Biliterate spelling with developmental dyslexia

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

**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

8 DYS MONOLINGUAL EDUCATION

8 DYS BILINGUAL EDUCATION

36 TD MONOLINGUAL EDUCATION

39 TD BILINGUAL EDUCATION

2 writing samples after watching 5 min cartoons in

**Measures**

Language Borrowing errors

Phonological errors

Orthographic errors

Phonological-Orthographic errors

Morphological errors

Morphological errors

**Error coding**

Threshold Hypothesis – Cummins (1976)

L2 Proficiency

Positive effects

Neutral effects

Negative effects

Geva & Siegel (2000)

Deep

Shallow

Katz & Frost (1992)

**Results**

Are there quantitative and qualitative differences between

- children with and without dyslexia?
- predominantly monolingual and bilingual schools?
- 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:


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