1.	Record Nr.	UNINA9910483399303321
	Titolo	Handbook of Arabic Literacy : Insights and Perspectives / / edited by Elinor Saiegh-Haddad, R. Malatesha Joshi
	Pubbl/distr/stampa	Dordrecht : , : Springer Netherlands : , : Imprint : Springer, , 2014
	ISBN	94-017-8545-7
	Edizione	[1st ed. 2014.]
	Descrizione fisica	1 online resource (430 p.)
	Collana	Literacy Studies, Perspectives from Cognitive Neurosciences, Linguistics, Psychology and Education, , 2214-0018 ; ; 9
	Disciplina	492.7
	Soggetti	Literacy Oriental languages Psycholinguistics Language and languages - Study and teaching Oriental or Semitic Languages Psycholinguistics and Cognitive Lingusitics Language Education
	Lingua di pubblicazione	Inglese
	Formato	Materiale a stampa
	Livello bibliografico	Monografia
	Note generali	Description based upon print version of record.
	Nota di bibliografia	Includes bibliographical references and index.
	Nota di contenuto	Preface -- Foreword -- Introduction -- PART ONE: THE ARABIC LANGUAGE. Chapter 1: The Structure of Arabic Language and Orthography -- PART TWO: ARABIC LEXICAL REPRESENTATION AND PROCESSING. Chapter 2: Is the Arabic Mental Lexicon Morpheme-based or Stem-based? Implications for Spoken and Written Word Recognition -- Chapter 3: Word Recognition in Arabic: Approaching a Language-Specific Reading Model -- Chapter 4: Why is it Hard to Read Arabic? -- PART THREE: ARABIC READING AND SPELLING DEVELOPMENT AND DISORDERS. Chapter 5: An Epidemiological Survey of Specific Reading and Spelling Disorders in Arabic Speaking Children in Egypt -- Chapter 6: Types of Developmental Dyslexia in Arabic -- Chapter 7: Narrative Development in Arabic: Story Re-telling -- Chapter 8: Cognitive Predictors of Early Reading Ability in Arabic: A Longitudinal Study from Kindergarten to Grade 2 -- PART FOUR: ARABIC DIGLOSSIA, LANGUAGE AND LITERACY. Chapter 9: The Effect of Diglossia on Literacy in Arabic and Other Languages -- Chapter 10: Acquiring Literacy in a Diglossic

Context: Problems and Prospects -- Chapter 11: A New Look at Diglossia: Modality-Driven Distinctions between Spoken and Written Narratives in Jordanian Arabic -- Chapter 12: Literacy Acquisition and Diglossia: Textbooks in Israeli Arabic-speaking Schools -- Chapter 13: Diglossic Knowledge Development in Typically Developing Native Arabic-speaking Children and the Development of ADAT (Arabic Diglossic Knowledge and Awareness Test) -- PART FIVE: ARABIC EMERGENT LITERACY: SOCIO-CULTURAL FACTORS. Chapter 14: The Development of Young Children's Arabic Language and Literacy in the United Arab Emirates -- Chapter 15: Mother-Child Literacy Activities and Early Literacy in the Israeli Arab Family -- PART SIX: ARABIC LITERACY DEVELOPMENT IN SPECIAL POPULATIONS. Chapter 16: Environmental Contributions to Language and Literacy Outcomes in Bilingual English-Arabic Children in the U.S.A. -- Chapter 17: The Development of Grapho-phonemic Representations among Native Hebrew Speakers Learning Arabic as a Foreign Language -- Chapter 18: Braille Reading in Blind and Sighted Individuals: Educational Considerations and Experimental Evidence -- Subject Index -- Author Index.

Sommario/riassunto	This book provides a synopsis of recently published empirical research into the acquisition of reading and writing in Arabic. Its particular focus is on the interplay between the linguistic and orthographic structure of Arabic and the development of reading and writing/spelling. In addition, the book addresses the socio-cultural, political, and educational milieu in which Arabic literacy is embedded. It enables readers to appreciate both the implications of empirical research to literacy enhancement, and the challenges and limitations to the applicability of such insights in the Arabic language and literacy context. The book will advance the understanding of the full context of literacy acquisition in Arabic with the very many factors (religious, historical, linguistic, etc.) that interact, and will, hence, contribute to weakening the anglocentricity that dominates discussions of this topic.