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KEY=SAVILE - DEMARION KIERA

Reading Complex Words

Cross-Language Studies

Springer Science & Business Media In a series of fourteen chapters this book brings together current research findings on the involvement of word-internal structure for the purpose of word reading (especially morphological structure). Contributors include many leading experts in this research domain. The central theme of reading complex words is approached from several angles, such that the chapters span a wide variety of topics where this issue is important. The experiments reported in the book involve: - different populations : children, expert readers, illiterates; - different languages: Chinese, Dutch, English, French, Hebrew, Italian, Turkish, Serbian; - different processing levels where morphology may play a role: sublexical, supralexical; - different variables which may determine morphological effects: morphological type, semantic transparency, branching relations among morphemes. Given this scope, the book offers a good state of the art platform in current psycholinguistic research on the topic. Reading Complex Words: Cross-Language Studies is a valuable resource for all researchers studying the mental lexicon and to those who teach advanced courses in the psychology of language.

Routes To Reading Success and Failure

Toward an Integrated Cognitive Psychology of Atypical Reading

Psychology Press Fundamental to this book is an attempt to understand the nature of individual differences in word and nonword reading by connecting three literatures that have developed largely in isolation from one another: the literatures on acquired dyslexia, difficulties in learning to read, and precocious reading.

Modulators of Cross-Language Influences in Learning and Processing

Frontiers Media SA

How Children Learn to Read

Current Issues and New Directions in the Integration of Cognition, Neurobiology and Genetics of Reading and Dyslexia Research and Practice

Taylor & Francis This book brings together information about the neurobiological, genetic, and behavioral bases of reading and reading disabilities. Research findings and interventiona approaches by leaders in the field are presented. The volume provides essential reading for a range of researchers, clinicians, and other professionals interested in reading and reading disability.

Handbook of Clinical and Experimental Neuropsychology

Psychology Press This volume is the translated and updated version of the second edition of Manuale di Neuropsicologia (Zanichelli, 1996), by the same authors, and it reflects the current status of the art.

Disorders of Brain and Mind: Volume 2

Cambridge University Press In recent years there have been major advances in areas of clinical neuroscience including neurogenetics, neuroimaging and the scientific study of consciousness. Disorders of Brain and Mind II brings together the most important findings since the previous volume was published in 1998. In this entirely new collection of articles, the scope is again wide. Imaging of the normal and abnormal mind figures prominently, and there is also coverage of genes and behaviour, brain development, consciousness and aggression. New disease-orientated chapters detail recent advances in dementia, affective illness and drug use and abuse. Clinical chapters are paired with those describing neuropathology or experimental models of the disease in question. The distinguished editors have assembled an authoritative team of contributors from the fields of psychiatry, clinical and cognitive neuroscience, and psychology. This book will appeal to anyone who has a clinical or scientific interest in the mind and its disorders.

Encyclopedia of Cognitive Science, 4 Volume Set

Wiley An exciting reference work which captures current thinking about the workings of the mind and brain, focusing on problems that are as old as recorded history, but reflecting new approaches and techniques that have emerged since the 1980's. The Encyclopedia contains 696 articles covering in depth the entire spectrum of the cognitive sciences. Reviewing the common themes of information and information processing, representation and computation, it also covers in depth the core areas of psychology, philosophy, linguistics, computer science, and neuroscience. Ancillary topics such as education, economics, evolutionary biology and anthropology are also covered. The articles have been written to provide multiple levels of information so that readers from various levels can benefit from this set – from undergraduate and postgraduate students to university lecturers. With extensive cross-referencing, a glossary and subject index to further aid the reader through the book, the Encyclopedia of Cognitive Science is an essential addition to any library or office shelf. The Encyclopedia of Cognitive Science (ECS) includes: 4 Volumes 4000 pages 696 articles Contributions from the world's leading experts 1,500 illustrations Detailed indexes and appendices Extensive cross-referencing

The Reader

Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II

A Project of the International Reading Association

Routledge The Handbook of Research on Teaching Literacy Through the Communicative and Visual Arts, Volume II brings together state-of-the-art research and practice on the evolving view of literacy as encompassing not only reading, writing, speaking, and listening, but also the multiple ways through which learners gain access to knowledge and skills. It forefronts as central to literacy education the visual, communicative, and performative arts, and the extent to which all of the technologies that have vastly expanded the meanings and uses of literacy originate and evolve through the skills and interests of the young. A project of the International Reading Association, published and distributed by Routledge/Taylor & Francis. Visit http://www.reading.org for more information about Internationl Reading Associationbooks, membership, and other services.

