



Early predictors of reading in monolingual and bilingual children:
A longitudinal study
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Within the Simple View of Reading model (Gough & Tunmer, 1986; Hoover & Gough, 1990), literacy acquisition relies on two competences: decoding and linguistic comprehension. Cognitive skills underlying both competences (e.g., phonological awareness, phonological working memory etc.) have been widely researched and proved to be strong predictors of reading achievements in monolingual and bilingual groups. While in monolingual process of literacy acquisition reading predictors interact with reading outcomes in one language, the nature of the cross-linguistic interaction is more complex and is influenced by languages distance, language transparency, age of acquisition, educational settings, etc (Ziegler & Goswami, 2005; Chung et al., 2019).

The current study aims to explore and compare the process of literacy acquisition in three populations: monolingual Ukrainian children growing up in Ukraine (40), monolingual Polish children growing up in Poland (40), and bilingual Ukrainian-Polish children growing up in Poland (40). The three-year longitudinal study is planned to identify how fast the monolingual and bilingual children acquire literacy skills and their potential predictor skills, as well as if the three populations differ in that rate of acquisition. Participants will be assessed at four time points from Year 1 till Year 3 in primary school. It will be analyzed whether the three populations differ in the pattern of predictors, and what skills in the native language and the second language can facilitate reading acquisition in the second language.

Findings of this research are expected to provide more insight into cross-language transfer nature of cognitive processes during reading acquisition at early stages and explore its development over time.

References

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