

**‘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**

**PHONOLOGICAL ERROR DETECTION IN THE WRITTEN PRODUCTION OF
BILINGUAL (TURKISH-SPEAKING) DYSLEXIC STUDENTS OF ELEMENTARY
AND SECONDARY SCHOOL**

TSIKOPOULOS CHRISTOS

**POSTGRADUATE
THESIS**

Komotini

2020

ABSTRACT

Phonological error detection based on the written production of both typical bilingual and dyslexic bilingual subjects is underrepresented in the international research community. The present study attempts to record the qualitative characteristics of the phonological errors made by Turkish-speaking students, learners of Greek as an L2 (typical and dyslexic), as traced in their written texts. Such an endeavor aims at identifying graphophonemic patterns that differentiate bilingualism from dyslexia and consequently at contributing in future to the development of diagnostic tools for assessing dyslexia, leading to early intervention. The control group consists of Turkish-speaking learners of Greek (N = 15) whereas the experimental group consists of Turkish-speaking dyslexic learners of Greek (N = 9). Their written production (about 1400 words for each group) falls within several thematic areas and genres. The analysis revealed more errors for the experimental group, and at the same time it highlighted a number of factors that make it difficult to make a sound diagnosis. However, it also displayed some trends that may be attributed mainly to dyslexia.

Keywords: Error detection, phonological errors, dyslexia, bilingualism, diagnosis, graphophonemic patterns

References

- Abbas, N., Younus, L., & Khalil, H. (2019). Fossilized Use of Active and Passive Simple Present by Iraqi M.A. Students. *Arab World English Journal*, 10(1), 16-30.
- Adams, M. (1990). *Beginning to Read: Thinking and Learning About*. Cambridge, MA: MIT Press.
- Agathopoulou, E., Papadopoulou, D., & Sismanidou, I. (2012). Determiners in adult L2 Greek: What they tell us about the learnability of uninterpretable features. Στο Z. Gavriilidou, A. Efthymiou, E. Thomadaki, & P. Kambakis-Vougiouklis, *Selected papers of the 10th International Conference of Greek Linguistics* (σσ. 103-113). Κομοτηνή: Δημοκρίτειο Πανεπιστήμιο Θράκης.
- Aidinis, A., & Nunes, T. (2001). The role of different levels of phonological awareness in the development of reading and spelling in Greek. *Reading and Writing: An Interdisciplinary Journal*, 14, 145-177.
- Aini, N., Mufid, K., & Sari, E. (2020). An Analysis on the Fossilization Phenomenon in Students' Writing Performance. *Journal of English Education and Development*, 3(2).
- Alcock, K., Ngorosho, D., Deus, C., & Jukes, M. (2010). We don't have language at our house: Disentangling the relationship between phonological awareness, schooling, and literacy. *British Journal of Educational Psychology*, 80(1), 55-76.
- Al-khresheh, M. (2015). A Review Study of Interlanguage Theory. *International Journal of Applied Linguistics & English Literature*, 4(3).
- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of mental disorders* (5th ed.). Washington, DC/London, England. Ανάκτηση από <https://cdn.websiteditor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%20V.pdf>.
- Anthony, J., Lonigan, C., Driscoll, K., Phillips, B., & Burgess, S. (2003). Preschool phonological sensitivity: A quasi-parallel progression of word structure units and cognitive operations. *Reading Research Quarterly*, 38, 470-487.
- Apel, K. (2009). The Acquisition of Mental Orthographic Representations for Reading and Spelling Development. *Communication Disorders Quarterly*, 31(1), 42-52.
- Arvaniti, A. (2007). Greek Phonetics: The State of the Art. (ResearchGate, Επιμ.)
- Babayigit, S., & Stainthorp, R. (2007). Preliterate phonological awareness and early literacy skills in Turkish. *Journal of Research in Reading*, 30(4), 394-413.
- Bailey, N., Madden, C., & Krashen, S. (1974). Is there a "natural sequence" in adult second language learning? *Language Learning*, 24, 235-243.
- Baker, C. (2001). *Εισαγωγή στη διγλωσσία και στη δίγλωσση εκπαίδευση*. Αθήνα: Gutenberg.
- Barreña, A., Ezeizabarrena, M., & Garcia, I. (2008). Influence of the linguistic environment on the development of the lexicon and grammar of Basque bilingual children. Στο C. Pérez-Vidal, M. Juan-Garau, & A. Bel (Eds.), *A portrait of the young in the new multilingual Spain* (σσ. 86-110). London, UK: Multilingual Matters.

