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English L2 Reading: Getting to the Bottom - 4th Edition ...

Buy English L2 Reading: Getting to the Bottom (ESL & Applied Linguistics Professional Series) 3 by Birch, Barbara M. (ISBN: 9780415706278) from Amazon's Book Store. Everyday low prices and free delivery on eligible orders.

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Book Description. English L2 Reading, Third Edition offers teachers research-based insights into bottom-up skills in reading English as a second language and a solid foundation on which to build reading instruction. Core linguistic and psycholinguistic concepts are presented within the context of their application to

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English L2 reading: Getting to the bottom, second edition

English L2 Reading: Getting to the Bottom. Barbara M. Birch. Mahwah, NJ: Lawrence Erlbaum, 2002. Pp. xii + 200. In the 1970s and 1980s top-down models of reading based on schema theory were appealing indeed. Perhaps such models took hold so firmly in L2 reading because many researchers at the time were dealing with TESOL QUARTERLY intermediate-level adults already literate in their L1 ...

English L2 Reading: Getting to the Bottom, Tesol Quarterly ...

ENGLISH L2 READING: GETTING TO THE BOTTOM. Barbara M. Birch. Mahwah, NJ: Erlbaum, 2002. Pp. xii + 220. \$19.95 paper. - Volume 26 Issue 1 - Claudia A. Becker

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ENGLISH L2 READING: GETTING TO THE BOTTOM (2nd ed.). Barbara M. Birch. Mahwah, NJ: Erlbaum, 2007. Pp. vii + 236. \$27.50 paper. - Volume 30 Issue 3 - Sarah J. Shin

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English L2 Reading: Getting to the bottom . (2002). Barbara Birch. Mahwah: Lawrence Erlbaum Associates. Pp. 200. ISBN 0805838996. \$19.95 Reviewed by: Steven Brown Youngstown State University Influential theoretical accounts of L2 reading have stressed the interactive nature of top-down and bottom-up processing (Carrell, Devine & Eskey, 1988; Bernhardt, 1991).

English L2 Reading: Getting to the bottom . (2002 ...

ERIC - ED493762 - English L2 Reading: Getting to the Bottom. 2nd Edition, Lawrence Erlbaum Associates (Bks), 2007. This book remains a comprehensive, myth-debunking examination of how L1 features (orthographic system, phonology, morphology) can influence English L2 reading at the "bottom" of the reading process. It provides a thorough but very accessible linguistic/psycholinguistic examination of the lowest levels of the reading process.

ERIC - ED493762 - English L2 Reading: Getting to the ...

English L2 Reading: Getting to the Bottom (2nd Ed.) Mahwah, NJ: Lawrence Erlbaum Associates. List price: \$31.95. Reviewed by Amy Frederick and Paul Kroshus In English L2 Reading: Getting to the Bottom, Barbara Birch makes the case that a "truly whole" language view of second language reading includes bottom-up as well as top-down approaches.

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English L2 Reading | Getting to the Bottom | Taylor ...

English L2 Reading: Getting to the Bottom (Paperback) Published August 15th 2006 by Routledge. Paperback, 236 pages. Author (s): Barbara M. Birch. ISBN: 0805859292 (ISBN13: 9780805859294) Edition language: English.

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Editions of English L2 Reading: Getting to the Bottom by ...

Birch reminds us that learning to read in English may be harder for L2 learners than for English prereaders because what they transfer from their first language (L1) might interfere with reading in English. In Chapter 2, "Writing Systems," the author defines and describes the three types of writing systems: logographic, syllabic, and alphabetic.

English L2 Reading: Getting to the Bottom

English L2 Reading: Getting to the Bottom, Second Edition remains a comprehensive, myth-debunking examination of how L1 features (orthographic system, phonology, morphology) can influence English L2 reading at the "bottom" of the reading process. It provides a thorough but very accessible linguistic/psycholinguistic examination of the lowest levels of the reading process.

English L2 Reading: Getting to the Bottom by Barbara M. Birch

English L2 reading; getting to the bottom, 2d ed. Birch, Barbara M. Lawrence Erlbaum 2007 236 pages \$27.50
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English L2 Reading, Third Edition offers teachers research-based insights into bottom-up skills in reading English as a second language and a solid foundation on which to build reading instruction. Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching.

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Get Access. English L2 Reading, Third Edition offers teachers research-based insights into bottom-up skills in reading English as a second language and a solid foundation on which to build reading instruction. Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching.

English L2 Reading: Getting to the Bottom, Second Edition remains a comprehensive, myth-debunking examination of how L1 features (orthographic system, phonology, morphology) can influence English L2 reading at the "bottom" of the reading process. It provides a thorough but very accessible linguistic/psycholinguistic examination of the lowest levels of the reading process. It is both theoretical and practical. The goal is to balance or supplement (not replace) top-down approaches and methodologies with effective low-level options for teaching English reading. Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching. The text clearly explains the strategies that readers of other languages develop in response to their own writing systems (Chinese, Japanese, Arabic, Hebrew, other alphabets, or transparent Roman alphabetic systems), contrasted with an explanation of the strategies that English readers develop in response to the opaque orthography of English, and explicates how other low-level processing strategies for L1 morphology and word formation may aid or hinder processing in English L2 reading acquisition. A complete, balanced reading ideology should be big enough to embrace all reading theories and practices. In particular, it should be able to accommodate those researchers and teachers who find that attention to the details of language can also help students learn to read better. Many ESL/EFL teachers are interested in supplementing their successful whole-language methods with bottom-up reading

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strategies, but aren't sure how to do it. This book fills that gap. Changes in the Second Edition: *updated content in each chapter and clearer organization for the student to make the text more reader friendly; *expansion in Chapter 2 on alphabets, writing systems, and a brief history of written English and spelling; *extended discussion in Chapter 3 of the cognition of written language and reading transfer; *addition of phonemic, vocal, subvocal, and articulatory development and L2 reading processing in Chapter 4, as well as instructional activities and strategies for teaching these skills to L2 readers; *elaboration of graphs and graphemes in Chapter 5, including discussion of developing graphemic knowledge, processing strategies, and their instructional application, and new sections on reading speed, pattern recognition, and word recognition; *development of the probabilistic section in Chapter 6, particularly the probabilities in context of L2 reading; *updated information on the topic of brain activation studies; and *new treatment of the topic of reading fluency, added in responses to requests from many readers of the first edition. Intended for ESL/EFL reading researchers, teacher trainers and teachers, and as a text for MATESOL students, most chapters contain practical suggestions that teachers can incorporate into whole language methods to teach beginning or intermediate ESL/EFL reading (letters, pronunciation, "smart" phonics, morphemes, and vocabulary acquisition) in a more balanced way. Pre-reading discussion and study questions are provided to stimulate interest and enhance comprehension. End-of-chapter exercises help readers apply the concepts.

English L2 Reading: Getting to the Bottom uses research-based insights to examine bottom-up skills in reading English as a second language. This fourth edition clearly presents core concepts alongside their practical applications to teaching contexts, with updated research findings, a new focus on metalinguistic awareness, and new resources for students. The text's pedagogical features help readers connect linguistic details and psycholinguistic theory with practical explanations and teaching suggestions. Pre-reading Questions challenge readers to analyze their own experiences. Study Guide Questions allow readers to review, discuss, and assess their knowledge. Discussion Questions elaborate on themes in each chapter, while the new Language Awareness Activities help develop metalinguistic awareness. Three Appendices provide tables that list the graphemes and the phonemes of English, as well as a brand-new dictionary pronunciation guide. New to the fourth edition: Substantially revised and updated research on linguistics New, evidence-based models on the reading process Language Awareness Activities that highlight metalinguistic awareness Word study examples in each chapter For teachers, teacher trainers, reading researchers, or anyone interested in teaching reading, this popular, comprehensive, myth-debunking text provides clear and practical guidance towards effectively supplementing top-down teaching approaches with bottom-up reading strategies.

English L2 Reading, Third Edition offers teachers research-based insights into bottom-up skills in reading English as a second language and a solid foundation on which to build reading instruction. Core linguistic and psycholinguistic concepts are presented within the context of their application to teaching. The goal is to balance or supplement (not replace) top-down approaches and methodologies with effective low-level options for teaching English reading. The text's pedagogical features— Questions, Study Guide Questions. Discussion Questions, Spotlight on Teaching sections— engage readers of the text in moving easily from linguistic details and psycholinguistic data and theory to practical explanations and suggestions for teaching. Two Appendices provide tables that list the graphemes or the phonemes of English. Changes in the Third Edition Shift in focus from criticism of whole language methodologies to a more neutral stance —times have changed and the study of lower-level reading strategies is now mainstream Greater focus on linguistic form, along with function and meaning Updated information about reading strategies at each level of the reading process More Spotlight on Teaching sections, one for each chapter New chapter on spelling development

A comprehensive manual for pre- and in-service ESL and EFL educators, this frontline text balances insights from current reading theory and research with highly practical, field-tested strategies for teaching and assessing L2 reading in secondary and post-secondary contexts. Teaching Readers of English: provides a through yet accessible survey of L2 reading theory and research addresses the unique cognitive and

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socioeducational challenges encountered by L2 readers covers the features of L2 texts that teachers of reading must understand acquaints readers with methods for designing reading courses, selecting curricular materials, and planning instruction explores the essential role of systematic vocabulary development in teaching L2 literacy includes practical methods for assessing L2 students' proficiency, achievement, and progress in the classroom. Pedagogical features in each chapter include questions for reflection, further reading and resources, reflection and review questions, and application activities.

She documents the ways they think, the products of their learning, and their progress as writers.

Abstract:

The Handbook of Technology and Second Language Teaching and Learning presents a comprehensive exploration of the impact of technology on the field of second language learning. The rapidly evolving language-technology interface has propelled dramatic changes in, and increased opportunities for, second language teaching and learning. Its influence has been felt no less keenly in the approaches and methods of assessing learners' language and researching language teaching and learning. Contributions from a team of international scholars make up the Handbook consisting of four parts: language teaching and learning through technology; the technology-pedagogy interface; technology for L2 assessment; and research and development of technology for language learning. It considers how technology assists in all areas of language development, the emergence of pedagogy at the intersection of language and technology, technology in language assessment, and major research issues in research and development of technologies for language learning. It covers all aspects of language including grammar, vocabulary, reading, writing, listening, speaking, pragmatics, and intercultural learning, as well as new pedagogical and assessment approaches, and new ways of conceiving and conducting research and development. The Handbook of Technology and Second Language Teaching and Learning demonstrates the extensive, multifaceted implications of technology for language teachers, learners, materials-developers, and researchers.

The book investigates the explanatory variables for the passage-reading comprehension performance of Japanese EFL learners and their sentence-reading speed. Following rigorous preliminary studies evaluating the significance of the candidate variables and refining research instruments, a large scale main study was conducted. Regression analyses indicated that syntactic knowledge was the best predictor of passage-reading ability, while vocabulary breadth also contributed to its prediction. Subgroup analyses supported the significance of syntactic knowledge for both higher- and lower-ability readers. Sentence-reading speed was best predicted by the speed of lexical semantic access. The significance of this speed was also consistent across the group division. A subsequent exploratory factor analysis and structural equation modelling of the data indicated that the performances of the participants were best explained in terms of two latent factors: one based on careful text processing power and the other on efficiency of lexical semantic access.

Linguistics for L2 Teachers is designed to help bilingual and ESL teachers better understand how and why the English language works, and to broaden their abilities to help their students learn about the various functions of English in the real world. It is not a complete curriculum in English linguistics, but rather, a foundation from which teachers can continue to grow and to teach with greater confidence. The reader-friendly, conversational style makes the concepts easily accessible to preservice and in-service teachers who have little or no previous experience in language study. This textbook: * explains various aspects of English using non-technical terminology; * goes beyond the study of grammar to examine the functions of language, not just its form; * presents language applications in L2 classrooms; and * clearly delineates the significance of chapter topics for L2 teachers and students. Each chapter includes prereading activities to enhance the reader's comprehension; postreading activities to expand and elaborate the concepts; and interactive "Be A Linguist" activities to help readers think in ways similar to the ways linguists think and to provide opportunities to apply ideas explained within the chapter. Intended for all teachers of students for whom English is a new

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language, this text will help them be better prepared to meet the important challenges and questions they encounter in their classrooms.

Classroom Communication and Diversity is an integral resource for teaching awareness of diversity issues and communication in the classroom. Drawing on the research in the communication and education disciplines, authors Robert G. Powell and Dana Caseau provide theoretical models and useful strategies for improving instructional practices. They address the ways in which culture influences communication in the classroom, and assist teachers in developing the skills necessary to meet the needs of the students in their classrooms. New to the second edition is an expanded skills component, additional teaching resources, and an increased focus on the role of diversity in the classroom. Much of the information shared in this text derives from the authors' research and experience in schools and from the experiences of others, including teachers, parents, and children. Their experiences, combined with the cross-disciplinary approach, produce a volume of unique perspectives and considerable insight.

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