

Biography :

Stéphanie Frenette is a second-year Master's student in the Speech-Language Pathology program at Laurentian University. She received her B.Sc. Speech-Language Pathology at Laurentian University in April 2017. Stephanie is currently working on her Master's research paper which focuses on the acquisition of a second language in children with attention deficit and hyperactivity disorder (ADHD). Her current research interests include bilingualism, ADHD, and developmental language disorder (DLD).

Research:

Development of a second language in children with Attention Deficit and Hyperactivity Disorder (ADHD)

In conversational contexts, pragmatics, which is the social use of language, helps manage the way other aspects of language are used (Prutting & Kirchner, 1987, Searle, 1969). However, some children with Attention Deficit and Hyperactivity Disorder (ADHD) or with Language Developmental Disorder (DLD) have difficulty with this component (or other language components), making it difficult for them to communicate well in social contexts with their peers. ADHD is one of the most common psychiatric disorders in children (Cantwell, 1996). Also, since ADHD reduces a child's ability to pay attention, it often interferes with the learning process. Often, there are more academic difficulties found in children who have ADHD and TDL, than those who only have ADHD (Özerk, Handorff & Özerk, 2011, Zylowska, Ackerman, Yang, Futrell, Horton, Hale, & al., 2007).

DLD is a disorder characterized by difficulty in the comprehension and/or expression of language without being caused by any other disorder or syndrome. Speech-language pathologists are often asked to evaluate and document the coexistence of DLD and ADHD in children (American Speech-Language-Hearing Association, 1997). However, assessing ADHD children's language is not an easy task and as many children with ADHD have difficulty with attention and learning their first language (L1), some researchers state that ADHD may also affect the learning of their L2.

However, since few, if any, studies have explored this topic, this study aims to explore the impact of ADHD or ADHD with DLD on learning an L2. This exploratory study will examine the language skills of three groups of Anglo-dominant school children, that is, children who are exposed to more than 25 hours in the English language and less than 25 hours in the French language. The study plans to have typically developing children, children who have ADHD, and children who have ADHD in addition to having DLD.