Job 21-37, Volume 18A

Zondervan Academic The Word Biblical Commentary delivers the best in biblical scholarship, from the leading scholars of our day who share a commitment to Scripture as divine revelation. This series emphasizes a thorough analysis of textual, linguistic, structural, and theological evidence. The result is judicious and balanced insight into the meanings of the text in the framework of biblical theology. These widely acclaimed commentaries serve as exceptional resources for the professional theologian and instructor, the seminary or university student, the working minister, and everyone concerned with building theological understanding from a solid base of biblical scholarship. Overview of Commentary Organization Introduction—covers issues pertaining to the whole book, including context, date, authorship, composition, interpretive issues, purpose, and theology. Each section of the commentary includes: Pericope Bibliography—a helpful resource containing the most important works that pertain to each particular pericope. Translation—the author's own translation of the biblical text, reflecting the end result of exegesis and attending to Hebrew and Greek idiomatic usage of words, phrases, and tenses, yet in reasonably good English. Notes—the author's notes to the translation that address any textual variants, grammatical forms, syntactical constructions, basic meanings of words, and problems of translation. Form/Structure/Setting—a discussion of redaction, genre, sources, and tradition as they concern the origin of the pericope, its canonical form, and its relation to the biblical and extra-biblical contexts in order to illuminate the structure and character of the pericope. Rhetorical or compositional features important to understanding the passage are also introduced here. Comment—verse-by-verse interpretation of the text and dialogue with other interpreters, engaging with current opinion and scholarly research. Explanation—brings together all the results of the discussion in previous sections to expose the meaning and intention of the text at several levels: (1) within the context of the book itself; (2) its meaning in the OT or NT; (3) its place in the entire canon; (4) theological relevance to broader OT or NT issues. General Bibliography—occurring at the end of each volume, this extensive bibliographycontains all sources used anywhere in the commentary.

Original Bavarian Folktales: A Schönwerth Selection

Original bayerische Volksmärchen – Ausgewählte Schönwerth-Geschichten

Courier Corporation Approximately 150 fairy and folk tales from a three-volume scholarly work of the 1850s. Includes Introduction to the German and East Bavarian stories. Tales of giants, witches, death, other subjects grouped thematically.

The Education of d/Deaf and Hard of Hearing Children

Perspectives on Language and Literacy Development

MDPI A significant number of d/Deaf and hard of hearing (d/Dhh) children and adolescents experience challenges in acquiring a functional level of English language and literacy skills in the United States (and elsewhere). To provide an understanding of this issue, this book explores the theoretical underpinnings and synthesizes major research findings. It also covers critical controversial areas such as the use of assistive hearing devices, language, and literacy assessments, and inclusion. Although the targeted population is children and adolescents who are d/Dhh, contributors found it necessary to apply our understanding of the development of English in other populations of struggling readers and writers such as children with language or literacy disabilities and those for whom English is not the home language. Collectively, this information should assist scholars in conducting further research and enable educators to develop general instructional guidelines and strategies to improve the language and literacy levels of d/Dhh students. It is clear that there is not a 'one-size-fits-all' concept, but, rather, research and instruction should be differentiated to meet the needs of d/Dhh students. It is our hope that this book stimulates further theorizing and research and, most importantly, offers evidence- and reason-based practices for improving language and literacy abilities of d/Dhh students.

Cumulative Author Index to Psychological Abstracts

Connectionist Models in Cognitive Psychology

Psychology Press Connectionist Models in Cognitive Psychology is a state-of-the-art review of neural network modelling in core areas of cognitive psychology including: memory and learning, language (written and spoken), cognitive development, cognitive control, attention and action. The chapters discuss neural network models in a clear and accessible style, with an emphasis on the relationship between the models and relevant experimental data drawn from experimental psychology, neuropsychology and cognitive neuroscience. These lucid high-level contributions will serve as introductory articles for postgraduates and researchers whilst being of great use to undergraduates with an interest in the area of connectionist modelling.

Fluency and Reading Comprehension in Typical Readers and Dyslexics Readers

Frontiers Media SA Reading involves decoding and comprehension components and, to become efficient, it requires a large number of cognitive and linguistic processes. Among those, the phonological awareness, the alphabetic principle, the decoding, the fluency, the lexical development and the text comprehension development. The reading comprehension is strongly related with the development of vocabulary, oral language, linguistic skills, memory skills and ability to make inferences, and the world experiences of each individual. These processes become important only when the professional needs to deal with students presenting difficulties in learning how to read. The difficulty using the knowledge of conversion rules between grapheme and phoneme to the word reading construction characterizes the dyslexia, which is a specific learning disorder with a neurological source. These difficulties presented by students with dyslexia interfere in their learning process impairing the learning development. Knowing and following the reading development and its processes, as well as obtaining the punctuation of fluency abilities and students comprehension allow us to understand what happens when the student presents difficulties to read. This could help in the identification of learning disabilities and in the development of intervention programs.

From Orthography to Pedagogy

Essays in Honor of Richard L. Venezky

Psychology Press From Orthography to Pedagogy pays tribute to Richard L. Venezky's work and influence on reading, linguistics, and computer science. This book catalogs findings related to speech and language development, reading and spelling's role in infant speech development, and the present and future advances in the study and theory of speech and cognitive development. The editors focus on the role technology could play in development and advancement of literacy speech and reasoning. Topics include: *speech directed at infants; *speech perception; *cognitive development and spelling; *early reading instruction; *reading and comprehension; and *influences of modern technology and multi-media. Representing a history of study in the field, this book appeals to anyone working in the area of language development, as well as those in related fields such as linguistics and developmental psychology.

The Oxford Handbook of Reading

Oxford Library of Psychology Writing is one of humankind's greatest inventions, and modern societies could not function if their citizens could not read and write. How do skilled readers pick up meaning from markings on a page so quickly, and how do children learn to do so? The chapters in the Oxford Handbook of Reading synthesize research on these topics from fields ranging from vision science to cognitive psychology and education, focusing on how studies using a cognitive approach can shed light on how the reading process works. To set the stage, the opening chapters present information about writing systems and methods of studying reading, including those that examine speeded responses to individual words as well as those that use eye movement technology to determine how sentences and short passages of text are processed. The following section discusses the identification of single words by skilled readers, as well as insights from studies of adults with reading disabilities due to brain damage. Another section considers how skilled readers read a text silently, addressing such issues as the role of sound in silent reading and how readers' eyes move through texts. Detailed quantitative models of the reading process are proposed throughout. The final sections deal with how children learn to read and spell, and how they should be taught to do so. These chapters review research with learners of different languages and those who speak different dialects of a language; discuss children who develop typically as well as those who exhibit specific disabilities in reading; and address questions about how reading should be taught with populations ranging from preschoolers to adolescents, and how research findings have influenced education. The Oxford Handbook of Reading will benefit researchers and graduate students in the fields of cognitive psychology, developmental psychology, education, and related fields (e.g., speech and language pathology) who are interested in reading, reading instruction, or reading disorders.

