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Soggetti	Language and languages - Rhythm Tempo (Phonetics) Language acquisition Literacy Psycholinguistics Electronic books.
Lingua di pubblicazione	Inglese
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Livello bibliografico	Monografia
Note generali	Description based upon print version of record.
Nota di bibliografia	Includes bibliographical references at the end of each chapters and index.
Nota di contenuto	Linguistic Rhythm and Literacy; Editorial page; Title page; LCC data; Table of contents; Introduction; Overview of chapters; Concluding Remarks; References; Section I. Prosodic Sensitivity Issues; The Contributions of Prosodic and Phonological Awareness to Reading; Introduction; Phonological awareness; Prosody and prosodic awareness; Segmental and suprasegmental phonology; Search Strategy; Included Articles; Reading Measures; Phonological awareness measures; Prosody measures; References; Suprasegmental Phonology and Early Reading Development ResultsExperiment 2: A multi-component measure of suprasegmental phonology and its relationship with IQ, phonological awareness and decoding, passage reading accuracy, and reading comprehension ; Method; Results; General discussion of Experiment 1 and 2; Methodological limitations; Conclusion; Acknowledgements; References; Which Prosodic Skills are Related to Reading Ability in

Adulthood?; Introduction; Prosody, phoneme awareness, and reading development; Prosody and skilled reading; Stress and lexical activation; Orthographic cues to stress assignment
Which prosodic skills are related to reading impairment in adulthood?
Prosody and dyslexia in adulthood: Impaired performance; Rise-time; Stress identification/discrimination; Stress-context matching; Template matching; Metalinguistic skills; Prosody and dyslexia in adulthood: Intact performance; Stress priming; Stress decoding; Stress perception; Prosody and the nature of dyslexia; Summary and future directions; References; Towards a Speech Rhythm-Based Reading Intervention; Segmental phonological awareness; The phonological deficit hypothesis; Phonic interventions
The perspective from developmental dyslexia: Some background
