



NEWS

EUROPEAN *Dyslexia*
ASSOCIATION
AISBL

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Vol. 15 No. 1 February 2009

SPECIAL EDITION

3rd All European Dyslexia Conference
of the
European Dyslexia Association

22nd - 24th April 2010

CALL FOR PAPERS

This Special Edition of **EDA NEWS** includes the **Call for Papers in four languages** for the 3rd All European Dyslexia Conference organised by the **European Dyslexia Association** to be held at the **Department of Speech and Language Therapy and Audiology** at the **Catholic University College Bruges-Ostend (KHBO)** from 22nd – 24th April 2010.

Also in this edition is an article by **Dr Giacomo Stella** entitled ***Reading in Regular Orthographies: a model for acquisition.***

This edition also reports on the **CallDysc Project**.

Jennifer & Robin Salter
Joint Editors

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EUROPEAN *dyslexia*
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III. All-European Dyslexia Conference

of the

European Dyslexia Association

in cooperation

with the

Catholic University College Bruges-Ostend (KHBO)

Department of Speech and Language Therapy and Audiology



Brügge, im Jänner 2009

Sehr geehrte Damen und Herren,

werte Freunde!

Wir freuen uns Ihnen/dir mitteilen zu können, dass die European Dyslexia Association in Zusammenarbeit mit der Katholischen Hochschule Brügge-Oostende, Abteilung für Sprech- und Sprachtherapie und Audiology den III. gesamteuropäischen Legastheniekongress in Brügge (Belgien) veranstaltet, der vom 22.-24. April 2010 stattfinden wird. Die Kongresssprachen sind Englisch, Niederländisch, Deutsch und Französisch. Die Hauptvorträge werden in englischer Sprache vorgetragen.

Call for papers

Sie sind/du bist herzlich eingeladen, ein abstract für einen Praxis bezogenen und/oder wissenschaftlichen Beitrag zur Thematik Legasthenie/Dyskalkulie vorzulegen. Ihr/dein Beitrag zum Kongress kann in der Form eines (Kurz)referates (40 min.) oder eines Arbeitskreises (90/180 min.) erfolgen. Der Umfang des abstract ist mit 250 Wörtern begrenzt. Anmeldeschluss ist 30.4.2009. Später einlangende Vorschläge werden nicht berücksichtigt. Bitte sende/n Sie Ihr/dein Angebot

in Englisch an: Steve.Alexander@pre-school.org.uk ,

in Niederländisch an: rudv.vandevoorde@khbo.be

in Deutsch an: m.kalmar@utanet.at oder

in Französisch an: annemontarnal@orange.fr .

Von den Vortragenden angenommener Vorschläge wird erwartet, dass sie ihre Reisekosten und Aufenthaltsspesen selbst tragen. Sie sind allerdings von der Bezahlung der Kongressgebühr befreit.

Weitere Informationen finde/n/st Sie/du in naher Zukunft auf der Webseite www.khbo.be/eda-khbo-dyslexiaconference



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III. All-European Dyslexia Conference
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European Dyslexia Association
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Catholic University College Bruges-Ostend (KHBO)
Department of Speech and Language Therapy and Audiology

Bruges, in January 2009

Madam, Sir,

Dear friends,

The European Dyslexia Association and the Catholic University College Bruges-Ostend (KHBO), Department of Speech and Language Therapy and Audiology are pleased to announce that they will host the III. All-European Dyslexia Conference in Bruges (Belgium) from April 22nd to 24th 2010. The conference will feature keynote speakers representing the best practice and knowledge regarding dyslexia from across Europe, a series of workshops for practitioners as well as opportunities for people to meet and network. The languages of the conference will be English, Dutch, German and French. The key-notes will be delivered in English.

Call for papers

The EDA is asking for submission of papers and workshop proposals for this conference on the subject of dyslexia and dyscalculia related to theory or practice. For consideration, please forward an abstract not exceeding 250 words in English, Dutch, German or French by 30th of April 2009 at the latest to the appropriate e-mail addresses:

Proposals in English: Steve.Alexander@pre-school.org.uk

Proposals in Dutch: rudy.vandevoorde@khbo.be

Proposals in German: m.kalmar@utanet.at

Proposals in French: annemontarnal@orange.fr

The authors of proposals accepted for presentation at this conference are expected to pay their own transportation and accommodation. The conference fee will be waived for one speaker per presentation. You will find more information about the conference in the near future at the Website www.khbo.be/eda-khbo-dyslexiaconference .