- Beardsmore, H. (1986). *Bilingualism: Basic Principles*. England: Teito Limited.
- Bedore, L., Pena, E., Summers, C., Boerger, K., Resendiz, M., Greene, K., . . . Gillam, R. (2012). The measure matters: Language dominance profiles across measures in Spanish–English bilingual children. *Bilingualism: Language and Cognition*, *15*, 616-629.
- Berry, J. (1980). Acculturation as varieties of adaptation. Στο A. Padilla, *Acculturation: Theory, Models and Some New findings* (σσ. 9-27). Boulder, CO: Westview Press.
- Bialystok, E. (2001). *Bilingualism in Development: Language, Literacy & Cognition*. New York: Cambridge University Press.
- Bigozzi, L., Tarchi, C., Pinto, G., & Gamannossi, B. (2016). Predicting Dyslexia in a Transparent Orthography From Grade 1 Literacy Skills: A Prospective Cohort Study. *Reading and Writing Quarterly*, *32*, 353-372.
- Birdsong, D. (2004). *Second language acquisition and critical age hypothesis*. London: LEA Publishers.
- Bloomfield, L. (1933). *Language*. New York: Holt.
- Boder, E. (1973). Developmental dyslexia: A diagnostic approach based on three atypical reading patterns. *Developmental Medicine and Clinic Neurology*(15), 663-687.
- Brown, H. (1994). *Principles of Language Learning and Teaching* (3rd εκδ.). New Jersey: Prentice Hall Regents.
- Brown, H. (2007). *Principles of Language Learning and Teaching*. New York: Pearson Education.
- Carlson, N. (1994). *Physiology of Behavior*. Boston: Allyn and Bacon.
- Caylak, E. (2010). The Studies about Phonological Deficit Theory in Children with Developmental Dyslexia: Review . (S. Publications, Επικ.) *American Journal of Neuroscience* , *1*(1), 1-12.
- Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin and Use*. New York: Praeger.
- Clahsen, H., & Muysken, P. (1986). The availability of Universal Grammar to adult and child learners- the study of the acquisition of German word order. *Second Language Research*, *2*, 93-119.
- Cobo-Lewis, A., Pearson, B., Eilers, R., & Umbel, V. (2002). Effects of bilingualism and bilingual education on oral and written English skills: A multifactor study of standardized test outcomes. Στο D. Oller, & R. Eilers (eds.), *Language and literacy in bilingual children*. Clevedon: Multilingual Matters.
- Coltheart, M. (1987). Deep dyslexia: A right hemisphere hypothesis. Στο M. Coltheart, K. Patterson, & J. Marshall, *Deep dyslexia* (2 εκδ., σσ. 326-380). London: Routledge & Kegan Paul.
- Cook, V. (1996). *Second language learning and language teaching*. London: Arnold.
- Coopersmith, S. (1967). *The Antecedents of Self-Esteem*. San Francisco: W.H. Freeman & Company.

- Corder, S. (1967). The significance of learner's errors. *International Review of Applied Linguistics*, 5, 161-169.
- Corder, S. (1971). Idiosyncratic dialects and error analysis. *IRAL*, 9(2), 147-160.
- Cornips, L., & Hulk, A. (2008). Factors of success and failure in the acquisition of grammatical gender in Dutch. *Second Language Research*, 28, 267-296.
- Dagneaux, E., Denness, S., & Granger, S. (1998). Computer-aided error analysis. *System*, 26, 163-174.
- Daigle, D., Costerg, A., Plisson, A., Ruberto, N., & Varin, J. (2016). Spelling Errors in French-speaking Children with Dyslexia: Phonology May Not Provide the Best Evidence. *Dyslexia*, 22, 137-157.
- De Groot, A. (2011). *Language and cognition in bilinguals and multilinguals: An introduction*. New York: Psychology Press.
- De Prada Creo, E. (1990). The process of fossilization in interlanguage. *Annual Meeting of the World Congress of Applied Linguistics*. Thessaloniki, Greece.
- Dewaele, J., & Furnham, A. (1999). Extraversion: The unloved variable in applied linguistic research. *Language Learning*, 43(3), 509-544.
- Diamanti, V., Goulandris, N., Stuart, M., Campbell, R., & Protopapas, A. (2018). Tracking the effects of dyslexia in reading and spelling development: A longitudinal study of Greek readers. *Dyslexia*, 1-20.
- Dulay, H., & Burt, M. (1973). Should we teach children syntax? *Language Learning*, 23, 245-258.
- Durgunoglou, A., & Oney, B. (1999). A cross-linguistic comparison of phonological awareness and word recognition. *Reading and Writing*, 11, 281-299.
- Eckman, F. (1985). The Markedness Differential Hypothesis: Theory and Applications. Στο B. Weatley, A. Hastings, F. Eckman, L. Bell, G. Krukar, & R. Rutkowsky, *Current Approaches to Second Language Acquisition: Proceedings of the 1984 University of Wisconsin-Milwaukee Linguistics Symposium*. Bloomington, Ind: Indiana University Linguistics Club.
- Ehri, L. (1987). Learning to read and spell words. Στο M. Wolraich, *Advances in developmental and behavioral pediatrics*. Greenwich: CT: JAI Press.
- Ellery, V. (2009). Phonemic awareness. Στο *Creating reading strategic readers: Techniques for Developing competency in phonemic awareness, phonics, fluency, vocabulary and comprehension* (σσ. 31-94). Newark: International Reading Association.
- Ellis, A. (1984). *Reading, Writing and Dyslexia: A cognitive analysis*. London: Lawrence Erlbam Associates.
- Ellis, R. (1987). Interlanguage variability in narrative discourse: style-shifting in the use of the past tense. *Studies in Second Language Acquisition*, 9, 1-20.
- Ellis, R. (1994). *The study of second language acquisition*.

- Ellis, R. (1997). *Second Language Acquisition*. Oxford University Press.
- Fauziati, E. (2011). Interlanguage and error fossilization: A study of Indonesian students learning English as a foreign language. *Indonesian Journal of Applied Linguistics*, 1(1), 23-38.
- Ferguson, C. (1959). Diglossia. *Word*, 15(2), 325-340.
- Fishman, J. (1969). The measurement and Description of Widespread and Relatively Stable Bilingualism. *Modern Language Journal*, 53, 152-156.
- Fishman, J. (1977). Language, ethnicity, and racism. *Georgetown Roundtable on Languages and Linguistics*, 297-309.
- Frith, U. (1985). Beneath the surface of developmental dyslexia. Στο C. Hulme, & M. Snowling, *Surface Dyslexia: Neuropsychological and cognitive studies of phonological reading* (σσ. 301-330). London: Whurr.
- Furnes, B., & Samuelsson, S. (2010). Predicting Reading and Spelling Difficulties in Transparent and Opaque Orthographies: A Comparison between Scandinavian and USA/Australian Children. *Dyslexia*, 16, 119-142.
- Gardner, R., & Lambert, W. (1972). *Attitudes and Motivation in Second Language Learning*. Rowley, MA: Newbury House.
- Göksel, A., & Kerslake, C. (2005). *Turkish: a comprehensive grammar*. New York: Routledge.
- Goldberg, H., Paradis, J., & Crago, M. (2008). Lexical acquisition over time in minority L1 children learning English as a L2. *Applied Psycholinguistics*, 29, 41-65.
- Gombert, J. (1992). *Metalinguistic Development*. Chicago: University of Chicago Press.
- Goswami, U. (2000). Phonological representations, reading development and dyslexia: Towards a cross-linguistics theoretical framework. *Dyslexia*, 6, 133-151.
- Goswami, U., & East, M. (2000). Rhyme and analogy in beginning reading: Conceptual and methodological issues. *Applied Psycholinguistics*, 21, 63-93.
- Grosjean, F. (1989). Neurolinguists, beware! The bilingual is not two monolinguals in one person. *Brain and Language*, 36, 3-15.
- Hakuta, K. (1985). *Mirror of Language: The Debates on Bilingualism*. New York: Basil Books.
- Hamers, J., & Blanc, M. (2000). *Bilinguality and Bilingualism*. Cambridge University Press.
- Hammer, C., Davison, M., Lawrence, F., & Miccio, A. (2009). The effect of maternal language on bilingual children's vocabulary and emergent literacy development during head start and kindergarten. *Scientific Studies of Reading*, 13, 99-121.
- Han, Z. (2004). *Fossilization in adult second language acquisition*. Clevedon, England: Multilingual Matters.
- Han, Z. (2009). Interlanguage and fossilization: Towards an analytic model. Στο V. Cook, & L. Wei, *Contemporary applied linguistics. Vol. 1: Language teaching and learning* (σσ. 137-162). London, England: Continuum.

- Han, Z. (2013). What is Fossilization? Στο C. Chapelle, *The Encyclopedia of Applied Linguistics*. Blackwell Publishing Ltd.
- Harley, T. (2008). *Η ψυχολογία της γλώσσας. Από την πράξη στη θεωρία*. (Μ. Ζαφείρη, Φ. Λέκκας, Κ. Ρόικου, & Ό. Φωτακοπούλου, Μεταφρ.) Θεσσαλονίκη: University Studio Press.
- Haugen, E. (1956). *Bilingualism in the Americas: a Bibliography and Research Guide*. Alabama: Alabama University Press.
- Hoffman, C. (1991). *An Introduction to Bilingualism*. London & New York: Longman.
- Hornberger, N. (2003). *Continua of Biliteracy: An Ecological Framework for Educational Policy, Research and Practice in Multilingual Settings*. Clevedon: Multilingual Matters.
- IDEA. (2004). *Individuals with Disabilities Education Act Amendments of 2004*. USA.
- James, C. (1998). *Errors in language learning and use. Exploring error analysis*. (C. Candlin, Επιμ.) England: Pearson Education.
- James, C. (2009). *Αντιπαραβολική Ανάλυση. Η επίδραση της μητρικής γλώσσας στην εκμάθηση Ξένης/Δεύτερης γλώσσας*. (Α. Αποστόλου-Πανάρα, & Β. Ζούκα, Μεταφρ.) Αθήνα: Γρηγόρη.
- Johnson, K. (2001). *An introduction to foreign language learning and teaching*. London: Longman.
- Kellerman, E. (1989). The imperfect conditional. Στο K. Hyltenstam, & L. Obler, *Bilingualism across the Lifespan* (σσ. 87-115). Cambridge: Cambridge University Press.
- Kirk, S. A. (1972). *Educating Exceptional Children*. Boston: Houghton Mifflin.
- Knapp-Potthoff, A., & Knapp, K. (1982). *Fremdsprachenlernen und -lehren: eine Einführung in die Didaktik der Fremdsprachen vom Standpunkt der Zweitsprachenerwerbsforschung*. Stuttgart: Kohlhammer.
- Koşaner, Ö., Birant, Ç., & Aktaş, Ö. (2013). Improving Turkish language training materials: Grapheme-to-phoneme conversion for adding phonemic transcription into dictionary entries and course books. *Procedia - Social and Behavioral Sciences*, 103, 473-484.
- Kramsch, C. (2010). *The multilingual subject*. Oxford, U.K: Oxford University Press.
- Krashen, S. D. (1987). Principles and Practice in Second Language Acquisition. *Prentice-Hall International*.
- Lado, R. (1957). *Linguistics Across Cultures*. Ann Arbor: University of Michigan Press.
- LaFromboise, T., Coleman, L., & Caton, J. (1993). Psychological impact of biculturalism: Evidence and theory. *Psychological Bulletin*, 114, 395-412.
- Lambert, W. (1975). Culture and language as factors in learning and education. Στο A. Wolfgang, *Education of Immigrant Students* (σσ. 55-83). Toronto: Ontario Institute of Studies in education.

- Landerl, K., & Wimmer, H. (2008). Development of word reading fluency and spelling in a consistent orthography: An 8-year follow-up. *Journal of Educational Psychology, 100*, 150-161.
- Lardiere, D. (1998). Case and tense in the 'fossilized' steady state. *Second Language Research, 14*(1), 1-26.
- Larsen-Freeman, D., & Long, M. (1991). *An Introduction to Second Language Acquisition Research*. London & New York: Longman.
- Larsen-Freeman, D., & Long, M. (1994). *An Introduction to Second Language Acquisition Research*. London: Longman.
- Lee, E.-H. (2009). Issues in Fossilization and Stabilization. *Linguistic research, 26*(2), 149-168.
- Lefebvre, P., Girard, C., Desrosiers, K., Trudeau, N., & Sutton, A. (2008). Phonological awareness tasks for French-speaking re-schoolers. *Canadian Journal of Speech-Language Pathology and Audiology, 32*(4).
- Lococo, V. (1975). Analysis of Spanish and German learner's errors. *Working Papers in Bilingualism, 8*, 96-124.
- Long, M. (1983). Does second language instruction make a difference? A review of research. *TESOL Quarterly, 17*(3), 359-382.
- Lytton, & Brust. (1989). *Direct dyslexia: Preserved oral reading of real words in Wernicke's aphasia*, 112. *Brain*.
- Mackey, W. (2000). The description of bilingualism. Στο L. Wei, *The Bilingualism Reader* (σσ. 26-54). London & New York: Routledge.
- Mackey, W. (2006). Second Language Acquisition. Στο R. Fasold, & J. Connor-Linton (eds.), *An Introduction to Language and Linguistics* (σσ. 433-463). Cambridge: CUP.
- Mackey, W. F. (1976). *Bilingualisme et contact des langues*. Paris: Klincksieck.
- MacNamara, J. (1969). How can one measure the extent of a person's bilingual proficiency? Στο L. Kelly, *Description and Measurement of Bilingualism* (σσ. 80-98). Toronto: University of Toronto Press.
- Mahzoun, Z., & Han, T. (2019). The Effects of Consonant Phonemes' Position across the Word on Pronunciation Errors: An Empirical Study of Turkish EFL Learners. *The Reading Matrix: An International Online Journal, 19*(2).
- Makino, T. (1980). Acquisition order of English morphemes by Japanese secondary school students. *Journal of Hokkaido University Education, 30*, 101-148.
- Marsiglia, F., Yabiku, S., Kulis, S., Nieri, T., Parsai, M., & Becerra, D. (2011). The influence of linguistics acculturation and gender on the initiation of substance use among Mexican heritage preadolescents in the borderlands. *Journal Early Adolescence, 31*(2), 271-299.
- Martinez, N., & Goikoetxea, E. (2020). Predictors of Reading and Spelling Words Change as a Function of Syllabic Structure in Spanish. *Psicologia Educativa, 26*(1), 37-48.

- McLaughlin, B. (1978). *Second Language Acquisition in Childhood*. Hillsdale, N.J.: Lawrence Erlbaum Associates.
- Meira, A., Cadime, I., & Viana, F. (2018). The structure of phonological awareness in European Portuguese: A study of preschool children. *The journal of educational research*.
- Mennen, I., & Okalidou, A. (2006). Acquisition of Greek phonology: an overview. *QMUC Speech Science Research Centre Working Paper WP10 (2006)*. Ανάκτηση από <http://www.qmuc.ac.uk/ssrc>
- Myklebust, H., & Johnson, D. (1962). Dyslexia in children. *Exceptional Children*(29), 14-25.
- National Joint Committee on Learning Disabilities. (1991). *Learning disabilities: Issues on definition*, 33. Asha.
- Nemser, W. (1971). Approximative systems of foreign-language learners. *IRAL*, 9(2), 115-123.
- Nicolaidis, K., Andreou, P., Bozonelos, V., Konstantinidou, S., Koutsandreas, K., Mavroudi, A., . . . Tsiantoula, S. (2009). The teaching of pronunciation to learners of Greek as a foreign or second language: principles for the design of a pronunciation book. (I. o. Studies, Ed.) *Studies in Greek Linguistics*, 29, 581-594.
- Nikolopoulos, D., Goulandris, N., & Snowling, M. (2003). Developmental dyslexia in Greek. Στο N. Goulandris, *Dyslexia in different languages: Cross-linguistic comparison* (σσ. 53-57). London: Whurr.
- Odlin, T. (1989). *Language Transfer: Cross-linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.
- Oller, D., & Eilers, R. (2002). *Language and literacy in bilingual children*. Clevedon: Multilingual Matters.
- Özsoy, S. (2004). *Türkçenin Yapısı 1 Sesbilim*. İstanbul: Boğaziçi Üniversitesi Yayınevi.
- Padeliadu, S., Kotoulas, V., & Botsas, G. (1998). Phonological awareness skills: Internal structure and hierarchy. *Proceedings of 12th International Symposium on Theoretical and Applied Linguistics*. Thessaloniki: School of English.
- Papadopoulos, T., Spanoudis, G., & Kendeou, P. (2009). The dimensionality of phonological abilities in Greek. *Reading Research Quarterly*, 44(2), 127-143.
- Paradis, J. (2009). Oral language development in French and English and the role of home input factors. *Report for the Conseil Scolaire Centre-Nord*. Alberta.
- Paradis, J., Nicoladis, E., Crago, M., & Genesee, F. (2011). Bilingual children's acquisition of the past tense: A usage-based approach. *Journal of Child Language*, 38, 544-578.
- Paulson, C. B. (1978). Education in a bi/multilingual setting. *International Review of Education*, 24, 309-328.
- Pfost, M. (2015). Children's Phonological Awareness as a Predictor of Reading and Spelling: A Systematic Review of Longitudinal Research in German-Speaking Countries. *Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie*, 47(3), 123-138.

- Phillips, B. M., Clancy-Menchetti, J., & Lonigan, C. J. (2008). Successful Phonological Awareness Instruction With Preschool Children. Lessons From the Classroom. *Topics in Early Childhood Special Education*.
- Protopapas, A., Fakou, A., Drakopoulou, S., Skaloumbakas, C., & Mouzaki, A. (2013). What do spelling errors tell us? Classification and analysis of errors made by Greek schoolchildren with and without dyslexia. *Read Writ*(26), σσ. 615-646.
- Rahal, A., & Smaoui, C. (2020). Assessing the Role of Selective Fossilization Hypothesis in Determining Fossilizable Phonetic Errors in Tunisian EFL Learners' Oral Output. *Language Testing in Focus*, 2, 1-15.
- Raj, A., & Raj, P. (2004). Linguistic deculturation and the importance of popular education among the Gonds in India. *Adult Education and Development*, 62, 55-61.
- Ramus, F. (2003). Developmental dyslexia: Specific phonological deficit or general sensorimotor dysfunction. *Current Opinion in Neurobiology*, 13, 212-218.
- Revithiadou, A. (1999). *Headmost Accent Wins: Head Dominance and Ideal Prosodic Form in Lexical Accent Systems*. Doctoral Dissertation. LOT Dissertation Series 15 (HIL/Leiden University), Holland Academic Graphics, The Hague.
- Richards, J. (1971). A non-contrastive approach to error analysis. *English Language Teaching Journal*, 25, 204-219.
- Saville-Troike, M. (2006). *Introducing Second Language Acquisition*. Cambridge: CUP.
- Scutnabb-Kangas, T., & Toukomaa, P. (1976). *Teaching Migrant Children's Mother Tongue and Learning the Language of the Host Country in the Context of the Sociocultural situation of the Migrant Family*. Helsinki: The Finnish National Commission for UNESCO.
- Selinker, L. (1972). Interlanguage. *International Review of Applied Linguistics*, 10(3), 209-231.
- Selinker, L., & Lakshmanan, U. (1992). Language transfer and fossilization: The multiple effects principle. Στο S. Gass, & L. Selinker (ed.), *Language Transfer in Language Learning* (σσ. 197-216). Amsterdam: John Benjamins.
- Selinker, L., & Lamendella, J. (1979). The role of extrinsic feedback in interlanguage fossilization: a discussion of 'rule fossilization'. *Language Learning*, 29(2), 363-375.
- Seymour, P., Aro, M., & Erskine, J. (2003). Foundation literacy acquisition in European orthographies. *British journal of Psychology*, 94(2), σσ. 143-174.
- Shallice, T., & McCarthy, R. (1985). Phonological reading: From patterns of impairment to possible procedure. Στο K. Patterson, J. Marshall, & M. Coltheart, *Surface dyslexia: Neuropsychological and cognitive studies of phonological reading* (σσ. 361-397). Hove, UK: Lawrence Erlbaum Associates Ltd.
- Share, D. L., & Stanovich, K. E. (1995). Cognitive processes in early reading development: A model of acquisition and individual differences. *Issues in Education: Contributions From Educational Psychology*, 1, 1-57.

- Shi, L., Li, H., & Liu, M. (2019). Analysis on the Causes of Phonological Fossilization. *Advances in Social Science, Education and Humanities Research. 5th International Conference on Education Reform and Modern Management. 361*. Atlantis Press.
- Skutnabb-Kangas, T. (1984). *Bilingualism or not? The Education of Minorities*. Clevedon: Multilingual Matters.
- Skutnabb-Kangas, T. (1984). *Bilingualism or Not? The Education of Minorities*. Clevedon, UK: Multilingual Matters.
- Skutnabb-Kangas, T., & McCarty, T. (2008). Key concepts in bilingual education: Ideological, historical, epistemological, and empirical foundations. Στο J. Cummins, & N. Hornberger, *Encyclopedia of language and education: Bilingual education* (σσ. 3-17). New York: Springer.
- Snowling, M. (2001). From language to reading and dyslexia. *pubmed*, 7(1), 37-46.
- Soderstrom, M., Seidl, A., Kemler Nelson, D., & Jusczyk, P. (2003). The prosodic bootstrapping of phrases: Evidence from prelinguistic infants. *Journal of Memory and Language*, 29(2), 249-267.
- Spolsky, B. (1989). *Condition for Second Language Learning*. Oxford: OUP.
- Stanovich, K. (1986). Matthew effects in reading: Some consequences of individual differences in the acquisition of literacy. *Reading research quarterly*.
- Tarone, E. (1994). Interlanguage. Στο R. Asher (ed.), *The Encyclopedia of Language and Linguistics 4* (σσ. 1715-1719). New York: Fergamon Press Inc.
- Themistocleous, H. (2011). *Introduction to Phonetics and Phonology [in Greek]*. Nicosia: ResearchGate.
- Thordardottir, E. (2011). The relationship between bilingual exposure and vocabulary development. *International Journal of Bilingualism*, 15, 426-445.
- Tucker, G., Hamayan, E., & Genesee, F. (1976). Affective, cognitive, and social factors in second language acquisition. *Canadian Modern Language Review*, 32, 214-226.
- Unsworth, S. (2005). *Child L2, adult L2, child L1: Differences and similarities. A study on the aquisition of direct object scrambling in Dutch [Doctoral dissertation]*. The Netherlands: Utrecht University.
- Unsworth, S. (2014). Comparing the role of input in bilingual acquisition across domains. Στο T. Grüter, & J. Paradis (eds.), *Input and experience in bilingual development* (σσ. 181-201). Amsterdam: John Benjamins.
- Van Overbeke, M. (1972). *Introduction au problème du Bilinguisme*. Paris: Nathan.
- Wagner, R. K., Torgesen, J. K., Rashotte, C. A., Hecht, S. A., Barker, T. A., Burgess, S. R., & et al. (1997). Changing causal relations between phonological processing abilities and word-level reading as children develop from beginning to fluent readers: A five-year longitudinal study. *Developmental Psychology*, 33, 468-479.

