



Impact of Dyslexia on the use of personal pronouns among selected bilingual children

*Folorunso Emmanuel Awoniyi**

Osun State University - Nigeria

orcid.org/0000-0003-1146-3070

folorunso.awoniyi@uniosun.edu.ng

Aishat Abisola Adejumo

Osun State University – Nigeria

orcid.org/0009-0001-8307-2004

aishat.adejumo@chc.uniosun.edu.ng

Moromoke Nimota Raji

Osun State University – Nigeria

orcid.org/0000-0002-7591-6780

moromoke.raji@uniosun.edu.ng

Abstract

This study explores the impact of dyslexia on the use of personal pronouns among bilingual secondary school children. Dyslexia, a learning disorder that affects reading and language processing, presents unique challenges for bilingual students as they navigate the complexities of multiple languages. Data for this research were gathered through a questionnaire administered to 40 bilingual students diagnosed with dyslexia. The results reveal significant patterns of pronoun misuse or confusion, highlighting the specific difficulties faced by dyslexic bilinguals. These findings provide valuable insights into the intersection of dyslexia and bilingualism, suggesting the need for targeted educational strategies that address the unique linguistic challenges of this population. This study contributes to the ongoing discourse on how dyslexia affects language acquisition and usage in bilingual contexts, emphasizing the importance of specialized support in educational settings.

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* Corresponding author

1. Introduction

Dyslexia has garnered significant attention over the years, particularly in industrialized nations, as it is one of the most prevalent issues associated with the teaching and learning process. In contrast, dyslexia is a more complex issue than, for instance, difficulty with words or the inability to interpret and communicate information that is based on language (Bishop & Snowling, 2017; Kovelman et al, 2015; Tops et al, 2015). Dyslexia may be the result of a neurological anomaly that exists within the brain. This variation has the potential to result in a neurological issue in the left hemisphere of the brain, which is responsible for reading and writing. This issue is genetically transmitted from one generation to the next within families and becomes apparent as soon as a child is able to read or write (Ramus et al, 2017; Zablostky et al, 2019; Daiz et al, 2016). Dyslexia can lead to a variety of negative consequences, such as a diminished sense of self-worth and inadequate academic performance, at any age, including early childhood and maturity.

Dyslexia is a distinct type of learning disorder that affects both reading and language processing. This may potentially have a substantial influence on the linguistic progress of bilingual children, especially in terms of their use of personal pronouns. Based on the child's appropriate use of personal pronouns including "I,"

"you," "he," "she," and "they," one might infer the child's ability to communicate effectively and their understanding of grammatical structures.

Research has shown that dyslexic children may exhibit inconsistent pronoun usage or pronoun reversal patterns (using "you" instead of "I") due to grammatical and syntactic problems (Snowling & Hulme, 2015; Gaab et al, 2016; Hulme et al, 2016; Gollan et al, 2016). Children who are dyslexic and bilingual face an even greater challenge as they must concurrently adhere to two different sets of linguistic structures and grammatical standards (Bowers & Bowers, 2017). Due to the fact that bilingual people must switch between two separate linguistic systems, bilingualism in and of itself complicates language processing. Children with dyslexia often struggle with verbal fluency, phonological awareness, and decoding skills, which exacerbates their problems (Birsh & Carreker, 2018; Asbjornsen et al, 2016; Cavalli et al, 2017). These problems can cause dyslexic children to experience delays or mistakes in language production and acquisition, which can affect how they correctly utilize personal pronouns in both languages.

Furthermore, the influence of dyslexia on the use of personal pronouns goes beyond grammatical errors to include social issues resulting from pragmatic complications. Dyslexic children may struggle to

understand and appropriately use pronouns in context, which can negatively affect their ability to adequately express themselves and understand the intentions of others (Kyle & Harris, 2016; Krishnan et al, 2017).

Dyslexia significantly impacts the use of personal pronouns among bilingual children, complicating their linguistic development and proficiency in both languages. Understanding these challenges is crucial for designing effective interventions and support systems to enhance language skills and overall communication abilities in this population. This study attempts to fill the gap by investigating the effects on the use of personal pronoun among selected bilingual dyslexic subjects of Olofa Grammar School, Egbedore local government, Osun State.

