

APPENDIX B

NONWORD LISTS

Practice set

gede gead
noof nufe
norn nean
taze tails
zoal zole

mave marve
trake trunk
plone ploan
blawed blosed
krewled kruled

Set 1

awd ald
bue bew
eaf eeph
cobe roib
deas dest
fote foat
jewp jupe
nime nyme
rabe ralb
rame raim
tawm tirm
vose vols
wyke whike
creab trelb
plafe plarf
stirp sturp
quead kweed
gright gritz
squate squart
thrude threwd

Set 2

ky kye
gor gam
afe aiph
bife bafe
caum kawm
coim koym
feks brev
keem kelm
lawk lonk
sawp sorp
surn sarn
voam vore
wame waim
fyde prode
flain flank
hiled hyled
stape stawp
trelf trelps
parsy parsie
tround trowned

Set 3

awd aud
bue bem
eaf enph
cobe koab
deas dese
fote foit
jewp jope
nime nume
rabe raib
rame rasm
tawm torm
vose voas
wyke warke
creab kreeb
phafe plaif
stirp starp
quead slerd
gright grite
squate squait
thrude threld

Set 4

ky kyl
gor gaw
afe alch
bife byfe
caum baim
coim porm
feks phex
keem keam
lawk lork
sawp solp
surn sern
voam vome
wame walm
fyde phide
flain flang
hiled huled
stape staip
trelf trelph
parsy parsel
tround trosnid

APPENDIX C

AUDITORY INTERFERENCE STIMULI

Level IV approximation to English

then the shutter came and decided to keep the dog because he was sweet he the old man said vitamins are good is a nonsense to some people who believe that ice-hockey is dangerous can be used to iron a crumpled shirt please next week I need to finish the research I started will have to finish soon otherwise we will have roast-beef for supper it is easy to read generally have a theme when the seasons change and life goes hand in hand with depression I feel sad to the disappointment of losing my book in the library can read that students are politically active especially in small groups seeing is not believing when told what you liked about that most was each of us has a boat in the sea in France is wonderful to go waterskiing on the blue water the sun the trees ha! how did you manage to do that so quickly after he had bathed he said the hot plate to Mrs J. so that I may buy myself anything I want I always get from winter school must study techniques teaching after finishing school is to have fun is very exciting and boring lessons are not very easy to eat something which has goodness is healthy and pure is a child who is naughty and cheeky in class should be rewarded at once with diamonds to the ball on a long plank until you manage to tidy your room on certain days to the ice-rink to skate during tea and drink we went to the stables to saddle the white mare after which we chased each

APPENDIX C

Level I approximation to English - words drawn at random from Kučera and Francis' (1967) word lists (frequency number 8)

scraped	teamsters
authenticity	unnatural
expose	creed
respondent	staffs
worthwhile	coldly
post-war	pitchers
engagements	descended
spirited	frantically
witches	devise
mating	trader
observes	super-set
pilots	dismal
phonemic	releases
wreath	scout
umbrella	implementation
liberties	indicator
traveller	upside
smoking	muttering
divorced	ionid
court's	over
telegram	fitness
coping	sensing
staircase	foe
sprung	recreational
one-shot	pills
boldy	hurricane
withdraw	brethren
petitions	detectable
financially	liberated
shotgun	choir
newt	encounters
oval	follow-up
deeds	perpetual
mingled	knuckles
ultrasonic	immediacy
spiral	unitarian
impassioned	momentous
revival	haunting
scholarly	urbanization
equate	freshman
outgo ;	flair
ensure	relates
hypothetical	alibi
engaging	chooses
rigidly	precarious
erotic	cushion
anti-communist	populations
seriousness	bruises

shoved
repel
claimant
heed
essays
manoeuvres
referrals
thief
accompany
midway
trailed
inviting
contests
automotive
decreased
weaker
honouring
dominion
capillary
establishments
potentialities
collector
observes
insistent
rot
bounce
drawer
headlights
archbishop
hearings
relish
contracted
profoundly
outsiders
miracles
borne
humidity
slips
undergo
dispatch
heretofore
offensive
parliamentary
practised
ballroom
knelt
rusty
sophistication
infection
boom
creeping
canvases
importantly
nostalgia
efficiently

