

Learning to Read and Reading to Learn, pp. 101-104.

Biographical Details

Bearne, Eve, *Homerton College, Cambridge, England*

Dr. Eve Bearne divides her time at the University of Cambridge Faculty of Education between research and teaching. Her current research interests are children's production of multimodal texts, and gender, language and literacy. She has edited several books about language and literacy and about children's literature. She is a past president of the United Kingdom Literacy Association.

Blair, Timothy, *University of Central Florida, Orlando, U.S.A.*

Dr. Timothy Blair is Professor in Reading/Literacy in the College of Education at the University of Central Florida. His Ph.D. was awarded in Early Childhood/Elementary Education with a major in Reading at the University of Illinois. His areas of interest are teaching culturally and language diverse children, effective teaching characteristics, and early childhood, elementary, and secondary reading methods. He is a former elementary classroom teacher and reading teacher at the elementary, middle, and secondary levels. Dr. Blair has authored several college textbooks on reading/literacy methods, diagnosis, and remediation.

Cahillane-McGovern, Siobhan, *St Patrick's College, Dublin*

Siobhan Cahillane-McGovern is a lecturer in education in St. Patrick's College, Drumcondra, Dublin. Her Ph.D thesis deals with the classroom factors that enhance or inhibit the ways in which teachers use assessment information to inform their teaching and pupils' learning. Areas of special interest are literacy in multilingual classrooms, bilingualism, and the identity of children as readers and writers.

Cogan, Pauline, *Trinity College, Dublin*

Pauline Cogan, primary school teacher, psychologist and neurolinguist is a Ph.D candidate in the Psychology Department, Trinity College, Dublin. She is a member of the Dyslexia Research Group and has been working towards the development of TEST-D.

Eivers, Eemer, *Educational Research Centre, St Patrick's College, Dublin*

Dr. Eemer Eivers is a Research Associate at the Educational Research Centre, St Patrick's College, Dublin. Her work includes evaluations of the Breaking the Cycle scheme in urban and rural schools, and an analysis of

integrated services for at-risk children and their families. She recently completed a study of reading literacy in designated disadvantaged schools, and is currently working on a national assessment of English reading in primary schools.

Ferguson, Jim, *Stranmillis University College, Belfast*

Jim Ferguson is Head of English at Stranmillis University College, Belfast, and a member of the Northern Ireland Literacy Steering Group, having previously taught English for long periods at universities in Indonesia and Japan. His main research interests are in 18th and 19th century literature, particularly Blake and Wordsworth, and more recently, in developing literacy in children with special needs, and in the area of creativity and literacy.

Fuller, Ray, *Trinity College, Dublin*

Ray Fuller is Associate Professor in the Psychology Department, Trinity College Dublin. He is head of the Dyslexia Research Group and has a life-long interest in language development

Gardner, John, *Queen's University Belfast*

John Gardner is Professor of Education in the School of Education at Queen's University, Belfast. His main research areas include policy and practice in education including Reading Recovery. He is currently part of a team conducting an Economic and Social Research Council (ESRC)-funded project on pupils' participation in the assessment of their own learning.

Gleeson, Martin, *Mary Immaculate College, Limerick*

Dr. Martin Gleeson is a lecturer in literacy education in Mary Immaculate College of Education. His research interests include parental involvement, early literacy instruction and intervention programmes – topics around which he has made numerous presentations at I.L.S.A. and R.A.I. conferences in the past decade.

Hall, Kathy, *Open University*

Dr. Kathy Hall is Professor of Education in the Faculty of Education and Language Studies at the Open University in England where she has particular responsibility for Research in Education. She started her career in education as a primary teacher in Ireland. She has published widely in

journals and her most recent book is *Listening to Stephen Read*. She has also recently co-authored a book on assessment with Winnifred Burke. In 2003, she completed a systematic review for the Teacher Training Agency in the UK on effective teachers of literacy.

Lyddy, Fiona, National University of Ireland, Maynooth

Dr. Fiona Lyddy is a lecturer in psychology at the National University of Ireland, Maynooth, and is editor of the Psychological Society of Ireland periodical, *The Irish Psychologist*. Her research involves psycholinguistic and cognitive approaches to reading, with specific interests in word recognition processes, automaticity and bilingualism. She received the 2004 Research Fellowship Award from the International Reading Association in recognition of her work on automaticity of reading processes in Irish-English bilinguals.

