

**CHINESE  
CHILDREN'S  
READING  
ACQUISITION**  
**Theoretical and  
Pedagogical Issues**

edited by  
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# Chinese Childrens Reading Acquisition

**Wenling Li, Janet S. Gaffney, J. Packard**

## **Chinese Childrens Reading Acquisition:**

*Chinese Children's Reading Acquisition* Wenling Li, Janet S. Gaffney, J. Packard, 2012-12-06 Published research and conference presentations on the Chinese language in the last decade have tended to focus on adult language processing This book provides a comprehensive resource for the critical discussion of major issues in learning to read Chinese from a child acquisition perspective The combined contributions from researchers in Asian studies linguistics psycholinguistics psychology cognitive psychology reading and education inform international comparative studies of literacy by making apparent the features of the Chinese culture language writing system and pedagogy that may facilitate or impede the acquisition of literacy

**Reading Development in Chinese Children** Catherine McBride-Chang, Hsuan-Chih Chen, 2003-12-30 This text reviews both similarities and unique cultural linguistic and script differences of Chinese relative to alphabetic reading and even across Chinese regions Chinese reading acquisition relies upon children's strongly developing analytic skills as highlighted here These 16 chapters present state of the art research on diverse aspects of Chinese children's reading development This edited volume presents research on Chinese children's reading development across Chinese societies Authors from China Hong Kong Singapore and Taiwan among others present the latest findings on how Chinese children learn to read Reading acquisition in Chinese involves some parameters typically not encountered in some other orthographies such as English For example Chinese readers in different regions might speak different mutually unintelligible languages be taught to read with or without the aid of a phonetic coding system and learn different scripts This book both implicitly and explicitly considers these and other contextual issues in relation to developmental and cognitive factors involved in Chinese literacy acquisition One of the clearest themes to emerge from this volume is that across regions Chinese children despite lack of explicit teaching of phonetic or semantic character components learn to read largely by integrating visible print sound and print meaning connections Rather than learning to read Chinese characters by rote as is sometimes mistakenly believed these children are analytic learners Chapters in this book also cover such topics as Chinese children's reading comprehension cognitive characteristics of good and poor readers and reading strategies of bilingual and biscriptal readers This book is a useful reference for anyone interested in understanding either developing or skilled reading of Chinese or for those interested in literacy learning across cultures

*Reading Development and Difficulties in Monolingual and Bilingual Chinese Children* Xi Chen, Qiuying Wang, Yang Cathy Luo, 2013-11-04 This volume explores Chinese reading development focusing on children in Chinese societies and bilingual Chinese speaking children in Western societies The book is structured around four themes psycholinguistic study of reading reading disability bilingual and biliteracy development and Chinese children's literature It discusses issues that are pertinent to improving language and literacy development and complex cognitive linguistic and socio cultural factors that underlie language and literacy development In addition the book identifies instructional practices that can enhance literacy development and academic achievement This volume offers an

integrative framework of Chinese reading and deepens our understanding of the intricate processes that underlie Chinese children's literacy development. It promotes research in reading Chinese and celebrates the distinguished and longstanding career of Richard C. Anderson. **The Oxford Handbook of Chinese Psychology** Michael Harris Bond, 2010. In recent years, China has witnessed unprecedented economic growth, emerging as a powerful influential player on the global stage. Now more than ever, there is a great interest and need within the West to better understand the psychological and social processes that characterize the Chinese people. *The Oxford Handbook of Chinese Psychology* is the first book of its kind, a comprehensive and commanding review of Chinese psychology covering areas of human functioning with unparalleled sophistication and complexity. In 42 chapters, leading authorities cite and integrate both English and Chinese language research in topic areas ranging from the socialization of children, mathematics achievement, emotion, bilingualism, and Chinese styles of thinking to Chinese identity, personal relationships, leadership processes, and psychopathology. With all chapters accessibly written by the leading researchers in their respective fields, the reader of this volume will learn how and why China has developed in the way it has and how it is likely to develop. In addition, the book shows how a better understanding of a culture so different to our own can tell us so much about our own culture and sense of identity. A book of extraordinary breadth, *The Oxford Handbook of Chinese Psychology* will become the essential sourcebook for any scholar or practitioner attempting to understand the psychological functioning of the world's largest ethnic group. □□□□□□, 2005

*Scientific Realism in Studies of Reading* Alan D. Flurkey, Eric J. Paulson, Kenneth S. Goodman, 2008. This book provides research-based insights that deepen and broaden current understandings of the nature of reading. Informed by psycholinguistic and sociolinguistic views of reading as meaning construction, the studies build on principles of scientific realism, an approach to inquiry that incorporates and values a wide variety of methods of observation to find the most inclusive, ecologically valid description of the reading process as it is observed in a variety of contexts from a wide range of perspectives. Focusing on how facts are discovered, developed, and used in the construction of knowledge about reading, a data-driven and theory-driven construction that results from observing the reading process with a variety of tools, methods, disciplines, and conceptual frameworks, scientific realism goes beyond rationalism and experimentation to include studies of events and experiences but still satisfies even the most narrow definitions of what state and national lawmakers refer to as reliable and replicable research on reading. Each study in this volume breaks ground for a new line of reading research underpinned by the theory of reading based in scientific realism. *Scientific Realism in Studies of Reading* is directed to reading researchers, teacher educators, reading specialists, special educators, graduate students, and related education professionals in the disciplines of applied psycholinguistics and sociolinguistics and is appropriate as a text for advanced courses in these areas. Geolinguistics, 2004. *Proceedings of the National Academy of Sciences of the United States of America* National Academy of Sciences (U.S.), 2005. Reading and Language Learning Keiko Koda, 2007-10-29. Reading and

language learning are interdependent While reading necessitates linguistic knowledge reading ability enhances linguistic knowledge expansion This volume explores the reciprocal relationship between reading and language learning It examines a variety of reading sub skills ranging from word identification to discourse comprehension

**Language Disorders in Speakers of Chinese** Sam-po Law, Brendan Weekes, Anita M-Y. Wong, 2009 Research interest in Chinese language impairments can be traced back to the 1930s Despite the significant advances made in this research field over the past two decades this body of work has not received the attention it deserves This book fills a gap in the field and represents the latest research in Chinese language disorders in children and adults The work presented in this volume addresses theoretical and clinical issues relevant to specific language impairment in children developmental dyslexia phonological impairment in children and adults and acquired dyslexia and dysgraphia The book will appeal to interdisciplinary researchers from cognitive psychology linguistics and neurology with interests in the Chinese language speech language therapists working with Chinese speaking clients educationists in particular language teachers of children learning to read and write Chinese as well as neuroscientists It will serve as a good reference book for advanced level undergraduate courses or graduate courses in speech language pathologies and psycholinguistics

**The Use of Passage Reading Measures to Assess Reading Proficiency of Chinese Elementary School Students** Ching-Yun Yeh, 1992

**Chinese Recorder and Missionary Journal** ,1922

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*Linguistics and Language Behavior Abstracts* ,2008

**Chinese Affairs ...** ,1922

**Journal of Chinese Linguistics** ,2007

MLA International Bibliography of Books and Articles on the Modern Languages and Literatures Modern Language Association of America, 2008 Vols for 1969 include ACTFL annual bibliography of books and articles on pedagogy in foreign languages 1969

*Thought & Language/language & Reading* Maryanne Wolf, Mark K. McQuillan, Eugene Radwin, 1980

ESSAYS ON TEACHING READING AND LANGUAGE ARTS

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**Folia Phoniatica Et Logopaedica** ,2004

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