

Cognitive Correlates of Language Performance in Tunisian Dyslexic Pupils

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INTRODUCTION & AIM

Dyslexia is a specific learning disorder affecting written language, hindering reading and spelling acquisition despite preserved intelligence and adequate schooling. This study examines the cognitive profile of Tunisian children with dyslexia by exploring associations between executive functions, intelligence, and language achievement.

METHOD

Sample: 134 Tunisian children with dyslexia (8–12 years)

Executive functions: Hayling Junior Test (inhibition), Trail Making Test (flexibility).

Working memory: WISC-V Digit Span

IQ: WISC-V

Language achievement: School grades

Analyses: Pearson correlations and ANOVAs

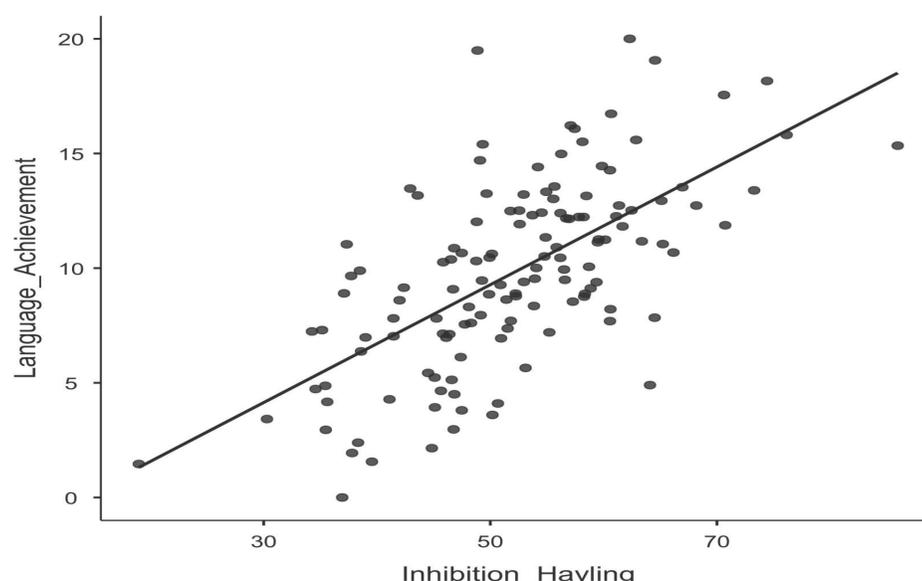
RESULTS & DISCUSSION

Language achievement was positively associated with inhibition and cognitive flexibility, and moderately with working memory. In contrast, IQ showed only a weak association, and visuospatial reasoning was not significantly related to language performance.

Age effects were observed for most executive functions, suggesting developmental improvements across childhood.

Together, these findings underscore the key role of executive functions in dyslexia, particularly in supporting language achievement beyond global intellectual functioning.

Inhibition and Language



CONCLUSION

Executive functions, particularly inhibition and flexibility, play a central role in language achievement in children with dyslexia, beyond IQ.

FUTURE WORK / REFERENCES

Future studies should examine targeted interventions to improve executive functions and their impact on academic outcomes in dyslexia.

References

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