- Wang, X., & Fan, L. (2020). An Analysis of Interlanguage Features and English Learning. *Journal of Higher Education Research, 1*(1).
- Weinreich, U. (1953). *Languages in Contact*. New York: Publications of the Linguistic Circle of New York .
- Weinreich, U. (1964). *Languages in Contact*. The Hague: Mouton.
- Weinreich, U. (1968). Unilinguisme et multilinguisme. Στο A. Martinet, *Le Langage* (σσ. 647-684). Paris.
- Wimmer, H. (1993). Characteristics of developmental dyslexia in a regular writing system. *Applied Psycholinguistics, 14*, 1-33.
- Wode, H. (1993). *Psycholinguistik- Eine Einfuhrung in die Lehr- und Lernbarkeit von Sprachen; Theorien, Methoden, Ergebnisse*. Hueber: Ismaning.
- World Health Organization. (2016). *International statistical classification of diseases and related health problems* (5th ed.), 1. Switzerland. Ανάκτηση 04/04, 2020, από www.who.int
- Yang, Q., & Xu, Y. (2019). English Teaching Reform in local Undergraduate Colleges Based on Interlanguage Fossilization. *Theory and Practice in Language studies, 3*, 313-318.
- Yang, S. (2015). Inter-language Fossilization and Teaching Strategies. *2nd International Conference on Education, Management and Information Technology (ICEMIT 2015)*, (σσ. 507-508).
- Yopp, H. (1988). The validity and reliability of phonemic awareness tests. *Reading Research Quarterly, 23*, 159-177.
- Zobl, H. (1980). The formal and developmental selectivity of L1 influence on L2 acquisition. *Language Learning, 30*, 43-57.
- Αϊδίνης, Α. (2012). *Γραμματισμός στην πρώτη σχολική ηλικία. Μία ψυχολογική προσέγγιση*. Αθήνα: Gutenberg-Ψυχολογία.
- Αναγνωστόπουλος, Δ., & Σίνη, Α. (2006). *Διαταραχές σχολικής μάθησης και ψυχοπαθολογία*. Αθήνα: Βήτα Ιατρικές Εκδόσεις ΜΕΠΕ.
- Αναστασιάδη-Συμεωνίδη, Α., Ζουραβλιόβα, Α., Μητσιάκη, Μ., & Φωτιάδου, Γ. (2010). Τα φωνολογικά λάθη στη διαγλώσσα των ρωσόφωνων μαθητών της ελληνικής ως δεύτερης γλώσσας. *Advances in Research on Language Acquisition and Teaching: Selected Papers*.
- Αναστασιάδη-Συμεωνίδη, Α., Μητσιάκη, Μ., & Βλέτση, Ε. (2008). Φωνητικά, φωνολογικά και μορφολογικά θέματα για τη διδασκαλία της ελληνικής ως δεύτερης γλώσσας. *Διδασκαλία της ελληνικής ως δεύτερης γλώσσας*.
- Αναστασιάδη-Συμεωνίδη, Α., Μητσιάκη, Μ., & Βλέτση, Ε. (2009). Φωνητικά, φωνολογικά και μορφολογικά θέματα για τη διδασκαλία της ελληνικής ως δεύτερης γλώσσας. *Διδασκαλία της ελληνικής ως δεύτερης γλώσσας*.
- Αναστασίου, Δ. (1998). *Δυσλεξία. Θεωρία και Έρευνα. Όψεις Πρακτικής*. Αθήνα: Ατραπός.

- Γαβριηλίδου, Ζ. (2003). *Φωνητική συνειδητοποίηση και διόρθωση παιδιών προσχολικής και πρώτης σχολικής ηλικίας*. Αθήνα: Τυπωθήτω-Γιώργος Δάρδανος.
- Γαλαντόμος, Ι. (2012). *Μαθήματα διγλωσσίας*. Θεσσαλονίκη: Επίκεντρο.
- Γρίβα, Ε. Α., & Στάμου, Α. Γ. (2018). *Ερευνώντας τη διγλωσσία στο σχολικό περιβάλλον. Οπτικές εκπαιδευτικών, μαθητών και μεταναστών γονέων* (2η εκδ.). Θεσσαλονίκη: Κυριακίδη.
- Δαφνοπατίδης, Β., & Σανλιόγλου, Χ. (2011). *Τουρκική Γραμματική στα ελληνικά*. Αθήνα: Perugia.
- Διακογιώργη, Κ., Ράλλη, Α., Καλογερά, Β., & Γεωργούλια, Φ. (2018). Μοτίβα ορθογραφικών λαθών του δημοτικού σχολείου με δυσλεξία: μια γλωσσική ανάλυση. *Ελληνική επιθεώρηση ειδικής αγωγής*(5).
- Ζεγκίνης, Ε., & Χιδίρογλου, Π. (1995). *Τούρκικη γραμματική*. Θεσσαλονίκη: Βάνιας.
- Καρπαθίου, Χ. Ε. (2000). *Νευρογλωσσική λογοθεραπεία. Δυσλεξία: Συμπτωματολογία, διάγνωση (ένθετο: οι διαγνωστικοί πίνακες)*, 5. Αθήνα: Έλλην.
- Καρπαθίου, Χ. Ε. (2007). *Διαγνωστική κλίμακα δυσλεξίας*. Αθήνα: Καραμέτος.
- Καρπαθίου, Χ. Ε., Δάλλα, Β., & Μάρρα, Μ. (1994). *Δυσλεξία*. Αθήνα: Έλλην.
- Μήτσης, Ν. (2003). *Στοιχειώδεις Αρχές και Μέθοδοι της Εφαρμοσμένης Γλωσσολογίας. Εισαγωγή στη Διδασκαλία της Ελληνικής ως Δεύτερης (ή Ξένης) Γλώσσας*. Αθήνα: Gutenberg.
- Μήτσης, Ν. (2004). *Η Διδασκαλία της γλώσσας υπό το πρίσμα της επικοινωνιακής προσέγγισης - Εισαγωγή στη θεωρία και τις τεχνικές του επικοινωνιακού μοντέλου*. Αθήνα: Gutenberg.
- Μητσιάκη, Μ. (2014). *Φωνολογική διαβάθμιση των #CC της ΝΕ: γραμματική μοντελοποίηση και διδακτικές εφαρμογές για την ελληνική ως Γ2. [Διδακτορική διατριβή]*. Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης.
- Μητσιάκη, Μ. (2020). *Αναλυτικό Πρόγραμμα Σπουδών για την Ελληνική ως Δεύτερη Γλώσσα (Προδημοτική, Δημοτική, Μέση Γενική, Μέση Τεχνική και Επαγγελματική Εκπαίδευση και Κατάρτιση της Κύπρου)*. Λευκωσία: Υπουργείο παιδείας, πολιτισμού, αθλητισμού και νεολέας. Παιδαγωγικό Ινστιτούτο Κύπρου.
- Μότσιου, Ε. (2017). *Εισαγωγή στην ανάπτυξη της γλώσσας* (2η εκδ.). Θεσσαλονίκη: University studio press.
- Μπατζάκας, Γ. (2020). *Λεξικό του γλωσσικού ιδιώματος του Ιάσμου*. Ξάνθη: Σπανίδης.
- Μπέλλα, Σ. (2019). *Η Δεύτερη γλώσσα. Κατάκτηση και διδασκαλία. Αναθεωρημένη έκδοση*. Πατάκη.
- Μπότσας, Γ., & Σανδραβέλης, Α. (2014). Αλλοδαποί μαθητές με ειδικές εκπαιδευτικές ανάγκες: η περίπτωση των ειδικών μαθησιακών δυσκολιών. Στο Ε. Κατσαρού, & Μ. Λιακοπούλου, *Θέματα διδασκαλίας και αγωγής στο πολυπολιτισμικό σχολείο* (σσ. 255-271). Θεσσαλονίκη: Υ.ΠΑΙ.Θ.