McLernon, Helen, Queen's University Belfast

Helen McLernon is Head of Department of the Educational Support Centre at Arvalee School and Resource Centre, Omagh. Part of her role involves providing primary school children who have moderate learning difficulties with one-to-one support in either literacy or numeracy. Her interests in special education needs stems from her teacher training years, when she selected this area as her specialist option in her final year. In 2001 she completed an M.Ed in Special Educational Needs. She is currently in her third year of a part-time Ph.D course at Queen's University Belfast.

Morgan, Mark, St Patrick's College, Dublin

Dr. Mark Morgan is Head of the Education Department at St. Patrick's College, Drumcondra, Dublin. His research has mainly been in the areas of literacy, educational disadvantage and substance use. He is author of the Irish report on Adult Literacy (OECD International Adult Literacy Study) and has been involved in several surveys of literacy in schools.

Muller, Ginny, Saginaw Valley State University, MI, USA

Dr. Ginny Muller is an Associate Professor of Teacher Education at Saginaw Valley State University in Michigan. Her areas of expertise include early childhood education and literacy acquisition.

O’Loinsigh, Brion, *National University of Ireland, Maynooth*

Brion O’Loinsigh is a recent graduate of the BA in Psychology programme at NUI, Maynooth, and collected data on Stroop interference for his undergraduate research project.

O’Shea, Finian, *Church of Ireland College, Rathmines, Dublin*

Finian O’Shea is a long-standing member of the executive of RAI and has served as president on three different occasions. He has a passionate interest in the teaching of reading and in children’s literature, interests which have remained steadfast over the years. He is on the staff of the Church of Ireland College of Education where he co-ordinates the Learning Support Course for teachers at first and second level.

Parsons, Christine, *National University of Ireland, Maynooth*

Christine Parsons is a recent graduate of the BA in Psychology programme at NUI, Maynooth. She is currently conducting Ph.D. research on Irish-English biliteracy under Dr. Lyddy’s supervision at NUI, Maynooth.

Tapp, Anne, *Saginaw Valley State University, MI, USA*

Dr. Anne Tapp is an Associate Professor of Teacher Education at Saginaw Valley State University in Michigan. Her areas of expertise include curriculum and instruction, early childhood education, science methods, and educational technology.

Learning to Read and Reading to Learn

This volume contains papers presented at the 2004 Conference of the Reading Association of Ireland. The conference comprised papers, workshops and discussion of the place of literacy in school curricula. The papers presented here are:

- **Reading to learn: A major social and educational issue**
Mark Morgan, St. Patrick's College, Drumcondra.
- **'Best leave it between the book and the hearer'**
Finian O'Shea, Church of Ireland College of Education.
- **Raising boys' achievements in literacy**
Eve Bearne, Homerton College, University of Cambridge.
- **Supporting the emergent reader through research-based integrated early literacy instruction**
Martin Gleeson, Mary Immaculate College, Limerick.
- **Phono-Graphix: Rethinking the reading curriculum**
Helen McLernon, James Ferguson and John Gardner, Queen's University of Belfast.
- **Learning to read through science**
Virginia Muller and Anne Tapp, Saginaw Valley State University.
- **Reading achievement in children from disadvantaged areas: Views of teachers and parents**
Eemer Eivers, Educational Research Centre, Dublin.
- **Teaching diverse students to read**
Timothy Blair, University of Central Florida.
- **Assessing literacy practices**
Siobhán Cahillane-McGovern, St. Patrick's College, Drumcondra and Kathy Hall, Open University.
- **The development of the Trinity Early Screening Test for dyslexia**
Pauline Cogan and Ray Fuller, Dyslexia Research Group, Trinity College Dublin.
- **Reading processes in Irish-English bilinguals: Evidence from the Stroop interference effect**
Fiona Lyddy, Brion O'Loinsigh and Christine Parsons NUI, Maynooth.



Reading
Association
of Ireland