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III. All-European Dyslexia Conference
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Catholic University College Bruges-Ostend (KHBO)
Department of Speech and Language Therapy and Audiology

Bruges, janvier 2009

Madame, Monsieur,

Chers amis,

L'Association Européenne de Dyslexie (EDA) ainsi que le Département d'Orthophonie de l'Université Catholique de Bruges-Ostende (KHBO), ont le plaisir de vous annoncer qu'elles s'associent pour organiser le troisième congrès « entièrement européen » sur la dyslexie qui aura lieu du 22 au 24 avril 2010 à Bruges (Belgique). Les langues utilisées lors de ce congrès seront l'anglais, le néerlandais, l'allemand et le français. Les conférences les plus importantes seront tenues en anglais.

Vous êtes cordialement invité à nous soumettre le résumé d'une conférence ayant trait soit à la pratique soit à la recherche sur le thème de la dyslexie ou de la dyscalculie. La participation au congrès peut se faire soit sous la forme d'une courte conférence (de 40 minutes) ou d'animation d'un atelier (de 90/180 minutes). Le résumé à nous adresser ne doit pas dépasser 250 mots. La date limite d'envoi est le 30.4.2009. Les textes reçus plus tardivement ne pourront pas être pris en compte. Selon la langue utilisée, veuillez adresser les textes :

En anglais à: Steve.Alexander@pre-school.org.uk

En néerlandais à: rudy.vandevoorde@khbo.be

En allemand à: m.kalmar@utanet.at

En français à: annemontarnal@orange.fr

Les conférenciers dont le résumé aura été accepté doivent assurer leurs frais de voyage et d'hébergement. Ils n'auront par contre pas à s'acquitter des droits d'inscription au congrès.

Des informations complémentaires se trouveront bientôt sur le site du congrès: www.khbo.be/eda-khbo-dyslexiaconference



EUROPEAN *dyslexia*
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III. All-European Dyslexia Conference
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Department of Speech and Language Therapy and Audiology

Brugge, januari 2009

Mevrouw, Mijnheer,

Geachte Collega's,

Beste vrienden,

De European Dyslexia Association (EDA) en de Katholieke Hogeschool Brugge-Oostende, Opleiding Logopedie en Audiologie, zijn verheugd u te melden dat het "III. All European Dyslexia Congress" zal plaatsvinden in Brugge van 22 tot en met 24 april 2010.

Het congres brengt keynote sprekers uit Europa, die de hedendaagse wetenschappelijke visies en kennis omtrent dyslexie beheersen, naar Brugge, maar ook een reeks praktische workshops en ontmoetingen tussen mensen met dyslexie staan op het programma.

De congrestartalen zijn Engels, Nederlands, Duits en Frans. De keynote bijdragen zijn in het Engels.

Call for papers

De EDA vraagt om voorstellen voor workshops omtrent dyslexie en dyscalculie naar onderstaande email adressen te sturen. Abstracts van maximaal 250 woorden in het Engels, Nederlands, Duits of Frans worden aanvaard tot uiterlijk 30 april 2009.

Voorstellen in het Engels: Steve.Alexander@pre-school.org.uk

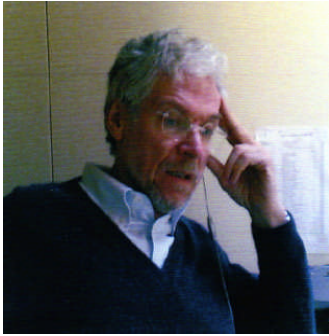
Voorstellen in het Nederlands: rudv.vandevoorde@khbo.be

Voorstellen in het Duits: m.kalmar@utanet.at

Voorstellen in het Frans: annemontarnal@orange.fr

De auteurs van de aangenomen voorstellen worden verondersteld hun eigen vervoer- en verblijfskosten te betalen maar de toegang tot het congres is natuurlijk gratis.

