

Reading Problems: A Multidisciplinary Perspective

Otto, Wayne

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Reading Problems A Multidisciplinary Perspective

**David Caplan, André Roch Lecours, Alan
Smith**



Reading Problems A Multidisciplinary Perspective:

Reading problems Wayne Otto, Nathaniel Peters, Charles W. Peters, 1977 Theoretical Issues in Reading Comprehension Rand J. Spiro, Bertram C. Bruce, William F. Brewer, 2017-11-03 Research in cognitive psychology linguistics and artificial intelligence the three disciplines that have the most direct application to an understanding of the mental processes in reading is presented in this multilevel work originally published in 1980 that attempts to provide a systematic and scientific basis for understanding and building a comprehensive theory of reading comprehension The major focus is on understanding the processes involved in the comprehension of written text Underlying most of the contributions is the assumption that skilled reading comprehension requires a coordination of text with context in a way that goes far beyond simply chaining together the meanings of a string of decoded words The topics discussed are divided into five general areas Global Issues Text Structure Language Knowledge of the World and Inference Effects of Prior Language Experience and Comprehension Strategies and Facilitators and represent a broad base of methodology and data that should be of interest not only to those concerned with the reading process but also to basic science researchers in psychology linguistics artificial intelligence and related disciplines *Acts of Reading* Hiroshi Nara, Mari Noda, 2002-09-30 Students who have completed a year of German read Brecht in their second year those of Spanish read Cervantes Teachers of first and second year Japanese can often find nothing comparable Why aren't your students reading literature they are asked Why not Soseki Or Murakami What are instructors of Japanese doing wrong Nothing according to the authors of this volume Rather they argue such questions exemplify the gross misunderstandings and unreasonable expectations of teaching reading in Japanese In *Acts of Reading* the authors set out to explore what reading is for Japanese as a language and how instructors should teach it to students of Japanese They seek answers to two questions What are the aspects of reading in Japan as manifested in Japanese society What L2 second language reading problems are specific to Japanese In answering the first and related questions the authors conclude that reading is a socially motivated purposeful act that is savored and becomes a part of people's lives Reading instruction in Japanese therefore should include teaching students how to work with text as the Japanese do in Japanese society The second question relates more directly to traditional concerns in L2 reading The authors begin with a general theory of reading They then offer a welcome glimpse into the rich and complex perspectives sometimes conflicting other times symbiotic on what reading is and how it is performed in L1 and L2 and most importantly on the web of interconnections between the phenomenology of reading and the demands it places on teaching approaches to reading in Japanese With essays by Charles J Quinn Jr Fumiko Harada and Chris Brckett Foreword by J Marshall Unger Biological Perspectives on Language David Caplan, André Roch Lecours, Alan Smith, 1984 Profoundly influenced by the analyses of contemporary linguistics these original contributions bring a number of different views to bear on important issues in a controversial area of study The linguistic structures and language related processes the book deals with are for the most part

central syntactic structures phonological representations semantic readings rather than peripheral acousticphonetic structures and the perception and production of these structures aspects of language Each section contains a summarizing introduction Section I takes up issues at the interface of linguistics and neurology The Concept of a Mental Organ for Language Neural Mechanisms Aphasia and Theories of Language Brain based and Non brain based Models of Language Vocal Learning and Its Relation to Replaceable Synapses and Neurons Section II presents linguistic and psycholinguistic issues Aspects of Infant Competence and the Acquisition of Language the Linguistic Analysis of Aphasic Syndromes the Clinical Description of Aphasia Linguistic Aspects The Psycholinguistic Interpretation of Aphasias The Organization of Processing Structure for Language Production and The Neuropsychology of Bilingualism Section III deals with neural issues Where is the Speech Area and Who has Seen It Determinants of Recovery from Aphasia Anatomy of Language Lessons from Comparative Anatomy Event Related Potentials and Language Neural Models and Very Little About Language David Caplan M D edited Biological Studies of Mental Processes MIT Press 1980 and is a member of the editorial staff of two prestigious journals Cognition and Brain Roch Lecours is Professor of Neurology and Allan Smith Professor of Physiology both at the University of Montreal The book is in the series Studies in Neuropsychology and Neurolinguistics The Clinical Problem Solving Behavior of Classroom Teachers as They Diagnose Children's Reading Performance in Experimental and Classroom Situations Doron Gil,1979 Content Area Reading Anthony V. Manzo,Ula Casale Manzo,1990 A content reading methods text that takes a quick start heuristic approach to imparting the skills future teachers need to improve their pupils reading ability in essential content areas Coverage of current theories and practices in comprehension assessment and heuristics is organized around pre reading guided silent reading and post reading **The Reading Teacher** ,1977 *Frühpädagogik international* Wassilios E. Fthenakis,Pamela Oberhuemer,2009-11-26 Mit diesem umfassenden Überblick über die internationale Diskussion um die Bildungsqualität bei jüngeren Kindern formulieren die Autorinnen und Autoren Konsequenzen für die Neugestaltung von Bildungsangeboten in Deutschland Die Beiträge bieten einen Einblick in fachpolitische nationale und kulturspezifische Umsetzungen verschiedener Konzepte und Modelle Vor diesem Hintergrund werden zentrale Fragen der Bildung und Erziehung jüngerer Kinder in einer vergleichenden Analyse identifiziert sowie Implikationen für die Entwicklung von Bildungsqualität für Kinder in Deutschland gegeben *Chicorel Index to Reading Disabilities* Marietta Chicorel,1980 Psychology of Reading John A. Downing,Che Kan Leong,1982 **Treating Reading Difficulties** United States. Office of Education,1970 The Decision-making and Diagnostic Processes of Classroom Teachers Doron Gil,1980 **Examining Central Issues in Literacy Research, Theory, and Practice** Donald J. Leu,Charles K. Kinzer,1993 *Treating Reading Difficulties; the Role of the Principal, Teacher, Specialist [and] Administrator* Carl Bernard Smith,Gloria Dapper,1970 *Legasthenie und schriftsprachliche Kommunikation* Achim Zimmermann,1980 Reading Assistance W. N. Fourie,1978 *College Reading & Study Strategy Programs* Rona F. Flippo,David C. Caverly,International Reading Association,1991

Reviews of commercially available tests

How to Teach Reading Wayne Otto, Robert T. Rude, Dixie Lee Spiegel, 1979

Toward a New Approach to Predicting Text Comprehensibility Using Inside- and Outside-the-head Information and a Nomograph Beverley Lois Zakaluk, 1985

The Holistic Aspect in the Approach to Reading Problems Eileen Marie Cronin, 1968

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