Developmental Dyslexia: From Cross-Linguistic and Bilingual Perspectives

Frontiers Media SA

Cognitive Processing of the Chinese and the Japanese Languages

Springer Science & Business Media The area of cognitive processing of Chinese and Japanese is currently attracting a great deal of attention by leading cognitive psychologists. They aim to find out the similarities and differences in processing the morphosyllabic Chinese and Japanese syllabary as compared with alphabetic language systems. Topics under the processing of Chinese include: the use of phonological codes in visual identification of Chinese words, the constraint on such phonological activation, recognition of Chinese homophones, Chinese sentence comprehension and children's errors in writing Chinese characters. Topics under the processing of Japanese include: the automatic recognition of kanji within an interactive-activation framework, On-reading and Kun-reading of kanji characters, processing differences between hiragana and kanji, the effect of polysemy on katakana script, and the writing behavior of Japanese and non-Japanese speakers. The interactive-activation model provides the phonologic-orthographic links in processing both language systems. The present volume should add greatly to our understanding of this topic. Many of the contributors are internationally known for their experimental psychological work.

Language and Power in Post-Colonial Schooling

Ideologies in Practice

Routledge Critiquing the positioning of children from non-dominant groups as linguistically deficient, this book aims to bridge the gap between theorizing of language in critical sociolinguistics and approaches to language in education. Carolyn McKinney uses the lens of linguistic ideologies—teachers' and students' beliefs about language—to shed light on the continuing problem of reproduction of linguistic inequality. Framed within global debates in sociolinguistics and applied linguistics, she examines the case of historically white schools in South Africa, a post-colonial context where political power has shifted but where the power of whiteness continues, to provide new insights into the complex relationships between language and power, and language and subjectivity. Implications for language curricula and policy in contexts of linguistic diversity are foregrounded. Providing an accessible overview of the scholarly literature on language ideologies and language as social practice and resource in multilingual contexts, Language and Power in Post-Colonial Schooling uses the conceptual tools it presents to analyze classroom interaction and ethnographic observations from the day-to-day life in case study schools and explores implications of both the research literature and the analyses of students' and teachers' discourses and practices for language in education policy and curriculum.

British Education Index

Handbook of Research on Reading Disabilities

Routledge Bringing together a wide range of research on reading disabilities, this comprehensive Handbook extends current discussion and thinking beyond a narrowly defined psychometric perspective. Emphasizing that learning to read proficiently is a long-term developmental process involving many interventions of various kinds, all keyed to individual developmental needs, it addresses traditional questions (What is the nature or causes of reading disabilities? How are reading disabilities assessed? How should reading disabilities be remediated? To what extent is remediation possible?) but from multiple or alternative perspectives. Taking incursions into the broader research literature represented by linguistic and anthropological paradigms, as well as psychological and educational research, the volume is on the front line in exploring the relation of reading disability to learning and language, to poverty and prejudice, and to instruction and schooling. The editors and authors are distinguished scholars with extensive research experience and publication records and numerous honors and awards from professional organizations representing the range of disciplines in the field of reading disabilities. Throughout, their contributions are contextualized within the framework of educators struggling to develop concrete instructional practices that meet the learning needs of the lowest achieving readers.

A New Dictionary of the English Language ...

Project-Based Learning in Second Language Acquisition

Building Communities of Practice in Higher Education

Routledge This book showcases pedagogical tools for learning languages through interdisciplinary project-based learning (PBL). Chapters demonstrate a diverse range of PBL activities that help students build communities of practice within classroom settings, and across local and global communities. Too often, learning a language can become a static endeavor, confined to a classroom and a singular discipline. But language is dynamic and fluid no matter the setting in which learning takes place. In acknowledging this, this volume explores how PBL and community-engagement pedagogies serve to combine learning goals and community service in ways that enhance student growth and facilitate second language development in an interdisciplinary, multilingual, and multicultural higher education learning environment. Chapters touch on activities and approaches including spoken-word poetry, environmental projects, social activism, study abroad, and in-service learning. This book will be of interest to researchers, academics, and postgraduate students in the fields of language education, second language acquisition, higher education, and comparative and international education.

