic processing of Korean Hanja and Hangul. *Lang. Cogn. Processes* 14, 481–502.
- Collins, D.W., Rourke, B.P., 2003. Learning-disabled brains: a review of the literature. *J. Clin. Exp. Neuropsychol.* 25, 1011–1034.
- Connolly, J.F., Phillips, N.A., Forbes, K.A.K., 1995. The effects of phonological and semantic features of sentence-ending words on visual event-related brain potentials. *EEG Clin. Neurophysiol.* 94, 276–287.
- Csépe, V., Szűcs, D., Honbolygó, F., 2003. Number-word reading as challenging task in dyslexia? An ERP study. *Int. J. Psychophysiol.* 51, 69–83.
- Georgiewa, P., Rzanny, R., Gaser, C., Gerhard, U.J., Vieweg, U., Freesmeyer, D., Mentzel, H.J., Kaiser, W.A., Blanz, B., 2002. Phonological processing in dyslexic children: a study combining functional imaging and event related potentials. *Neurosci. Lett.* 318, 5–8.
- Giraud, K., Démonet, J.F., Habib, M., Marquis, P., Chauvel, P., Liégeois-Chauvel, C., 2005. Auditory evoked potential patterns to voiced and voiceless speech sounds in adult developmental dyslexics with persistent deficits. *Cereb. Cortex* 15, 1524–1534.
- Heim, S., Keil, A., 2004. Large-scale neural correlates of developmental dyslexia. *Eur. Child Adolesc. Psychiatry* 13, 125–140.
- Helenius, P., Salmelin, R., Service, E., Connolly, J.F., 1999. Semantic cortical activation in dyslexic readers. *J. Cogn. Neurosci.* 11, 535–550.
- Ho, C.S.-H., Chan, D.W.-O., Lee, S.-H., Tsang, S.-M., Luan, H., 2004. Cognitive profiling and preliminary subtyping in Chinese developmental dyslexia. *Cognition* 91, 43–75.
- Holcomb, P.J., Dykman, R.A., Ackerman, P.T., 1985. Cognitive event-related brain potentials in children with attention and reading deficits. *Psychophysiology* 22, 656–667.
- Johannes, S., Mangun, G.R., Kussmaul, C.L., Munte, T.F., 1995. Brain potentials in developmental dyslexia: differential effects of word frequency in human subjects. *Neurosci. Lett.* 195 (3), 183–186.
- Keselman, H.J., Carriere, K.C., Lix, L.M., 1995. Robust and powerful nonorthogonal analyses. *Psychometrika* 60, 395–418.
- Kujala, T., Lovio, R., Lepistö, T., Laasonen, M., Näätänen, R., 2006. Evaluation of multi-attribute auditory discrimination in dyslexia with the mismatch negativity. *Clin. Neurophysiol.* 117, 885–893.
- Kutas, M., Federmeier, K.D., 2000. Electrophysiology reveals semantic memory use in language comprehension. *Trends Cogn. Sci.* 4, 463–470.
- Lachmann, T., Berti, S., Kujala, T., Schröfer, E., 2005. Diagnostic subgroups of developmental dyslexia have different deficits in neural processing of tones and phonemes. *Int. J. Psychophysiol.* 56, 105–120.
- Leilin, M., 2002. Processing syntactic functions of words in normal and dyslexic readers. *J. Psycholinguist. Res.* 31 (2), 145–163.
- Leilin, M., Breznitz, Z., 2001. Effects of accelerated reading rate on syntactic processing of Hebrew sentences: electrophysiological evidence. *Genet. Soc. Gen. Psychol. Monogr.* 127 (2), 193–209.
- Leppänen, P.H.T., Lyytinen, H., 1997. Auditory event-related potentials in the study of developmental language-related disorders. *Audiol. Neuro-Otol.* 2, 308–340.
- Liu, Y., Perfetti, C.A., Hart, L., 2003. ERP evidence for the time course of graphic, phonological, and semantic information in

- Chinese meaning and pronunciation decisions. *J. Exp. Psychol., Learn., Mem., Cogn.* 29, 1231–1247.
- Lovrich, D., Cheng, J.C., Velting, D.M., Kazmerski, V., 1997. Auditory ERPs during rhyme and semantic processing: effects of reading ability in college students. *J. Clin. Exp. Neuropsychol.* 19 (3), 313–330.
- Lovrich, D., Cheng, J.C., Velting, D.M., 2003. ERP correlates of form and rhyme letter tasks in impaired reading children: a critical evaluation. *Child Neuropsychol.* 9, 159–174.
- Lyytinen, H., Guttorm, T.K., Huttunen, T., Jarmo Hämäläinen, J., Leppänen, P.H.T., Vesterinen, M., 2005. Psychophysiology of developmental dyslexia: a review of findings including studies of children at risk for dyslexia. *J. Neurolinguist.* 18, 167–195.
- McPherson, W.B., Ackerman, P.T., Oglesby, D.M., Dykman, R.A., 1996. Event-related brain potentials elicited by rhyming and non-rhyming pictures differentiate subgroups of reading disabled adolescents. *Integr. Physiol. Behav. Sci.* 31, 3–17.
- McPherson, W.B., Ackerman, P.T., Holcomb, P.J., Dykman, R.A., 1998. Event-related brain potentials elicited during phonological processing differentiate subgroups of reading disabled adolescents. *Brain Lang.* 62, 163–185.
- Meng, X., 2000. The lexical representation and processing in Chinese-speaking developmental dyslexia. Unpublished dissertation. Beijing Normal University.
- Meng, X., Sai, X., Wang, C., Wang, J., Sha, S., Zhou, X., 2005. Auditory and speech processing and reading development in Chinese school children: behavioral and ERP evidence. *Dyslexia* 11, 292–310.
- Meyler, A., Breznitz, Z., 2005a. Visual, auditory and cross-modal processing of linguistic and nonlinguistic temporal patterns among adult dyslexic readers. *Dyslexia* 11, 93–115.
- Meyler, A., Breznitz, Z., 2005b. Impaired phonological and orthographic word representations among adult dyslexic readers: evidence from event-related potentials. *J. Gen. Psych.* 166 (2), 215–238.
- Miller, J., Patterson, T., Ulrich, R., 1998. Jackknife-based method for measuring LRP onset latency differences. *Psychophysiology* 35, 99–115.
- Moisescu-Yiflach, T., Pratt, H., 2005. Auditory event related potentials and source current density estimation in phonologic/auditory dyslexics. *Clin. Neurophysiol.* 116, 2632–2647.
- Molfese, D.L., Key, A.F., Kelly, S., Cunningham, N., Terrell, S., Ferguson, M., Molfese, V.J., a Bonebright, T., 2006. Below-average, average, and above-average readers engage different and similar brain regions while reading. *J. Learn. Disabil.* 39, 352–363.
- Muller-Shaul, S., Breznitz, Z., 2004. Electroocutaneous measures during a lexical decision task: a comparison between elementary school-aged normal and dyslexic readers and adult normal and dyslexic readers. *J. Gen. Psych.* 165, 399–424.
- Neville, H.J., Coffey, S.A., Holcomb, P.J., Tallal, P., 1993. The neurobiology of sensory and language processing in language-impaired children. *J. Cogn. Neurosci.* 5, 235–253.
- Niznikiewicz, M., Squires, N.K., 1996. Phonological processing and the role of strategy in silent reading: behavioral and electrophysiological evidence. *Brain Lang.* 52, 342–364.
- O'Rourke, T.B., Holcomb, P.J., 2002. Electrophysiological evidence for the efficiency of spoken word processing. *Biol. Psychol.* 60, 121–150.
- Petkov, C.I., O'Connor, K.N., Benmoshe, G., Baynes, K., Sutter, M.L., 2005. Auditory perceptual grouping and attention in dyslexia. *Cogn. Brain Res.* 24, 343–354.
- Rispens, J.E., Been, P.H., Zwarts, F., 2006. Brain responses to subject-verb agreement violations in spoken language in developmental dyslexia: an ERP study. *Dyslexia* 12, 134–149.
- Robichon, F., Besson, M., Habib, M., 2002. An electrophysiological study of dyslexic and control adults in a sentence reading task. *Biol. Psychol.* 59, 29–53.
- Sabisch, B., Hahne, A., Glass, E., von Suchodoletz, W., Friederici, A.D., 2006. Auditory language comprehension in children with developmental dyslexia: evidence from event-related brain potentials. *J. Cogn. Neurosci.* 18, 1676–1695.
- Scheuerpflug, P., Plume, E., Vetter, V., Schulte-Körne, G., Deimel, W., Bartling, J., Remschmidt, H., Warnke, A., 2004. Visual information processing in dyslexic children. *Clin. Neurophysiol.* 115, 90–96.
- Schulte-Körne, G., Deimel, W., Bartling, J., Remschmidt, H., 2004. Neurophysiological correlates of word recognition in dyslexia. *J. Neural Transm.* 111, 971–984.
- Shu, H., Meng, X., Lai, A., 2003a. The lexical representation and processing of Chinese-speaking developmental dyslexia. In: McBride-Chang, C., Chen, H.-C. (Eds.), *Reading Development in Chinese Children*. Greenwood Publishing Group, Inc, Westport, CT.
- Shu, H., Chen, X., Anderson, R.C., Wu, N., Xuan, Y., 2003b. Properties of school Chinese: implications for learning to read. *Child Dev.* 74, 27–48.
- Shu, H., Meng, X., Chen, X., Luan, H., Cao, F., 2005. The subtypes of developmental dyslexia in Chinese: evidence from three cases. *Dyslexia* 11, 311–329.
- Shu, H., McBride-Chang, C., Wu, S., Liu, H.Y., 2006. Understanding Chinese developmental dyslexia: morphological awareness as a core cognitive construct. *J. Educ. Psychol.* 98, 122–133.
- Stelmack, R.M., Saxe, B.J., Noldy-Cullum, N., Campbell, K.B., Armitage, R., 1988. Recognition memory for words and event-related potentials: a comparison of normal and disabled readers. *J. Clin. Exp. Neuropsychol.* 10, 185–200.
- Stoodley, C.J., Hill, P.R., Stein, J.F., Bishop, D.V.M., 2006. Auditory event-related potentials differ in dyslexics even when auditory psychophysical performance is normal. *Brain Res.* 1121 (1), 190–199.
- Taylor, M.J., Keenan, N.K., 1990. Event related potentials to visual and language stimuli in normal and dyslexic children. *Psychophysiology* 27, 318–327.
- Taylor, M.J., Keenan, N.K., 1999. ERPs to orthographic, phonological, and semantic tasks in dyslexic children with auditory processing impairment. *Dev. Neuropsychol.* 15, 307–326.
- Ulrich, R., Miller, J., 2001. Using the jackknife-based scoring method for measuring LRP onset effects in factorial designs. *Psychophysiology* 38, 816–827.
- Valdes-Sosa, M., Gonzalez, A., Liu, X., Zhang, X., 1993. Brain potentials in a phonological matching task using Chinese characters. *Neuropsychologia* 31, 853–864.
- Wang, X.L., Tao, B.P., 1996. *Chinese Character Recognition Test Battery and Assessment Scale for Primary School Children*. Shanghai Education Press, Shanghai.
- Wimmer, I.H., Hutzler, I.H., Wiener, C., 2002. Children with dyslexia and right parietal lobe dysfunction: event-related potentials in response to words and pseudowords. *Neurosci. Lett.* 331, 211–213.
- Zhang, H.C., Wang, X.P., 1985. *Raven Standard Progressive Matrices: Chinese City Revision*. The National Revision Collaborative Group, Beijing.
- Zhou, X., Marslen-Wilson, W., 1999. Phonology, orthography, and lexical semantic activation in reading Chinese. *J. Mem. Lang.* 41, 579–606.
- Zhou, X., Marslen-Wilson, W., 2000a. Lexical representation of compound words: cross-linguistic evidence. *Psychologia* 43, 47–66.
- Zhou, X., Marslen-Wilson, W., 2000b. The relative time course of semantic and phonological activation in reading Chinese. *J. Exp. Psychol., Learn., Mem., Cogn.* 26, 1245–1265.
- Zhou, X., Marslen-Wilson, W., Taft, M., Shu, H., 1999. Morphology, orthography, and phonology in reading Chinese. *Lang. Cogn. Processes* 14, 525–565.