

1. Record Nr.	UNINA9910778814303321
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Titolo	Developmental orthography // Philip A. Luelsdorff
Pubbl/distr/stampa	Amsterdam : , : John Benjamins Pub. Co., , 1991
ISBN	1-283-42398-7 9786613423986 90-272-7429-0
Descrizione fisica	1 online resource (289 pages) : illustrations, charts
Disciplina	428/.007
Soggetti	English language - Study and teaching - German speakers English language - Orthography and spelling Second language acquisition
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Nota di bibliografia	Includes bibliographical references (p. [263]-273) and indexes.
Nota di contenuto	DEVELOPMENTAL ORTHOGRAPHY; Title page; Copyright page; Acknowledgments; Table of contents; Preface; Introduction Uta Frith; English Vowel Spellings; Introduction; 1. The prior framework; 2. A hierarchical framework; 3. Orthographic constituent structure; 4. Conclusion; A Formal Approach to Error Taxonomy; Introduction; 1. Error taxonomy; 2. Structural errors; 3. Rank hierarchy; 4. Final remarks; Processing Strategies in Bilingual Spellers; Introduction; 1. Processing strategies; 1.1 Letter-naming; 1.2 Overgeneralization; 1.3 Transfer; 2. Summary and conclusion; Note Bilingual Intralinguistic Orthographic Interference; Introduction; 1. The group experiment; 2. The error framework; 3. Some conclusions; Note; The Complexity Hypothesis and Graphemic Ambiguity; 1. Introduction; 1.1 Review of the literature; 1.2 Purpose; 2. Consonant doubling in German and English; 2.1 German consonant doubling; 2.2 English consonant doubling; 3. Method; 3.1 Subjects; 3.2 Design; 3.3 Materials; 3.4 Procedure; 4. Results; 4.1 Hypothesis 1; 4.2 Hypothesis 2; 5. Discussion; 5.1 Hypothesis 1; 5.2 Hypothesis 2; 6. Conclusion; APPENDIX I; APPENDIX II The Complexity Hypothesis and Morphemic Spelling; Introduction; 1. Received developmental patterns; 2. Learning morphemic spelling; 3.

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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.
