

AGLAIA STAMPOLTZIS
PETER PUMFREY

*The effects of text genre on children's
reading miscues and comprehension*

Introduction

AN IMPORTANT COMPONENT OF ACHIEVEMENT IN MOST SCHOOL subject areas is the ability to read and comprehend printed material adequately. Literacy has been defined as the 'ability to gain mastery over the processes of encoding, decoding and evaluating meanings conveyed by printed symbols'. Teachers' most important aim is to help children develop competency in the field of reading and comprehension (Wray & Lewis, 1997). The reading process is the product of the simultaneous application of all knowledge sources (graphophonic and background knowledge) (Rumelhart, 1994).

As children learn to read, they encounter different types of texts. «Genre» implies different writing styles (Littlefair, 1991). It is considered to encompass two aspects. The first is the purpose of the text. This in turn affects the second, which is its structure, i.e. the way the words and sentences are patterned and organised (Kirk & Pearson, 1996, Wray & Lewis, 1997).

A wide range of reading material is available for children. Pupils are likely to come into contact with many different genres (narrative, expository, procedural, informational) and they need to learn how to handle them. The purpose of teaching genres is to raise pupils' awareness of the variety of language meanings and the purposes for which different written forms are used. Young children, however, seem most likely to look first at the content of a text before considering its other linguistic features (Arnold, 1992, 1997, Stampoltzis & Pumfrey, 2000).

Miscue analysis is a useful technique to observe how children interact

with a variety of texts. Miscues (oral reading errors) provide a way of observing and evaluating the behaviours and strategies adopted by the child to approach the reading task. Miscue analysis shows how readers use the three language cueing systems (graphophonic, syntactic and semantic) as they try to comprehend a text. The reader's deviations from the printed material are construed as providing 'a window on the reading process' (Goodman & Goodman, 1994, Goodman, Watson & Burke, 1996). The complexities of reader-text interactions can also be observed through miscue analysis (Pumfrey & Fletcher, 1989).

In genre theory, Francis & Hallam (2000) report that very few empirical studies were conducted reporting on how children and students cope with different types of text, even though appreciating the importance of genre awareness has been widely discussed theoretically.

A small scale study, designed by Kirk and Pearson (1996), explores the question of which genre is the most effective in teaching children to read. Four genres were presented to 20 children from Years 1 and 2. The story and the reading scheme text elicited the fewest oral reading errors (miscues). Poetry encouraged the children to read with appropriate stress and intonation and increased their sensitivity to sound/symbol relationships. Finally, the information text appeared to engage the readers in its meaning while attracting the highest proportion of meaningful substitutions. Kirk and Pearson (1996) conclude that no one genre holds all qualities required for helping children who are learning to read. Although stories proved to be the most popular of the genres, and the one that the children most readily recalled, the other genres also had something to offer the developing reader.

A pilot study, conducted by Morfidi and Pumfrey (1998), examines whether 20 backward versus normal children of the same reading level, reading three different genres, will produce different miscue patterns in terms of their use of graphophonic, syntactic and semantic systems and whether the miscue patterns will differentiate the subjects' comprehension. Significant differences between the two groups were revealed with respect to reading accuracy but not to comprehension. The study revealed that normal readers, although at the same reading level, read more fluently and were less affected by text genre, while backward readers had not yet reached automaticity. They appeared to be more constrained by the graphic similarity of words showing redundancy of context cues and were more affected by the text genre than the normal readers. The linguistic features of the text and/or familiarity with the particular genre

may be a significant factor.

Henshaw (1992) investigated the ability of 52 11-year old remedial readers to make use of the linguistic context when they read three different texts which differed in 'accessibility' but not in linguistic difficulty. The children were classified as 'Better', 'Fair' and 'Poorer' readers. The analyses suggested that although the differences in the mean error scores for the three texts were small, a trend could be observed in the data, with the children making the fewest errors on the SELF-text and the most errors on the CLASS-text. The findings added support to the general picture of the readers' ability to make use of contextual information. There was also an indication that children's approach to reading was characterised by an attempt to read for meaning.

Thornton, cited in Wixson (1979), suggests that the differences he observed in the miscue patterns of fifth graders reading both fiction and non-fiction materials were actually the result of differences in difficulty arising from the authors' writing style. He also reports that fifth grade readers' miscues varied according to whether or not there was a specifically stated purpose for reading. Carlson, cited in Wixson (1979), reports that average readers in grade four produced fewer semantically acceptable miscues while reading content area materials than they did while reading basal selections. He also notes that the ratio of uncorrected to corrected miscues was much higher for the content area materials than for the basal selections. With reference to the above studies, Wixson (1979) concludes that readers' miscue patterns vary as a function of the interaction between the readers' skills, the nature of the written material and the conditions surrounding its presentation.

A study conducted by Diakidoy et al. (2005) explores the relationship between listening and reading comprehension in two different genres (narrative versus expository). The comprehension level for expository texts was found to be lower than for narrative texts. Moreover, whereas expository comprehension increased steadily after Grade 4, narrative comprehension decreased in Grade 8. The findings suggest that reading instruction needs to continue beyond decoding mastery to familiarise students with the content and the structure of different texts and to provide the context for developing more effective comprehension strategies. This appears to be most necessary with expository text that may present greater difficulty in terms of both content and structure and that eventually becomes more important for learning purposes.

The studies reported above reveal that multiple factors stand behind

children's reading of different genres. The studies focused on particular text or person related factors resulting in a variety of findings in terms of reading performance. The present study attempts to extend Kirk and Pearson's (1996) findings using a larger sample of pupils. The dimension of bilingualism is added because of the multi-ethnic of the student population of the schools in North England. Furthermore, the present study examines how bilingual pupils read and comprehend different reading materials while it indicates the sparsity of information about how children who speak a language other than English at home deal with different types of text (genre).

Aim of the study

The present study supports the notion that the performance of children with a variety of genres has not yet fully researched. It aims to explore the ways in which children cope with different types of text: the reading strategies they employ, the difficulties they find and the understanding they exhibit. It also examines whether the 'language interference', that can result from growing up in a different cultural and linguistic environment, affects children's reading accuracy and comprehension. Significant interactions between year group, lingualism and genre are also examined.

Method

The study reports an experiment in method that involved three independent variables and twelve dependent variables. The independent variables were: year group (National Curriculum Year 3 versus National Curriculum Year 5), lingualism (monolingual versus bilingual), text genre (narrative versus autobiographical versus informational text). The dependent variables, derived from Arnold's (1992) miscue classification system, were:

- Non-response/Refusals - when a child refuses to read a word and eventually has to be prompted on it.
- Substitutions - when a child replaces an original word with another.
- Omissions - when a child leaves out a single word or phrase (counts as one miscue).

- Insertions - when a child puts in a single word or phrase (one miscue).
- Reversals - when a child reverses two words or two phrases (one miscue).
- Self-corrections - when a child intentionally corrects a previous miscue.

Each of the above miscues is also classified as *positive* or *negative* according to the reading strategies employed by the child. Non-response/Refusals are always negative because they show no evidence of word-attack or problem-solving. Omissions, insertions, reversals and self-corrections can be characterised as either positive or negative depending on whether the reader is trying to get meaning from the text or not. Substitutions are additionally classified as positive if more than one of the three cueing systems (graphophonic, syntactic and semantic) has been involved or negative if only one of the cueing systems has been involved. The total number of miscues is computed for each child. Reading comprehension was assessed through three aspects of response to text (Arnold, 1992):

- Retelling- a child's ability to summarise what he/she has read.
- Seeing relationships- a child's ability to use text to infer, predict and compare.
- Appreciation & judgement-a child's ability to evaluate text and offer critical comment.

A total reading comprehension score was computed for each child based on the above three aspects.

Sample

The sample consisted of 81 children (51 children at National Curriculum Year 3 and 30 children at National Curriculum Year 5) selected from 7 primary schools in a city in the North of England. Each Year Group was subdivided into monolingual and bilingual pupils. Bilingual pupils were Asian origin pupils who spoke a language other than English at home. They had been receiving UK schooling for at least 6 years. They were learning English at school and they were not literate in their mother tongue. Following Bryant and Goswami's (1990) suggestion, a reading level match design was employed in the research. All subjects (from both NC Y3 and NC Y5) were matched in terms of reading accuracy. They had a reading age of 7.5-9.0 years according to the Schonell Graded Word Reading Test.

