

BASIC PROCESSES IN READING

Perception and Comprehension

Edited by
David LaBerge and S. Jay Samuels

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Basic Processes In Reading Perception And Comprehension

Bruce K. Britton, Arthur C. Graesser



Basic Processes In Reading Perception And Comprehension:

Basic Processes in Reading David LaBerge, S. Jay Samuels, 2017-03-27 Originally published in 1977 this volume contains the most recent theoretical views and experimental findings by prominent psychologists at the time working in areas they considered to be most basic to the reading processes The material will still be of value to people interested in applied and basic aspects of reading as well as those concerned with language processing and information processing in general The volume divides conveniently into two areas perception and comprehension The initial chapters deal with the perceptual processes involved in reading The second half of the volume delves into the area of comprehension The interested reader will find a wide variety of topics covered in the volume that reflect the amazingly wide range of cognitive functions that are part of the reading process

Visual Processes in Reading and Reading Disabilities Dale M. Willows, Richard Kruk, Evelynne Corcos, 2012-12-06 Over the last 25 years reading processes have been the focus of an enormous amount of research in experimental psychology as well as in other disciplines The theories and models emerging from this research have greatly advanced understanding of both normal acquisition and of reading disabilities Although great progress has been made there are certain aspects that have been relatively neglected in the current understanding Specifically the role of visual factors has received less attention than that of other component processes This is particularly surprising since reading and writing are distinct from the other language processes of speaking and listening in large part by virtue of the fact that a visual dimension is involved Relevant research is broadly scattered both geographically and in terms of disciplines and there have been no major reviews or books concerned with the visual dimension of reading and reading disabilities The purpose of this book is to bring together a broad range of evidence that concerns the role of visual information in reading and reading disabilities Because reading processes are of central interest to cognitive scientists neuropsychologists psycholinguists clinicians and educators this book should draw a very broad readership

Handbook of Reading Research, Volume II Rebecca Barr, Michael L. Kamil, Peter B. Mosenthal, P David Pearson, 2016-11-18 A comprehensive overview of important contemporary issues in the field of reading research from the mid 1980s to mid 1990s this well received volume offers readers an examination of literacy through a variety of lenses some permitting microscopic views and others panoramic views A veritable who's who of specialists in the field chapter authors cover current methodology as well as cumulative research based knowledge Because it deals with society and literacy the first section provides the broadest possible view of literacy The second section defines the range of activities culturally determined to be a part of the enterprise known as literacy The third focuses on the processes that individuals engage in when they perform the act of reading The fourth section visits the environment in which the knowledge that comprises literacy is passed on from one generation to the next The last section an epilogue to the whole enterprise of reading research provides apt philosophical reflection

Understanding Readers'
Understanding Robert J. Tierney, Patricia L. Anders, Judy Nichols Mitchell, 2013-02-01 This collection features papers

addressing current issues in reading comprehension from cognitive and linguistic perspectives Organized into three sections the volume investigates text considerations and reader text interactions Each paper presents a substantial and comprehensive review of theory and research related to cognition and reading comprehension *Handbook of Learning and Cognitive Processes (Volume 5)* William K. Estes, 2014-06-20 Originally published in 1978 Volume 5 of this Handbook reflects a single theoretical orientation that characterized by the term human information processing in the literature at the time but which ranges over a very broad spectrum of cognitive activities The first two chapters give some overall picture of the background goals method and limitations of the information processing approach The remaining chapters treat in detail some principal areas of application visual processing mental chronometry representation of spatial information in memory problem solving and the theory of instruction The first three volumes of the Handbook presented an overview of the field followed by treatments of conditioning behavior theory and human learning and retention With the fourth volume the focus of attention shifted from the domain of learning theory to that of cognitive psychology **Cognitive Processes in Eye**

Guidance Geoffrey Underwood, 2005-07-28 Whether reading looking at a picture or driving how is it that we know where to look next how does the human visual system calculate where our gaze should be directed in order to achieve our cognitive aims This book brings together leading vision scientists studying eye movements across a range of activities such as reading driving computer activities and chess It provides groundbreaking new research that will help us understand how it is that we know where to move our eyes and thereby better understand the cognitive processes underlying these activities

