

## BRIEF CURRICULUM VITAE: JANE OAKHILL

**Full name:** Jane Vivienne Oakhill  
**Nationality:** British  
**Address:** Lab of Experimental Psychology, University of Sussex,  
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### Higher Education & Qualifications:

Brighton College of Education	1971-1974
Certificate in Education	1974
Main subjects:	Biological Sciences (Distinction) Education (Distinction)
University of Sussex	1974-1975
B.Ed. (Hons)	Biological Sciences & Education (1 <sup>st</sup> class)
University of Sussex	1978-1981
D.Phil in Experimental Psychology	Supervisor: P.N. Johnson-Laird Title of thesis; "Children's Reading Comprehension"

### Present Appointment:1990-present

University of Sussex:  
Experimental Psychology: LECTURER, SENIOR LECTURER (94),  
READER (95), PROFESSOR (2000).

### Recent Research Grants:

"Strategies and Self-regulation in Children's Reading Comprehension"  
Funded by the EU Training and Mobility Program for 3 years. 80,036 ECU  
Personal research fellowship. Funded by the University of Sussex Research  
Development Fund. October 2001- September 2002. £22,973.  
Marie Curie individual (Category 30) fellowship. "Arithmetic word problems  
solving and mental models", October 2001 - September 2003. 106872 Euro.  
British Council/Alliance Franco-British Research Partnership Programme. "Mental  
models and the solution of verbal arithmetic problems". Jan - July 2004. £4000 approx.  
Leverhulme Visiting Professorship for Charles Perfetti (application written by me,  
with help from Garnham and Weekes). August 2003- February 2004. £45,000.  
Reading comprehension difficulties and false memory effects (with Brendan  
Weekes)  
Funded by ESRC: Feb. 2004 – January 2005. £41,146  
Arithmetic Word Problem Solving in a Mental Models Framework (with Catherine  
Thevenot). Funded by ESRC. Feb 2004 – January 2006, £80,000 approx.

### **1: Publications: Books**

Oakhill, J.V. and Garnham, A. (1988) *Becoming a Skilled Reader*. Oxford: Basil Blackwell.

Yuill, N.M. and Oakhill, J.V. (1991) *Children's Problems in Text Comprehension: An Experimental Investigation*. Cambridge University Press.

Oakhill, J.V. and Garnham, A. (Eds) (1993) *Text Representation and Discourse Processing*. Hove: Lawrence Erlbaum Associates.

Garnham, A. and Oakhill, J.V. (1994) *Thinking and Reasoning* Oxford: Blackwell.

Beard, R. and Oakhill, J.V. (1994) *Reading by Apprenticeship?* Slough: NFER.

Cornoldi, C. and Oakhill, J.V.(Eds) (1996)*Reading Comprehension Difficulties: Processes and Remediation*. Mahwah, N.J.: Lawrence Erlbaum Inc.

Oakhill and Garnham (Eds) (1996) *Mental Models in Cognitive Science:Essays in honour of Phil Johnson-Laird*. Hove, East Sussex: Psychology Press.

Oakhill, J.V. and Beard, R.F. (Eds) (1999) *Reading development and the teaching of reading: A psychological perspective*. Oxford: Blackwell.

### **2: Journal articles (more recent only – about 65 total)**

Cain, K. and Oakhill, J.V. (1996) The nature of the relationship between comprehension skill and the ability to tell a story. *British Journal of Developmental Psychology*, 14, 187-201.

Carreiras, M., Garnham, A. and Oakhill, J.V. and Cain, K. (1996). The use of stereotypical gender information in constructing a mental model: Evidence from English and Spanish. *Quarterly Journal of Experimental Psychology*, 49A (3), 639-663.

de Sousa, I. and Oakhill, J.V. (1996) Do levels of interest have an effect on children's comprehension monitoring importance? *British Journal of Educational Psychology*, 66, 471-482.

Garnham, A., Traxler, M., Oakhill, J.V. and Gernsbacher, M.A. (1996). The locus of implicit causality effects in comprehension. *Journal of Memory and Language*, 35, 517-543.

Garnham, A., Oakhill, J. V., & Cain, K. (1997). The interpretation of anaphoric noun phrases: Time course, and effects of overspecificity. *Quarterly Journal of Experimental Psychology*, 50A, 149-162.

