## Contents

хi

Language and reading in different modalities

10

Speech processing, its specificity and its relation to reading

Reading, the impact of its acquisition on language processes and

6

Speech and Reading: One Side to Two Coins

Reading in different orthographies

Beatrice de Gelder and José Morais

reading disorders

**List of Contributors** 

Preface

Introduction

| References                                 |  | 13   |  |  |                  |                 |
|--|--|--|--|--|------------------|-----------------|
| PART I                                     | SPEECI<br>TO REA   |  | ESSING, ITS<br>15  | SPECIFIC                               | ITY A            | ND ITS RELATION |
| Alvii<br>Wha<br>How<br>How<br>of sp<br>Wha | n M. Liber at does it may is the difference of t | man nean to say ference in ng—writin 26 blocks the | to Reading and by that speech is naturalness to ng be made to e ne natural path? | s more nature be understoexploit the m | ood?<br>nore nat |                 |
| Wha<br>Acki                                |  | nplication   | e loom especia<br>ns for a theory<br>29  |  | some?<br>29      | 28.             |

| 2.  | The Recognition of Lexical Units in Speech 33  Anne Cutler and James M. McQueen |  |  |  |  |  |
|-----|---|--|--|--|--|--|
|     | The metrical segmentation strategy 35   |  |  |  |  |  |
|     | The lexicon and segmentation 40   |  |  |  |  |  |
|     | Conclusions 46  |  |  |  |  |  |
|     | Acknowledgements 47   |  |  |  |  |  |
|     | References 47   |  |  |  |  |  |
|     | References 4/   |  |  |  |  |  |
| 3.  | On the Linguistic Module in Auditory Memory 49                                  |  |  |  |  |  |
|     | Robert G. Crowder and Aimée M. Surprenant                                       |  |  |  |  |  |
|     | Introduction 49   |  |  |  |  |  |
|     | Experiment 1 52   |  |  |  |  |  |
|     | Experiment 2 53   |  |  |  |  |  |
|     | Experiment 3 55   |  |  |  |  |  |
|     | Experiment 4 57   |  |  |  |  |  |
|     | Experiment 5 59   |  |  |  |  |  |
|     | Concluding comment 62   |  |  |  |  |  |
|     | References 62   |  |  |  |  |  |
|     | ••••••••••••••••••••••••••••••••••••••  |  |  |  |  |  |
| 4.  | Gestures, Features and Segments in Early Child Speech 65                        |  |  |  |  |  |
|     | Michael Studdert-Kennedy and Elizabeth Whitney Goodell                          |  |  |  |  |  |
|     | Introduction 65   |  |  |  |  |  |
|     | Method 72   |  |  |  |  |  |
|     | Results and discussion 73   |  |  |  |  |  |
|     | General discussion 82   |  |  |  |  |  |
|     | Summary 84  |  |  |  |  |  |
|     | Acknowledgements 85   |  |  |  |  |  |
|     | References 85   |  |  |  |  |  |
|     |   |  |  |  |  |  |
| PAI | RT II SPEECH AND READING IN DIFFERENT MODALITIES 89                             |  |  |  |  |  |
| _   | Language III I III C. CD III D. C.  |  |  |  |  |  |
| Э.  | Language by Touch: The Case of Braille Reading 91                               |  |  |  |  |  |
|     | Paul Bertelson  |  |  |  |  |  |
|     | Modes of language input 91  |  |  |  |  |  |
|     | The Braille system 92   |  |  |  |  |  |
|     | The exploration of Braille text 94  |  |  |  |  |  |
|     | Braille word recognition 99   |  |  |  |  |  |
|     | Summary 104   |  |  |  |  |  |
|     | References 106  |  |  |  |  |  |
| 6.  | Pre-lingual Deafness and Literacy: A New Look at Old Ideas 109                  |  |  |  |  |  |
|     | Ruth Campbell and Vivian Burden   |  |  |  |  |  |
|     | Introduction 109  |  |  |  |  |  |
|     | Experiment 1: Spelling 111  |  |  |  |  |  |
|     |   |  |  |  |  |  |
|     | Experiment 2: Lexical decision 113  Discussion 117                              |  |  |  |  |  |
|     | References 122  |  |  |  |  |  |
|     | Releigieus 122  |  |  |  |  |  |
|     |   |  |  |  |  |  |

