



Thursday 27th September 7.30

6:30-7:30pm: Registration

7:30pm. Main College Hall.

Welcome and Official Opening of Conference

- Sydney Blain, College Principal.
- Celine Fitzpatrick, President RAI,

Opening Plenary Session.

“Insights from Recent Research on Reading Motivation.”

Professor Linda Gambrell,

President International Reading Association.

Followed by a reception and the launch of RAI's newest publication, the proceedings of the 30th Annual Conference, **“LITERACY AT THE CROSS ROADS: LOOKING FORWARD, LOOKING BACK”** edited by Bernadette Dwyer and Gerry Sheil, in the college dining room.

Friday 28th September

9.00 - 9.30 Registration

HALL 9.30-10.30. Plenary: Chair: Celine Fitzpatrick

From Policy to Practice: The Oral Language Challenge.
Áine Cregan, Mary Immaculate College of Education, Limerick

10.30-11.00 COFFEE

ROOM A SESSION 1. Chair: Bernadette O’Dwyer

11.00-11.45 Rita Mullholland
Norma Blecker
Using Technology to Support Struggling Learners

11.45-12:30 Ann Marie Pete
Joanne Popeson
Using Animated Software with Students Experiencing Autism and Communication Difficulties.



ROOM B SESSION 2. Chair: Brendan Culligan

11.00-11.45 Julia Taymans
 Kate Tindle
Supporting Struggling Readers

11.45-12:30 Bev Gallagher
 Emile Gallagher
Poetry, a perfect vehicle for developing and sustaining literacy

ROOM C SESSION 3

11.00-12.30 Rose Follmer
 Conrad Follmer
A Reading Based Strategic Problem Solving Framework Workshop

THE HALL: SESSION 3A. Chair: Tina Hickey.

11:00 –11:45 Maire Ni Bhaoil,
Conas is féidir le múinteoirí agus tuismitheoirí páistí bunscoile a spreagadh chun suim a bheith acu i leabhair Ghaeilge?

11:45-12:30 Rosa Eggertsdottir
Beginning literacy. Development of interactive literacy approach

12.30-1.30 LUNCH and Book Exhibition

HALL 1.30-2.30. Plenary: Chair: Celine Fitzpatrick

Developing and Supporting Children as Writers.
Sue Ellis, University of Strathclyde, Glasgow, UK

ROOM A SESSION 4. Chair Bernadette O'Dwyer

2.30 -3:15 Brian Donovan
Explicating Literacy in Irish Schools: Functional Grammar in Practice

3:15- 4:00 Gregory Bryan
 Tristin Burrows
 Amy Smith
Exploration of Children's Picture Book Self-Selection

ROOM B SESSION 5. Chair: Tara Concannon Gibney.

- 2.30-3:15 Tina Hickey
Promoting Reading in Irish : What Can Research Tell Us
- 3:15- 4:00 Brian Murphy
Curriculum Contestation – A Retrospective and Prospective Look at the Case of Reading Development in Ireland.

ROOM C SESSION 6

- 2.30-4:00 Cecile Arquette,
Deitra Kuester.
Strategies for Teaching Language Arts to Struggling Readers in Inclusive Settings.

THE HALL: SESSION 6A. Chair: Finian O Shea.

- 2.30-3:15 Siobhan Cahillane McGovern
Finian O Shea,
Student Teachers Literacy Lives
- 3:15 – 4:00 Maria O'Rourke.
Teaching Process Writing in Infant Classes

Saturday 29th September**ROOM A SESSION 7 Outstanding Thesis on Literacy Competition**

CHAIR: Eithne Kennedy

- Panel: Prof. Kathy Hall (Panel Chair),
Finian O'Shea
Muireann Máirtín
- 9.30-9:50 Anne Marie Collins
An evaluation of the implementation of the First Steps writing programme as a literacy initiative in an Irish disadvantaged primary school
- 9:50-10:10 Aoibheann Kelly
The Effect of Explicit Strategy Instruction on Children's Metacognitive Awareness and Comprehension
- 10.10-10:30 Saterina O'Riordan
A Change of View.
- 10:30-10:50 Jean Pender
The Impact of Increasing Learner's Responsibility on the Writing Habits of 5-9 Year Olds: An Action Research Project.



ROOM B SESSION 8 CHAIR: Brendan Culligan.