REVIEW OF RELATED LITERATURE

Dyslexia is a complex neurodevelopmental disorder characterized by difficulties in accurate and fluent word recognition, spelling, and decoding abilities (Snowling & Hulme, 2015; Snowling & Melby, 2016; Parra et al, 2017). These challenges are often associated with deficits in phonological processing, which affect language comprehension and production in addition to reading (Ramus et al, 2017). Since bilingual children must navigate and distinguish between two language systems,

the difficulties brought on by dyslexia are exacerbated.

Central to dyslexia's impact on language development is its effect on phonological awareness. According to Snowling & Hulme (2015), children who have dyslexia often have difficulty segmenting and manipulating sounds within words, which hinders their ability to decipher written information and comprehend language. According to Ramus et al (2017), dyslexia is characterized by more than just phonological deficiencies, it also has an impact on syntactic and morphological aspects of language, such as grammar and the utilization of personal pronouns. Incorrect gender assignment or confusion between subjective ("I," "he," and "she") and objective ("me," "him," and "her") forms of pronouns are two examples of the kind of problems that dyslexic children may display in their pronoun usage (Sprewnger & Cole, 2018; Vaessen et al, 2016; Bialystok et al, 2010)

In both monolingual and bilingual contexts, dyslexic children demonstrate difficulties with the accurate use of personal pronouns. For instance, children who speak English and have dyslexia may have difficulty with pronoun forms due to phonological deficiencies and limits in their working memory (Nicolson & Fawcett, 1994). In bilingual dyslexic children, these challenges are exacerbated by the need to differentiate pronoun usage

across two languages, which may lead to interference effects where the rules and structures of one language influence the other (Re & Cornoldi, 2015).

Bilingual dyslexic children often face specific challenges related to pronoun differentiation. Research suggests that they may exhibit greater confusion with pronouns that have similar forms or functions in both languages (Parmigiani & Graf Estes, 2015; Eriksson & Berglund; Martin et al, 2015). Children who are dyslexic and speak Spanish could find it challenging to tell one pronoun from another when learning English. This is due to the fact that word order and gender are defined differently in the two languages. Children may find it challenging to learn English as a result of these differences. Learning and using personal pronouns is more challenging in multilingual dyslexic populations due to the cross-linguistic variations that are included.

Several cognitive factors contribute to pronoun difficulties among dyslexic children. Working memory, which is necessary for the upkeep and manipulation of knowledge, is often impaired by dyslexia, Swanson, Zheng, and Jerman (2009). This restriction consequently makes it more challenging to comprehend intricate grammatical structures and to retain the proper pronoun forms when conversing. According to Swanson, Zheng, and Jerman (2009), pronoun agreement and selection are influenced by executive

abilities, such as cognitive flexibility and inhibitory control, which in turn affect language output and understanding in dyslexic people. This is so because pronouns are essential linguistic elements.

According to Savage et al (2018), effective intervention strategies for dyslexic children should focus on phonological awareness as well as grammatical skills, particularly the correct utilization of personal pronouns. It is necessary for interventions to be responsive to the special obstacles that are given by the interplay between languages in bilingual environments. These interventions should provide clear training and practice in the differentiation of pronouns across languages (Ziegler & Goswami, 2016; Toth & Siegel, 2016; Barshalita et al, 2016). The development of language can be further supported and pronoun errors can be mitigated in children who are dyslexic through the use of educational programs that incorporate measures to strengthen working memory and executive functions.

In conclusion, dyslexia has a major impact on the usage of personal pronouns among bilingual children, which in turn has an effect on both the correctness of their language processing and their cognitive abilities. A comprehensive approach that takes into consideration phonological, syntactic, and cognitive variables within the context of bilingualism is required in order to gain an understanding of these kinds of problems. It is necessary to do

additional research in order to develop focused interventions that are able to address the special needs of bilingual dyslexic populations and promote appropriate language development with regard to multiple languages.

