

READING IN THE REPUBLIC OF IRELAND: A BIBLIOGRAPHY

Brendan Molloy

Department of Education, Dublin

and

Vincent Greaney*

Educational Research Centre

St Patrick's College, Dublin

Studies of reading (N:157) which have been carried out in the Republic of Ireland are categorized under six headings: curriculum and curriculum evaluation, social factors and reading, psychology of reading, teaching and learning of reading, tests, and research summaries. The bibliography includes titles of books and tests, articles from professional and teacher journals and conference proceedings, official curriculum reports, and unpublished theses.

This bibliography is comprised of studies relating to the teaching of reading and related issues which have been carried out in the Republic of Ireland. It includes titles of books and tests, articles from professional and teacher journals and conference proceedings, official curriculum reports, and unpublished theses.† While reading is the central theme in most of the publications, in a number of instances publications have been included in which reading is a variable of interest, though not the major focus. Inclusion in the bibliography does not signify the merit or worth of a publication.

If a paper listed in conference proceedings was published subsequently in a journal, only the journal publication is listed. When a publication is derived from the contents of a thesis, however, both sources are given since publications of this type tend to focus only on some aspects of the material covered in the original thesis.

* Requests for off-prints should be sent to Vincent Greaney, Educational Research Centre, St Patrick's College, Dublin 9.

† The *Register of theses on educational topics in universities in Ireland* (Galway: University Press, 1980) was the source of information for many of the master's theses listed.

The classification system which has been used to group the titles into sections is, of necessity, somewhat arbitrary. Each title has been assigned to only one section. A case could be made for the assignment of some works to more than one section. For example, an article on the theme of teaching backward readers could be categorised under both 'teaching methods' and 'reading difficulty'. The reader who is looking for information on a particular topic is advised to check titles in more than one section.

The first section is concerned with curriculum and curriculum evaluation. The second section is devoted to social factors and reading. Section three deals with the psychology of reading and includes sub-sections on gender differences, intellectual abilities, bilingualism, the reading process, and other factors related to reading. Section four is devoted to the teaching and learning of reading and lists titles under the categories history of reading instruction, reading achievement in schools, teaching methods, reading materials, school libraries, general aspects of reading, remedial reading in primary schools, reading difficulty, and literacy. Section five deals with tests and testing, items are listed under the headings test construction, titles of tests, and testing. The bibliography concludes with a short list of reviews of research.

1 CURRICULUM AND CURRICULUM EVALUATION

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5 TESTS

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