

Workshop Schedule Day II

Wednesday, June 3, 2009

09:00-10:00 Teaching Japanese

In a Holistic Way
Mieko Iventosch

10:00-10:30 Q & A

Applications of
Holistic Pedagogy

Mieko Iventosch
Shaomei Wang
Misun Kim
Yueh-nu Hung

10:30-10:45 Coffee Break

10:45-11:45 Presentation

Yueh-nu Hung
Reading Chinese:
Cues, Miscues, and Meaning
Construction

11:45-12:15 Q & A

Language Focus Groups

12:15-01:30 Lunch

01:30-02:30 Miscue Analysis

Koomi Kim
Shaomei Wang
Misun Kim

02:30-02:45 Coffee Break

02:45-03:15 Q & A

Language Focus Groups

Summer 2009 Workshop

***Psycho-sociolinguistic
transactional model of
reading**

***Complexity models and
foreign language reading**

***Pedagogical applications of
a psycho-sociolinguistic
transactional model of
reading in Chinese, Japanese,
and Korean**

***Assessing processes of
reading in Japanese, Korean,
and Chinese by retrospective
miscue analysis and miscue
analysis**

***Reading in Chinese:
Cues, Miscues, and Meaning
Construction**

Register online at:

www.cercll.arizona.edu/summer_2009.php

***Participants may register for the 1st
day only which applies to all
language instructors, or for both days.***

Early Bird Registration Rate:

Register by May 2nd, 2009

Day 1 only: \$50 regular/\$25 student

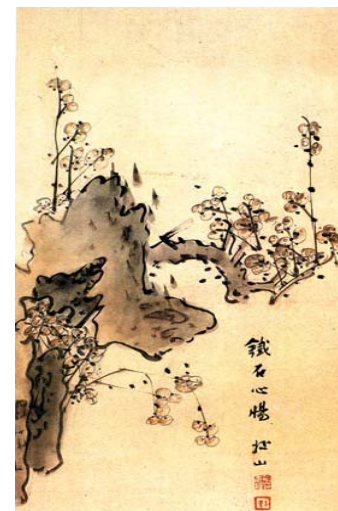
Both days: \$80 regular/\$40 student

Exploring Universals In The Reading Process

**Applications Across Chinese,
Japanese and Korean from a
Psycho-sociolinguistic,
Transactional Perspective**

**CERCLL Summer Institute
In LCTL Literacy**

(LCTL: Less Commonly Taught Languages)



June 2-3, 2009

The University of Arizona
Learning Technologies Center
Room 337
Tucson, Arizona

Sponsored by the Center for
Educational Resources in
Culture, Language and
Literacy

Featuring



ケネス・グッドマン



Ken Goodman is a Professor Emeritus at the University of Arizona. He is a practical theorist, researcher and teacher educator whose work has changed our understanding of literacy processes, how

they are learned and how best to teach them. His sociotransactional theory of the reading process is the most widely cited in the world. This research based theory demonstrates that reading is a unitary process in which readers actively construct meaning, that is they make sense of print. Goodman's theory is a macro view which is solidly built on linguistic, psycholinguistic and sociolinguistic concepts. It is a practical theory because teachers who come to understand this view of reading and related view of writing can understand what it is that learners are doing as they develop literacy.

Yetta Goodman is a Regents Professor Emerita at the University of Arizona, College of Education, Department of Language, Reading, and Culture. Her research focus includes miscue analysis,

retrospective miscue analysis, and early literacy development. She travels extensively to consult and present about whole-language curriculum, literacy learning and teaching, kidwatching and the reading process.



耶塔古德曼

Workshop Schedule Day I

Tuesday, June 2, 2009

09:00-09:45 Poster Session & Greetings

09:45-10:45 Presentation

Ken Goodman
A Psycho-Sociolinguistic
Transactional Model of Reading

10:45-11:00 Coffee Break

11:00-11:30 Roundtable Discussion

11:30-12:00 Q & A with Ken Goodman

12:00-01:00 Lunch

01:00-01:45 Presentation

David Yaden Jr.
Psycho-Sociolinguistic
Universals

01:45-02:30 Presentation

Yetta Goodman
Pedagogical Applications of a
Psycho-Sociolinguistic
Transactional Model of Reading

02:30-02:45 Coffee Break

02:45-03:15 Roundtable Discussion

03:15-04:00 Panel Discussion

Also Featuring

David Yaden Jr. is a professor of Language, Reading and Culture at The University of Arizona, College of Education. His research interests and specializations include developmental issues in early childhood education, the acquisition of literacy and biliteracy in young children, family literacy, theories of reading disability and the application of complex adaptive systems theory to growth in reading and writing.



데이빗 예이든



Yueh-Nu Hung is an Assistant Professor in the Department of English Teaching at National Taichung University, Taiwan. She teaches and conducts research in the areas of children's literacy development reading, processes, reading instruction, and bilingual education.



Koomi Kim is an Assistant Professor of Curriculum and Instruction, College of Education, New Mexico State University. Her research interests include reading and literacy, miscue analysis, eye movement, whole language, biliteracy, and critical literacy.



Mieko Iventosch is a lecturer at Tamagawa University in Tokyo, Japan. Mieko applies whole language approaches in Japanese language teaching. She has taught Japanese language courses at Pima Community College and the University of Arizona in Tucson.



Misun Kim is an Assistant Professor at the Defense Language Institute in Monterey, California. Misun's research area is second language acquisition, ESL/EFL studies, and miscue analysis



Shaomei Wang is a Chinese language lecturer at Tufts University in Boston. Her research and teaching interests include applying whole language in Chinese language teaching and using miscue analysis to study Chinese reading.