



The Impact of Dyslexia on Learning Sign Language

Minna Moffatt-Feldman

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Sign language learners with dyslexia often assert that they struggle with fingerspelling comprehension and there is no previous research into the impact dyslexia poses on sign language learning or use. This descriptive study explored and highlighted the perceptions and experiences of individuals with dyslexia whilst learning sign language. Focus of interests were language anxieties, any disadvantages to learning sign language and fingerspelling use. In addition comparisons were made between users of American and British sign language systems. The research highlighted that individuals felt dyslexia did not pose a disadvantage to learning sign language but created a clear disadvantage in the comprehension of fingerspelling. The Wide Range Achievement Test 4 (WRAT4) standardised Single Word Reading and Spelling tests tracked differences between sign language and English use. These identified vast differences between English and sign language word comprehension, yet only marginal differences in spelling ability. Respondents and participants who took part in the research felt the issue was that when reading English words, letters could be viewed simultaneously aiding recall of spelling patterns. However, the comprehension of sign language fingerspelling is difficult for individuals with dyslexia seemingly due to the letters being consecutively produced.

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