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4. Prototypical errors 4.1 Hauptschule; 4.2 Realschule; 4.3 Gymnasium; 5. Conclusion; Note; APPENDIX I. Tables; APPENDIX II; Developmental Morphographemics; 0. Introduction; 1. Purpose; 2. The Experiment; 3. Discussion; 3.1 The Familiarity Hypothesis; 3.2 The Part of Speech Hypothesis; 3.3 The Morphology Hypothesis; 3.4 The Morphographemic Rule Hypothesis; 4. Conclusion; APPENDIX I. Phonology-free Morphographemic Alternations; APPENDIX II. Developmental Morphographemics (N = 13); Orthographic Complexity and Orthography Acquisition; Introduction; 1. Orthographic complexity 2. Orthographic complexity and orthography of inflection 3. Acquisition of the orthography of inflection and contraction; 4. Acquisitional stages; 5. Individual variation; 6. Developmental orthography; 7. Conclusion; APPENDIX I: Dictation Exercise; APPENDIX II: Test Words; A Psycholinguistic Model of the Bilingual Speller; Introduction; 1. The experiment; 2. The results; 3. Discussion; 4. Conclusion; APPENDIX I. False friends: Words to dictation; APPENDIX II. False friends: Test words; APPENDIX III. False friends: Control Words; APPENDIX IV. The Results; Developmental Orthography; Introduction
1. L1-English orthography

Sommario/riassunto

Philip Luelsdorff's highly original approach to the grammar of orthography is to analyse in detail how German pupils learn about written English. In this collection of essays and experiments we are presented with the rich finds of a decade of programmatic research. The context is set with an exposition of current cognitive models of reading and spelling. Cognitive psychology and psycholinguistics meet in Luelsdorff's concept of linguistic error. This concept forms the basis from which it is possible to derive the grammar that governs our largely unconscious and vast knowledge of written words.
