

ABSTRACT

This study aimed to explore how dyslexia and SLI differ from each other in terms of their reading, oral language and other cognitive abilities. Three groups of children representing those with dyslexia (RD), language impaired (LI) and age-matched normal developing children (control), were formed from a larger sample in an ongoing longitudinal study. This study reported on measures at two points, Time 1 at age of 4 and Time 2 at age of 8, to compare how three groups differ in reading, vocabulary, phonological, morphological and visual-orthographic domains. Results suggested that deficits in phonological domain, such as RAN and syllable deletion, uniquely characterize the dyslexic group. Further study on morphological and visual-orthographic domain would be necessary to identify differentiating deficits for SLI. Longitudinal correlation analysis also revealed that RAN and syllable deletion were potential predictor of later reading development, and morphological awareness for later vocabulary development. Importance of early vocabulary knowledge in overall reading and language development was discussed.