Garnham, A., Oakhill, J.V. and Cain, K. (1998) Selective retention of information about the superficial for of text: Ellipses with antecedents in main and subordinate clauses. *Quarterly Journal of Experimental Psychology*, 51A, 19-39.

51 Cherubini, P., Garnham, A., Oakhill, J.V. and Morley, E. (1998) Can an ostrich fly? New data on belief bias in syllogistic reasoning. *Cognition*, 69, 179-218.

Cain, K. & Oakhill, J. V. (1999) Inference making and its relation to comprehension failure. *Reading and Writing*. 11, 489-503.

Oakhill J.V. and Kyle, F. (1999) The Relation Between Phonological Awareness and Working Memory. *Journal of Experimental Child Psychology*, 75, 152-164.

Oakhill J.V. and Cain, K.E. (2000) Children's difficulties in text comprehension: Assessing Causal Issues. *Journal of Deaf Studies and Deaf Education*, 5, 51-59.

Cain, K., Oakhill, J. V. & Bryant, P. E. (2000) Investigating the causes of reading comprehension failure: The comprehension-age match design. *Reading and Writing*. 12, 31-40.

Cain, K., Oakhill, J. V. & Bryant, P. E. (2000) Phonological skills and comprehension failure: A test of the phonological processing deficit hypothesis. *Reading and Writing*. 13, 31-56.

Seigneuric, A., Ehrlich, M. -F., Oakhill, J.V. and Yuill, N.M. (2000) Working memory resources and children's reading comprehension. *Reading and Writing*. 13, 81-103.

Cataldo, M.G. and Oakhill, J.V. (2000) Why are poor comprehenders inefficient searchers? An investigation into the effects of text representation and spatial memory on ability to locate information in a text. *Journal of Educational Psychology*, 92, 791-799.

Cain, K., Oakhill, J. V., Barnes, M. A., & Bryant, P. E. (2001). Comprehension skill, inference making ability and their relation to knowledge. *Memory and Cognition*, 29, 850-859.

Garnham, A., Oakhill, J.V. and Reynolds, D.J. (2002). Are inferences from stereotyped role names to characters' gender made elaboratively?" *Memory and Cognition*, 30(3), 439-446.

Gygax, P., Oakhill, J. V., & Garnham, A. (2003). The representation of characters' emotional responses: Do readers infer specific emotions? *Cognition and Emotion*. 17 (3), 413-428.

Garnham, A., Oakhill, J.V. and Reynolds, D. (in press) Immediate Activation of Stereotypical Gender Information in Reading. *Journal of Memory and Language*.

Cain, K., Oakhill, J. V., and Elbro. C. (In press) The ability to learn new word meanings from context by school-age children with and without language comprehension difficulties. *Journal of Child Language*.

Cain, K., Oakhill, J.V., & Bryant, P.E. (in press) Children's reading comprehension ability: Concurrent prediction by working memory, verbal ability, and component skills. *Journal of Educational Psychology*.

Oakhill, J.V, Cain, K. and Bryant, P.E. (2003) Dissociation of single-word reading and text comprehension skills. *Language and Cognitive Processes*, 18 (4), 443-468.

### **3. Book chapters and other publications (more recent only – about 30 total)**

Oakhill, J.V. and Cain, K. (1999) Problems in Text Comprehension:

Current Perspectives and Recent Research. In Reitsma, P. and van Hove, L. (Eds). *Problems and Interventions in Literacy Development*. Dordrecht: Kluwer.

Cain, K. and Oakhill, J.V. (in press) Reading comprehension difficulties  
In P.E. Bryant and T. Nunes (Eds). *Handbook of Literacy*. Dordrecht: Kluwer.

Oakhill, J.V. and Cain, K. (in press) The development of comprehension skills.  
In P.E. Bryant and T. Nunes (Eds). *Handbook of Literacy*. Dordrecht: Kluwer.  
(Eds): Psychological Assessment of Reading

Oakhill, J.V., Cain, K. and Yuill, N.M. (1998) Individual differences in children's  
comprehension skill: Towards an integrated model. In C. Hulme & R. M. Joshi (Eds.),  
*Reading and spelling: Development and disorder*. Mahwah, NJ: Lawrence Erlbaum  
Associates.