Handbook of Applied Psycholinguistics S. Rosenberg, 2014-02-04 First published in 1982 The chapters of this handbook contain critical integrative reviews of research and theory in the major areas of the field of applied psycholinguistics the field in which applied problems of language and communicative functioning and development are approached from the standpoint of basic research and theory in psycholinguistics and related areas of cognitive psychology The book was designed to meet the needs of researchers practitioners and graduate students from such disciplines as education including special education language learning linguistics neurology psychiatry psychology and speech and hearing for such reviews although the state of research in an area and a desire to stress research and theory in substantive areas resulted in a decision not to include chapters on the measurement of linguistic maturity language intervention the language of the learning disabled child language and environmental deprivation language and mania language and senile dementia and the design of written and oral information and computer command language **Cognition and the Symbolic**

Processes Robert R. Hoffman, David S. Palermo, 2014-01-14 This volume is a festschrift dedicated to James J Jenkins a pioneer in many areas of experimental psychology It has three major goals to provide a forum for debate on current theoretical issues in cognitive psychology to capture the state of the art in reviews of research methods and results and to generate ideas for new research directions and methodologies Contributors including Jenkins former students and present

colleagues ponder fundamental questions such as How do people learn to read What happens during the processes of speech perception How do people acquire problem solving skills How do cognitive and motor skills develop and integrate with one another Many chapters focus specifically on ecological and applied cognitive psychology Specific topics covered include visual and speech perception language memory motivation child development problem solving and pedagogy An Odyssey in Learning and Perception Eleanor J. Gibson,1994-02-03 An Odyssey in Learning and Perception documents a fifty year intellectual expedition in the areas of learning and perception always with an eye to combining them in a theory of perceptual learning and development a theory that may be broadly applicable to humans and nonhumans young and old In the field of psychology beginning in the 1950s Eleanor J Gibson nearly single handedly developed the field of perceptual learning with a series of brilliant studies that culminated in the seminal work Perceptual Learning and Development An Odyssey in Learning and Perception brings together Gibson s scientific papers including difficult to find or previously unpublished work along with classic studies in perception and action Gibson introduces each paper to show why the research was undertaken and concludes each section with comments linking the findings to later developments A personal essay touches on the questions and concerns that guided her research Theory and Practice of Early Reading L. B. Resnick,P. A. Weaver,2013-12-16 First Published in 1979 These volumes explore the range and depth of our theoretical and practical knowledge about early reading instruction Contributors psychologists linguists instructional designers reading and special education experts were asked to address three questions 1 What is the nature of skilled reading 2 How is reading skill acquired 3 What do the nature of skilled reading and the process of acquiring reading skill jointly suggest for reading instruction This is Volume I of a collection of essays looking at topics such as reading stages coding and comprehension skills word recognition language skills instruction and teaching theories and an analysis of reading two beginning reading programs **Handbook of Research on Reading Comprehension, Second Edition** Susan E. Israel,2017-01-02 This edition provides a transformative snapshot of reading comprehension as a field of study at a seminal moment It maintains the same high level of standards with respect to 1 historical perspectives useful for laying the foundation of study on reading comprehension 2 theoretical perspectives that allow the reader to consider different views on how specific areas have evolved since the first edition 3 excellent chapters on various elements of reading comprehension including major research studies in assessment cultural impacts of reading comprehension issues affecting English language learners and consideration of international populations and 4 identification of future research needs to help raise important questions and stimulate possible hypotheses for future research **Handbook of Reading Research** P. David Pearson,Rebecca Barr,Michael L. Kamil,Peter Mosenthal,Elizabeth B. Moje,Peter Afflerbach,Patricia Enciso,Nonie K. Lesaux,1996 The Handbook of Reading Research is the research handbook for the field Each volume has come to define the field for the period of time it covers When taken as a set the four volumes provide a definitive history of reading research Back of cover volume 4 **The Comprehension and Miscomprehension**

of Print Communication Jacob Jacoby, Wayne D. Hoyer, 2013-11-26 First Published in 1987 To writers and visualizers this study sets a range of expectations for comprehension and miscomprehension pointing the finger of caution that even what seems the simplest of language can be misunderstood but also calling forth their best efforts because this benchmark study shows that some communications can be much more successful than others and there is usually room for improvement To advertisers the study says that perhaps we often take comprehension too much for granted being satisfied when consumers respond with something in the general area of our message rather than in the precise area of what is meant To academicians the study gives reliable reference points for thought and dialogue among themselves and the advertising and publishing communities It underlines what intuitive editors and writers have always known but have not always practiced that words and ideas are fragile handle with care if you hope to deliver them intact from one mind to another

Basic Processes in Reading Derek Besner, Glyn W. Humphreys, 2012-11-12 The chapters in this new book span the range of reading processes from early visual analysis to semantic influences on word identification thus providing a state of the art summary of current work and offering important contributions to prospective reading research Basic Processes in Reading examines both future plans and past accomplishments in the world of word identification research Three chapters provide a futuristic view taking a parallel distributed processing approach to semantic priming phonology and the identification of old words and the learning of new words Reviews on eye movements in reading and semantic priming on word identification provide a retrospective summary of work on these issues as well as solid pointers for future investigations Other chapters provide new demonstrations of the importance of phonological contributions to word identification of interactive processes in the identification of handwritten words and a re evaluation of the processes involved in the neuropsychological syndrome described as letter by letter reading

Reading Expository Material Wayne Otto, 2014-01-01 Reading Expository Material focuses on the techniques on how to apply the skills in reading tasks outside of formal reading instruction This book explores the problems related to skill application that are encountered by reading specialists and educators Organized into six parts encompassing 17 chapters this book starts with an overview of the categories of the study including the reader the text and the interaction of reader with text This text then examines the readers metacognitive development the development of study skills and learning strategies Other chapters explore the concept of knowledge and explain how knowledge comes into play in the process of perception and comprehension This book discusses as well the developments in cognitive psychology and in artificial intelligence The final chapter reviews how to enable teachers in the classroom to deal more realistically with the facts of a reader text interaction Reading specialists researchers and educators with an interest in the teaching of and learning from expository materials will find this book useful

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INT L REV OF RESR IN MNLT RETARDTN V13 Technical Report , 1983 *Approaches to Summarization* Barbara Seidlhofer, 1995

Reading-Writing Connections Mary F. Heller, 1999-04-01 Reading Writing Connections From Theory to

Practice is an extraordinary language arts methods text that enables elementary and middle school teachers to create classroom environments where all students can become lifelong readers and writers. Focusing on developmentally appropriate methods and materials, this remarkably readable book empowers a new generation of teachers to integrate reading, writing, listening, and speaking in K-8 classrooms. Heller's highly accessible writing style makes this book suitable as a primary text for undergraduate and graduate courses in language arts, reading, writing, and literacy. Special features of this second edition include a vision of how to transform cutting edge theory and research into classroom practice that utilizes integrated language arts instruction, a unique developmental perspective with separate chapters on teaching methods and materials for kindergarten, primary 1-3, intermediate 4-6, and middle grades 7-8, instructional guidelines that offer generous, detailed suggestions for applying theory to practice, plus "For You to Try" and "For Your Journal" exercises that encourage critical thinking and reflection, and a wealth of classroom vignettes, examples of students' oral and written language, illustrations, and figures that accentuate interesting and informative theory, research, and practice. In addition, *Reading Writing Connections* offers expanded content on the impact of sociocultural theory and the whole language movement on the teaching of reading and writing across the curriculum, greater emphasis on cultural diversity, including new multicultural children's literature booklists that complement the general children's literature bibliographies, and current information on alternative assessment, emerging technologies, the multiage classroom, reader response to literature, and thematic teaching.

Models of Understanding Text Bruce K. Britton, Arthur C. Graesser, 2014-02-25. What is text understanding? It is the dynamic process of constructing coherent representations and inferences at multiple levels of text and context within the bottleneck of a limited capacity working memory. The field of text and discourse has advanced to the point where researchers have developed sophisticated models of comprehension and identified the particular assumptions that underlie comprehension mechanisms in precise analytical or mathematical detail. The models offer a priori predictions about thought and behavior, not merely ad hoc descriptions of data. Indeed, the field has evolved to a mature science. The contributors to this volume collectively cover the major models of comprehension in the field of text and discourse. Other books are either narrow, covering only a single theoretical framework, or do not focus on systematic modeling efforts. In addition, this book focuses on deep levels of understanding rather than language codes, syntax, and other shallower levels of text analysis. As such, it provides readers with up-to-date information on current psychological models specified in quantitative or analytical detail.

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