

Appendix B: Questionnaire Analysis

How English orthographic proficiency modulates visual attention span in Italian learners with and without dyslexia

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1. School curricula

According to the information provided by the schools, students in the Liceo Europeo di Arconate (N = 39) attend 3 to 4 hours of English, French, and German classes a week, depending on the grade (<https://www.omnicomprensivoeuropeo.edu.it/pagine/il-piano-di-studi->). Students in the Istituto Agrario G. Mendel (N = 32) attend 3 hours of English classes a week throughout the five high school years (<https://agrariomendel.edu.it/allegati/all/3684-ptof2023-24.pdf>, p.17). Students in the Liceo C. Cavalleri (N = 17), instead, attend 3 hours of English classes per week throughout their five years. Those who enroll in a foreign language curriculum attend 3 to 4 hours of English, as well as of other two foreign languages amongst which are French, Spanish, and/or German (<https://liceocavalleri.edu.it/servizi/percorsi-di-studio>).

2. English self-assessed proficiency

Participants were asked to assess their English proficiency levels on a scale from 1 (beginner/A1) to 6 (native-like/C2). English proficiency ranges on a spectrum from very basic (A1) to advanced (C2), with most of the participants assessing their proficiency as average (B1/B2) in both groups. Figure B1 illustrates participants' responses to the proficiency-related questions.

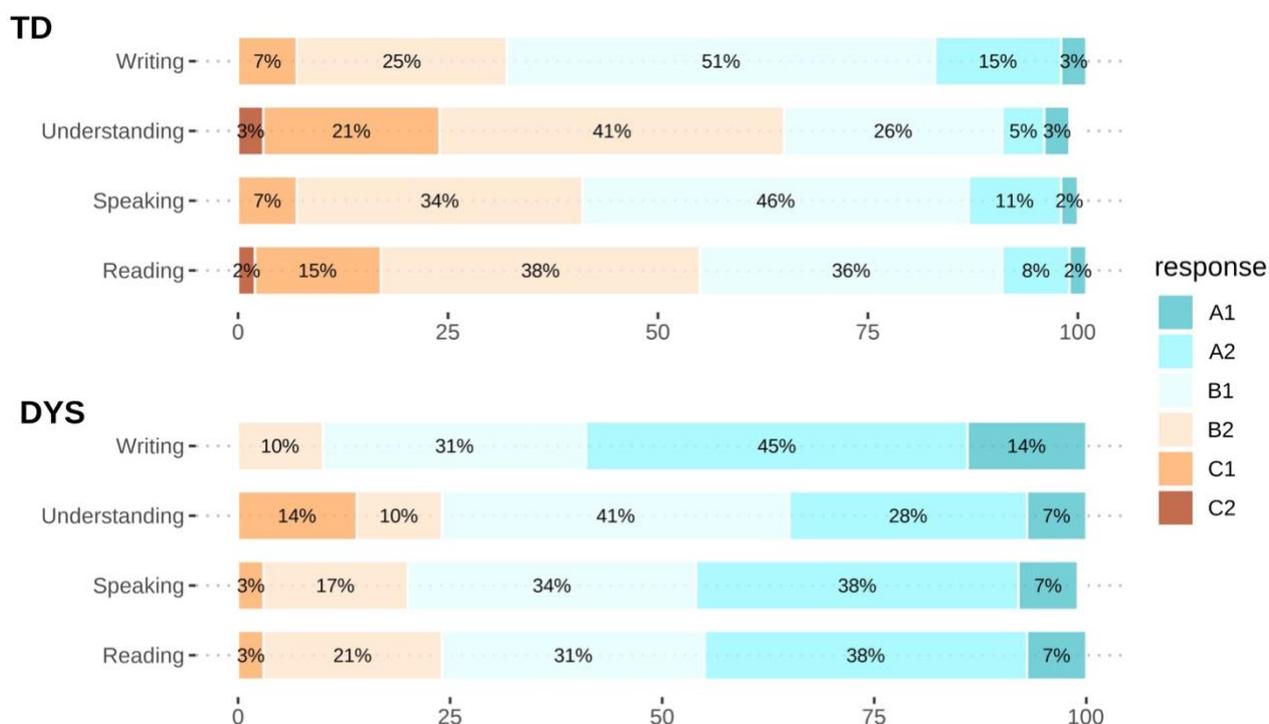


Figure B1. Participants' self-assessed proficiency levels in English. Responses were given on a 1-to-6 Likert scale.