Children Listen: Psychological and Linguistic Aspects of Listening Difficulties During Development

Frontiers Media SA

Handbook of Research in Second Language Teaching and Learning

Taylor & Francis Volume III of the Handbook of Research in Second Language Teaching and Learning, like Volumes I and II, is a comprehensive, state-of-the-art overview of current research into social contexts of second language (L2)/foreign language (FL) teaching and learning; language policy; curriculum; types of instruction; incremental language skills such as listening, speaking, reading, writing, vocabulary, and grammar; international communication; pragmatics; assessment and testing. It differs from earlier volumes in its main purpose—to provide a more in-depth discussion and detailed focus on the development of the essential language skills required for any type of communication: speaking, listening, reading, vocabulary, grammar, and writing. Volume III preserves continuity with previous volumes in its coverage of all the classical areas of research in L2/FL teaching and learning and applied linguistics, but rather than offering a historical review of disciplinary traditions, it explores innovations and new directions of research, acknowledges the enormous complexity of teaching and learning the essential language abilities, and offers a diversity of perspectives. Chapter authors are all leading authorities in their disciplinary areas. What's new in Volume III? Updates the prominent areas of research, including the sub-disciplines addressed in Volumes I and II, and represents the disciplinary mainstays Considers and discusses perspectives held by different schools of thought on the what, the how, and the why of teaching foundational language skills, including theories, pedagogical principles, and their implementation in practice Captures new and ongoing developments and trends in the key areas of L2/FL teaching and learning, and innovative research topics that have gained substantial recognition in current publications, including the role of corpora, technology, and digital literacy in L2/FL teaching and learning Examines new trends in language pedagogy and research, such as an increased societal emphasis on teaching academic language for schooling, somewhat contradictory definitions of literacy, and the growing needs for instruction in intercultural communication.

Five Meters of Time

What happens if the world unexpectedly stands still for a moment? If, just like that, you are given a bit of time by sheer luck? This is exactly what happens in one of the biggest and busiest cities of the world, as a small snail crosses the street and makes traffic stop for half a day. A book about things that you always wanted to do but never had the time for. Reviews"charming"-Kirkus Reviews"A proposal to improve the world"-Westfälische Nachrichten"humorous"-Ehrensenf"interesting not just in its story or its message, but also in how it delivers that message. The colors and backgrounds have a rich sense of texture, unlike the majority of children's books."-ForeWord Clarion Reviews"fabulous"-Spiegel Online"A creative bedtime story, which is also suitable for stressed adults. [...] In the bustle of the city, the animals seize the moment and become aware of how beautiful life can be without stress and hustle."-Designers in Action"sets out to demonstrate what can happen when we're true to ourselves, when we seize our day, when we live in the present, when we actually feel and enjoy the weather, when we are spontaneous, when we break from routine, when we defy expectation, and how these rather small acts of joy can inspire others"-Amazon.com Customer Review"beautiful"-Geizkragen"The story of a little snail who triggers big changes."-Münstersche Zeitung

ECGBL 2021 15th European Conference on Game-Based Learning

Academic Conferences Limited

The Varieties of Orthographic Knowledge

I: Theoretical and Developmental Issues

Springer Science & Business Media The role of orthography in reading and writing is not a new topic of inquiry. For example, in 1970 Venezky made a seminal contribution with The Structure of English Orthography in which he showed how both sequential redundancy (probable and permissible letter sequences) and rules of letter-sound correspondence contribute to orthographic structure. In 1980 Ehri introduced the concept of orthographic images, that is, the representation of written words in memory, and proposed that the image is created by an amalgamation of the word's orthographic and phonological properties. In 1981 Taylor described the evolution of orthographies in writing systems-from the earliest logographies for pictorial representation of ideas to syllabaries for phonetic representation of sounds to alphabets for phonemic representation of sounds. In 1985 Frith proposed a stage model for the role of orthographic knowledge in development of word recognition: Initially in the logographic stage a few words can be recognized on the basis of partial spelling information; in the alphabetic stage words are. recognized on the basis of grapheme-phoneme correspondence; in the orthographic stage spelling units are recognized automatically without phonological mediation. For an historical overview of research on visual processing of written language spanning the earliest records of writing to the early work in experimental psychology, see Venezky (1993).

