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How learning L2 English affects reading strategies and reading-related cognitive abilities in Italian learners with and without dyslexia.

The size of the visual and phonological units that are processed while reading is modulated by the orthographic depth of a language, thereby shaping reading strategies. Among the cognitive skills that have been shown to predict reading skills, visual attention span (VAS) skills, i.e., the number of visual elements processed simultaneously within a single fixation (~200 ms) in a multi-element array – play a crucial role and are furthermore causally related to some forms of dyslexia (see Valdois, 2022). According to the Grain Size Accommodation Hypothesis (Lallier & Carreiras, 2018) *biliteracy* modulates reading skills and subskills, which are subject to cross-linguistic transfer. Orthography-specific VAS and reading-strategy modulations have been shown in early bilinguals, supporting crosslinguistic interactions in this domain. Current evidence for the Grain Size Accommodation hypothesis is however limited to *early* (biliterate) bilinguals. The studies presented in this talk test the predictions of the Grain Size Accommodation Hypothesis in sequential *late* bilinguals and investigate whether and how proficiency in an orthographically opaque non-native L2 (English) modulates the reading strategies and related cognitive skills (focus on VAS) of Italian learners of English with and without developmental dyslexia (DYS vs. TD, respectively).