

READING IN THE REPUBLIC OF IRELAND: A BIBLIOGRAPHY

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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and tests, articles from professional and teacher journals and conference proceedings, official curriculum reports, and unpublished theses.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and tests, articles from professional and teacher journals and conference proceedings, official curriculum reports, and unpublished theses.† While reading is the central theme in most of the publications, in a number of instances publications have been included in which reading is a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.

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† 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

1.1 Curriculum

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5 TESTS

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6 SUMMARIES OF READING RESEARCH

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Readers who are interested in research conducted in other countries are referred to *The Reading Research Review* and *The British Register of Reading Research*, both of which are published annually by the Centre for the Teaching of Reading at the University of Reading. Very extensive annual summaries of investigations related to reading are published by the International Reading Association. These have been published in the *Reading Research Quarterly* and since 1979, in the *Annual summary of investigations relating to reading*. While the material covered in these latter summaries is predominantly American in origin, studies from other countries including Britain and Ireland are also included.