

DEVELOPMENTAL DYSLEXIA AND FOREIGN LANGUAGE LEARNING DURING EARLY STAGES OF LITERACY

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THESIS ABSTRACT

The purpose of this work is an in-depth analysis of developmental dyslexia as a specific learning disorder and the way it affects students, with special regard to foreign language learning during early stages of literacy. Too often, in fact, dyslexic children are doomed to a life of exclusion from the foreign language classroom on the basis of former misleading prejudices and because of a lack of information and adequate teaching strategies and tools which take into account students' needs and diversity. This study will provide an overview on the plausible hypothesis concerning the nature of the phonological deficit at the basis of dyslexia and its presumable relationship with the onset of underlying language-related deficits prior to literacy acquisition. In order to understand how the language processing difficulty interferes with foreign language learning, particular attention must be paid on the fundamental processes activated by children during reading acquisition in their native language and how these are transferred to other orthographies.