

## **ABSTRACT**

The present study explored the influence of orthographically mixed language, English, on the acquisition of reading in Urdu, a language with shallow spelling to sound regularity. The contrasting groups of monolingual Urdu- English and bilingual Urdu children (9- 10 years) were taken. The group was comprised of 80 children randomly sampled from two primary schools of Lahore. The task was to detect homophone errors in short sentences, with errors either being homophones top target words or words matched in spelling to the homophones. It was hypothesized; the bilingual children will have less difficulty in detecting homophone errors than monolingual children. The Additional measures included was Test of short homophone sentences, Picture naming test, WISC- R (digit span test) and Ravens progressive matrices, so that group would be matched on IQ, memory and general vocabulary level. The groups were compared using Analysis of covariance, independent sample t- test and correlation analysis.