

The teaching and learning of reading in Irish of 9-11-year-olds in immersion settings in Ireland: A mixed methods case study

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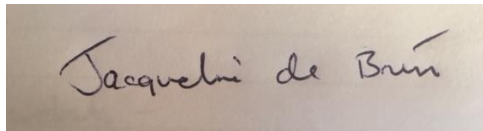
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Nóta Buíochais

Ba mhaith liom buíochas ó chroí a ghabháil le mo stiúrthóirí, An tOllamh Pádraig Ó Duibhir agus an Dr. Eithne Kennedy a bhí fial flaithiúil lena gcuid saineolais, saothriúlachta agus sonraí i rith an ama seo, iad réidh le freagraí agus comhairle a thabhairt ag gach céim den bhealach. Mo bhuíochas le Pádraig go háirithe as an eolas teicniúil a roinnt liom le rudaí a choinneáil ar an bhealach cheart ón tús. Tá mé iontach buíoch as mo chomhghleacaithe ar fhoireann Theagasc na Gaeilge agus i Scoil na Teanga, na Litearthachta agus an Oideachais Luath-Óige in Ollscoil Chathair Bhaile Átha Cliath, a bhí sásta am a roinnt liom, ag gáire agus ag gearán, agus as an chuideachta, go háirithe as an chianchuideachta i rith na dianghlasála. Gabhaim buíochas chomh maith leis na scoileanna, príomhoidí agus múinteoirí, a ghlac páirt sa taighde seo, a chuir fáilte romham agus a bhí oscailte agus díograiseach le gach gné den tionscadal. Gabhaim buíochas arís le COGG as a fhlaithiúlacht le maoiniú a thabhairt le leabhair nua spreagúla a chur ar fáil a chuir go mór le spreagadh na léitheoireachta i measc daltaí agus múinteoirí. Tá mé fíorbhuíoch de Dhónal, Lochlann agus Eoghan, as an tsiamsaíocht, an chócaireacht agus an dea-chuideachta. Agus ar deireadh d'Fhionntán as a chomhairle, spreagadh agus chríonnacht a choinnigh ag dul mé.

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List of Abbreviations

RoI¹: Republic of Ireland refers to 26 counties in Ireland governed by the RoI state

NI: Northern Ireland refers to 6 counties in Ireland governed by a devolved government of the UK

L1: Language 1/Home language

L2: Language 2/Second language

PLC: Primary Language Curriculum

DEIS: The Delivering Equality of Opportunity in Schools (DEIS) (RoI), a scheme to support schools of low socio-economic status

KS2: Key Stage 2 (age 8-11), one of three stages designated by the NI Curriculum as Foundation Stage (age 4-6), Key Stage 1 (age 7-8) and Key Stage 2 (age 8-11)

CI: Collaborative Inquiry (Coburn & Stein, 2010) as a model of professional development

IRI: Informal Reading Inventory

RR: Running Records

¹ These are the official titles used in both jurisdictions in Ireland. The terms RoI and NI can be contentious to some people in the north of the country who identify as Irish. Neither of these terms were used in any correspondences with schools or parents.

The teaching and learning of reading in Irish of 9–11-year-olds in immersion settings in Ireland: A mixed methods case study

Jacqueline de Brún

Abstract

This study aims to determine current practice, motivation and attitudes to reading in Irish in Irish immersion schools in Ireland with children in upper primary school (9-11 yrs.) as well as to ascertain how teachers can be supported to reflect on their approach to the teaching and learning of reading in Irish. Both a pragmatic and a transformative-emancipatory paradigm were relevant to the research and best reflect the following research questions. What are the current pedagogies nationally for 9-11-year-old immersion pupils in Irish reading lessons as reported by teachers and principals? What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read? How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?

A sequential explanatory design (Creswell & Plano Clark, 2007) was employed, where quantitative data in phase one gave a general understanding and was explained further and in more detail by quantitative and qualitative data in phase two. In phase one, all immersion schools in Ireland were invited to respond to a survey to gather data in relation to research question 1. Phase two, in response to research questions 2 and 3, was a case study in two schools over seven months, involving six classes. It drew on data from questionnaires, assessments, interviews, discussions, observations and teacher records. This study investigates available research and highlights gaps in our knowledge on reading pedagogy in Irish, specifically on the skills and strategies that pupils in Irish immersion schools use or could be encouraged to use to read in Irish. It is hoped that this study can offer some empirical insight on classroom practice and outcomes.

Chapter One: Introduction

Introduction

Learning to read is a very complex and remarkable process and is something that continues throughout a person's life (Alexander, 2006). A competent reader can acquire information independently, but to do so requires cognitive and metacognitive strategies (Ali & Razali, 2019). Reading in two languages engages many of the same skills while encouraging a wider use of skills and strategies. Readers who use this range of strategic reading skills and strategies across two languages seem to be more successful in expanding and organising their learning (Huang et al., 2020). Reading two languages is beneficial to the home language and to the second language and can also afford access to a wider range of books and more experiences. However, reading two or more languages involves a different learning trajectory than monolingual reading (Reyes, 2012) and, when one language has a minority status, teachers and learners are faced with additional challenges (Gebauer et al., 2013).

In Irish immersion schools, research reveals that children choose English rather than Irish books to read for pleasure (de Brún, 2007; Harris et al., 2006; Dunne & Hickey, 2017), and that even Gaeltacht children have better literacy skills in English than in Irish (Péterváry et al., 2014). Indeed, anecdotal evidence reveals that some children do not read well in Irish. To investigate this issue, the primary focus of the current study is reading in Irish in immersion settings with 9-11-year-olds, when reading skills have been established in both languages. It investigates the teaching and learning of reading in Irish, considering how current pedagogy and provision are linked to learning. A focus on the upper primary school years can reveal information prior to transfer to secondary school, where, when transferring to an immersion post-primary school, reading skills and

comprehension skills are essential in all areas of learning (Trapman et al., 2014; Yapp et al., 2021). A comparison of immersion settings across two jurisdictions considers the commonalities and the differences in teaching and learning. Gaps in research are prominent and, in the context of the current study, research on reading in Irish is one such gap. Reading research in more than one language is a growing area of interest internationally. The home language is referred to in the literature as Language 1 (L1) and the immersion language as Language 2 (L2). English reading as a first language (L1) or second language (L2) has been a major focus of study in the past. Much can be learned from an investigation of English as an L1 or L2 as well as the teaching and learning of reading in other languages. Languages differ in writing systems, in approaches and in support and this may result in different learning progression (Grabe & Stoller, 2011; Hinkel, 2006). The graphic forms that convey meaning are different in different languages and reading is knowing how a writing system works. How that writing system is valued by society and by the individual has huge implications for a reader. The political, socio-economic and sociocultural status of the language impacts learning (Hornberger & Skilton-Sylvester, 2000; Kenner & Gregory, 2012) and can result in lack of support, guidance and resources (Schwinge, 2017).

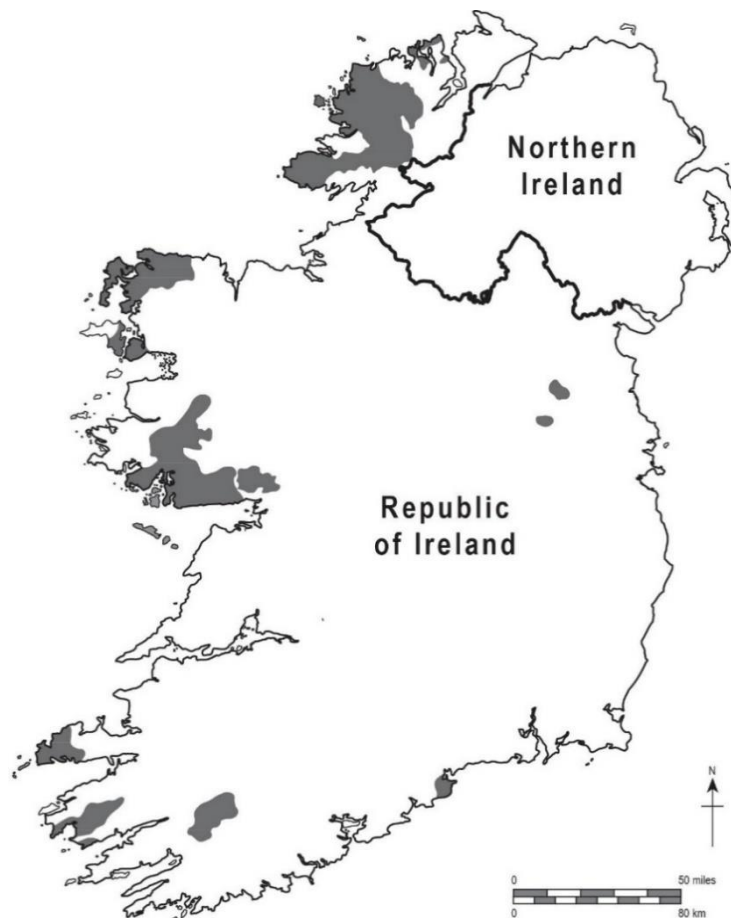
This chapter begins by placing the study in the context of the two jurisdictions in Ireland, explaining the differences in the position of the Irish language and how it is valued in society. A description of immersion education, internationally and in Ireland, includes aims and challenges. It describes the current status, curricula and policies of immersion education in Ireland. A focus on reading in an immersion setting follows, with an international perspective and then on the current practices, policies and resources in Ireland. The final sections provide a rationale for the study, describing the aim leading to

the three research questions that form the core of the study. The final section outlines the structure of the thesis and the implementation stages.

Context of the study

The historical context in Ireland has led to two jurisdictions and two education systems on the island, and the Irish language has a markedly different status in each jurisdiction. In the Republic of Ireland (RoI) while Irish is the first official language, English is the home language of the majority of the population. Irish is a compulsory core subject in primary and secondary schools and some schools, 184 primary and 48 post-primary schools, operate through the medium of Irish. There are also *Gaeltacht* (Irish speaking areas) schools, mainly in the west of the country.

Figure 1. 1 Map of Ireland. Shaded areas represent the *Gaeltacht* (Ó Duibhir, 2018, p.10)



Currently in RoI Irish is acquired in schools mainly in three different settings or models. The first model is where the majority of pupils learn Irish as a subject for around 30-40 minutes a day in an English-medium school. The second model, Irish-medium or all-Irish schools, are increasingly adapting a total early immersion model where pupils are fully immersed in Irish in the early years and English is introduced as a subject in subsequent years. In immersion schools Irish is not the home language for the majority of the pupils. The third model, Gaeltacht schools, are based in Irish speaking areas and include a greater number of pupils for whom Irish is the home language. That demographic is changing with greater numbers attending Gaeltacht schools for whom Irish is not the language of home. An immersion approach to language acquisition differs from learning a language as an L2 school subject. In an immersion programme exposure to the L2 occurs in almost all classes at school which generally results in L2 enhanced proficiency (Gebauer et al., 2013). In Northern Ireland (NI), Irish is not a requirement in English-medium schools and there are no Gaeltacht areas. The immersion model is the only model employed in NI. This study focuses on the immersion model, common across both jurisdictions.

Official first language status has afforded some protection and support to the Irish language with policies and initiatives in the form of *Straitéis 20 Bliain don Ghaeilge 2010-2030* (20 Year Strategy for Irish 2010-2030) (Government of Ireland, 2010). Although it is believed that first language status has not afforded the language the resources and support expected, and schools still need to lobby for support and progress (Ó Duibhir, 2018). In NI, the Irish language is often surrounded in controversy and politics. As part of the *Good Friday Agreement* (1998), an Irish language act was to have

been put in place, as is the case for Welsh and Scots Gaelic under the UK government. This had not happened at the time of writing and became a major stumbling block in 2017 when the devolved Northern Ireland Executive collapsed for three years. Provision for the Irish language was a major contributor to that collapse and was cited by language activists, among other issues, as a denial of human rights in society (*Conradh na Gaeilge*, 2018; Ní Thuathaláin, *Tuairisc*, Iúil 20, 2018). In NI, Irish is taught as an optional subject at secondary level only, mainly in Catholic schools. Similar to the RoI, some primary and secondary schools teach through the medium of Irish. The difference in education of Irish across the two jurisdictions has resulted in different levels of fluency in Irish among adults, with 43% of adults in the RoI reporting a basic fluency and 14% in NI (Darmody & Daly, 2015). This has implications for home support with reading in Irish for pupils in immersion schools.

Immersion education; aims and challenges

Immersion education is a form of bilingual education. In immersion settings, students are fully immersed in a language, which is for many, not the language of home. They may have limited or no proficiency in the language of immersion when beginning school. The home language is the L1 and the immersion language is the L2. An aim of immersion education is to achieve bilingualism, where students speak two languages, and biliteracy, where students read and write in two languages. An important aspect of immersion education is that spending instructional time in two languages has no adverse effects on students' academic development in the majority language (Cummins, 2011; Dickson, 2021). Indeed, much of the research tends to focus on reassurance that the L1 will not be affected by immersion but can lack specific goals for the L2 (Fortune, 2018).

Regarding L2 development, some studies claim that immersion students achieve near native like speaker proficiency in the receptive skills of listening and reading (Lyster, 1987; Harley, 1987), but not in the productive skills of speaking and writing (Lyster, 1987; Ó Duibhir, 2018). However, a lack of definitive and appropriate assessments results in a lack of information about specific areas of development in the L2 (Baker, 2011). Similar findings have been reported in the Basque country where, as in RoI, different approaches are practised. The full immersion model has been found to be fully comparable to L1 capacity (Manterola et al., 2013) while Basque as a school subject with a model similar to English-medium schools in RoI has poor results for Basque acquisition and no model has any adverse effects on Spanish, the majority language and home language of many of the pupils (Lasagabaster, 2001; Manterola et al., 2013).

Assessments often use monolinguals as the norm (Abedi, 2004; Escamilla & Hopewell, 2010) but the development of bilingual children is different from that of their monolingual peers (Bialystok et al., 2014) and bilinguals are not the sum of two monolinguals (Baker, 2011). Teacher knowledge is an important aspect of education and specific knowledge is required for immersion education (Cammarata & Tedick, 2012; Ó Ceallaigh & Ní Shéaghdha, 2017). Initial teacher education as well as professional development are key drivers of successful immersion programs when teachers require essential linguistic and cultural competencies as well as specific pedagogical practices (Cammarata & Ó Ceallaigh, 2018).

Immersion education in Ireland

As stated previously, the immersion model of education is one of three models of acquiring Irish in the primary education system in the RoI and the only method NI. In a

report for the Department of Education in the RoI (Harris et al., 2006) discuss attainment in Irish in the three models in the RoI. Acquiring a high level of Irish and pupil achievement was found to be most successful in the immersion model. Gaeltacht schools were found to be closer in attainment levels to all-Irish or immersion schools, while in English-medium schools few pupils attained high levels of performance with a majority failing to reach a satisfactory level. This reflects the findings in the Basque country discussed above (Lasagabaster, 2001; Manterola et al., 2013).

Immersion education in RoI has been experiencing a period of growth in Ireland since the early 1970's (*Gaeloideachas*, 2021). In NI, despite the first Irish-medium school being established in 1971, significant growth did not begin until the 1990s. *The Good Friday Agreement* in 1998 heralded a huge change in attitude to the Irish language in Northern Ireland (Mc Kendry, 2007). In 2021, there were 290 all-Irish primary schools on the island of Ireland. Of these 185 were outside Gaeltacht areas, 150 in RoI and 35 in NI (www.gaeloideachas.ie) with a growth of 89% in the last 10 years in NI (*Comhairle na Gaelscolaíochta*, 2021). In the context of the whole population, in the 2015-2016 school year, 7.97% pupils in the RoI and 3.41% in NI attended an all-Irish primary school (Ó Duibhir, 2018).

Today, despite two separate curricula, strong cultural, economic and geographic links remain and immersion schools in both jurisdictions share research, pedagogy and resources. The immersion model in the majority of schools in RoI and all schools in NI is one way early total immersion where children are immersed totally in Irish in the first years of school. In this model the teacher speaks the immersion language from the beginning. Usually around the end of Year 2 (age 6) they have acquired oral fluency in the immersion language (Walker & Tedick, 2000). When English is introduced, it amounts to approximately 14% of the school day (Ó Duibhir, 2018), usually in English

lessons only. Language learning and content learning in an immersion setting are integrated and conducted simultaneously. Schools in both jurisdictions aim for bilingualism and biliteracy. By the end of primary school, pupils appear successful in the acquisition of basic literacy and conversational skills (Ó Duibhir, 2018). However, Ó Ceallaigh and Ó Laoire (2021) highlight the need to overcome specific challenges to successfully implement an immersion programme. Teacher knowledge is central to such implementation.

Initial teacher education and continuous professional development are essential for teachers to benefit from new research, to maintain best practice and to share and collaborate with other experts and practitioners (Borko, 2004; Nelson & Slavit, 2008). In Ireland, research has highlighted that the definitive needs of teachers in immersion contexts were not being met by current pre- and in-service provision (Ní Thuairisg 2014; Ó Duibhir 2018; Cammarata & Ó Ceallaigh, 2018). This has resulted in recent change in RoI. A new undergraduate course in Marino Institute of Education, Dublin began in 2020 and a specialist in-service postgraduate course is available in Mary Immaculate College, Limerick since 2014. In NI, a one-year Postgraduate Certificate in Education (Irish-Medium Education) has been offered in St. Mary's University College, Belfast since 1996. This postgraduate as well as a Bachelor of Education, leading to the *Teastas san Oideachas Dátheangach agus sa Tumoideachas* (Certificate in Bilingual and Immersion Education) (Knipe et al., 2004) are currently offered. In RoI, immersion teachers have described current PD provision as unsuitable and not specific to immersion settings (Ó Duibhir et al., 2017). Support for teachers in NI has seen a major restructure in recent years but lack of government or a minister of education from 2017 to 2020 has resulted in changes not being fully implemented. In the context of immersion schools in NI, the majority of teachers complete a one-year Postgraduate Certificate in Education (Knipe &

Ó Labhraí, 2005) and professional development has the potential to further learning. In both jurisdictions, the effective implementation of immersion education requires extra specific support and dissemination of recent research and best practice has the potential to improve pedagogy and outcomes.

Current curricula, policy and attainment

In immersion education both the *Primary Language Curriculum* (PLC) in RoI (NCCA, 2019) and the *Northern Ireland Curriculum for Irish-medium Schools* (CCEA, 2009) set high expectations for near-native-like ability (Ó Duibhir, 2018). The PLC (2019) in the RoI reflects current research on language acquisition. It is an outcomes-based curriculum with an emphasis on the integration and transfer of skills across languages (Ó Duibhir & Cummins, 2012). Whether the *Primary Language Curriculum* will have an impact on reading practices and attainment in schools is yet to be seen, but like any curriculum change it will only be effective if appropriate professional development occurs and teachers put the recommended changes into practice. The NI Curriculum (CCEA, 2007) was followed by *Curaclam Thuaisceart Éireann* (Northern Ireland Curriculum) (CCEA, 2009) for immersion schools, mainly a translation of the English version with non-statutory additions for immersion schools.

Both government education bodies in RoI and NI produced a literacy and numeracy strategy; *The National Literacy and Numeracy Strategy – Literacy and Numeracy for Learning and Life 2011-2020* (Department of Education and Skills, RoI, 2011) and *Count Read: Succeed, A Strategy to Improve Outcomes in Literacy and Numeracy* (Department of Education, NI, 2011). The aim of these strategies was to raise standards in literacy and numeracy in all schools. In RoI, the strategy was reviewed and

revised with the *National Strategy: Literacy and Numeracy Learning and Life 2011-2020, Interim Review:2011-2016. New Targets: 2017-2020* (Department of Education and Skills, RoI, 2017) when the original standards were met and new standards were established, one of which is literacy for and through the Irish language. The strategy in NI was reviewed in a *Research and Information Service Research Paper* (Northern Ireland Assembly, 2016). The paper raised questions about the strategy, but a lack of a minister has delayed further progress. In NI, *The Review of Irish-medium Education Report* (Department of Education, 2008) was carried out by the sector in conjunction with the education minister at the time. The report highlights the deficits in the sector and areas that need to be addressed. Again, many of these issues have yet to be addressed. In RoI, the *Straitéis 20 Bliain don Ghaeilge 2010-2030* (20 Year Strategy for Irish 2010-2030) (Government of Ireland, 2010) and updated to *Plean gníomhaíochta 2018-2020: Straitéis 20 bliain don Ghaeilge 2010-2030* (Action plan 2018-2020: 20 Year Strategy for Irish 2010-2030) (*An Roinn Cultúir, Oidhreachta agus Gaeltachta*, 2018) outlines the Government's plan for the support of the Irish Language in line with international practice. It includes goals and aims for education and for immersion schools. It is clear that strategies are ongoing in RoI and are viewed as a positive move. But like any strategy or policy need to be implemented to have an impact. In NI, the political situation is causing delays with policy and strategies.

Some information on practice and attainment in reading in Irish can be garnered from inspectorate reports. The Chief Inspector's Report in the RoI (Department of Education, 2016-2020) emphasises the importance of using texts at the correct learning level in all settings and languages. In the context of all-Irish schools they describe the lack of use of academic language and the need for appropriate assessment in literacy. In a review of all-Irish schools (Department of Education, 2021) inspectors describe early

reading skills and phonology as developed. However, they emphasise the need for differentiation and the development of higher order skills as well as a range of texts.

Reading in an immersion setting

Immersion schools may introduce reading in both languages simultaneously or may introduce skills in one language first and then the other. Research reveals that the order of introduction of languages is not significant to later reading ability (Bialystok, 2005; Cummins et al., 2001; Ewart and Straw 2001; Parsons and Lyddy, 2009, 2015; Reyes, 2012). To achieve balanced biliteracy, reading in both languages needs to be practised (Hornberger, 2004) and reading may develop in different paths in different languages (De Sousa et al., 2011; Koda, 2005). Some reading skills have been found to transfer across languages and pupils can be made aware of this knowledge in their learning (De Sousa et al., 2011; Ó Duibhir & Cummins 2012; Pasquarella et al., 2015).

There are many noted benefits to reading in general. In second language learning, reading is viewed as an important element in the language acquisition process to improve oral skills and overall language acquisition (August & Shanahan, 2006; Hinkel, 2006; Day & Bamford, 2002; Stenson & Hickey, 2018). Extensive reading can broaden exposure to vocabulary, syntax and idiom (Grabe, 2009; Nation, 2015) and reading a range of genres in reading can improve academic vocabulary (Hinkel, 2006; Day & Bamford, 2002; Flowers & Flowers, 2009). Wide reading improves L2 reading comprehension (Birch, 2015; Singhal, 2001) and success in L2 reading creates a positive attitude (Dunne & Hickey, 2017; Yamashita, 2013). With a minority language, books provide access to language that may not be available in the home or the community (Stenson & Hickey, 2018).

A lack of specific research on reading development in an immersion setting has hampered our understanding of reading in more than one language (Borg, 2003; Genesee & Jared, 2008; Li et al., 2021). L1 theories of reading are a valuable starting point in an investigation of reading in more than one language (Cameron, 2002; Koda, 2005; Mitchell et al., 2019) as are studies carried out in L2 reading. Breaking reading into its prerequisite components can assist in the teaching and learning of reading in more than one language (Grabe, 2009; Koda, 2005; Stanovich, 2000; Yamashita & Shiotsu, 2017). Learners can be monitored and supported in the development of specific components and the interaction of components across languages can be made evident. An awareness of specific components or aspects of components that transfer and those that are language specific could be of huge benefit for teachers and learners. Similarly, pedagogical strategies can be adapted across languages, but teachers need to be aware of complexities (Ó Duibhir & Cummins, 2012).

A major issue with reading in a minority language is the lack of resources (Baker, 2011, Coady et al., 2008). This is relevant in the context of motivating children to read in the language and children should have access to a wide range of materials, comparable to those available in the majority language. This is a definite challenge.

Reading in an immersion setting in Ireland

People who learn to read in Irish generally do so as an L2, either in an English-medium school or in an Irish-medium setting where they are immersed in Irish. The majority of immersion schools in Ireland, RoI and NI, begin reading in Irish and introduce reading in English in school between the second and fourth years. (Ó Duibhir et al., 2017; Ó Laoire & Harris, 2006; Parsons & Lyddy, 2009, 2016). As stated, the order of the introduction of languages when reading in more than one language has not been found to

be significant to later reading ability. However, most studies to date have focused on the majority language and not on the language of immersion. The rationale for beginning reading in Irish is to maximize early exposure and motivation given minority language status (Genesee, 1987). In an Irish first, English second approach, reading in Irish in school is established before children are exposed to English in school where high motivation levels to read in English are common (Dunne & Hickey, 2017; Hickey, 2005; Ó Laoire & Harris, 2006). Given that the available evidence shows no negative consequences with this approach for English when introduced, it is therefore an effective approach for the development of both languages and achieving biliteracy. This approach is reflected in current curricular guidelines in RoI and in NI. But there is a dearth of research in the Irish context to indicate how best to promote biliteracy. The variability of practice in reading instruction in Irish immersion schools has been acknowledged (Parsons & Lyddy, 2009) and teachers, researchers and policy makers rely heavily on international research as a result (NCCA, 2006).

Initial teacher education is a critical variable in effective reading instruction (Gambrell et al., 2014) and a major influence on how beginning teachers teach reading (Clark et al., 2017; Maloch et al., 2003). Well prepared teachers have the potential to influence reading achievement in schools (Darling-Hammond, 2006; Rowan et al., 2002). The knowledge base and pedagogical skills needed for immersion teaching are unique and complex (Lyster & Tedick, 2019; Tedick & Fortune, 2013). However, in most international contexts, a teaching qualification focusing mainly on teaching content, is deemed sufficient to teach in an immersion setting (Tedick & Fortune, 2013).

There is also a lack of resources to facilitate best practice in reading in Irish and to motivate readers with a range of interests and linguistic challenges (Dunne & Hickey, 2017). The percentage of pupils in immersion primary and post-primary schools in

Ireland is a small market for book publishers in RoI (11.7%) and in NI (3.5%) (Ó Ceallaigh & Ó Laoire, 2021). It must also be acknowledged that Irish reading is taught in English-medium schools, a fact that potentially increases the reading market to a significant extent. However, the fact remains that Irish is less read than English and with fewer resources it is even more important that providers ensure that all resources meet the needs of the learner.

Current research on reading in Irish

Available research on literacy or reading in Irish has been consulted as an introduction to the current study. Common themes in current research involve reporting attainment at classroom and national levels, Irish phonology and orthography, motivation and extensive reading, descriptions of requirements and deficits for reading in Irish and descriptions of reading materials. A minimal amount of this research has been carried out as classroom studies. Research papers and studies consulted in the context of this study are described below.

Assessments of English attainment in schools in RoI, compare English-medium, Irish-medium and Gaeltacht schools (Shiel et al., 2011; Shiel & Gilleece, 2015), reflecting the concern about L1 development. Assessments on listening, speaking and reading attainments in Irish in RoI have also been carried out in the past (Harris et al., 2006). Again, results were compared across the three school models as well as to prior assessment results. An adaptation of Running Records as a reading assessment for early years to Irish is available (Clay & Nig Uidhir, 2006) and a study was carried out in early years immersion classrooms in NI. This assessment is suitable for early years immersion but does not consider biliteracy for pupils who read in two languages (Hickey, 2005).

Guidelines for assessment in reading have been compiled (Ó Siaghail & Déiseach, 2004) as a general checklist for each year-group in an immersion setting and was referred to for direction in the current study. Assessments for readers of Irish with specific reading difficulties have been investigated (Barnes, 2017, Nic Aindriú et al., 2021) and have been valuable sources. Comparisons between English and Irish attainment in word identification has been investigated in year four pupils across the three models of school in RoI (Parsons & Lyddy, 2009, 2016), exploring whether pupils identify words by sight or by decoding in Irish and English. Words in this assessment are read in isolation and do not consider reading context. Research on Irish phonology and orthography has been emerging in recent years, advocating the importance of this knowledge for reading development and therefore the importance of developing this knowledge of how Irish orthography works among teachers in initial teacher education and PD (Barnes et al., 2017; Barnes, 2017; Hickey, 2005; Hickey & Stenson, 2017; Stenson & Hickey, 2016, 2018). The effect of word recognition on reading fluency has been examined, mainly in the context of improving word recognition skills and decoding knowledge (Hickey, 2010). Much of this research describes Irish orthography, but very few classroom studies have been carried out on pedagogy. Classroom studies on motivation to read in Irish were carried out by investigating the impact of access to extensive reading in book floods or in book-clubs (Hickey, 1991; Dunne & Hickey, 2017). The focus in these studies was on encouraging children to read and exploring if exposure to a range of books improves motivation to read in a second language. Issues, requirements and deficits in reading in Irish are described in articles such as a description of requirements to improve reading in immersion schools (Hickey & Ó Cainín, 2003; NCCA, 2006) and in a series of essays *Idir Lúibíní* (Ní Mhianáin, 2003) and in the areas of provision and translations (de Brún, 2007; Ní Chongáil, 2011). This research highlights the need for classroom-based studies

in immersion settings in Ireland.

Rationale for the study

The researcher's background as a primary teacher in immersion schools, as an Education Advisor and then a teacher educator, involved in developing courses and resources for immersion education and professional development (PD), has been a major influence in motivating this research. Involvement in previous research and projects have led to this point such as research on the provision of children's books in Irish (de Brún, 2007), project management of the phonics packages for immersion schools *Fónaí na Gaeilge* (Irish Phonics) (BELB, 2009) and *Cód na Gaeilge* (The Irish Code) (CCEA) and the supervision of the guided reading programme *Cleite* (Feather) for early years in immersion schools. Experience with both jurisdictions has afforded an overview of both curricula, policy and immersion practices. This previous work has highlighted issues with reading in Irish and has inspired an aspiration to examine concerns and ultimately improve teaching and learning.

Investigating the literature in this area has provided valuable information and a starting point to an investigation but has also highlighted the dearth of specific material. There is little detailed evidence of the development of reading components in reading in Irish or of the skills and strategies children use in each language and across languages. There is a need for research to guide possible frameworks for reading the two languages, for teacher education, for classroom pedagogy and interventions. Research suggests that improving proficiency in specific reading components has the potential to improve reading performance. In other studies on L2 or immersion reading, improving L2 reading components such as word recognition (Acha et al., 2010), decoding strategies (Laufer,

2021; Cobb & Laufer, 2021), vocabulary (Hipfner-Boucher et al., 2016; Snow & Kim, 2007), fluency (Grabe & Stoller, 2011; Hickey, 2006) and comprehension strategy pedagogy (Jeon & Yamashita, 2014; Pasquarella et al., 2014; Thibeault & Matheson, 2021) have been substantive. In similar settings motivation and engagement have been improved with texts, support, authentic tasks and choice (Dunne & Hickey, 2017; Verhoeven & Snow, 2001; Yamashita, 2004). This provides a basis for such studies in the context of Irish reading and the aspiration that improvements can be made in the teaching and learning of reading in Irish. These issues have influenced the formation of the following research questions:

Research questions

1. What are the current pedagogies nationally for 9-11-year-old immersion pupils in Irish reading lessons as reported by teachers and principals?
2. What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?
3. How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?

Thesis outline

There are five chapters in the thesis. The current chapter describes the study and the reason the researcher believes this study to be necessary. Chapter two outlines a review of current literature on the topic of reading. It begins with a brief overview of the theoretical perspectives on reading followed by definitions of reading and biliteracy. Major components that contribute to reading comprehension are then discussed one by

one with a focus on pedagogy for an immersion setting. The methodology of the study is outlined in chapter three describing the particular stance of the researcher, the type of research employed, and the specific data collection and analysis utilised. Chapters four and five present the findings of the study arising from analysis of the mainly quantitative data in phase one of the study and both quantitative and qualitative data in phase two. Conclusions are drawn in chapter six where the data reveal some contributions to new knowledge as well as recommendations for policy and practice and future research.

Chapter Two: Literature Review

Introduction

By the ages of 9-11, pupils in Irish immersion schools are reading both in Irish and in English. However, little is known about how they read in two languages and what skills and strategies are implemented in each language or, indeed, across both languages. The focus of this study is an investigation of the current teaching and learning of Irish reading among 9-11-year-olds in Irish immersion schools. The literature discussed in this chapter relates to the teaching and learning of reading in various contexts relevant to the current study. Most of the available research on the teaching and learning of reading is on reading in English, and much of the international literature pertaining to reading as a second language (L2) often refers to English as an L2. Less research is available on reading in more than one language in an immersion setting or on other languages. As discussed in Chapter 1, most pupils in Irish immersion schools begin learning to read formally in Irish in school, which is, for the majority, not the language of home and essentially a second language. Research on L2 is therefore relevant to the current study. This chapter investigates literature pertaining to first language (L1) reading where relevant as well as L2 reading and reading in immersion contexts internationally as well as in Ireland.

To investigate the research literature on this topic, the chapter is divided into five sections. It begins by tracing theoretical perspectives on the teaching and learning of L1 and L2 reading that have evolved since the 1960s, from a behaviourist perspective to a range of cognitive approaches to perspectives that incorporate the social aspect of reading as well as visual and media literacies. The next section focuses on reading in two

languages and includes definitions of reading in the context of biliteracy and what learning to read in two or more languages entails. The third section outlines the components of reading and how a component skills approach to reading can assist in understanding the cognitive processes involved in reading in two or more languages and in the context of transfer of skills. Models and frameworks for pedagogy are included with particular relevance to reading in a minority language as well as how each component develops in the context of reading in more than one language. The fourth section explores reading materials and highlights the importance of provision of a range of genres as well as materials suitable for a range of reading contexts. The final section discusses teacher knowledge including the specific knowledge required to teach reading in two or more languages and discusses both pre-service and in-service teacher education.

English is a globally prestigious language, something that has both advantages and disadvantages for multilingualism (García et al., 2008). In the teaching of reading in English and another language, educators can benefit from the many support structures available for English and apply and adapt these for the other language. The specific nature of reading investigated in this study drew on comparisons and correlations with other trajectories and learning models. These comparisons present a relevant starting point and accentuate gaps in the literature that led to the development of the specific research questions underpinning the current study.

Theoretical perspectives on reading

Theoretical models and perspectives in first language (L1) reading have driven research and informed the development of instructional practices and interventions in the teaching of reading. Historical developments in ways of approaching literacy in general

can be divided into three main theoretical shifts: behaviourist, cognitive and sociocultural (Gaffney & Anderson, 2000). Second language (L2) reading research has been significantly influenced and guided by L1 reading research (Koda, 2007) and follows the same theoretical shifts (Mitchell & Myles, 2004). These shifts in theoretical perspectives are traced below, with the impact they have had on L2 reading highlighted.

A behaviourist perspective on reading

From a behaviourist perspective on psychology and education, learning to read focuses on a bottom-up view where processes and skills are broken into constituent parts and taught in a specific order. Early models of the reading process reflect a bottom-up view where reading is described as “a unidirectional process from letters to sound” (Gough, 1972). The process involves the reader becoming automatic at decoding before attending to comprehension. Comprehension is viewed as an automatic outcome of word recognition. In this view, readers are passive recipients of information in the text (Dole et al., 1991). Some skills lend themselves to a behaviourist approach and teaching with a focus on constituent parts is a critical aspect of developing foundational skills in literacy. In a behaviourist perspective, reading and writing in a L2 are not neglected but there is a focus on sentence structure, school vocabulary lists, explicit teaching of phonemes and graphemes and a definite emphasis on oral language (Cook, 2016). In L2 acquisition, behaviourists support the belief that the L1 interferes with learning the L2 and the two languages are developed as two separate entities (Koda, 1988). Behaviourist theories gave way to those of cognitive psychologists in the 1960s and 1970s with a focus on children’s cognitive development and new theories emerged.

A cognitive perspective on reading

Cognitivism is a theoretical framework for understanding the mind and has led to a deeper understanding of thinking processes in the individual. Schema theory, now known as prior knowledge, proposed by Rumelhart (1980), is an interactive model that acknowledges how bottom-up processes interact with top-down processes. As discussed from a behaviourist perspective, a bottom-up approach begins with specific elements and moves to general, while a top-down approach begins with the general and then moves to specifics. The interactive model explains that when students bring and activate prior knowledge about language, text and the world to reading, comprehension is much easier (Pressley, 2001). Text provides directions for the reader to retrieve and construct meaning (Kintsch, 1998). In Kintsch's (1988) construction-integration model, construction occurs when a text base is constructed from linguistic input and the reader's knowledge base and integration occurs when understanding of the text is integrated with the general knowledge base. This approach has led to strategy instruction and the development of encouraging children to use problem-solving skills in literacy.

The cognitive view of reading is relevant in an L2 and Rumelhart (1980) and Kintsch's (1988) models of reading have had a major impact on the development of L2 interactive reading models (Bernhardt, 2005; Birch, 2015). A learner's L1 in a cognitive perspective is viewed as prior knowledge when learning an L2. Another aspect of cognitive science pertaining specifically to language is psycholinguistics, the study of the comprehension and production of language in its spoken, written and signed forms. From a psycholinguistic perspective, the focus of reading is on reading for meaning. In this view, reading is a constructive process and teachers facilitate reading rather than teach reading. Goodman (1967) viewed the reading process as a top-down "psycholinguistic

guessing game” where readers use their prior knowledge to predict meaning. This perspective results in an absence of skills instruction, strategy instruction, text structure instruction and reading in the content areas as well as a lack of guidance in professional development (Pearson, 2000). The idea of building meaning on context and inferring the meaning of unfamiliar vocabulary has proven problematic for L2 readers who may decode an unfamiliar word but have no reference for meaning (Chodkiewicz, 2016). Metacognition is an aspect of cognitivism. Metacognitive learners have strategies and know when and how to activate and implement them (Pressley, 2005). As a form of metacognition, metalinguistic awareness is the ability to identify, analyse and manipulate language forms (Koda, 2007). It includes an awareness that meaning is not defined by a single word. This is accentuated in bilinguals who have more than one word for things that leads to a more flexible way of thinking (Bialystok, 2001).

In these cognitive perspectives, linguists and psycholinguists typically analyse the mental mechanisms of the individual learner (Mitchell et al., 2019). The third paradigm shift is towards the social aspect of reading and the impact environment has on learning.

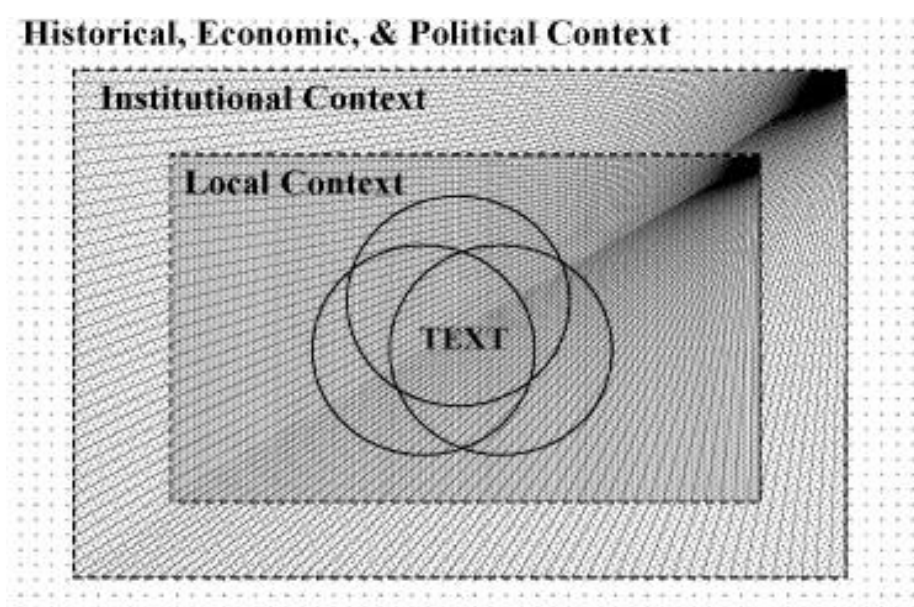
A sociocultural perspective on reading

Sociocultural theory (SCT) makes connections between society and individual development. It grew from the work of psychologist Lev Vygotsky (1980), who believed that in school, children learn collaboratively through participation in socioculturally organised practices. Children come to school with an extensive body of knowledge which guides their understanding and use of language (Alvermann et al., 2019). Home and family background, education, peer influences and classroom culture

as well as socio-economic status and culture impact their disposition towards reading as well as how they value reading (Sweet & Snow, 2003).

In an L2 context, teachers need to be aware of the varied resources multilingual students bring to literacy practices (Hyland, 2007) as well as the place of the L2 and teaching and learning in historical and political contexts (Gebhard et al., 2008). Figure 2.1 places classroom practice in this wider context.

Figure 2. 1 *Second language acquisition as an institutional phenomenon (Gebhard, 2004, p. 248)*



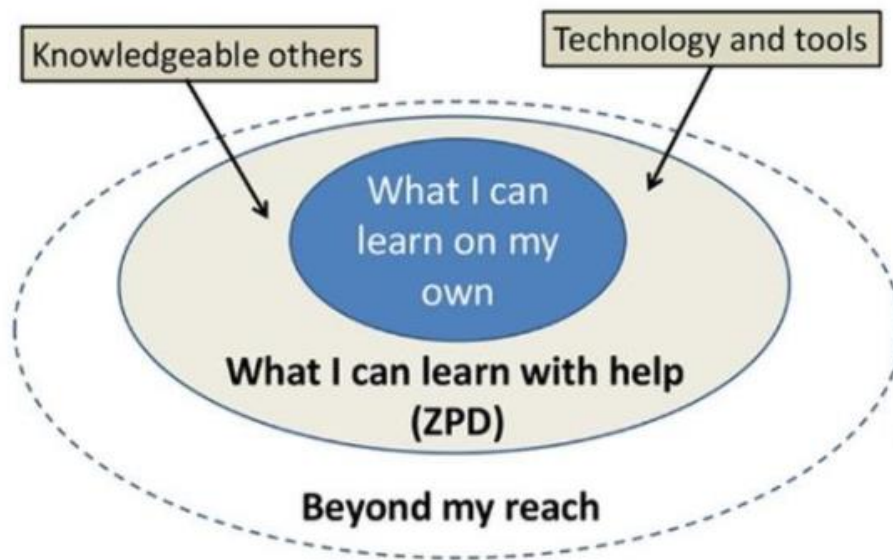
In the local context in Figure 2.1, the overlapping circles signify how L2 readers draw on overlapping multimodal systems, gestures, drawings etc. in two or more languages to extract and construct meaning. Institutions often privilege a dominant language and readers are affected by access to resources, technologies, support teachers and teacher knowledge in learning to read in two or more languages (Gebhard et al., 2008). In the historical, economic and political context, children's experience of language

will depend on the cultural norms of their community. Vygotsky's theory in second language learning proposes that learners acquire language through collaboration and interaction with others (Lightbown & Spada, 2013). This perspective states that without social interaction cognitive development will not occur.

Sociolinguistics is associated with sociocultural theories of language and literacy and is the study of language in use (Mitchell & Myles, 2004). Reading is viewed as a cognitive process as well as a social and linguistic process with an emphasis on the relationship between the spoken and the written language (Bloom & Green, 2002). From this perspective reading serves a social function. It places an emphasis on reading events such as reading groups, whole-class teacher-led reading and individual reading. A sociolinguistic perspective in an L2 sees a shift from an emphasis on the language aspects of grammar and vocabulary to a focus on expression and comprehension of meaning through language use.

A concept developed by Vygotsky and focusing on the social aspect of learning in sociocultural theory is the Zone of Proximal Development (ZPD). The important aspect of this concept is the learner's potential for learning rather than current abilities. Using the ZPD, reading is no longer an individual activity (Ghafar Samar & Dehqan, 2012). With the appropriate support the learner can complete more cognitively demanding tasks. This support can be provided with a knowledgeable other or with technology and tools as displayed in Figure 2.2.

Figure 2. 2 *Vygotsky's Zone of Proximal Development (McLeod, 2018)*



The ZPD has two levels of development, the actual development level, and the level of potential development. The potential level offers more information for the learner and the tutor for future learning. In second language learning, Vygotsky's theory assists learners to acquire language through collaboration and interaction with others (Lightbown & Spada, 2013). A sociocultural perspective on reading combines the benefits of all perspectives to date and considers the cognition of the learner as well as the interactive aspects of learning. In today's era of information and communication technology (ICT) a new perspective has evolved that views all perspectives to date on a new platform.

New literacies, digital literacy and multimodality

New literacies (Leu, 1997) is a more recent perspective and is linked to multimodality and digital reading. From a cognitive perspective, the focus is on the cognitive processes involved in reading and comprehending online or digital texts.

Typically, the skills and strategies for online reading build upon foundational literacy and need not be retaught. However, comprehension is different on the Internet and readers need to learn, comprehend and interact with technology in a meaningful way as well as learning to read and write in the traditional fashion (Coiro, 2003). Texts are non-linear and accessed through hyperlinks. Readers need to be aware of and learn how to access and interpret the range of multimodal media that require new thought processes with new reader elements including new motivations, new types of background knowledge as well as high level metacognitive skills (Coiro, 2003).

Online reading has become a major source of input for L2 readers who often transfer their reading strategies from one language to another (Huang et al., 2009). For second language learners, online reading offers the same challenges and also the same opportunities. It may also provide the motivation to read for readers of a minority language. Multimodality presents an opportunity to put lesser used languages on a world platform and find ways to expose children to a wider range of resources. Teacher awareness and application are vital (Koda, 2007).

Summary of theoretical perspectives

The range of perspectives and learning theories outlined above are some of the theoretical perspectives that have developed over long periods of time in research and practice. Knowledge of these theories can assist educators in making informed decisions about designing literacy instruction (Tracey & Morrow, 2017). The impact of L1 theoretical perspectives on L2 reading development has been discussed. Drawing on elements of multiple theoretical perspectives provides the most effective basis for practice. Various perspectives outlined here have impacted on the current study and will

be highlighted in later chapters. As stated by Woolfolk (1998) “because no one theory offers all the answers, it makes sense to consider what each has to offer” (p. 16, cited in Tracey & Morrow, 2017). The impact of the theoretical perspectives on the pedagogy of reading in more than one language is evident in the next section.

Reading in two languages

Most of the research on reading pertains to reading in an L1 and reading in English. Fewer studies have focused on bilingual reading (Li et al., 2021). Theories and practices for L2 reading are often based on L1 theories and these provide a valuable starting point for an investigation of reading in more than one language (Cameron, 2002; Koda, 2005; Mitchell et al., 2019). Research on L2 reading has raised questions that are relevant to this study. Alderson (1984) queried whether second language reading is a language problem or a reading problem, while Carrell (1991) proposed that L2 reading is L1 reading plus L2 language proficiency. These queries have prompted discussion and debate comparing L2 proficiency and L1 reading ability (Jeon & Yamashita, 2014; Koda, 2007). Koda (2005) suggests that L2 reading competence needs to be separated from L2 linguistic proficiency to understand L2 reading.

To investigate these aspects of reading in more than one language, this section begins by describing reading as a basis for understanding what is involved in the process of reading in any language and in the context of biliteracy. This is followed by an exploration of the progression of learning to read as beneficial in understanding the process involved in reading in more than one language when skills can transfer from one language to another (August & Shanahan, 2006; Baker & Wright, 2017; Cummins, 1981; Goodman, 1970; Ó Duibhir & Cummins, 2012). While some skills transfer across

languages others do not and an understanding of this process could assist teachers and learners. Motivation and attitude to reading is a major aspect of reading and these are discussed both generally and in the context of a minority language. This section investigates the nature of reading in more than one language and how this has been influenced by theoretical perspectives. It refers generally to reading in two languages and, when relevant, specifies minority language status and immersion settings.

Defining reading

Edward Burke Huey described reading as “the most intricate workings of the human mind, as well as ... the most remarkable specific performance that civilisation has learned in all its history” (1908/1968, p. 6, cited in Alvermann et al., 2019). Reading is also something that develops across a lifespan (Alexander, 2006). Pearson and Cervetti (2012) focus on reading as a fundamentally cognitive process involving word level processes such as phonemic awareness and decoding, word reading and vocabulary and text-level processes such as structures, genres and disciplinary knowledge. Cognitive strategies and skills are important, but they do not explain the reading process in full (Afflerbach et al., 2013). Afflerbach et al. (2013) cite reader motivation and attitude, epistemic beliefs and self-efficacy as important elements in the reading process. Issues such as home environment, teacher knowledge and teacher and parent linguistic knowledge also need to be considered (Lantolf & Thorne, 2015; Swain & Lapkin, 2013). A definition of reading is relevant in any language and involves the same progression and outcome across languages. A suitable definition for reading should consider the relevant aspects of the theoretical perspectives. A definition that reflects the age and stage of development of specific readers is evident in the Reading Framework for Progress in

International Reading Literacy Study (PIRLS), an assessment conducted with fourth grade pupils. In their definition in PIRLS, Mullis et al. (2016) describe reading in their definition of literacy.

The ability to understand and use those written language forms required by society and/or valued by the individual. Readers can construct meaning from texts in a variety of forms. They read to learn, to participate in communities of readers in school and everyday life, and for enjoyment. (Mullis et al., 2016, p. 12)

This definition is intended for first language monolingual readers but is also relevant for L2 reading. There is a definite emphasis on society and values and, in the context of an immersion language, often not spoken at home or in the wider society, this raises questions about the role of home environment, motivation and attitude towards learning to read in a second language. Reading in one language is complex, reading in two languages has multiple complexities.

Defining biliteracy

While bilingualism is the ability to speak two languages, biliteracy includes the ability to read and write in two languages. It is a combination of literacy and bilingualism and refers to bilingual and multilingual literacy (Hornberger & Link, 2012). Some definitions specify different perspectives of attaining languages simultaneously or successively, some are specific to reading, some to writing and some include both. Earlier understandings viewed bilinguals as two monolinguals in one, whereas a more holistic view argues that a bilingual integrates two languages and creates something more than two separate languages (Reyes, 2012). Having collated a range of definitions, Ducuara

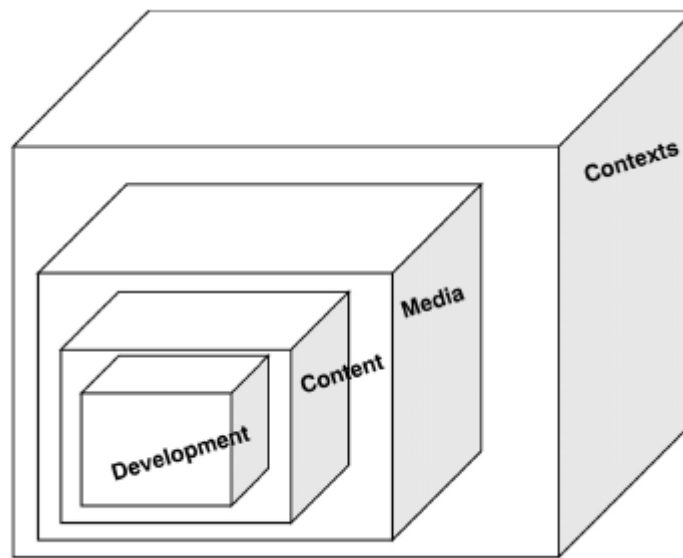
and Rozo (2018) concluded that biliteracy is “being literate in two languages, making possible to transfer skills from one language to another in order to be able to read, write, and speak in both languages and to adapt to different situations and contexts” (p.1307). Definitions of biliteracy originally attributed equal value to two languages and stipulated a mastery of reading and writing in two languages. However, having more than one language may imply varying degrees of knowledge of language and languages may be unevenly developed (García et al., 2008). Hornberger’s (1989, 2004) continua of biliteracy is much cited in the literature. It was developed to “demonstrate the complex interrelationship between bilingualism and literacy and the importance of the contexts, media and content through which biliteracy develops” (Hornberger, 2004, p. 156). The development of biliteracy is outlined along the continua of first and second language acquisition, receptive and productive skills and oral and written skills. It also considers similar and dissimilar linguistic structures, and exposure to the languages that may be simultaneous or successive. The four aspects of the continua are outlined in Figure 2.3.

Figure 2. 3 *The Continua of Biliteracy (Hornberger, 2004, p. 158)*

Traditionally <i>less</i> powerful		Traditionally <i>more</i> powerful
Contexts of biliteracy		
Micro	←→	Macro
Oral	←→	Literate
Bi(multi)lingual	←→	Monolingual
Media of biliteracy		
Simultaneous exposure	←→	Successive exposure
Dissimilar structures	←→	Similar structures
Divergent scripts	←→	Convergent scripts
Content of biliteracy		
Minority	←→	Majority
Vernacular	←→	Literary
Contextualized	←→	Decontextualized
Development of biliteracy		
Reception	←→	Production
Oral	←→	Written
L1	←→	L2

The continua consist of four nested sets of intersecting continua that capture the complexity of biliteracy (García et al., 2008) presented in Figure 2.4.

Figure 2. 4 *Nested relationships among the continua of biliteracy (Hornberger, 2004, p. 158)*



Hornberger intended the continua as a guide for bilingual educators to approach biliteracy with a sociocultural awareness and reflection. Implementing an effective model of biliteracy in schools is problematic often in relation to pedagogy and lack of resources but mainly due to unequal power relations (Schwinge, 2017). The continua were updated (Hornberger & Skilton-Sylvester, 2000) with power relations of languages acknowledged and a recognition of implicit privileging of one end of the continua over the other. Indeed, the status of a language has major implications for pedagogy and resources. Reyes (2012) describes the continua as having a prominent contribution because it recognises the configurations of multiliteracy. It is acknowledged that bilingualism and multilingualism affect the cognitive development of the learner, but we need to ascertain how (Reyes,

2012). An understanding of the learning process of reading in one and more than one language can help us understand this cognitive development.

Learning to read

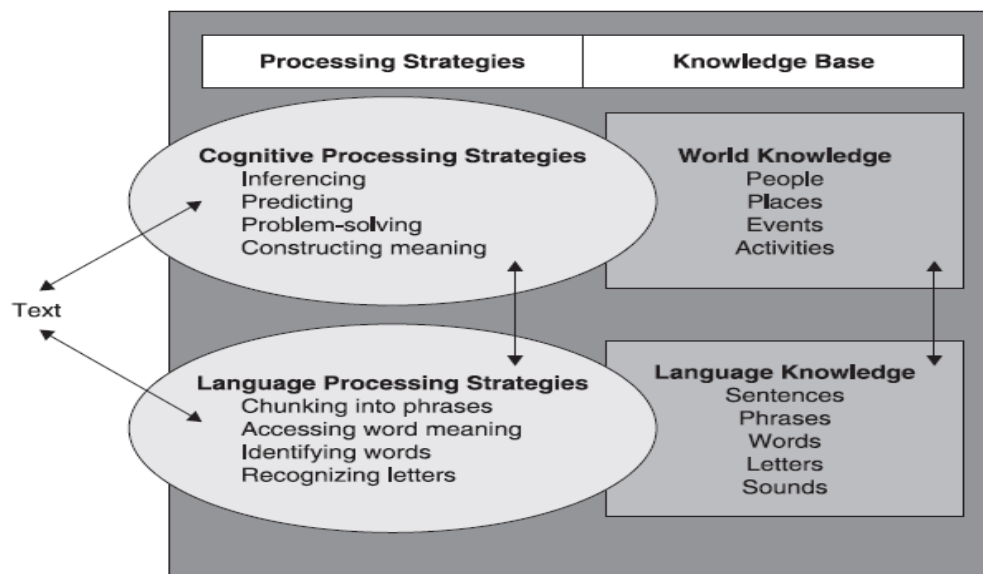
As evident in the definitions, the progression of learning to read is one that continues throughout a person's lifetime (Alexander, 2006). A balanced approach with a balance of skills instruction and holistic literacy opportunities is advocated (Cervetti et al., 2020; Shanahan, 2020). 'Balanced Literacy' comprises a balance of several aspects of instruction highlighted as important by scientific research (Strauss, 2018). It also requires specific instructional routines and contexts such as guided reading, shared reading, interactive writing, literacy centres and independent reading and writing (Fountas & Pinnell, 2017).

As traced earlier in this chapter, reading has historically been viewed from a range of perspectives. Despite a general consensus about the theories of reading, there are disagreements about many details. Different perspectives have led to two opposing approaches to the teaching and learning of reading, the phonics approach or the whole language approach, dubbed the 'reading wars'. Shanahan (2020) believes that some current practice has reflected imbalanced conceptions of the balanced approach, resulting in a resurgence of the 'reading wars' and a recent emphasis on the simple view of reading (SVR) where comprehension is the product of decoding and listening comprehension. Many researchers still advocate a balanced application of the balanced approach (Cervetti et al., 2020; Pressley et al., 2002; Rasinski & Padak, 2004; Shanahan, 2020). Interactive models of reading recognise that reading is much more than simply decoding and comprehending. Models have emerged from the balanced approach and the theoretical

perspectives outlined earlier in the chapter. Rumelhart's interactive model (1985) incorporates the balanced approach of bottom-up and top-down processes of learning. Adams (1994) similarly outlines an interactive model of reading discussed in more detail later in the chapter.

Educators need to understand what it means to be bilingual and biliterate, and a monolingual perspective does not provide sufficient guidance (Grosjean, 2010). Reyes (2012) emphasises the difference between acquiring the ability to read and write simultaneously and acquiring skills in one language and later in an L2. It is therefore imperative that different models of learning two or more languages are considered in the process. Birch (2015) suggests a processing model of the reading process that echoes Kintch's construction-integration model (1988) and describes cognition in the reading process of English reading for L1 readers as a basis for those learning to read an L2. The model includes a reader's knowledge base and processing strategies illustrated in Figure 2.5. Processing strategies work in parallel and the reader must learn or acquire and practice the strategies and combine this with their knowledge base.

Figure 2. 5 *Hypothetical Interactive Information Processing Model of the Reading Process (Birch, 2015, p. 3)*



Biliteracy is the goal of immersion programmes. To fully develop and consolidate biliteracy, reading in both languages needs to be practised. An understanding of reading and the learning process can assist in developing biliteracy practices in reading in two languages. Hornberger’s continua provides some guidance as a set of continua that supports the development of biliterate competencies. Reading in different languages may require different routes and different developmental trajectories (De Sousa, 2011; Koda, 2005) and a description of how reading develops can contribute to an understanding of development in more than one language. A focus on separate components of reading such as word recognition, vocabulary development or fluency can reveal how each component develops. This can contribute to a better understanding of how pupils learn to read and how to optimise teaching. In two languages a teacher can highlight each component and see how they interact and develop across languages (Joshi & Aaron, 2000).

Developmental stages of reading components are discussed later in the chapter. Another major aspect of the reading process in two languages is that of transfer of skills.

Transfer of skills and strategies in reading

As a result of psycholinguistic research, we have some insights on how children may transfer knowledge, between two or more languages (Fu, 2003; Kabuto, 2011; Kuo & Anderson, 2008). Transfer is an important aspect of biliteracy and is one of the main aspects of the Primary Language Curriculum in the RoI (NCCA, 2019) and a major aspect of immersion education in Ireland in general. Cummins (1979, 1981) proposed the Linguistic Interdependence Hypothesis that affirms that when children develop literacy skills in one language, they are also developing an underlying proficiency enabling them to transfer those literacy skills to other languages (Ó Duibhir & Cummins, 2012). A child who reads in one language does not need to start from the beginning when learning to read in a second language (August & Shanahan, 2006; Baker & Wright, 2017; Cummins, 1981; Goodman, 1970; Ó Duibhir & Cummins, 2012). The transfer of skills, strategies and knowledge explains why spending instructional time through a minority language has no adverse consequences for the development of the majority language (Cummins, 2011; Dickson, 2021). Transfer can also be a two-way process with reciprocal transfer between L1 and L2 (Cummins, 1998; Gebauer et al., 2013; Montrul, 2014; Reyes, 2012).

There is some disagreement in the literature on the amount of transfer that occurs between languages (Melby-Lervåg & Lervåg, 2011). Linguistic distance between languages plays a role, and greater similarities between languages result in more transfer (Koda, 2007). Transfer occurs more readily when languages share the same writing system or alphabet (Bialystok et al., 2005; Pasquerella, 2015; Reyes, 2012; Ziegler &

Goswami, 2005). Studies have investigated the link between transfer of skills and a reader's L2 linguistic proficiency and some have shown that a lack of L2 proficiency prevents transfer (Kong, 2006; Walter, 2017). However, learning a language as an L2 differs from an immersion approach. Immersion programmes ensure adequate exposure to the L2 by providing L2 instruction in almost all classes at school which generally results in L2 enhanced proficiency (Gebauer et al., 2013). Therefore, transfer of L2 skills to L1 skills may play a more important role for immersion than for non-immersion pupils (Gebauer et al., 2013). Transfer has been found to be affected by the age and stage of development of the reader, with more relevance for older readers with wide literacy experiences (Melby-Lervåg & Lervåg, 2011; Yeon & Yamashita, 2014).

Teachers can take advantage of the transfer of skills by discerning which skills transfer, and which do not. Cummins (2017) highlights six major types of cross-linguistic transfer. These are conceptual elements, specific linguistic elements, morphological awareness, phonological awareness, the transfer of metacognitive and metalinguistic learning strategies and the transfer of pragmatic aspects of language use. Studies have revealed that reading strategies developed in one language generally transfer to another (De Sousa et al., 2011; Pasquarella et al., 2015). Phonological awareness and print knowledge in one language generally supports development in the other (Reyes, 2012). Instructional methods are another aspect that have potential for transfer (Balinger et al., 2017; Pasquarella et al., 2015).

However, more specific information about skills that transfer and how that transfer supports biliteracy development are issues that still need to be explored (Bauer & Gort, 2012). The skills that transfer and those that are specific to each language need to be established across specific languages to provide guidance for teachers and learners. Koda (2007) suggests establishing the distance between the languages to predict how

development rates are likely to vary. An analysis of the properties of each language could ascertain cross-linguistic variation in the context of age, motivation, L2 linguistic knowledge and L1 reading competence (Koda, 2007) as well as dimensions and issues that are language specific.

Transfer does not happen automatically (Yapp et al., 2021). The reader has to be aware of the similarities and differences across the languages (Genesee et al., 2006) as well as the orthography and the distance between the two languages (Koda, 2007). This can be facilitated with direct instruction (Proctor et al., 2006; Thibeault & Matheson, 2021). Teachers can model crosslinguistic skills in their reading behaviour and explain their thinking while reading to encourage pupils to understand the potential of reading two or more languages (Thibeault & Matheson, 2021). Transfer ultimately depends on the educational context being conducive or supportive of transfer (Cummins, 2017). It is dependent on educators having a holistic approach to biliteracy and recognising the interconnectedness of receptive, productive, L1 and L2 dimensions. More studies on the subskills or components of reading could identify specific information (Koda, 2016; Yamashita, 2001) and are discussed in more detail later in the chapter. The next section questions the relevance of the order of the introduction of more than one language in the context of biliteracy and multiliteracy.

Which language first?

A concern for teachers and parents of pupils in immersion schools is when pupils should be introduced to formal reading in each language. Studies tend to focus on the acquisition of English and general education when children are immersed in another language. Early studies in French immersion in Canada suggest that pupils do not suffer

academically in their general education if they are introduced to literacy in French, their second language (Lambert & Tucker, 1972; Swain, 1974). Studies in Ireland have found no significant differences between Irish-medium children and their English-medium counterparts on English language measures (Parsons & Lyddy, 2009, 2016). Hansen et al. (2017) report a delay in L1 literacy skills in L2 immersion settings that is rectified and sometimes reverted as children get older and the L1 has been introduced. They found that L2 immersion bilinguals in upper primary classes did not differ from monolingual peers in L1 text-level reading comprehension. These findings suggest that the sequence in which reading is formally introduced is not critical to later L1 reading ability (Bialystok et al., 2005; Ewart and Straw 2001; Parsons & Lyddy, 2009, 2015; Reyes 2012). Ewart and Straw (2001) acknowledge that the question of beginning literacy is more complex and dependent on more variables than which language to use. They conclude that the effectiveness of the teacher is the most important factor in the process of literacy instruction. In the light of cross-language skill transfer, reading in one language supports reading in the other and children can be supported in making connections (De Sousa et al., 2011; Ó Duibhir & Cummins 2012; Pasquarella et al., 2015).

Once reading in two languages has been established, balanced biliteracy becomes the goal. Children need to be encouraged to continue to develop and practice their reading in both languages. In the context of reading two or more languages, and particularly including a minority language, motivation and engagement are major aspects.

Motivation and engagement in the context of biliteracy

A sociocultural perspective of learning includes motivation and engagement (Guthrie, 2013). Verhoeven and Snow (2001) believe that including motivation is a way

of ‘bridging cognitive and sociocultural view-points’ and that there are strong ties between literacy, thinking and motivation. There is a strong tie between motivation and reading achievement (Guthrie et al., 2004; Marinak & Gambrell, 2010). For effective reading instruction, metacognition, engagement and motivation, epistemic beliefs and self-efficacy need to interact with strategy and skill development (Afflerbach et al., 2013). Motivational theorists believe that policy needs to reflect the importance of motivation and that the focus needs to shift from tests and results in reading to students undertaking challenging reading, setting goals and working carefully to achieve them (Guthrie et al., 2012). Motivations to read vary and include interest in topics, aesthetic goals, a form of escape, problem-solving and academic purposes. There are several theoretical perspectives on motivation with theorists often focusing on the aspects of self-efficacy, expectancy-value theories, goal theories and self-determination theories (Elliot et al., 2017; Wigfield, 1997). These involve having a reason to achieve, recognising the value of an activity, self-belief and how epistemic beliefs have an influence on reading success.

Engagement in reading involves readers’ interactions with texts that are motivated and strategic (Guthrie & Wigfield, 2000). For engaged readers, motivation, strategy, knowledge and social interaction all interact (Baker et al., 2011). When students are engaged in reading, they comprehend better and have stronger outcomes than when not engaged (Guthrie et al., 2012). Engagement is associated with positive academic outcomes and is higher in classes with supportive teachers and peers, challenging and authentic tasks, opportunities for choice and sufficient structure (Fredricks et al., 2004). Engagement can be fostered in schools of low socio-economic status and can mitigate the impact of socio-economic status on reading (Ellis & Coddington, 2012; Kennedy, 2018).

Motivating young readers to read in a minority language can be challenging (Gebauer et al., 2013), particularly when competing with English (Verhoeven & Snow, 2001). An underlying proficiency facilitates transfer of skills and strategies across languages. However, motivation and attitude do not transfer across languages (Yamashita, 2004) and need to be encouraged and facilitated. Reading and writing in a minority language conveys a value to the language and can offer the learner a greater incentive to learn the language (Baker, 2011). But if reading in a minority language is not required or valued by society or the individual there are huge implications for readers. The political, socio-economic and sociocultural status of a language impacting learning and power relations is discussed in studies (Hornberger & Skilton-Sylvester, 2000; Kenner & Gregory, 2012). Power relations in schools, communities and related institutions can result in difficulties with pedagogy or lack of resources for minority languages (Schwinge, 2017). Another issue affecting motivation to read is a reader's mastery of a language. Lack of mastery of the language can make the reading process more challenging and less rewarding.

Although motivation and engagement do not transfer across languages, the strategies that encourage motivation and engagement in reading can be used. Teachers can maximise experiences to enhance motivation and change attitudes to reading in the minority language. Making reading relevant can improve motivation and engagement (Guthrie et al., 2005) and in the context of a minority language, the relevance of reading in the language needs to be made explicit to pupils. Teachers can create classroom settings that encourage social engagement (Verhoeven & Snow, 2001). Motivated and engaged readers often participate in social activities in reading, with teacher guidance that encourages working in small groups with teachers balancing input and collaborative groupwork where they can learn, problem-solve and develop social skills (Guthrie et al.,

2012; Ivey & Johnston, 2015). Self-efficacy is an important aspect of motivation and engagement and can be improved with moderately challenging tasks that encourage success in reading for pupils (Bandura, 1997; Kennedy, 2018). Vygotsky's ZPD can be used to support readers in their development. As has been established, motivation to read and having the appropriate skills to read are intrinsically linked (Afflerbach et al., 2013; Guthrie et al., 2005). Cognitive strategy instruction can improve motivation and engagement (Pressley, 2002). Access to books is critical in literacy engagement (Verhoeven & Snow, 2001) and in a minority language this is a crucial aspect of motivation to read. Extensive reading with a wide range of resources has the potential to motivate readers (Day & Bamford, 2002; Dunne & Hickey, 2017; Yamashita, 2004). Engaged reading is more likely when pupils read texts that are relevant, when there is a choice, when there are opportunities to collaborate and to learn strategies (Guthrie et al., 2012).

Reading motivation tends to decline as pupils progress through school, with younger primary school children displaying more positive self-efficacy than older children (Eccles et al., 1993; Verhoeven & Snow, 2001). Wigfield (1997) claims that strong motivational constructs can influence reading engagement (Wigfield, 1997). However, with readers in a low socio-economic context, motivation did not precede engagement (Kennedy, 2018). Similarly, in a minority language, readers may not be motivated to read but with teacher encouragement can become engaged.

Verhoeven & Snow (2001) believe that reading interventions that address attitudes and beliefs are required as much as interventions that assure cognitive changes in learners to promote literacy acquisition. They argue that without the motivational aspects of learning the cognitive aspects are impeded. Studies found that in the later years in primary school more time was spent on assessment activities in reading or listening to

children read aloud where reading is a teacher-led activity and students are passive recipients (Ivey & Johnston, 2015; Verhoeven & Snow, 2001). Assessing reading is important in monitoring reading development but needs to be implemented in such a way as to guide teachers and inform practice and pupil learning.

Assessing reading in more than one language

Assessing reading informs instruction and is vital in fostering students' reading development. Reading assessment is central to knowing students' reading progress and achievement (Afflerbach, 2017). While reading instruction is broad and multifaceted, assessment helps teachers stay on track and plan appropriate steps. However, 'to completely analyse what we do when we read would almost be the acme of a psychologist's achievements, for it would be to describe the most intricate workings of the human mind' (Huey, 1908 cited in Afflerbach, 2017, p. 10). A combination of both formative and summative assessment has the potential to analyse student progression. Formative assessment helps us plan teaching, to individualise lessons and to teach within students' zones of proximal development. Summative assessment measures achievement and other learning goals that have been met. Cognitive skills and strategies are often the focus for assessment measures, but motivation and engagement have been highlighted as important aspects of reading in this chapter and can similarly be developed and encouraged (Afflerbach, 2017). In the context of reading two or more languages, assessment needs to consider all skills and strategies involved.

Assessing two languages separately and not considering each language in conjunction with the other results in not recognising the learning trajectory in biliteracy (Escamilla & Hopewell, 2010; Hornberger, 2004; Nic Aindriú, 2021). Parallel

monolingualism reflects a behaviourist perspective and views bilingualism as having two separate parallel languages that should be learned and assessed separately (Fitts, 2006). Holistic bilingualism states that multiple languages contribute to an indivisible whole and that each language cannot be assessed in isolation (Escamilla & Hopewell, 2010). Holistic bilingualism requires new methods of teaching, learning and assessing biliteracy (Baker, 2011). Some researchers express concern that a lack of understanding of biliteracy is causing biliterate children to be labelled as at risk when learning to read in two languages (Hopewell & Escamilla, 2014). Assessment should reveal the linguistic multi-competencies of bilinguals. L1 reading, L2 proficiency and L2 decoding all contribute to L2 comprehension. The report of the National Reading Panel (2000) emphasises phonemic awareness, phonics, fluency, vocabulary and comprehension. This has resulted in assessments focusing on these areas. But there are few assessments that measure linguistic and literacy abilities in languages other than English (Reyes, 2012). This results in most assessments measuring English reading only for young readers of more than one language. Testing in reading is usually biased towards strategy and skill when other factors such as metacognition, engagement and motivation are vital (Afflerbach et al., 2013).

Both high-stakes and informal assessments have the potential to determine development and specific needs in reading more than one language. High-stakes testing is generally not recommended by reading researchers (Afflerbach, 2005; Walpole & McKenna, 2006). Afflerbach (2005) describes them as having no proven links with increased reading achievement and limited in their ability to describe readers' strengths and weaknesses. They are also noted as being potentially harmful to learners' self-esteem and motivation, alienating for teachers, disruptive to high quality teaching and time consuming. Large-scale assessments can present a wide profile of learning, judging

educational quality and justifying policies and expenditure (Murchan & Shiel, 2017). Large-scale assessments are usually standardised. Student achievement can be widely and publicly evaluated, and schools can compare results. These tests usually occur for political reasons rather than being research-based (Shanahan & Neuman, 1997). However, Murchan and Shiel (2017) consider other stakeholders involved in the assessment process and affirm that assessment should take place at student, class, school and system levels.

Informal reading assessments can be used as part of teachers' regular reading practices. These include records, checklists, notetaking, dialogue, questioning and observations. An inventory can include multiple aspects of informal assessments. Some informal reading assessments are commercially available to schools. However, schools may not have the funds to purchase commercial assessments, or they may not be suitable to specific needs or available in a specific language. Teacher-designed assessments have the potential to be specialised to specific needs and allow choice of suitable reading materials. Reading involves multiple component skills. Breaking the reading process into its requisite component skills has contributed to a better understanding of the multiple cognitive processes involved in reading more than one language (Grabe, 2009; Koda, 2005; Stanovich, 2000). In this way, subskills and their interactions can be examined, and a range of tests is required (Ritchey et al., 2017).

Assessing reading in this way can reveal those specific challenges and enable teachers to design their teaching to accommodate gaps in learning. Similarly, assessing a reader's strategy use in reading can reveal how a reader uses strategies to overcome challenges or reveal a lack of strategy use. An awareness of the language backgrounds of pupils can contribute to understanding challenges some readers may face and can

empower teachers and information gained can be used to design interventions (Provost et al., 2010).

Summary of reading in two languages

Research and practice on reading a L1 and reading in English have had a major influence in reading in other languages and can provide some guidance for reading in other languages. The descriptions of biliteracy and the transfer of skills and strategies in reading begin the discussion of reading in more than one language and focus on how reading two languages differs from reading in one language. Whether to begin reading in the L1 or L2 has been found irrelevant in the context of skills transfer and, as readers progress in biliteracy, balanced biliteracy across the languages becomes the goal. L2 readers have speech and knowledge from their L1 but their speech and linguistic skills may vary. Motivation and engagement to read in a minority language is a major challenge for educators and needs to be considered in conjunction with skill and strategy development. Assessment of developing reading skills could assist in pinpointing issues and providing relevant interventions. The next section discusses each reading component in succession and discusses each component in the context of biliteracy.

Components of reading

Investigations of L2 reading tend to adopt a component-skills approach to reading (Grabe, 2009; Koda, 2005; Stanovich, 2000; Yamashita & Shiotsu, 2017). The skills and strategies of reading all occur simultaneously, but to investigate the range of processes, skills and strategies involved in reading, a focus on each separate component presents an

insight into each component separately and can assist practice and support diagnosis of difficulties (Yamashita & Shiotsu, 2017). The contribution of different components in the reading process may differ depending on grade levels, specific languages and the status of the languages (Hansen et al., 2017). Separating reading into its components can assist with an understanding of the teaching and learning process in the teaching of reading in two languages and how components transfer across specific languages. The five components or pillars of reading, as highlighted by the National Reading Panel (NRP) (2000), are phonemic awareness, phonics, reading fluency, reading vocabulary and reading comprehension. The five pillars have provided a foundation for policy in the US and have had a major influence on pedagogy, resulting in research, assessment policies and teaching practices in the English-speaking world. Some components are constrained and can be learned quickly while others are unconstrained, and learning continues over a lifetime (Paris, 2005). Alphabet knowledge, phonics and concepts of print are highly constrained and can generally be learned early and quickly. Phonemic awareness and oral reading fluency are less constrained, and learning may continue for longer. The unconstrained skills of vocabulary development and comprehension continue throughout a person's life. In a meta-analysis, Jeon and Yamashita (2014) listed the components most researched in studies of reading in more than one language. These are L2 decoding, L2 vocabulary knowledge, L2 grammar knowledge and L1 reading comprehension. The other six, although recognised as similarly significant but less frequently investigated, are L2 phonological awareness, L2 orthographic awareness, L2 morphological awareness, L2 listening comprehension, working memory and metacognition.

In all languages, reading builds on oral language and learning to read requires making links between a language and its writing system. In an investigation of each component in the context of biliteracy or multiliteracy, the specific nature of each

language needs to be considered. In the context of the current study the components of focus are word identification, vocabulary development, reading fluency and comprehension. Each of these components are discussed in turn below, in a general context, in the relation to two languages and in the specific context of reading in Irish and English. Each section includes a section on the importance of assessment and finishes with descriptions of frameworks and pedagogy.

Word identification

Word identification is a vital reading skill. An inability to recognise and identify words accurately compromises comprehension (Catts, 2009). The following section discusses the skill of recognising and identifying words by sight and through decoding. In English reading, it was traditionally assumed that readers either sight read words or decoded, depending on the teaching strategies used. Sight-word reading emerged from the top-down, whole-word, look-say approaches while decoding resulted from the bottom-up teaching of phonics. However, studies show that all readers become sight readers regardless of the teaching approach (Ehri, 2005). Sight reading is not simply memorising words but also includes other strategies, further discussed below. A balanced approach to literacy, where readers integrate both top-down and bottom-up skills, is advocated (Cervetti et al., 2020; Shanahan, 2020; Stanovich, 2000).

The sight reading and decoding aspects of word identification in specific languages cannot be discussed without knowledge of the specific orthography of a language. When reading in two or more languages, an investigation of the written code or orthography of the languages in question reveals how word identification is affected by orthography and how orthographies compare to each other. The next section begins

with a description of orthography and the specific orthographic features of Irish and English and how they impact on word identification. Sight-reading words and the processes of decoding, including phonics and morphology, are then outlined in the context of orthography and a model of integration that proposes a balanced approach.

Orthography. Every language has its own written code or orthography. Word identification is greatly influenced by the written code of a language and how words are represented in the written code. Orthographies vary across languages with writing systems that code language in very different ways (Bolger et al., 2005). However, some principles are universal (Perfetti, 2003). All orthographies share a phonetic base which is a sound-symbol correspondence (Bolger et al., 2005). Orthographies may be syllabic, consonantal or alphabetic (Aro, 2004). Both English and Irish have an alphabetic orthography. Within an alphabetic orthography the phonemic structure or sounds of the spoken language have varying degrees of dependence on the alphabetic principle that reflects the sound-symbol correspondence. The consistency of this sound-symbol correspondence or how phonemes map onto graphemes is an important factor in the learning process (Aro, 2004; Li et al., 2021). Orthographies are defined as deep or shallow. In a shallow orthography, the sound-symbol correspondence is direct as in German, Spanish, Finnish and Welsh. Deep orthographies such as English are less direct, and readers must learn the arbitrary links between sounds and spellings. There is no common measure for determining the orthographic depth of a language and depth is usually described on a continuum. Currently, orthographic depth is compared to extreme positions on the continuum with languages being compared to English as having an extreme irregular orthography and Finnish a regular orthography (Aro, 2004). The orthographic depth hypothesis (Frost et al., 1987) aims to explain how variations among

orthographies affect word-reading processes. Models of learning an alphabetic orthography are typically based on English, with the assumption that English is a more universal language (Aro, 2004; Perfetti et al., 2013; Share, 2008). However, the spelling system of English is not typical of other languages. Studies on comparisons of the development of word recognition skills show that pupils with languages other than English outperform English speaking pupils (Aro, 2004; Spencer & Hanley, 2003). More studies are emerging expressing an interest in the features of specific orthographies with considerable variation evident in the rate of learning across languages (Li et al., 2021; Seymour et al., 2003; Ziegler et al., 2010).

The orthographies of Irish and English. No study has been carried out to determine whether Irish has a shallow or a deep orthography, but it is described as being shallower than English but not as shallow as Finnish or Spanish (Barnes et al., 2017; Stenson & Hickey, 2018). Stenson and Hickey (2018) found that 71% of 101 most frequent words were consistent with regular spelling. Standardisation of Irish spelling in the 1940s has resulted in a fairly regular correspondence between writing and sound mappings. However, this regularity is based on a set of complex rules and the grammar system of Irish adds a complexity. But some sounds can be spelt in different ways. In Irish phonology, vowels are central. There are two groups of vowels; *a, o, u* are broad and *i, e* are slender. All consonants can be pronounced broad or slender, determined by the closest vowel and are represented as so in the writing system (Ní Chasaide et al., 2017). Broad and slender vowels also affect spelling with broad and slender vowels generally agreeing across syllables in multisyllabic words. All vowels can be long or short, defined by a *fada* or accent in the written form. The broad and slender rules and rules regarding long and short vowels adds a regularity to Irish orthography. But Irish

spelling is affected by inflections and mutations in the syntax linked to grammatical changes makes spelling unstable.

In English, sound-symbol correspondences are complex and inconsistent (Adams, 2011; Aro, 2004; Ehri et al., 2001). English has fewer sound-symbol or phoneme-grapheme correspondence than other languages (Sun-Alperin & Wang, 2008). This inconsistency in English is due to the historic mixture in English of other languages. More than half of English words are of foreign origin, mainly Latin or French (DeFrancis, 1989). Also, English was not standardised until the middle of the 18th century and historical spellings and etymology have been preserved at the expense of pronunciation. The orthography of English has resulted in a mixture of phonics and sight-word learning with more emphasis on the use of strategies based on sight learning for word identification. However, these strategies have been found to be less appropriate or effective in other orthographies, as will be discussed below.

Sight words. Automatic sight reading is an important skill and allows readers to devote their time to constructing meaning from text (Ehri, 2005; Miles et al., 2018). Skilled readers can read individual words both in isolation and in text from memory or by sight (Ehri, 2005). In English reading, it was previously believed that children remembered shapes of words, and this resulted on a focus on the look-say-whole-word method (Ehri, 1998). All known words eventually become sight words (Ehri, 1995). High frequency words are words readers encounter and memorise often through repeated exposure. Building a sight vocabulary is essential and can be developed through exposure to text. There is an assumption that there is a high correlation between the frequency with which a reader encounters a word and the probability that it will be learnt (Milton, 2009). As discussed earlier, in Irish, inflections or mutations are common in words, both initially

and finally, and consequently change the appearance of words both in sound and in appearance. If exposure to words assists visual memory, then altered words no longer look the same and therefore lessen the exposure. In a study on visual word recognition in Basque, Acha et al. (2010) investigated how word recognition was affected by adding inflections to the lexeme of a word. They found that word recognition was affected by age and stage of development, the use of high frequency and low frequency word stems, the length of the inflection as well as the reader's native language. Due to lack of research in Irish reading, it is unknown if children's reading in Irish is affected by mutations in spelling (Barnes et al., 2017).

Knowing sight words does not mean that words are learned by sight alone (Rawlins & Invernizzi, 2018). Committing a word to memory is more than memorising. Nation (2001) refers to the learning burden of a word and the amount of effort required to learn it. The orthography of English renders words more difficult to decode using a sound-symbol correspondence and sight learning with some phonemic clues is a common strategy (Stenson & Hickey, 2018). In English, schools often use word-frequency lists such as the *Dolch First 100 Words in English* and children's reading books often cite the high-frequency words that are used repeatedly in the text to ensure recall. In Irish, a high proportion of the most frequent words are function words such as articles, pronouns, conjunctions, auxiliaries and verbs that children cannot attach meaning or pictures to (Hickey, 2007). This coupled with the mutations on words make them more difficult to become familiar with. In Irish, a whole-word approach does not take advantage of the consistent nature of the Irish writing system. The orthography of the language needs also to be considered with different word strategies appropriate for different spelling systems.

Phonology, phonemic knowledge and phonics. Phonology is an aspect of linguistics that studies how languages organise their sounds. While orthography is the written system of a language, phonology refers to the sound system. The reading process begins with phonological awareness, prior to literacy instruction, that involves the explicit sounds and nature of the language and an awareness of the features of that language (Stenson & Hickey, 2018). In English, phonological awareness develops along a continuum from units of rhyme and alliteration, sentence segmentation, syllable awareness, onset-rime to phonemic knowledge (Chard & Dickson, 1999). Phonemic knowledge is the understanding that spoken words are made up of individual sounds or phonemes that can be manipulated. Phonemically aware readers can recognise patterns in words and access new words by manipulating known phonemes in unfamiliar words, impacting reading and spelling. Phonemic awareness has been established as a major aspect of literacy learning in English, but this may not be the case in other languages (Goswami, 2017). Development may also take longer in specific languages or in two languages (Florit & Cain, 2011). Phonemic awareness skills are directly related to phonic skills. Phonics is the relationship of sounds and letters where letters or combinations of letters are matched to the sounds, applying the phonemic awareness skills of blending, segmenting and manipulating. Learning to decode words using phonics is a constrained bottom-up skill that young readers learn and internalise as they progress to fluent automatic word recognition. However, studies have shown that decoding does not stop for fluent readers and decoding skills continue to be utilised by skilled readers like a mnemonic to help trigger words or for unfamiliar words (Ehri, 2005). When reading two languages with similar orthographies, word recognition skills have been found to transfer (Jared et al., 2011; Pasquerella et al., 2015; Wang et al., 2005). This has potential implications for word identification strategies for the teaching and learning of Irish and

English. However, language-specific, sound-symbol correspondences do not transfer and need to be taught explicitly for each language (Stenson & Hickey, 2018).

Morphology. Morphology is the study of words or how words are structured. While phonemes are the smallest units of sound, morphemes are the smallest semantic unit of language. Morphemes include inflections, affixes, roots and derivations, but these may differ across languages. Morphological awareness is understanding the structure of morphemes in words made up of two or more morphemes and has been found to be related to word reading and reading comprehension (Carlisle, 2007). Morphology is reported to be an important factor in reading, particularly with older children in primary school (Carlisle, 2007; Nagy et al., 2007). Children move into a stage where they approach new words by analysing their parts or morphemes (Verhoeven & Carlisle, 2006). Recognising common morphemes can assist with reading new words and comprehension and help a reader infer the meanings of new words (Carlisle, 2007; Koda, 2005). The ability to read long words depends on syllable awareness, a practice that skilled readers use automatically (Verhoeven & Carlisle, 2006). But inflectional and derivational aspects of morphology that deal with affixes and changes to roots are language specific. Printed words must be broken into root and derivational or inflectional morphemes before they can be recognised. To do so, the reader must know the specific language and how morphemes affect roots.

As noted above, English has a deep orthography and is phonologically complex. But English is more consistent in the spelling of morphemic invariances (Aro, 2004). In English, at the morphological level, a sensitivity to prefixes and roots of words is useful and can help with spelling, meaning and vocabulary development. Bhattacharya and Ehri (2004) found that the majority of students who have difficulty with decoding English

later in elementary schools have issues with morphology and therefore struggle to read multi-syllabic words accurately. Knowledge of commonly occurring morphemes can speed up word learning and improve reading (Carlisle, 2007).

Irish is more regular than English at a phonemic level but has an inflectional spelling system and is complex morphologically (Barnes et al., 2017; Stenson & Hickey, 2018). Morphology in Irish is more complex than in English and this may impact literacy acquisition in Irish (Lynn et al., 2017). As well as including various affixes, morphology in Irish includes a system of mutations and inflections, lenition and eclipsis. Nouns in Irish can be feminine or masculine, with the end of nouns indicating gender. Nouns can be inflected for gender, case and number and verbs are inflected for person, tense or mood. As discussed in the context of sight words, inflections in Irish alter words. Barnes et al. (2017) suggest Russian as a comparison to Irish, where a similar two-consonant-system is used. Learning to read in Russian places more emphasis on the syllable. Goswami (2008) similarly has suggested looking at the “grain size” of a word for some languages, that may be the syllable or the individual sound, depending on the language. Others suggest a focus on word roots or lemmas that could encourage considering words in families where groups of words are related (Laufer, 2021; Cobb & Laufer, 2021). Hazenbarg and Hulstijn (1996) found that Dutch students needed a minimum of 10,000 headwords to be able to understand 90% of the vocabulary in texts, illustrating that different strategies are effective in different orthographies. In a language with a morphology such as Irish other languages can provide approaches that may be suitable.

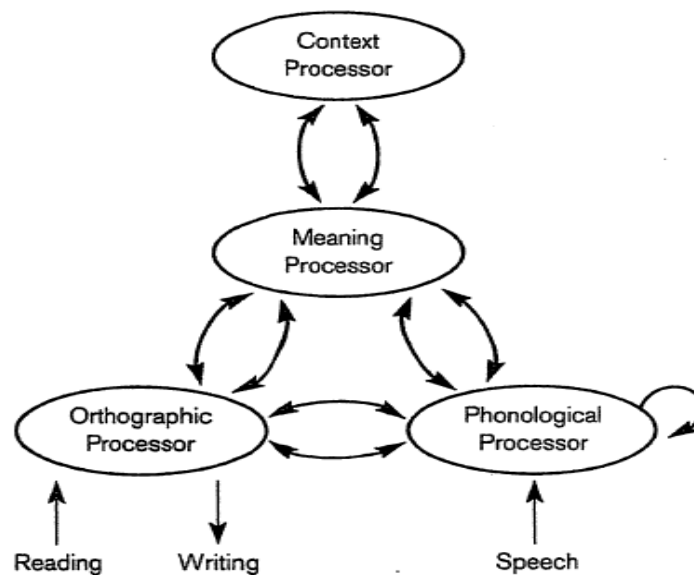
Morphological knowledge has been found to be a predictor of L2 reading and biliteracy development (Verhoeven & Perfetti, 2017) but instruction in L2 is necessary (Goodwin & Ahn, 2013). Research is not conclusive on the transfer of morphological

awareness, with Koda (2005) claiming transfer does occur but may not be automatic and others arguing that morphological transfer is not clear (Ke et al., 2021).

A model of integration. Speakers of most world languages are taught to read using their knowledge of the alphabet to sound out words (Koda, 2016; Laufer, 2021). But this is a common practice in languages with a consistent orthography where sound-symbol mappings are more dependable (Goswami & Bryant, 2016). Deeper orthographies tend to use a mixture of whole-word methods and phonics (Aro, 2004). The orthography of Irish is shallower than English and could more profitably depend on decoding strategies if taught appropriately than English (Stenson & Hickey, 2018). However, like English, Irish word identification benefits from a combination of sight and decoding methods. A balanced approach to word identification implies that elements of the whole-word and decoding approaches need to be incorporated into a model for reading. To sight-read familiar words, readers have formed connections between letters and sounds or graphemes and phonemes to link the spelling to the pronunciation and to access meanings in their memory. Models of reading have emphasised this integration of skills (Birch, 2015; Kintsch, 1988; Rumelhart, 1980) that could also benefit orthographies other than English. Interactive models conclude that word identification depends on information provided simultaneously from interdependent processes and several sources (Adams, 1994; Rumelhart, 1980; Stanovich, 2000). Adams' (1994) model is an example of how all processes combine and integrate to result in word identification. It explains word recognition as a combination of four processes, the orthographic, meaning, phonological and context processors that collaborate and are responsible for the fluency of the reader and coherence of the text. The four-processor model is outlined in Figure

2.6.

Figure 2. 6 *Modelling the Reading System: Four Processors (Adams, 1994, p. 158)*



In this model, words may not always proceed to the phonological processor and may go simply to the meaning processor (Adams, 2004). This means that for skilled readers words can be recognised visually with no need to phonologically decode. This occurs only when the letters in those words have been learned and encountered frequently. With sufficient information the meaning processor enables the learning of new words in context. The context processor constructs an interpretation of the text. As spelling becomes internalised, decoding becomes more automatic and collaborates more with the context processor. An important aspect of the model is that it is bidirectional. Integration is richer and more effortless when readers are more familiar with and knowledgeable about words, language and topic. Adams (2004) emphasises the importance of word identification in the reading process. If the processes involved in individual word reading are not developed, nothing else in the reading system can be

effective. Different orthographies and different linguistic features in languages result in a different focus in learning.

Assessing word identification. In Adams' (1994) model, the orthographic, meaning, phonological and context processors combine and integrate to result in word identification. Assessments can ascertain a reader's use of these processors and provide information for support or an intervention. A sight-word inventory can test the adequacy of high-frequency word knowledge and a phonics or pseudoword decoding inventory can test phonemic knowledge. Assessing word identification often takes the form of pupils reading from high frequency wordlists and nonsense wordlists (Fuchs et al., 2001). Lists such as Dolch (Johnston, 1971) or Fry (1972) are available for English sight words. When words are always spelled the same way, they become reliable units for the reader to process (Ehri, 2005). In Irish, lenitions, aspirations, plurals and grammatical changes result in words that are not always spelled the same way and are unreliable. Wordlists such as *Liostaí Breacadh* (2007) are available based on word frequency in children's publications, but no research has been carried out to ascertain the effect of lemmas, or headwords, and word families on sight vocabulary in Irish (Barnes, 2017). Assessing decoding, a constrained skill, can be fairly straightforward with the appropriate tools (McKenna et al., 2017). Decoding proficiency progresses through definite stages (Ehri, 1995). The Informal Decoding Inventory (IDI) (Walpole et al., 2011) is a diagnostic tool with two parts and five sub-tests in each part. It has the potential to indicate the areas of difficulty encountered by the reader and assist the teacher in providing an intervention. Most assessments on decoding include both real words and pseudo-words. Some studies have contested the use of pseudowords (Cunningham et al, 2006; Fuchs et al., 2001). However, pseudowords alongside real words allow readers to display their ability to

sightread as well as their knowledge of spelling patterns stored in memory (Walpole et al., 2011). These studies refer to the use of pseudo-words with English reading assessment, given that English is more phonologically complex than Irish. It is not known if pseudo-words may be a more effective method of assessing decoding in reading in Irish. A lack of assessments for these specific purposes in Irish has lead researchers and schools alike to compile their own assessments. Parsons and Lyddy (2009) in their study of word reading in Irish and English, translated the list of words used for the English assessment based on words used in earlier studies (Seymour et al., 2003; Spencer & Hanley, 2003). In their non-word reading task (Parsons & Lyddy, 2016) they adapted a list based on English (Seymour et al., 2003). In both cases they matched words for length, syllables and phonemes. Although this approach is supported in other studies (Ellis et al., 2004; Spencer & Hanley, 2003) assessments in Irish based on the specific composition of Irish could be of benefit. These assessments revealed valuable information concluding that children tended to make more whole-word errors when reading English words and non-word errors when reading Irish words (Parsons & Lyddy, 2009). They concur with other studies that claim that whole-word errors are more consistent with a deeper orthography as is the case with English (Ellis & Hooper, 2001; Spencer & Hanley, 2003, 2004). Despite the introduction of various phonics programmes in Irish, the question remains whether instructional practices that promote using such a strategy benefits beginning readers of Irish (Parsons & Lyddy, 2016). The findings in these studies suggest that children learning to read in more than one language may adopt different reading strategies when reading unfamiliar words from each language. An awareness of the specific aspects of a written code can assist readers with their strategy use in word identification. Assessments provide information for teachers, researchers and policy

makers and a lack of suitable and linguistically appropriate assessments is a major problem.

Summary of word identification and implications for pedagogy. The teaching of Irish reading has been influenced by the teaching of English reading (Barnes, 2017; Hickey, 2007; Ó Giollagáin & Charlton, 2015; Parsons & Lyddy, 2009). But using strategies that are effective in English may not be as effective in other languages (Goswami & Bryant, 2016; Share, 2008). Barnes et al. (2017) echo Share's (2008) concerns about basing research and practice on literacy acquisition on Anglo-centric research and argue that an emphasis on the transfer of skills from English to Irish in reading and vocabulary acquisition strategies “undermines the motivation to find strategies which would better suit the features of Irish” (Barnes et al., 2017, p. 28). An awareness of specific aspects of word identification that transfer in the case of Irish and English would be of immense benefit to teachers and educators.

Traditionally the teaching of reading in Irish has used a ‘look and say’ method. (Ó Faoláin, 2006), as was the case with English. Some sight-word lists have been produced in Irish, mainly collated from frequently occurring words in classroom texts. A whole-word approach may work for some words, however, a whole-word approach as a single approach has been found to be inefficient to read new and unfamiliar words and to trigger the memory, as is evident in Adam's (2004) four processors. Specific strategies are required to teach the distinct features of Irish orthography. Irish has been described as a morphologically complex language (Barnes, 2017; Stenson & Hickey, 2018). Morphemes in Irish have huge implications in word identification including affixes as well as indicating ownership, gender, case, tense and plurals. Morphemes are influenced by grammar and syntax in Irish, and an awareness of how various morphemes affect word

roots could have benefits for readers of Irish. Given that words in Irish often mutate, the notion of families or lemmas when teaching words in Irish could be significant. The teaching of Irish reading could benefit from an emphasis on aspects of morphology in pedagogy. Phonics programmes have been developed for immersion schools and Gaeltacht schools in Ireland. *Mar a Déarfá* (Breacadh, 2007) is aimed at Gaeltacht pupils for whom Irish is the language of home and is available in 3 dialects. Both the *Fónaic na Gaeilge* (BELB, 2006) and the *Cód na Gaeilge* (CCEA, 2015) programmes are based on the *Linguistics Phonics* programme (Belfast Education and Library Board, 2004) adapted from the *Phono-Graphix Programme* (Read America, 1993). A study was carried out on *Linguistic Phonics* in English in NI (Gray et al., 2007) but none have been carried out on the *Fónaic na Gaeilge* programme. The *Fónaic na Gaeilge* programme has been widely used by schools in NI since its publication in 2006. Recent years have seen more use of phonics programmes in RoI but less extensively. No research to date indicates the effect, if any, these programmes have had on reading in Irish.

To combat the challenges in building a familiarity with words in Irish, Hickey (2007) suggests an analytic approach to reading new words, examining features, making comparisons and discussing words. Readers require other strategies to read unfamiliar words in text. Knowing the orthography of Irish and English can help teachers and educators understand the teaching and learning processes of sight words and the decoding processes. Reading, however, is much more complex than word recognition alone and the other components need to be considered. It is also important to note that simply sounding out a word does not necessarily help for some readers. If a word is not in the reader's oral lexicon it will remain unknown (Hu & Schuele, 2015). This leads to another major component in reading, vocabulary acquisition.

Vocabulary

Vocabulary knowledge has long been acknowledged as one of the best predictors of reading comprehension and is the basis for how we listen, speak, read and write (Davis, 1972; Thorndike, 1917). Research on vocabulary growth in one language suggests that children learn on average 2,000 to 3,000 words per year (Anderson & Nagy, 1993; Beck & McKeown, 1991). A five-year old starting school has been estimated as knowing around 4 or 5 thousand word-families and could add around 1000 new words per year (Nation & Waring, 1997).

However, not all children begin their vocabulary learning in school at the same point. The socio-economic status affecting a child's home life impacts on vocabulary development (Graves, 2016; Snell et al., 2015; Dougherty-Stahl & Bravo, 2010). The range of vocabulary children have acquired coming to school impacts on later reading when those exposed to more words in the pre-school stage are found to perform better at ages 9 and 10 in language development and reading comprehension (Snell et al., 2015). Unless vocabulary instruction is an integral part of everyday literacy instruction in schools the gap will continue to widen (Lane & Allen, 2010). Anderson and Nagy (1993) describe four types of vocabulary. These are oral, print, receptive and productive. People understand a lot more words than they use in speech, resulting in having a larger receptive vocabulary. However, knowing a word is not a clear issue, and knowledge of a word can vary (Phythian-Sence & Wagner, 2007; Dougherty-Stahl & Bravo, 2010). Beck et al. (1987) have classified word knowledge along a continuum: (a) no knowledge; (b) general sense of the word; (c) narrow, context-bound knowledge; (d) some knowledge of a word, and (e) rich, decontextualized knowledge of a word's meaning. Developing vocabulary across two or more languages requires learning new concepts as well as learning new

phonological forms and, when well developed in the L1, these skills have been found to transfer to the L2 (Snow & Kim, 2007).

Beck et al. (1997) recommend their three-tier model for selecting words to teach based on each word's level of utility with a focus of teaching on tier two words. Tier one words are basic high interest words, tier two words are the key to comprehension and used by mature language users and tier three words are of low frequency and are associated with specific disciplines. Graves (2016) suggests four strategies for learning words; wide reading, instruction of individual words, word learning strategies and word consciousness that are relevant in any language. To be word conscious requires a level of metalinguistic awareness (Nagy, 2007). Definitions, context and word parts, all demand a high level of metalinguistic sophistication or word consciousness. Helping students be word conscious is crucial to encouraging motivation to learn new words and to make connections (Lane & Allen, 2010). The next section discusses building word awareness and cognisance strategies as an achievable method that can be adapted in schools.

Vocabulary development across two languages. Evidence suggests that bilinguals from birth have more limited separate L1 and L2 vocabularies than monolinguals (Umbel et al., 1992). However, bilinguals distribute their language learning across two languages and therefore the combined vocabulary would be equivalent or greater than that of monolinguals (Bialystok et al., 2009). But this results in immersion students encountering areas of difficulty in reading resulting from a more limited range of vocabulary and understanding of grammatical concepts in each language than monolinguals (Hermanto et al., 2012). In the context of an immersion setting a good L1 vocabulary from home was found likely to transfer to the L2 as aptitudes for learning have been developed (Snow & Kim, 2007).

In biliteracy, an awareness of both languages is essential, and teachers can use information from one language to support learning in the other. An example of this is cognate awareness or the ability to recognise the cognate relationship between words in two etymologically related languages. These are words that are similar in each language. French and English share many cognates due to similar Greek and Latin roots and histories. Some more recent developments in Irish vocabulary rely heavily on transliteration. These words can often be decoded and meaning can be linked to knowledge of the English word, e.g. *éiclips* (eclipse), *ciliméadar* (kilometre). Also, in Irish and English, an awareness of words that are spelt similarly but pronounced differently can assist with pronunciation, spelling and meaning. Homophones can occur in a language and are a common feature in English. Homophones can also occur across languages as is the case with English and Irish (Lyddy et al., 2006). Words in Irish such as *bean* (woman), *beach* (bee), *fear* (man), *sin* (that) look the same as English words but are pronounced using different codes and have very different meanings. Skill in recognising cognates develops in older elementary school children and has the potential to facilitate the learning of vocabulary in the L2 (Hipfner-Boucher et al., 2016). Ultimately the same strategies for developing vocabulary in L1 can be used in L2 development. Word cognisance and regular reading can contribute to vocabulary development in any given language.

Word cognisance and morphology. Word cognisance and an awareness of morphology have the potential to assist readers in the reading of unfamiliar words. Understanding how words are composed is a key component in understanding new vocabulary (McBride-Chang et al., 2008). Studies have highlighted links between morphology and vocabulary knowledge and reveal that morphological awareness can

widen vocabulary knowledge in a L1 and a L2 (Carlisle, 2007). Morphology has been discussed in the context of word identification and decoding and is also a major aspect of word consciousness. In many languages, knowledge of affixes and roots can have a similar benefit for readers. Larger vocabularies assist morphological analysis and provide a richer knowledge base and more potential for cross-linguistic transfer (Snow & Kim, 2007). Graves (2016) suggests using morphology to teach vocabulary and recommends the explicit teaching of prefixes in English. The English language has the benefit of wide research in this area and the most common prefixes have been identified with 20 prefixes in English used in nearly 3,000 words (White et al., 1989). Such information is not available for other languages. Although less frequently studied by L2 reading researchers, morphological knowledge is increasingly found to have an important impact on L2 reading comprehension (Jeon et al., 2014). In Irish, although morphology is complex, children can be made aware of consistent affixes and their effects on words and meanings. As discussed earlier, morphemes in Irish can denote tense, ownership, gender and word-type and can therefore assist in meaning making in reading. Prior knowledge and analogy can be used to read the morphemes and a readers' recognition of base words and affixes can contribute to reading new words. Graves (2016) also recommends reading as a method for developing vocabulary. Readers need a wide vocabulary as well as strategies to read unfamiliar words to read text.

Developing vocabulary through reading. High quality, well written books can expose children to more complex and advanced language and vocabulary than they would hear at home, in the playground or in other classroom activities or lessons (Snell et al., 2015). In the case of a minority language, reading offers the opportunity to expand

vocabulary as well as provide exposure to the syntax of the language (Hickey, 2007). Vocabulary can be increased by introducing a range of interesting texts and a range of genres and ensuring that new vocabulary is repeated many times and in many contexts (Cummins, 2011; Fountas & Pinnell, 2009; Nagy et al., 2006). Non-fiction texts have the potential for building academic vocabulary (Flowers & Flowers, 2009) and preparing pupils for interdisciplinary language use and the use of specific strategies for cross-curricular learning (Flowers & Flowers, 2009; Job & Coleman, 2016).

Anderson and Nagy (1993) conclude that if children in fifth grade read for 25 minutes every day, they will read a million words in a year. If 2% of the words read are new and they learn 1 in 20 of these, they will learn at least 1,000 words in a year. An avid reader would cover a lot more. Children differ in their ability to learn words from context and teachers need to take this difference in word learning ability into account (Graves, 2016). As children get older, they become more independent in word learning, and they encounter more derived words. Children are more likely to learn new words if most of the words in a text are familiar and less likely if there are too many unfamiliar words (Snell et al., 2015; Wasik & Iannone-Campbell, 2012). They may also lack the metalinguistic ability to use the information provided by the syntax of the sentence (Anderson & Nagy, 1993; Snell et al., 2015). Anderson and Nagy (1993) have ascertained that the probability of learning a new word while reading is 1 in 20. However, if the text is too difficult it is zero. Students can be taught strategies (Graves, 2016) and instruction on vocabulary learning needs to be more explicit to promote metalinguistic awareness (Snow, 2002).

Assessing vocabulary development. As noted earlier, vocabulary development is an unconstrained skill that develops throughout a person's lifetime. Vocabulary

knowledge is viewed as a predictor of comprehension. This is also the case in an L2 (Laufer & Ravenhorst-Kalovski, 2010; Lervåg & Aukrust, 2010) and the concept of a vocabulary threshold entails a L2 reader's ability to comprehend a text (Laufer, 1989; Laufer & Ravenhorst-Kalovski, 2010). The crosslinguistic aspect of vocabulary knowledge is also relevant and L1 vocabulary impacts on L2 capacity (Snow & Kim, 2007). Jared et al. (2011) describe English vocabulary development assessment as a predictor of French immersion development. Vocabulary is generally assessed at the end of a unit where pupils are required to fill in the blanks or complete a matching task (Dougherty-Stahl & Bravo, 2010). This is described as a shallow metric of word knowledge and does not recognise the different stages of knowing a word. Given the aspects of word cognisance and the exposures to vocabulary required to learn and retain vocabulary discussed above, assessments need to consider the breadth and depth of vocabulary knowledge. A continuum of knowledge has been recommended as an approach to ascertain vocabulary knowledge (Beck et al., 1987; Bravo & Cervetti, 2008). Morphological awareness and knowledge also need to be included in assessments as indicating the ability to understand the morphemic structures of words (Carlisle, 2007; Zhang & Koda, 2012). Dougherty-Stahl and Bravo (2010) recommend that teachers be facilitated to create their own assessments. Specific needs of classes can be targeted by teachers identifying their own lists of target words. A pre-test, followed by deliberate teaching, multiple use of the words and then a post-test is suggested (Stahl & Nagy, 2005). Dougherty-Stahl and Bravo (2010) suggest multiple measures to capture levels of knowledge with the example of checklists of word use. Assessments have the capacity to inform teachers about pedagogy and can provide a focus for classroom practice.

Frameworks and pedagogy in vocabulary development. Wide reading is

recommended as a strategy to develop vocabulary (Dunne & Hickey, 2017; Krashen, 2007; Nation, 2015). But it is not enough to simply read (Pikulski & Chard, 2005). Pupils could benefit from more focused reading (Chard et al., 2002). Word consciousness as well as wide reading are recommended strategies for vocabulary development. Authentic texts contain a lot of new vocabulary, and this can be problematic in a L2 (Zhang & Ma, 2021). A focus on vocabulary development in both languages can be beneficial to reading. A common current practice in schools is that of weekly wordlists (Anderson & Nagy, 1993; Wasik & Iannone-Campbell, 2012). Word lists and corpuses are useful to teachers and provide a base for practice. But the practice of learning words and definitions each week is questioned in the research. Students who learn 10 words a week in vocabulary lessons might remember 300 by the end of the school year, not enough to facilitate independent reading. Koda (2016) recommends distinguishing between teaching words and teaching how to learn words.

Dictionary and gloss use are common practices in L2 reading and there are varied findings in the research. Some studies suggest other word strategies as a better option (Webb & Nation, 2017). While others found dictionaries to be very effective in vocabulary development (Zhang et al., 2021). Glosses occurring on the same page in a text were found to be more effective than those placed elsewhere in the book (Taylor, 2009). L1 glosses were found to assist with L2 input (Taylor, 2002), while others found L2 glosses more effective although L2 proficiency levels were a strong factor (Kim et al., 2020). However, there is a consensus that cross-checking with dictionaries and glosses can assist in preventing readers from making incorrect inferences or non-comprehension in the L2 (Kim et al., 2020; Laufer, 2001; Zhang & Ma, 2021). Both dictionaries and glosses should be another tool to be used in conjunction with other methods and require follow-up activities for long-term retention (Webb & Nation, 2017; Zhang & Ma, 2021).

Some frameworks for vocabulary development that have been used in L1 and L2 schools are outlined below. Graves (2016) suggests a four-component framework for vocabulary instruction in an English L1 setting that involves: i) providing rich and varied language experiences ii.) teaching individual words iii.) teaching word learning strategies iv.) fostering word consciousness. These were adapted to L2 contexts (August et al., 2020; Manyak et al., 2020) with the addition of an emphasis on the long-term aspect of vocabulary development. Studies in L2 vocabulary development have found that higher classes in primary school benefit from explicit extended instruction in vocabulary (August et al., 2020; Manyak et al., 2020). Carlo et al. (2005) developed the Vocabulary Improvement Project (VIP) for Spanish speaking learners of English with recommendations for vocabulary development relevant for other languages. They emphasise a focus on mechanisms for learning words rather than on lists of words and suggest that words should be encountered in meaningful text and in different contexts as well as in the context of orthography. These interventions and frameworks propose a multifaceted integrated approach in vocabulary interventions as most effective.

The consensus is that readers need to be given the tools to be word conscious, to make connections and to be conscious of nuance (Anderson & Nagy, 1993; Koda, 2007). Manyak et al. (2020) suggest more collaboration between teachers and researchers to ensure a multifaceted approach to vocabulary teaching. Teacher knowledge will be addressed in more detail later in the chapter. Both word identification and vocabulary development have a major impact on a reader's fluency, another important component in reading.

Reading fluency

Reading fluency is another of the reading components cited and is described by the National Reading Panel (2000) as having been neglected in classroom teaching. Fluent reading is what most good readers do (Grabe, 2009). Pikulski and Chard (2005) describe fluency as a bridge from word recognition to text comprehension. Readers who are not fluent spend longer decoding and identifying individual words leaving no energy or time for the task of creating meaning (Lee & Chen, 2019). How we define reading fluency has implications for both instruction and assessment (Yamashita & Ichikawa, 2010). Most definitions include rate, accuracy and prosody. Kuhl and Stahl (2004) define fluency as accuracy in decoding, automaticity in word recognition and appropriate use of prosodic features such as stress, intonation and text phrasing.

Jeon (2012) distinguishes between fluent word-reading and fluent text-reading. Word reading and passage reading involve different processes with word reading involving decoding and word recognition while passage reading also involves higher-order processes of comprehension (Fuchs et al., 2001). Rapid retrieval of a word's meaning is essential. However, researchers have found text-reading fluency to be a more significant indicator of comprehension than word reading (Crosson & Lesaux, 2010; Klauda & Guthrie, 2008). Fluent text-reading, both oral and silent, is an important factor in comprehension (Fuchs et al., 2001). Oral reading is often associated with early years reading but studies have shown that children in later years in the primary school can benefit from fluency instruction (Rasinski, 2012). Oral reading fluency and silent reading fluency are highly related (Niedo et al., 2013).

A fluent reader reads with automaticity and rate while prosody is the use of pitch, stress and intonation when reading aloud. When these skills interact, they indicate how

the reader is constructing meaning. A misconception of reading fluency is the measurement of fluency by reading rate or the number of words a reader can read in a minute and a quest for speed in reading (Rasinski, 2012). Rasinski (2012) urges two essential components in fluency: automaticity, referring to the ability to recognise words automatically, and prosody which is making connections to comprehension and is evident in reading with expression. The growth in fluency research in English L1 contexts offers many implications for L2 reading research and instruction (Grabe, 2009).

Reading fluency in two or more languages. In a L2 context, research on reading fluency has received little focus (Grabe, 2009; Yamashita & Ichikawa, 2010). The ability to read fluently is an important skill for L2 readers. To process more information in less time and with less effort results in higher proficiency, overall L2 achievement and enjoyment of reading (Crosson & Lesaux, 2010; Hickey, 2006). Improving L2 fluency is necessary to facilitate word processing and comprehension (Hickey, 2006). Immersion students receive more instruction in the L2 than other L2 students (Baker, 2011; Genesee & Jared, 2008). However, L2 reading fluency in immersion programs has been found to lag behind L1 reading fluency, maybe due to lack of L2 reading practice outside school (Genesee & Jared, 2008). This can lead to the Matthew Effect (Stanovich, 1986) where the learner who reads well reads more and improves while the less fluent reader reads less and does not improve.

Reading rate needs to be considered in conjunction with prosody in reading fluency (Rasinski, 2012). Reading rate reveals the speed at which a reader recognises words and text. Yamashita and Ichikawa (2010) propose that a person's reading rate varies depending on the purpose of reading, with mature readers ranging from 138 words

per minute (wpm) to 600 wpm. However, reading rates in studies of L2 reading are much slower than L1, sometimes below 100 wpm (Cummins, 2011; Hickey, 2007; Yamashita & Ichikawa, 2010). Even bilingual readers with advanced L2 reading skills read about 30% slower in their second language than in their first (Fraser, 2007).

The little research there is on reading fluency in immersion settings, indicates that reading fluency is significantly related across languages (Geva, 2006; Ramírez, 2000). Transfer of literacy skills has been discussed in the context of immersion settings but there has been little analysis of transfer between reading fluency and reading comprehension in different languages (Baker et al., 2011; Gebauer et al., 2013). When reading two languages with similar orthographies, word recognition skills and reading fluency have been found to transfer (Pasquerella et al., 2015; Wang et al., 2005). Critically, immersion students usually lack a sufficiently wide vocabulary (Gebauer et al., 2013; Lee & Chen, 2019) and the constraining effect of the lack of vocabulary on fluency in L2 reading has been noted (Gebauer, 2013; Jeon, 2012). Reading fluency depends on vocabulary skills, as does reading comprehension (Erdos et al., 2011; National Reading Panel, 2000; Perfetti et al., 2010). Yamashita and Ichikawa (2010) list the factors that contribute to differences found in fluency in two languages as L2 proficiency, L1 and L2 distance and L2 learning environment. Assessing fluency can provide information for pedagogy and facilitate teachers with a focus for teaching and learning.

Assessing reading fluency. Reading fluently involves decoding and recognising words accurately, automatically and fluently. This capacity is also used to comprehend the text. Fluency in reading can reveal aspects of word recognition as well as comprehension. As discussed earlier in this chapter, Rasinski (2014) recommends a more

inclusive approach to fluency and assessment in fluency therefore should include elements of prosody as well as speed. Prosody is pitch, intonation, stress and timing involved in reading expressively (Provost et al., 2010). Rasinski (2014) similarly suggests tracking pupils' fluency over time with short 60-second assessments where teachers note words read per minute as well as scoring prosody. Multiple assessments over time can provide an accountability. As noted earlier, reading rates of bilingual readers with advanced L2 reading skills read about 30% slower in their second language than in their first (Fraser, 2007; Hickey, 2007). Some researchers question whether an assessment of reading fluency is an appropriate tool for L2 readers when language skills are not in place (Jeon, 2012; Rasinski, 2014). Jeon (2012) suggests a developmental trajectory of L2 reading fluency with L2 characteristics including L1 background, L2 proficiency and a longitudinal investigation of the pupil's reading. Level of text is important in reading fluency and will be discussed later in the chapter. Information from assessments have implications for pedagogy.

Pedagogy in reading fluency. Children do not automatically learn a sense of fluency and phrasing (Rasinski, 2012). Fluency instruction is required (Pikulski & Chard, 2005) and much can be learned from L1 pedagogy. Studies have focused on different methods of improving fluency. Some have focused on extensive reading, reading rate practice and rereading (Grabe, 2009; Nation, 2009). Others suggest timed and paced reading activities, word recognition exercises, read-aloud group and pair work and re-reading activities as well as extensive reading (Grabe & Stoller, 2011). Word recognition skills are also recommended to improve fluency (Klauda & Guthrie, 2008) and chunking or text phrasing has been used as a technique in L2 classrooms (Yamashita & Ichikawa, 2010). Automaticity and prosody can both be developed through wide reading and re-

reading which lead to deep reading (Chard et al., 2002; Rasinski, 2012). Practicing reading is a common strategy for the development of reading fluency in classrooms.

The benefits of wide reading have been discussed in the context of vocabulary development. There are also benefits in wide reading for reading fluency (Rasinski, 2012, 2014). In wide reading, teachers expose pupils to a wide range of texts and types of texts and in so doing widen the children's experience with reading (Rasinski, 2012). Extensive reading can take place in the form of book floods, where children are given a wide choice of texts, independent reading or accelerated reading (Rasinski et al., 2017). Book-clubs, Drop Everything and Read and The Accelerated Reader (AR) program are examples of strategies commonly used in schools to promote wide reading. AR is a computer programme that recommends texts at specific levels and sets goals for reading. Children are assigned books to read and then follow a system of tests and rewards. Studies have found that pupils indeed spend more time reading (Cox, 2012; Goodson et al., 2003). However, tests and prizes were found to be not motivating and that pupils' choices in reading were limited (Cox, 2012; Marinak & Gambrell, 2008). Another study found AR did not improve students' reading scores nor promoted intrinsic reading (Huang, 2012). Cox (2012) found that AR can lead to lower self-perception among struggling readers and does not encourage good readers to engage in books outside the programme. Selection strategies for reading are important lifetime skills. Indeed, it was found that classes using AR used less teaching and instructional practice of reading strategies, simply depending on wide reading as their reading lessons (Huang, 2012). Teachers can provide time to read as part of their own daily routine to encourage wide reading (Krashen, 2007). Strategies such as Drop Everything and Read (DEAR) and book clubs can be implemented at a school level.

In an extensive reading initiative on L2 Irish reading in English-medium primary schools in Ireland (Hickey, 2001) children were observed to read between 20% and 70% more fluently in the post tests on their reading speeds. A book club study (Dunne & Hickey, 2017) with 3rd and 5th class pupils in Irish immersion schools aimed to improve motivation in reading in Irish. Reading fluency was cited as one of the advantages of extensive reading, however reading fluency was not measured. Extensive reading improves reading rate (Renandya, 2007) and vocabulary growth (Stahl & Nagy, 2006) and ensures children will have more access to the minority language (Johnstone, 2002).

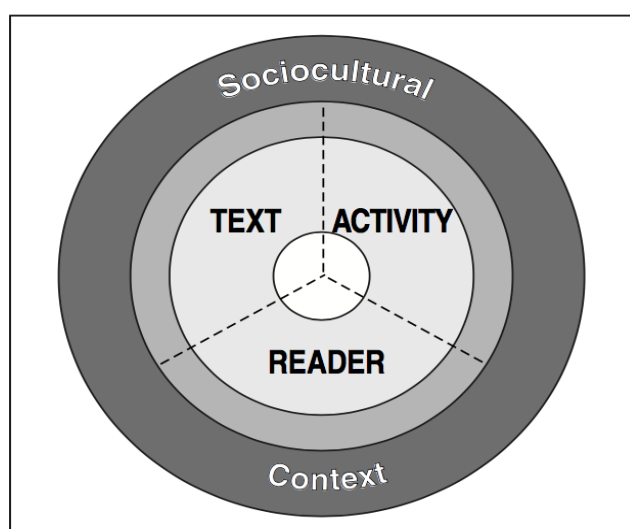
Deep reading involves the re-reading of a text until a level of fluency is achieved (Rasinski, 2012; Chard et al., 2002). As stated above, deep reading is less practised in schools (Chard et al., 2002). Crucially, the re-reading and deep reading of one text transfers to a new text and reading fluency improves (Rasinski, 2014). Repeated readings can be taught for performance using reader theatres or reading to an audience to encourage motivation in reading but also to help develop prosody and comprehension (Chard et al., 2002; Rasinski, 2014).

However, as stated earlier, it is not enough to simply read, read, read (Pikulski & Chard, 2005). Pikulski and Chard (2005) have proposed a nine-step developmental process for teaching fluency in the context of word identification, vocabulary and oral language development, strategies for building reading speed, repeated readings, wide reading, and monitoring with assessment procedures. Fluency is also affected by text complexity and the topic, discussed in more detail later. Grabe (2009) emphasises the necessary implicit learning of reading fluency over time. Fluency skills involve long-term learning and improvements can be difficult to identify in a short space of time.

Reading comprehension

Reading comprehension in any language is a complex process involving the application of all the reading components, cognitive processes, skills and strategies to comprehend and interpret information in text (Grabe & Stoller, 2002; Koda, 2005). Echoing Kintsch's (1988) construction-integration model, it can be defined as "the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Reading and Development (RAND) Reading Study Group, 2002, p. 11). A skilled reader fluently applies knowledge of linguistic forms, meaning and text characteristics and builds a mental representation of a text. RAND (2002) describe three elements in comprehension; the reader who is comprehending, the text that is to be comprehended and the activity or context in which the reading takes place. These three elements occur in a larger sociocultural context where readers read in communities and society requires and values reading. The sociocultural context shapes and is shaped by the reader and all these elements interact, as illustrated in Figure 2.7.

Figure 2. 7 *A Heuristic for Thinking About Reading Comprehension (RAND Reading Study Group. 2000, p. xiv)*



In the context of reading in a minority language the sociocultural aspects of reading comprehension are significant. Often, reading in a minority language is not required by society and is not valued by society or the individual. This has huge implications for young readers' motivation and attitudes to reading in the minority language.

It is important to consider what the reader brings to reading as well as what the reader gets from reading. Comprehension is not a passive process, but an active metacognitive process where the reader actively engages with the text to construct meaning. This includes making use of prior knowledge and drawing inferences from the words and expressions that a writer uses to communicate information, ideas and viewpoints (Pang et al., 2003). Metacognitive readers know to ask questions, construct images and summarise what is being read as they read (Pressley, 2005). Fountas and Pinnell (2001) list 12 systems of strategies for teaching comprehension to sustain and expand strategy use. Strategies for sustaining reading are solving words, monitoring and correcting, gathering, predicting, maintaining fluency and adjusting. Strategies for expanding meaning are connecting, inferring, summarising, synthesising, analysing and critiquing. Pressley and Afflerbach (2012) discuss specific strategies to use before, during and after reading. Before reading, good readers skim and assess the text structure and activate prior knowledge. During reading they can select, re-read sections to clarify and make predictions and they may update prior knowledge. They make inferences about the text and integrate ideas. They interpret, evaluate, react and monitor text. After reading they may construct a summary and reflect on what they have read, monitor the information and decide how they will use it. Good readers use comprehension strategies consciously when they read and make decisions about which strategy to use (Dole et al.,

1991). But comprehension does not occur automatically for all readers. It is now universally acknowledged that explicitly teaching children comprehension strategies significantly improves their understanding of text (National Reading Panel, 2000). Metacognitive strategies can be developed in conjunction with strategy instruction. Children can be taught to choose and name a strategy, know why they choose that strategy and implement it. When a reader knows two or more languages, they have information and skills for more than one language.

Comprehension strategies across languages. Comprehension strategy use involves metacognitive skills and higher-order thinking. As discussed with other components of reading some components transfer while some are language specific. The higher order processes of comprehension strategies are not language specific and crosslinguistic transfer occurs (Cummins, 1981; Jeon & Yamashita, 2014). There is evidence that bilingual children can use skills developed in one language to support reading comprehension in another (Li et al., 2021; Pasquarella et al., 2014; Proctor et al., 2010; Ramírez, 2000). However, skill transfer across languages is not automatic (Bialystok et al., 2005) and explicit instruction in the transfer of comprehension strategy skills from language to language is required (Proctor et al., 2010; Thibeault & Matheson, 2021). In French immersion settings it was found that “readers who acknowledge that cognitive transfers between L1 and L2 provide them with powerful opportunities to make meaning out of text can rely on a wider variety of skills and knowledge to do so” (Thibeault & Matheson, 2021, p.42).

But some questions remain about comprehension strategy teaching. There is little research in the field of L2 reading strategies and specifically the impact of L2 reading strategy instruction on reading comprehension (Grabe & Stoller, 2011). The NRP (2000)

recommends the teaching of sets of strategies in conjunction. But, not all students need all strategies, and it is not clear how many strategies should be taught. It is not evident either if specific strategies are more or less effective in specific languages. In a meta-analysis, Yapp et al. (2021) investigated studies on comprehension strategy use in L2 reading. Like the NRP, they recommend combinations of strategies and conclude that the most effective strategies in a L2 were connecting new knowledge to what is already known, asking questions while reading and activating background knowledge. Other studies found that the most effective immersion readers understood and transferred strategies across their languages (Bourgoin, 2015) and that the same reader may use a different set of strategies in each language (Thibeault & Matheson, 2021). Others have concluded that metalinguistic advantages in bilinguals compensate for deficits in linguistic processing and result in advantages in comprehension (Hansen et al., 2017). To ascertain effective strategy use, Pearson and Cervetti (2017) recommend more classroom observations. They claim that despite the available frameworks for strategy instruction little is known about whether this is daily practice in classrooms (Pearson & Cervetti, 2017). Assessing strategy use in reading has the potential to reveal how children are reading and the specific strategies that are effective or being implemented.

Assessing reading comprehension. Comprehension is the ultimate goal of reading and assessing a reader's comprehension can reveal their level of understanding. Given that, as a higher-order skill, comprehension transfers across languages. L1 comprehension assessments are therefore applicable in assessing other languages. In an L2, Briceño and Klein (2018) suggest that teachers need to be aware of distinctions between reading issues and language related errors in reading and recognise language related errors rather than lack of comprehension. An overemphasis on accuracy in

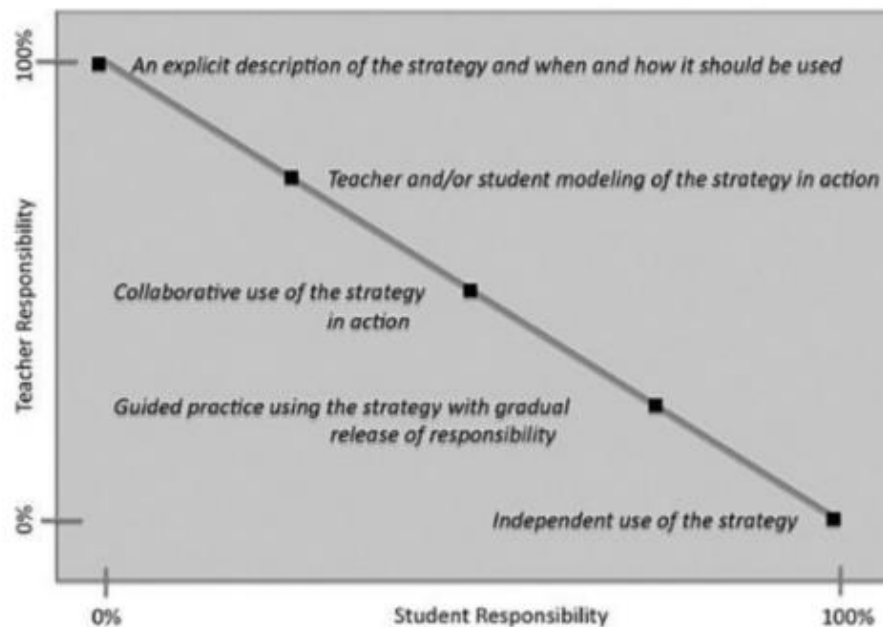
language related issues in reading can reduce understanding (Pikulski & Chard, 2005). Similarly, high occurrences of language related errors in reading can result in an emphasis on language related instruction and inadequate instruction of comprehension. In Kintsch's (1988) Construction-Integration model of text comprehension, assessment plays a central role. However, richer comprehension tests need to be developed and evaluated that adequately assess the different aspects of comprehension (Kintsch, 2004). Comprehension of a text may be oral or written or a combination of both (Provost et al., 2010). Such available assessments are the Test of Sentence Reading Efficiency and Comprehension (TOSREC), a norm referenced assessment of student's ability to comprehend silently read grade-level sentences. In the Wechsler Individual Achievement Test (WIAT), students read passages of increasing difficulty and answer questions orally after each, requiring both explicit recall and inferential responses. The Assessment of Strategy Knowledge and Use for Information Text (ASKIT) assesses students' knowledge and ability to use reading comprehension strategies. The Major Point Interview for Readers (MPIR) (Keane & Zimmerman, 1997) assesses student strategy use through a series of questions. There are currently no comprehension assessments available in Irish, however, as a skill that transfers across languages assessments available in English offer the potential to create such assessments for use in Irish immersion classrooms.

Models and frameworks for reading comprehension strategy instruction.

Much can be learned from L1 comprehension frameworks (Cummins, 2008). The benefits of explicitly teaching students multiple comprehension strategies have been established (Concannon-Gibney & Murphy, 2012; Pressley, 2000). Developing reading comprehension requires a supportive classroom context encouraging strategic reading

(Afflerbach, 2017). Teachers have a crucial role in reading comprehension development, and comprehension strategy frameworks can assist teachers in classroom practice to ensure the use of multiple comprehension strategies in reading and in using these strategies across languages. A common feature in these frameworks is that comprehension strategies are explicitly taught through teacher modelling and scaffolding and then allowing the students to practice. A model of comprehension strategy instruction based on the concept of Vygotsky's ZPD, discussed earlier, is the Gradual Release of Responsibility Model (GRRM) (Pearson & Gallagher, 1983). The sociocultural aspect of the model stipulates that with appropriate support the learner can complete more cognitively demanding tasks. Support in this model is provided by a knowledgeable other. The teacher begins with responsibility in the lesson and explains and models strategies, then responsibility of strategy use is shared through scaffolding and guided practice, finally the teacher reduces responsibility and scaffolding, and the student takes responsibility for independent practice (Pearson & Gallagher, 1983). Teacher and pupil roles in the strategy use are evident in Figure 2.8.

Figure 2. 8 *Gradual Release of Responsibility Model (Duke, Pearson, Strachan & Billman, 2011). Adapted from Pearson and Gallagher, 1983.*



The GRRM is recommended for comprehension strategy instruction in the L2 (Reza & Mahmood, 2012) and mediation and scaffolding cited as prerequisites for cognitive learning (Lantolf & Thorne, 2006). The GRRM is evident in frameworks for comprehension, some of which are described below.

The Transactional Strategies Instruction (TSI) (Pressley et al., 1992) involves teachers modelling their use of comprehension strategies to demonstrate when and how to apply the strategies in different problem-solving situations. Both group and whole class discussions of the text are active and engaging and encourage children to use higher order thinking skills. TSI is currently an approach adapted for English reading in some schools in Ireland. Reciprocal Reading (Palinscar & Brown, 1984) is an instructional technique that views comprehension as a problem-solving activity. Lessons consist of teachers modelling how to use the strategies of questioning, summarising, clarification of word meanings and prediction as they read. This is followed by group activities where pupils

practise the strategies. As in the GRRM model, over time, teachers release responsibility to the students who eventually use the strategies independently. Frameworks such as the Scaffolded Reading Experience (Graves & Graves, 2003) focus on a deeper understanding of a single text. Texts are chosen for deeper analysis and specific activities are selected for use before, during and after reading. Questioning the Author (McKeown et al., 1993) also focuses on understanding a given text where readers question a text as fallible and as written by a fallible author. This practice encourages student collaboration in construction of meaning through questions and discussion. Strategies acquired in the deep reading of texts can transfer to other texts. In Collaborative Strategic Reading (CSR) readers learn four strategies to be used with all texts, specifically expository and information texts. Students work collaboratively in groups with prompt cards and keep learning logs. Click and Clunk cards with strategies for word comprehension are provided as well as Get the Gist cards to get the main messages and Wrap Up cards to generate questions and answers. Again, the teacher models strategies first with the whole class and groups follow-up with scaffolding. A framework that focuses on both a specific text as well as being applicable to all texts is the Concept-Oriented Reading Instruction (CORI) (Guthrie, 2004). This framework highlights the importance of non-fiction texts for vocabulary development, combines learning about content as well as comprehension strategy instruction and includes motivation and engagement in a subject area. Pupils gather information on a chosen topic using search strategies. Then they learn about the topic using comprehension strategies and present the information they have learned to their peers. This practice combines extensive and intensive reading and has the goal of motivation and engagement. Much of the instruction in these frameworks has roots in a sociocultural perspective where students interact and discuss their strategies with others.

Open ended discussions can make a difference for engagement, learning and achievement (Nystrand, 2006).

In choosing comprehension strategies, multilingual readers need to be aware of the specific language they are reading and how the components interact to gain comprehension in that language. Word recognition, reading speed, textual organisation, expectations of success or failure, motivation for reading and strategies for comprehension all need to be considered (Cook & Bassetti, 2005; Koda, 2007). While comprehension strategy use transfers across languages, some of the components that contribute to comprehension are language specific. Frameworks for biliteracy or multiliteracy therefore tend to include all reading components. L2 researchers recommend a framework for multiple languages that explains L1 and L2 literacy skills and considers L1 and L2 distance (Chung, 2019; Geva & Siegel, 2000; Koda, 2007). The Transfer Facilitation Model (Koda, 2005) is based on the Linguistic Interdependence Framework (Cummins, 1981). This model seeks to explain metalinguistic skills as well as phonemic and morphological awareness in the languages. In the Contrastive Framework (Konig & Gast, 2008) learners capitalise on crosslinguistic features and transfer of the languages involved. This approach can potentially predict what elements will be easy or difficult for learners (Konig & Gast, 2008). The Contrastive Framework emphasises the importance of comparing linguistic structures in the L1 and L2 and how similarities and differences affect learning in two or more languages. Ultimately all these aspects of a framework for reading in more than one language require specific information about each component and how these components interact and develop across the languages in question.

Developmental stages of reading components

As discussed earlier some components are constrained and learned early and quickly. Others are unconstrained and learning continues throughout a lifetime. Vocabulary development and comprehension continue throughout a reader's life. Readers can be given the tools to be word conscious to facilitate a continuing development of vocabulary (Anderson & Nagy, 1993; Koda, 2007) and an explicit teaching of metacognitive skills can encourage an ongoing development of comprehension strategies in reading. Reading fluency skills are less constrained and learning continues for longer, particularly in a L2 or an immersion language (Gebauer et al., 2013). The acquisition of the constrained skills of word reading and word analysis occurs in developmental stages (Adams, 1994; Alexander, 2006; Ehri, 1995). Acknowledging these developmental stages has the potential of providing a framework for analysing reading by creating a focus on aspects of specific stages.

The developmental stages of word identification in the context of orthography. As a constrained skill in reading, developmental stages of word identification have been established. These stages in any language co-relate with reading ability and not with age. Ehri (1995) describes four phases of development that occur in learning sight words in English reading that are relevant to other alphabetic languages. In the pre-alphabetic stage, learners have no awareness of the link between sounds and letters. In the partial alphabetic stage, they have some limited knowledge such as initial letter or final letter. In the full alphabetic stage, they can use all letters and sounds to form words. In the consolidated alphabetic stage, they can recognise words instantly as a result

of analysis and practice and can detect patterns in words and chunks in multisyllabic words.

Reading in all languages involves phonology and therefore reading can be viewed as having universal and writing-specific aspects. However, different spelling systems suggest a different developmental process and time required at each developmental stage will depend on the complexity of the orthography (Aro, 2004; Barnes, 2017; Koda, 2007). Orthographic depth indicates the time it takes to become literate in a language and deep orthographies take longer (Ziegler & Goswami, 2005; Ziegler et al., 2010). In a language with a consistent orthography, in acquiring word identification skills, children can read nearly any word after their first year at school (Seymour et al., 2003). In a shallow orthography, reading instruction is typically based on phonics while in a deeper orthography usually a mixture of phonics and whole-word methods are employed which indicates that orthographic depth and reading instruction methods are intrinsically linked (Aro, 2004; Ziegler et al., 2010). Most studies of the acquisition of word recognition in two languages involve English and another language (Aro, 2004). Results are consistent in revealing that English reading is more challenging with regard to phonological recoding or in pseudoword reading than in any other alphabetic language (Landerl, 2000). In investigating the acquisition of word recognition in Welsh and English, studies concluded that children learned Welsh word reading skills at a faster rate than English skills (Ellis & Hooper, 2001; Spencer & Hanley, 2003).

Seymour (2013) has a four-stage framework for word identification acquisition in different orthographies. In Phase 0 children learn an alphabet of symbols. Phase 1 introduces foundation processes of sight-word recognition and elementary decoding. In this framework Phase 1 differs significantly across languages, depending on teaching methods and the balance of transparent and complex spellings in reading materials for

the language. Phases 2 and 3 include subsequent learning of the orthography, mappings of sounds and symbols and morphology depending on linguistic factors, the syllabic structure of the language and the depth of the orthography. The specific orthography of a language has a major impact on the length of time required at each phase. Knowledge about each specific language allows teachers to identify struggling readers at an early stage and provide interventions. In biliteracy or multiliteracy contexts, the orthography of the languages in question is an important issue. Both Irish and English have alphabetic orthographies and have a similar written code. However, English is a Germanic language while Irish is a Celtic language, and they differ therefore in many linguistic features. As noted earlier, establishing the distance between the languages in question can assist in highlighting cross-linguistic transfer as well as variation and development stages (Koda, 2007).

Summary of reading components

The reading components discussed in this chapter are word identification (including sight words, decoding, orthographic and morphological awareness), vocabulary development, reading fluency and comprehension. Levels of constraint in components need to be acknowledged as well as co-dependency across components to understand development (Paris, 2005). Findings reveal that the lower-order skills mainly have elements that are language specific, and the higher-order skills are mainly transferable across languages (Cummins, 2017; Gebauer et al., 2013; Yapp et al., 2021). However, the higher-order language skills of comprehension rely on the underlying cognitive and linguistic skills and processes (Hansen et al., 2017). Despite being discussed separately in this section components interact and are interdependent and

studies often investigate components in relation to others. However, there are limited findings in research on specific cognitive development in L2 immersion students (Hansen et al., 2017; Jeon & Yamashita, 2014). Looking at the separate reading components that lead and contribute to comprehension can reveal information about L2 immersion students' development and can localise possible deficits and advantages (Hansen et al., 2017).

Much of the L2 practice in reading is based on that of L1 practices. Strategies need to be modified for developmental differences in different languages. Share (2008) cautions that much of the research on L2 reading is on English reading and can be misleading for other languages. A specific framework for reading in an immersion language is required that considers the reader's development in both L1 and L2 (Jeon & Yamashita, 2014; Koda, 2005; Kendeou et al., 2009; Share, 2008). Readers of two or more languages divide their linguistic knowledge between the languages. Cognitive linguistic theories recognize that this results in increased cognitive load and slower lexical access when processing within language, compared to monolinguals (Hansen et al., 2017).

Reading materials

“The necessary condition for encouraging reading is access to reading material” (Krashen, 2013, p. 21). The potential of attractive and stimulating reading materials has been established as a source of motivation and a positive attitude to reading (Dunne & Hickey, 2017; Guthrie, 2013; Verhoeven & Snow, 2001). Children deserve experiences with a rich variety of reading materials in a range of instructional contexts (Fountas & Pinnell, 2019). The provision of books and reading materials is also a way of fostering

engagement in reading which has been found to be a stronger predictor of reading achievement than a child's socio-economic status (OECD, 2004 in Cummins, 2011). School and classroom libraries should be well stocked with a variety of engaging texts (Krashen, 2013). Books should be sent home in the language of school or home on a regular basis (Cummins, 2011). From the day pupils come to school they should be given daily opportunities to listen to and discuss stories. In today's information-based society, and in the perspective of new literacies, children should experience many forms of print materials, including stories, reports, blogs, magazine articles, online posts, technical reports, and numerous other modes of communication. This is certainly challenging in the context of a minority language.

This section begins by outlining the importance of a range of texts in the context of reading a minority language as well as the importance of access to texts for a range of purposes and reading contexts. This includes an awareness of what makes a text challenging and how levelling and assessing readers for specific levels can contribute to positive reading experiences. The section concludes with a description of the challenges involved in ensuring accessibility to texts in a minority language.

Range of texts

There is an emphasis in the literature on the provision of a range of genres in presenting reading materials. However, school libraries and classrooms do not typically include a wide range of non-fiction texts, and, when available, are at an inappropriate level for the readers (Topping, 2015). Reading non-fiction books builds academic vocabulary (Flowers & Flowers, 2009; Palmer & Stewart, 2005). It can also prepare pupils for interdisciplinary language as well as providing instruction on specific strategies

required for cross-curricular learning (Flowers & Flowers, 2009; Job & Coleman, 2016). Building vocabulary while reading non-fiction texts also has the potential to enhance the progression of linguistic or culturally different pupils as well as those who are economically disadvantaged (Job & Coleman, 2016). There is a misconception that non-fiction texts are more challenging than fiction texts (Alexander & Jarman, 2018). They need not be read linearly and can be presented in chunks and sections that can be read easily and remembered. They also lend themselves to reading in collaboration with others and to discussion. Online reading has become a major source of input for L2 readers who often transfer their reading strategies from one language to another (Huang et al., 2009). For second language learners, online reading offers the same challenges and also the same opportunities. It may also provide the motivation to read for readers of a minority language. Multimodality presents an opportunity to put lesser used languages on a world platform and find ways to expose children to a wider range of resources (Koda, 2007).

Texts for reading experiences

This wide range of reading materials should be experienced in a range of contexts including interactive read-alouds, shared reading, guided reading, book clubs and independent reading (Fountas & Pinnell, 2019). Books can encourage different types of reading. Read-aloud and shared reading texts generally contain more challenging language and are aimed at teacher led reading. Readers also need books at an instructional level that are within the ZPD and encourage the development of skill and strategy use (Grabe & Stoller, 2013). Texts for books clubs and independent reading should be at a more accessible level and can be read for pleasure. These three levels, teacher-led, instruction and independent, need to be considered when providing reading materials for

children (Glasswell & Ford, 2010). Specific types of reading materials lend themselves to these contexts. An older age-group can be encouraged to improve oral reading and reading fluency with materials such as reader's theatre where they read and reread in small groups. Repeated readings can be taught for performance or reading to an audience to encourage motivation in reading but also to help develop prosody and comprehension (Chard et al., 2002; Rasinski, 2014). This has been found to be an effective strategy for reluctant readers in French immersion settings (Capina & Bryan, 2017). Other texts have been found to assist reading in two languages, such as dual-language texts (Thibeault & Matheson, 2021) and the appropriate use of glosses in texts (Kim et al., 2020; Zhang & Ma, 2021), as discussed earlier. Guided reading is highly targeted scaffolded reading instruction to guide students towards independent reading and encourages deep reading and comprehension (Fountas & Pinnell, 2019). Guided reading is teacher led and occurs in small groups. Students are typically grouped with similarities in a specific area of need and with appropriate texts the teacher targets requirements with differentiated instruction (Fountas & Pinnell, 2019). As discussed in the context of vocabulary and fluency development, extensive reading is recommended at an independent reading level (Walter, 2017). Schools practise wide reading with programmes such as Drop Everything and Read (DEAR) or the Accelerated Reading (AR) programme or in the form of book clubs. With appropriate reading materials this gives pupils the opportunity to practise the skills and strategy use acquired in the shared reading and guided reading sessions. However, if texts are too difficult motivation and engagement will be lost. Dunne and Hickey (2017) in a study on book clubs in Irish, discuss the importance of extensive reading and state that it is not enough to read only in school. They cite suitable and extensive materials and a wide range of genres as pre-requisites for extensive reading and motivation to read.

Text levelling

Suitable materials are needed for each level of instruction. The overuse of whole-group instruction and more traditional group instruction results in little time spent on actual reading (Glaswell & Ford, 2010). But a major issue with providing reading materials for all readers, is ascertaining the required levels. Book levelling has been criticised for taking up excessive amounts of time and money in schools (Dzaldov & Peterson, 2005; Glasswell & Ford, 2010). With too much emphasis on levelling, the meaning of a text can be lost, and reading can become inflexible. However, some aspects of levelling texts are important and reading a text that is too difficult or too easy in each reading context impacts on developing skills, strategies and motivation of readers (Clay, 2019). Shanahan (2020) emphasises that texts need to challenge readers to build robust reading skills. Teachers and educators need therefore to ascertain what makes a text challenging. Vocabulary and sentence structure are two aspects that make a text difficult. However, there is much more involved such as text coherence, organisation and background knowledge and pupils need to establish purpose and be motivated and engaged to read the text (Shanahan, 2020). Getting the text level right for readers is not an easy task for teachers. With a minority language there is little guidance to ascertain difficulties in texts.

In English there are several approaches to levelling texts with support structures for teachers. Texts can be judged quantitatively with readability measures and qualitatively with judgments about texts. Quantitative support is available online in the form of frameworks such as the Lexile framework that measures word frequency and sentence length and Advantage TASA Open Standard (ATOS) system that uses average sentence length, average word length, vocabulary grade level and number of words in the

book. Both these programs have a huge database of texts where teachers can input an English book title and be given a suggested level. Computer generated levelling systems do not analyse literary merit or suitability of the content. Programmes like the Accelerated Reading (AR) programme use Lexile and ATOS measures to level texts. These have been criticised for not including qualitative methods of levelling books (Brisco, 2003; Huang, 2012). Qualitative methods include the Grade level equivalent, a basic approach that indicates the readability of a text by grade and often adapted by schools as an initial judgement. Book Banding (Baker et al., 2007) is a broad levelling system using words, sentence length, punctuation, story style or non-fiction format and text size. Text Level Gradient (Fountas & Pinnell, 2017), based on work in Reading Recovery and rooted in the work of Marie Clay, has the most detailed criteria for levelling texts. The gradient runs from A to Z and each level has detailed descriptions of text and reader characteristics. Ten text factors are used to level books, these are genre/form, text structure, content, themes and ideas, language and literary features, sentence complexity, vocabulary, words, illustrations, and book and print features. Guidelines also include specific reader characteristics and strategies at each level. This gradient has a database of books that have been evaluated and includes teacher input. These modes of levelling texts in English provide information for levelling texts in another language. However, teachers should be flexible with levelled texts (Glaswell & Ford, 2010; Fountas & Pinnell, 2017). Studies have shown that children read more challenging texts when interested in the subject (Shanahan, 2020; Topping, 2015) and when they choose their own reading material (Topping, 2015). Getting texts at the right level depends on instructional support and guidance. With support, readers could go to more challenging levels rather than always staying at an instructional level. With an awareness of what makes a text more

challenging, teachers can level texts using their own judgements and knowledge of their pupils and their interests.

Running Records

The importance of levelled texts is evident in ascertaining suitable materials for reading purposes. Assessing reading is an aspect of guided reading. To determine the instructional level for guided reading readers are assessed with levelled texts and reading lessons are aimed at their specific needs. Suitable texts are at an instructional level that can be ascertained by pupils' reading accuracy. According to current guidelines, a pupil who reads with 96-100% accuracy is reading at an independent level. At 90-95% accuracy a pupil is reading at an instructional level. Below 90% the text is challenging for the pupil (Clay, 2019). Clay (1967) and Goodman (1969) developed ways to analyse students' oral reading by coding errors (Clay) or miscues (Goodman). A first step in investigating word identification among other skills is coding errors in oral reading in Running Records (RR) (Clay, 1967) and analysing miscues (Goodman, 1969). A RR is a formative method of assessing reading where teachers observe pupils' oral reading behaviours and monitor how they read. The teacher codes each word, reporting the percentage of words correctly read, the self-correction ratio and the categories of errors made (meaning, visual or structural). After the reading, the student retells the story and answers questions about the story's meaning to ensure comprehension. Words read correctly are collated at the end and the score of words read correctly reflects the skill of automatic word recognition. Too many difficult words mean the text is too difficult.

Running records and miscue analysis as methods of assessment are not without challenges. One issue is the challenge of sourcing appropriate texts, particularly in other

languages. Performance in this type of assessment could be confounded by differences of level difficulty in the passages used for assessment (Paris, 2002). Briceño and Klein (2018) also claim that the high accuracy rates for independent reading in RR could be penalising second language readers. Children could potentially be placed in lower groups as a result of their errors, many of which could be language related and may not affect their comprehension.

Reading materials in a minority language

Having established the need for a wide range of texts and contexts for reading, we must also acknowledge the challenges of providing texts that are appropriate to all interests, levels and needs in a minority language (Coady et al., 2008). It is essential for the growth and maintenance of a minority language that books produced are comparable to those in the majority language. This is even more relevant with books for children, who have no allegiance or loyalty to the minority language (Huws, 1998). Power relations in schools, communities and related institutions can result in difficulties with pedagogy or lack of resources for minority languages (Schwinge, 2017). Minority language immersion education has been described as an under-resourced and marginalised sector in education (Ó Duibhir, 2018). Schemes and state initiatives can do much to encourage publishers in the supply of books, either with new writers or through translation. In Ireland, schemes such as *Bord na Leabhar Gaeilge* and awards such as *Gradam Uí Shúilleabháin* are encouraging and provide encouragement and vital funding for children's books.

Huws (1998) ascribes improvements in the provision of Welsh books for children to the production of co-editions of books with other languages. Co-editions and

translations of books are expanding with a growth in globalisation and a similar practice is prevalent in Ireland. Translations, particularly from English, are the most prominent method of supply. Among books in Irish for the 7-12 age-group, 78% were translations (de Brún, 2007) and this pattern has continued. Minority languages often depend on translation of texts with most children's books internationally translated from English (Shavit, 2006). This practice is more cost effective for publishers with an available text including illustrations and layout. Also, when a popular book has been popular in the majority language children may recognise it and be motivated to read it. Translators can potentially be innovative with language, level of language, puns, words and cultural aspects. Translators can use discretion with language, using adaptations rather than direct translation. An example of this is the four versions of *Alice in Wonderland* in Finnish, two aimed at children, and another two aimed at adults (Oittinen, 2014). The translator translating for children needs to pay attention to the use of children's literature and the aim of the book. Books may be read aloud and require attention to tone, tempo, rhythm of text, sentence length, clauses that can all add to the reader's enjoyment of the text. Groszewski (2011) describes translations a way of exposing children to other cultures and should not be seen as a threat to the minority language.

However, translation can be subjective, and translators can be academic in their approach and maybe not have the young reader's perspective (Lathey, 2015). Translators may also be restricted in adaptation techniques. There are generally requirements that translations of prize-winning, high-status, contemporary novels remain closer to source texts (Desmet, 2007) and the translation of *Harry Potter* to Irish (Nic Mhaoláin, 2004) had such constraints (Titley, 2011). Language use in translations may differ in different languages and the power dynamic from majority to minority language needs also to be considered (Cronin, 1996; Oittinen, 2014). In translations

from German to Hebrew, language was found to be highly literary with the intention of enriching young readers vocabulary and reviving the language (Toury, 1995). Many translations from English to Irish are described as challenging (Groszewski, 2011; Titley, 2011). Indeed, L2 readers are often expected to read authentic texts that do not allow for a limited knowledge of vocabulary (Laufer, 2001). Groszewski (2011) suggests a focus on the needs and interests of readers and not of language enthusiasts.

Summary of reading materials

Provision of books in Irish has been increased in recent years. However, schools still experience a lack of genres and specific texts for specific reading purposes. To motivate readers and provide engaging texts, the reader needs to be considered in the production of children's books, including translations, with a more child centred approach (Lathey, 2015; Oittinen, 2014). Similarly, subject matter is important and Feger (2006) found that culturally relevant texts improved engagement in reading with Spanish speaking pupils in the US. Online reading is a fast-growing area of translation for children (Lathey, 2015) and in the context of a minority language, could potentially offer a range of materials. In Ireland, a lack of online resources has been cited as a major deficiency (Ó Duibhir et al., 2017). While research has revealed positive developments of bilingual programs that encourage biliteracy, there is still a major difficulty in implementing bilingual education effectively. Difficulties often refer to questions of pedagogy or a lack of resources. These problems are related to unequal power relationships in schools, communities and related institutions (Schwinge, 2017). In the RoI, resources and support for the Irish language do not reflect first language status (Ó Duibhir, 2016). However, the Primary Language Curriculum (2019) and the 20-Year

Strategy for the Irish Language (Government of Ireland, RoI) suggest that improvements are forthcoming. Education reform needs to be reflected in teacher preparation and teacher education (Desimone, 2009; Treacy & Leavy, 2021). In the context of providing a range of reading contexts, specifically with guided reading, Fountas and Pinnell note “the exciting romance with guided reading is well underway, and the reality is that continuous professional learning is needed to ensure that this instructional approach is powerful” (Fountas & Pinnell, 2012, p. 268).

Teacher knowledge

A recurring issue in this chapter is how all the aspects of reading are fully dependent on teacher implementation. Teacher quality and teacher practice are tantamount to the quality of an education system and have been identified as influential factors in improving schools (Alexander, 2011; Fullan, 2009). Teacher expertise is a critical variable in effective reading instruction (Gambrell et al., 2014). Understanding teacher knowledge has the potential to improve teacher education and pedagogy in general. However, teacher knowledge is not transparent or generic. Teacher knowledge is strongly related to individual experiences and contexts. Shulman (1987) describes the many facets of teacher knowledge as including content, pedagogy, curriculum, pedagogical content, knowledge of learners and their characteristics, of educational contexts and of educational purposes and values. Furthermore, it involves sources of teacher knowledge such as scholarship in content disciplines, materials and settings of the educational process, social and cultural phenomena that affect what teachers do as well as the wisdom of practice itself (Shulman, 1987). Cochran-Smith and Lytle (2009) differentiate teacher knowledge more concisely as three types with knowledge *for*

practice, knowledge *in* practice and knowledge *of* practice. Knowledge *for* practice comprises knowing more, presumably resulting in more effective practice. This is knowledge of the discipline. Knowledge *in* practice is knowledge in action. Knowing to choose strategies, routines and frame situations. Knowledge *of* practice requires teachers to take a critical perspective and are informed by their stance as theorists. Knowledge *of* practice is when teachers investigate their own practice, and all knowledge is open for interrogation and interpretation. Inquiry-as-stance (Cochrane-Smith & Lytle, 2009, 2015) derived from the knowledge *of* practice concept permits a closer understanding of the relationship between knowledge and practice. It also questions how inquiry produces knowledge, how inquiry relates to practice and what teachers learn from inquiry within communities. Teaching knowledge is described in the next section.

Pedagogical knowledge and pedagogical content knowledge

There are many facets involved in teaching children to read at all levels and a combination of teacher knowledge of the discipline, pedagogy and a process of theorising are essential. Pedagogical knowledge (PK) involves classroom management strategies, the implementation of teaching and learning theories and instructional design (Griffith et al., 2015). Arranging groups or whole class lessons, classroom routines and instructional approaches is using PK (Shulman, 1987). By teaching reading in various contexts rather than relying solely on one, teachers can maximize their capacity to meet the needs of individual learners within inevitable constraints of time, curricular mandates, and increased accountability (Fountas & Pinnell, 2012). Teachers have also been found to use different strategies depending on the reading contexts of whole class and with groups (Gambrell et al., 2014).

To be successful, effective reading teachers, a knowledge and understanding of reading as a discipline as well as knowledge of the pedagogy of reading instruction is required (Fountas & Pinnell, 2012). Pedagogical content knowledge (PCK) is the subject matter for teaching (Shulman, 1987). A deep knowledge of each component is essential, as well as how each component interacts, both in the context of one language and in the context of more than one language. As discussed previously, a balanced approach to literacy is recommended with guided reading, shared reading, interactive writing, literacy centres and independent reading and writing (Fountas & Pinnell, 1996). Exemplary teachers adopt a balanced approach, emphasizing the construction of meaning in authentic reading and writing activities while providing explicit and direct instruction when appropriate and in response to students' needs (Gambrell, 2004). A balanced approach to literacy also requires a balance between the meaning and skill components of literacy. However, gaps in teacher knowledge have been found with regard to deciding the most essential skills required, what quality literacy instruction is and how teachers are implementing balanced literacy instruction in their classrooms (Paris, 2005; Pressley, 2002). Studies have found that independent reading and writing activities occurred more frequently than guided reading, interactive writing and shared reading (Bingham & Hall-Kenyon, 2013; Frey et al., 2005). This suggests that while teachers may implement the instructional procedures related to balanced literacy, they may not be providing adequate modelling and instruction of essential literacy component skills (Bingham & Hall-Kenyon, 2013).

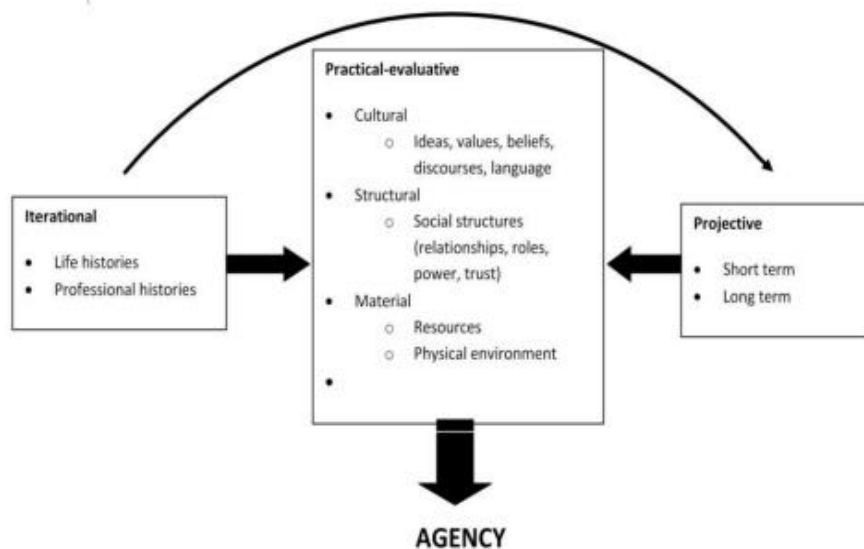
The knowledge base and pedagogical skills needed for immersion teaching are unique and complex (Lyster & Tedick, 2019; Tedick & Fortune, 2013). An emphasis on the product rather than the process of education has resulted in a limited understanding of the intricacy of decisions that are made each day concerning language use, instructional

options and curricular choices (Ó Ceallaigh & Ó Laoire, 2021). Both the PLC (2019) in RoI and the Northern Ireland Curriculum (2009) require a high level of knowledge of the teaching of reading including phonological and phonemic awareness in the context of a balanced approach to literacy. Dunne and Hickey (2018) believe that Irish reading has been marginalised in Irish classrooms and perhaps the PLC will change perspectives.

Teacher agency

Agency is an important aspect of professionalism. Teacher agency is highly dependent upon the personal qualities that teachers bring to their work and how these contribute to shaping their work and its conditions (Biesta et al., 2015). Agency should be understood as a configuration of influences from the past, orientations towards the future and engagement with the present (Emirbayer & Mische, 1998). The knowledge base or knowledge *for* teachers needs to be distinguished from the knowledge *of* teachers (Cochrane-Smith & Lytle, 2015). Knowledge *of* teachers include the individual insights that influence a teacher. This involves individual experiences, history, personal learning and personality. All these issues affect how a teacher interprets new information. A teacher's beliefs about reading impacts on PCK. Teachers' beliefs about how children learn to read will impact their decision making and choices in how they approach issues in reading such as struggling readers or motivating readers or introducing an approach (Griffith et al., 2015). Figure 2.9 illustrates teacher agency across three major areas.

Figure 2. 9 *A model for understanding the achievement of agency (Priestley, Biesta & Robinson, 2015, p. 627).*



The iterational dimension in the model distinguishes between teachers' more general life histories as well as their professional histories. The practical-evaluative dimension includes cultural, structural and material aspects of agency. The projective dimension distinguishes between short-term and long-term actions. The model reflects Emirbayer and Mische's (1998) proposal that teacher agency is informed by professional and personal past experiences, is constrained by cultural, structural and material resources available in the present and how the achievement of agency is oriented towards the future. Agency includes the issue that teachers may be equipped with the skills and knowledge to teach but, as a result of current constraints, may not be able to enact. As a result, teachers given autonomy may fail to achieve agency and they may simply repeat past patterns of behaviour. This aspect of teacher knowledge needs to be recognised by policy makers to enable agency in teachers with specifications of goals and processes to meet curricular goals as well as local needs (Priestley et al., 2015).

Teacher self-efficacy in the teaching of reading

How teachers view their own knowledge and practice and how their beliefs relate to practice is important in the context of teacher knowledge (Bingham & Hall-Kenyon, 2013). This can take the form of knowing there is a problem but not knowing how to resolve it (Duguay et al., 2016). Others reveal that teachers may believe they are using a given approach, but their practice reveals otherwise (Bingham & Hall-Kenyon, 2013). Bingham and Hall-Kenyon (2013) found that teachers' beliefs about effective reading instruction reflected a balanced literacy perspective. However, the same study revealed that while teachers endorsed the importance of unconstrained skills, they did not implement any balanced literacy reading and writing in balanced literacy routines. Teachers may also believe their practice to be adequate. This attitude can affect professional development when teachers do not believe they need to change (Duguay et al., 2016).

'Cognitive dissonance' (Festinger, 1962) occurs when a person experiences dissonance or tension when new information is incongruent with what they previously thought (Gorski, 2009; McFall & Cobb-Roberts, 2001). Dissonance research focuses on changing beliefs rather than on changing practice (Guerra & Wubben, 2017). Attempts can be made to focus on dissonance to heighten awareness. Guerra and Wubben (2017) suggest introducing a 'consonant element' involving outlining an awareness of the mismatch of beliefs and practice to provide a starting point for change. In teacher education the introduction of multiple views was found to be persuasive in cases of dissonance (Falls & Cobb-Roberts, 2001). A research-based approach to instruction in teacher education is a method of encouraging change in practice, including an emphasis on cognitive skills, motivation and engagement and assessment (Kennedy, 2014). Treacy

and Leavy (2021) suggest student voice in the form of assessments or classroom observation as a mediating factor in a change process to augment the literature and theory. The importance of teacher education from pre-service to induction and to continuous professional development is an essential aspect of teacher knowledge.

Teacher education

All stages of teacher education should include the aspects of teacher knowledge highlighted by Cochran-Smith and Lytle (2009), knowledge *for* practice, knowledge *in* practice and knowledge *of* practice. Initial teacher education, no matter how excellent, is not sufficient to equip a teacher in a changing and growing field and teacher education should continue throughout a teacher's career. As new research is conducted it is necessary for teachers to keep up with changing practices and student needs. Initial teacher education and professional development are outlined below in the context of the teaching of reading and in teaching reading in more than one language.

Initial teacher education. Research demonstrates the importance of well-prepared teachers to influence reading achievement in schools (Darling-Hammond, 2006; Rowan et al., 2002). Teacher education has been found to be a major influence on how beginning teachers teach reading (Clark et al., 2017; Maloch et al., 2003). The skills and knowledge of both pedagogy and content in PK and PCK as well as the development of teacher agency have been outlined as aspects of requirements that need to be included in initial teacher education. Similarly, the length of course for initial teacher education has been found to be significant and more time spent with teacher educators may very well encourage greater learning and growth in beginning teachers (Heredia, 2011; Levin,

2003). In a comparative study between graduates of a one-year and a two-year programme, Heredia (2011) found that the graduates of the two-year programme were better prepared for literacy instruction, had a better knowledge of literacy terms and were more likely to use evidence-based practices. Studies reveal the effects of teacher agency on some beginning teachers employing skills and techniques not taught or discouraged on the teacher preparation programme (Clark et al., 2013; Kosnick et al., 2016) and teachers reverting to traditional practices from their own school experience or from observations of other teachers when they lack alternatives (Borg, 2003; Lortie, 1975; Smagorinsky & Barnes, 2014). This has been dubbed the apprenticeship of observation (Lortie, 1975). In a study by Clark et al. (2013), beginning teachers expressed a desire for more interaction, feedback and consultation with their teacher educators when in full-time employment.

In most international contexts, a teaching qualification focusing mainly on teaching content, is deemed sufficient to teach in an immersion setting (Tedick & Fortune, 2013). Immersion teacher preparation is essential for the success and growth in language immersion education internationally. Immersion teachers require an essential knowledge base, deep understandings and key competencies beyond those required in ordinary mainstream classrooms (Cammarata & Tedick, 2012; Ó Ceallaigh & Ní Shéaghdha, 2017).

Professional development. Continuous professional development (CPD) or professional development (PD) is recognised as an ongoing essential requirement (TALIS, 2013). PD is essentially teacher learning. As discussed above effective PD includes PK and PCK. It includes the knowledge of strategies and routines, formal and practical knowledge required to teach the subject matter and knowledge achieved when

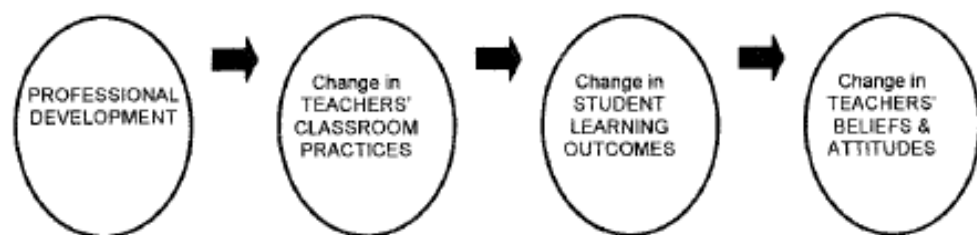
teachers investigate their own practice (Cochran-Smith & Lytle, 2015). This also includes teacher agency and teacher beliefs. PD can take a range of forms. It can occur in classrooms, in school communities or in the form of courses or workshops. It can occur during or after school with colleagues. It can take the form of co-teaching, mentoring or reflecting or in group work or in a network or study group (Borko, 2004). Guskey (2002) points out that teacher learning occurs with every lesson and activity. A traditional experience with PD is in the form of a workshop, a conference or a summer course where a representative teacher from each school is invited to attend an outside school event, where facilitators outline a new practice. The facilitator or expert chooses the topic and assumes that the teachers will use this new information in their practice in the classroom (Loucks-Horsley & Matsumoto, 1999). It is usual that these sessions are short lived and occur as a one-off training day (Timperley, 2008). Little evidence has been revealed of actual change in teachers' practice as a result of this type of PD (Greenleaf & Schoenbach, 2004).

Three recommended structural features of PD are collective participation, form and duration (Garet et al., 2001; Desimone, 2009). The collaborative aspect of PD is a way of encouraging and developing teacher efficacy. Teachers are engaged as learners, build pedagogical and content knowledge, co-construct and enact new visions of practice in a collaborative setting (Borko, 2004; Nelson & Slavit, 2008). This type of PD is usually situated in the school context and presents the infrastructure to support collaboration among teachers with a facilitator or critical other. For teachers to engage meaningfully in PD, learning needs to occur in a working climate where mutual trust is encouraged and teachers interact (Joyce & Calhoun, 2010). PD needs to be sustained over a long period of time before effects are evident (King, 2014; Michael Putman et al., 2009). Guskey (2002) highlights the need to evaluate PD and suggests doing so through participants

reactions, participants learning, organisation, support and change, participants' use of new knowledge and skills and student learning outcomes. It is important that PD includes follow up sessions where teachers can try new pedagogies and have opportunities to discuss them and ask questions (Goodwin et al., 2019; Timperley, 2008).

Schools are noted for their intransigence to change (Smagorinsky & Barnes, 2014). Change for teachers means to risk failure, can cause anxiety and even be threatening. To encourage change in teacher practice through PD is not straightforward. Change is a gradual process and requires effort from teachers (Guskey, 2002). But with support they can be encouraged to feel that change can work (Lortie, 1975). Resistance to change can be facilitated with small steps and evident success (Guskey, 2002). Guskey presents a model that suggests change in teachers' attitudes and beliefs occur after they experience evidence in student learning resulting from changes in classroom practices. In this model (Figure 2.10) teachers believe the practice works because they have seen it work, and experience shapes their attitudes and beliefs.

Figure 2. 10 *A Model of Teacher Change (Guskey, 2002, p. 383).*



In the context of immersion education, the importance of collaboration and getting feedback and guidance emerged as key characteristics for teachers engaged in PD (Lyster et al., 2013; Tedick & Lyster, 2019). Like the apprenticeship of observation (Lortie, 1975), immersion teachers described their experience of teaching as 'learning on

the job' with a lack of opportunity to build on years of established practice (Walker & Tedick, 2000). They described having to reinvent the wheel and that their peers were their best resource. Immersion teachers recognised they are different from their peers who teach in the L1 and that teaching more than one language results in a different kind of teaching (Walker & Tedick, 2000). Lyster and Ballinger (2011) emphasize the urgency for increased PD for immersion teachers. Like initial teacher education, specific PD for teachers in immersion settings is essential to ensure the knowledge base, deep understandings and key competencies required (Cammarata & Tedick, 2012; Ó Ceallaigh & Ní Shéaghdha, 2017).

Summary of teacher knowledge

A proper understanding of the knowledge base of teaching, the sources for that knowledge and the complexity of the pedagogical process has the potential to improve teacher knowledge (Shulman, 1987). Teacher knowledge must include knowledge *for* practice, knowledge *in* practice and knowledge *of* practice (Cochran-Smith & Lytle, 1999). Pre-service courses vary in content and length. They may or may not include specific literacy content or consider an immersion setting. PD may be available to teachers, but it may not be content-specific, setting-specific or designed to meet teachers' specific needs. Teachers also gain knowledge from their own teaching and learning experiences and from co-workers and these may vary. Schools can do a lot to close the gap in literacy achievement. For change to take place in classrooms, teachers need to make informed decisions. Change is more likely to occur when a research-based approach to instruction including an emphasis on cognitive skills and motivation and engagement, assessment and professional development is undertaken (Kennedy, 2014). Desimone

(2009) argues that education reform is often synonymous with PD and to understand what makes PD effective is to understand the success or failure of any reform. Changes and improvements to a curriculum or an education system require the same changes and improvements in teacher education and teacher practice (Treacy & Leavy, 2021). The effectiveness of the recent curriculum change in the RoI will depend therefore on both preservice and PD of teachers to implement it to its best effect. In immersion settings teachers need PCK for two languages.

Conclusion

Theoretical perspectives on reading have had a major influence on research, policy and pedagogy. Past perspectives on literacy have influenced today's research and practice and led to an integration of the successful aspects of each perspective. This chapter describes what it is to read and what is involved when reading in two languages. Biliteracy is the aim of immersion schools in Ireland. All languages are different and research has shown that different strategies are needed in different languages (Koda, 2005; Ziegler & Goswami, 2005) . Teachers should be careful therefore of basing L2 reading strategies solely on English strategies (Hinkel, 2011). Focusing on the components of reading can help identify each aspect of reading, identifying specific difficulties for some learners and investigating individual components of reading that could potentially raise standards. A focus on each component can similarly help to reveal the extent to which the skills and strategies of each component may transfer across languages, an issue that has significant implications for the teaching and learning of reading in two languages. However, components in reading are interdependent and readers need to combine skills and strategies in holistic reading opportunities. A balanced approach to literacy advocates a balance of skills instruction and holistic opportunities.

Returning to Alderson's (1984) question regarding L2 reading as a language problem or a reading problem, Jeon & Yamashita (2014) conclude that L2 comprehension is more a language problem than a reading problem. However, L2 immersion students receive more L2 input than other L2 learners and component development may follow a different trajectory. An ability to distinguish between reading issues and language related difficulties could provide very useful information and impact instruction (Briceño & Klein, 2018). Given the strong link between motivation to read and reading achievement, motivating pupils to read with engagement is challenging and to read in a minority language is a huge challenge for teachers. Provision of high quality and suitable reading material has the potential to motivate readers in a minority language. Sociocultural and collaborative approaches to reading offer encouraging new ways for children to read. To achieve a balanced approach requires teacher knowledge. A focus on each component requires a specific knowledge base for each component and then an ability to connect and combine all knowledge with balanced pedagogy and a range of reading opportunities. Teachers could benefit from this specific information regarding the languages in use in their classroom. Teachers need systematic education programmes, both pre-service and in-service to create balanced readers. In RoI the specific language teaching models in English-medium schools, immersion schools and Gaeltacht schools require specific guidelines that reflect differing trajectories. There may be some commonalities in component development, however, teaching a language 30-40 minutes a day differs significantly from teaching in an immersion setting. To echo what has been stated earlier in the chapter, a specific framework for reading is a requirement for all models of teaching reading in Irish. In the context of the current study a framework for an immersion language is required that considers the reader's development in both L1 and L2 (Jeon & Yamashita, 2014; Koda, 2005; Share, 2008).

Chapter three: Methodology

Introduction

This chapter is divided into three main sections. The first section describes the conceptual framework and research questions in the context of a mixed method study and the specific paradigms and assumptions that reflect the worldview taken in the current study. It includes a diagram of the two-phase study that outlines the data collected at each phase. Rationales are provided for the use of these methods of data collection and their relevance in the context of the research questions. The ethical issues considered are summarised at this stage. The two phases of the study are then outlined, the principal and teacher questionnaires of phase one followed by the case study in phase two. The third section systematically describes the data collected in the case study, firstly describing the quantitative and then the qualitative data. A description of how data were analysed concludes each of these sections. The final sections include an explanation of measures taken to ensure reliability and validity and finally describes how the data were interpreted overall to contribute to a better understanding of the issues raised in the research questions as well as recognising the limitations of the study.

Conceptual framework and research questions

Subsequent to an outline of current research on the topic, this chapter begins with a narrative description of the conceptual framework of the study that considers current research and the researcher's experience that led to the research questions. The current study is a direct result of the researcher's own "felt need" (Eliot, 1991) to investigate and improve current practice in the teaching and learning of reading in Irish. The researcher

is aware of the challenges in “the real world” with reading in Irish in immersion schools. As reviewed in Chapter 2, the lack of research on reading pedagogy in Irish has resulted in little empirical insight on classroom practice and outcomes. There is scant information on current pedagogies for the teaching of reading in Irish immersion schools or on the skills and strategies that pupils in Irish immersion schools use, or could be encouraged to use, to read in Irish. Earlier research in all-Irish schools describe pupils as reading more in English than in Irish and having a preference to read in English (de Brún, 2007; Harris et al., 2006; Parsons & Lyddy, 2009). The researcher is also aware of anecdotal information from teachers and schools, as well as Chief Inspectors’ Report in RoI, discussed in Chapter 1, about issues with Irish reading and the need for guidance to improve practice. Studies in immersion settings or in L2 practice internationally can provide some comparisons as well as information and guidance. This study aims to determine current practice, motivation and attitudes to reading in Irish in Irish immersion schools in Ireland with children in upper primary schools (9-11 yrs.) as well as to ascertain how teachers can be supported to change their thinking about the teaching and learning of reading in Irish. The aim is to encourage reflection on where we are as well as where we’d like to go (Kiely, 2005).

The study was carried out over two phases and was sequential in nature, drawing on both quantitative and qualitative data. Phase one began with an investigation into the national context of the teaching and learning of reading in Irish by sending questionnaires to all Irish immersion schools in Ireland. Phase two was a case study focusing on six classes in two schools, one school in each of the two jurisdictions in Ireland. The case study aimed to ascertain a more in-depth insight into pedagogy to investigate current practice and support teachers to consider their practice. Data were collected in phase two using questionnaires, assessments, interviews, classroom observations and onsite,

ongoing teacher discussions with participating teachers over a seven-month period. In the discussion sessions, ongoing collected data as well as professional readings and new reading materials for the pupils were shared with teachers to encourage discussion and reflection. Teachers were encouraged to discuss, reflect and collaborate with peers to ascertain specific needs and areas for possible improvement. The resulting mixed methods study over two phases explored the following three research questions.

1. What are the current pedagogies nationally for 9-11-year-old immersion pupils in Irish reading lessons as reported by teachers and principals?
2. What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?
3. How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?

Rationale for the use of mixed methods

A mixed methods approach offers a combination of qualitative and quantitative research methods for a better understanding of the research problem (Creswell & Plano-Clark, 2011; Teddlie & Tashakkari, 2012). The mixed methods study was adapted to investigate the breadth of the three research questions. Some questions required both types of data to fully investigate the aspect of focus and the premise of a mixed methods approach. In this study, quantitative data in the form of questionnaires and pupil assessments were analysed alongside qualitative data in the form of interviews, observations and discussions. The methodology of the study allowed the initial gathering

of general information on a national scale before establishing multiple perspectives through getting close to the participants and better understanding their experiences in a case study. When results from quantitative and qualitative data are similar, a researcher can be more confident of findings (Creswell & Plano-Clark, 2011). However, if the results differ, they can offer another insight into the research problem and the research questions (Cohen et al., 2013). Organising data systematically can highlight similarities and differences and can add a coherence to the study. A researcher's own worldview contributes to the presentation and interpretation of data, particularly when a range of data is presented in a mixed-methods study. An explicit description of a researcher's worldview or chosen paradigm in research can help explain some interpretations. In this study, one single paradigm did not fit and so two suitable paradigms are outlined below.

Paradigms in mixed methods research

A paradigm in research offers an organizing framework with theories, concepts, assumptions, beliefs, values and principles that contribute to the interpretation of a matter (Ling & Ling, 2016). In a mixed methods study it can be challenging to ascertain one single best paradigm that will suit. The researcher's own stance and worldview in the approach to this study have motivated a dialectic perspective. Dialectics offer researchers an opportunity to combine two or more paradigms in a study (Greene & Hall, 2010). Human phenomena can be complex and can result in more than one perspective. Paradigms are not static and should not restrict aspects of the research process and should instead offer a structure and framework for the study (Shannon-Baker, 2016). Both a pragmatic and a transformative-emancipatory paradigm are two relevant paradigms that have elements that best reflect the research questions of this study.

For John Dewey (1916), a pragmatic perspective was a combination of reflection and action that led to new knowledge (Greene & Hall, 2010). Reflection and action are relevant to the research questions in this study through the investigations of current practice from the perspectives of principals, teachers and pupils. In pragmatism there is an emphasis on communication, shared meaning making and practical solutions to social problems (Creswell & Plano-Clark, 2017). A practical stance on issues can offer diverse approaches to a research question with an emphasis on identifying practical solutions (Creswell & Plano-Clark, 2017). Pragmatism offers a perspective when the results of qualitative and quantitative data are inconsistent and can help explain variation in findings. A pragmatic paradigm can assist researchers by offering pragmatic steps to recognise and avoid bias. These steps are evident in the descriptions of data collection outlined later in the chapter.

A transformative-emancipatory paradigm (Mertens, 2017) involves collaboration with minority or marginalised groups or with groups whose voices are not typically heard (Shannon-Baker, 2010). Irish immersion teachers and pupils are in a minority group that often feels the need to lobby for recognition and resources. Literacy is a vital skill and for children in immersion settings biliteracy is vital. Acquiring and developing literacy skills is “an intrinsic part of the right to education, empowers people, enables them to participate fully in society and contributes to improved livelihoods” (en.unesco.org). Irish immersion schools are part of the larger Irish language movement that is constantly involved in advocacy and campaigning for rights, resources and support. In NI, demands for Irish language rights had contributed to toppling the devolved government during the initial years of the current study. This setting cannot be ignored and fits with Mertens’s (2017) description of a transformative-emancipatory stance in research that gives voice to minority or marginalised groups. The collaborative aspect of the case study advocated

reflection and inquiry about current practice and has the potential to create autonomy among teachers. It was important for the researcher to not merely describe the context and leave the community no better off, but to offer the potential to promote positive change (Mertens, 2010). The researcher's role in this study is central and an explicit summary of assumptions in-line with the specific paradigms can explain the researcher's stance.

Ontological, epistemological and axiological assumptions

An outline of assumptions can provide a perspective or framework. Ontological assumptions are the social constructs of reality (Mertens, 2010). In a transformative-emancipatory perspective these assumptions refer to social realities within a political, historical, cultural and economic value system (Teddlie & Tashakkori, 2012). In a pragmatic paradigm, both researcher and participants may present a diversity of viewpoints in relation to social realities and these multiple perspectives should be represented in the data (Creswell et al., 2011). The researcher is part of the world of this study. Other research and projects have afforded an insight into practice in immersion schools. This background in the area has influenced epistemological assumptions that explain how this knowledge has been acquired and how it has provided a particular perspective on both the topic and the group in question. The case study offers the opportunity for the researcher to become an "insider" in the field (Mertens, 2017) and with such prior experience the researcher is comfortable with teachers and children. This study involved close interactions and spending time with participants to gain multiple perspectives of the participants (Teddlie & Tashakkori, 2012) and to provide a voice for them (Mertens, 2017). Pragmatism can break down epistemological hierarchies that may

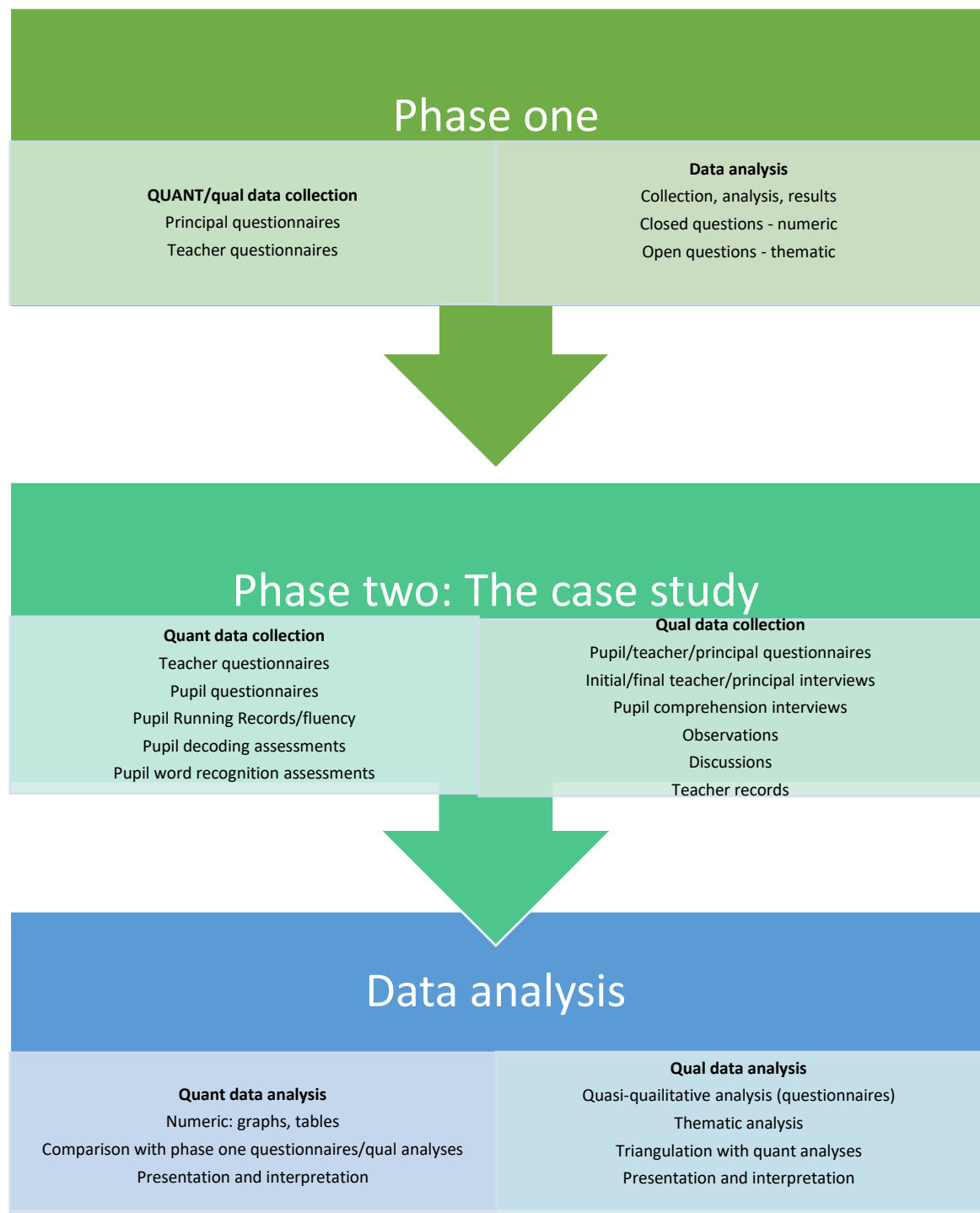
exist in the different methods and methodologies that are involved in a mixed methods study such as this one (Biesta, 2010). Axiological assumptions are a researcher's own values and biases in research. This is the area where pragmatism and transformative-emancipatory stances differ most (Tashakkori & Teddlie, 2003). In a pragmatic paradigm, a researcher chooses topics of a personal interest while, in a transformative-emancipatory paradigm, topics are chosen that benefit society. In this study, both these stances are relevant. The researcher is very familiar with the community in which the study is based and the issue of rights and social justice around the Irish language is pertinent. There is a recognition for the potential for bias amongst participants, including for the researcher. Personal experience in the field may influence what is brought to the research and affect the choice of processes and interpretations of outcomes (Sultana, 2007). The research process was made explicit to the participants from the outset to show respect for the groups. Participants were also given a voice in the process and their own views and needs were included. Both the paradigms and the assumptions have had an impact on the design choice of the study, where the researcher has a central position. A rigorous design in a mixed methods study can alleviate subjectivity and it is anticipated that the design of this study can provide an objective framework for researcher and participants.

The design of the study

From a pragmatic and a transformative-emancipatory stance, the two phased study, questionnaires followed by a case study, was deemed the most appropriate methodology to investigate the research questions. In a mixed methods approach, a specific design and methodology suitable for the research questions must be established before embarking on the study (Creswell & Plano-Clark, 2017). Decisions need to be

made as to whether data will be collected concurrently or sequentially, what type of data will be collected first, how much time will be spent at different stages, and what weight or priority will be given to the qualitative and quantitative aspects of the study (Creswell et al., 2011; Robson & McCartan, 2017). Creswell and Plano-Clark (2017) identify four major classifications of mixed methods study: (a) the triangulation design; (b) the embedded design; (c) the explanatory design; and (d) the exploratory design. This study has a sequential explanatory design (Creswell et al., 2011), where quantitative data in phase one gives a general understanding and is explained further and in more detail by quantitative and qualitative data in phase two (Creswell, 2015; Tashakkori & Teddlie, 2003). In phase one, mainly closed-question questionnaires were sent to all principals and one representative teacher in all Irish immersion schools outside the *Gaeltacht*. Responses from principals and teachers provided the quantitative data in phase one. One final open question in the questionnaires provided some qualitative data in phase one. Phase two was a case study involving six classes (9-11 yrs.) in two Irish immersion schools. Both quantitative data in the form of questionnaires and assessments, and qualitative data in the form of interviews, discussions and observations were gathered at this stage. Data were discussed with the participant teachers in an ongoing fashion and provided a basis to encourage teachers to reflect on their practice. A schematic of the study is presented in Figure 3.1.

Figure 3. 1 *Schemata of the study*



Rationale for questionnaire in phase one

Questionnaires in research can provide a general profile of the participants in a study and can offer a useful starting point to gathering data (Rowley, 2014). However, response rates for questionnaires are generally low (Bryman, 2016; Rowley, 2014) and can often only be taken as a snapshot. There are a few issues that need to be acknowledged when using questionnaires in research. Questionnaires can be time consuming, both to create and to complete, and researchers need to make every attempt to alleviate time issues. The very design of a questionnaire can reflect the designer's view of the world (Gray, 2013), in the choice of questions, in the absence of questions, in the extent allowed by the format of the questions as well as in the research subject itself. The respondents of questionnaires can be equally biased in their responses where they display their own worldviews, interpretations, values, views and attitudes (Rowley, 2014) or responses they feel are desirable (Siniscalco & Auriat, 2005). They may also respond with what they thought they should be doing, indicating what they believe to be good practice (Patten, 2016). Closed questions with multiple choices can potentially be completed in less time. However, closed questions yield less information on topics. Responses to open questions are more difficult to analyse and are time consuming for both the respondent and the researcher, but they offer a more detailed response and potentially more information. Rowley (2014) recommends closed questions coupled with other qualitative methods as a useful approach to questionnaires. In this study mainly closed-question questionnaires were used in phase one to provide a general foundation for the study as well as to invite schools to participate in phase two. The final questions, open questions, offered reassurance that all areas had been covered as well as giving respondents an opportunity to voice their own opinions (Ó Cathain & Thomas, 2004). Responses to questionnaires

should not be taken as fact and, as in the current study, should be used in conjunction with other forms of data (Patten, 2016).

Rationale for a case study in phase two

Yin (2009) defines a case study as “an empirical inquiry about a contemporary phenomenon (e.g. a “case”), set within its real-world context” (Yin, 2009, p. 18). The lack of information in this area in immersion education, as evident in the literature, contributed to this choice in affording the researcher the opportunity to address the “how” and “why” of reading pedagogy in immersion classrooms (Yin, 2012). The design of a case study is paramount to its success (Stake, 1995) and there are varying approaches. A case study can be completely qualitative or a combination of qualitative and quantitative. It can also be a part of a wider research design (Hamilton & Corbett-Whittier, 2013). A case study can be intrinsic or instrumental. An intrinsic case study looks at a case in its entirety while an instrumental case study focuses on a specific aspect (Stake, 1995). A case study can also be reflective, longitudinal, cumulative, collective and collaborative (Hamilton & Corbett-Whittier, 2013). Cumulative, collective and collaborative studies may build on existing case studies, generate case studies around the same theme and involve working with other institutions on cases. The current study is an instrumental case study with a focus on the teaching and learning of reading in Irish in an immersion setting. It contains elements of the reflective case study in including the participants and encouraging reflection, and the longitudinal case study, taking place over an extended period and including potential for change. Selecting cases is also an issue that needs to be considered. Random selection of cases avoids bias but choosing a specific case relies on prior knowledge, experience and the researcher’s intuition. Strategic information-

oriented selection, used in this study, maximises the utility of information from a small sample (Flyvbjerg, 2006).

It is helpful to consider the advantages and particularly the disadvantages of case study use before defining a specific design to explicitly avoid any pitfalls and design faults. The advantages of a case study are in the richness of data it provides with detailed qualitative accounts describing subjects in a real-life environment. But steps must be taken to achieve that goal. Case studies can lack rigour and researchers can be biased (Yin, 2009). A focus on a small group can result in a lack of generalisation (Flyvbjerg, 2006). A case study can be too long and result in large amounts of data (Yin, 2009). Cases occurring over long periods of time need perseverance and can result in loss of interest of participants (Hamilton & Corbett-Whittier, 2013). Having these issues in mind when designing a case study is part of the process. To be rigorous, a case study must be organised and systematic. Stake (1995) suggests that research questions with issues or problems to be discussed provide a conceptual structure for organising a case study. This can also help with timeframes and establish parameters for data collection. Data collection and analysis and the clarity with which findings are reported are central to the quality and value of this approach in educational settings (Flyvberg, 2012; Merriam, 2009; Stake, 1995).

A case study approach offered the opportunity to investigate the issues in context and give an insight into the participants' perspective (Creswell, 2015; Merriam, 2009). The use of multiple methods of data collection and analysis in a case study corroborates the interpretations and increases the validity of the results (Stake, 1995; Kiely, 2005). In the current study, to investigate research question 2 (RQ2), the case study allowed for close contacts and detailed information on pupil practice. To investigate research question 3 (RQ3), an onsite case-study also provided the potential for teachers to

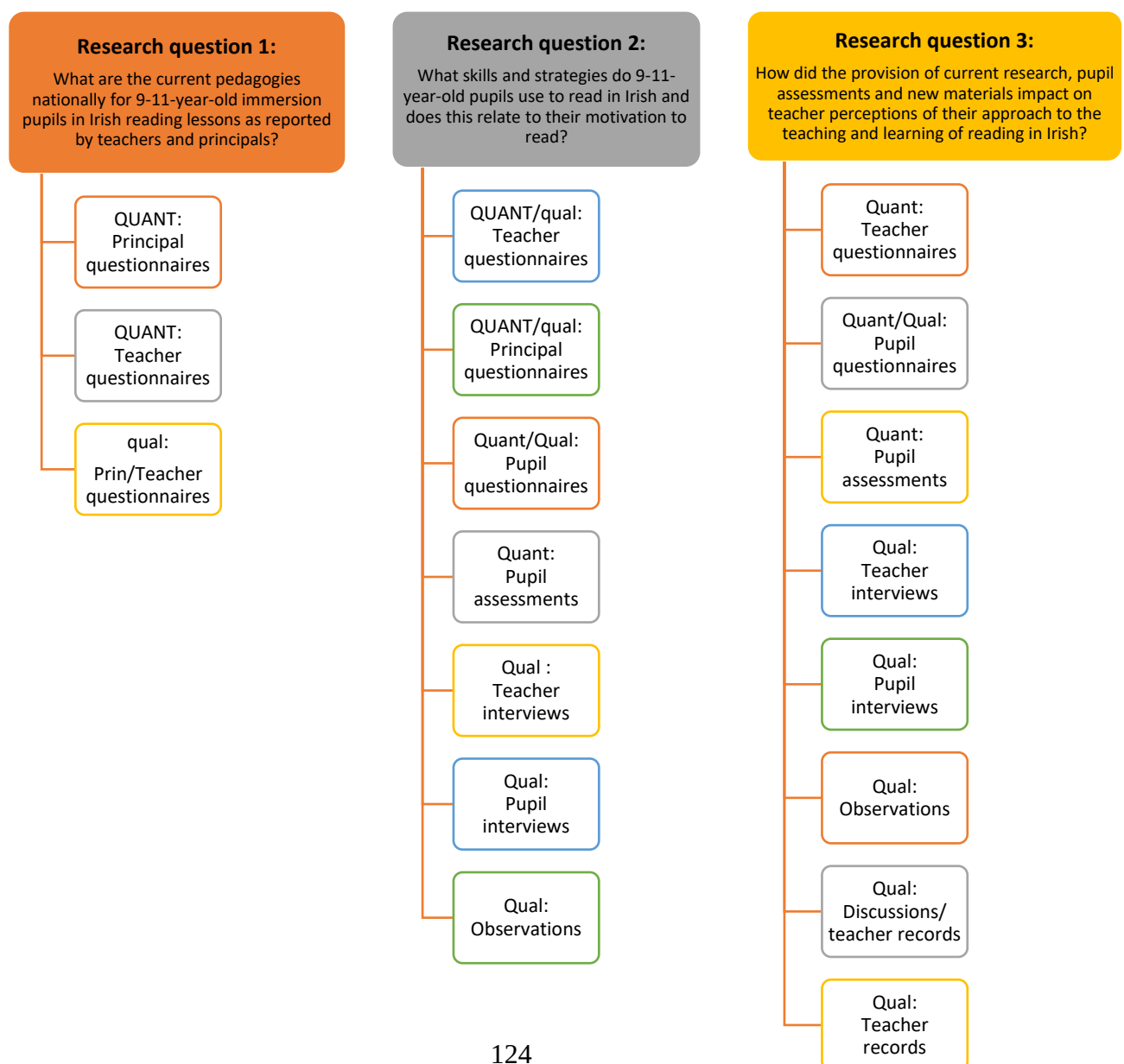
conceptualise their approach to reading in Irish and consider transformational learning on their perceptions of their pedagogy (Kiely, 2005).

Analysis of data

In a mixed-methods sequential explanatory design, data were collected and analysed sequentially, typically quantitative first and then qualitative (Ivankova, 2014). In the current study, quantitative data were collected in phase one to give a general profile of the research problem and then a mixture of both quantitative and qualitative data were collected in phase two to refine the results and provide more detailed analysis. Phase two builds on phase one and both phases were ultimately connected. In this design Creswell and Plano-Clark (2011) recommend considering the priority or weight of the quantitative and qualitative aspects of the study as well as the order of the collection and analysis of each data set and at which stage data will be integrated to answer the research questions. It was decided in this study to give priority to both the quantitative and qualitative data sets as both types of data were collected in the case study and provided clarity when integrated. In an explanatory sequential design, the researcher typically connects the phases to select participants for the qualitative phase (Creswell & Plano-Clark, 2011). Data were also connected to inform the next phase in the study. In the current study, the mainly quantitative data gathered from principals and teachers in phase one were collated and analysed and used as the basis for choosing and planning the case study. These data were used initially to form pupil questionnaires and assessments. Then, in sequence, the information from phase one, as well as that from the questionnaires and assessments, were combined and informed the interview questions and the topics for the discussion sessions with teachers. Findings from the questionnaire data guided the questions that

needed further probing. In the final analysis of all data, multiple data sources were combined and compared. Results provided evidence for findings in relation to the research questions and, where possible, results were discussed in the context of literature on the topic. Ivankova (2014) suggests using a graphic display of how qualitative and quantitative methods relate to answering the research questions as illustrated in Figure 3.2.