Table 1: Sample of the study

NC Y3 (C. A. 7: 08 - 8: 08) (N=51)	Monolinguals	27
	Bilinguals	24
NC Y5 (C. A. 9: 08 - 10: 07) (N=30)	Monolinguals	18
	Bilinguals	12
Total		81

Key code: NC Y3: National Curriculum Year 3
 NC Y5: National Curriculum Year 5
 C.A: Chronological Age of the subjects (in years and months)

Reading materials

The materials for oral reading were of three different genres taken from Arnold's (1992) Diagnostic Reading Record. The *narrative genre* presents a story that is structured in a sequence of events and has an underlying theme. The reader can talk about setting, story line and characters. He/she may also show empathy with the characters and appreciate meanings beyond the literal. The *autobiographical genre* presents a story with a discernible plot incorporating a situation with which the reader could be familiar. This genre gives the reader the opportunity to make links with his/her own experiences and express his/her own views and preferences. The *informational genre* presents a topic derived from the field of science. It includes pictures and captions that represent the main pieces of information in the text. Fiction texts (narrative and autobiographical) are presented without illustration. The passages selected had a readability level of 8+ according to the Spache readability formulae. Differences in passage length (narrative genre=368 words, autobiographical genre=249 words, informational genre=184 words) were controlled statistically so that cross-genre comparisons could be made.

Procedure

Children were randomly allocated three genres of text so that each child would read only one genre (Table 2). All subjects read aloud the passage assigned to them, after which they were asked to retell the story they had read. All miscues made by the pupils during oral reading were noted and recorded on a photocopy of the passage following Arnold's (1992) instructions for miscue analysis. The oral reading sessions were tape-recorded so that the reliability of the miscue scoring system and the children's retelling could be checked.

Table 2: Allocation of the three genres to the subjects

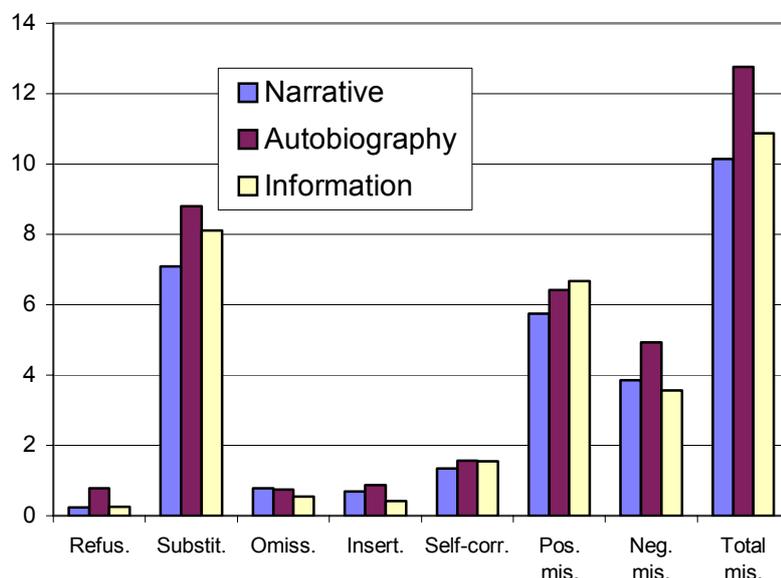
		Narrative genre	Autobiographical genre	Informational genre
NC Y3 (N=51)	Monolingual	9	9	9
	Bilingual	8	8	8
NC Y5 (N=30)	Monolingual	6	6	6
	Bilingual	4	4	4
Total		27	27	27

Key Code: NC Y3: National Curriculum Year 3
NC Y5: National Curriculum Year 5

Results

An initial inspection of the children's mean miscue scores reveals the same order of magnitude of miscues in the *narrative* and the *informational genre*: substitutions, self-corrections, omissions, insertions, refusals and reversals. Regarding the *autobiographical genre*, the order of miscues slightly differs and is as follows: substitutions, self-corrections, insertions, refusals, omissions and reversals. In all three genres positive miscues outnumber negative ones (Figure 1)

Figure 1: Mean miscue scores (per hundred words) on the three text genres

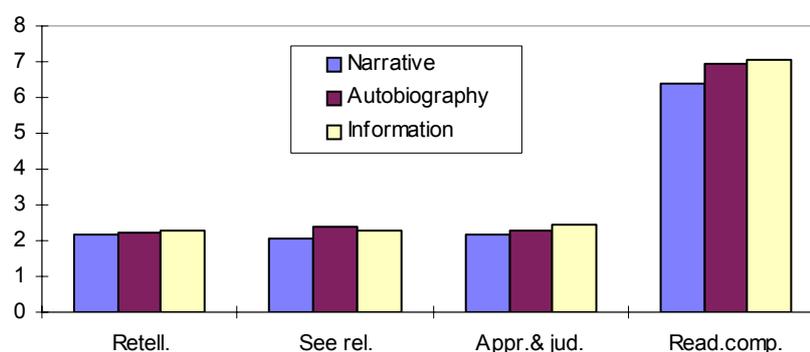


Key code: Refus. = Refusals, Self-corr. = Self-corrections, Total mis. = Total miscues, Substit. = Substitutions, Pos. mis. = Positive miscues, Omiss. = Omissions, Neg. mis. = Negative miscues, Insert. = Insertions

As regards reading comprehension, the differences between the mean scores on the three genres are minimal. This is almost certainly a function of the shortness of the three scales provided by Arnold (1992) to assess reading comprehension. Despite this, children seem to comprehend slightly better the informational genre slightly better, followed by the autobiographical genre and then by the narrative genre (Figure 2).

To test hypotheses relating the independent variables of year group and lingualism to the dependent variables of reading miscues and comprehension, a two-way analysis of variance (ANOVA) was performed separately for each genre. A summary of the ANOVA results is given below:

Figure 2: Mean comprehension scores on the three text genres



Key code: Retell. = Retelling, See rel. = Seeing relationships, Appr. & jud. = Appreciation & judgement, Read.comp = Total reading comprehension score computed from the three scales

Narrative genre

Younger children produce more negative miscues than older children ($F = 4.07$, $d.f = 1$ and 23 , $p < 0.05$).

An interaction between year group and lingualism is found in relation to omissions ($F = 4.09$, $d.f = 1$ and 23 , $p < 0.05$). Older monolingual children produce the fewest omissions, followed by younger monolingual children and then by younger bilingual children. The most omissions are produced by older bilingual children.

Older children show a better retelling ability than younger children ($F = 5.28$, $d.f = 1$ and 23 , $p < 0.05$).

Older children show better appreciation and judgement skills than younger children ($F = 6.26$, $d.f = 1$ and 23 , $p < 0.05$).

Monolingual children show a better retelling ability than bilingual children ($F = 5.15$, $d.f = 1$ and 23 , $p < 0.05$).

Autobiography genre

An interaction between year group and lingualism is found in relation to positive substitutions ($F = 6.38$, $d.f = 1$ and 23 , $p < 0.05$). Younger bi-

lingual and older monolingual children produce the fewest positive substitutions, followed by younger monolingual children. The most substitutions are produced by older bilingual children.

Monolingual children show better reading comprehension skills than bilingual children ($F = 4.29$, $d.f = 1$ and 23 , $p < 0.05$).

Information genre

No statistically significant results were found in relation to the informational genre of text.

Discussion

The initial inspection of children's mean miscue scores reveals that children produce a variety of reading errors as they interact with the reading materials. The fact that positive miscues outnumbered negative miscues in all three genres supports Stanovich's (1984) assumption that readers use information simultaneously from different levels (grapho-phonetic, syntactic and semantic) as they try to comprehend a text. They concentrate on the grammar and meaning rather than simply decoding print to sound. They are making attempts to synthesise the graphic and contextual cues and integrate the different sources of information provided by the text. A similar finding is reported by Henshaw (1992).

The *narrative genre* is found to affect the reading performance and comprehension of younger and bilingual pupils. Younger pupils produced significantly more negative miscues than older pupils. This finding looks reasonable from a developmental point of view. Taking into account that younger and older readers were matched for their reading ability, the above finding can be attributed to the narrative genre which forced the younger readers to implement negative reading strategies while they were reading and looking for meaning.

Older bilingual pupil produced the most omissions in relation to narrative genre, which means that they tend to omit words in their attempt to read and keep the flow of reading going. This finding looks consistent with Goodman and Goodman's (1994) observation that bilingual readers often reconstruct words in sentences to make them consistent with their mother tongue and such a reconstruction sometimes leads into omissions of certain words.

Turning to reading comprehension, older readers were more able to recall most of the significant facts of the narrative genre and to summarise the story orally in comparison to younger readers. The former may be more familiar with retelling procedures and have developed effective retelling strategies as a result of their reading experience. In addition, monolingual pupils produced better quality retellings than bilingual pupils. This result can be explained as a consequence of dialect interference, which makes it difficult for bilingual pupils to describe and summarise coherently what they have read (McLoughlin, 1987). There is also a possibility that bilingual readers have fewer opportunities to read narrative stories at home in English and retell them to their parents (Baker, 1993).

Regarding the appreciation and judgement aspect, older pupils appeared to perform better in this sub-category of reading comprehension when compared with younger readers. One possible explanation is that older readers may possess the appropriate knowledge structures and metacognitive skills that enable them to respond in a more constructive and meaningful way to the texts they read (Oakhill & Graham, 1988). Again, repeated exposure to the narrative genre may positively influence older children's appreciation and judgement skills (Kirk and Pearson, 1996).

The *autobiographical genre* evoked an interaction between year group and lingualism in terms of positive substitutions. Positive substitutions are meaningful substitutions that indicate pupils' attempts to integrate the three language cueing systems (graphophonic, syntactic and semantic) effectively. Older bilingual pupils produced the highest number of positive substitutions, indicating that they were trying to derive meaning from the text. The autobiographical genre attracted positive substitutions in the pupils' attempt to read for understanding, but was not adequately understood by bilingual pupils. This may be explained as a consequence of their different cultural background. Bilingual pupils' lower scores on comprehension in the autobiographical genre can be explained as a consequence of slow decoding, lack of vocabulary or lack of appropriate knowledge structures needed for making sense out of the text.

Finally, the *informational genre* proved to be the easiest. Children who differed in age and lingualism approached it using virtually the same effective reading strategies. The informational genre provides a supportive context for reading because it is presented with titles and pictures. Titles and pictures have been found to enhance individuals' motivation

for reading and facilitate reading comprehension for certain groups of pupils (Filippatou & Pumfrey, 1996). This type of reading material can be used as an introduction to more demanding genres such as non-fiction and expository texts.

Conclusion

The present study supports Wixson's (1979) assumption that different types of material present readers with different problems, resulting in a variety of miscues and comprehension patterns. It also supports Kirk and Pearson's (1996) conclusion that no one genre holds all qualities required for helping children to learn to read. If children are to become competent, independent readers they should be taught to read, analyse and evaluate a variety of texts. The relation developed between a text and a reader is likely to be multifaceted, shaped by the content of text, the background knowledge of the reader and the nature of the written material. There seem to be certain texts that are more challenging than others for some pupils.

The present research provides some evidence that bilingual pupils who speak a language other than English at home face certain difficulties in reading and understanding text genres. Although it does not provide strong support for the 'dialect interference hypothesis', it reveals subtle differences between monolingual and bilingual pupils. The practice of oral reading makes reading interesting and effective especially for children who come from a different cultural and linguistic background. If bilingual pupils are to become flexible readers, they must be aware of various genres reasonably early and reasonably systematically. Teachers have to make decisions about which texts to use, how and when to enhance specific aspects of children's reading skills.

The overall results add support to the picture that all pupils (irrespective of their first language) were able to make use of the contextual information of the text to supplement the graphic cues. This trend is consistent with the interactive model of reading proposed by Rumelhart (1994). Teachers should monitor children's use of strategies during reading to establish a clearer picture of the problems posed by certain genres. Information concerning the interaction between genre, age and linguicism may be useful to publishers of primary school reading resources and to teachers who prepare reading materials for pupils in multicultural classrooms.

References

- ARNOLD, H. (1992). Diagnostic reading record: Teacher's handbook. London: Hodder & Stoughton.
- ARNOLD, H. (1997). Minibook Series No.10: Reading to find out. Hertfordshire: United Kingdom Reading Association.
- BAKER, C. (1993). Foundations of bilingual education and bilingualism. Clevedon: Multilingual Matters.
- DIAKIDOY, I. A., STYLIANOU, P, KAREFILLIDOU, C. & PAPAGEORGIOU, P. (2005). The relationship between listening and reading comprehension of different types of text at increasing grade levels. *Reading Psychology*, 26, 55-80.
- FILIPPATOU, D. & PUMFREY, P. D. (1996). Pictures, titles, reading accuracy and reading comprehension: A research review (1973-95). *Educational Research*, 38 (3), 259-292.
- FRANCIS, H. & HALLAM, S. (2000). Genre effects on higher education students' text reading for understanding. *Higher Education*, 39, 279-296.
- GARNER, R. (1987). Metacognition and reading comprehension. Norwood, NJ: Ablex.
- GOODMAN, Y. M. & GOODMAN, K. S. (1994). To err is human: Learning about language processes by analysing miscues. In R. B. Ruddell, M. R. Ruddell & H. Singer (Eds.) *Theoretical models and processes of reading*. Newark, DE: International Reading Association.
- GOODMAN, Y., WATSON, D. & BURKE, C. (1996). *Reading strategies: focus on comprehension*. (2nd ed.). Katonah, NY: Richard C. Owen.
- HENSHAW, A. (1992). Remedial readers reading for meaning: the use of linguistic contexts when words are read correctly. *Educational Research*, 34 (1), 11-21.
- KIRK, L. & PEARSON, H. (1996). Genres and learning to read. *Reading*, 30 (1), 37-41.
- KRESS, G. R. (1994). *Learning to write* (2nd ed.). London & New York: Routledge.
- LITTLEFAIR, A. (1991). *Reading all types of writing: The importance of genre and register for reading development*. Milton Keynes: Open University Press.
- MCLAUGHLIN, B. (1987). Reading in a second language: Studies with adult and child learners. In S.R. Goldman & H. T. Trueba (Eds.) *Becoming literate in English as a second language*. Norwood, NJ:

Ablex.

- MORFIDI, E. & PUMFREY, P.D. (1998). Text genre and miscue analysis: A pilot study in a primary school. *The Psychology of Education Review*, 22 (1), 27-31.
- OAKHILL, J. V. & GARNHAM, A. (1988). *Becoming a skilled reader*. Oxford: Blackwell.
- PUMFREY, P.D. & FLETCHER, J. (1989). Differences in reading strategies among 7 to 8 year old children. *Journal of Research in Reading*, 12 (2), 114-130.
- RUMELTHART, D. E. (1994). Toward an interactive model of reading. In R.B. Ruddel, M.R. Ruddell & H. Singer (Eds.) *Theoretical models and processes of reading* (4th ed.). Newark, DE: International Reading Association.
- STANOVICH, K. E. (1984). The interactive-compensatory model of reading: A confluence of developmental, experimental and educational psychology. *Remedial and Special Education*, 5 (3), 11-19.
- STAMPOLTZIS, A. & PUMFREY, P.D. (2000). Reading across genres: a review of literature. *Support for learning*, 15(2), 58-61.
- WIXSON, K. L. (1979). MISCUE ANALYSIS: A critical review. *Journal of Reading Behaviour*, 11 (2), 163-175.
- WRAY, D. & LEWIS, M. (1997). *Extending literacy: Children reading and writing non-fiction*. London & New York: Routledge.



Abstract

Η επίδραση του είδους του κειμένου στα αναγνωστικά λάθη και στην κατανόηση των μαθητών.

