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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?

Geva & Siegel (2000)

Do different degrees of L2 input show different effects on cognition?

Threshold Hypothesis – Cummins (1976)

How do orthographies of different degree of opacity develop in biliteracy?

Katz & Frost (1992)

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 errors

Orthographic errors

Morphological-Orthographic errors

Phonological errors

Morphological errors

According to POMAS-S scheme


No quantitative differences between dyslexic groups

Qualitative differences between dyslexic groups in error types

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?

Measures

2 writing samples after watching 5 min cartoons in

Error coding

Language Borrowing errors

Morphological errors

Orthographic errors

Morphological-Orthographic errors

Phonological errors

Morphological errors

According to POMAS-S scheme


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: