

The relationship between spelling errors and written composition quality in bilinguals with and without dyslexia.

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Background

Writing is a skill that requires the activation of several processes (Chenoweth and Hayes, 2001). It is established that dyslexia directly affects the outcome of these processes, and in turn, the quality of written composition. The deficits brought by dyslexia present a challenge to those affected by the disorder, but more so for higher education students who are required to produce written content and are assessed on this skill. Universities and other higher education institutions are populated with students affected by dyslexia, among which, some will speak more than one language. However, due to pre-existing difficulties bilinguals have with producing written text in English, and the possibility that the disorder could manifest differently in different languages, identifying dyslexia is a difficult and uncertain process in bilinguals.

Methodology

Participants

3 groups of participants (n=20 in each group):

- bilinguals with dyslexia
- bilinguals without dyslexia
- monolinguals without dyslexia

Criteria

University or any higher education students completing a degree taught in English.

Task

Participants will be required to produce a written text following a prompt. The text will be produced online, as part of a questionnaire in Qualtrics.

Measures

What will be assessed:

- number and type of spelling errors
- time of execution
- overall text quality

Data analysis plan

- One-way ANOVA, to analyse writing within different populations.
- Correlations

Aims & Hypothesis

This study aims at identifying the added effect of dyslexia on bilingual individuals, the spelling deficits found in their written composition and how it affects its quality.

The hypothesis is that bilinguals with dyslexia will present more written composition deficits than their peers without dyslexia. It is also hypothesised that students with English as their second language will present more errors in English.



References

- Chenoweth, N. A., & Hayes, J. R. (2001). Fluency in writing: Generating text in L1 and L2. *Written communication*, 18(1), 80-98.
- Connelly, V., Campbell, S., MacLean, M., & Barnes, J. (2006). Contribution of lower order skills to the written composition of college students with and without dyslexia. *Developmental neuropsychology*, 29(1), 175-196.
- Grosjean, F., & Li, P. (2013). *The psycholinguistics of bilingualism*. John Wiley & Sons.

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