Handbook of Language and Literacy, Second Edition

Development and Disorders

Guilford Publications An acclaimed reference that fills a significant gap in the literature, this volume examines the linkages between spoken and written language development, both typical and atypical. Leading authorities address the impact of specific language-related processes on K-12 literacy learning, with attention to cognitive, neurobiological, sociocultural, and instructional issues. Approaches to achieving optimal learning outcomes with diverse students are reviewed. The volume presents research-based practices for assessing student needs and providing effective instruction in all aspects of literacy: word recognition, reading comprehension, writing, and spelling. New to This Edition *Chapters on digital literacy, disciplinary literacy, and integrative research designs. *Chapters on bilingualism, response to intervention, and English language learners. *Incorporates nearly a decade's worth of empirical and theoretical advances. *Numerous prior edition chapters have been completely rewritten.

Handbook of Reading Research, Volume III

Routledge In Volume III, as in Volumes I and II, the classic topics of reading are included--from vocabulary and comprehension to reading instruction in the classroom--and, in addition, each contributor was asked to include a brief history that chronicles the legacies within each of the volume's many topics. However, on the whole, Volume III is not about tradition. Rather, it explores the verges of reading research between the time Volume II was published in 1991 and the research conducted after this date. The editors identified two broad themes as representing the myriad of verges that have emerged since Volumes I and II were published: (1) broadening the definition of reading, and (2) broadening the reading research program. The particulars of these new themes and topics are addressed.

Resources in Education

Converging Methods for Understanding Reading and Dyslexia

MIT Press This book offers an interdisciplinary look at the acquisition, loss, and remediation of normal reading processes.

El-Hi Textbooks in Print

Approaches to Language: Data, Theory, and Explanation

Frontiers Media SA The study of language has changed substantially in the last decades. In particular, the development of new technologies has allowed the emergence of new experimental techniques which complement more traditional approaches to data in linguistics (like informal reports of native speakers' judgments, surveys, corpus studies, or fieldwork). This move is an enriching feature of contemporary linguistics, allowing for a better understanding of a phenomenon as complex as natural language, where all sorts of factors (internal and external to the individual) interact (Chomsky 2005). This has generated some sort of divergence not only in research approaches, but also in the phenomena studied, with an increasing specialization between subfields and accounts. At the same time, it has also led to subfield isolation and methodological a priori, with some researchers even claiming that theoretical linguistics has little to offer to cognitive science (see for instance Edelman & Christiansen 2003). We believe that this view of linguistics (and cognitive science as a whole) is misguided, and that the complementarity of different approaches to such a multidimensional phenomenon as language should be highlighted for convergence and further development of its scientific study (see also Jackendoff 1988, 2007; Phillips & Lasnik 2003; den Dikken, Bernstein, Tortora & Zanuttini 2007; Sprouse, Schütze & Almeida 2013; Phillips 2013).

50 years after the perceptron, 25 years after PDP: Neural computation in language sciences

Frontiers E-books This Research Topic aims to showcase the state of the art in language research while celebrating the 25th anniversary of the tremendously influential work of the PDP group, and the 50th anniversary of the perceptron. Although PDP models are often the gold standard to which new models are compared, the scope of this Research Topic is not constrained to connectionist models. Instead, we aimed to create a landmark forum in which experts in the field define the state of the art and future directions of the psychological processes underlying language learning and use, broadly defined. We thus called for papers involving computational modeling and original research as well as technical, philosophical, or historical discussions pertaining to models of cognition. We especially encouraged submissions aimed at contrasting different computational frameworks, and their relationship to imaging and behavioral data.

InfoWorld

InfoWorld is targeted to Senior IT professionals. Content is segmented into Channels and Topic Centers. InfoWorld also celebrates people, companies, and projects.

Interfaces Between Language And Cognition

Frontiers E-books

Handbook of East Asian Psycholinguistics

Cambridge University Press This handbook presents a state-of-the-art discussion of the psycholinguistic study of Korean.

Popular Science

Popular Science gives our readers the information and tools to improve their technology and their world. The core belief that Popular Science and our readers share: The future is going to be better, and science and technology are the driving forces that will help make it better.