Biliterate spelling with developmental dyslexia

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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?

No quantitative differences between dyslexic groups

Qualitative differences between dyslexic groups in error types

Error coding

Proportion of different error types

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

Native Spanish speakers in Uruguay

9 year old children

8 DYS
DYS_MON
DYS_BI

9 DYS
DYS_MON
DYS_BI

36 TD
TD_MON
TD_BI

39 TD
TD_MON
TD_BI

Measures

2 writing samples after watching 5 min cartoons in

Language Borrowing errors

Phonological errors

Orthographic errors

Morphological errors

Morphological-Orthographic errors

According to POMAS-S scheme


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