

Research briefs

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Research brief

[Completely Illiterate Adults Can Learn to Decode in 3 Months](#)

By Régine Kolinsky, Isabel Leite, Cristina Carvalho, Ana Franco & José Morais

Published Read Writ, 2019, 31, 649–677
<https://doi.org/10.1007/s11145-017-9804-7>



Research brief

Adult Literacy Benefits? New Opportunities for Research into Sustainable Development

By David Post

Published Int Rev Educ, 2016, 62, 751–770. DOI 10.1007/s11159-016-9602-5



Research brief

Neo-literate Adult Dyslexia and Literacy Policies: A Neurocognitive Research Review of a Curious Unexplored Phenomenon

By Helen Abadzi

Published Current and Critical Issues in Curriculum, Learning and Assessment, in

progress-reflection, 2019, nro 29,
IBE/2019/WP/CD/29.



Research brief

Why Do Children Differ in Their Development of Reading and Related Skills?

**By Richard K. Olson, Janice M.
Keenan, Brian Byrne, & Stefan
Samuelsson**

**Published Scientific Studies of Reading,
18(1), 38–54. DOI:
10.1080/10888438.2013.800521**



Research brief

Reading and Phonological Awareness in Africa

By Katherine J. Alcock, Damaris S. Ngorosho, & Matthew C.H. Jukes

Published Journal of Learning Disabilities, 2017, 1-10. DOI: 10.1177/0022219417728051



Research brief

Development of Reading and Writing Skills and Motivation in Preschool and Early School Years

By Marja-Kristiina Lerkkanen, Anna-Maija Poikkeus, Timo Ahonen, Martti Siekkinen, Pekka Niemi, & Jari-Erik Nurmi

Published Kasvatus, 2010, 41(2), 116–128.



Research brief

Early Childhood Reading Sessions Support Reading Skills

By Marja-Kristiina Lerkkanen, Jenni Salminen, & Eija Pakarinen

Published Onnimanni, 2018, 1-2, 20-26.



Research brief

Does early reading instruction promote the rate of acquisition? A comparison

of two transparent orthographies

By Piret Soodla, Marja-Kristiina Lerkkanen, Pekka Niemi, Eve Kikas, Gintautas Silinskas & Jari-Erik Nurmi

Published Learning and Instruction, 2015, 38, 14–23. DOI: 10.1016/j.learninstruc.2015.02.002



Research brief

We Do Not Have Language at Our House: Disentangling the Relationship Between Phonological Awareness, Schooling, and Literacy

By K.J. Alcock, D. Ngorosho, C. Deus, & M.C.H. Jukes

**Published British Journal of Educational Psychology, 2009, 80(1), 55–76.
DOI:10.1348/000709909X424411**



Research brief

The Role of the Home Environment in Phonological Awareness and Reading and Writing Ability in Tanzanian Primary School Children

By Damaris Ngorosho & Ulla Lahtinen

Published Education Inquiry, 2010, 1(3), 211–234. DOI: 10.3402/edui.v1i3.21943

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