actives
unconcerned
featured
boycott
nutrition
flashlight
reversed
bottoms
bomber
qualification
micrometeorite
banner
install
inclination
sucking
peaks
exaggerate
undermine
nominated
shrewd
colts
overboard
impartial
preach
saloons
two-storey
compost
boldly
celestial
withholding
sentenced
microscopic
reciprocal
peer
outsiders
inviting
rousing
absurdity
tactual
preached
bloat
focal
cardinals
jammed
cleaners
contented
interpreter
outsiders
embarrassed
toll-road
withdraw
ragged
glue
frail
honouring

weeping
superstition
speculative
analyzing
festivities
vines
rite
delegate
midway
faulty
lotion
logs
revive
extended
traps
southerner
perilous
dystopias
tactical
pumping
forceful
aperture
clamped
pillow
discontent
capillary
lower-class
foreseen
bluff
taut
mouths
exceedingly
reservation
predictable
irrestible
iodide
notify
engaging
exceptionally
accidents
wiry
baked
sailors

strains
reminder
deaths
warmly
barrels
bias
thyroxine
years
utilizing
pilots
wreck
lieutenant
wonders
heed
salaries
discernible
neutralist
distaste
merchandizing
wreath
stool
subdued
super
assumes
tangle
usable
agrarian
equivalents
sherry
middle-aged
planking
feeble
propagation
raged
emptied
civilizational
frowned
dependable
complaints
abolish
wardrobe
astomishing

APPENDIX D

MAGNITUDE JUDGMENT TASK

Instructions

Now we will do a cardsorting task. (Place pile of cards in front of the subject). On each of these cards there are two numbers - one on the left and one on the right. If the bigger number (bigger in magnitude not physical size e.g. 52 is bigger than 49) is on the righthand/lefthand side of the card, place the card face upwards on your right/left. You may use either hand or both to do the sorting. Please work as quickly and accurately as possible. The top card is blank, so don't wonder why there are no numbers on it when you turn it over. You may put this card where you wish. I will nod my head when you are to begin sorting.

PROSE INPUT condition - Please put on the headphones and signal to me when you hear the noise coming through them. Watch me for the signal to begin sorting.

NO INPUT condition - Please put on the headphones and watch me for the signal to begin - there will be no noise coming through the headphones.

ARTICULATORY SUPPRESSION condition - Please start saying "bla bla bla" over and over, and continue saying "bla" throughout the task. Watch me for the signal to begin. (Allow the subject to say "bla" for approximately 1 - 2 minutes before giving the signal to begin).

NO SUPPRESSION condition - READY? ...(nod head).

We will now do the same thing with this pile of cards. (Present the alternate set of cards, with the appropriate alternate interference condition instructions. Repeat until all four trials have been completed).

REFERENCES

- Allport, A. Word recognition in reading. In P.A. Kolars, M.E. Wrolstad, & H. Bouma (Eds). Processing of visible language. N.Y.: Plenum Press, 1979.
- Baddeley, A.D. The trouble with levels: A reexamination of Craik and Lockheart's framework for memory research. Psychological Review, 1978, 85, 139-152.
- Baddeley, A.D. Working memory and reading. In P.A. Kolars, M.E. Wrolstad, & H. Bouma (Eds). Processing of visible language. N.Y.: Plenum Press, 1979.
- Baddeley, A.D., & Hitch, G.T. Working memory. In G.A. Bower (Ed.). The psychology of learning and motivation (Vol. 8). N.Y.: Academic Press, 1974, 47-89.
- Baddeley, A.D., Eldridge, M., & Lewis, V. The role of subvocalization in reading. Quarterly Journal of Experimental Psychology, 1981, 33A, 439-454.
- Baron, J. Phonemic stage not necessary for reading. Quarterly Journal of Experimental Psychology, 1973, 25, 241-246.
- Baron, J. What we might know about orthographic rules. In S. Dornic (Ed). Attention and Performance VI. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1977.
- Baron, J. Orthographic and word-specific mechanisms in children's reading of words. Child Development, 1979, 50, 60-72.
- Barron, R.W. Reading skill and reading strategies. In A.M. Lesgold, & C.A. Perfetti (Eds). Interactive processes in reading. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1981.
- Barron, R.W. Reading skill and phonological coding in lexical access. In M.M. Gruneberg, P.E. Morris, & R.N. Sykes (Eds). Practical aspects of memory. London: Academic Press, 1978.
- Barron, R.W., & Baron, J. How children get meaning from printed words. Child Development, 1977, 48, 587-594.
- Besner, D., & Coltheart, M. Ideographic and alphabetic processing in skilled reading of English. Neuropsychologia, 1979, 17, 467-472.
- Besner, D., & Davelaar, E. Basic processes in reading: Two phonological codes. Canadian Journal of Psychology, 1982, 36(4), 701-711.
- Besner, D., Davies, J., & Daniels, S. Reading for meaning: the effects of concurrent articulation. Quarterly Journal of Experimental Psychology, 1981, 33A, 415-437.

Boder, E. Developmental dyslexia: prevailing diagnostic concepts and a new diagnostic approach. In: H.R. Myklebust (Ed.). Progress in learning disabilities (Vol. IV). N.Y.: Grune and Stratton, 1971.

Boder, E., & Jarrico, S. The Boder test of reading - spelling patterns. (A diagnostic screening test for subtypes of reading disability). N.Y.: Grune and Stratton, 1982.

Bower, T.G.R. Reading by eye. In H. Levin, & J.P. Williams (Eds). Basic studies on reading. N.Y.: Basic Books, Inc., 1970.

Bradley, L., & Bryant, P.E. Categorizing sounds and learning to read - a causal explanation. Nature, (Feb.) 1983, 301, 419-421.

Broadbent, D.E. Perception and communication. London: Pergamon Press, 1958.

Bruton, A.L. A review of reading comprehension research reported in journals from 1900 through 1975. Dissertation Abstracts International, 1977-1978, 38A, 3903.

Clarke, R., & Morton, J. Cross modality facilitation in tachistoscopic word recognition. Quarterly Journal of Experimental Psychology, 1983, 35A, 79-96.

Cohen, G., & Freeman, R. Individual differences in reading strategies in relation to cerebral asymmetry. In J. Requin (Ed.). Attention and Performance VII. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1978.

Colle, H.A. Masking of auditory imagery in short-term memory. Paper presented at the meeting of the American Psychological Association, Toronto, Canada, August, 1978.

Colle, H.A. Auditory encoding in visual short-term recall: Effects of noise intensity and spatial location. Journal of Verbal Learning and Verbal Behaviour, 1980, 19, 722-735.

Colle, H.A., & Welsh, A. Acoustic masking in primary memory. Journal of Verbal Learning and Verbal Behaviour, 1976, 15, 17-32.

Coltheart, M. Lexical access in simple reading tasks. In G. Underwood (Ed.). Strategies of Information Processing. London: Academic Press, 1978.

Coltheart, M. Reading, phonological recoding, and deep dyslexia. In M. Coltheart, K. Patterson, & J.C. Marshall (Eds). Deep dyslexia. London: Routledge and Kegan Paul, 1980 (b).

Coltheart, M., Davelaar, E., Jonasson, J.T., & Besner, D. Access to the internal lexicon. In S. Dornic (Ed.). Attention and Performance VI. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1977.

Conrad, R. Speech and reading. In J.F. Kavanagh, & I.G. Mattingly (Eds). Language by ear and by eye. Cambridge, Mass.: M.I.T. Press, 1972.

Craik, F.I.M. Depth of processing in recall and recognition. In S. Dornic (Ed.). Attention and Performance VI. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1977.

