

Abstract

Dyslexia is a common learning disability in which problems can persist even with continuous learning opportunities. Indeed, reading and writing are the significant skills for students' academic performance in school. Thus, this study examined the factors affecting the writing process between typical children and dyslexic children who are primary students with English as the second language in Hong Kong. To answer these questions, I used the data measured by the digital writing tablet for assessing the writing-related variables of the students to investigate the differences between these two groups. My results showed that typical and dyslexic children had similar writing duration but with a statistical trend difference on in-air duration. In addition, dyslexic children wrote more look-like words and non-words than typical children. This study suggests that learning English orthographic rules is important for learning good English as the second language.

Keywords: dyslexia, visual orthographic skills, delayed copying, digital writing tablets