THEORETICAL FRAMEWORK

Phonological Theory

Phonological processing difficulties in dyslexics are especially detectable in task requiring phonological awareness which is the ability to manipulate speech sounds (phonemes) and their combinations (syllables) consciously (Ramus, 2004). Having poor phonological awareness, dyslexic individuals have difficulties in performing tasks such as syllable counting, phoneme deletion or substitution. A deficit in phonological processing manifests in tasks that require memory for phonological sequences (Ramus, 2004). Dyslexia demonstrate severe difficulties in tasks aimed at remembering sequences of sounds or letters or repeating non-words. The phonological processing deficit also affects lexical retrieval, which is an undeniable skill for reading (Ramus, 2004). Dyslexics are seriously challenged by tasks that require the ability to name aloud letters or objects rapidly.

According to Ramus (2004), phonological awareness, verbal short-term memory, and lexical retrieval are responsible for the representation, storage, and retrieval of

linguistic material. Failures in one or all of these abilities may explain a variety of behavioral manifestations in dyslexia. In terms of the causal model proposed by Morton and Frith (1995), the behavioral signs of a phonological deficit are associated with alterations in the left hemisphere language system (Démonet, Taylor, & Chaix, 2004). In particular, there are abnormal responses in the left inferior frontal region with increased activation, the left parietal-temporal regions and the left inferior temporal-occipital regions with reduced activation during both phonological and reading tasks (Démonet et al., 2004; Hoeft et al., 2006; Shaywitz & Shaywitz, 2005). Importantly, difficulties in phonological processing are neither related to auditory impairments, where an individual cannot reproduce a sound due to inadequate hearing, nor to visual impairments caused by physical difficulties with the eyes.

The phonological deficit theory has become the most commonly referenced theoretical explanation of dyslexia. Although this theory provides a reasonable and coherent explanation of dyslexia, controversy still exists because not all dyslexics demonstrate difficulties in phonological processing. The main criticism of the phonological deficit theory is that it typifies the idea of a phonological deficit as exclusive in nature. In the next subsection, the role of two distinct cognitive deficits responsible for

information processing, i.e., a phonological deficit and a rapid-naming deficit, is addressed in terms of the double-deficit theory.

The Double Deficit Theory

Several scholars argue that the challenges faced by individuals with dyslexia are not primarily or solely linked to a deficiency in phonological processing (Lovett, Steinbach, & Frijters, 2000; Wimmer, Mayringer, & Landerl, 2000; Wolf & Bowers, 2000). Hence, the double-deficit theory, an expansion of the prevailing phonological deficit theory, has been posited (Wolf & Bowers, 2000).

The double-deficit theory acknowledges the significance of phonological processing abilities in the process of reading acquisition. Nevertheless, in accordance with this theoretical perspective, individuals with dyslexia exhibit a deficiency in the ability to rapidly and automatically name a series of items (referred to as rapid serial/automatized naming or RAN). This skill holds equal significance in the context of reading acquisition. Several researchers argue that the challenges faced by individuals with dyslexia are not primarily or solely linked to a deficiency in phonological processing (Lovett, Steinbach, & Frijters, 2000; Wimmer, Mayringer, & Landerl, 2000; Wolf & Bowers, 2000). Hence, the double-deficit theory, an expansion of the

prevailing phonological deficit theory, has been posited (Wolf & Bowers, 2000).

METHODOLOGY

The present study utilized a quantitative research methodology to investigate the influence of dyslexia on the appropriate usage of personal pronouns among secondary school students who are bilingual. A designed questionnaire served as the main instrument for collecting data, aiming to evaluate the participants' competence and precision in using personal pronouns. The survey comprised a sequence of linguistic exercises and cues that necessitated students to effectively employ personal pronouns in diverse situations.

The research sample comprised 40 bilingual pupils from a secondary school. In order to guarantee that the sample accurately reflected the target population of bilingual kids with dyslexia, these individuals were chosen using purposive sampling. In order to ensure uniformity in the data gathering procedure, the questionnaire was conducted within a controlled classroom setting.

Analysis of the data obtained from the completed surveys was conducted using quantitative methods to detect patterns and frequency of pronoun misuse or confusion. The data was summarized using descriptive statistics, and additional research was performed to investigate the presence of an association between dyslexia and

challenges in pronoun usage. The findings were further analysed within the framework of current scholarly works on dyslexia and bilingualism to derive conclusions on the particular difficulties encountered by this population.

