Biliterate spelling with developmental dyslexia

Citation for published version:

Link:
Link to publication record in Edinburgh Research Explorer

General rights
Copyright for the publications made accessible via the Edinburgh Research Explorer is retained by the author(s) and / or other copyright owners and it is a condition of accessing these publications that users recognise and abide by the legal requirements associated with these rights.

Take down policy
The University of Edinburgh has made every reasonable effort to ensure that Edinburgh Research Explorer content complies with UK legislation. If you believe that the public display of this file breaches copyright please contact openaccess@ed.ac.uk providing details, and we will remove access to the work immediately and investigate your claim.
Biliterate Spelling with Developmental Dyslexia

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

Alexa von Hagen¹,² & Vicky Chondrogianni⁴

¹School of Philosophy, Psychology and Linguistic Sciences, The University of Edinburgh
²International Doctorate for Experimental Approaches to Language and Brain (IDEALAB)

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

2 writing samples after watching 5 min cartoons in

According to POMAS-S scheme

Measures

Error coding

Threshold Hypothesis – Cummins (1976)

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?

No quantitative differences between dyslexic groups

Qualitative differences between dyslexic groups in error types

Error bars: 95% CI

Language
Spanish
English

Proportion of different error types

Monolinguals
Bilinguals

TD_DYS
TD_TD
TD_TD
DYS_TD
DYS_DYS

DYS_MON
MON_TD
MON_TD
DYS_TD
DYS_DYS

DYS_BI
BIL_TD
BIL_TD
BIL_TD
BIL_TD

TD_BI
BI_TD
BI_TD
BI_TD
BI_TD

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: