

Abstract

The focus of research on developmental dyslexia has mainly been on reading. As handwriting is also an important skill in language acquisition, especially for logographic language including Chinese, the present study aims to investigate whether mode of presentation of stimuli affects handwriting task performance differentially. A sample of 21 children with dyslexia and 11 children with no dyslexia from local primary school between Grade two and three were tested with two handwriting tasks, the delayed copying task and writing to dictation task in Chinese and English. Task accuracy was scored and handwriting process was recorded by a writing tablet. While the dyslexia group was found to have a generally lower accuracy across tasks, they displayed additional inaccuracy in the dictation task compared with the control group, reflecting an interaction of group and task in addition to the group and task main effects. This shows that phonological deficit may exert extra effect on task performance when the task involves an auditory presentation of stimuli. Children with dyslexia were also found to be having longer writing and in air duration throughout the handwriting process in the Chinese. This reflects the presence of more pauses when children with dyslexia write, which may reflect difficulties of accessing orthographic representations, and provides a direction for further investigation.

Keywords Dyslexia, Handwriting, Presentation mode, Writing duration

