

Spelling Errors in Persian Children with Developmental Dyslexia

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Abstract : Background: According to the recent estimation, approximately 4%-12% percent of Iranians have difficulty in learning to read and spell possibly as a result of developmental dyslexia. The study was planned to investigate spelling error patterns among Persian children with developmental dyslexia and compare that with the errors exhibited by control groups. Participants: 90 students participated in this study. 30 students from Grade level five, diagnosed as dyslexics by professionals, 30 normal 5th Grade readers and 30 younger normal readers. There were 15 boys and 15 girls in each of the groups. Qualitative and quantitative methods for analysis of errors were used. Results and conclusion: results of this study indicate similar spelling error profiles among dyslexics and the reading level matched groups, and these profiles were different from age-matched group. However, performances of dyslexic group and reading level matched group were different and inconsistent in some cases.

Keywords : spelling, error types, developmental dyslexia, Persian, writing system, learning disabilities, processing

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