DATA ANALYSIS AND DISCUSSION OF FINDINGS

Frequency Distribution of the student's performance on the use of personal pronoun

Test for the use of personal pronoun was conducted in three sections. In the first section, three questions were asked whereby each respondent must fill the questions with appropriate answers. The second section, the respondents were given personal pronoun words which are Them, We, Him, She and He and were asked to use each word to develop a sentence. The third section is a reading comprehension. Each respondent will read the comprehension passage and answer the questions that follow.

Performance in filling the gap with personal pronouns

In this section, the students were given three questions each. Each was expected to complete the sentence with appropriate personal pronouns.

Question 1: Mary was excited to see result

Table 1

R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
His	Her	Him	Her	Them	His	Him	Them	Her	Him
R11	R12	R13	R14	R15	R16	R17	R18	R19	R20
Them	Her	Him	Him	Her	Them	His	Her	His	His
R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
His	Her	Them	Her	Him	Her	Her	His	His	His
R31	R32	R33	R34	R35	R36	R37	R38	R39	R40
Her	His	Them	Her	Him	Her	Him	His	Them	His

Source: Researcher's field work, 2023

Question 2: Yusuf and went out yesterday

Table 2

R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
She	They	I	I	We	She	I	His	His	We
R11	R12	R13	R14	R15	R16	R17	R18	R19	R20
We	We	She	She	His	We	She	His	We	They
R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
She	She	They	We	I	His	We	I	She	Him
R31	R32	R33	R34	R35	R36	R37	R38	R39	R40

Source: Researcher's field work, 2023

Question 3: Bolu and Friends are going to school

Table 3

R1	R2	R3	R4	R5	R6	R7	R8	R9	R10
Them	We	Him	His	His	Them	We	Him	His	Him
R11	R12	R13	R14	R15	R16	R17	R18	R19	R20
Him	We	His	We	Them	Him	Him	We	We	Them
R21	R22	R23	R24	R25	R26	R27	R28	R29	R30
His	Him	Them	We	Him	Him	We	Them	Him	Him
R31	R32	R33	R34	R35	R36	R37	R38	R39	R40
Them	Him	We	Them	His	Him	Them	His	Him	Him

Source: Researcher's field work, 2023

The analysis above shows the responses of the respondents in filling in the gaps with appropriate personal pronoun. In this section, three questions was asked and above analysis is the responses of the respondents in answering questions using appropriate personal pronouns. The result shows that in the first question, the appropriate answer is pronoun 'her', but majority of the population with 70% did not get the answer right. Only few with

30% population get the correct answer. In the second question, the appropriate answer is 'I' but 80% of the population do not get the answer correct. The third question answer is 'his' but 85% failed the question.

Frequency Distribution of Student's Performance in Writing Test

In this section, students were given five personal pronouns, **Them, We, He, Him and She**. Each must was used to make a sentence.

Table 4: Performance in writing test

Pronoun	R1	R2	R3	R4	R5	R6	R7	R8	R9
Them	Ope go to them to play	Them people should not know anything	Bolu and friends are going to school to do them test	Can I go to someone them now	Them go and read your book	Tope and them like him	Go put your way them	Them my friend is absent	Them are friends
We	I we come to your house	We go to shop yesterday	We me and my family going home	We to go home	I we come back	We went to a school him yesterday	We your too I them	We I go to close door	We went out yesterday
He	Tola he a good boy	He look for his book	If come to friends home, he fee give money	He went to a school we she told us	He must be help your parent	My brother he like to dress well	And Ope go to farm yesterday	He and we come to school	He like to read very all most everyday
She	Tope she is girl	She is not around on that day	If the gal gee the farther and mother it suffer	She want to go home yesterday	She must be very careful with back	She like to out see and them	Want to she the result	She is my friends	She is a beautiful girl like his mother
Him	Dara come to him yesterday	Him father buy shoe for him yesterday	Him he play in shop I see money	Him told me frind that I heat from food	Hep him now my brother	Do you no him?	And go him out in school yesterday	Him are the my class teacher	I see him yesterday

