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Biliterate Spelling with Developmental Dyslexia

Spelling performance of Spanish speaking children with and without dyslexia learning English in predominantly monolingual and bilingual schools

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Background

- Is dyslexia a language universal or specific deficit?
- Do different degrees of L2 input show different effects on cognition?
- How do orthographies of different degree of opacity develop in biliteracy?

Participants

9 year old children

Native Spanish speakers in Uruguay

9 DYS MONOLINGUAL EDUCATION
8 DYS BILINGUAL EDUCATION
36 TD MONOLINGUAL EDUCATION
39 TD BILINGUAL EDUCATION

Measures

2 writing samples after watching 5 min cartoons in

Error coding

Language Borrowing errors
Morphological-Orthographical errors
Phonological errors
Orthographical errors
Morphological-Orthographical errors

According to POMAS-S scheme


Results

- Are there quantitative and qualitative differences between a. children with and without dyslexia? b. predominantly monolingual and bilingual schools? c. Spanish and English writing samples?

No quantitative differences between dyslexic groups

Qualitative differences between dyslexic groups in error types

Conclusion

- a. Universal dyslexic spelling deficit
- b. No effect of school type on error proportion, but on error type profile
- c. Language specific coordination of phonological, orthographic and morphological knowledge in biliterate spelling

References: