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**WRITTEN NARRATIVE SPEECH AND SPELLING ERRORS FOR MONOLINGUAL
AND BILINGUAL CHILDREN WITH DYSLEXIA**

MANIATI VASILIKI

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ABSTRACT

The purpose of this study is to identify and compare the errors in spelling and narrative abilities of monolingual and bilingual children with dyslexia by examining their written productions.

Previous research has shown that dyslectic children make spelling mistakes such as substitutions, omissions, and graph reversals (Goodwin & Thomson, 2006; Ijalba, 2017), omissions of punctuation and errors in uppercase-lowercase letters, and due to inability to spell words and issues in grammatical morphology (Chiew Hong, 2013; Hebert et al., 2018; Diakogiorgi et al., 2021). However, research on narrative skills at the macrostructural level and microstructural aspects in dyslexic students is extremely limited. At the macrostructure level, monolingual students find it difficult to construct an episode (Kornev & Balčiūnienė, 2015) and to link information by omitting important elements (De Souza Batista Kida, de Ávila & Capellini, 2015), while bilingual students with other language disorders appear more efficient compared to their monolingual peers (Tsimpli et al., 2016). Also, both groups appear deficient in determining the time, place, beginning and end of the story with the monolinguals being slightly more capable (Diakogiorgi et al., 2021). In the aspects of microstructure, monolingual students have difficulties mainly in content words, in the production of long narratives, in the use of pronouns, links, appropriate vocabulary, in the variety of tenses, inflections and verbs, and they show inconsistencies between verb and noun phrases (De Souza Batista Kida, de Ávila & Capellini, 2015; Ijalba, 2017). In fact, some researchers believe that bilinguals better understand symbolic representations (Bental & Tirosh, 2007; Friesen & Bialystok, 2012), while others find it difficult to find words and understand low-frequent vocabulary (Riva et al., 2021). In fact, bilinguals with other language disorders have difficulty with clitic pronouns, naming, and lexical diversity (Tsimpli et al., 2013; 2016; Marini et al., 2019).

Taking advantage of this literature gap, the present study examines nine children with dyslexia aged 7-9 years, of whom five were monolingual and 4 were bilingual. As a tool, was used a story of the Edmonton Narrative Norms Instrument (Scheider et al., 2006) modified by Andreou (2015), which were asked to be retold in written form, with the assistance of 13 images depicting the action of the story.

The results showed no quantitative differences between monolingual and bilingual speakers. Qualitative analyzes showed that bilingual students made more spelling mistakes than monolinguals but were slightly more efficient at the macrostructure, especially in naming of main characters, but also in the length of the narratives. In the aspects of microstructure,

monolingual students seemed more productive in the variety of verbs and nouns, in functional words and main sentences. In contrast, children with bilingualism used more content words and sub-sentences. The findings are considered important, as they reinforce the view that bilingualism does not exacerbate the deficits of the disorder (Crescentini et al., 2012) and indicate a direction for the future research.

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