9.30-10.15 Tara Concannon-Gibney
Reading Comprehension. A Snapshot of Current Irish Practice

10.15-11.00 Martin Gleeson
 Teresa Bowe.
A Strategic Approach to the Enhancement of Children's Comprehension Development

ROOM C SESSION 9 CHAIR: Karl Kitching.

9.30-10.15 Ladoja, Bukola Ayinke
 Tolase, Maryam Abiola,
Promoting Reading Through Literacy Awareness Campaigns

10.15-11.00 Foluso O. Okebukola
Effects of Phonological Awareness on the Reading Achievement of Disabled Readers

11:00-11:30: COFFEE

HALL 11:30-12.30 PLENARY : Chair: Celine Fitzpatrick

*Bridging Cultures and Transforming Identities:
 issues in developing and sustaining literacy.*
 Kathy Hall

HALL:

12:30-1:00: *Presentation of Research Medal
 A.G.M. of the association.*

Abstracts

Plenary Abstracts

Linda Gambrell

Insights from Recent Research on Reading Motivation

This session will focus on creating classroom cultures that support and nurture children in becoming motivated, engaged readers. Evidence-based insights about reading motivation and comprehension, drawn from recent research, will be presented. Motivational strategies and techniques for promoting strategic reading will be shared.

Áine Cregan

From Policy to Practice: The Oral Language Challenge

It is now universally accepted that enhancing children's oral language skills at primary school level is critical for academic attainment and in particular for the successful development of literacy skills. Promoting oral language development as a central and fundamental aspect of a child's primary school experience is widely advocated in many policy documents published recently in this country. This is seen to be especially important for children from disadvantaged contexts for many of whom the language of schooling may be unfamiliar. Drawing on findings from research into the school language experiences of children in disadvantaged contexts in Ireland, this paper examines the challenges of implementing a policy of increased emphasis on oral language development in the primary school context for all involved in the education of young children. The paper concludes with some recommendations for successful implementation of the policy in relation to oral language development.

Kathy Hall

Bridging cultures and transforming identities: issues in developing and sustaining literacy

In this session I will consider the question: how might learners come to recognize themselves as readers and writers? I will raise questions and issues about identity and agency and argue that the most significant factor in developing and sustaining literacy concerns the learner's view of self, and by implication, view of others. I will highlight two things: one, the significance of the learner's take on school literacy and school learning more generally, and two, how the learner's take is socially situated. I want to explain this by bringing together key concepts, some already very familiar now, like formative and summative assessment, some less so, like cultural bridging and identity transformation. The session will identify implications for teaching and for what constitutes a literacy curriculum for contemporary times.

Sue Ellis

Developing and Supporting Children as Writers

In this presentation, I explore some of the challenges facing teachers who want to teach writing in a way that is responsive to children's needs, is engaging and successful. Using practical examples from the classroom, I will examine some key principles about teaching writing and consider the implications for how teachers plan their teaching and how they talk to young writers. The choices teachers make in this area have important repercussions for how children see themselves and for how they develop as learners and as members of society.



Abstracts of Papers and Workshops

Session 1:

Using Technology to Support Struggling Learners

Rita Mulholland & Norma Blecker,
Richard Stockton College, New Jersey, USA

This presentation will share how various software programmes promote elementary and secondary literacy development. Participants will view actual lessons that have been used with students to assist them in reading and writing activities. Some of the software to be demonstrated includes: Laureatte, Premier, Kurtzweil, Inspiration, Clicker, and Team Up with Tim.

Using Animated Software with Students Experiencing Autism and Communication Difficulties.

Ann Marie Pete & Joanne Popeson,
Galloway Township Public School, New Jersey, USA.

This presentation shares the result of a four month intervention study with five students aged 5-9 in a self contained Learning and Language Disabilities classroom. Baseline data yielded results of limited receptive and expressive language skills. The students participated with an animated software programme developed specifically to increase language skills of individuals with disabilities. This presentation will look at how the intervention worked and at the success of this technology in engaging the students in their own learning and promoting their ability to use language with others.

Session 2:

Supporting Struggling Readers

Juliana Taymans & Kate Tindle
The George Washington University, Washington DC, USA

The George Washington University Graduate School of Education and Human Development organises many of its teacher preparation programmes through yearlong field experiences with partnership schools. Teacher preparation that occurs has a focus on improving literacy of urban students who come from communities of high poverty. This workshop will highlight some of the strategies and techniques with adolescent students who are at least 3 years below grade level. We report on the research base, implementing techniques and the struggles and successes we have experienced over the years of engaging in this work.

Poetry, A Perfect Way for Developing and Sustaining Literacy.

Bev Gallagher & Emily Gallagher,
Princeton Day School, New Jersey, USA.

In our interactive workshop we will be explaining the various ways poetry is utilised in our classrooms. As educators, we know that poetry is a universal language, a way for our students to explore and experience the literate world. As Roque Dalton states in his poem "Like You," "Poetry, lie bread, is for everyone," We recognise that accessibility of the form and celebrate it. In our primary classroom, (First and Third Grade) we have witnessed students develop stronger listening, speaking, reading, and writing vocabularies as a direct result of studying genre.



Session 3:

A Reading Based Strategic Problem Solving Framework

**Rose Follmer and Conrad Follmer,
West Chester University, Pennsylvania. USA.**

This presentation describes a cross-curricular, multi-grade, practical research-based approach to successful problem-solving, through a framework that integrates reading comprehension strategies, problem solving heuristics, and problem solving strategies. This approach has been designed to support struggling readers by providing an explicit framework through which thinking, analysing, and comprehending unique problems in any subject area, can occur.

Session 3A:

Beginning literacy: Development of interactive literacy approach

**Rosa Eggertsdottir,
University of Akureyri, Iceland.**

Beginning literacy is an interactive and integrated language approach for literacy teaching in 1st and 2nd grade. It combines the top-down and bottom-up models into one and speaking, listening, reading and writing are looked upon as different sides of the same coin. Beginning literacy draws upon the work many, such as Rumelhart (1985), Jörgen Frost, Ulrika Leimar, Jonathan Soltiy and Sarah Gudschinsky. Findings from NRP 2000 are also taken into account. The core aim of Beginning literacy is to facilitate literacy teaching in such a way that children become skilled readers and writers early in their schooling. The approach recognizes that children have different learning needs and offers inclusive learning opportunities.

The presentation reports on the first three years of the approach, i.e. how pupils fare, how teachers have met new demands and what they have had to unlearn and learn. The presentation will start with a 20 minutes English speaking DVD-film from five Icelandic classrooms, followed by ppts and discussions.

Conas is féidir le múinteoirí agus tuismitheoirí páistí bunscoile a spreagadh chun suim a bheith acu i leabhair Ghaeilge?

Máire Ní Bhaoil, Coláiste Phádraig, Droim Conrach.

Díreoidh an seisiún seo ar bhealaigh éagsúla gur féidir le múinteoirí agus tuismitheoirí suim sa léitheoireacht Ghaeilge a chothú trí úsáid a bhaint as:

- Leabhairíní ón scéim Séideán Sí macasamhail Daideo, Jimín ar an bPlainéad Trug, Rainn agus Amhráin, Cearc an Phrompa & Máire Mhic Giolla Íosa (An Gúm)
- Fíor leabhair macasamhail Hé a Ruiarí (Cló Mhaigh Eó), Fabhalscéalta Aesóp, An Chailleach agus a Cuid Gruaige & Tagann Léo 'le chat' chun spraoi linn- Scéal Fraincise/Gaeilge (An Gúm)
- Irisí agus nuachtáin macasamhail Breacadh, Foinse & Ábhar ón gCumann Lúthchleas Gael

Pléifear an tábacht a bhaineann le h-éagsúlacht téacsanna Gaeilge a úsáid chun tacaíocht a thabhairt d'fhorbairt na scileanna léitheoireachta agus díreofar ar an tairbhe atá le baint as bheith ag éisteacht le scéalta Gaeilge nua (ó Shéideán Sí agus Ó Brien Press) ar dhlúthdhioscaí.



Session 4:
Explicating Literacy in Irish Schools: Functional Grammar in Practice

Brian Donovan, Trinity College Dublin.

This paper will seek to suggest the re-introduction of English grammar into Irish primary and post-primary classrooms. Rather than looking at a grammar of rules, the focus of this paper will be on the use of a functional grammar in schooling. A functional grammar can be distinguished from more formal, traditional, grammars in several ways. First, function offers a focus on meaning rather than structure.

Second, a focus on function recognizes language as a resource for making meaning, rather than as a set of rules. Third, a focus on function allows for much more explicit teaching of reading and writing, not only in relation to English, but in the use of English across the curriculum. Finally, the use of functional grammar provides for staged progression of each student through their schooling which is linguistically sound, socially aware and pedagogically tested. The goal of this paper is not to show empirical evidence of this grammar in use, but to help make teachers aware of the potential of grammar in their classrooms. In this light, it is expected that assessment of student writing, drawn from Irish schools, will assist in seeing that potential. This paper is based on research into English literacy in Irish post-primary schools, and a current course being taught in Trinity College to 4th Year B.Ed. students in the use of functional grammar.