Figure 3. 2 *Data in context of the research questions*



Ethical considerations

Necessary steps were taken, in accordance with DCU ethical guidelines. Applications were submitted to the Research Ethics Committee at Dublin City University prior to both phase one and phase two of the study and approval was granted for each (Appendix G, Appendix H). In phase one questionnaires were sent to all schools via e-mail (Appendix J, Appendix K). All correspondences were sent to the school principals and principals were asked to forward links to the questionnaires to relevant teachers in-line with protocol. The school's roll number was used to track responses and maintain anonymity. In phase two, plain language letters were sent to participating principals and Board of Management (RoI) or Board of Governors (NI) explaining the study (Appendix A). Similarly, plain language letters and written consent forms were sent to all participating teachers (Appendix C, Appendix D) and parents (Appendix E) of participating pupils, while a plain language letter and assent forms were sent to all participating pupils (Appendix F). There were two versions of all plain language and consent forms adapted for schools in RoI and in NI, using specific terminology such as class references that are labelled differently in each jurisdiction. RoI versions are in the appendices. All letters were in Irish, and both Irish and English versions were sent to all parents to include those who may not speak Irish, complying with the ethos of each school that non-Irish speaking parents receive all correspondences in Irish and English. All pupil questionnaires, interviews and assent forms were written in appropriate language and were discussed and explained fully. Again, two versions were used, using the specific Irish and dialect used in each school. Codes were used for the children's participation. A withdrawal clause was evident in all consent forms to teachers, principals, parents and children. This allowed any participant to withdraw from partaking in the research at any

point. All participant identities were anonymised on all correspondences. All electronic data were stored in encrypted files to be destroyed after five years. Hard copy data were stored in a locked drawer in the researcher's office.

The two-phase study

Phase one

The first phase of the study was in response to research question 1 (RQ1); *What are the current pedagogies nationally for 9-11-year-old immersion pupils in Irish reading lessons as reported by teachers and principals?* As discussed, a questionnaire to all immersion schools was deemed the most suitable method to gather this information. This section outlines phase one of the study, beginning with a description of the participants chosen to complete the questionnaires and describing some differences in the two jurisdictions. It then describes the construction of the questionnaires with specific detail on the principal and the teacher questionnaires.

Participant profiles

This study focuses on immersion schools in both jurisdictions in Ireland. As outlined in Chapter One, there are marked differences to approaches to the Irish language between RoI and NI. However, the aims of immersion education remain the same and the same linguistic and academic outcomes are common objectives. Some differences between schools in the two jurisdictions are that children in RoI spend eight years in primary school while children in NI spend seven years. Classes are also labelled differently. In RoI, junior infants then senior infants are followed by first class and continue to sixth class. In NI, primary school is divided into Foundation Stage (Primary

1 and 2), Key Stage One (KS1) (Primary 3-4) and Key Stage Two (KS2) (Primary 5 to 7). In this study, the target teacher representatives were teaching *Rang 4* (Fourth class) and *Rang 5* (Fifth class) in RoI and their equivalent age-group in NI were in *Rang 6* (Primary 6) and *Rang 7* (Primary 7). Some terminology is different across jurisdictions as is preference of dialect. Another difference is methods used in each jurisdiction to define the socio-economic status of a school. The Delivering Equality of Opportunity in Schools (DEIS) is used in RoI. It has a two-band system, Band 1 having greater levels of disadvantage than Band 2. Administration of free school meals is used in NI. Another consideration was that teachers in RoI and in NI have different employment contracts and work different hours. All these noted differences were reflected in all correspondences and arrangements with the schools. A list of all immersion schools including their e-mail addresses was provided by *Gaeloideachas* (Irish-medium Education) in RoI and by *Comhairle na Gaelscolaíochta* (Advisory Group for Irish-medium Education) in NI. Two lists were collated of the total 185 schools, 150 in RoI and 35 in NI. E-mails and the relevant versions of the questionnaires, including the different years group labels and curriculum references relevant to each jurisdiction were sent to each group.

Construction of questionnaires

Two questionnaires were designed for phase one of the study, one aimed at principals (Appendix K), and one aimed at a representative teacher of children in the 9-11 age-group from each school (Appendix J). All issues discussed in the rationale above were acknowledged in the process. The content of the questions in the questionnaire was guided by the information outlined in the literature review and the research questions to identify the most important variables. They had the purpose of profiling the community

as well as providing a basis for the planning of the case study. Questions at this stage in the study therefore were comprehensive, anticipating that the relevant information could be extracted and used at a later date. Sample questionnaires used previously in the field were used as a guideline with similar question types and topics used. The initial questionnaire used in the Write to Read Project (Kennedy, 2010), the Questionnaire for all-Irish Primary Schools (Ní Thuairisg & Ó Duibhir, 2016) and the children's questionnaire used by Dunne and Hickey (2018) in their study on book clubs were used as comparisons to guide question designs. Guidelines compiled by Siniscalco and Auriat (2005) for devising a research questionnaire for UNESCO were also used. All questions were closed questions, with the exception of the last two questions in the teacher questionnaire and the final question in the principal questionnaire. It was envisaged that more detailed responses would be obtained in the qualitative phase of the study. It is also worth noting that the questionnaires avoid yes/no responses, except when necessary. A yes/no response to a question does not yield much information while a multiple-choice response to the same question will offer more information. In some questions a Likert-type attitude scaling technique along a continuum was employed. Certain demographic or socio-economic questions that may be sensitive in nature were avoided. The principal and teacher questionnaires were piloted with one teacher and one principal, for question variation, meaning, respondent interest, order and timing. Every attempt was made to be as clear and objective as possible in the design of the questionnaires. Two versions of each questionnaire were made available for schools in each jurisdiction. This reflected differences in curricular and jurisdiction issues. Both questionnaires were standardised, and each group was given the same questions and coding system. However, the resulting four sets of questionnaires were gathered and analysed separately. Questions matched in the questionnaires and responses were collated separately but in the same category.

Questionnaires were designed using google forms as well as on word to offer as a hard copy. Having gained approval from the Research Ethics Committee at Dublin City University (Appendix G), questionnaires were sent in January 2018 via e-mail. Schools were given a deadline for completion. E-mail addresses and role numbers for all schools were provided by *Gaeloideachas* and *Comhairle na Gaelscolaíochta*.

Principal questionnaires. The principal questionnaire (Appendix K) consisted of 36 questions and was used to gather a general profile of schools. It was divided into seven sections with separate titles. The sections on school, principal, staff and children aimed to gather general information on numbers of pupils, teachers, support teachers, class sizes, school growth and participant qualifications. The sections on SEN, reading and planning asked for general information on teaching practices in Irish reading, resources and teacher participation in planning. Most questions were multiple choice Likert-style with tick boxes for ease of completion. On the google form questionnaire an onscreen task bar indicated progress for participants in an effort to encourage participation. The piloting indicated a 10-15-minute timeframe for this questionnaire and this information was provided in advance to participants. In the final question, principals were invited to add further information they thought pertinent.

Teacher questionnaires. One representative teacher from each school was invited to fill in the teacher questionnaire (Appendix J). This questionnaire consisted of 50 questions, 48 of which were closed questions. There were seven sections and two final open questions asking teachers what they felt would assist them most in their teaching of Irish reading and finally asking if they would like to add any information. Again, most

questions were multiple choice with tick boxes and the google form included the onscreen task bar indicating progress. The first sections inquired about experience, qualifications, previous teacher education and information about children and their current reading practices. The next section focused on details on the teaching of reading and explored specifics relating to methodologies, time spent and typical focus of lessons. There were a few questions on catering for special needs in reading and the language used in giving support to children. The next section on assessment enquired about methods used, frequency of use and how assessment data is used. The section on resources ascertained the amount and type of resources available to classes and how they were used. The final section focused on planning for the teaching of reading, who was involved in planning and how planning impacted on classroom practice. The teacher questionnaire was quite detailed and wide, but the multiple-choice form of questioning offered a quick method for answering questions. The pilot indicated a 20-minute timeframe for this questionnaire and this information was included with the instructions.

Analysis of data in phase one

The principal and teacher questionnaires in phase one consisted mainly of closed multiple-choice questions and provided quantitative data that profiled the general group and provided information for the design of the case study in phase two. All questionnaires were made available on google forms with links sent to schools via e-mail. Hard copies were also offered with numbered options in each question for ease of analysis. Google forms is an effective way of creating and administering questionnaires. The design of the questionnaire allows for a choice of question types and respondents can follow the process with ease. Responses were then stored and collated to be transferred for analysis

to a spreadsheet. The final questions of the questionnaire were open questions and responses to these questions were listed, divided into themes and analysed according to frequency. This type of analysis can be dubbed quasi-qualitative (Ó Cathain & Thomas, 2004) in that results are presented as frequencies or percentages. At this point responses can be illustrated as tables, graphs, bar-charts or pie-charts. Responses from the four sets of questionnaires were gathered and analysed separately and used for comparisons when relevant.

Phase two

Phase two of the study was in response to Research Question 2 (RQ2): *What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?* and Research Question 3 (RQ3): *How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?* A case study was deemed the most suitable method to investigate these questions and information gathered from phase one was used as a starting point. This section begins by explaining the reasons and criteria for the choice of the case study schools. It then outlines the design and specific approach of the case study, how this relates to the research questions and includes a graphic framework outlining each step in the process.

Choosing of schools for case study

As part of the questionnaires in phase one, respondents were invited to express an interest in taking part in phase two of the study, the case study. It was necessary for selection that both principal and teacher from a given school were interested in

participating to ensure interest by both parties. Flyvberg (2006) emphasises the importance of choosing a case carefully and, rather than through random selection, the cases for this study were chosen using information-oriented selection. As previously established, it had been decided from the outset to include a school from each of the two jurisdictions in Ireland. This was to ascertain that the teaching and learning of reading in an immersion setting is relevant across jurisdictions, despite the differences outlined previously.

To investigate the research questions, it was necessary to choose schools that currently represent best practice and are perceived as achieving a high standard and positive attitude in general but report low standards and attitudes to reading in Irish and have a desire to improve. The researcher chose two schools based on previous experiences on other projects as well as using information from websites, participation in other schemes and school reports (Department of Education and Skills, 2019; Education and Training Inspectorate, 2016) as well as advice from supervisors. Information gathered and analysed from the questionnaires was also relevant such as socio-economic status and the average percentage of pupils who transfer to post-primary immersions schools. These will be discussed in more detail in Chapter 4.

Although corresponding in age, the children in the sample in NI are the eldest group in the primary school while in RoI they still have a year to complete primary school. To eliminate this discrepancy, an age-group or years spent in school was chosen in descriptions rather than year-groups. In immersion schools in RoI, it is common practice to have multiple classes in a year group. In NI, the vast majority of schools have only one class per year group. In the school in NI two classes in two year-groups took part in the case study (n=60) and in RoI four classes in two year-groups took part (n=120). Principals were contacted by phone and invited to participate. Having chosen the two

schools for the case study, the study itself is outlined in the following sections. Before describing the case study, it is necessary to describe the Collaborative Inquiry model adapted as central to the design of the case study.

The collaborative inquiry model

There are four stages in the Collaborative Inquiry (CI) model as proposed by Coburn and Stein (2010). In Stage 1 the problem is identified. Stage 2 involves the collecting of data. In Stage 3 the data are analysed and in Stage 4 collaborators reflect on the information and their new understandings. Rather than simply observe practice, the current study aimed to improve self-efficacy in teachers in their instruction of reading in Irish. CI has the potential for improved motivation, professional satisfaction and reflective practice (Ciampa & Gallagher, 2016). Teacher inquiry is conducted by teachers, and it gives them an opportunity to reflect and question their own practices. Teacher collaborative inquiry fosters an ongoing dialogue with peers about classroom practices and student achievement and gives teachers voice and autonomy in their practice. This was deemed an appropriate model in the current circumstances where teachers feel isolated in their practice generally, as well as in the specific context of Irish immersion education as a minority practice. The CI model was used to encourage critical thinking (McFalls & Cobb-Roberts, 2001) and in so doing encourage teachers to recognise the need for change themselves. Similarly, creating an awareness of cognitive dissonance can reduce resistance to change (Gorski, 2009) and teachers can be guided to value new approaches in relation to their existing practice (Kennedy, 2018; Kennedy & Shiel, 2010; Oleson & Hora, 2013). CI advocates an in-school setting where teachers collaborate with each other in the presence of a facilitator (Nelson & Slavit, 2008). Various structures can be used in the model including professional learning communities,

lesson study, co-planning and peer observations. These were adapted in the current study with the exception of peer observations that were replaced with researcher observations followed by group discussions. This perspective provided the teachers with a role in the case study and alleviated the role of the researcher from merely observing current practice to assisting the teachers in their reflections.

As has been discussed the design of a case study is vital and can contribute to its success. The key elements of a case study set out by Lincoln and Guba (1985) and Hamilton and Corbett-Whittier (2013) combined with the steps of the CI model are outlined in Table 3.1 to provide a framework and a structure for the case study. More detail on stages 3 and 4 will be discussed in subsequent chapters.

The case study

Having outlined the rationale for the use of a case study above, this section describes the case study implemented in the current study and how it was used to investigate the research questions. This is an instrumental case study with a focus on the teaching and learning of reading in Irish in an immersion setting. The CI model provided a suitable theoretical framework for the case study that involved gathering information on current practice as well as a reflection and action process with teachers, emphasising the collaborative nature of working with peers. The pragmatic paradigm was evident in the practical and a practicable stance taken in reflecting and taking action. The transformative-emancipatory paradigm transpired in giving the teachers a voice and encouraging them to reflect and discuss change.

Two schools were chosen for this case study. With more than one school a broader basis with information from specific sites and an exploration of the various contexts can be included. The study took place in two Irish immersion schools with the researcher

onsite in each school. This case study took place over seven months with questionnaires, assessments, interviews, observations, teachers reports and discussions with principals, teachers and pupils to investigate current practice from a range of perspectives. The case study involved analysing the data in an ongoing fashion and sharing ongoing findings with participant teachers. This aimed to encourage reflection and a change in thinking about practice. By sharing pupil assessments, reading materials and discussing current practice and research, teachers were encouraged to reflect on their current practices and discuss the potential for improvement. This provided dynamic and reflective discussions that linked present practice with past and future as suggested by Pollard (2014). Information on each data set is described later in the chapter and details on the amounts of each set of data are outlined in Table 3.1.

Table 3. 1 *Case study structure adapted from Lincoln and Guba's (1985) and Hamilton and Corbett-Whittier (2013), including stages of the Collaborative Inquiry Model (Coburn & Stein, 2010).*

Stage 1: Identifying the problem: The case	
Reading in Irish, 9-11-year-olds in 2 Irish immersion schools: Belfast – 2 classes Dublin – 4 classes	
The bounded system (time & place)	
7 months 2 Irish immersion schools: 1 RoI, 1 NI	
The context	
Irish immersion schools located within the Irish language community Researcher on-site for all interactions	
Stage 2: Collecting evidence: Sources of data for data collection	
• Principals, one from each school n=2 • Teachers n=6 • Pupils (aged 9-11) n=186	
Collecting evidence: Data collection	
Quant data: Sources and quantity	Qual data: Sources and quantity
Case study principal questionnaires n=2	Pupil questionnaires n=172
Case study teacher questionnaires n=6	Pupil comprehension interviews n=22
Pupil questionnaires n=172	Initial principal interviews n=2
Running records n=158	Initial teacher interviews n=6
Fluency probes n=158	Principal/teacher final interviews n=8
Comprehension questions n=158	Participant observations x 6 sessions (days)
Decoding inventory n=25	Teacher records n=10
Word recognition n=10	Discussions (1 day/1 half day/4 afterschool)
Stage 3: Analysing the evidence	
Results of assessments are discussed with teachers Questionnaire data are discussed with teachers Observations are discussed Some lessons planned	
Stage 4: Reflecting, sharing and celebrating	
Teachers reflect, share and celebrate their new understandings. Teachers consider next steps for inquiry by reflecting on what they have learned.	

Data collection in phase two

As previously stated, phase two in the study was in response to research question 2 (RQ2) *What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?* and research question 3 (RQ3) *How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?* Data were collected with the aim of investigating these questions. The range of data from questionnaires, interviews, assessment, observation and discussions and teacher records in the case study are described in sequence in this section. It begins with the quantitative data: the questionnaires and the pupil assessments. Then the qualitative data are discussed: the pupil questionnaire, interviews, observations, discussions and teacher records. At the end of each of these two sections the data analysis methods pertaining to quantitative and qualitative analysis are outlined. It finally describes how all data were combined and interpreted in response to the research questions. The final sections of the chapter describe the reliability and validity in the study and how generalisable it may be. It also recognises the limitations.

Quantitative data collection in phase two

Teacher/Principal questionnaires. The questionnaires used in phase one in the study were used to profile the two schools in the case study. In phase one, one representative from each school had been asked to complete the questionnaire, but this had not included all participant teachers in the case study. All participating teachers (n=6) were asked to complete the teacher questionnaire. Both principals had completed the principal questionnaire in phase one (n=2). As a starting point for phase two, and to

provide a profile of the two schools, the principal and teacher questionnaires of the participating principals and teachers in the case study were separated from those collected in phase one and analysed separately. This information provided a general profile of each school and a basis for interviews and discussions in the case study. While the questionnaires were used in phase one to answer RQ1 and provide information on practice nationwide, the same questionnaires were used more specifically in phase two in response to RQ2 and RQ3. The layout and questions of the teacher questionnaires have been described and discussed in phase one.

Pupil questionnaires. Pupil questionnaires were administered to pupils in hard copy (Appendix I) to capture data in response to RQ2 and RQ3. They were completed by all pupils in the participating classes (n=186) at the beginning of the case study and were administered in class by the class teachers. This was carried out when the letters of consent and assent were returned signed by both parents and pupils. The questionnaire method is suited to exploring views of children (Lewis & Porter, 2004) and accessing the views of a larger group. The need to involve students in the research is recognised in this study and pupils were invited to give their perspectives on their own educational provision (Gunter & Thomson, 2007). Measures that had been tried and tested were considered a prudent option as a basis for the development of the pupil questionnaire for this study. Two measures that have been widely used in English are The Motivation to Read Profile-Revised (MRP-R) (Malloy et al., 2013) and the Motivation for Reading Questionnaire (MRQ) (Wigfield et al., 2004). Dunne and Hickey's (2017) book club questionnaire in Irish was also used as guidance. The questionnaire consisted of 40 questions, all in Irish. All questions were coded to assist analysis. Questions 1-27 followed the structure of the MRP-R where questions are uniform in layout with an

unfinished phrase and a choice of four endings for the student to tick one. This was a conscious attempt to build ease of analysis into the questionnaire design. The uniformity of layout made analysis of the responses easier. Questions 28-40 were open questions where pupils were invited to write longer answers and embellish on some of the information, giving reasons for their answers. The Motivation for Reading Questionnaire (MRQ) (Wigfield et al., 2004) inspired questions indicating attitudes towards self-efficacy, involvement, curiosity and challenge. Dunne and Hickey's (2017) book club questionnaire in Irish also inspired the use of themes specific to Irish reading and the use of pictures to make it more attractive. It was envisaged that these open questions would provide more detailed information on the wider group when only selected pupils were interviewed in the case study.

Every effort was made to adapt the questionnaires to the pupils' competence levels, to provide adequate adult support in the process and to make the layout attractive and colourful. The questionnaire was trialled before administration with a group of three pupils one year older than the participating group in one of the schools. These pupils represented three ability levels in their class. The researcher carried out the trial in the school and gained valuable insights regarding time involved, clarity of questions and acceptable guidance for teachers to avoid prejudicing responses. The trial questionnaire took 45 minutes, however the researcher acknowledged that this could be longer with a bigger group and that the open questions could prove to be quite time consuming. Subsequently, a session was held with the teachers to discuss the questionnaires, the questions and the approach to guidance with notes from the MRP-R. It was suggested that questionnaires could be completed over multiple sessions. Children used their first names when filling in the questionnaire but, when collated, the researcher changed this to a coded number for analysis.

Pupil assessments. As discussed in Chapter 2, breaking reading into its prerequisite components can assist in an understanding of how each component develops. Assessing specific components was recognised as having the potential to provide valuable information in the current study. Assessments can assist teachers in planning their reading lessons as well as determining elements of instruction and aspects of scaffolding that have been effective. In this study, they could also provide a discussion topic for teachers in the CI model to encourage reflection on practice in the context of pupil performance. Information from the questionnaires was used to determine available assessments and assessments that would be useful in assessing reading in Irish. This information provided a context for the formation of assessments for the study. Informal assessments can offer teachers more direction for their teaching in determining development and specific needs of pupils (Afflerbach, 2005). An Informal Reading Inventory (IRI) is a possible approach to assessment that is teacher-designed and student-specific where teachers can focus on students' strengths, weaknesses and strategies in fluency, decoding, word recognition and reading comprehension (Paris, 2002). This type of assessment is suitable for schools that do not have access to commercially produced assessments or, as in the case with the schools in this study, are not available in Irish. Assessments therefore had to be developed for specific use in this study. However, using assessments or basing assessments on those trialled and tested previously in English had benefits for reliability and validity for the current study and is discussed later in the chapter. Development of assessments will also be discussed further. All assessments were trialled with a small group of children, with one representative from each ability group in the class one year older than the participating classes. Assessments were also discussed with teachers prior to implementation. As discussed in Chapter 2, using texts at

appropriate levels can be used in assessments. Using a text at the correct instructional level gives readers the opportunity to reveal their skills and strategies and how they approach challenges. The researcher's first task in compiling the IRI was to level suitable books.

Book levelling. Book levelling proved to be an integral part of the case study and was raised by teachers at every part of the process. Currently, there are no guidelines for books in Irish to ascertain their levels of difficulty. Publishers, teachers and parents use their own judgement. Financial support was secured for the study and the participating schools were promised new reading materials as part of the case study. It was decided that sample books would be purchased initially and discussed with each of the schools to secure some suitable materials. Quantitative and qualitative forms of levelling texts are discussed in Chapter 2. The detailed method of Fountas and Pinnell (2017) was employed for this study and the guidelines were used to choose suitable texts for use in Running Records (Appendix R). Fountas and Pinnell's guidelines have detailed descriptions of each level. They recommend grade levels for their book levels and levels T, U, V and W, X, Y were used as a starting point for the two year-groups in this study. To allow for margins of difference other levels were included from Level Q to Level Y, reflecting an awareness from experience that Level T would be challenging for some children and also that some children may read at a higher standard than the recommended levels for each grade level. The researcher listed the 10 features of each level, adapted them to Irish and analysed books according to the features. These books and the suggested levels were discussed with the participating teachers to include specific features pertaining to Irish that make reading challenging. Some sentence structures can be particularly challenging for non-native speakers of Irish. Unfamiliar vocabulary can be challenging, but if

explained in the text or repeated in the text the challenge can be reduced. Each level begins with a rough guide of number of pages, estimation of word count, number of text lines per page, sentence length and links in sentences. More detail is then given for each book regarding structure, content, themes, language and literary features, sentence complexity, vocabulary, words, illustrations and print features. Exemplar texts are included at each level (Appendix Q). As evident in Appendix Q there is less choice of suitable texts in the lower levels and more choice in the higher levels and non-fiction texts are generally very limited. Based on the level outlines, texts were assigned to each level and passages from the texts were typed into the framework of the Running Records, one at each level. Passages from a mixture of fiction and non-fiction texts were chosen. It is important to note that these levels were only intended as a guide and starting point for teachers.

Running records. RR were carried out with all participating pupils (n=158) as described in Chapter two. *Áis Mheasúnaithe sa Luathlitearthacht* (Early Literacy Assessment Resource) (Clay & Nig Uidhir, 2006) based on *An Observation Survey of Early Literacy Achievement* (Clay, 2006) was used as consultation of layout and terminology. The RR aspect of the *Cleite* reading programme, a previous project, also drew on English versions of RR such as those in PM Readers (Scholastic) that focus on older age-groups and use a comprehension element as part of the assessment and was also used for reference and guidance in the current study. In a typical RR for 9-11-year-olds, a passage of at least 150 words is read aloud and the reader is monitored and analysed for errors and strategy use with the assistance of a framework of the text and the use of codes. However, in the current study it was deemed that 100 words would be sufficient given that pupils were reading in the immersion language and not their first language as

recommended by Briceño and Klein (2018). The additional issues of reading in an L2 could be analysed in more detail with a slightly shorter passage. There is a lack of guidance and knowledge of how to adjust RR for second language learners. Current guidelines state that a text read at 96%-100% accuracy is easy, 90%-95% is at an instructional level and below 90% accuracy is challenging (Clay, 2019). In multilingual contexts, readers bring knowledge of other languages to their reading (Gebauer et al., 2013; Koda, 2007) and may develop reading strategies from the interaction of their known languages. Teachers and researchers must have extensive knowledge about the language involved as well as other languages known to the reader (Genesee et al., 2006; Koda, 2005). Similarly, in an attempt to make the process as straightforward as possible for teachers, it was envisaged that 100-word passages could be analysed easier for percentages. The passages chosen were the first 100 words of a book, a mixture of fiction and non-fiction, and were aimed at an instructional level of reading. Pupils were given the book and asked to read the marked passage aloud. The given passage from each level had been typed onto a framework on a separate page and was used to track the reading (Appendix R). In this framework, abbreviations of the codes are included in the analysis tables to assist teachers new to the system. In this manner teachers can tick the appropriate column that specifies the type of error or self-correction, rather than using the code.

It was decided that the researcher would carry out RRs and that the teachers would be prepared and would do samples as a trial. There were two reasons for this decision. The first was difficulties in securing substitute cover and releasing teachers from teaching duties. But the main reason was for consistency in results and, given the trial nature of the IRI, the researcher could ensure regularity with codes and interpretations. Consensus of these interpretations could be approved with the teachers during the discussion sessions. The teachers provided lists of ability groups based on their current assessment

methods. Results from current standardised tests were provided by both schools as a comparison. Readings were prepared for each group choosing passages from the levelled texts. All pupil oral readings were recorded on a phone application, and all recordings were labelled immediately after each child returned to his/her seat and were uploaded to Google Drive. A full day was spent with each class to complete the RRs. Based on this information and final analysis of the RRs some pupils were given further sight-word or decoding probes. These are discussed later.

Fluency. Fluency was included as an intrinsic part of the RR in the IRI and included all participating pupils (n=158). As outlined in Chapter 2, fluent readers have moved from decoding to recognising words automatically. In fluency assessment, it is necessary to go beyond words per minute and to evaluate whether students are monitoring for understanding. For the purposes of this study students' oral reading fluency was measured as part of the RR. Rasinski's (2004) rubric, the 'Multidimensional Fluency Scale' (MDFS) measures prosody as well as rate in terms of expression, phrasing, smoothness and pace on a scale of one to four. The rubric was adapted to Irish (Appendix T) and as mentioned previously adaptations from English assisted with validity and reliability and will be discussed further later in the chapter. As part of the RR, the number of words read after reading for one minute was marked on the transcript. The transcripts on the RRs had a word count indication every 50 words for ease of counting in the analysis. The rubric included a section for word-count (Appendix T). To score fluency, errors made in the words read in one minute are counted and subtracted from the total number of words read in one minute. The difference is the fluency rate of words per minute. The recordings made in the RR were played back to assess each reading for prosody using the rubric for expression and volume, phrasing, smoothness and pace on a

score from 1 to 4 (Rasinski, 2004). This proved to be more difficult to ascertain and to test for reliability in the researcher's judgement of the aspects of prosody. A former colleague of the researcher agreed to listen to 20% of the recordings with the researcher for consensus of opinion.

Comprehension in the Running Records. Comprehension was explored on two levels in the IRI. The first level was an intrinsic part of the RR with all pupils (n=158) and consisted of three comprehension questions based on the passage read for the RR (Appendix R). The example of PM Benchmark Reading Assessment was used as a guideline for the comprehension questions as well as for the suggested rubric for scoring responses. The first question was a literal question pertaining to something definite in the text, eg. Where were the characters? What is the boy's name? The second question requested a summary of the passage they had just read. In the third question they were asked what they thought would happen next. A simple rubric was used for responses that were scored as Excellent (5), Satisfactory (3-4) or Unsatisfactory (0-2), added to the RR. Given this form of analysis these data are included in the quantitative section while the comprehension interviews yielded qualitative data and will be discussed in the relevant section.

Decoding Inventory. The information from the RR was employed for the next stage of the IRI. RRs give a general profile, but further probing in specific areas highlighted in the RRs could provide more specific information for instruction. A focus on poor decoding skills and poor sight vocabulary skills are two appropriate further probes (Walpole & McKenna, 2006). There are no assessments in Irish for decoding. Similar to other assessments used in the study, a tool tried and tested in English was a

useful starting point. The Informal Decoding Inventory (IDI) (Walpole et al., 2011) was used as a basis for an Irish version. The IDI is a diagnostic tool with two parts and five sub-tests in each part. Part 1 has monosyllabic words and Part 2 follows the same sub-tests but with multi-syllabic words. Each sub-test consists of ten real words and ten pseudo words. The English sub-tests are on short vowels, consonant blends and digraphs, r-controlled vowels, the split digraph (vowel-consonant-e) and vowel teams.

English and Irish are different languages with different features and phonological makeup and the IDI is specific to English. The researcher's prior work in adapting a phonics programme to Irish was beneficial in this area as well as other materials available on the phonology of Irish (Stenson & Hickey, 2018). The same structure and sections as the IDI were adhered to, however, the specific make-up of Irish and the stages involved required six sub-tests. These are i) short vowels, ii) long vowels, iii) two letters/consonants one sound, iv) broad and slender consonants, v) variations of short vowels and vi) variations of long vowels. Each sub-test has real words and pseudo-words where one sound that is not the focus sound or minimal pairs, changes, eg. *balla/barra* (wall/bar). Like the IDI there are two parts in the Irish test, part one consists of monosyllabic words, part two has multi-syllabic words (Appendix V).

A section was added to part two of the Irish version of the inventory solely on morphology to ascertain links between morphological awareness and reading comprehension (Adams, 2011; Barnes et al., 2017; Carlisle, 2007; Wagner et al., 2007). Morphemes are parts of words and morphology analyses the structure of words. The example of Carlisle and Fleming's (2003) work on morphological awareness with first and third grade pupils was used as a basis. This study used words with a familiar affixes and words with an unfamiliar affix, eg. *knotless*, *treelet*. It also used words with a recognisable base, eg. *told/untold* and then words with a base that changed, eg.

decide/decision. Unusual compound words were also used eg. *bucketball*. It has been established that morphemes are a central aspect of the orthography of Irish in the form of affixes, plurals, lenitions and eclipses on words and examples were added to the inventory. Seven different plural forms of mainly recognisable nouns were chosen with two sample words representing each plural. The next section consists of bound morphemes, where two standalone words are combined to make a compound word. Like the Carlisle and Fleming (2003) version these were compound words made up of two recognisable and common words but not usually together as a compound word to encourage the children to study them and discuss the possibilities. Another section with commonly used prefixes and another with common suffixes including some indicating verb tenses was included. In this section pupils' responses were analysed rather than scored.

Word recognition. Another aspect of the RR is word recognition and ascertains if readers can read words fluently based on sight knowledge and memory. This usually occurs with the most frequent words in a language. As has been discussed earlier in the chapter, lenitions, aspirations, plurals and grammatical changes in Irish words means words are not always spelled the same way. There is no research in this area that indicates whether these changes to words affect sight word memory in Irish. For the purposes of this study the researcher used *Breacadh's* wordlist. The collators of this wordlist collected the most frequent words from all publishers in Ireland and, given that one school in this study was based in NI, it was important that publishers in NI were included in this word collection. The wordlists are divided into age-groups and each entry, when relevant, includes the range of lexemes related to a root word and includes the frequency of each root and lexeme. The words were transcribed onto a clear frame with fifty words per page

(Appendix U). Children were simply asked to read the words starting at 201-250 as a trial and were moved up or down a category accordingly.

Quantitative data analysis in phase two

Questionnaires. The principal and teacher questionnaires in phase two were the same as those used in phase one but in response to RQ2 and RQ3 and with the principal and teacher participants of the case study. These were analysed separately from the questionnaires of phase one. Responses were collated in Google forms and then transferred for analysis to a spreadsheet in Excel. Using Excel, responses were illustrated as tables, graphs, bar-charts or pie-charts. Quantitative data were also gathered in questions 1-29 in the pupil questionnaires. Pupil questionnaires had been completed by hand and all responses were copied onto spreadsheets in Excel. Separate data were collated for pupils from each case study school and for specific class groups in each school in anticipation of later comparisons. Pupils had written names on their completed forms, and these were transferred to codes for anonymity. Again, responses were illustrated as tables, graphs, bar-charts or pie-charts.

Pupil assessments. All pupil assessments in the IRI were carried out by the researcher for consistency. However, samples of the RRs from each school were analysed with each group of teachers, analysing anonymous samples from the other school. It was anticipated that involvement in the process could help teachers understand how each pupil had been assessed and chosen for the next level of assessment in the IRI. Participating teachers may also decide to use aspects of these assessment methods in their own practice. Attempts were made therefore to make the Irish versions of the RR sheets

as easily accessible to teachers as possible. Titles with relevant codes were added at the tops of columns and teachers were asked to tick the relevant boxes rather than familiarise themselves with acronyms relating to Irish words and potentially causing confusion with the English versions (Appendix R). A column for miscues emanating from knowledge of English was added to the Irish framework (Appendix R). Briceño and Klein (2018) discuss an awareness of language related errors eg. in English, reading *run* for *runs*, and that a lack of awareness of these errors could attribute to a higher rate of miscues in multilingual readers. In this study the breakdown of miscues in the title columns includes *mífhuaimniú* (incorrect sound) that includes omission in pronunciation of aspiration or eclipse and *malartú* (word replacement) to allow for this distinction and to describe each miscue. It also includes a column for words where English sounds have been used in decoding Irish words. These aspects were discussed and agreed with participating teachers.

The researcher was also aware of recent questioning of Clay's (1967) accuracy boundaries for reading (Shanahan, 2020). Shanahan (2020) claims that the 95% boundary as an easy text is too low and does not offer enough stretch for pupils in their reading. However, although acknowledging Shanahan's misgivings, it was decided in this study that Clay's boundaries are long-standing and should be implemented. All results of the pupil assessment were collated and tabulated in Excel. These data were used to make tables, graphs or pie-charts as appropriate in the discussion. These were used to illustrate points in the discussion as well as to make comparisons across the groups, and across the different forms of data.

Qualitative data collection in phase two

Pupil questionnaires. 13 of the 40 questions in the pupil questionnaires were qualitative (Appendix I). All pupils completed the pupil questionnaire (n=186). The qualitative questions, although time consuming, provided deeper information on the topics. The qualitative questions provided a deeper understanding of the topics among the larger group. Pupils were asked to describe their reading skills and strategies, their preferences for reading and what could help them read better in Irish. Hard copies of the questionnaires were completed by the pupils and were administered by the class teachers over two to three sessions. Like the quantitative section, questions were coded for ease of analysis. The 13 qualitative responses were transcribed verbatim into Excel along with the quantitative responses. They were then transferred to a table in word and were analysed into themes where frequency of responses was collated for analysis.

Comprehension interviews with pupils. Comprehension questions had been an aspect of the RR with 3 comprehension questions posed to each pupil and analysed quantitatively. Comprehension interviews were also held with a smaller number of pupils (n=22). Pupils were chosen for interviews by each class teacher as representing three ability levels in reading in each class. Teachers suggested interviewing the children in pairs, suggesting they may be more talkative with a friend. The researcher took these issues on board. It was envisaged that a specific probe for comprehension could reveal some information about the pupils' comprehension levels. The Major Point Interview for Readers (MPIR) (Keane & Zimmerman, 1997) assesses student's ability to use a strategy through a series of questions and was deemed suitable for this purpose. The MPIR can be an oral or a written assessment, the oral version chosen for this study. The MPIR was translated to Irish (Appendix X) by the researcher with an awareness of keeping language

clear and adding some explanations of terminology that may be unfamiliar to students or teachers. It was decided that the researcher would carry out the comprehension interviews to get to know some of the children and to gain some further insights into their practices. The Irish version of the MPIR was discussed with the teachers in each school prior to implementation. The English version of the MPIR includes detailed teacher instructions that require prior preparation and familiarisation which the researcher spent a lot of time on prior to implementation. The test is divided into 10 sections on specific aspects of comprehension: thinking aloud, using prior knowledge, inferring, questioning, deciding important points, recognising reasons for reading, monitoring, visualising, synthesising and retelling and text structure. These are detailed aspects of reading comprehension. In preliminary discussions teachers did not foresee pupils giving comprehensive responses in these interviews. However, in separating each element, information could be gathered on how children interpret these questions and how issues such as the transfer of skills impacts their comprehension in Irish reading. A comprehension probe such as the MPIR could assist teachers in examining specific aspects of comprehension more closely and understand immersion pupils' reading in the context of their language acquisition.

Each section of the MPIR contains teacher guidelines and notes with a specific script for the teacher. Some of the elements provide a choice of questions. It is important for teachers to review these notes and choose questions before the interview. Some of the issues overlapped and could be covered within other sections. Each section is then followed by a rubric where the teachers score the pupil on given responses from 1 to 4. To carry out the tests on twenty-two pupils required a full day in one school (School A) and half a day in the other (School B). All interviews were recorded using the Voice Record application.

Teacher/Principal interviews. Interviews were used in the study, both to give respondents a voice as well as to provide the opportunity to gather more in-depth information from the participants. The researcher's pragmatist and transformative-emancipatory stance in this study sees the voice of participants as central to the research and is evident in giving voice to the teachers in interviews as well as a role in the CI model. Interviews give participants the opportunity to share their own understandings and beliefs (Cohen & Crabtree, 2006). Interviews were carried out early in the case study with participant teachers (n=6) as well as in the final stage of the case study with all teachers (n=6) and principals (n=2). All interviews were piloted with colleagues and former colleagues of the researcher to ensure sensitivities in questions and topics and that wording was appropriate. Initial interviews were conducted in the schools of the interviewees to ensure comfort and to reduce the power differential between the researcher and the teachers. Final interviews took place on Zoom and were recorded with prior consent. Interviewees were clearly informed that interviews would be recorded and stored anonymously in an encrypted file and that no-one other than the researcher would listen to them. All data findings would also be presented anonymously. Initial interviews were recorded in each school on the Voice Record application on the researcher's phone with every attempt to put interviewees at their ease. All interviews were in Irish and were then transcribed verbatim by the researcher.

Initial teacher interviews. The five-question interview (Appendix AA) was carried out early in the case study with all participating teachers (n=6). Initial interviews were constructed to provide more in-depth information gathered in phase one of the study as well as more nuanced descriptions of participants' lives with opportunities to clarify issues and expand on information. The semi-structured interviews (Evans & Lewis, 2018)

used had guiding questions but allowed the participants to speak freely. This provided some structure for collecting and analysing data. Given that general information had already been gathered in the questionnaires the researcher wanted the interviews to be more in-depth and personal. The initial interview began with an explanation of the process, the links between the interview and the questionnaires and how the interview would proceed. It consisted of five questions and began with a descriptive topic to encourage discussion and relax the interviewees. More specific questions followed when they were asked to describe a typical reading lesson and types of guidelines available to them on Irish reading. Finally, they were invited to explain what they thought the challenges were in reading in Irish and how they could be addressed with a view to improving reading.