Meer informatie aangaande dit congres is binnenkort beschikbaar op de website: www.khbo.be/eda-khbo-dyslexiaconference



Dr Giacomo Stella

Reading in Regular Orthographies: a model for acquisition

by

Dr Giacomo Stella

Founder of Associazione Italiana Dislessia and EDA Board Member *

Regular orthographies

- Writing systems differ in spelling-to-sound consistency: Languages vary in the degree to which letters have a 1:1 mapping to sound
- Consistency is used in the statistical meaning of mapping between orthography and phonology.
- The term regularity is used in a more restricted way to refer to regularity of grapheme-phoneme correspondences

Acquisition of reading

- Regularity has a dramatic effect on the speed at which children acquire reading skills. In regular orthographic systems like Italian, Spanish and Finnish at the end of grade 1 children are typically close to ceiling in terms of reading accuracy (Goswami et al 1998, Seymour et al 2003).
- Children learning to read English are faced with a large amount of inconsistency and take much longer to attain a comparable level of reading performance.
- One of the most critical skills for successful reading acquisition is phonological decoding
- Difference in Phon decoding level between children with regular and irregular orthographies lasts for many years. Even by the age of 12, phon decoding of the English children is still less accurate than that of German children (Frith et al. 1998)

Regularity in an orthographic system

- Consistency is defined as the degree of matching (closeness) between two components of a whole. In our case a grapho-phonemic (GP) association.
- To determine the consistency of an orthographic system, the relationship between number of phonics (oral language) and number of letters (written language) is relevant.
- Consistency can be considered as:
 - high 1 to 1 correspondence
 - medium 1 to 2 correspondences
 - low 1 to > than 2 correspondences
- quantitative discrepancy between phonics and letters determines two conditions :
 - Letters associated with more than one phoneme
 - Phonemes mapped onto more than one letter

- The ratio between letters and sounds varies in the degree to which letters have 1:1 mapping to
- sounds. Italian has 21 letters to map 28 sounds (ratio 0,75), while english has 26 letters to map 44 sounds (ratio 0,59). There are languages (like for instance turkish) in which the ratio is 1, corresponding to a perfect mapping between numbers of letters and numbers of sounds.

Letters

As symbols that denote segmental speech, letters are associated with [phonetics](#). In a purely [phonemic](#) alphabet, a single phoneme is denoted by a single letter, but in history and practice, letters often denote more than one phoneme. A letter may also be associated with more than one phoneme, with the phoneme depending on the surrounding letters or etymology of the word. As an example of positional effects, in italian Letter **C** is pronounced as [**k**] before a, o, u as in *cane*, or [**tʃ**] before i and e, as in *cinema*.

Consistency of italian

In italian, there is a very high degree of consistency between letters and sounds, depending on which is the unit you consider for GPC. If you consider the pronunciation of isolated letters (21, 5 vowels and 16 consonants) the 5 vowels have high consistency, as far as 13 consonants, while only two consonants have medium consistency on this condition (c,g). One letter has no phonemic correspondence if presented as single letter (h). This letter is used to change the phonemic value of other letters, like “ch” that is read as [k].

Despite this level of regularity, if you adopt the letter-by-letter reading strategy, you can make some errors because some letters (i.e. **c** or **g**) have different sound value, depending on phonetic context, that is not represented when letters are presented isolated. Also one vowel (**i**) has different consistency as it becomes a “silent letter” when after c or g, is followed by o, a, or u.

If you adopt a syllabic strategy, that is you read clusters of letters simultaneously, in italian you reach a 99,9 % consistency degree (Job et al.), having only one ambiguous syllabic cluster (**gli**) which could be read as /-gli/, or /-li/.

All syllables (except gli) are pronounced always in the same way, independently from the phonemic context. In english is not the same, as presented in table 1

Consistency of syllables the syllable to

Italian

(De Mauro)

- To /to/
- Topo /'topo/
- scatola /'skatola/
- Prato /'prato/

English

(The oxford Dictionary)

- To /tu:/
- Today /tə'dej/
- Token /'təukən/
- Tomato /tə'mɑ:təu/
- Notorious /nəu'tɔ:riəs/

Models of reading

Reading is described as a complex process that can be carried out through two pathways (dual route model, Coltheart 1986). The phonological route, based on GPC (grapheme Phoneme Conversion), and the lexical route, based on orthographic lexicon, that activates lexicon, and therefore, phonological representation to spellout the word.

