

ABSTRACT (ENG)

This study investigates early predispositions of dyslexia in preschool-aged children from the Republic of Kosovo and Poland, focusing on the potential cultural and environmental influences on dyslexia. The research spans two phases, evaluating the same cohort of children at two different stages. In the first phase, 88 children aged 4 and 5 were assessed using a battery of 12 subtests designed to measure dyslexia indicators. Significant group differences were found in language skills. In comprehension, Kosovar children scored higher than Polish peers in both phases ($t(72.46) = -4.77, p < .001, d = 1.04$; $t(57.13) = -4.70, p < .001, d = 1.03$). Phase 1 phonological skills also favored Kosovar children ($t(86) = -3.91, p < .001, d = 0.84$), while differences in phase 2 were non-significant. Copying skills differed in phase 1 only ($t(86) = -2.81, p = .006, d = .60$). In storytelling tasks, Kosovar children produced significantly more words in phase 1 (Picture 1: $t(86) = -2.85, p = .005, d = 0.61$; Picture 2: $t(86) = -4.08, p < .001, d = .87$) and in phase 2 (Picture 2: $t(58.53) = -3.00, p = .004, d = .66$). Correlational analyses showed moderate associations between comprehension phase 1 and comprehension phase 2 ($r = .39, p < .001$), and with copying phase 1 ($r = .30, p < .01$). Phonological skills exhibited weak or non-significant correlations. When analyzed by country, Polish children showed a significant negative correlation between comprehension and phonological skills in phase 2 ($r = -.37, p < .05$), while Kosovar children showed a significant positive correlation between comprehension phases ($r = .35, p < .05$). Fisher's Z transformation confirmed that the difference in correlation strength between countries was statistically significant ($Z = -2.95, p = .003$). Regression analysis revealed that only comprehension at age 4–5 significantly predicted comprehension at age 6–7 ($\beta = .32, t = 2.97, p = .004; R^2_{adj} = .16$). Neither phonological nor copying skills significantly predicted outcomes in later phases ($p > .05$). These results support the hypothesis that early comprehension abilities are a reliable predictor of later language development and highlight the need for culturally sensitive early screening tools. The findings contribute valuable data for improving early intervention strategies and standardizing speech therapy diagnostics in diverse linguistic settings.

Key words: predispositions of dyslexia, dyslexia, Kosovo, Poland, speech therapy