Final teacher interviews. The final interview was carried out with all participant teachers (n=6) (Appendix FF) with the aim of investigating how each person described their experience in the case study. Participant teachers were asked to describe the most salient aspect of the case study and to describe the most useful things they had learned. They were asked if their practice had changed or would change in the future as a result of participating in the case study. The final question inquired about aspects of professional development they believed were required for future development.

Final principal interviews. Principals (n=2) were also interviewed at this final stage of the case study (Appendix GG) to gain more detailed information on each school setting as well as to discuss their views on reading in Irish in the school, how effective they believed school planning to be and to ask what they thought would be required to improve standards in reading in Irish. This opportunity was also taken to give principals

a voice and, out of courtesy, to have a final say in the study. It also provided the researcher with the opportunity to thank each principal in person and convey gratitude of their ongoing support throughout the study.

Discussions. The researcher has explained the desire to offer some assistance to teachers and to support them in conceptualising their practice of the teaching and learning of reading in Irish through their involvement in this case study. The CI model was employed as a way of collaborating with the teachers to help them consider their current practice. The researcher saw herself as the external expert in the process of combining outside knowledge with inside teacher knowledge and practice (Cordingley, 2015). The researcher attempted to establish a collaborative relationship between expert and practitioner (Neuman & Cunningham, 2009). Cochran-Smith and Lytle (2009) discuss blurring the boundaries between researcher and practitioner and in this study, teachers' needs were foremost. Discussion sessions in the case study reflect stage 3 of the CI model that involves analysing the evidence (Coburn & Stein, 2010). There were three aspects to these discussions; 1) teachers were given readings and these were discussed as a group, 2) pupil assessments were shared with teachers as they were analysed, 3) new texts for reading in class were shared and discussed. It was anticipated that through each of these aspects, teachers would be given opportunities to conceptualise their current approach to the teaching and learning of reading in Irish.

The researcher had secured funding for substitute cover for some days and discussions took place in each of the schools, sometimes over a full school day or an afternoon session, sometimes after school, occurring according to teacher and school availability. Details of times are presented in Table 3.2. Teachers were given academic readings over the course of the case study. These were chosen carefully for their content,

relevance, information as well as readability. Prior discussion in each school as well as data from pupil assessments, questionnaires and interviews had highlighted some areas of concern for each school. In this perspective research was provided on reading fluency (Rasinski, 2012), vocabulary development (Wasik & Campbell, 2012) and on reading comprehension strategies (Dole, 2002) as well as an online article on comprehension strategy pedagogy on Reading Rockets (Pressley, 2001). Guided reading was a specific issue raised by both case study schools, and an article was provided (Fountas & Pinnell, 2012). All these chosen areas have potential for transfer across languages. Some articles specific to reading in two or more languages were also provided, given the teachers specific lack of knowledge of reading across two languages. It was noted that these articles were academic studies and not as readable as the articles pertaining to English. An article on fluency in reading in an L2 (Grabe, 2010) and an article on vocabulary development among first and second language learners (Lervåg & Aukrust, 2010) were provided.

Pupil assessments were shared in these sessions, beginning with a session on RR. As part of this, teachers were invited to carry out RR with sample readings from the other case study school. A better understanding of RR equipped teachers to discuss and agree on the changes made in the RR frameworks specific to RR in multilingual settings and specific to Irish. Sample texts, fiction and non-fiction, were introduced in these sessions and the levelling system was discussed and agreed as a starting point. Teachers chose specific texts for their classes at the range of levels.

Participant observations. The researcher was present in the participant classes on various occasions and was able to observe practice informally. Participant observations were more specific where the researcher observed the reading lesson while

involved in some form of group activity or assistance in the classroom. Lessons generally lasted about one hour but some teachers allowed the reading lessons to run longer to allow more time. The researcher, being involved in the lesson, was unable to write a lot of notes while in the classroom but recognised the importance of writing up the observation immediately after leaving, before forgetting any important points. An observation framework was used to assist with these notes based on that of Taylor et al. (2005) (Appendix LL). This framework consisted of a breakdown of time spent at each stage of the lesson and issues covered at each stage. Information was gathered on the format and grouping of the lesson, the most salient literary event, materials, approach, teacher interaction styles and responses of the pupils. Abbreviations were used in the analyses of the various data to represent participants. Table 3.2 lists the abbreviations used in the study.

Table 3. 2 *Codes indicating participants in the case study*

School A	SA
School B	SB
Principal School A	PSA
Principal School B	PSB
Class 4A School A	4ASA
Class 4B School A	4BSA
Class 5A School A	5ASA
Class 5B School A	5BSA
Class 6 School B	6SB
Class 7 School B	7SB
Pupil 1 Class 4A School A etc.	P14ASA etc.

The codes are used in Table 3.3 that presents an outline of all time spent in each school and in each classroom. In SA the principal was present in some discussion sessions. In SB a leader teacher assigned by the principal was present for all discussion sessions and has been coded PSB for convenience.

Table 3. 3 *All interactions with the schools in the case study*

Meetings	Present	Topic	Time
Sep-Oct 2019: Discussions/ Piloting			
1	SB 6SB, 7SB, PSB	Introduction Outline of plan for year Consent forms/letters Books currently being read Funding for new books	2 hours
2	SA 4ASA, 4BSA, 5ASA, 5BSA, PSA	Introduction Outline of events Consent forms/letters Pupil questionnaires Books currently being read Funding for new books	2 hours
3	SA 3 pupils (older)	Piloting: Questionnaire Piloting: Assessments	1 day
4	SA 4ASA, 4BSA, 5ASA, 5BSA	New texts discussed Draft levels for assessment discussed	1 hour
5	SB 6SB, 7SB, PSB	New texts/draft levels Consent forms collected Questionnaires to teachers Discussion on administering questionnaires	2 hours
6	SA 4ASA, 4BSA, 5ASA, 5BSA	New texts/draft levels Consent forms collected Questionnaires to teachers Discussion on administering questionnaires	1 hour
Oct-Nov 2019: Assessments/ Observation			
1	SA, 4 classes n=103	Individual pupil assessments: RR Class observation	4 days
2	SB, 2 classes n=56	Individual pupil assessments: RR Class observation	3 days
3	SA, 4 classes n=15	Individual pupil assessments: Decoding/word recognition	1 day
4	SB, 2 classes n=10	Individual pupil assessments: Decoding/Word recognition	1 day
5	SA, 2 classes n=10	Pupil interviews (pairs)	3 hours
6	SB, 2 classes n=12	Pupil interviews (pairs)	3 hours
Nov. 2019: Initial teacher interviews			
1	SB 6SB, 7SB, PSB	Individual teacher interviews 1	3 hours
2	SA 4ASA, 4BSA, 5ASA, 5BSA	Individual teacher interviews 1	3 hours
Nov 2019-Feb 2020: PD/Discussions			
1	SB 6SB, 7SB, PSB	Collaborative inquiry: Discussion/PD on fluency/vocab Readings (other studies)	2 hours

		Speak-out plays to try with groups	
2	SA 4ASA, 4BSA, 5ASA, 6ASA	Collaborative inquiry: Discussion/PD on fluency/vocab Readings Speak-out plays to try with groups	2 hours
3	SB 6SB, 7SB, PSB	Discussion of assessments Running Record training Collaborative inquiry (issues from assessment): Phonics/morphology, vocab, group reading, comprehension Readings (other studies)	1 day
4	SA 4ASA, 4BSA, 5ASA, 5BSA	Discussion of assessments Running Record training Collaborative inquiry (issues from assessment): Phonics/morphology, vocab, group reading, comprehension Readings (other studies)	1 day
Feb-March 2020: Observations			
1	6SB	Participant observation: Irish reading lesson	1 hour
2	7SB	Participant observation: Irish reading lesson	1 hour
3	4ASA	Participant observation: Irish reading lesson	1 hour
4	4BSA	Participant observation: Irish reading lesson	1 hour
5	5ASA	Participant observation: Irish reading lesson	1 hour
6	5BSA	Participant observation: Irish reading lesson	1 hour
May-June 2020: Final interviews			
1	PSA	Principal interview	45 mins
2	6SB,	Final teacher interview	30 mins
3	7SB	Final teacher interview	30 mins
4	4ASA	Final teacher interview	30 mins
5	4BSA	Final teacher interview	30 mins
6	5ASA	Final teacher interview	30 mins
7	5BSA	Final teacher interview	30 mins
8	PSB	Principal (Leader teacher) interview	30 mins

Teacher records. Stage 4 of the CI model is reflecting, sharing and celebrating the new understandings (Coburn & Stein, 2010). In the discussion sessions, each school had highlighted an area of focus for improvement in reading lessons in Irish based on the new information from the new texts made available to them, scholarly readings on the areas of concern and the analysed data from the pupil assessments. As a method of capturing some evidence of new thinking and new understandings, teachers were given a record sheet to complete at the end of a reading lesson (Appendix QQ). Based on

recommendations by Guskey (2002), and adapted to Irish, they were asked to complete a short form after a reading lesson that contained some element of a new conceptualisation of reading in Irish resulting from one of the discussion sessions. On each sheet, teachers were asked to name and describe their opinion of the new texts used, describing the suitability of the text for the readers. They described their classroom management strategies used in the lesson, how the class was organised and the most salient literacy activities that had occurred. They were then asked to outline elements of change that had been employed in this lesson compared to previous lessons and how confident and organised they felt about their practice now following the discussion sessions. The final sections asked them had they noticed any change in their own expertise and if they expected higher standards in their classes going forward. One or two of these lessons and records were completed by all teachers (n=6).

Qualitative data analysis in phase two

Qualitative data in questionnaires. In a case study it is incumbent to draw data from multiple sources (Merriam, 2009; Yin, 2009) and this study includes questionnaires, interviews, discussions, observations and teacher records. All data collected in the case study, was in response to RQ2 and RQ3 but they also provided deeper information for RQ1. The majority of questions in the teacher and principal questionnaires were analysed as quantitative data. However, the final one or two questions in the questionnaires, were open questions. Questions 28-40 in the pupil questionnaires were open questions. Ó Cathain and Thomas (2004) state that qualitative questionnaire responses can be viewed as quasi-qualitative, depending on the analysis. In this study, all responses were transcribed verbatim onto a spread sheet in Excel. This process afforded an opportunity

to become familiar with the responses and note emerging themes for each answer. Questionnaire data were then converted into meaningful categories for analysis. Responses to each question were analysed separately noting the frequency of the occurrence of themes in the responses to each question and these were collated from highest to lowest frequency. Where relevant, these frequencies were then represented as percentages in the discussion.

Thematic analysis. Data from interviews, participant observations and teacher records were analysed thematically (Braun & Clark, 2006). Thematic analysis (TA) is a method used to identify, analyse and form patterns in the data (Braun & Clarke, 2006). There is a need for rigour in TA in terms of the credibility of the research process (Nowell et al., 2017). Analysis of the different types of qualitative data in this study was informed by the six-phase framework devised by Braun and Clarke (2006). These are familiarization, coding, searching for themes, reviewing themes, defining and naming themes and writing the report. Braun and Clarke (2006) emphasise that this is not a linear list, and that the analysis process involves going back and forward on these steps.

The researcher carried out and recorded each interview. Transcribing shortly after each interview meant that extra notes on context and behaviours could be added as an extra layer on the data. This method also carried through into the analysis where notes were kept at every stage. All interviews were conducted in Irish, the language of each school setting, and were kept as conversational as possible reflecting the transformative emancipatory stance of the study and to gain a real picture (Mertens, 2017). A reflexive thematic analysis (Braun & Clarke, 2019) ensured transparency in the process. The researcher's cognisance of theoretical thinking and assumptions informing the use of TA and an awareness of decisions in the analysis were foremost. In this method, Braun and

Clarke's (2006) stages of generating codes, searching for themes and reviewing themes occurred simultaneously and back and forth. The researcher had completed a course in the use of a software package for analysis of qualitative data. However, given the large amounts of transcripts of interviews, observations and notes, it was felt that a manual process would be a more immersive method of analysis.

Data were converted into a useable form by means of transcribing. This process afforded an in-depth study of the interviews and was followed by multiple readings of the transcripts. Themes initially generated from the teachers' responses as well as from the research questions. The process began with open coding or disassembling the data (Maguire & Delahunt, 2017) with general themes, by systematically reading through each transcript and highlighting sections by hand that reflected some aspect of the research questions or when aspects of transcripts were identified as relevant or a pattern. This first analysis was an attempt to organise the data in a general manner using an inductive approach that questions the data in an open way and allows meaning to emerge (Braun & Clarke, 2019). In reading and rereading the interview transcripts, other themes and sub-themes developed. In disassembling the data, Maguire and Delahunt (2017) recommend transferring transcript sections relating to themes to tabular form to create meaningful groups. In doing this in the current study, all transcripts were labelled with the participants code and all pages were numbered as a tag enabling transcripts to be traced back to the original interviews. Some overlap did occur with some themes, mainly with motivation and resources. In these instances, the relevant sentences were entered twice, under each heading. Interpretations of the data in the interviews was recursive with regular returning to the original transcripts for clarification and context.

Initial interviews were carried out with the case study teachers (n=6). With the relevant sections of text clearly gathered in tabular form, sub-themes emerged in each

theme with some themes having more sub-themes than others. Each theme in each transcription is colour coded and sub-themes are numbered within each colour section. Table 3.4 illustrates an example of the two levels of coding employed in the TA of the initial interviews. Specific themes and sub-themes generated in each data set are evident in the two levels in separate columns in Table 3.4.

Table 3. 4 *Two levels of coding of initial teacher interviews*

Level 1 coding: Initial coding	Level 2 coding: Category coding	Illustrative words from initial teacher interviews with Level 2 coding
Teacher education and professional development.	1. College 2. PD 3. Other teachers 4. Curriculum 5. Own experience, reflection. 6. Inspectors	3 Nuair a thosaigh mé amach ar an scoil bhí mé ag obair sa tacaíocht agus bhí mé ag dul isteach in ranganna, thug sin spreagadh dom ag dul thart ag breathnú ar mhúinteoirí eile. 5 Em, agus fiú mo thaithí féin, smaoiníonn tú ar cad é mar bhí sé nuair a bhí tú ar scoil tú féin fosta. 1 Ar choláiste, ní bhfuair mé, mothaím nach bhfuair mé mórán, sin an méid. (5BSA p.1)
Current reading pedagogies	1. Management/groups 2. Approaches 3. Programmes 4. Vocabulary 5. Phonics 6. Comprehension 7. Punctuation 8. Transfer of skills 9. Assessment 10. Planning	9 “Nuair atá mise ag dul den léitheoireacht, tá nótaí, em, comhad léitheoireachta againn agus breacann muid síos, ar post-its agus an cineál sin. 10 Agus bíonn sin breactha síos ansin suíonn an triúir againn de ghnách Dé hAoine, amharcaimid fríd na mór-rudaí a tháinig fríd agus bíonn sin mar fócas againn don tseachtain ina dhiaidh sin. Sa phleanáil.” (6BSB p.4)
Pupils’ skills and strategies	1. Skills & strategies 2. Knowledge of Irish 3. Irish at home	1 “Ach rudaí ar nós, em, táta, tá sin níos deacra sa Ghaeilge. 2 Mar ní thuigeann siad an scéal, uaireanta, nuair atá tú ag léamh, caithfidh tú gach rud a mhíniú.” (4BSA p.3)
Motivation and engagement	1. Irish reading 2. English reading	2 “Is breá leo bheith ag déanamh an úrscéil Béarla, tá siad ag baint an oiread sin sult as. Táimid ag dul a úsáid an úrscéil Béarla, O, hip hip, hooray, 1 an ceann Gaeilge, tá drogall orthu. Agus tá tú ag iarraidh é a dhéanamh chomh spreagúil is gur féidir.” (4ASA p.2)
Resources	1. Lack 2. Unsuitable (levels) 3. Translations	2 “Agus tá na scéalta níos fearr. Tá adventure agus stuif ann, carachtair, tógann siad ar na carachtair. Tá an-chuid sonraí ann, agus níl sa Ghaeilge. So, 2 ag deireadh scéal Gaeilge a léamh agus tá tú ag déanamh achoimre air, deir tú, bhuel, sin scéal uafásach, agus níor tharla mórán. Bhí sin an-bunúsach.” (4BSA p.5)

The same method was carried out for final interviews. Final interviews were carried out with both case study teachers (n=6) and principals (n=2). Although questions

varied, with more general questions in the principal interview (Appendix GG) and more specific questions in the teacher interviews (Appendix FF), the same themes, and subsequently sub-themes, emerged in the analysis. A full analysis of the final interviews can be found in Appendix KK with two levels of coding in Appendix JJ. Given that the interviews had contributed to the subsequent stages in the study, the same themes and sub-themes emerged in the analysis of participant observations (n=6) and teacher records (n=6). These were similarly analysed on two levels. A full table analysis of the participant observations is available in Appendix OO, with coding on two levels in Appendix NN. A full table analysis of the teacher records is in Appendix SS with coding on two levels in Appendix RR. Consistency of themes and sub-themes across these three sets of data contributed to a continuity in the analysis and strengthened possible conclusions. The themes and sub-themes of the final interviews, participant observations and teacher records are outlined below.

Self-efficacy	Expectations and goals	Motivation and attitude
1.Current practice	1.Planning	1.Staff
2.Subject knowledge	2.Resources	2.Pupils
3.Enhanced knowledge	3.Support	3.Community

Overall interpretation of data

Each data set collected over the two phases of this study was initially collated and analysed separately. Each analysis contributed to the formulation of the next stage in the study. As the study progressed data sets were compared, and information combined to form a clearer understanding. At the end of the study, to interpret all data, relationships between themes were discussed and more general and global themes in direct response to the three research questions were generated across the range of data sets. This involved

a process of triangulation across all data sets. Patterns were also interpreted across the range of participants and differences and similarities were outlined. Interpretations from the combined data formed the foundations for the conclusions in the study. This triangulation of all the data sources contributed to the trustworthiness of the findings. Issues that could compromise the study are considered below as well as the measures taken to reduce bias and to present a reliable and valid study.

Credibility, reliability and validity

Considerations of credibility, reliability and validity have been an integral part of this study. Specific issues have been discussed in this chapter in the context of each data set and will be briefly revised in this section. Ultimately, every step should be taken to make a study trustworthy, rigorous and of quality (Golafshani, 2003). In quantitative research, reliability refers to whether the result is replicable and validity to the accuracy of measurement. In qualitative research, reliability and validity refer more to precision (Winter, 2000) and whether results are credible and transferable (Flyvbjerg, 2006). In the current study the purpose of the study, the setting and participants, the data collection and analysis procedures are clearly outlined. Every attempt was made to be clear and thorough by being explicit about all aspects of the study as well as through regular discussions with supervisors. In classroom research such as this, it must be acknowledged that subject error may result in different results on different days. With a case study, a given day may not be a true reflection of that class when other issues may have been at play.

The use of multiple methods and a range of data sources helps reduce subject error and can add credibility and reliability to the study (Creswell & Plano-Clark, 2017; Merriam, 2009). The integration of all data allowed for similarities and differences in

findings and different perspectives were represented. The triangulation method of combining the different data sources on the same aspect strengthens a study (Creswell et al., 2011; Bryman, 2004). The use of Excel and thematic analysis of the quantitative and qualitative data collected have also added to the reliability of analysis (Cohen et al., 2013; Robson & McCartan, 2017). A visible process can help to ensure trustworthiness and through the use of Excel and TA a clear audit trail was created.

In the current study, to achieve construct validity and criterion validity, questionnaires, assessments and frameworks for participant observations and teacher records were adapted to Irish from previous recommendations that had been tried and tested in English (Heale & Twycross, 2015). This process ensured an inclusion of the relevant information and issues that had been deemed important in prior studies. However, there is a need to recognise the possibility of error and bias on the part of the researcher. Piloting is a further method to ensure reliability and validity of data collection tools (Robson & McCartan, 2017) and in this study all questionnaires, assessments and interviews were piloted with appropriate groups. Similarly, to minimise subjectivity in levelling books and in the Running Record process, all aspects were discussed and agreed with the participant teachers for consistency. This use of member checks (Lincoln & Guba, 1985) is a recommended method of testing for reliability and credibility.

By spending time in the classrooms and taking part in classroom activities teachers' and children's voices were included and attempts were made to adhere as much as possible to their specific needs. Rich thick descriptions were provided alongside interviews and observations to add a further layer of validity and reliability. External validity refers to the extent to which a study can be applied to another setting, discussed briefly in the next section.

Generalisability

Another aspect of validity refers to whether the results of a study can be used to make conclusions about other settings (Yin, 2009; Flyvbjerg, 2006). The current case study was carried out with a small group of participants but is it relevant in another class in another school? In choosing participants, the researcher was aware of creating a setting for the study that could be typical. However, Stake (1995) explains that a case study is about particularization rather than generalisation. Flyvbjerg (2006) claims that formal generalization is overvalued while “the force of example” is underestimated (p.228).

In this study, general information gathered in phase one is compared to the specific findings from two schools in the case study. The questionnaires provided a general overview of the population while the case study revealed more in-depth information where intense observation revealed more information than large-scale groups (Flyvberg, 2006) and proved the ultimate value of a case study. Given the lack of research on reading in an L2 and more specifically on reading in Irish in an immersion setting in Ireland, a case study provided the opportunity to gather some in-depth information on practice and attitude as well as on current use of skills and strategies in Irish reading. The model of immersion, the curricular aspects of each school, the city setting, the socio-economic status or other aspects pertaining to these specific schools may or may not be transferable to other settings. But other schools could draw on some of these aspects. The use of texts and the guidelines in the CI model may also be transferable with aspects as a starting point for reflection in other settings.

Limitations of the study

A recognition of the limitations of this study is important in a pragmatic perspective. The lack of prior research to provide a backdrop for the case study was evident from the outset and had an impact on the provision of information for teachers as well as information for the design of the case study for this particular setting. Information from research on reading in English was more readily available and was used with discretion. A lot of time was spent in this study levelling books and designing assessments that would be available to researchers in English. It was emphasised that these resources only be used as a guideline or starting point and for the purposes of this study. The questionnaires in phase one had a low response rate. Conclusions can therefore only be viewed in the context of the numbers of principals and teachers who responded. The sample size chosen for the case study was small, consisting of six classes across two schools. Both schools had a similar demographic and may not reflect other schools in the sector. A period of seven months was spent in each school and a longer timeframe may have yielded more information about progression and change. All these issues were unavoidable. However, the study has yielded some rich information in spite of the limitations.

Conclusion

This chapter presented an outline of the methodological design of the study. Pragmatic and a transformative-emancipatory paradigms were chosen as a starting point, and this influenced the research design and research methods used. A mixed methods study was deemed most suitable to pursue this “what works” (Mertens, 2015) approach with an explanatory sequential design using quantitative and qualitative data, each phase

informing the next and all data finally converging to draw conclusions and patterns. The research questions were discussed from the outset and were referenced throughout the explanations of the choices of data collection and analysis. The researcher was explicit about reliability and validity of the study and acknowledged aspects of generalisability. Having been carried out with a small group of participants, the researcher recognises the limitations the study.

Chapter Four: Data analysis, phase one

Introduction

Phase one of this study was in response to research question 1 (RQ1); *What are the current pedagogies nationally for 9-11-year-old immersion pupils in Irish reading lessons as reported by teachers and principals?* Data were gathered in phase one through questionnaire responses from principals and teachers with the aim of profiling a population (Rowley, 2014). Analysis of the responses to the questionnaires was used to inform the design of phase two. The questionnaires in this study provide an overall picture of the sector as well as a first step to the formation of the case study and can offer some starting points for gathering further information. They offer a general picture but cannot be taken as a defining profile of the sector.

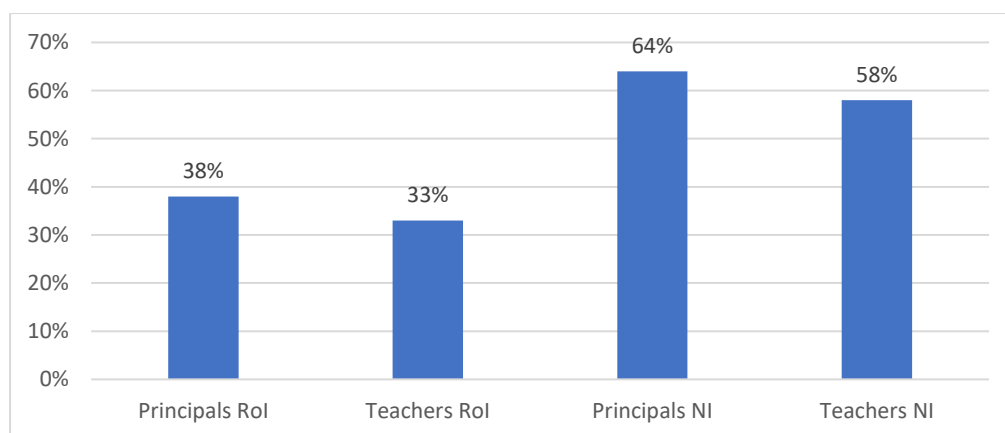
Both the teacher and the principal questionnaires were wide ranging with seven sections in each covering background information about the school, staff and pupils, the teaching of reading, special needs, assessment, reading resources and school planning. All responses were analysed (Appendix L, Appendix M). However, only those topics that contributed to the choosing of schools for the case study and the design of the case study are discussed in this chapter. Most of the analysis described in this chapter is based on the quantitative data. The first sections describe the response to the questionnaires and provide a profile of the respondents. When pupils begin to read formally in Irish and in English in Irish immersion schools is then discussed followed by a section on the planning of teaching reading in schools and classes. The following sections discuss assessment, resources and more detailed aspects of the teaching of reading in Irish, including teacher and pupil attitudes to reading in Irish. The section on the qualitative aspect of the questionnaires discusses the themes that were generated from the responses.

The chapter concludes with a description of how this information was used to help choose schools for the case study as well as contribute to its design.

Response to phase one questionnaires

All recipients completed the questionnaires online, none requested a paper version. Each questionnaire was collected separately via Google Forms where they were organised into four sets. All questionnaires were completed in Irish. Questions and responses have been translated to English for the purposes of access by non-Irish speakers. To maintain anonymity in the study, respondents used their school roll numbers as designated by the relevant Department of Education. E-mails were sent to principals of 174 schools, as acquired from *Gaeiloideachas*, 138 in RoI, 35 in NI, in October 2018 with links to both questionnaires. A total of 75 (43%) principals and 66 (38%) teachers responded. Questionnaires were analysed in four sets, RoI principals (n=52), RoI teachers (n=45), NI principals (n=23), NI teachers (n=21). The breakdown of responses from principals and teachers from RoI and NI separately is presented in Figure 4.1 in percentages for comparison.

Figure 4. 1 *Response rate of principals and teachers to questionnaires*



There is a general consensus that response rates for questionnaires tend to be low (Bryman, 2012; Bryman & Bell, 2011; Lee & Lings, 2008; Rowley, 2014). Lee and Lings (2008) suggest a mail survey in the UK tends to get a response rate of between 15% and 30%. Rowley (2014) suggests 20% can be regarded as a good rate. However, other studies within the same sector in Ireland have had higher responses than have been achieved in this study. A study of parents of children in all-Irish education had a 53% response from primary and post-primary schools in RoI and NI (Nig Uidhir et al., 2016). Ó Duibhir et al. (2017) had a 52.3% response rate from principals in analysing models of provision for Irish-medium education. In the current study schools were sent reminders and mails shots and some follow-up phone calls in an attempt to encourage more responses. Schools in NI indicated a higher interest in taking part in phase two of the research with 96% of principals in NI indicating an interest while 67% of principals in RoI did so. Some RoI principals in the last question excused themselves from phase two as a result of time needed to focus on the newly introduced PLC. Demands on teachers in RoI with continuous professional development and changes in planning routines in the light of the introduction of the PLC possibly explains the lower response rate in RoI and the lack of desire to partake in phase two. On the other hand, the absence of a government and education minister at the time in NI had resulted in no support whatsoever for schools and can explain the enthusiasm to receive some kind of assistance or guidance.

Quantitative data in phase one

Questionnaires from principals and teachers, with two corresponding versions of each questionnaire for each jurisdiction, resulted in four sets of separate data. Specific questions pertaining to each jurisdiction such as curriculum details, year group labels, support structures and methods of defining socio-economic status of schools

corresponded in each questionnaire and were analysed comparatively. The principal and teacher questionnaires yielded mainly quantitative data that are illustrated with a combination of tables, bar-charts and pie-charts. Responses to all the questions in the questionnaires were analysed (Appendix L, Appendix M) but only relevant issues are discussed in this chapter that pertain to the research questions and contribute to the case study. In the tables and graphs in this chapter, year groups are represented as years spent in school, e.g. Year 1, Year 2, or as age. The following sections are based on information from an analysis of the quantitative data from the questionnaires.

Profile of respondents based on information from questionnaires

General information about each school was gathered from the principal questionnaire, while information on experience and qualifications was gathered from both principals and teachers. The analysis of each set of questionnaires yielded specific information that formed a profile of each group, RoI principals, NI principals, RoI teachers and NI teachers, and was available for comparison across the two jurisdictions. In this section, the areas of socio-economic status, teacher qualifications and continuous professional development, class sizes and number of pupils who transfer to Irish immersion post-primary schools were chosen as relevant topics and are compared in each jurisdiction.

As explained in Chapter 3, RoI uses the Delivering Equality of Opportunity in Schools (DEIS) to support schools with a high proportion of disadvantaged pupils with a two-band system. Free school meals are allocated to socio-economically disadvantaged children in NI. Of the principals who returned questionnaires in RoI, 5.9% indicated their school was in DEIS, Band 2. No school was reported to be in Band 1. Schools in NI reported an average of 44% of pupils receiving free school meals with the highest

reported as 82%. Current statistics in NI reveal that 28.4% is the average (Department of Education, NI, 2019/2020). These figures would suggest a large socio-economic gap between Irish immersion schools in RoI and NI.

Teacher knowledge and experience were major themes in this study, and an overview of teacher education, initial and further, was apt. In RoI, 73% of principals reported having completed a Bachelor of Education through English while 79% of principals in NI reported having completed a one-year postgraduate course in education. In RoI slightly more teachers have completed a Bachelor of Education than have completed a postgraduate course (57%) while in NI significantly more teachers have completed a postgraduate course (70%), as evident in Table 4.1.

Table 4. 1 *Principals' and teachers' initial teacher education as reported in questionnaires*

	BEd (Ir)	BEd (En)	GDE/PGCE (Ir)	GDE/PGCE (En)	Other
Principals RoI	3.9%	72.5%	10%	8%	14%
Principals NI	17%	9%	56.5%	22%	4%
Teachers RoI	18%	39%	5%	41%	4.5%
Teachers NI	30%	0	45%	25%	5%

There is no empirical evidence in immersion settings in Ireland to state that a three-to-four-year Bachelor of Education produces better teachers than a one-year postgraduate course. However, studies have revealed that length of time spent on initial teacher education is significant (Heredia, 2011; Levin, 2003). Teachers were asked in the questionnaires to describe their preparedness to teach reading. The highest numbers opted

for the middle option of 3 on a scale of 1 to 5, 43.2% in RoI and 31.6% in NI. However, differences were noted at the extremes of the scale with 13.6% in RoI and 5.3% in NI stating they were very prepared, while 9.1% in RoI and 21.1% in NI stated they were not prepared. This could be a result of the prominence of the one year post-graduate in NI. Continuous professional development is a way of ensuring teachers are regularly updated and informed about the latest research and best practice and is an important aspect of teaching and learning. In the questionnaires, teachers were asked to describe their experiences of continuous professional development. Responses revealed a lack of continuous professional development specific to immersion settings. All who had responded in the positive to either Irish or English provision described a one-off session, much of which was related to the Primary Language Curriculum in RoI. As evident in Table 4.2 most of the continuous professional development was aimed at teaching in English. Percentages are based on total number of respondents in each jurisdiction (RoI n=45, NI n=21) and numbers of respondents are also included.

Table 4. 2 *Instances of continuous professional development as described by teachers*

Have you had continuous professional development on teaching reading in the last 5 years?				
	Yes (Irish)	Yes (English)	No (Irish)	No (English)
RoI	27% (n=12)	71% (n=32)	31% (n=14)	67% (n=30)
NI	28.5% (n=6)	62% (n=13)	19% (n=4)	71% (n=15)

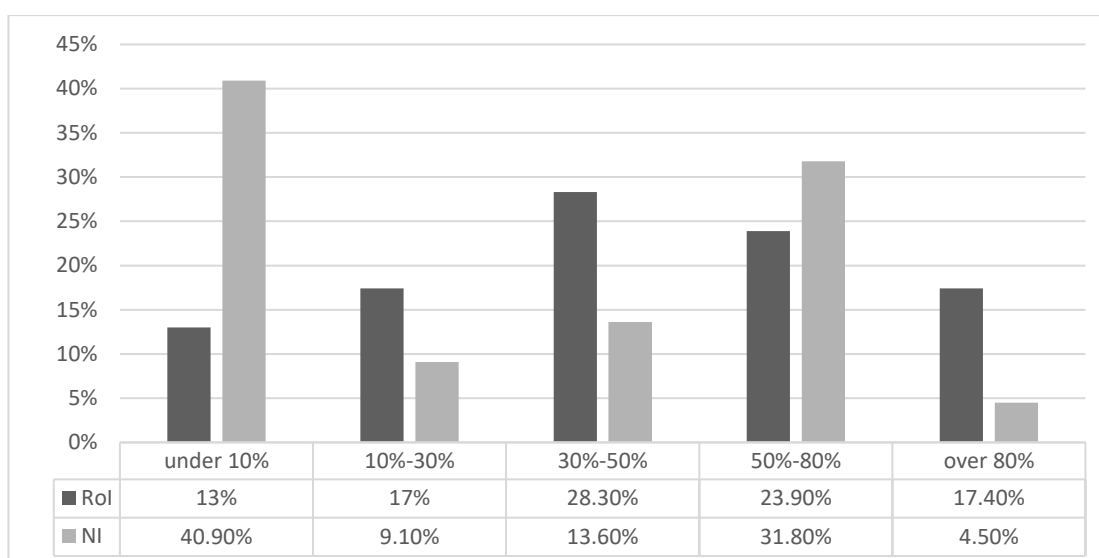
In response to questions pertaining to preparedness and confidence to teach reading, on a Likert scale from 1 indicating very prepared to 5 indicating not prepared, teachers indicated mainly a cautious middle ground. With regard to current confidence in

teaching reading, teachers in both jurisdictions reported similar results as mainly *very confident* or *moderately confident*.

Class sizes can often be an issue in immersion schools with large classes proving more difficult for teachers to engage in groupwork and activities while maintaining the use of the immersion language. Schools in RoI are more likely to have multiple classes in a year group while schools in NI predominantly have one class per year-group. This results in a greater number of pupils overall in schools in RoI. RoI principals reported an average of 266 pupils in the school with an average of 24 in each class while NI principals reported an average of 144 pupils in the school with an average of 20 in each class. Class sizes therefore appear similar in size in both jurisdictions.

Motivation to read in Irish in the higher primary classes could potentially be influenced by an intention to continue immersion education at post-primary level. Principals were asked how many pupils transferred to post-primary immersion schools and evidence from the questionnaire returns, as evident in the data table in Figure 4.2, suggests significantly more transfer in the over 80% category in RoI and significantly more in the under 10% category in NI.

Figure 4. 2 Percentages of pupils who transfer to Irish immersion post-primary schools



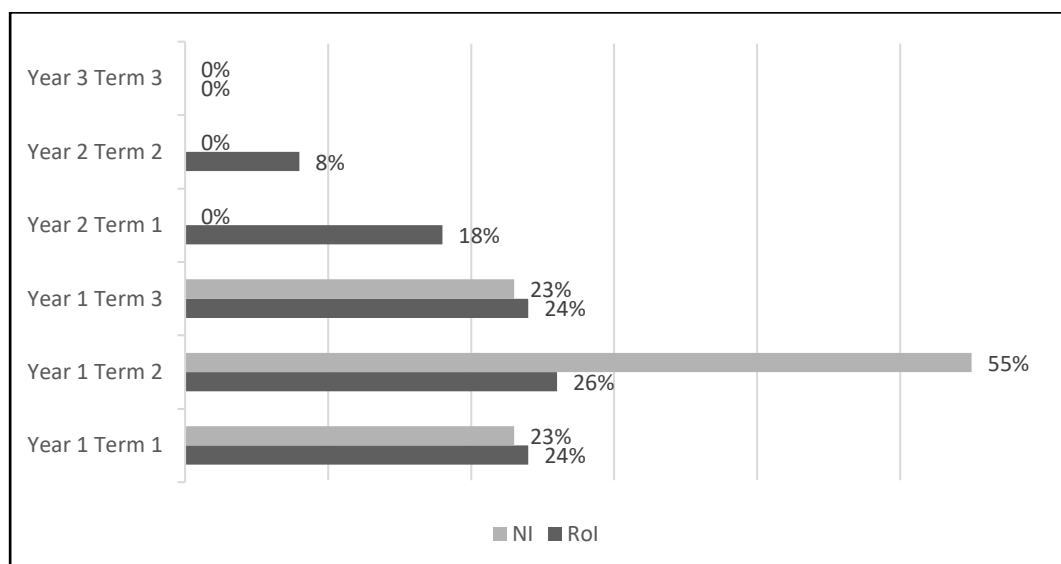
An investigation of numbers of pupils who transfer to post-primary immersion settings presents a profile of their continuation of their journey of reading in Irish. Analysis of where they began their journey of reading in Irish could also provide some relevant information.

Beginning formal reading in Irish and English

By the age of nine, children in immersion schools in Ireland are reading, or learning to read, in both Irish and English. The sequence in which reading is formally introduced has been found to be not critical to later L1 or English reading ability (Parsons & Lyddy, 2016). However, when children begin to read formally in each language could reveal some information about a school, how reading is valued and how schools maximize the transfer of skills. Principals were asked when pupils in their schools begin formal reading in Irish and in English. A considerable number of respondents indicated

opting to delay formal reading in Irish to the second or third term of year 1 in school and some in RoI until year 2. Year groups in Figure 4.3 signify years spent in school.