Η εργασία αυτή εξετάζει την επίδραση διαφορετικών ειδών κειμένου (περιγραφικού, αυτοβιογραφικού και πληροφοριακού) στα αναγνωστικά λάθη και στην κατανόηση μαθητών τρίτης και πέμπτης τάξης του δημοτικού. 81 μαθητές (51 μαθητές από την τρίτη τάξη και 30 μαθητές από την πέμπτη) συμμετέχουν στην έρευνα διαβάζοντας τριών ειδών κείμενα. Μεταξύ των μαθητών υπάρχουν και δίγλωσσοι μαθητές. Τα λάθη στην ανάγνωση κατηγοριοποιούνται με βάση το σύστημα κατηγοριοποίησης λαθών της Arnold (1992). Σύμφωνα με τα αποτελέσματα το περιγραφικό κείμενο παρουσιάζει τις μεγαλύτερες δυσκολίες για τους μικρότερους σε ηλικία μαθητές και τους δίγλωσσους. Το αυτοβιογραφικό κείμενο συγκε-

ντρώνει λάθη αντικατάστασης και δυσκολία κατανόησης μόνο για τους δίγλωσσους μαθητές, ενώ το πληροφοριακό κείμενο διαβάζεται εξίσου καλά από όλους τους μαθητές. Η εργασία καταλήγει στο συμπέρασμα ότι κάθε κείμενο επιδρά διαφορετικά σε διαφορετικές ομάδες μαθητών και κανένα είδος κειμένου δεν συγκεντρώνει όλα εκείνα τα στοιχεία που είναι απαραίτητα για τη διδασκαλία της ανάγνωσης σε παιδιά δημοτικού.

Η Αγλαΐα-Λία Σταμπολτζή αποφοίτησε από το Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης του Πανεπιστημίου Αθηνών. Κατέχει μεταπτυχιακό τίτλο ειδίκευσης στην Εκπαιδευτική Ψυχολογία (Master in Education Psychology) από το πανεπιστήμιο του Manchester της Μ. Βρετανίας. Επίσης από το ίδιο πανεπιστήμιο έλαβε μεταπτυχιακό τίτλο (Master of Philosophy) στην Ειδική Αγωγή. Το 2007 της απονεμήθη ο τίτλος του Διδάκτορα Ειδικής Παιδαγωγικής και Ψυχολογίας από το Πανεπιστήμιο Αθηνών. Από το 1997 ως το 2003 εργάστηκε ως δασκάλα ειδικής αγωγής στην Ειδική, Διαγνωστική και Θεραπευτική Μονάδα «ΣΠΥΡΟΣ ΔΟΞΙ-ΑΔΗΣ». Από το 2003 εργάζεται στη δημόσια εκπαίδευση, αρχικά ως δασκάλα γενικής αγωγής και στη συνέχεια ως δασκάλα ειδικής αγωγής. Έχει δημοσιεύσει επιστημονικά άρθρα σε ελληνικά και ξένα περιοδικά και είναι συγγραφέας κεφαλαίων σε ελληνικά και ξενόγλωσσα επιστημονικά βιβλία. Έχει διδάξει σε προγράμματα επιμόρφωσης εκπαιδευτικών υλοποιούμενα από το Παιδαγωγικό Ινστιτούτο. Το 2009 δίδαξε στο μεταπτυχιακό πρόγραμμα «Εκπαίδευση και Πολιτισμός» του Χαροκόπειου Πανεπιστημίου.

(lstamp@ambio.gr)

Ο Peter Pumfrey υπήρξε κοσμήτορας και καθηγητής στο Παιδαγωγικό Τμήμα του Πανεπιστημίου του Manchester. Τώρα είναι Επισκέπτης Καθηγητής στο Πανεπιστήμιο του Worcester, στο Παιδαγωγικό Τμήμα, στον Τομέα «Ενσωμάτωση και Εκπαίδευση». Είναι μέλος της Βρετανικής Ψυχολογικής Εταιρίας, του Συμβουλίου για τη Δράση Υπέρ της Δυσλεξίας και αντιπρόεδρος της Βρετανικής Εταιρίας Δυσλεξίας. Έχει πλούσιο συγγραφικό έργο, αφού έχει δημοσιεύσει μέχρι σήμερα 90 άρθρα σε διεθνή περιοδικά με κριτές, έχει γράψει και έχει εκδώσει μαζί με άλλους συγγραφείς 31 βιβλία και έχει γράψει 69 κεφάλαια σε βιβλία. Από το 1986 μέχρι σήμερα έχει δημοσιεύσει 51 θεωρητικά άρθρα ανασκόπησης. Τα ερευνητικά του ενδιαφέροντα προέρχονται από το χώρο της ψυχολογίας, της εκπαίδευσης και της ειδικής αγωγής.