In 1991 Veronika Coltheart and collaborators, evidenced different phonological strategies activated on different pathways:

- **Assembled phonology**, based on the application of letter-sound correspondences, and possibly other subword segments.
- **Addressed phonology**, when a phonological output is activated directly from the orthographic-input lexicon, and converted into a phonological-input code
- **With the assembling route**, you go to the lexicon after the sequential assembly of phonology,
 - phonological representation is pre-lexical, and does not depend on stored lexical phonology.
 - Lexical representation is the final step of the process
- **With the addressed route**, phonological representation comes after semantic and lexical representation of words, thus:
 - phonological representation is post-lexical
 - Lexicon is involved from the beginning of the reading process

The regularity of italian orthography leads to the adoption of an assembled phonology (Patterson and Coltheart, 1987), whereas irregular orthography requires an addressed phonology in order to get the phonological representation of written words.

The strong regularity of italian orthography allows beginning readers to reach the phonological representation of written words through a sequential assembling of syllables. That is, in a few months

of exposure to reading, a first grade Italian reader can read every word, independently of length and complexity.

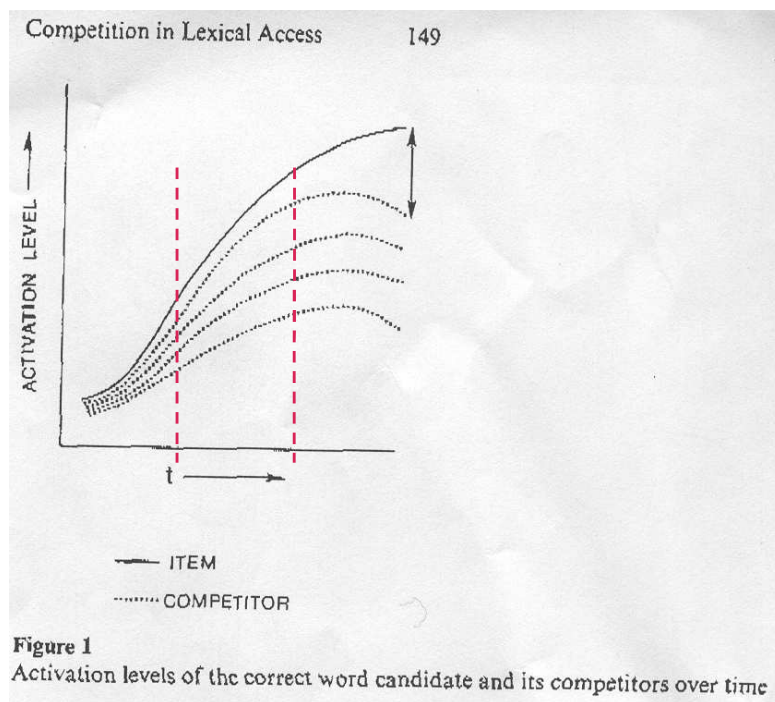
If you adopt a syllabic strategy, a simple and short word like /ka-ne/ (dog) should be as easy as /do-me-ni-ka/ (Sunday) to read, and also words with clusters of consonants such as /fra-go-la/ (strawberry) should be read easily.

The word could be assembled through a phonological pathway and pronounced without any lexical checking. In the same way an Italian reader can decode nonwords.

ga-ta
ten-te
bu-o-lo
ta-ci-pa-ca

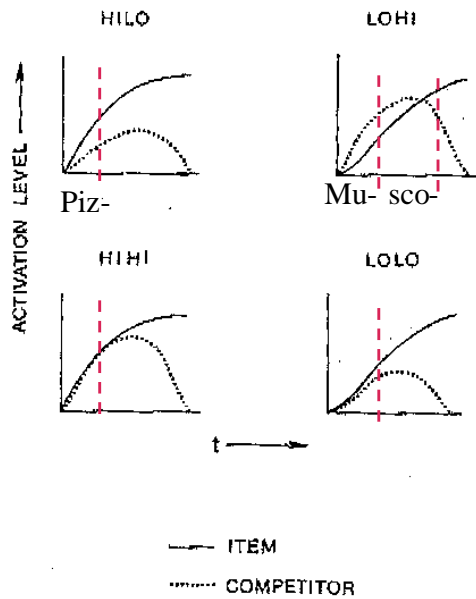
Some similarities between reading and listening

