BASIC FUNCTIONS OF LANGUAGE, READING AND READING DISABILITY
The purpose of the Neuropsychology and Cognition series is to bring out volumes that promote understanding in topics relating brain and behavior. It is intended for use by both clinicians and research scientists in the fields of neuropsychology, cognitive psychology, psycholinguistics, speech and hearing, as well as education. Examples of topics to be covered in this series would relate to memory, language acquisition and breakdown, reading, attention, developing and aging brain. By addressing the theoretical, empirical, and applied aspects of brain-behavior relationships, this series will try to present the information in the files of neuropsychology and cognition in a coherent manner.

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BASIC FUNCTIONS OF LANGUAGE, READING AND READING DISABILITY

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The present book contains selected contributions from the international conference "Basic Mechanisms of Language and Language Disorders". This conference was held in Leipzig in September 1999, and was organized by the Department of Psychology at the University of Leipzig in collaboration with the Max-Planck-Institute of Cognitive Neuroscience, and the Max-Planck-Institute for Evolutionary Anthropology. It was held to commemorate the 120th anniversary of the foundation of the world's first institute of experimental psychology by Wilhelm Wundt in Leipzig.

This edition examines new results from different fields of psychology and neuropsychology of language, reading, and reading disability. The presented book focuses on the following main topics:

- **BASIC FUNCTIONS OF LANGUAGE ACQUISITION AND LANGUAGE COMPREHENSION**
- **BASIC FUNCTIONS OF READING**
- **BASIC FUNCTIONS OF READING DISABILITY**

The title "Basic Functions of Language, Reading and Reading disability" expresses the interdisciplinary character of the book. It aims not only at bringing together different theoretical approaches, but also at connecting these approaches with applied work. Since it is necessary to understand basic functions of language and reading in order to understand reading disability, the present book strives to foster a scientific exchange, and to promote the emergence of synergy effects between the different fields.

The editors wish to warmly thank Katja Brendler from the University of Leipzig for the strenuous task of formatting the chapters, as well as for her organizational help in editing this volume. Many thanks are also owed to the anonymous reviewers committed by Kluwer Academic Publishers for their constructive remarks to the chapters.

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