- Νικολόπουλος, Δ., Βογινδρούκας, Ι., Μαρίνης, Θ., Νικολόπουλος, Θ. Π., Οκαλίδου, Α., Πρώιου, Χ., . . . Σίμος, Π. (2016). *Γλωσσική ανάπτυξη και διαταραχές*. Αθήνα: Τόπος.
- Ξάνθη, Σ. (2017). Ποιοτική ανάλυση λαθών Δ' - Στ' δημοτικού σε ορθογραφικά έργα υπαγόρευσης και ελεύθερης γραφής. *Έρευνα στην πράξη*, 6(1), 1-17.
- Οκαλίδου, Α. (2016). Ομιλία: Ανάπτυξη της ομιλίας και διαταραχές τεμαχιακής δομής. Στο Δ. Νικολόπουλος, *Γλωσσική ανάπτυξη και Διαταραχές*. Αθήνα: Τόπος.
- Παντελιάδου, Σ. (2011). *Μαθησιακές Δυσκολίες και Εκπαιδευτική Πράξη. Τι & Γιατί*. Αθήνα: Πεδίο.
- Παπαδοπούλου, Δ., & Τζιμώκας, Δ. (2015). Λάθη: είδη και αντιμετώπισή τους. *Διαδρομές για τη διδασκαλία της ελληνικής ως ξένης/ δεύτερης γλώσσας*.
- Παυλίδου, Θ. (2008). *Επίπεδα γλωσσικής ανάλυσης* (5η εκδ.). Θεσσαλονίκη: Ινστιτούτο Νεοελληνικών Σπουδών (Ίδρυμα Μανόλη Τριανταφυλλίδη).
- Πολυχρόνη, Φ. (2011). *Ειδικές Μαθησιακές Δυσκολίες*. Αθήνα: Πεδίο.
- Πολυχρόνη, Φ., Χατζηχρήστου, Χ., & Μπιμπου, Α. (2006). *Ειδικές μαθησιακές δυσκολίες-Δυσλεξία. Ταξινόμηση, αξιολόγηση και παρέμβαση*. Αθήνα: Ελληνικά γράμματα.
- Πόρποδας, Κ. (2002). *Η Ανάγνωση*. Πάτρα.
- Πρωτόπαπας, Α. (2010). Η διαφάνεια του ελληνικού ορθογραφικού συστήματος. Στο Α. Μουζάκη, & Α. Πρωτόπαπας, *Ορθογραφία. Μάθηση και διαταραχές*. Αθήνα: Gutenberg-ψυχολογία.
- Ράλλη, Α. Μ. (2019). *Γλωσσική ανάπτυξη. Βρεφική, παιδική & εφηβική ηλικία*. Αθήνα: Gutenberg.
- Ράλλη, Α. Μ. (2019). *Γλωσσική ανάπτυξη. Βρεφική, παιδική & εφηβική ηλικία*. Αθήνα: Gutenberg-Γιώργος & Κώστας Δαρδανός.
- Ρεβυθιάδου, Α., & Τζακώστα, Μ. (2007). *Η Φωνολογία στη Διδασκαλία της Ελληνικής ως Ξένης Γλώσσας*. Αθήνα: Πατάκης.
- Σελλά-Μάζη, Ε. (2001). *Διγλωσσία και κοινωνία. Η ελληνική πραγματικότητα*. Αθήνα: Προσκήνιο.
- Σελλά-Μάζη, Ε. (2004). *Στοιχεία αντιπαραβολικής γραμματικής ελληνικής-τουρκικής*. Αθήνα: Παπαζήσης.
- Σελλά-Μάζη, Ε. (χ.χ.). *Διγλωσσία και γραμματική ανάλυση*.
- Σιαψαλάκη, Γ. (2020). Ευλεξία: Μία ηλεκτρονική εφαρμογή (APP) για ανίχνευση της δυσλεξίας στη Γ' και Δ' τάξη δημοτικού. *Μεταπτυχιακή διατριβή: ΔΠΘ*.
- Σκούρτου, Ε. (2011). *Η Διγλωσσία στο σχολείο*. Αθήνα: Gutenberg.
- Σπαντιδάκης, Ι. (2009). *Προβλήματα Παραγωγής Γραπτού Λόγου Παιδιών Σχολικής Ηλικίας. Διάγνωση. Αξιολόγηση. Αντιμετώπιση* (8η εκδ.). Αθήνα: Ελληνικά Γράμματα.
- Στασινός, Δ. (2015). *Ψυχολογία του λόγου και της γλώσσας. Ανάπτυξη και παθολογία. Δυσλεξία και λογοθεραπεία*. Αθήνα: Gutenberg.

- Τζιβινίκου, Σ. (2015). *Μαθησιακές Δυσκολίες-Διδακτικές Παρεμβάσεις*. Αθήνα: Σύνδεσμος Ελληνικών Ακαδημαϊκών Βιβλιοθηκών. Κάλλιπος.
- Τηλιοπούλιου, Μ.-Α. (2015). Φωνολογική Ενημερότητα στην Ελληνική ως δεύτερη/ξένη γλώσσα. Στο Δ. Παπαδοπούλου, Ε. Αγαθοπούλου, & Κ. Πούλιου, *ΥΠΟΣΤΗΡΙΞΗ ΤΗΣ ΛΕΙΤΟΥΡΓΙΑΣ ΤΩΝ ΤΑΞΕΩΝ ΥΠΟΔΟΧΗΣ. Ζητήματα γλωσσικής διδασκαλίας* (σσ. 11-48). Θεσσαλονίκη: Αριστοτέλειο Πανεπιστήμιο Θεσσαλονίκης.
- Τριάρχη-Χέρμαν, Β. (2000). *Η διγλωσσία στην παιδική ηλικία. Μια ψυχογλωσσική προσέγγιση*. Αθήνα: Gutenberg.
- Τσιπλάκου, Σ. (2009). Σύντομες παρατηρήσεις για τη διγλωσσία και τη θέση της στην εκπαίδευση. *Πολύδρομο*(1), σσ. 15-17.
- Τσοκαλίδου, Ρ. (2012). *Χώρος για δύο. Θέματα διγλωσσίας και εκπαίδευσης*. Θεσσαλονίκη: Ζυγός.
- Υψηλάντης, Γ. Σ., & Μουτή, Α. Λ. (2015). *ΑΤΟΜΙΚΕΣ Διαφορές στην ΑΠΟΚΤΗΣΗ/Εκμάθηση Δεύτερης ΓΛΩΣΣΑΣ: ΣΤΙΛ και ΣΤΡΑΤΗΓΙΚΕΣ Μάθησης*. Αθήνα: Σύνδεσμος ελληνικών ακαδημαϊκών βιβλιοθηκών.