INTRODUCTION

Scientific objectives (SO)

The present research explores longitudinally:

SO1. The differences in phonological skills of Italian monolingual and bilingual children in the typical development of [metaphonological and reading] acquisition.

SO2. The metaphonological predictors of typical development in mono and bilinguals.

SO3. The effects of a metaphorological and a RAN intervention on the typical development of mono and bilinguals.

SO4. The effects of a RAN intervention on the atypical development of mono and bilinguals.

In the Italian shallow orthography.

METHOD

Participants:

SO1. 172 children (66 mono + 76 bilinguals born in Italy from immigrant families) attending an Italian comprehensive school (last year of kindergarten - 2nd grade).

SO2. 49 children (19 mono + 30 bilinguals), after two testing sessions at the end of kindergarten and the beginning of the 1st grade.

SO3. 36 children (12 mono + 24 bilinguals), attending a double metaphonological intervention (metaphonology and RAN) since 2nd grade.

SO4. 49 children (19 mono + 30 bilinguals), after two testing sessions at the end of kindergarten and the beginning of the 1st grade.

Materials:

SO1. Standardized Italian tests of phonological awareness (Cornoldi et al., 2009).

SO2. Word decoding scores, and reading test scores.

SO3. Word decoding scores, and reading test scores.

SO4. Word decoding scores, and reading test scores.

Procedures:

SO1. Longitudinal assessment of reading difficulties.

SO2. Longitudinal assessment of reading difficulties.

SO3. Longitudinal assessment of reading difficulties.

SO4. Longitudinal assessment of reading difficulties.

Analyses:


RESULTS

Word decoding in 2nd grade, bilinguals have comparable speed as monolinguals but make more stress errors in decoding non-paroxytone words.

Sublex decoding: similar btw. mono and bilinguals.

Text decoding: bilinguals are slower in 2nd grade and less accurate in 1st grade than bilinguals.

SO1. Differences btw. mono and bilinguals in the typical development of (metaphonological and reading)

SO2. (Metaphonological) predictors of typical development reading difficulties

SO3. KINDERGARTEN (METHAP)HONOLOGICAL PREDICTORS OF READING DIFFICULTIES

SO4. Effects of metaphorological or RAN intervention on atypical reading development

DISCUSSION

The findings suggest that the metaphonological intervention (META-1 on 1st grade) affected decoding accuracy in typically developing children, with some differences btw. mono and bilinguals.

The double RAN intervention affected text reading accuracy in 2nd grade.

The double metaphorological intervention (META-2) was successful in improving both decoding speed and text reading accuracy in typically developing children, as well as in bilingual children who received the double RAN intervention. Furthermore, the findings suggest that the double RAN intervention is more effective in improving decoding accuracy in bilingual children compared to monolinguals.

The findings also support the role of metaphonological skills in the development of reading skills, particularly in bilingual children. The metaphonological intervention (META-2) was effective in improving both decoding speed and text reading accuracy in bilingual children, indicating the importance of metaphonological skills in the development of reading skills in bilingual children.