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Nota di contenuto	Front matter -- Contents -- Contributors -- Preface -- Chapter 1. Characteristics of Chinese in Relation to Language Disorders -- Chapter 2. The Role of Phonological Saliency and Phonological Template in Typically and Atypically Developing Phonology: Evidence from Putonghua-speaking Children -- Chapter 3. Grammatical Characteristics of Mandarin-speaking Children with Specific Language Impairment -- Chapter 4. A Construction Account of Question Acquisition in Cantonese-speaking Children with Specific Language Impairment -- Chapter 5. Morphosyntactic Deficits in Cantonese-speaking Children with Specific Language Impairment -- Chapter 6. Assessing Cantonese-speaking Children with Language Difficulties from the Perspective of Evidence based Practice: Current Practice and Future Directions -- Chapter 7. Morphological Deficit and Dyslexia Subtypes in Chinese -- Chapter 8. Developmental Dyslexia in Chinese: Behavioral, Genetic and Neuropsychological Issues -- Chapter 9. Lexical Tones Perceived by Chinese Aphasic Subjects -- Chapter 10. Selective Grammatical Class Deficits: Implications for the

Representation of Grammatical Information in Chinese -- Chapter 11. Acquired Reading Disorders in Chinese: Implications for Models of Reading -- Chapter 12. Age of Acquisition Effects on Picture Naming in Chinese Anomia -- Chapter 13. The Effect of Semantic Integrity of Words with Preserved Lexico-phonological Representation on Verbal Recall -- Chapter 14. Cantonese Linguistic Communication Measure (CLCM): A Clinical Tool for Assessing Aphasic Narrative Production -- Chapter 15. A Semantic Treatment for Cantonese Anomic Patients: Implications for the Relationship Between Impairment and Therapy -- Chapter 16. Acquired Dyslexia in Mongolian and Chinese -- Appendix

Sommario/riassunto

Research interest in Chinese language impairments can be traced back to the 1930's. Despite the significant advances made in this research field over the past two decades, this body of work has not received the attention it deserves. This book fills a gap in the field and represents the latest research in Chinese language disorders in children and adults. The work presented in this volume addresses theoretical and clinical issues relevant to specific language impairment in children, developmental dyslexia, phonological impairment in children and adults, and acquired dyslexia and dysgraphia. The book will appeal to interdisciplinary researchers from cognitive psychology, linguistics, and neurology with interests in the Chinese language, speech-language therapists working with Chinese-speaking clients, educationists, in particular language teachers of children learning to read and write Chinese, as well as neuroscientists. It will serve as a good reference book for advanced level undergraduate courses or graduate courses in speech/language pathologies and psycholinguistics.