Exploration of Children's Picture Book Self-Selection.
Gregory Bryan, Tristin Burrows and Amy Smith,
 University of Manitoba, Canada.

In a National Reading Research Centre survey, teachers rated reading motivation as the main priority for reading research. One way to create interest in reading is self-selection of materials. Some research would indicate that self selection can be the defining factor in making the difference between children being readers and non-readers. This study explored children's book selections, and though not a new area of study, it did significant that we gain an increased understanding of the links between personal interest, reading engagement and academic achievement.

Session 5:
Promoting Reading in Irish : What Can Research Tell Us ?
Tina Hickey, University College Dublin.

This study considers the challenges to developing reading fluency in Irish among young learners, most of whom are learning to read in both English and Irish by age 9. While Irish now uses the same script as English, its orthography differs significantly from English and poses considerable challenges, having been described by one linguist as 'bewildering' (Ó Murchú 1977). International research shows that the determination of the most effective methods for teaching reading in a particular language must take account of the orthographic system involved. One of the issues receiving particular research attention is reading fluency, identified by the National Reading Panel (NICHD, 2000) as one of the five critical components of reading. However, relatively few empirical studies have addressed the issue of developing fluency among second language (L2) readers. The teaching of Irish reading to children learning the language as a second language has tended to be oriented mainly towards reinforcing language items learned orally, with relatively little systematic identification of the orthographic challenges involved, or of the differences between Irish and English orthography. Outcomes from this approach are considered in light of data from Harris et al. (2006) and the poor Irish reading fluency attained currently is illustrated with data from miscue analysis in Grade 2 (primary) and from a study of college students' eye-movements in Irish reading. Following this brief analysis of outcome, some of the challenges facing young readers of Irish will be considered using a corpus of Irish books aimed at young readers. Finally, some consideration will be given to possible ways of modifying materials and reading instruction in Irish in order to address the challenges posed by Irish orthography for young bilinguals and L2 learners becoming biliterate in two difficult orthographies.

Curriculum Contestation – A Retrospective and Prospective Look at the Case of Reading Development in Ireland.

Brian Murphy, University College Cork.

This paper begins with a brief outline of the opposing perspective in the international contestation debate regarding approaches to early reading development. It continues by attempting to illustrate how this debate is related to and has reflected developments in the broader curriculum contestation debate pertaining to ideologies and models of curriculum. The interface of both the reading and ideology dimensions of curriculum contestation debate is then explored through a broad and brief historical overview and analysis of approaches to reading development at primary level in Ireland from the establishment of the primary school system in 1831 to the current day. The paper concludes with a discussion on more of the current contestation issues surrounding the pedagogy of early reading development in Ireland, which have begun to emerge since the introduction of the revised Primary School Curriculum in 1999.

Session 6:

Strategies for Teaching Language Arts to Struggling Readers in Inclusive Settings.

**Cecile Arquette, Deitra Kuester,
Bradley University, Illinois, USA.**

This presentation is a hands-on workshop in which delegates will participate in a variety of language arts teaching strategies appropriate for all types of learners. Literature circles, student collaborative strategies targeting behaviour disorders and the use of high interest -low level books will be demonstrated. When working with an inclusive setting, low achieving students benefit from these strategies. Theory and research supporting these strategies will be discussed.

Session 6A:

Student Teachers Literacy Lives

**Siobhan Cahillane McGovern, St Patrick's College, Dublin.
Finian O' Shea, Church of Ireland College, Dublin.**

This session will present the findings of an ongoing international study taking place in Ireland, UK and USA. Data is being gathered about the literacy lives of student teachers in each of these counties and analysed in terms of looking for trends within the sampling being done. The session will present the findings of the study to date and indicate where the study will proceed in the future.

