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The Varieties of Orthographic Knowledge : II: Relationships to Phonology, Reading, and Writing. [Virginia Wise Berninger] -- This volume is the second of a two-part series dealing with the theoretical, definitional, methodological, and developmental issues involved in investigating the role of orthography in reading and ...

The role of orthography in reading and writing is not a new topic of inquiry. For example, in 1970 Venezky made a seminal contribution with *The Structure of English Orthography* in which he showed how both sequential redundancy (probable and permissible letter sequences) and rules of letter-sound correspondence contribute to orthographic structure. In 1980 Ehri introduced the concept of orthographic images, that is, the representation of written words in memory, and proposed that the image is created by an amalgamation of the word's orthographic and phonological properties. In 1981 Taylor described the evolution of orthographies in writing systems-from the earliest logographies for pictorial representation of ideas to syllabaries for phonetic representation of sounds to alphabets for phonemic representation of sounds. In 1985 Frith proposed a stage model for the role of orthographic knowledge in development of word recognition: Initially in the logographic stage a few words can be recognized on the basis of partial spelling information; in the alphabetic stage words are recognized on the basis of grapheme-phoneme correspondence; in the orthographic stage spelling units are recognized automatically without phonological mediation. For an historical overview of research on visual processing of written language spanning the earliest records of writing to the early work in experimental psychology, see Venezky (1993).

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This volume is the first of a two-part series dealing with the theoretical, definitional, methodological, and developmental issues involved in investigating the role of orthography in reading and writing. Although research on orthography has a long history in experimental psychology and neuropsychology, it was relatively neglected during the past decade when researchers turned their attention to phonological processes in literacy. However, interest

in orthography is reemerging as the research reported in this series demonstrates. Taken together, the two volumes report evidence for shared and independent genetic pathways, shared and independent electrophysiological brain activity, and shared and independent behavioral indices of orthographic and phonological processes and emphasize the similarities and differences of orthographies across languages. Volume I proposes a theoretical framework based on the multiple dimensions of orthographic knowledge for guiding future research. For basic and applied researchers and graduate students in cognitive and developmental psychology, neuropsychology, linguistics, and education.

This volume unites spelling and word recognition -- two areas that have largely remained theoretically and empirically distinct. Despite considerable advances in the investigation of processes underlying word perception and the acknowledgement of the seminal importance of lexical access in the reading and writing processes, to date the development and functioning of orthographic knowledge across both encoding and decoding contexts has rarely been explored. The book begins to fill this void by offering a coherent and unified articulation of the perceptual, linguistic, and cognitive features that characterize an individual's advancing word/orthographic knowledge, providing evidence for a common knowledge base underlying spelling in writing and word recognition in reading. From a developmental perspective, the studies and syntheses presented in this volume blend insights from psychology and language study with those from clinical and classroom observations. These insights help explain how individuals, from preschool through adolescence, develop knowledge of the orthographic system underlying word structure in English and how they apply this knowledge in actual writing and reading contexts. Implications are drawn for the assessment and teaching of spelling, vocabulary, and word analysis from primary through middle grades.

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The Oxford Handbook of Language Production provides a comprehensive, multidisciplinary review of the complex mechanisms involved in language production. It describes what we know of the computational, linguistic, cognitive, and brain bases of human language production - from how we conceive the messages we aim to convey, to how we retrieve the right (and sometimes wrong) words, how we form grammatical sentences, and how we assemble and articulate individual sounds, letters, and gestures. Contributions from leading psycholinguists, linguists, and neuroscientists offer readers a broad perspective on the latest research, highlighting key investigations into core aspects of human language processing. The Handbook is organized into three sections: speaking, written and sign languages, and how language production interfaces with the wider cognitive system, including control processes, memory, non-linguistic gestures, and the perceptual system. These chapters discuss a wide array of levels of representation, from sentences to individual words, speech sounds and articulatory gestures, extending to discourse and the broader social context of speaking. Detailed supporting chapters provide an overview of key issues in linguistic structure at each level of representation. Authoritative yet concisely written, the volume will be of interest to scholars and students working in cognitive psychology, psycholinguistics, cognitive neuroscience, computer science, audiology, and education, and related fields.

Originally published in 1982. This book charts the reading progress of ten children through their first three years at school, concentrating particularly on their problems and the ways they coped with them. The author uses these case studies to analyse the children's understanding, experience of behaviour associated with literacy, and developing knowledge of spelling in the early stages of learning to read. Her analysis of the children's difficulties and successes, against the background of their home experience, classroom activities and teachers' methods, calls in question any simplistic generalisations about the ways that background and teaching method can affect reading progress.

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