**Dyslexia and Dyscalculia: A Question of Definition & Assessment in Practice**

1. Title

Profion o Grombil Iaith / Tests from the Belly of a Language

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1. Purpose:

A body of research testifies to the fact that bilinguals are disadvantaged in literacy tests that have been developed solely on a monolingual population. Tests to measure literacy in English take no account of the fact that dyslexia presents differently in different orthographies.

The population in Wales is educated in parallel education systems (Welsh / English) but is drawn from the same socio-economic background, being bilingual in two languages similar in phonotactics but very different in orthographic depth.

The purpose of the study was to design new literacy tests in Welsh which could be used to measure progress, identify reasons for difficulties and for examination access arrangements.

1. Method:

Eight original literacy tests were developed. Items for the tests were drawn from the National Corpus of Contemporary Welsh (Knight et al, 2020) and graded according to the unique orthographic features of Welsh.

The tests were trialled in seven schools across Wales, mostly with pupils from year 7 (11-12 years old) and with one class of year 6 pupils taking part. Six pupils were chosen by teachers from each school: three who had been identified as having literacy difficulties and three without. The means of both groups were compared on the raw scores of all tests. Data were also analysed qualitatively and from an individual, school point of view.

1. Results

Analysis showed that there was a significant difference between groups on all the new tests. The results were also analysed in terms of internal correlation between the different aspects of the assessment battery, and significant correlations were found here.

Importantly, the results highlighted that identifying literacy difficulties in Welsh is not the same as identifying literacy difficulties in English.

The implications of this study are far-reaching and should allow for the creation of language-specific tests for literacy, stemming from the core features of each individual language rather than simply translating from a ‘default English’ point of view.