Teaching Process Writing in Infant Classes

Maria O'Rourke, Ireland

Using the Writing Workshop in an infant class can be very effective in motivating students to engage with literacy and it can also provide an ideal way to assess children's phonemic and phonological awareness. The Writing Workshop also provides the teacher with an opportunity to present spelling and writing strategies in context using authentic authors' work. This presentation addresses the implementation the Writing Workshop and of a process approach to writing in an infant classroom. In the presentation, I will show a wide range of samples from a Junior Infant classroom that provide an overview of the progression from September to June. Some children's work has been tracked over two years, so samples from Senior Infants will also be included. Implementation of the Writing Workshop will be illustrated with segments from a DVD that feature conference sessions, children writing independently, the author's chair, shared writing activities and mini-lessons. The use of a process approach to writing will be discussed within a Balanced Literacy Framework, and with reference to the revised Primary School English Curriculum.



Session 7:

Research Award Presentations
An evaluation of the implementation of the First Steps writing programme as a literacy initiative in an Irish disadvantaged primary school
Anne Marie Collins

The purpose of this study was to examine the implementation of an Australian writing programme, First Steps, as a literacy initiative in an Irish disadvantaged primary school. The aim of First Steps is to improve literacy levels and enable teachers' professional development. The research employed quantitative and qualitative methods of inquiry. A survey of primary teachers in designated disadvantaged schools in Dublin city sought information regarding their experiences, attitudes towards and practices in the teaching of writing. The findings were triangulated with a qualitative approach, which documented the implementation of the First Steps writing programme as a case study in one educationally disadvantaged junior school. Results from the questionnaire suggest that while teachers are aware of the process approach to writing as outlined in the revised primary curriculum (1999), this is not fully reflected in their stated practice. Findings reveal a favourable attitude to the First Steps writing programme by participating teachers and pupils. Teachers believed that the strategies and structure of the programme gave greater knowledge, depth of understanding and organisation to their teaching of writing. However, challenges to the successful implementation of the First Steps writing programme included time, planning, co-ordination and timetabling issues. Taken together, the findings suggest that the success of initiatives in disadvantaged schools requires a sustained, systematic and supportive approach to school based professional development since new interventions require changes in the way teachers think and act.

A Change of View
Saterina O' Riordan

DEIS, 2005 (Action Plan for Educational Inclusion, Delivering Equality of Opportunity In Schools) concedes that 'despite the very significant increases in resources applied across a range of initiatives, there is little evidence of any improvement in the average literacy and numeracy standard of pupils attending primary schools in disadvantaged communities' (p. 35). The provision of professional development, which will enable school personnel to make optimum use of the supplementary resources being made available, is a key feature of DEIS, 2005. The focus of this study is the model of professional development used in Reading Recovery. Reading Recovery (RR) aims to create change at the level of the child, school and system and is being delivered as part of the DEIS programme. This longitudinal, quasi experimental study of change in teachers' views about children learning, teachers' teaching and teachers learning to teach was conducted over the first year of a Reading Recovery implementation. The study shows that, when provided with appropriate modelling, mentoring and feedback in an atmosphere of collegiality and safety, teachers achieve a paradigm shift in their pedagogical schemata. The Reading Recovery model of professional development is proposed as a model of professional development which is adaptable to situations where teachers need to be supported in changing deeply held attitudes and beliefs

The Impact of Increasing Learners' Responsibility on the Writing Habits of Five to Nine Year Olds: An Action Research Project
Jean Pender

This exploratory study is an investigation of writing in a multi-grade primary classroom. The intervention programme which was based on Bruner's concept of scaffolding examines the effect of transferring the responsibility for the evaluation of writing to the learners. The study used a qualitative methodology, namely action research. Seven girls and eight boys were involved. The participants ranged in age from five to nine (junior infants to second class). The participants were in my class. This was divided into three distinct cycles of action. Each cycle consisted of four phases: plan, act, observe and reflect. The sources for data generation were children's writing samples and audio recordings of classroom interactions as well as daily personal reflective journals. Data was analysed using a model of analysis similar to that used

by Miles and Huberman (1984). This model is based on the assumption that analysis is on-going from the moment data collection begins. Findings suggest that providing children with opportunities to discuss and evaluate their writing and evaluate the writing of their peers enhanced the quality of their writing. The findings imply that the ability of the learner to accept responsibility for their learning may be dependant on the level of teacher control.

