

Language By Ear And By Eye The Relationship Between Speech And Reading

Processing of Visible Language - Paul A. Kolars 2013-11-21

The second symposium on processing visible language constituted a different "mix" of participants from the first. Greater emphasis was given to the design of language, both in its historical development and in its current display; and to practical questions associated with machine-implementation of language, in the interactions of person and computer, and in the characteristics of the physical and environmental objects that affect the interaction. Another change was that a special session on theory capped the proceedings. Psychologists remained heavily involved, however, both as contributors to and as discussants of the work presented. The motivation of the conferences remains one of bringing together graphic designers, engineers, and psychologists concerned with the display and acquisition of visible language. The papers separately tended to emphasize the one of the three disciplines that mark their authors' field of endeavor, but are constructed to be general rather than parochial. Moreover, within the three disciplines, papers emphasized either the textual or the more pictorial aspects. For example, a session on writing systems ranged from principles that seem to characterize all such systems to specific papers on ancient Egyptian writing, modern Korean, and English shorthand. The complementary session on the nontextual media opened with a discussion of general principles of pictorial communication and included papers on communicating instructions, general information, or religious belief through designs and other pictorial forms, as well as a discussion of misrepresentation.

Phonology and Reading Disability - Donald Shankweiler 1989

Discusses the importance to the learning process of the phonological

structures of words

Language by Ear and by Eye - James F. Kavanagh 1972

A collection of papers exploring why children acquire speech easily yet bog down when it comes to learning to read. Why do most children acquire speech easily yet bog down when it comes to learning to read? This important question is the starting point for the twenty-two contribution to Language by Ear and by Eye. Based on a research conference on "The Relationships between Speech and Learning to Read," which was sponsored by the Growth and Development Branch of the National Institute of Child Health and Human Development, National Institutes of Health, the book brings together contributions by distinguished specialists in linguistics, speech perception, psycholinguistics, information processing, and reading research.

Investigating the Role of Test Methods in Testing Reading Comprehension - Jufang Kong 2019-03-27

This book explores the construct of reading comprehension by means of two main test methods. Research methods like the think aloud protocol and eye tracking are employed to tap into test-takers' cognitive processes while engaged in input text meaning building, and in test tasks. The book is the first systematic attempt to explore test-takers' cognitive processes through the control of test methods, and presents findings in visualized form including processing route maps and eye fixation heat maps. It offers readers essential support with "digging into" and analyzing data that has to date remained difficult to access.

Attention and Performance VI - Stanislav Dornič 2022-08-19

Originally published in 1977, this sixth volume of an international series

presented new and original material in the broad area of human performance. Included are the most recent findings, modern methodologies, and latest models and theories that indicate the trends and focus on recent points of debate. Among the topics covered are reaction processes, perceptual encoding, selective attention, visual search, processing a recognition of words as well as the reading process, and memory. This volume will be of paramount interest to experimental psychologists, from graduate students to post-graduate research workers.

Components of L2 Reading - Toshihiko Shiotsu 2010-08-05

The book investigates the linguistic and processing factors underpinning Japanese EFL learners' reading comprehension performance.

Human Learning and Behavior - 1981

The Onset of Literacy - Paul Bertelson 1987

The Onset of Literacy addresses one of the main questions in the field of reading research - why the acquisition of skills in reading and writing appears to be so much more difficult than the earlier acquisition of speech communication. As well as posing a major theoretical puzzle, the question has important implications for both instructional practices and ways of dealing with dyslexic children. Research on the reading process has made important progress in recent years, thanks to conceptual and methodological advances in cognitive psychology, psycholinguistics, and neuropsychology, which have made it possible to deal with complex issues that in the past seemed to defy rational analysis. The Onset of Literacy presents a selective sample of work by major contemporary specialists who focus on current information processing approaches to the reading process and their interface with research on the development of reading and related skills. An introduction by the editor summarizes and places the various contributions within current analyses of reading inspired by the information processing approach. The chapters and their authors are: The Ability to Manipulate Speech Sounds Depends on Knowing Alphabetic Writing, Charles Read, Zhang Yun-Fei, Nie Hong-Yin, and Ding BaoQing. Literacy Training and Speech Segmentation,

Jos Morais, Paul Bertelson, Luz Cary, and Jesus Alegria. Phonological Awareness: The Role of Reading Experience, Virginia A. Mann. Word Recognition in Early Reading: A Review of the Direct and Indirect Access Hypotheses, Roderick W. Barron. The Similarities Between Normal Readers and Developmental and Acquired Dyslexics, Peter Bryant and Lawrence Impey. Language Mechanisms and Reading Disorder: A Modular Approach, Donald Shankweiler and Stephen Crain. Paul Bertelson is Professor of Experimental Psychology and Director of the Laboratory of Experimental Psychology at the Université Libre de Bruxelles. The Onset of Literacy is in a series that is derived from special issues of Cognition: International Journal of Cognitive Science, edited by Jacques Mehler. A Bradford Book.

Cognition, Education, and Deafness - David S. Martin 2003

"Now available in paperback; ISBN 1-56368-149-8"

Asia's Orthographic Dilemma - William C. Hannas 1997-06-01

With the advent of computers and the rise of East Asian economies, the complicated character-based writing systems of East Asia have reached a stage of crisis that may be described as truly millennial in scope and implications. In what is perhaps the most wide-ranging critique of the sinographic script ever written, William C. Hannas assesses the usefulness of Chinese character-based writing in East Asia today.

Psychology of Reading - Keith Rayner 2012-05-22

Reading is a highly complex skill that is prerequisite to success in many societies in which a great deal of information is communicated in written form. Since the 1970s, much has been learned about the reading process from research by cognitive psychologists. This book summarizes that important work and puts it into a coherent framework. The book's central theme is how readers go about extracting information from the printed page and comprehending the text. Like its predecessor, this thoroughly updated 2nd Edition encompasses all aspects of the psychology of reading with chapters on writing systems, word recognition, the work of the eyes during reading, inner speech, sentence processing, discourse processing, learning to read, dyslexia, individual differences and speed reading. Psychology of Reading, 2nd Edition, is

essential reading for undergraduates, graduates, and researchers in cognitive psychology and could be used as a core textbook on courses on the psychology of reading and related topics. In addition, the clear writing style makes the book accessible to people without a background in psychology but who have a personal or professional interest in the process of reading.

Verbal Processes in Children - Charles J. Brainerd 2012-12-06

For some time now, the study of cognitive development has been far and away the most active discipline within developmental psychology.

Although there would be much disagreement as to the exact proportion of papers published in developmental journals that could be considered cognitive, 50% seems like a conservative estimate. Hence, a series of scholarly books to be devoted to work in cognitive development is especially appropriate at this time. The Springer Series in Cognitive Development contains two basic types of books, namely, edited collections of original chapters by several authors, and original volumes written by one author or a small group of authors. The flagship for the Springer Series will be a serial publication of the "advances" type, carrying the subtitle *Progress in Cognitive Development Research*. Each volume in the Progress sequence will be strongly thematic, in that it will be limited to some well-defined domain of cognitive-developmental research (e. g. , logical and mathematical development, semantic development). All Progress volumes will be edited collections. Editors of such collections, upon consultation with the Series Editor, may elect to have their books published either as contributions to the Progress sequence or as separate volumes. All books written by one author or a small group of authors will be published as separate volumes within the series. A fairly broad definition of cognitive development is being used in the selection of books for this series.

Applied Psycholinguistics. Positive effects and ethical

perspectives: Volume I - AA. VV. 2012-04-24T00:00:00+02:00

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Cognitive Psychology and Instruction - Alan Lesgold 2013-03-09

Sipke D. Fokkema Amsterdam, Free University From June 13th - 17th,

1977 the NATO International Conference on Cognitive Psychology and Instruction, organized by the editors of this volume, took place at the Free University of Amsterdam. During this period approximately 150 psychologists representing 15 countries assembled for an exchange of scientific experiences and ideas. The broad aim of the conference, as indicated by its title, was to explore the extent to which theoretical and methodological developments in cognitive psychology might provide useful knowledge with regard to the design and management of instruction. From a great variety of submitted papers the organizers attempted to select those that represented major problem areas being scientifically studied in several countries. For the organization of this book we chose to categorize the contributions according to the following general areas: I. Learning II. Comprehension and Information Structure III. Perceptual and Memory Processes in Reading IV. Problem Solving and Components of Intelligence V. Cognitive Development VI.

Approaches to Instruction The final paper in the volume is an extensive review and summary by Glaser, Pellegrino, and Lesgold, that examines the state of cognitive psychology (mainly as reflected in the contributions in this volume) with regard to instructional purposes. Each of the sections of the book also begins with a brief overview of the specific topics considered by the individual contributors within that section.

Handbook of Applied Psycholinguistics - S. Rosenberg 2014-02-04

First published in 1982. Routledge is an imprint of Taylor & Francis, an information company.

Explaining Individual Differences in Reading - Susan A. Brady

2011-05-09

This volume focuses on a wide array of current research topics, examining the scope, limits and implications of phonological theory in research into reading development and reading disabilities. It provides an essential resource for researchers interested in the cognitive foundations of reading and literacy and those working in reading and learning disabilities.

Principles of Learning and Memory - Robert G. Crowder 2014-11-20

In this landmark volume from 1976, Robert Crowder presents an organized review of the concepts that guide the study of learning and memory. The basic organization of the book is theoretical, rather than historical or methodological, and there are four broad sections. The first is on coding in memory, and the relations between memory and vision, audition and speech. The second section focuses on short-term memory. The third is loosely organized around the topic of learning. The final section includes chapters that focus on the process of retrieval, with special attention to recognition and to serial organization. Crowder presumes no prior knowledge of the subject matter on the part of the reader; technical terms are kept to a minimum, and he makes every effort to introduce them carefully when they first occur. It is suitable for advanced undergraduate and graduate courses.

Handbook of Central Auditory Processing Disorder, Volume II, Second Edition - Gail D. Chermak 2013-11-06

Chermak and Musiek's two-volume, award-winning handbooks are back in newly revised editions. Extensively revised and expanded, Volume II provides expanded coverage of rehabilitative and professional issues, detailing intervention strategies for children and adults. Volume I provides comprehensive coverage of the auditory neuroscience and clinical science needed to accurately diagnose the range of developmental and acquired central auditory processing disorders in children, adults, and older adults. Building on the excellence achieved with the best-selling 1st editions which earned the 2007 Speech, Language, and Hearing Book of the Year Award, the second editions include contributions from world-renowned authors detailing major advances in auditory neuroscience and cognitive science; diagnosis; best practice intervention strategies in clinical and school settings; as well as emerging and future directions in diagnosis and intervention. Exciting new chapters for Volume II include: Evidence Supporting Auditory

Training in Children, by Jeffrey Weihing, Gail D. Chermak, Frank E. Musiek, and Teri James Bellis
School Polices, Process, and Services for Children with CAPD. by Georgina T.F. Lynch and Cynthia M. Richburg
Historical Foundations/Pioneers, by James W. Hall III and Anuradha R. Bantwal
Remediation of Spatial Processing Issues in CAPD, by Sharon Cameron and Harvey Dillon
The Dichotic Interaural Intensity Difference (DIID) Training, by Jeffrey Weihing and Frank E. Musiek
Considerations for the Older Adult Presenting Peripheral and Central Auditory Dysfunction, by Gabrielle Saunders, M. Samantha Lewis, Dawn Konrad-Martin and M. Patrick Feeney
Case Studies, by Annette E. Hurley and Cassandra Billiet
Clinical and Research Issues in CAPD, by Jeffrey Weihing, Teri James Bellis, Gail D. Chermak, and Frank E. Musiek

Phonological Processes in Literacy - Susan A. Brady 2013-09-13
This impressive volume contains the edited proceedings of a symposium held in honor of Isabelle Y. Liberman, whose teaching and writings laid the foundation for contemporary views of reading disability. Her work has influenced ways of thinking about the nature of the problem and ways of working with children and adults who experience unusual difficulty in learning to read. The symposium covered four themes that were central to Dr. Liberman's research on reading acquisition and disability: the development of phonological awareness, the relationship between phonological awareness and success in learning to read and write, the investigation of other phonological processes associated with reading and writing performance, and the implications of current research on these matters for reading instruction. The text includes a paper on each topic, followed by commentaries which introduce additional research findings and theoretical considerations -- all by leading researchers in the field.

Status Report on Speech Research - 1979

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