Assembled phonology is also the strategy to recognize spoken words as they are produced in a sequential continuum over time. Marslen-Wilson, studying the lexical access in comprehension of speech, claims a competition between the candidate word and his competitors over time. (see Table 2)



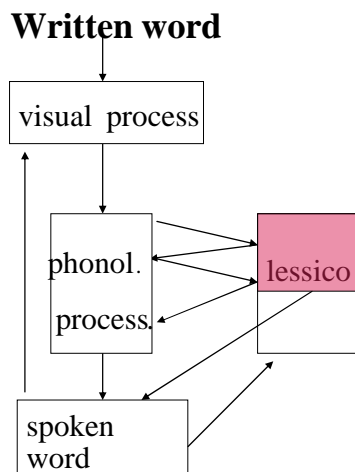
Competition is activated when a certain level of acoustic information is reached.

The rapidity and the success of this process is dependent on the linguistic features of words. If the candidate is a high frequency word, like **pizza**, after few sounds the candidate overcomes competitors, but if there is an opposite situation, more information is needed to succeed with access. (mu-sco-lo). (see table 3)



We claim that in regular orthographies reading and speech recognizing are very similar as they succeed through an assembled phonological strategy. The lexical strategy, as conceived in dual route model, will develop later as effect of skilled reading. In our model, lexical representation is not the final step of the process of reading, while is involved from the beginning, depending on reaching of activation level. Table 4 shows how the reading model could be re-shaped if we consider reading process similar to speech recognizing, using the assembling strategy with a continuous exchange with lexicon.

Assembling strategy in reading



Final remarks

I have presented a model for acquisition of reading in Italian, based on the assembling phonology strategy.

Due to consistency of association between syllables and subword phonological segments and to the morphological structure of Italian, word recognition is very similar in oral and written decoding. Semantic and lexical representation are both involved in the process of reading from the early stages, and play an important role in the facilitation in word reading. This model is relevant for instruction and remediation strategies, as different reading strategies will develop in response to differences in orthographic structure.

In consistent orthographies, children will rely heavily on grapheme-phoneme recoding strategies and assembling phonology has to be encouraged.

* [For more information about Dr Giacomo Stella see EDA NEWS vol.14 no.3 April 2008](#)



CALLDYSC PROJECT

Collaborative Additional Language Learning for Dyslexics

The Final Meeting of the CallDysc Team under this EU Project was held in Budapest from 5 – 7 February 2009.

The **European Dyslexia Association** is responsible for dissemination of the results and evaluation of the project and has been represented by its **Vice-President, Karin Brünger**.

On 7 February there was a small Congress where the Project Partners informed interested Hungarian teachers (mostly English Teachers) about the results of the Project. One of the results of the Project was the production of various teaching games. These may be found on the **Calldysc website** at: www.Calldysc.eu and **EDA NEWS** readers are invited to visit this website and try their hand at these games.

Karin Brünger
Vice-President EDA

International Conferences & Symposia

Country	Organisation & subject	Venue & Date
		<u>2009</u>
UNITED KINGDOM	British Dyslexia Association <i>Making Links: from Theory to Practice</i> 2 day event (plus optional 2 days SpID training) <u>See:</u> www.bdadyslexia.org.uk	27 - 28 February The King's Centre OXFORD
	Education Show 2009 National Exhibition Centre (NEC)	26 - 28 March BIRMINGHAM
BELGIUM	Dyslexia International Tools & Technologies World Dyslexia Forum <u>Email Contact:</u> admin@DITT-online.org	March BRUSSELS
CZECH REPUBLIC	Czech Dyslexia Association 10 th Anniversary International Conference <i>Learning Disabilities and Dyslexia: what are they and is there a link to social Development?</i> <u>Contact:</u> zposp@seznam.cz or zelinkova@mymail.cz	6 May PRAGUE
AUSTRIA	Österreichischen Gesellschaft für Sprachheil- Pädagogik <u>Contact:</u> oegs_kongress09@yahoo.de	14 - 17 October BAD ISCHL
		<u>2010</u>
BELGIUM	European Dyslexia Association 3 rd All European Dyslexia Conference <u>See:</u> www.dyslexia .	22 – 24 April BRUGES

This is the last page of EDA News of Vol.15 No.1 February 2009