

**For 2014 East Asia Joint Symposium in Reading and Spelling (EARAS)**

***Title:***

**Language Universality and Specificity of Reading: Alphabetic orthographies vs Non-alphabetic orthographies**

***Name :***

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***Abstract:***

There are some cognitive/neural processes involved in reading that are universal across different languages/orthographies, while there are some processes that are more language/orthography specific. In this paper, these universal processes and language/orthography specific processes are discussed. For example, word characteristics such as word frequency, regularity/consistency, or imageability affect reading in all orthographies, however, the extent/impact of these effects vary across different orthographies. Similarly in the acquisition of literacy, for the alphabetic languages such as English, French, Italian, Finnish, etc. the phonological skills of children appear to be most important, while for non-alphabetic languages such as Chinese or Japanese Kanji, orthographic skills seem to be more important. Both behavioural and imaging studies are presented in the discussion.