3. English self-reported use

In addition to learning English formally, participants are exposed to English daily, especially thanks to social media and streaming platforms. Of course, however, individual variation should be considered. For this reason, participants' exposure to English outside the school context was further investigated with questions assessing the frequency of English use (in terms of speaking, listening, reading, and writing). Specifically, participants were asked to report how often they speak/listen to/read/write in English on a scale from 1 (Never) to 5 (Always). Participants' responses are reported in Figure B2.

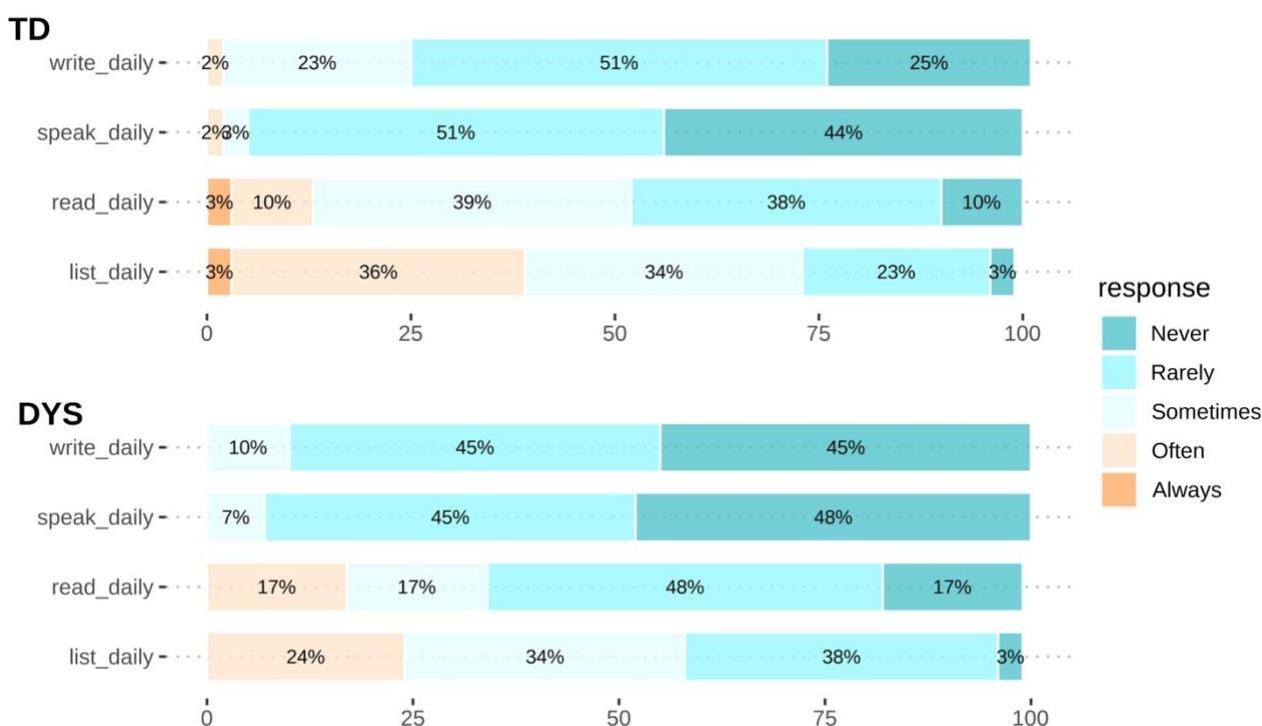


Figure B2. Participants' self-reported use of English. Responses were given on a 1-to-5 Likert scale.