7. Memory Deficits for Heard and Lip-read Speech in Young and Adult Poor Readers 125

Beatrice de Gelder and Jean Vroomen

Introduction 125

Experiment 1 129

Experiment 2 132

General discussion 133

Acknowledgements 137

References 138

## PART III READING IN DIFFERENT ORTHOGRAPHIES 141

8. Cognitive Processes in Writing Chinese Characters: Basic Issues and Some

Preliminary Data 143

Sam-Po Law and Alfonso Caramazza

Introduction 143

Characteristics of Chinese script and their roles in processing 144

A dysgraphia and dyslexia battery in Cantonese Chinese . 165

Preliminary data 173

Conclusion 188

Acknowledgements 189

References 189

9. Phonological Processes in Serbo-Croatian and English 191

Georgije Lukatela and M. T. Turvey

Introduction 191

The phonological ambiguity effect in Serbo-Croatian 192

Pseudohomophonic associative priming in English 195

Similar processing of English words and their pseudohomophonic

counterparts 197

Backward and forward priming by phonology in English and

Serbo-Croatian 201

Summary 202

Acknowledgements 203

References 204

10. Nonsemantic Reading in Kanji and English: Universal and Language-specific

Features 207

Sumiko Sasanuma and Karalyn Patterson

Introduction 207

Background 207

Nonsemantic reading in Kanji 209

Nonsemantic reading in English 213

Discussion 218

Acknowledgements 223

References 224

11. Learning to Be a Conspirator: A Tale of Becoming a Good

243

Chinese Reader 227

Ovid J.L. Tzeng, Zhong Hui Lin, Daisy L. Hung, and Wei Ling Lee

Introduction 227

The nature of Chinese orthography 228

The role of Chinese orthography in character naming 229

The experiment 231

Method 233

Results 236

Discussion 240 Acknowledgements

References 243

Appendix 245

## PART IV READING ACQUISTION AND ITS IMPACT ON LANGUAGE PROCESSES 247

Phonological and Grammatical Skills in Learning to Read Peter Bryant

Two possible factors in learning to read Children's phonological awareness 250

Grammatical skills and reading 255

Conclusion 263 References 264

13. The Impact of Learning to Read on the Functional Anatomy of

Language Processing 267

Thomas H. Carr and Michael I. Posner

Introduction 267

Methods of brain imaging 268

The "standard view" of the functional anatomy of language processing 270

249

New insights into the functional anatomy of reading 274

Extending functional-anatomical analysis to development 291

Summary 293

Acknowledgments 294

References 294

14. Literacy and Linguistic Awareness 303

Pratibha Karanth, Asha Kudva, and Aparna Vijayan

Introduction 303

Method 306

Results 307

References 315

15. The Consequences of Phonemic Awareness 317

José Morais and Régine Kolinsky
Introduction 317
Phonemic awareness is a crucial factor of success in alphabetic literacy acquisition 320
The effects of phonemic awareness on speech recognition abilities 328
Acknowledgements 334
References 334

 Mechanisms of Word-retrieval: Neuropsychological Investigations of Patients with Parkinson's Disease 339

J.M. Gurd and J.C. Marshall

Introduction 339

Word-retrieval deficits in Parkinson's disease patients 339

Verbal fluency and word search in Parkinson's disease patients 344

Verbal task alternation in Parkinson's disease patients: 1
Verbal task alternation in Parkinson's disease patients: 2

344

Double dissociations 348

Conclusion 348 References 350

Author Index 353

Subject Index 363