

Advancing Spelling Proficiency in Bilingual Dyslexic Learners: A Polish-English Orthographic Mapping Approach

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Abstract

This study examines the challenges and strategies involved in teaching spelling to bilingual dyslexic students, specifically those learning both Polish and English. Utilizing Ehri's (Ehri, 2014) Orthographic Mapping theory, which emphasizes the role of phoneme-grapheme connections in word recognition and spelling, the research explores how bilingual dyslexic learners develop spelling skills in two linguistically distinct languages. The study identifies the unique difficulties faced by Polish-English bilingual dyslexic students, such as the inconsistent orthographies of the two languages and the cognitive load of managing dual language systems. It also investigates how structured literacy approaches can be adapted to enhance this population's orthographic mapping and spelling proficiency. The findings suggest that explicit, systematic instruction integrating phonological awareness with orthographic knowledge is essential for fostering practical spelling skills in bilingual dyslexic learners. Additionally, the research highlights the importance of tailored instructional strategies that consider these students' specific linguistic and cognitive needs, ultimately contributing to improved spelling outcomes in both Polish and English.

Keywords: bilingualism; dyslexia; spelling; orthographical mapping; phonological awareness