Table 5:

Personal Pronoun	R10	R11	R12	R13	R14	R15	R16	R17	R18
Them	All of them are in the school	Are two boy them school	Them all of them are in the careful	Them have you see the word	This is them friends	Them are many in the house	There where the colothe them self	Them self and I we afre going to school	My friend is them in self
We	We went out yesterday	Are going to we school	We friends are going to school	We are going to school	We will play with you nah	We go out yesterday	Me and my we seep on a bad	We like too read English	I we come to school today
He	He go out tomorrow	He is one who beat the dog	He life there	He a good boy in school	He is come to see my mother	He is go to school	He was a girl	He is not my friend	Usman he a man

She	She is a goid girl	She is teaching me how to rite	She must be very careful with	She is reading yesterday	She is my sister	She is girl	She want to his friend	My is she my best frend	Kemi she a girl
Him	I give him the book	Him and bolu went out yesterday	Hand with some little him of	Him is my friends in school	I and him wash the cloth	Do you now him	I trader him	Him family is lixing in Osun	Him went out in yesterday
Personal Pronoun	R19	R20	R21	R22	R23	R24	R25	R26	R27
Them	Them self have buy a new car on Friday	Them and my bag	We are going wunit them	Mary was excited to see them result	Them I like school	Them going house together	Yusuf and them go together	Them go to shop yesterday	Them and I like it
We	We need to go school	My and we seep in room	We are go to school	I we come to school yesterday	We friends are going tome	We live yesterday	I we came yesterday	We we go tomorro w	We go out on Friday tomorrow
He	He go to hospital yesterday	He do can carry any	He is writeing	Bolu he is a boy	He is my friends	He is a gud gal	He go to house tomorrow	He him is sleeping	Biola he is going to school
She	She we buy me a good house	I do not baf her	She is read	She is girl	She is my school	She and him go together yesterday	She is fine gal	She go to school yesterday	She is mine friends
Him	Him like my sister	Him and my box	Him is going home	Bolu and him friends going to school	Him is a boy	Him live his friends yesterday	Him we live tomorrow	Him self go shop tomorro w	Him like her mother
Personal Pronoun	R28	R29	R30	R31	R32	R33	R34	R35	R36
Them	Them go and read book	I go with them yesterday	I them go out yesterday	Them live with us	Them we live together	Them us go to school	We left with them	Them go to shop tomorrow	He sleep in them homes
We	I we go to close the window	We will go yesterday	We live with her today	She we go with him	We we come yesterday	We went to home him yesterday	We you too us her	I we go to off fan	We went out yesterday
He	Tolu he a bad girl	He finding his pen yesterday	If come to friends he will left	He go to a place we him told us	He live last week	Mine brother she like to well	And Ope go to farm yesterday	He and them go to school	He love to eat very well everyday
She	she is bad girl	She come to look him	If she come, they will live together	She go house tomorrow	She is happy girl	She like to see us and them	Want to she the result	She mine friends	She is fine gal
	Him come to ayo last week	Him is coming today	He him leave together	He him tell that I eat from them	Him he go together n	Do like him?	And go him out in school yesterday	Him are the my brother .	Him I see yesterday .

Table 6

Personal Pronoun	R37	R38	R39	R40
Them	Olu go to them to play	Them other should know anything	Bose and him are going to school to do them test	Can he go to someone them now
We	They we come to your home	We go to home yesterday	We and my family going shop	We stop go home
He	We he a good friend	He look for him shoe	If go to friends house, he give money	He went to a school them she told us
She	She a gud girl	She is not fine on the day	If the girl see them, she will go	She want to go home tomorrow
Him	Ola visit him tomorrow	Him mother buy for him yesterday	Him he stop in shop he see cloth	Him told me he left.

Source: Researcher's field work, 2023

The table above shows the responses of the respondents in writing test. Out of 60 questionnaires distributed, 40 was selected because the respondents perform woefully and unable to provide answers to most of the questions. The above table shows the responses of the 40 respondents. The result above shows that most of the sentences made by the respondents have a number of deficits which are; **90%** of the population made grammatical errors, **92.5%** have difficulty in differentiating between noun and pronoun, **92.5%** responses lack good phonological representation, **90%** inappropriately use the personal pronouns, **75%** have difficulty in differentiating between present and past tense.