Craik, F.I.M., & Levy, B.A. Semantic and acoustic information in primary memory. Journal of Experimental Psychology, 1970, 86, 77-82.

Craik, F.I.M., & Lockheart, R.S. Levels of processing: A framework for memory research. Journal of Verbal Learning and Verbal Behaviour, 1972, 11, 671-684.

Crowder, R.G. Audition and speech coding in short-term memory: a tutorial review. In J. Requin (Ed.). Attention and Performance VII. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1978.

Curtis, M.E. Development of components of reading skill. Journal of Educational Psychology, 1980, 72(5), 656-669.

Davelaar, E., Coltheart, M., Besner, D., & Jonasson, J.T. Phonological recoding and lexical access. Memory and Cognition, 1978, 6(4), 391-402.

Dimond, S.J. The double brain. Edinburgh: Churchill Livingstone, 1980.

Doctor, E.A. Studies on reading comprehension in children and adults. Unpublished doctoral dissertation. Birkbeck College, University of London, 1978.

Doctor, E.A. Considering reading cognitively: A review. South African Journal of Psychology, 1981, 11(2), 55-66.

Doctor, E.A., & Coltheart, M. Children's use of phonological encoding when reading for meaning. Memory and Cognition, 1980, 8(3), 195-200.

Duncan, J. The demonstration of capacity limitation. Cognitive Psychology, 1980, 12(1), 75-95.

Edfeldt, A.W. Silent speech and silent reading. Chicago: University of Chicago Press, 1960.

Edwards, A.L. Experimental design in psychological research (3rd Edition). N.Y.: Holt, Rinehart, & Winston, Inc., 1968.

Eisler, H. Attention to visually and auditorily presented durations. In S. Dornic (Ed.). Attention and Performance VI. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1977.

Forster, K.I., & Chambers, S.M. Lexical access and naming time. Journal of Verbal Learning and Verbal Behaviour, 1973, 12, 627-635.

Franklin, J.L. The effects of rock music on the reading comprehension of eighth-grade students. Dissertation Abstracts International, 1976, 37(A), 7597.

Frith, U. Reading by eye and writing by ear. In P.A. Kollers, M.E. Wrolstad, & H. Bouma (Eds). Processing of visible language. N.Y.: Plenum Press, 1979.

Funnell, E. Phonological processes in reading: New evidence from acquired dyslexia. British Journal of Psychology, 1983, 74, 159-180.

Gardiner, J.M., & Gregg, V.H. When auditory memory is not overwritten. Journal of Verbal Learning and Verbal Behaviour, 1979, 18, 705-719.

Geffen, G., Bradshaw, J.L., & Nettleton, N.C. Attention and hemispheric differences in reaction time during simultaneous audio-visual tasks. Quarterly Journal of Experimental Psychology, 1973, 25, 404-412.

Geschwind, N. Disconnexion syndromes in animals and man. Brain, 1965, 88, 235-294.

Geschwind, N. Selected Papers on language and the brain. (Boston Studies in the philosophy of science - Vol. XVI. S. Cohen and M.W. Wartofsky (Eds)). Dordrecht: D. Reidel Publishing Company, 1974.

Geschwind, N. Specializations of the human brain. Scientific American, 1979 (Sept.), 241, 158-168.

Glushko, R.J. The organization and activation of orthographic knowledge in reading aloud. Journal of Experimental Psychology: Human Perception and Performance, 1979, 5(4), 674-691.

Gordimer, N. Julv's People. Johannesburg: Ravan Press, 1981.

Gross, K., & Rothenberg, S. Developmental dyslexia: Research methods and inferences. Science, 1979, 203, 1364-1365.

Haber, L., & Haber, R.N. Does silent reading involve articulation? Evidence from tongue twisters. American Journal of Psychology, 1982, 95(3), 409-419.

Hardyck, C.D., & Petrinovich, L.F. Subvocal speech and comprehension level as a function of the difficulty level of the reading material. Journal of Verbal Learning and Verbal Behaviour, 1970, 9, 647-652.