The Effect of Explicit Strategy Instruction on Children's Metacognitive Awareness and Comprehension
Aoibheann Kelly

It is widely recognised in research that reading comprehension is the construction of meaning from written text involving the reciprocal interchange of ideas between the reader and the text. It is a complex process that can be enhanced through teaching. This study sought to investigate the effect of explicit strategy instruction on children's metacognitive awareness and comprehension of text and to examine how this approach can be incorporated into Irish primary school literacy. A mixed method, action research approach was adopted to investigate the research questions. The researcher implemented explicit strategies instruction within a balanced literacy framework in two third classes over a seven week period. The children's use of comprehension strategies and metacognitive awareness was measured before, during and after the study and a cloze comprehension test was administered before and after the study to measure change in children's performance on the test. On analysis of the data it was found that explicit strategy instruction within a balanced framework increased children metacognitive awareness and use of comprehension strategies. This approach also facilitated differentiation of instruction within the classroom to meet the needs of all the children, the high and low ability readers. Furthermore, the choice and variety of reading activities provided in this approach increased children's motivation and engagement with text. Implications for classroom practice and professional development emerged from the study. The study highlighted that all teachers should become familiar with explicit strategies instruction and implement it in their classrooms as part of a balanced literacy approach.

Session 8:

Reading Comprehension. A Snapshot of Current Irish Practice
Tara Concannon - Gibney

The English Curriculum documents (Government of Ireland, 1999) describe comprehension as the 'ultimate goal of reading'. The author's current PhD study investigates how this 'goal' is being achieved in Irish classrooms in the context of the Revised Primary School Curriculum. This paper will examine the results of a survey on reading comprehension instruction in Irish primary school classrooms. The research was conducted in early 2007 and involved two stages of data collection. Firstly, a sample of four hundred primary school teachers from thirty schools in the Dublin area completed a questionnaire which revealed their current classroom practice, their opinions in relation to reading comprehension instruction and a description of their professional development needs. A sample of the respondents were subsequently interviewed to explore the emergent themes in more detail. The findings revealed a lack of emphasis on the explicit teaching of comprehension strategies. Oral response to text was favoured above written comprehension exercises and questioning was the most popular method of developing comprehension skills in the classroom. A significant number of respondents expressed dissatisfaction with the current level of professional development in reading comprehension. Hence, professional development courses in reading comprehension are currently being developed in response to the findings of the survey.

A Strategic Approach to the Enhancement of Children's Comprehension Development
Martin Gleeson, Teresa Bowe, Mary Immaculate College, Limerick.

Among the recommendations arising from the 2004 National Assessment of English Reading is the endorsement of a strategic approach to comprehension development. This reflects international research advocating the necessity for children to orchestrate, co-ordinate and apply multiple strategies in order to develop their response to a range of



narrative / information texts. In this presentation Dr. Martin Gleeson and Treasa Bowe will provide a detailed explanation of the process involved in the application of a strategic approach, entitled Transactional Strategies Instruction, to children's comprehension development. This practical presentation will provide participants with an insight into the explicit instructional practices, which enabled a group of children of mixed ability in second class in an Irish school setting, to increasingly adopt a strategic approach to reading throughout the school year. Participants will observe the positive effect of teacher modelling of appropriate strategies and gradual release of responsibility on the creation of active and reflective readers capable of monitoring their own comprehension.

Session 9:

Promoting Reading Through Literacy Awareness Campaigns

Ladoja, Bukola Ayinke & Tolase, Maryam Abiola,
Reading Awareness Society for Development in Africa. Nigeria

Information available world-wide shows that literacy rate in Nigeria is low compared with that of other Nations. Research evidence has also shown that there is high correlation between reading and literacy development on one hand and academic performance of students on the other hand. The situation in Oyo State, Nigeria is not better because students in Secondary Schools have low reading rate, perform poorly in their academic work and have negative attitude to reading. Since the situation painted above have to change so that students academic performance can be improved, Reading Awareness Society for Development in Africa (RASDA), a non-governmental organization embarked on series of campaign among Primary and Secondary School students throughout the State in order to make them aware of the importance of reading, change their attitude to reading and ultimately improve their academic performances.

Effects of Phonological Awareness on the Reading Achievement of Disabled Readers

Foluso O. Okebukola,
Lagos State University, Nigeria.

In recent times educators and researchers have focussed attention on the identification of methods to increase effectiveness of reading instruction in our schools. One of the most compelling and well established findings in this field of research is the important relationship between phonological awareness and reading. This study examined the of phonological awareness on the reading achievement of disabled readers. Data gathered using a quasi experimental design involving 100 pupils in experimental and control conditions showed significant achievement on the skills of decoding (98) = 15.22 $p < 0.05$ and word formation (98) = 16.02 $p < 0.05$. The implications of the findings of the study for reading instruction in developing countries are drawn.