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in their new book finn egil tønnessen and per henning uppstad provide a set of theoretical and philosophical reflections on research in reading and dyslexia it is a pleasure to welcome this book which reflects the many contributions made by researchers at the national centre for reading education and research in stavanger norway professor usha goswami university of cambridge careful reflection on the concepts and methods used is a prerequisite for further development in any field of research the authors think cognitive psychology has become too dominant in reading and dyslexia research arguing that it should be combined with behaviourism and connectionism in part by focusing on the concept of skill the key components of a skill are claimed to be automaticity awareness and shifts between them reading is defined as an interpretative skill which should be viewed from the perspective of hermeneutics the authors use these fundamental analyses and definitions to shed new light on the balanced approach to reading instruction reading fluency and other key concepts the book also deals with problems in the definition of dyslexia and proposes a method to arrive at clear and fruitful definitions it concludes with a chapter trying to answer the question of in what sense or to what extent it can be claimed that reading and dyslexia research has made progress the book mainly builds on articles published over the past 25 years by professor finn egil tønnessen at the national centre for reading education and research stavanger norway

reflects a wide range of issues regarding children s literacy problems mainly at the primary school level the purposes of the book are twofold in part 1 to identify some challenges in the field of literacy and in part 2 to give an account of

this accessible text brings together research on word reading and comprehension development which are often treated separately and provides a comprehensive and detailed introductory text to reading development and difficulties key features include an introduction to the important issues in reading research and the skills involved in reading words and understanding text from the point of view of both a beginner and a skilled reader a

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consideration of the similarities and differences between written and spoken language and the advantages and disadvantages of different methodological approaches an examination of how failures in reading comprehension skills can create difficulties and disorders a consideration of the implications of this research for the teaching of reading and the diagnosis and treatment of reading difficulties this text will be useful to many different groups of readers not only researchers and students in psychology but also those who work in more applied settings such as students in education and speech and language therapy who may have a limited background knowledge of the psychology of reading

legal writing guides students comprehensively through this vital legal skill and addresses a range of assessment methods from exam questions to final essays and problem answers it considers how to deconstruct essay and problem questions and how to conduct and apply legal research to answer set questions lisa webley explains how to reference others work clearly and correctly making this book a useful tool for students concerned about issues of plagiarism it also focuses on how to develop critical thinking and communicate legal arguments with both good and bad examples of written work considered and discussed in the text legal writing is particularly useful for undergraduate students especially at the beginning of degree studies and for gdl and cpe students too this fully revised fourth edition includes guidance on the avoidance of plagiarism including examples of poor practice and best practice worked examples throughout the text including guidance on deciphering essay questions in exams and coursework clearly written and easy to use legal writing enables students to fully engage with essay and exam writing as a vital foundation to their undergraduate degree

this book constitutes the refereed proceedings of the 12th international conference and school of network science netsci x 2016 held in wroclaw poland in january 2016 the 12 full and 6 short papers were carefully reviewed and selected from 59 submissions the papers deal with the study of network models in domains ranging from biology and physics to computer science from financial markets to cultural integration and from social media to infectious diseases

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