Hardyck, C.D., & Petrinovich, L.F. Left-handedness.

Psychological Bulletin, 1977, 84(3), 385-404.

Heilman, K.M., Rothi, L. Campanella, D., & Wolfson, S. Wernicke's and global aphasia without alexia. Arch Neurol, March 1979, 36, 129-133.

Hellige, J.B., Cox, P.J., & Litvac, L. Information processing in the cerebral hemispheres: selective hemispheric activation and capacity limitations. Journal of Experimental Psychology: General, 1979, 108(2), 251-279.

Higgins, A.T. A developmental study of the effects of extraneous stimulation on task performance. Dissertation Abstracts International, 1978, 38(12-B), 6194-5.

Hintzman, D.L. Classification and aural coding in short-term memory. Psychonomic Science, 1965, 3, 161-162.

Hochberg, J., & Brooks, V. Reading as an intentional behaviour. In H. Singer, & R.B. Ruddell (Eds). Theoretical models and processes of reading (2nd Edition). Newark, Delaware: International Reading Assoc., 1976.

Horn, G. Physiological and psychological aspects of selective perception. In D.S. Lehrman, R.A. Hinde, & E. Shaw (Eds). Advances in the study of behaviour - Vol.I. N.Y.: Academic Press, 1965.

Huck, S.W., & McLean, R.A. Using a repeated measures ANOVA to analyze the data from a pretest-posttest design: a potentially confusing task. Psychological Bulletin, 1975, 82(4), 511-518.

Huey, E.B. The psychology and pedagogy of reading. Cambridge, Mass.: M.I.T. Press, 1968. (Originally published, 1908).

Hulme, G. Reading retardation and multisensory teaching. London: Routledge and Kegan Paul, 1981.

Hulme, G., & Ryder Richardson, J. The effects of articulatory suppression on reading ideographic and alphabetic numbers. Quarterly Journal of Experimental Psychology, 1981, 33A, 121-132.

Johns, J.L. Advanced Reading Inventory - Grade Seven through College. Dubuque, Iowa: Wm. C. Brown Company Publishers, 1981.

Jorm, A.F. The cognitive and neurological basis of developmental dyslexia: a theoretical framework and review. Cognition, 1979, 7, 19-33.

Kimura, D. Left-right differences in the perception of melodies. Quarterly Journal of Experimental Psychology, 1961, 16, 315-318.

Kinsbourne, M. The cerebral basis of lateral asymmetries in attention. Acta Psychologica, 1970, 33, 193-201.

Kinsbourne, M. Hemispheric specialization and the growth of human understanding. American Psychologist, 1982, 37(4), 411-420.

Kinsbourne, M., & Hicks, R.E. Functional cerebral space: a model for overflow, transfer and interference effects in human performance: a tutorial review. In J. Requin (Ed.). Attention and Performance VII. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1978 (a).

Kinsbourne, M., & Hicks, R.E. Mapping cerebral functional space: competition and collaboration in human performance. In M. Kinsbourne (Ed.). Asymmetrical Function of the brain. Cambridge: Cambridge University Press, 1978 (b).

Klatzky, R.L. Human Memory - structures and processes (2nd Edition). San Francisco: W.H. Freeman and Co., 1980.

Kleiman, G.M. Speech recoding in reading. Journal of Verbal Learning and Verbal Behaviour, 1975, 14, 323-339.

Kolers, P.A. Three stages of reading. In H. Levin, & J.P. Williams (Eds). Basic studies on reading. N.Y.: Basic Books, Inc., 1970.

Kučera, H., & Francis, N.W. Computational analyses of present-day American English. Providence, Rhode Island: Brown Univ. Press, 1967.

LaBerge, D., & Samuels, S.J. Toward a theory of automatic information processing in reading. Cognitive Psychology, 1974, 6, 293-323.

Lansman, M. an attentional approach to individual differences in immediate memory. Dissertation Abstracts International, 1978, 39(5-B), 2542-3.

Levy, B.A. Vocalization and suppression effects in sentence memory. Journal of Verbal Learning and Verbal Behaviour, 1975, 14, 304-316.

