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Nota di contenuto	Front matter -- Contents -- Acknowledgements -- Contributors -- 1. A Multilingual Perspective on Phonological Development and Disorders -- 2. The Need for Comparable Criteria in Multilingual Studies -- 3. English Phonology: Acquisition and Disorder -- 4. Evidence from German-Speaking Children -- 5. The Normal and Disordered Phonology of Putonghua (Modern Standard Chinese)-Speaking Children -- 6. Cantonese Phonological Development: Normal and Disordered -- 7. Phonological Development of Maltese-Speaking Children -- 8. Syllabic Constraints in the Phonological Errors of Children with Pre-lingual Hearing Loss: A Perspective from Telugu -- 9. Phonological Development and Disorders: Colloquial Egyptian Arabic -- 10. Phonological Acquisition and Disorders in Turkish -- 11. Aspects of Bilingual Phonology: The Case of Spanish-English Bilingual Children -- 12. Phonological Development and Disorder of Bilingual Children Acquiring Cantonese and English -- 13. Phonological Acquisition in

Bilingual Pakistani Heritage Children in England -- 14. Phonological Development and Disorder of Bilingual Children Acquiring Welsh and English -- 15. Phonological Acquisition by Arabic–English Bilingual Children -- 16. Phonological Development of Cantonese–Putonghua Bilingual Children -- 17. Towards Developmental Universals -- References -- Appendix -- Index

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**Sommario/riassunto**

This book critically examines the effects of language specificity on phonological acquisition and disorder through a collection of empirical studies of children learning typologically very different languages. The studies address many theoretical, clinical and methodological issues, such as: What role do developmental universals and the ambient language play in language acquisition? How should one account for the similarities and differences in the phonological development between normally and atypically developing children, between monolingual and bilingual children, and between bilingual children sharing one language? What implications do these similarities and differences have for clinical assessment and diagnosis? The book provides much-needed baseline information for clinical assessment and diagnosis.

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