Abstract

The present research aims to address the current lack of understanding about the relationship between dyslexia and theory of mind (ToM) by investigating whether the use of appropriate referring expressions in dyslexic children's story retelling tasks can indicate ToM deficits. Referring expressions are closely related to ToM and require the speaker to understand the listener's attention. Inappropriate use of these expressions may result in underrepresentation or overrepresentation and reduce the effectiveness of communication. The study will compare the referring expression usage of Hong Kong dyslexic children to that of typically developed children, and explore whether differences in ToM deficits exist among dyslexic children with varying severity. The analysis will also examine noun usage patterns in dyslexic children and identify two linguistic difficulties they face: pronunciation and articulation, as well as vocabulary size and knowledge. The study's findings will provide valuable insights for educators and clinicians into the psychological and linguistic challenges faced by dyslexic children. Additionally, the study's quantitative approach on error analysis will provide scholars with a broader understanding of language learner errors.

Keywords: dyslexia, theory of mind, referring expressions, linguistics difficulties, error analysis