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*Learning Disabilities Assessment and Intervention: New  
Challenges in Uncertain Times*

**Book of Abstracts**

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academic work and school-related adaptive skills. Implications and areas for future research are discussed.

### **A.3**

#### **P010 Implicit learning of spelling – Effectiveness of an implicit training of a consonant doubling spelling rule**

**Sophie Schneemelcher, Gunnar Bruns, Jasmin Decristan, Michael Grosche** (University of Wuppertal)

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##### Abstract

Most orthographic spelling rules are taught explicitly in school (Bredel, Fuhrhop & Noack, 2017). Research on spelling acquisition shows that many children are able to read and write before they enter school without having been exposed to explicit rules of the orthography (e.g. Bredel, Fuhrhop & Noack, 2017). Therefore, processes of implicit learning seem to play a role in the acquisition of spelling (Treiman & Kessler, 2014) and the question arises whether the acquisition could be stimulated through a specific training. We designed a digital implicit training of the doubling rule in the German orthography, which was evaluated from January to April 2022 with N = 174 second graders. First results of the effectiveness of this intervention will be presented and discussed.

### **A4**

#### **P015 Spanish children with dyslexia struggle with English as a Foreign Language**

**Paz Suárez-Coalla, Marina Vega Harwood** (University of Oviedo)

**Cristina Martínez-García** (Universitat Oberta de Catalunya)

##### Abstract

Children with dyslexia show reading and spelling problems. In addition, other language difficulties were reported: word-retrieval, short-term-memory, language sequencing, and auditory perception. Accordingly, learning a Foreign Language is a challenge for them. Our objective was to investigate some of the difficulties that Spanish children with dyslexia experiment in English. Thirty-two Spanish children (9-12 years-old) participated (16 with dyslexia). They received reading, spelling, and translation tasks, which consisted of twenty-eight English words, manipulating lexical frequency and orthographic consistency. Results proved reading and spelling difficulties, and low vocabulary compared to the control group. Children with dyslexia showed some lexical frequency effect, while the control group also shows an orthographic consistency effect, suggesting a better domain of English regularities than the dyslexia group.