4. Self-reported reading exposure (Italian and English)

Given that this project aims at understanding how the increasing experience (and related proficiency) with a non-native orthography that has different properties relative to the L1 changes the reading networks of late bilinguals, more reading-specific questions were asked to the participants. Specifically, participants were asked to report how often they read books, articles, comics, subtitles, and posts on social media on a scale from 1 (Never) to 5 (Always), both in Italian and in English. Figure B3 illustrates participants' answers to Italian- and English-related questions.

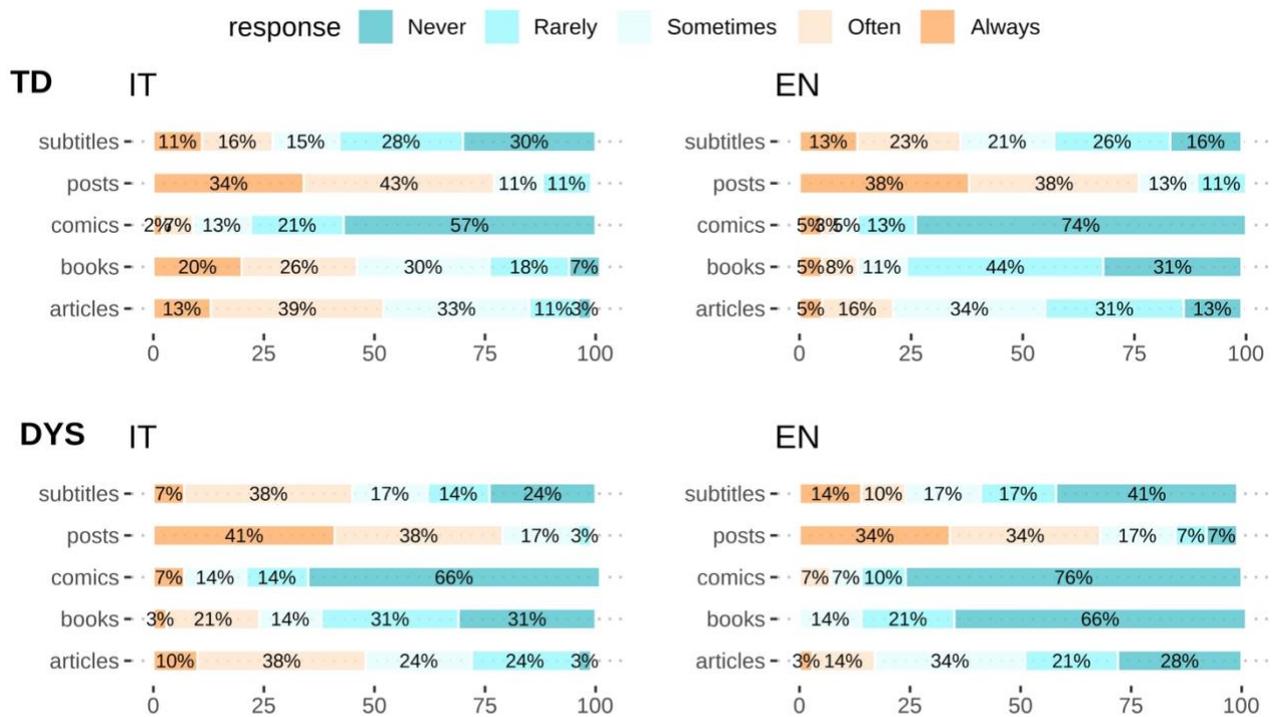


Figure B3. Participants' self-reported reading exposure in Italian (IT) and English (EN). Responses were given on a 1-to-5 Likert scale.