Frequency Distribution of Students' Performance in Reading Comprehension

Table 7

Variable	Frequency	Percent
Yes	7	11.6%
No	53	88.3%
Total	60	100%

Source: Researcher's field work, 2023

In the reading comprehension test, the students were expected to read a comprehension passage and answer the questions from the passage. The result shows the performance of the students in the reading comprehension that has 10 questions to answer. **88.3%** of the population failed the test, **11.6%** passed the

test. The result shows that the majority of the population failed the test.

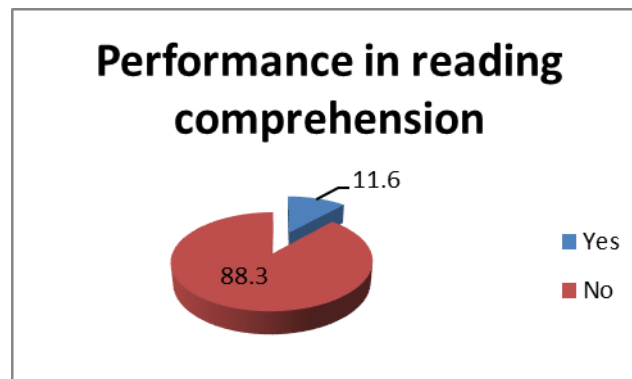


Fig 1: Performance of students in reading comprehension

Table 8: Frequency Distribution of students that is likely to be dyslexic

Variable	Frequency	Percent
Yes	3	7.5%
No	37	92.5%
Total	40	100%

Source: Researcher's field work, 2023

Table 6 shows that 92.5% of the population failed the test. 7.5% of the population passed the dyslexia screening test. The result shows that majority of the population of the students are likely to be dyslexic.

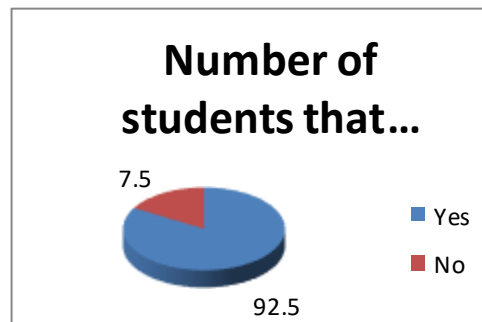


Fig 2: Number of students that are likely to be dyslexic

Discussion of Findings

The statistical analysis of dyslexia screening test for the students in the junior secondary school shows that **58.3%** of the respondents are between ages **10-14** while those between ages **15-19** are **33.3%** and just **8.3%** of the

population is above age 20. The study also find out that **66.6%** of the population are female, while **33.3%** are male.

The dyslexia screening test comprises of three sections. The first section is to find out how well they understand a question and can

complete a sentence with the use of personal pronouns. The result shows that in the three questions asked, **70%** failed the first question, **80%** failed the second question and **85%** failed the last question. The result revealed that majority of the students failed in all the three questions and this deficit can be traced to learning disability called dyslexia. The genetic makeup of a person can influence one's ability to acquire reading skills, writing skills and a discovery of the underlined genes can help explain the basic neurological pathways that are involved which will untimely lead to a better understanding of the disorder (Fisher and Gene, 2009)

The second section is to test their writing skills whereby five personal pronouns were given to each respondent. The result shows that the respondents are faced with following deficits:

1. Grammatical errors

The analysis of the respondents above shows that the majority of the sentences made by the respondents are ungrammatical in the use of personal pronouns. The result shows that **90%** of the respondents make ungrammatical sentences while **10%** of the respondents could provide grammatical sentences with the use of personal pronouns. With the result of the analysis, it was revealed that majority of the students have learning disability. This was also confirmed in relation to the definition given by International Learning Disability (2012) that dyslexia is a specific learning disability that is

characterized by difficulty in accurate or fluent word recognition, poor spelling, grammatical errors and decoding abilities.

2. Difficulty in differentiating between nouns and pronouns

Out the 40 respondents, **92.5%** of the respondents cannot establish basic distinction between the use of nouns and pronouns in a sentence. Majority of the population does not know when and how pronouns are used and tend to mix up noun when to use pronoun and vice versa. The study also find out that the majority are placing noun and pronoun side by side;

Tola he a good boy

Tope she is girl

This deficit can be traced to the learning disability known as dyslexia. According to Gersons & Ruijsenaars (1997) dyslexia is a common learning difficulty that mainly causes problems with reading, writing and spelling. Based on the analysis, majority of the respondents could not write accurately using personal pronouns and tends to mix up words which can be traced to dyslexia.

3. Inappropriate use of personal pronouns

Based on the analysis, this study found out that the majority **90%** of the population could not differentiate between various personal pronouns. Personal pronoun comprise of first person, second person and third person

singular and plural. Aside from differentiating, they could not appropriately use the personal pronouns. Majority use third person singular and plural to begin a sentence which is not applicable in English. The inappropriate use of personal pronouns can be traced to the learning disability. For instance;

Him is my friend in school

Them is a good people

4. Lack of good phonological representation

In the analysis of the research, **92.5%** of the population responses lack good phonological representation and this can be traced to dyslexia. As posited by Ramus (2004), a deficit in phonological awareness can make dyslexic individual to have difficulty in performing task such as syllable counting, phoneme deletion or substitution. This study also find out that majority of the respondents responses include phoneme deletion and substitution.

5. Difficulty in differentiating between present and past tense

Based on the analysis of the research, the study revealed that **75%** of the population could not differentiate between past and present tense;

We go to shop yesterday

He go out tomorrow

The above sentence show that the respondents are unable to differentiate between present

and past tense. According to Dekeysar (2009), students have difficulties in grammatical rules when they make errors in the writing and speaking which can be traced to dyslexia.

The third section is the reading comprehension. Each of the respondents was given a comprehension passage to read and answer the questions that follows. The comprehension passage is based on personal pronouns and the response of the respondents will determine if they truly understand the content of the passage and be able to answer the questions on personal pronouns. The result of this findings shows that **88.3%** of the population failed the reading comprehension test while **11.6%** passed the test. The result of this test can be traced to dyslexia and this is also confirmed in the definition of dyslexia by International Dyslexia Association. According to IDA (2012) dyslexia difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede the growth of vocabulary and background knowledge.

The result of the analysis of the students' performance in the various test of the early dyslexia screening test for the junior secondary school students shows that **92.5%** of the

population is likely to be dyslexic and only 7.5% passed the screening test.

Conclusion

This study investigated into how dyslexia affected bilingual secondary school students' usage of personal pronouns. The results showed that dyslexia has a major impact on bilingual pupils' ability to correctly use personal pronouns in both of their languages of communication. There were instances of pronoun omission, misuse, and confusion, especially in situations when language usage conventions for pronouns vary. These results shed light on the cognitive obstacles dyslexic students must overcome in order to manage the language intricacies of bilingualism in addition to their struggles with reading and writing. The study emphasizes how crucial it is to comprehend the relationship between dyslexia and learning to speak two languages, and it implies that bilingual dyslexic kids need specialized assistance to meet their unique learning requirements.

Recommendations

Specific language intervention programs should be implemented in schools for dyslexic bilingual students. These courses ought to concentrate on teaching students how to comprehend and employ grammatical constructions in both languages, particularly personal pronouns. Teachers should undergo specific training in dyslexia and bilingualism,

especially if they are working with bilingual pupils. They will get the tools necessary to assist children in overcoming certain language difficulties, such pronoun usage. It is recommended that educational institutions create customized lesson plans for kids who are dyslexic and multilingual, including language activities aimed at enhancing pronoun usage and other language-related challenges. Every student should have a plan that is customized to meet their unique needs. Future research ought to increase the sample size and investigate the ways in which dyslexia impacts other grammatical components of bilingual children's language use. Furthermore, longitudinal research may shed light on the ways in which dyslexic bilingual students' pronoun usage and other language difficulties change over time

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