Theoretical Issues In Reading Comprehension Perspectives From Cognitive Psychology Linguistics Artifical Intelligence And Education Psychology Of Reading And Reading Instruction Series

Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingToward a Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingThe Psychology of ReadingAttention and Performance XIIThe Psychology of ReadingThe Psychology and Pedagogy of ReadingLost in a BookThe Psychology and Teaching of ReadingThe Psychology of Reading Keith Rayner Alan Kennedy Robert G. Crowder Paula J. Schwanenflugel Keith Rayner Insup Taylor Eleanor Jack Gibson Mildred C. Robeck Nemah N. Hermosa Mildred Coen Robeck Arthur S. Reber Walter Fenno Dearborn Robert G. Crowder Walter Fenno Dearborn Max Coltheart Walter Fenno Dearborn Edmund Burke Huey Victor Nell Sir Fred Joyce Schonell Walter Fenno Dearborn

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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

originally published in 1984 this new introductory text fulfilled a need amongst both psychology and education students for a

book which dealt with reading in a way that explored areas beyond the strictly practical question of how to teach children to read previous books on the psychology of reading had often concentrated on the analytic approach in which reading had been seen in terms of a set of interconnected sub skills and the experimental study of these components had become an end in itself as a result although great advances had been made in our understanding of certain aspects of the process psychological studies of reading had increasingly been seen by teachers and others as unduly abstract the psychology of reading goes back to first principles and attempts to set reading in its context alongside other cognitive activities particularly those involving memory and perceptual processes professor kennedy argues that it is wrong to set reading apart as a skill when it needs to be understood against a background of work in cognitive psychology reading is a social phenomenon concerned with human communication and in this context it must be seen in terms of an interaction between writer and reader the book explores the nature of this interaction and the various stylistic and other devices which sustain the contract between reader and writer in particular the psychological processes which allow a reader to make sensible assumptions about a writer s intentions are dealt with in detail no theory of reading the author argues should ignore the purpose of the enterprise similarly explaining success and failure in teaching children to read may well hinge on an understanding of what children think reading is about the style of this book is concise and largely non technical the psychology of reading will be welcomed as stimulating and demanding by experts and non specialist general readers alike

reading represents a natural laboratory for studying almost all cognitive processes from sensation and perception to comprehension and reasoning this introductory text examines the important principles of cognitive psychology that pertain to reading and the research supporting them

incorporating cognitive neuropsychological and sociocultural perspectives this authoritative text explains the psychological processes involved in reading and describes applications for educational practice the book follows a clear developmental sequence from the impact of the early family environment through the acquisition of emergent literacy skills and the increasingly complex abilities required for word recognition reading fluency vocabulary growth and text comprehension linguistic and cultural factors in individual reading differences are examined as are psychological dimensions of reading motivation and the personal and societal benefits of reading pedagogical features end of chapter discussion questions and suggestions for further reading explicit linkages among theory research standards including the common core state standards and instruction engaging case studies at the beginning of each chapter technology toolbox explores the pros and cons of computer assisted learning

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the last 20 years have witnessed a revolution in reading research cognitive psychologists using high speed computers to aid in the collection and analysis of data have developed tools that have begun to answer questions that were previously thought unanswerable these tools allow for a chronometric or moment to moment analysis of the reading process foremost among them is the use of the record of eye movements to help reveal the underlying perceptual and cognitive processes of reading this volume provides a coherent framework for the research accomplished on the reading process over the past 15 years it emphasizes how readers go about extracting information from the printed page and how they comprehend the text

the psychology of reading provides a fair and coherent overall picture of how reading is done and how it is best taught it aims to relate reading to writing systems analyze the process of reading from several viewpoints using research from diverse disciplines and develop a model of reading to explain reading processes all the way from letter recognition to reading whole texts the book describes how children learn to read in different scripts by different methods and at different ages it discusses different components of reading eye movements letter and word recognition sentence and prose reading and so on in beginning readers in skilled or unskilled readers as well as dyslexic readers brain damaged patients with selective impairment of different components provide a natural laboratory to compare reading processes within one script as well as across different scripts the more types of readers scripts and components examined the better the picture of reading processes drawn this book is a text for college students as well as a reference book for professionals in psychology education linguistics and other related fields

the need to know why as well as how children and youth respond as they do to reading instruction has guided the selection of this book s content the second edition of this title originally published in 1990 has retained and elaborated upon the three major themes previously presented that reading is a linguistic process that motivation the affective domain may be as important in learning to read as the cognitive domain and that the reality of learning theory is to be found in the mechanisms of the brain where information is mediated and memory traces are stored the text integrates views from cognitive psychology psycholinguistics and neuropsychology as they relate to reading and writing a learning motivation model is provided to present associative learning conceptualization and self directed reading in a hierarchical relationship with distinct cognitive and affective components the distinction between beginning and proficient reading is maintained throughout the text

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cognitive psychologists have discovered that reading represents a natural laboratory for studying almost all cognitive processes from sensation and perception to comprehension and reasoning this introductory level textbook examines the psychology of reading and the important cognitive principles that pertain to it though grounded in the latest research this new edition maintains the objective of its predecessor to provide a highly accessible introduction for students approaching the subject for the first time it builds on the useful and well established principles of the first edition while incorporating the substantial growth of knowledge since its publication nearly a decade ago the text is intended for students from a variety of disciplines although those in courses on educational psychology and the psychology of reading will find it particularly helpful

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originally published in 1987 this volume presented a comprehensive state of the art account of what was known about the psychology of reading at the time all the fundamental aspects of reading are considered visual attention visual feature analysis visual masking letter and word recognition priming effects eye movements in reading phonological processing working memory and reading parsing sentence comprehension and text integration the subject of reading is approached from a variety of different theoretical perspectives including cognitive psychology connectionism neuropsychology and linguistics this broad and comprehensive review will still be of value for undergraduate and graduate teaching as well as research workers engaged in experimental or theoretical investigations of any aspect of the psychology of reading

excerpt from the psychology of reading an experimental study of the reading pauses and movements of the eye these interesting observations were further extended and first given significance by the extensive investigations of erdmann and dodge 2 by a similar method of direct observation the movements of the reader s eye were recorded from the reflection in a

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mirror it was found that an average of five fixation pauses per line was made by one subject d in reading a page from locke s es say width of line cm and an average of eight pauses per line was made by e in reading from helmholtz s physiol optik width of line the variations from this average were small the main conclusions from their varied experiments are the following a larger number of pauses are made in difficult than in comparatively simple narration and the simpler the text the more nearly equal are the pauses and movements similarly a longer time and more pauses are necessary to read a foreign lan guage than to read one s own language the same is true when the attention is directed to the text as in proof reading the average angle of movement between two successive pauses varied from 3 54 to 5 for difficult or unfamiliar passages of the above cited books and from 4 14 to 5 36 for familiar passages that is in either case3 the eye does not reach to the very edge of the line but the first and last fixations fall within the line the first fixation comes nearer to the beginning of the line than the last fixation to the end of the line this distance as the angle of movement shows is lessened in the more difficult reading about the publisher forgotten books publishes hundreds of thousands of rare and classic books find more at forgottenbooks com this book is a reproduction of an important historical work forgotten books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy in rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition we do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works

examines the social forces that have shaped reading discusses the nature of reading skills and suggests connections between reading and dreaming and hypnotic trance

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