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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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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?

Participants

- 9 year old children
- Native Spanish speakers in Uruguay
- 9 DYS MONOLINGUAL EDUCATION
- 8 DYS BILINGUAL EDUCATION
- 39 TD MONOLINGUAL EDUCATION
- 39 TD BILINGUAL EDUCATION

Measures

- 2 writing samples after watching 5 min cartoons in

Error coding

- Language Borrowing errors
- Morphological-Orthographic errors
- Phonological errors
- Orthographic errors
- Morphological errors

According to POMAS-S scheme

- Bahr, Silliman, Danzak & Wilkinson (2014)

No quantitative differences between dyslexic groups

Qualitative differences between dyslexic groups in error types

Error coding

- Language Borrowing errors
- Morphological-Orthographic errors
- Phonological errors
- Orthographic errors
- Morphological errors

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: