Chapter 1 : Learning to Read Across Languages : Annette M. Zehler :

Learning to Read across Languages and Writing Systems examines these questions across seventeen languages representing the world's different major writing systems. Each chapter highlights the key features of a specific language, exploring research on learning to read, spell, and comprehend it, and on implications for education.

First published , transferred to Digital Printing The book is divided into two parts. Anderson sort out the terms assigned to aspects of language acquisition. They also survey research on bilinguals to illuminate what would be significant for second language learning. Among her suggestions for future research: Depending on the reader, however, the explanations in part one: Kuo and Anderson, might be more helpful. Next are chapters devoted to the first and second language learning-to-read process in Arabic, Chinese, Hebrew, Khmer, and Korean. The focus in each chapter is on the specific languages, as titled, but the analyses draw on a much wider range of literacy acquisition research and insights related to many more languages. Research, however, by Abu Rabia and Feitelson cited in the chapter shows that reading aloud to young children in MSA improves their subsequent learning p. This is an intriguing point as other research cited here and elsewhere in the book discusses the key significance of phonological awareness in learning to read first and second languages, though whether it develops once or separately for each language is a matter for more study see Koda p. Mandarin is a first language but as distance increases from Beijing, it becomes a second language, distinct from that of home and daily life p. The importance of graphic versus phonological processing in reading Chinese is discussed at length, and Perfetti and other researchers have suggested that the timing of phonological processing may be a pivotal question p. In chapter seven Esther Geva reviews literacy studies and investigates their applicability to learning to read Hebrew as a first or second language. Geva discusses findings of children from Ethiopian immigrant Amharic-speaking homes having difficulties in Hebrew literacy acquisition compared to Israeli children from the same economic level. Unequal language skills persist, beginning with lower phonological and phonemic awareness in kindergarten and later becoming more of a morphological awareness issue for these Hebrew L2 children, and she calls for more research into the causes p Dyslexia studies are also examined in this chapter, and indications that English is more problematic for matched dyslexics than is Hebrew p. Zehler and Saloni Sapru introduce the Cambodian alphabetic-syllabic written language and despite the lack of research relating to development of Khmer literacy, nevertheless provide a systematic overview. They also report a dearth of studies of English literacy development in Khmer speakers, reflecting the ongoing trauma to the education system that remains a legacy of the Khmer Rouge. Last, the authors mention some current efforts being made for Khmer language and culture education in Cambodia and elsewhere. The final case language, Korean, examined in chapter nine by Eunyoung Christine Park, details the process of learning to read Korean and observes that parental involvement in early childhood literacy-building is so prevalent that literacy became nearly universal by the mids p. Park gives an overview of research investigating L2 English literacy acquisition by Korean learners as compared with other L1 learners, and what is known to date about potentially transferable skills, calling for more research on the aspects not yet fully understood. She points out that comprehension, after all, is the goal for literacy students, and makes many recommendations for research yet to be done. Overall, the volume is useful for linguistic perspective and helpful for those interested in possible directions for research of their own. The terminology in the chapters can sometimes be dense and challenging for non-specialists in the field, but the glossary sections make it more navigable. Learning the Read Across Languages is highly recommended for anyone serious about developing a linguistic understanding of the complex questions to be answered about learning to read in first and second languages, and as a foundation in cutting edge cross-lingual literacy research, particularly across the Asian region, and when the second literacy being developed is English. Anna Husson Isozaki has been teaching English for twenty years in Japan. Her research interests include:

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This book systematically examines how learning to read occurs in diverse languages, and in so doing, explores how literacy is learned in a second language by learners who have achieved at least basic reading skills in their first language. As a consequence of rapid globalization, such learners are a.

Learning to read across languages and writing systems: Part 1 Learning to read across languages and writing systems: Part 1 First Author: In learning to read, children are confronted with the task of acquiring implicit knowledge of how a writing system works—how the written word reveals meaning through a layer of graphic forms. This layer of graphic forms has different properties across the world, classifiable typologically according to the levels of language the graphs represent: All of these writing systems encode language in one way or another, often mixing levels. This double symposium considers this variability in written language and its impact on learning to read. Operating principles for learning to read are posited to enable the processing of linguistic input and the organization or re-organization of stored representations in order for the learner to acquire implicit knowledge of how a given writing system relates to spoken language or a given linguistic system. Specific operating principles are defined for becoming phonologically aware, becoming fully accurate and fluent in word decoding and becoming proficient in comprehending text and learning from text. After an introduction on the universals and particulars in the operating principles in learning to read across languages and writing systems, the processes of learning to read are compared in a broad variety of orthographies: In a final presentation the universals and particulars in learning to read across languages and writing systems are evidenced. Claims for empirical universals in reading do not imply that there are no specific influences of writing system, orthography, and language. If reading development implies learning how a writing system encodes language, then operating principles can be posited that enable children to perceive, analyze, and use written language in ways that lead to the mastery of a particular orthography. A comparative analysis of the processes of learning to read across languages and writing systems was conducted to arrive at a set of universal operating principles. A set of ten operating principles could be evidenced which can be divided into three subsets. With respect to becoming linguistically aware, the operating principles involve the attendance to salient stretches of speech as indicated by stress, intonation, rhythm, the attendance to any salient syllabic, onset-rime, or phoneme boundaries in words, and the attendance to written language signals for their connection to language. The operating principles for the development of word identification involved the increase of the orthographic inventory and the inventory of familiar words through reading in perspective of gaining reading fluency. Finally, the operating principles for the development of reading comprehension involve the attendance to morphological affixes, the parsing of text into word group constituents and sentence boundaries, the focus on paragraph structures, and integration of the literal meaning of the text with relevant knowledge and inferences. It is concluded that this set of operating principles enables the processing of linguistic input and the organization or re-organization of stored representations in order for the learner to acquire implicit knowledge of how a given writing system relates to spoken language or a given linguistic system. This paper has three purposes. First, it provides a detailed description of the Chinese language and orthography, including the linguistic system phonology, morphology , the writing system, and literacy and schooling. Second, it discusses the development of phonological awareness, morphological awareness, and orthographic processing, as well as factors that influence the development. Finally, the paper discusses the acquisition of word reading and spelling skills and reading comprehension. A comprehensive review was conducted to provide systematic evidence in the three abovementioned areas. The Chinese language and writing system have many unique features, which shape the development of metalinguistic awareness and reading skills in Chinese children. Our findings reveal that phonological awareness, morphological awareness, and orthographic processing are important for learning to read Chinese. Compared to alphabetic languages, morphological awareness and orthographic processing may play larger roles in Chinese reading and spelling. The same metalinguistic skills, together with vocabulary and syntactic awareness, are important for text comprehension in Chinese children. Literacy development in Chinese shares many similarities to that in

alphabetic languages. On the other hand, there are many unique features determined by the characteristics of the Chinese language and orthography. Japanese employs arguably the most complicated method of encoding its spoken language. The method consists of typologically distinct multiple writing systems, including syllabic kana, morphographic kanji with Japanese pronunciations, morphosyllabic kanji with Chinese pronunciations, and alphabetic Romaji. Of these, kanji and kana are most regularly used concurrently in running texts. Because the two map onto relatively large units of language, they comprise considerably larger numbers of symbols than do English and other alphabetic systems. Research has shown how Japanese children in primary school learn kana symbols in two forms hiragana and katakana and 1, kanji characters in 2, pronunciations. They also learn how the functions of kanji and kana are distributed in encoding distinct language elements. At a glance, it may seem impractical to use multiple writing systems concurrently, but the convention did not occur accidentally. It exemplifies the culmination of collective creativity and wisdom deployed by the Japanese in establishing their written language. Despite the ostensive intricacies, the written Japanese language has its logic that children can learn and use to facilitate reading acquisition. I will describe how kanji and kana evolved from Chinese characters over time in the process of adapting them to the phonological and morphological properties of the Japanese language. I will then discuss multiple complexities that arose from the evolution process and the impacts of such complexities on reading acquisition in Japanese. Min Wang -- University of Maryland Purpose: The purpose of the present paper is to examine the Korean language and orthography and its influence on literacy development. We first analyzed the Korean language including its phonology and morphology as well as its written form. The synchronic and diachronic characteristics of the language, schooling and instruction are discussed. Recent empirical research was reviewed regarding the development of reading and spelling abilities among Korean children and how the features of Korean language and orthography influence their development. Finally, the orthographic complexity and learning challenges were highlighted and implications for instruction were discussed. Korean orthography Hangul is an alphabetic syllabary writing system. Each syllable block is composed of alphabetic symbols that consistently map onto phonemes. Syllable is a salient phonological unit largely due to the prominent visual space across syllables. The major types of morphological structure are inflection, derivation and compounding, suffixation is the major way to form inflectional and derivational words. CV unit is a salient sub-syllabic unit in the development of word decoding and spelling skills. The spelling of coda appears to be a challenging task among preschool children. Morphological awareness serves as a significant predictor of word recognition, spelling, and reading comprehension. The saliency of CV and morphological units may be a joint function of linguistic properties and the way how children are taught to read. Korean is a language with unique linguistic and orthographic characteristics which in turn have cognitive consequences on the development of reading and spelling skills. The talk discusses the role of two factors on reading in Arabic orthography. The research reviews published research as well as research conducted by the author in order to evaluate the importance of these two sources of influence on word reading in Arabic. The research supports the implication of phonological processes in reading in voweled and unvoweled Arabic. At the same time, it shows that whereas vowelization, or the use of diacritics to map phonological information contributes to high rates of reading accuracy in voweled Arabic, it impedes the development of reading fluency, especially as vowelization is only used in the early grades and as the phonological information represented by diacritics may be recovered from the morphological structure of the word. The results also show that diglossia has a clear and consistent effect on reading accuracy and fluency across all the school grades and in both voweled and unvoweled Arabic. The results provide direct evidence of the effect of diglossia on word reading in Arabic. They also show that vowelization impedes rather than facilitates the development of reading efficiency.

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the role of phonics and synthetic phonics phonics is regarded as going from 'part to whole', focusing initially on the smallest grain size of the phoneme.

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Learning to Read Across Languages is intended for researchers and advanced students in the areas of second-language learning, psycholinguistics, literacy, bilingualism, and cross-linguistic issues in language processing.