

**‘Specialization in ICTs and Special Education: Psychopedagogy of Integration’
Postgraduate Program
DEMOCRITUS UNIVERSITY OF THRACE Department of Greek Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute**

**THE (A)SYMMETRIC COGNITIVE AND LINGUISTIC DEVELOPMENT IN
GREEK-SPEAKING CHILDREN WITH DYSLEXIA**

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POSTGRADUATE
THESIS

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ABSTRACT

The aim of the present thesis is to investigate a possible (a) symmetry in the development of linguistic and cognitive skills in developmental dyslexia. For the purpose of the study monolingual Greek-speaking children with developmental dyslexia (N=10) and without any impairment (N=10) were examined controlling for their gender and age (7-11 years old). All participants were given two baseline tasks, which evaluate their non-verbal intelligence and the expressive vocabulary skills. Additionally, a verbal working memory task and a series of linguistic tasks were administered. The linguistic tasks were parts from the Diagnostic Verbal IQ test for Greek school age children and tested morphosyntactic comprehension, metalinguistic abilities and the ability to recall syntactic structures. The findings of the current study show lower performance of dyslectic children in the cognitive and linguistics tasks compared to typically developing children. Furthermore, participants' gender and chronological age did not affect their performance. Finally, interestingly, correlations between cognitive and linguistic skills were observed only in the typically developing group.

Keywords: verbal working memory, vocabulary, syntax, morphology, developmental dyslexia.

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