Liberman, I.Y., Shankweiler, D., Liberman, A.M., Fowler, C., & Fischer, F.W. Phonetic segmentation and recoding in the beginning reader. In A.S. Reber, & D.L. Scarborough (Eds). Towards a psychology of reading. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1977.

Luria, A.R. The Working Brain. Harmondsworth, Middlesex: Penguin Books, Ltd., 1973.

Luria, A.R. The functional organization of the brain. Scientific American, 1979 (Sept.), 241, 66-78.

Marsh, G., Desberg, P., & Cooper, J. Developmental changes in strategies for pronouncing nonwords. Paper presented at the

meeting of the Psychonomic Society, Denver, 1975.

Marshall, J.C. Neuropsychological aspects of orthographic representation. In R.J. Wales, & E. Walker (Eds). New approaches to language mechanisms. N.Y.: North-Holland Publishing Co., 1976.

Marshall, J.C., & Newcombe, F. Patterns of paralexia: A psycholinguistic approach. Journal of Psycholinguistic Research, 1973, 2, 175-199.

Martin, M. Hemispheric asymmetries for physical and semantic selection of visually presented words. Neuropsychologia, 1978(a), 16, 717-724.

Martin, M. Speech recoding in silent reading. Memory and Cognition, 1978(b), 6(2), 108-114.

Martin, M. Attention to words in different modalities: four-channel presentation with physical and semantic selection. Acta Psychologica, 1980, 44, 99-115.

Massaro, D.W. Reading and listening. In P.A. Kollers, M.E. Wrolstad, & H. Bouma (Eds). Processing of visible language. N.Y.: Plenum Press, 1979.

McCusker, L.X., Hillinger, M.L., & Bias, R.G. Phonological recoding and reading. Psychological Bulletin, 1981, 89(2), 217-245.

McNicol, D. A Primer of signal detection theory. London: George Allen & Unwin, Ltd., 1972.

Meyer, D.E., & Ruddy, M.G. Lexical-memory retrieval based on graphemic and phonemic representations of printed words. Paper presented at the meeting of the Psychonomic Society, St. Louis, Missouri, 1973.

Meyer, D.E., Schvaneveldt, R.W., & Ruddy, M.G. Functions of graphemic and phonemic codes in visual word-recognition. Memory and Cognition, 1974, 2, 309-321.

Millar, S. Studies of the deaf and the blind. In A. Burton (Ed.). The pathology and psychology of cognition. London: Methuen, 1982.

Miller, G.A., & Selfridge, J.A. Verbal context and the recall of meaningful material. American Journal of Psychology, 1950, 63, 176-185.

Mitterer, J.O. There are at least two kinds of poor readers: whole-word poor readers and recoding poor readers. Canadian Journal of Psychology, 1982, 36(3), 445-461.

Morton, J. Grammar and computation. In J.C. Catford (Ed.).

Studies in language and language behaviour. C.R.L.L.B. Progress Report No.VI, Univ. of Michigan, 1968.

Morton, J. Interaction of information in word recognition. Psychological Review, 1969, 76(2), 165-178.

Morton, J. Facilitation in word recognition: Experiments causing change in the logogen model. In P.A. Kolars, M.W. Wrolstad, & H. Bouma (Eds). Processing of visible language. N.Y.: Plenum Press, 1979(a).

Morton, J. Some experiments on facilitation in word and picture recognition and their relevance for the evolution of a theoretical position. In P.Kolars, M. Wrolstad, & H. Bouma (Eds). Processing of visible language. N.Y.: Plenum Press, 1979(b).

Morton, J. Word recognition. In J.Morton, & J.C. Marshall (Eds). Psycholinguistics Series - Vol.2. London: Paul Elek, 1979(c).

Morton, J., & Patterson, K. A new attempt at an interpretation, or an attempt at a new interpretation. In M. Coltheart, K. Patterson, & J.C. Marshall (Eds). Deep Dyslexia. London: Routledge and Kegan Paul, 1980.

Mowbray, G.H. Simultaneous vision and audition: the comprehension of prose passages with varying levels of difficulty. Journal of Experimental Psychology, 1953, 46(5), 365-372.

Murray, D.J. The effect of white noise upon the recall of vocalized lists. Canadian Journal of Psychology, 1965, 78, 679-684.

Naylor, H. Reading disability and lateral asymmetry: an information-processing analysis. Psychological Bulletin, 1980, 87(3), 531-545.

Neisser, U. Cognitive Psychology. N.Y.: Appleton-Century-Crofts, 1967.

Norman, D.A. Memory and Attention. N.Y.: John Wiley and Sons, Inc., 1969.

Ogden, W.C., Martin, D.W., & Paap, K.R. Processing demands of encoding: what does secondary task performance reflect? Journal of Experimental Psychology: Human Perception and Performance, 1980, 8(2), 355-367.

Parkin, A.J. Phonological recoding in lexical decision: effects of spelling-to-sound regularity depend on how regularity is defined. Memory and Cognition, 1982, 10(1), 43-53.

Pelham, W.E. Selective attention deficits in poor readers?

Dichotic listening, speeded classification, and auditory and visual central and incidental learning tasks. Child Development, 1979, 50, 1050-1061.

Petrauskas, R. The identification of subtypes of reading retardates: a neuropsychological, multivariate approach. Dissertation Abstracts International, 1978, 39(B), 2545.

Picton, T.W., Campbell, K.B., Baribeau-Braun, J., & Proulx, G.B. The neurophysiology of human attention: a tutorial review. In J. Requin (Ed.). Attention and Performance VII. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1978.

Proctor, R.W. Attention and modality-specific interference in visual short-term memory. Journal of Experimental Psychology: Human Learning and Memory, 1978, 4(3), 239-245.

Proctor, R.W., & Fagnani, C.A. Effects of distractor-stimulus modality in the Brown-Peterson distractor task. Journal of Experimental Psychology: Human Learning and Memory, 1978, 4(6), 676-684.

Rubinstein, H., Lewis, S.S., & Rubenstein, M.A. Evidence for phonemic recoding in visual word recognition. Journal of Verbal Learning and Verbal Behaviour, 1971, 10, 645-657.

Sabat, S.R. Selective attention, cortical evoked responses, and brain function in human subjects: a critical review and theory. Biological Psychology, 1978, 7, 175-201.

Sachs, L.J. Disruption of selective attention by "unattended" words from a previous task. Dissertation Abstracts International, 1977 (Nov.), 38(5-B), 2406.

Saffran, E.M. Reading in deep dyslexia is not ideographic. Neuropsychologia, 1980, 18, 219-223.

Saffran, E.M. Neuropsychological approaches to the study of language. British Journal of Psychology, 1982, 73, 317-337.

Saffran, E.M., & Marin, O.S.M. Reading without phonology: evidence from Aphasia. Quarterly Journal of Experimental Psychology, 1977, 29, 515-525.

Salamé, P., & Baddeley, A. Disruption of short-term memory by unattended speech: Implications for the structure of working memory. Journal of Verbal Learning and Verbal Behaviour, 1982, 21, 150-164.

Sasanuma, S. Acquired dyslexia in Japanese: Clinical features and underlying mechanisms. In M. Coltheart, K. Patterson, & J.C. Marshal (Eds). Deep Dyslexia. London: Routledge & Kegan Paul, 1980.

Scheerer, Eckhart. (Problems and answers of experimental reading

research). (German) Zeitschrift für Entwicklungspsychologie und Pädagogische Psychologie, 1978, 10(4), 347-464.

Shallice, T., & Warrington, E.K. Word recognition in a phonemic dyslexic patient. Quarterly Journal of Experimental Psychology, 1975, 27, 187-199.

Shallice, T., & Warrington, E.K. Single and multiple component central dyslexic syndromes. In M. Coltheart, K. Patterson, & J.C. Marshall (Eds.). Deep Dyslexia. London: Routledge & Kegan Paul, 1980.

