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Titolo	Reading Fluency : Current Insights from Neurocognitive Research and Intervention Studies // edited by Asaid Khateb, Irit Bar-Kochva
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Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references at the end of each chapters.
Nota di contenuto	Introduction -- Part I The Cognitive and Biological Basis of Fluency Related Processes -- The Neurobiological Basis of Reading Fluency by Tami Katzir, Joanna A. Christodoulou and Bernard Chang -- Neuroimaging Perspectives on Skilled and Impaired Reading and the Bilingual Experience by Kaja K. Jasinska, Stephen Frost, Peter Molfese, Nicole Landi, W. Einar Mencl, Jay Rueckl and Ken Pugh -- The Role of Executive Functions in the Reading Process by Tzipi Horowitz-Kraus -- Why does Prosody Accompany Fluency? Re-conceptualizing the Role of Phonology in Reading by Jane Ashby -- The Basis of Reading Fluency in First Grade of Hebrew Speaking Children by Orly Lipka Tami Katzir and Shelley Shaul -- Part II Intervention -- A Fact Retrieval Account of the Acceleration Phenomenon by Telse Nagler, Sven Lindberg, Marcus Hasselhorn -- Training Reading Skills in Finnish: From Reading Acquisition to Fluency and Comprehension by Mikko Aro and Heikki Lyyntinen -- Training Reading Fluency and Comprehension of Spanish Children with Dyslexia by Carmen L. Escibano.

The book is dedicated to the blessed memory of Prof. Zvia Breznitz, whose groundbreaking research has made a tremendous impact on the understanding of fluency in reading. The book presents a multidimensional perspective of recent research and reviews on fluency in reading. The first part presents recent brain-imaging findings from studies into the neurobiological basis of reading, as well as cognitive and language studies exploring the underlying factors of fluency in reading and its development. The second part comprises reviews of intervention studies that address reading ability, and in particular, fluency in reading. The book provides a unique multilingual perspective on reading research by including studies of readers of different orthographies and speakers of different languages. Both scientists exploring the different aspects of reading and language, and clinicians of reading intervention will find this book not only of great interest but extremely useful in its clear and in-depth presentation of current reading research.

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