

Research briefs

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Research brief

[Repeated Reading Effect on Reading Fluency and Reading Comprehension in Monolingual and Bilingual EFL learners](#)

By Maryam Tafaroji Yeganeh

Published Procedia – Social and Behavioral Sciences, 2013, 70, 1778–1786.



Research brief

A Meta-Analysis of Non-Repetitive Reading Fluency Interventions for Students with Reading Difficulties

By Leah M. Zimmermann, Deborah K. Reed, & Ariel M. Aloe

Published Remedial and Special Education, 2019, 1–16. DOI: 10.1177/0741932519855058



Research brief

The Effects of Reading Fluency Interventions on the Reading Fluency and Reading Comprehension Performance of Elementary Students with Learning Disabilities: A

Synthesis of the Research from 2001 to 2014

**By Elizabeth A. Stevens, Melodee A.
Walker, & Sharon Vaughn**

**Published Journal of Learning
Disabilities, 2017, 50(5), 576–590. DOI:
10.1177/0022219416638028**



Research brief

How Children Read Words

By Usha Goswami & Peter Bryant

**Published Chapter 2 in a book
Phonological Skills and Learning to Read,
2016. ISBN: 978-1-315-69506-8 (ebk).**



Research brief

Phonological awareness and reading

By Usha Goswami & Peter Bryant

**Published Chapter 1 in a book
Phonological Skills and Learning to Read,
2016. ISBN: 978-1-315-69506-8 (ebk).**



Research brief

Naming Speed and Reading: From Prediction to Instruction

**By John R. Kirby, George K.
Georgiou, Rhonda Martinussen, &
Rauno Parrila**

**Published Reading Research Quarterly,
2010, 45(3), 341–362,
[dx.doi.org/10.1598/RRQ.45.3.4](https://doi.org/10.1598/RRQ.45.3.4)**



Research brief

Rapid Automatised Naming (RAN) and Reading Fluency: Implications for Understanding and Treatment of Reading Disabilities

By Elizabeth S. Norton & Maryanne Wolf

Published Annual Review of Psychology, 2012, 63, 427–452, doi: 10.1146/annurev-psych-120710-100431



Research brief

What Mechanism Underlies the

Rapid Automatized Naming – Reading Relation?

By George Georgiou & Rauno Parrila

**Published Journal of Experimental Child
Psychology, 2020, 194, 104840.
<https://doi.org/10.1016/j.jecp.2020.104840>**



Research brief

Working Memory, Long-Term Memory, and Language Processing: Issues and Future Direction

**By Fabienne Collette, Martial Van
der Linden, & Martine Poncelet**

**Published Brain and Language, 2000, 71,
46–51.**



Research brief

Classroom Climate and Children's Academic and Psychological Wellbeing: A Systematic Review and Meta-Analysis

By Ming-Te Wang, Jessica L. Degol, Jamie Amemiya, Alyssa Parr, & Jiesi Guo

Published Developmental Review, 2020, 57, 100912.

<https://doi.org/10.1016/j.dr.2020.100912>

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