Shankweiler, D., Liberman, I.Y., Mark, L.S., Fowler, C.A., & Fischer, F.W. The speech code and learning to read. Journal of Experimental Psychology: Human Learning and Memory, 1979, 5(6), 531-545.

Shwartz, S.P. Capacity limitations in human information processing. Memory and Cognition, 1976, 4, 763-768.

Springer, L.M.H. Phonological recoding of visual stimuli during reading. Dissertation Abstracts International, 1976-1977, 37(B), 5411.

Swanson, L. Verbal encoding effects on the visual short-term memory of learning disabled and normal readers. Journal of Educational Psychology, 1978, 70(4), 539-544.

Treisman, A.M. Contextual cues in selective listening. Quarterly Journal of Experimental Psychology, 1960, 12, 242-248.

Treisman, A.M. Selective attention in man. British Medical Bulletin, 1964, 20, 12-16.(a)

Treisman, A.M. Verbal cues, language and meaning in selective attention. American Journal of Psychology, 1964, 77, 206-219.(b)

Treisman, A.M. The psychological reality of levels of processing. In L.S. Cermak, & F.I.M. Craik (Eds.). Levels of processing in human memory. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1979.

Treisman, A.M., & Davies, A. Divided attention to ear and eye. In S. Kornblum (Ed.). Attention and Performance IV. London: Academic Press, 1973.

Treisman, A.M., & Geffen, G. Selective attention and cerebral dominance in perceiving and responding to speech messages. Quarterly Journal of Experimental Psychology, 1968, 20, 139-150.

Treisman, A.M., & Gelade, G. A feature-integration theory of attention. Cognitive Psychology, 1980, 12, 97-136.

Treisman, A.M., & Sykes, M., & Gelade, G. Selective attention and stimulus integration. In S. Dornic (Ed.). Attention and

Performance VI. Hillsdale, N.J.: Lawrence Erlbaum Associates, 1977.

Vallar, G., & Baddeley, A.D. Short-term forgetting and the articulatory loop. Quarterly Journal of Experimental Psychology, 1982, 34A, 53-60.

Venezky, R.L. The structure of English orthography. The Hague: Mouton, 1970.

Weber, R. First-graders' use of grammatical context in reading. In: H. Levin, & J.P. Williams (Eds). Basic studies on reading. N.Y.: Basic Books, Inc., 1970.

Wijk, A. Rules of pronunciation for the English Language. London: Oxford University Press, 1966.

Willows, D.M. Reading between the lines: selective attention in good and poor readers. Child Development, 1974, 45, 408-415.

Willows, D.M., MacKinnon, G.E. Selective reading: attention to the "unattended" lines. Canadian Journal of Psychology, 1973, 27(3), 292-304.

Witelson, S.F. Developmental dyslexia: two right hemispheres and none left. Science, 1977, 195, 309-311.

Yates, J., & Thul, N. Perceiving surprising words in an unattended auditory channel. Quarterly Journal of Experimental Psychology, 1979, 31, 281-286.

Young, A.W., & Ellis, A.W. Asymmetry of cerebral hemispheric function in normal and poor readers. Psychological Bulletin, 1981, 89(1), 183-190.

Author Christowitz J

Name of thesis Auditory interference and phonological encoding in reading for meaning 1983

PUBLISHER:

University of the Witwatersrand, Johannesburg

©2013

LEGAL NOTICES:

Copyright Notice: All materials on the University of the Witwatersrand, Johannesburg Library website are protected by South African copyright law and may not be distributed, transmitted, displayed, or otherwise published in any format, without the prior written permission of the copyright owner.

Disclaimer and Terms of Use: Provided that you maintain all copyright and other notices contained therein, you may download material (one machine readable copy and one print copy per page) for your personal and/or educational non-commercial use only.

The University of the Witwatersrand, Johannesburg, is not responsible for any errors or omissions and excludes any and all liability for any errors in or omissions from the information on the Library website.