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Altri autori (Persone)	BrunswickNicola <1970-> De Mornay DaviesPaul <1967-> McDougallSine <1958->
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Nota di bibliografia	Includes bibliographical references and index.
Nota di contenuto	Book Cover; Title; Copyright; Contents; Figures; Tables; Editors and contributors; Acknowledgements; Foreword; Section 1: The development of reading skills in different orthographies; 1 Reading and dyslexia in different orthographies: An introduction and overview; 2 A psycholinguistic grain size view of reading acquisition across languages; 3 Phonological development from a cross-linguistic perspective; 4 Letter position encoding across deep and transparent orthographies; 5 Differences in reading ability between children attending Welsh- and English-speaking primary schools in Wales 6 Writing a language that you can't hearSection 2: Developmental dyslexia in different orthographies; 7 Unimpaired reading development and dyslexia across different languages; 8 Reading acquisition and dyslexia in Spanish; 9 Lexical reading in Italian developmental dyslexic readers; 10 Dyslexia in Chinese: Implications for connectionist models of reading; 11 Dyslexia in biscriptal readers; Section 3: Neuroimaging

studies of reading in different orthographies

12 Cross-cultural differences in unimpaired and dyslexic reading: Behavioural and functional anatomical observations in readers of regular and irregular orthographies  
13 Lexical retrieval in alphabetic and non-alphabetic scripts: Evidence from brain imaging; Glossary; Author index; Subject index

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Sommario/riassunto

This book provides a unique and accessible account of current research on reading and dyslexia in different orthographies. While most research has been conducted in English, this text presents cross-language comparisons to provide insights into universal aspects of reading development and developmental dyslexia in alphabetic and non-alphabetic languages. The book brings together contributions from a group of leading literacy researchers from around the world. It begins by examining the development of language skills in monolingual speakers of alphabetic and non-alphabetic languages;

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