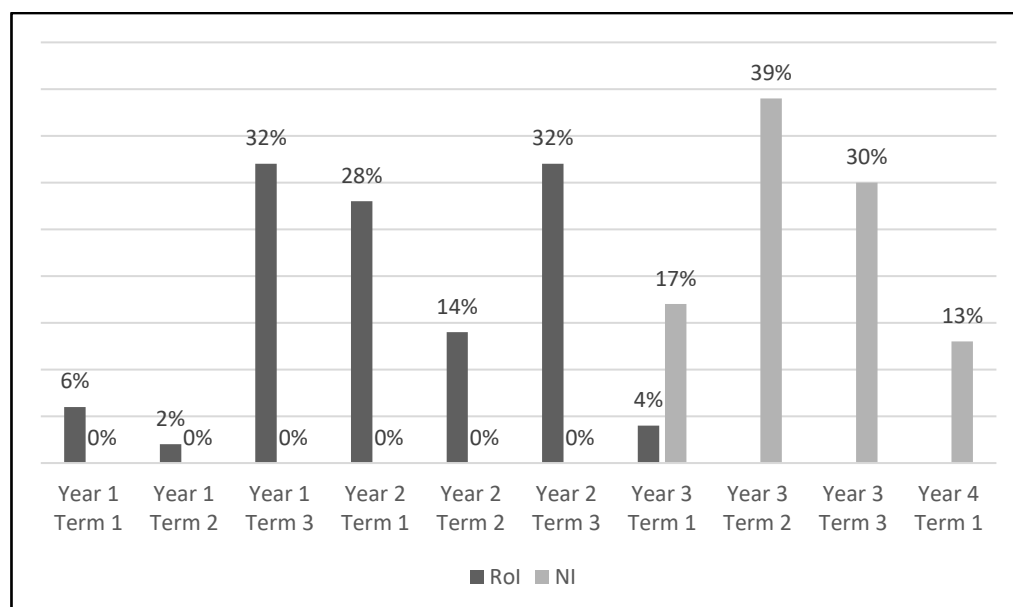
Figure 4. 3 *When children begin formal reading in Irish*



When pupils in immersion settings in Ireland should begin to read in English has been a topic of interest in previous studies and a subject of concern for teachers and parents. A later start to formal reading in English affords more time to focus on Irish reading. Given the transfer of skills across languages pupils can use the same skills and strategies in reading other languages. But, as discussed, transfer needs to be made explicit and handled appropriately. Schools have differed in their approach to the introduction of English. In RoI 75% were found to introduce Irish first (Shiel et al., 2011). In RoI and NI, most schools begin reading in English in the second year in RoI (50.5%) and in the third year in NI (68%). Indeed, in NI, 21% of schools report beginning English in the fourth year of school (Ó Duibhir et al., 2017). In the current study, findings revealed a later start to English reading in NI with 13% reporting beginning reading in the fourth year. All other schools in NI report beginning reading in English at some stage in the

third year of primary school. Most schools in RoI range from the third term of the first year to some stage in the second year of school. The colours in Table 4 used for RoI and NI reveal a clear distinction between starting times for beginning reading in English across the two jurisdictions.

Figure 4. 4 *When children begin formal reading in English*



Planning for the teaching of reading as reported by principals and teachers

The majority of principals reported having a development plan for reading in both Irish and English and that the relevant teachers were involved in this planning. Despite this, many teachers revealed a lack of awareness of such a plan, particularly in RoI. A significantly higher percentage of teachers in NI reported having a whole school plan (84.2%) than in RoI (57.8%). However, all teachers reportedly plan at some level and were asked what criteria they used in their planning of reading in Irish. Criterion and percentages of teachers who use that criterion for planning are listed in Table 4.4.

Table 4. 3 *Information used by teachers to plan for the teaching of reading*

	RoI		NI	
	Irish	English	Irish	English
Assessment	89%	87%	86%	86%
Children's interests	62%	69%	52%	63%
Curriculum learning outcomes	67%	69%	76%	76%
Policy guidelines	62%	58%	38%	38%
Feedback from inspectors	42%	38%	29%	29%
Input from parents	20%	18%	14%	10%
End of year goals	29%	31%	52%	52%
Current research	24%	27%	24%	24%
Available resources	78%	78%	76%	76%
Co-operation with SEN teacher	33%	33%	24%	24%
Children's linguistic backgrounds	24%	20%	29%	29%

Assessment and available resources are evidently the highest criterion used by teachers to inform their planning of the teaching of reading in Irish and are discussed in the following two sections.

Assessment

Assessment featured highly in both jurisdictions as criteria for planning for reading in Irish and English. Teachers in both jurisdictions reported using Drumcondra Primary Reading Test yearly as a formal assessment. Other methods of assessment were listed, and teachers were required to tick boxes according to frequency of use. It is known that many assessment tools available for English are not available for Irish. However, in many cases in Table 4.4, teachers have ticked the same information for English and Irish reading, perhaps reflecting a lack of understanding of each specific assessment tool or an example of answering what they thought they should be doing (Patten, 2016).

Table 4. 4 *Information used by teachers to plan for the teaching of reading*

Assessment tools and frequency of use to assess children's reading skills													
	Tool	Weekly		Monthly		Every term		Seldom		Never		Not available	
		Ir	Eng	Ir	Eng	Ir	Eng	Ir	Eng	Ir	Eng	Ir	Eng
RoI	Observation	87%	87%	7%	7%	7%	7%	0	0	0	0	0	0
NI	Observation	71%	71%	10%	10%	8%	8%	8%	8%	0	0	0	0
RoI	Written anecdotal notes	22%	22%	40%	40%	27%	27%	13%	11%	0	0	0	0
NI	Written anecdotal notes	19%	19%	48%	48%	10%	10%	10%	10%	0	0	0	0
RoI	Published checklists	11%	9%	11%	11%	33%	33%	22%	22%	13%	13%	7%	7%
NI	Published checklists	5%	0	19%	0	24%	0	14%	0	10%	0	10%	0
RoI	Running records	16%	16%	18%	18%	24%	24%	24%	24%	16%	16%	0	0
NI	Running records	24%	24%	14%	14%	14%	14%	33%	33%	5%	5%	0	0
RoI	Curriculum profiles (eg. Dr)	0	0	0	0	31%	27%	44%	42%	13%	20%	9%	7%
NI	Curriculum profiles (eg. Dr)	0	0	0	0	0	8%	67%	62%	8%	10%	14%	10%
RoI	Rating scales	2%	2%	9%	9%	18%	18%	20%	22%	36%	36%	7%	7%
NI	Rating scales	0	0	0	0	8%	8%	14%	19%	9	9	24%	19%
RoI	Portfolios	2%	0	2%	2%	13%	13%	24%	27%	24%	24%	18%	18%
NI	Portfolios	0	0	8%	8%	10%	10%	19%	19%	38%	38%	14%	14%
RoI	Standard. tests	2%	2%	0	0	29%	31%	58%	60%	2%	2%	2%	2%
NI	Standardised tests	0	0	8%	8%	8%	10%	48%	62%	0	8%	24%	8%
RoI	Diagnostic tests	0	0	2%	2%	16%	18%	33%	38%	27%	29%	18%	9%
NI	Diagnostic tests	0	0	0	0	0	8%	19%	48%	24%	19%	19%	14%
RoI	Screening instrument	0	0	0	0	13%	13%	22%	24%	38%	38%	13%	13%
NI	Screening instrument	8%	8%	0	0	8%	8%	0	0	43%	43%	6	6

Available resources were also cited by a high percentage of teachers for planning their lessons for reading in Irish evident in Table 4.3.

Support programmes and resources

The level of support and resources for reading in a school may have an effect on the teaching and learning of reading in a school as well as on the motivation to read.

Principals were asked if their schools had a programme to support reading outside the usual classroom practice. In RoI, 17% of schools reported having a programme to support Irish reading, mainly in the form of reading clubs. In NI, 39% of schools reported the same. The same question was asked with regard to English reading and schools in RoI (47%) and in NI (83%) reported having such a programme. A significant number of schools in NI (74%) reported the use of the Accelerated Reading (AR) programme in English. The purchase of AR for a school involves an investment in a large range of texts. Given that the AR is only used for English reading, this has resulted in school libraries having a large number of texts in English and significantly fewer in Irish. All teachers, both in RoI and in NI, reported having access to a lot more texts in English than in Irish. Most schools reported access to a school library, both in RoI (81%) and NI (74%). Higher percentages reported having a class library in RoI (91%) and NI (86%). However, descriptions of the available books in Irish in the library were not favourable with low percentages in RoI (11%) and NI (5%) describing available books as excellent and slightly higher in RoI (29%) and NI (10%) describing them as very good.

Principals were asked to outline the resources used for reading in Irish across the school (Appendix M). Teachers were asked more specifically to describe the resources currently being used in the age-group relevant to this study. They indicated a high use of novels in Irish and English in their classrooms with teachers in RoI (96%) and in NI (90%) reporting the use of novels in Irish in their classrooms. More teachers in NI (81%) reported the use of a range of genres and informational texts in Irish than teachers in RoI (60%). In RoI, 59% of teachers reported using a spelling or vocabulary programme with their class compared to 67% in NI. In relation to currently available reading resources in Irish, teachers rated their opinions of resources for specific purposes (Table 4.5).

Table 4. 5 *Teachers' rating of resources in their school for Irish reading*

Texts available -	<i>Excellent</i>		<i>Adequate</i>		<i>Not suitable</i>		<i>Not available</i>	
	RoI	NI	RoI	NI	RoI	NI	RoI	NI
for whole class reading	42%	19%	51%	33%	7%	33%	0	5%
for specific needs of small groups	20%	29%	38%	11%	33%	10%	7%	0
for leisure reading, rereading	13%	10%	49%	29%	38%	52%	2%	0
wide range of genres	7%	10%	47%	24%	33%	52%	9%	0
for specific learning needs	2%	10%	47%	14%	31%	48%	18%	19%

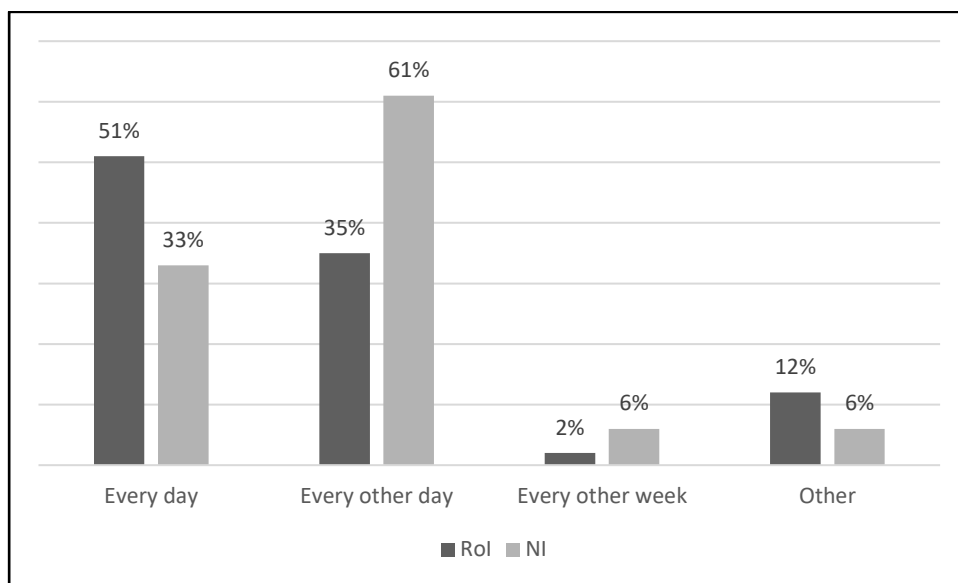
There are no high percentages that indicate a strong consensus in any category, but the highest percentages found most resources adequate or not suitable (Table 4.6). Having stated that their schools have significantly less resources in Irish than in English, perhaps this dissatisfaction with resources stems from a lack of provision within the schools and schools could update their resources in Irish. This perhaps indicates little change from previous research that found a lack of reading resources in schools and a lack of genres of literature (Harris et al., 2006; Hickey, 2001).

As discussed in previous chapters, children's texts are available in standard Irish or in a specific dialect. In RoI, 48% of principals and 48% teachers reported an openness to a variety of dialects. Among principals in NI, 36% stated they were willing to use a range of dialects while teachers were less willing at 26%. Choosing texts in a specific dialect results in a smaller choice of books. However, with struggling readers, an unfamiliar dialect in an L2 can potentially cause more difficulty and teachers are aware of these challenges. With this age-group teachers face the challenge of daily practice of reading in both Irish and English and managing these lessons is crucial.

Reading lessons as reported by teachers

Teachers were asked how often they taught reading in Irish and English and to describe their reading lessons, practices and contexts. In response to how often reading lessons occur in Irish, the majority of teachers in RoI indicated lessons occurring every day, while teachers in NI predominantly reported teaching reading in Irish every other day (Figure 4.5).

Figure 4.1 *The frequency of reading lessons in Irish*



The majority of teachers in both jurisdictions reported teaching reading in Irish and English around 2-3 hours a week each. Reading in Irish and English is evidently viewed as two separate areas and teachers could benefit from approaching their reading in a skills and strategy approach and maximising the transfer of skills across both languages (Gebauer et al., 2013; Pasquarella et al., 2014). A major deviation in difference in practice between RoI and NI is seen in the responses to having reading groups. This is a significant difference with a lower number in RoI, 33% for Irish, 49% for English

reading than in NI, 90% for both Irish and English reading. This has major implications for practice and suggests a difference in approach to the teaching of reading in RoI and NI. Table 4.6 illustrates the various contexts of reading teachers indicated as featuring in their reading programme. The highest occurrences are reported as taking place 2-3 times a week.

Table 4. 6 *The frequency of reading contexts in the school's reading programme for Irish*

Context	Daily		2/3 times a week		1/2 times a month		1/2 times a term		Seldom	
	RoI	NI	RoI	NI	RoI	NI	RoI	NI	RoI	NI
Teacher reading aloud quality texts for enjoyment	22%	19%	38%	57%	27%	19%	7%	10%	2%	0
Class reading for discussion (poems, IWB)	31%	29%	56%	52%	9%	14%	2%	0	0	0
Group reading the same text	16%	24%	51%	67%	9%	7%	9%	0	0	0
Leisure reading (children choice)	37%	24%	40%	48%	36%	19%	2%	0	9%	5%
Leisure reading (teacher choice)	0	0	20%	29%	31%	33%	16%	10%	27%	14%
Lessons using a class novel	9%	0	53%	43%	16%	43%	13%	10%	2%	0
Lessons using levelled texts	11%	0	27%	38%	24%	24%	13%	19%	20%	5%
Writing lesson deriving from reading	16%	5%	67%	33%	13%	38%	0	14%	0	5%
Discussion deriving from reading	33%	43%	53%	48%	7%	5%	0	0	0	0

It is interesting to note that 16% of teachers in RoI report group reading as occurring daily and 51% as 2-3 times a week when only 33% overall report having reading groups. This suggests a misunderstanding of the questions and will need to be further clarified later in the study. Listening to children read aloud was not included in the questionnaire. This became evident in Phase 2 as a prevalent practice.

Skills and strategies in the teaching of reading as reported by teachers

Teachers were asked to note the frequency of lessons involving reading skills and strategies. Skills taught are presented in Table 4.7 and the percentages of teachers reporting the frequency of lessons in Irish and English in each jurisdiction are indicated.

Table 4. 7 *Frequency of skills instruction in Irish and English reading lessons*

Skill		Daily		2-3 times a week		1-2 times a month		1-2 times a term		Rarely	
		Ir	Eng	Ir	Eng	Ir	Eng	Ir	Eng	Ir	Eng
RoI	Phonics/Decoding	20%	16%	47%	42%	29%	27%	0	2%	0	0
NI	Phonics/Decoding	52%	38%	38%	52%	0	0	0	0	0	0
RoI	Reading fluency	44%	38%	40%	47%	13%	11%	0	0	0	0
NI	Reading fluency	24%	14%	71%	71%	0	5%	0	0	0	0
RoI	Vocabulary/phrases	40%	29%	44%	64%	9%	4%	0	0	0	0
NI	Vocabulary/phrases	24%	14%	48%	48%	24%	24%	0	0	0	0
RoI	Grammar	27%	18%	58%	58%	13%	20%	0	0	0	0
NI	Grammar	10%	5%	76%	76%	10%	10%	0	0	0	0
RoI	Text structures	9%	9%	51%	44%	38%	40%	2%	2%	0	0
NI	Text structures	0	5%	43%	43%	48%	48%	0	0	0	0
RoI	Punctuation	22%	24%	42%	44%	33%	24%	2%	0	0	0
NI	Punctuation	14%	14%	52%	52%	24%	24%	0	0	0	0

The highest instances of the teaching of a skill are noted as occurring 2-3 times a week in NI in lessons on reading fluency and grammar in both Irish and English. It is also worth noting that decoding is reportedly taught daily in Irish by 52% of teachers in NI as opposed to 20% in RoI. This could indicate that children in RoI have mastered decoding in Irish and do not need daily lessons or that they focus on other strategies or that this decoding is not sufficiently taught and practiced. More information is required in this area. Similarly, teachers indicated the frequency of reading strategy instruction occurring in Irish and English reading lessons (Table 4.8).

Table 4. 8 *Frequency of strategy instruction in Irish and English reading lessons*

Strategy		Often		Sometimes		Never	
		Irish	Eng	Irish	Eng	Irish	Eng
RoI	Predicting	62%	64%	31%	27%	2%	2%
NI	Predicting	48%	43%	43%	43%	5%	5%
RoI	Making connections	49%	53%	47%	44%	0	0
NI	Making connections	57%	52%	29%	29%	0	0
RoI	Questioning – types	73%	73%	24%	27%	0	0
NI	Questioning – types	52%	48%	43%	43%	0	0
RoI	Visualisation	31%	31%	64%	64%	0	0
NI	Visualisation	29%	24%	38%	38%	10%	10%
RoI	Inferring	24%	24%	58%	58%	4%	7%
NI	Inferring	24%	19%	62%	62%	0	0
RoI	Summarising	56%	51%	47%	44%	0	1
NI	Summarising	52%	52%	33%	29%	0	0
RoI	Monitoring/Clarifying	44%	44%	53%	51%	0	0
NI	Monitoring/Clarifying	43%	43%	43%	38%	0	0
RoI	Synthesising	16%	18%	67%	64%	11%	7%
NI	Synthesising	19%	19%	48%	43%	10%	10%
RoI	Evaluating	44%	42%	51%	51%	2%	2%
NI	Evaluating	43%	43%	48%	43%	0	0

The most noteworthy aspect of this data is that all respondents reported teaching the same strategies as frequently in Irish as in English. This suggests that pupils should be aware of comprehension strategy use both in their Irish reading and in their English reading.

Pupil attitudes to reading as reported by teachers

Teachers were asked to report on their perceptions of children's attitudes to reading and reading practices in both Irish and English. A similar pattern in RoI and in NI is evident in Table 4.9 with teachers in RoI (53%) and in NI (57%) reporting that *almost all* children have a positive attitude to reading in Irish. This contrasts to teachers in RoI (87%) and NI (90%) reporting *almost all* children as having a positive attitude to reading in English.

Table 4. 9 *Teachers' descriptions of children's attitudes, practices and support in reading*

Children in my class ...						
	RoI			NI		
	Almost all	Some	None	Almost all	Some	None
are positive about reading in Irish?	53%	44%	0	57%	43%	0
are positive about reading in English?	87%	11%	0%	90%	5%	0
read in Irish daily at home?	11%	56%	31%	10%	52%	33%
read in English daily at home?	62%	36%	0%	33%	62%	0
indicate having books in Irish at home?	2%	67%	31%	0	86%	10%
indicate having books in English at home?	80%	18%	0%	71%	24%	0
visit their local library regularly?	13%	80%	4%	0	81%	14%
are supported with Irish reading at home?	16%	78%	4%	5%	90%	5%
are supported with English reading at home?	56%	42%	0%	29%	67%	0
read for leisure in Irish?	9%	51%	40%	0	67%	33%
read for leisure in English?	78%	22%	0%	48%	48%	0
value reading in Irish?	16%	67%	16%	19%	67%	10%
value reading in English?	62%	40%	0%	43%	48%	5%

Another striking set of data in Table 4.9 is the indication of having books in English and Irish at home with 80% in RoI and 71% in NI of *almost all* having English books at home as opposed to 2% in RoI and 0% in NI of *almost all* indicating having books in Irish at home. Gilleece (2015) discussed the importance of having books in Irish at home and found that children who reported having 26-100 books at home were better readers than those with less than 10 books at home. Teachers in both jurisdictions indicated a higher frequency of *almost all* children reading in English daily at home than in Irish and a higher percentage of reading in English for leisure in RoI (78%) compared to reading in Irish for leisure (9%) while teachers in NI present a similar picture with reading for leisure in English (48%) higher than in Irish (0%). Given that frequent reading is known to be a factor of good reading practice this could have implications for children's reading achievements in Irish.

Qualitative data in phase one

The final two questions of the teacher questionnaire and the final question of the principal questionnaire were open questions. In the teacher questionnaire, teachers were invited to describe what they thought would assist them in their teaching of reading in Irish. In the principal and teacher questionnaires, respondents were asked if they would like to add any relevant information. All responses were tabulated and analysed into themes and frequency of responses. As discussed in chapter 3, analysis was quasi-qualitative (Ó Cathain & Thomas, 2004) and results were presented as frequencies or percentages. The following sections describe the responses to the qualitative questions and then outline the themes and frequencies of the responses.

Responses to qualitative questions in phase one

As reported earlier in the chapter, questionnaires were analysed in four sets, RoI principals (n=52), RoI teachers (n=45), NI principals (n=23), NI teachers (n=21). Around half of all teachers who completed questionnaires responded with a description of what they thought would help them in the teaching of reading in Irish, in RoI (n=29) and NI (n=15). There were significantly less responses from teachers to the final question in the teacher questionnaire where they were invited to add more information. In RoI, 6 teachers responded and in NI, 4 teachers responded. Given that the teacher questionnaire was quite detailed with seven sections, perhaps teachers felt they had covered all areas and had nothing more to add. There were more responses from principals to the question inviting more information with 17 in RoI and 11 in NI. The principal questionnaire was shorter than that of teachers and contained only one open question. Perhaps this encouraged more of a response from principals.

Themes in the qualitative data in phase one

Three themes emerged in both sets of responses to the question on what would assist teachers in their teaching of reading in Irish (Appendix L). These were resources, human assistance in the form of classroom assistants and boosting knowledge about teaching reading through sharing practice with other teachers or in the form of PD. Often a response from one teacher covered more than one theme and the frequency of occurrences of these themes is tabulated in Table 4.10.

Table 4. 10 *Frequency of occurring themes in teacher responses to issues that could improve their practice*

	Resources	Human support	Knowledge/PD
RoI	21	2	4
NI	13	2	6

Almost all teachers who responded to this question included resources or finance for resources, stating that resources need to be attractive, suitable, interesting and in a range of genres. Responses discussing resources included a need for levelled texts, interactive language games and resources for children with reading difficulties. Teachers in both jurisdictions had two incidences each of describing the need for classroom assistants for reading. With regard to knowledge, teachers in RoI believed more information would assist them as well as knowledge about time management and a differentiated approach to reading. Teachers in NI requested specific PD on reading in Irish and opportunities to share best practice with other more experienced teachers. Guidance in teaching comprehension strategies and book levels were specific requests in both jurisdictions.

The final question in both teacher and principal questionnaires asked respondents to add more information. Responses again were categorised according to themes with responses from individual teachers often covering more than one theme. Frequency of themes is tabulated in Table 4.11.

Table 4. 11 *Frequency of occurring themes in responses from teachers and principals to adding more information*

	Teachers RoI	Teachers NI	Principals RoI	Principals NI
English/Irish comparison	2	0	3	0
Immersion/The system	2	0	4	1
Resources	0	7	3	4
Describing school	2	3	8	2

All responses in RoI to this question note a higher standard of reading in English than in Irish, some noting a lack of suitable resources for reading in the higher classes. Again, resources featured often in responses from both principals and teachers. Teachers in NI praised some recent resources made available but feel resources could be shared among schools more effectively. One teacher noted how it is difficult to compete with English resources and that children prefer to read in English. Two principals in NI raised the issue of a lack of finances as a reason for a lack of resources in their schools while two principals in RoI claimed they had a lot of reading resources in Irish in their schools. An Irish version of Accelerated Reader, assessment tools and books for children with reading difficulties also featured. Principals in both jurisdictions noted the lack of external support for immersion schools and principals in RoI discussed the PLC. Five principals discussed their recent change to immersion and their concerns about English reading in immersion. Common themes were definitely evident across both jurisdictions.

Conclusion

As stated, phase one questionnaires were aimed at profiling the community to provide information for the background of the study, the choosing of schools for the case study as well as to provide information for the design of the case study. It had been decided from the outset to include a school in each jurisdiction in Ireland in the case study and analysis to date has revealed some commonalities as well as some differences across the two jurisdictions. Data were analysed to profile the schools in phase one, and information was used as criterion to help choose those schools. The first step in choosing two schools was willingness to participate in phase two of the study. Confirmation was required from both principal and respondent teacher(s) in each schools. Given the age-group chosen for the study it was important that each school have a high percentage of pupils who transferred yearly to an Irish-immersion post-primary school. It was envisaged that this would impact motivation and a desire to raise standards among both pupils and teachers. It was also relevant that chosen schools shared similar socio-economic status. Irish immersion schools in RoI have a reputation of having a mainly high socio-economic status that is often used as a rationale for higher standards in achievement in assessments (Harris et al., 2006). In this study choosing schools with a low socio-economic status could potentially avoid such a rationale. Schools with high standards despite low socio-economic status were also a desirable criterion. Questionnaire responses to assessment, resources and detailed aspects of the teaching of reading in Irish as well as teacher and pupil attitudes to reading in Irish were investigated for prospective schools. Inspectorate reports and personal knowledge of the schools were also used as criteria.

The issues discussed in this chapter, planning, assessment, resources, lesson descriptions and attitudes formed the beginning stages of the design of the case study.

Some issues raised in the questionnaires, such as the closed responses in the quantitative sections as well as issues discussed in the qualitative analysis of responses required more information and it was foreseen that the case study could provide more in-depth information in these areas. The next chapter outlines the case study and the data analysed in comparison to that in phase one as well as to provide a more in-depth profile of the case study schools and their practice.

Chapter five: Data analysis, phase two

Introduction

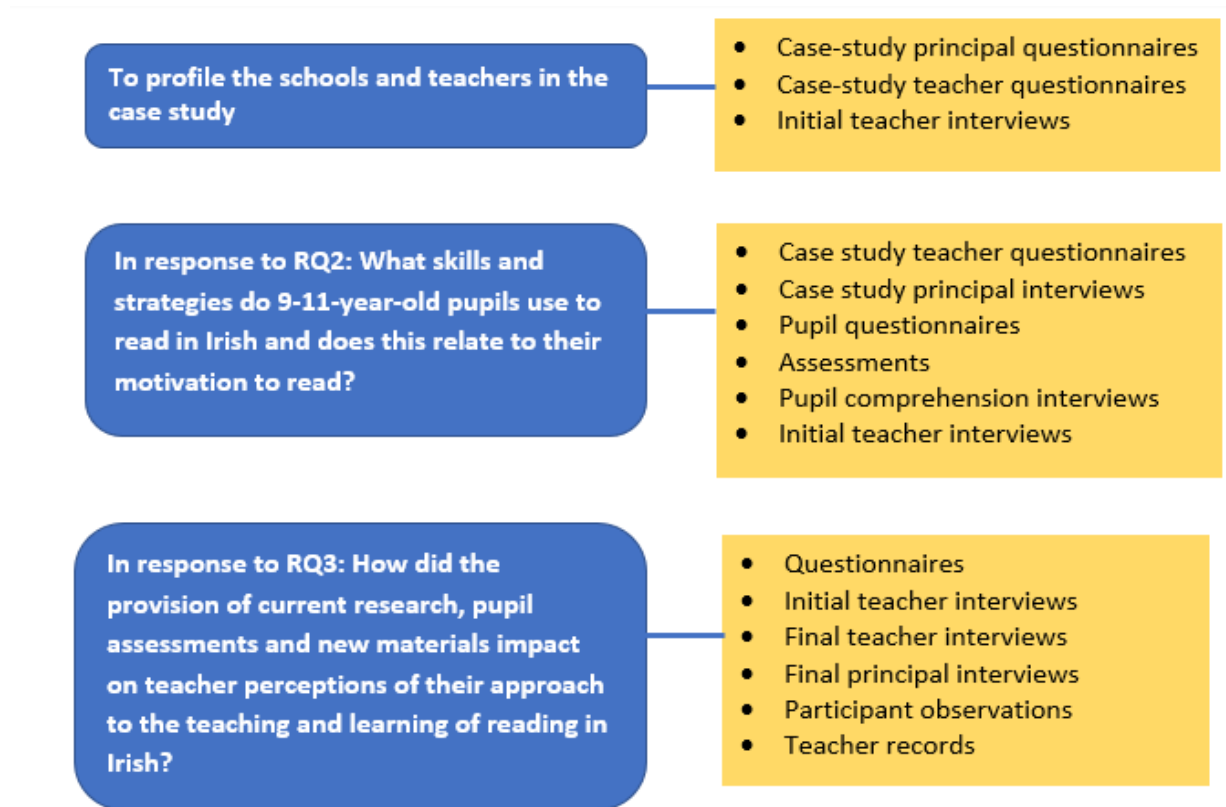
Phase two, the case study, is discussed in this chapter in response to research question 2 (RQ2), *What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?* and research question 3 (RQ3), *How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?*

The case study used examined patterns of behaviour focusing on the teaching and learning of reading in Irish in an immersion setting. As an explanatory case study (Creswell & Plano-Clark, 2011), it examined the data at a surface level as well as at a deep level to explain the phenomena in the data in response to the research questions. Data in phase one were used to profile the larger group in response to RQ1. But the mainly quantitative nature of this process of data collection revealed some gaps in the information that required further investigation. Data in phase two included both quantitative and qualitative data and yielded more focused and detailed information about the smaller group, the case study. The collaborative inquiry (CI) model (Coburn & Stein, 2010), discussed in Chapter 3 was used. This chapter reflects Stage 3 and Stage 4 of the model that sees the analysis of data followed by reflection. Issues and themes analysed in this chapter echo those analysed in Chapter 4.

The chapter is divided into three main sections. An initial short section profiles the schools and teachers, drawing on data from case study questionnaires with some comparisons to phase one questionnaires. The second section is in response to RQ2 and refers mainly to the pupils in the case study with data collected from pupil assessments and from the pupils themselves in questionnaires and interviews. The third section

responds to RQ3 and refers mainly to the teachers in the case study with descriptions of their current practice and how they were supported to reflect on this current practice and pupil engagement in reading. Both quantitative and qualitative data were analysed in each section to present a deeper perspective. Each section begins with a description of each data set analysed in the section, followed by how the information from each data set informed the issues discussed in each section. The three sections of the chapter and the corresponding data analysed in each section are outlined below in Figure 5.1 in the order of discussion in the chapter. They are categorised and tabulated in response to each research question and themes within each question with evidence from the different sources. It is recognised that multiple sources of data can provide a rich spectrum of information from a range of perspectives, but similarly that these perspectives may not always concur, offering another insight into the research problem (Cohen et al., 2013). In these situations, some reasons are given for areas of convergence or divergence between perspectives. Ongoing discussions were used as a method of relaying data to participant teachers as evidence of current practice and engagement as well as a provision of current research. This method was concurrent with Stage 4 of the collaborative inquiry model to encourage reflection and change. Figure 5.1 outlines the order of data analysis in the three sections of the chapter.

Figure 5. 1 *Outline of data analysis in Chapter 5*



Participant schools and teachers

As outlined in Figure 5.1, participant profiles were based on the case study teacher (n=6) and principal (n=2) questionnaires (Appendix J, Appendix K). The case study questionnaires were the same as those used in phase one of the study but completed by all participant teachers and principals in phase two and analysed separately (Appendix O, Appendix P). Principal and teacher questionnaires were analysed separately and data from RoI and NI were tabulated separately in the analysis. The following sub-sections profile and compare the case study schools and participants in both schools.

Profile of case study schools

Schools for the case study were chosen based on criteria gathered from the questionnaires as well as using information-oriented selection (Flyvbjerg, 2006) based on the researcher's and supervisors' prior experience with schools. Inspectorate reports were also consulted and used in the profile. Criteria for choosing the schools included firstly a willingness on both the part of the principal and all teachers to take part in the case study, indicated in phase one. Also, an urban setting, socio-economic status, a high average percentage of pupils who transfer to post-primary immersions schools and class size were relevant criteria.

School A (SA) was in the Dublin area and School B (SB) was in the Belfast area. Like many immersion schools, both schools were founded as a result of a need expressed in the community for provision of an Irish immersion school in the area. Reflecting the information gathered in phase one, SA had twice the number of pupils as SB where immersion schools in RoI typically have multiple classes in a year group while schools in NI typically have one. However, average class sizes were similar. In both SA and SB more than 50% of pupils typically transfer to an Irish-medium post-primary school, with SA reporting a 50-80% transfer and SB reporting an over 80% transfer. SA reported a mixture of socio-economic backgrounds. In SB, 60% of children received free school meals, the system used to determine the socio-economic status of a school in NI. This figure is significantly higher than the UK average (13.6%) and the NI average (28.4%) (Department of Education NI, 2019/2020). Like most immersion schools in Ireland, the majority of pupils in both schools do not speak Irish at home.

The schools chosen for this study have a general high standard of achievement in many curricular areas as evidenced in the questionnaires and inspectorate reports, despite

a reportedly mixed or low socio-economic status. Profiles of SA and SB are summarised in Table 5.1 below.

Table 5. 1 *Profile of Participant Schools*

	School A (SA)	School B (SB)
Pupils	>500	>200
Teachers in school	18	9
Average class size	30	27
Transfer to IM post-primary	50-80%	Over 80%

Profile of case study teachers

In SA there were four participating teachers from four classes, class teacher 4A (4ASA), class teacher 4B (4BSA), class teacher 5A (5ASA) and class teacher 5B (5BSA). All teachers were female. Years-experience and qualifications are outlined in Table 5.2. Teacher qualifications in SA mirrored the teaching qualifications indicated by the wider population of RoI found in phase one with just over half (57%) having completed a BEd degree. One teacher in SA had a Master's degree in Irish. One teacher was from a *Gaeltacht* (Irish speaking) area.

In SB there were two participating teachers, class teacher 6 (6SB) and class teacher 7 (7SB), one female and one male. Experience and qualifications in SB are outlined in Table 5.2. The questionnaires in phase one revealed that 70% of the wider population of teachers in NI had completed the one-year Postgraduate Certificate in Education (PGCE). Both teachers in SB had an extra role in the school. The principal of SA (PSA) participated in questionnaires, interviews and discussions. In SB a leader teacher, head of Key Stage 2 (KS2) (age 8-11), had been designated by the principal to participate in the study. This teacher was coded (PSB) for ease of analysis and tracing.

Profiles of participant teachers, their experience, qualifications and additional roles in the school are summarised in Table 5.2.

Table 5. 2 *Profile of participants*

	Experience (years)	Additional role in school	Qualifications
Teacher 4A School A (4ASA)	6-10	SEN	BEd
Teacher 4B School A (4BSA)	6-10	Resource	GDE
Teacher 5A School A (5ASA)	0-5	Resource	BEd
Teacher 5B School A (5BSA)	6-10	None	GDE + MA
Principal School A (PSA)	15+	Principal	BEd + MEd
Teacher 6 School B (6SB)	11-15	Subject coordinator	PGCE
Teacher 7 School B (7SB)	6-10	Subject coordinator	BEd
Leader teacher School B (PSB)	15+	Head of KS2	PGCE

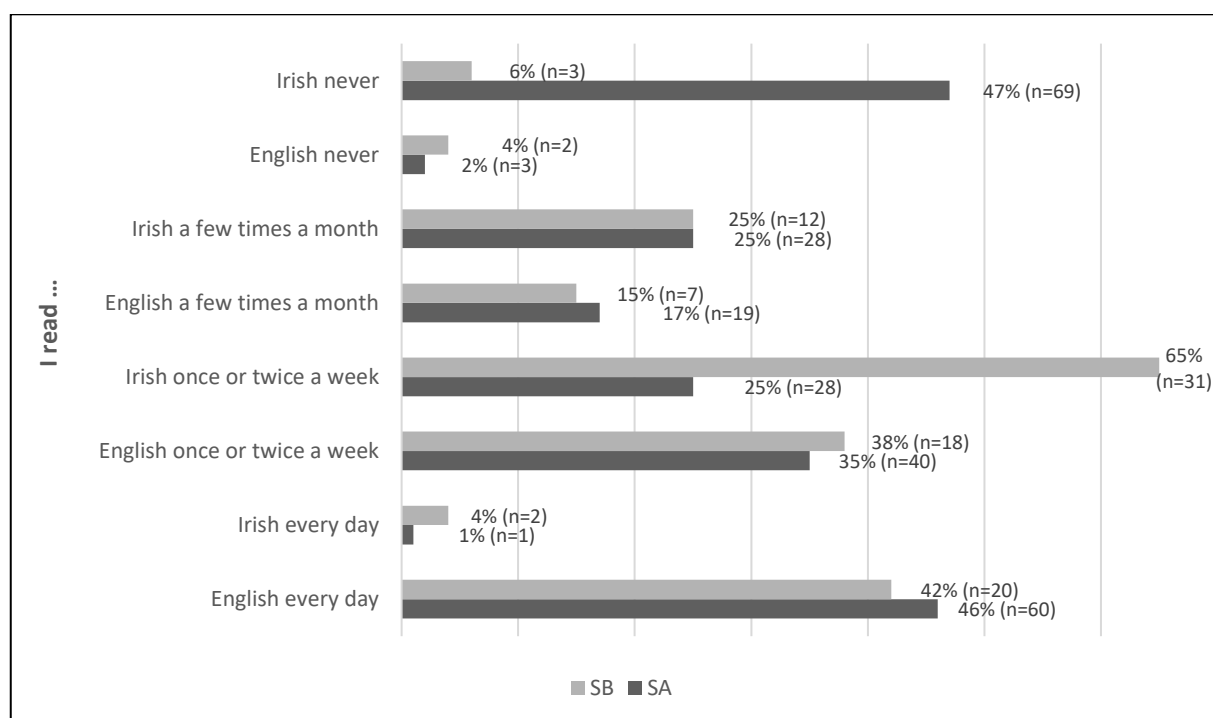
Profile of participant pupils

A total of 6 classes, 4 in SA and 2 in SB, took part in the case study (n=172). Roughly half the participating pupils in both schools were boys and half were girls. Around half the pupils in both schools (n=84) indicated they were 10 years-old, the rest were either 9 or 11 years-old, reflecting the overlap in age over the two school years in each school. More pupils in SB reported speaking English only at home (71%), perhaps reflecting the practice in RoI that all pupils study Irish at all levels meaning that most parents who grew up in this jurisdiction would have some level of Irish (Darmody & Daly, 2015). In NI, Irish is not part of the primary curriculum except in immersion schools and only as a chosen subject in post-primary schools. Many parents in NI would have limited or no knowledge of Irish. Very few pupils in questionnaire responses reported speaking Irish only at home in SA (1%) (n=1) and in SB (2%) (n=1). Similar numbers in SA reported that they speak English only at home (49%) (n=66) as did both Irish and

English (47%) (n=50). SB had fewer instances of English only spoken at home (24%) (n=12) than both Irish and English (71%) (n=35) reported. Given that many parents in NI do not study Irish at school this figure is quite high and perhaps reflects the interest of SB parents in Irish and the strength of the language in the community.

Almost half the pupils in SA and in SB indicated that they read in English for leisure every day in contrast to their reports of daily reading in Irish for leisure in SA (1%) and in SB (4%). As similarly reported by teachers in phase one and phase two questionnaires, and reflected in previous studies, reading for leisure in Irish is not a common practice (de Brún, 2007; Dunne & Hickey, 2017). Frequency of reading in Irish and English for SA and SB as reported by pupils is outlined in Figure 5.3.

Figure 5. 2 *Reading practices of pupils in SA and SB in Irish and English.*



There are some large differences in the responses to this questioning between pupils in each school. All pupils attend immersion schools, therefore they read daily in Irish. However, their interpretation of the reading they do is evidently different. Pupils in SB read with more independence in group settings and therefore see themselves as reading. Pupils in SA seem to perceive their predominantly whole class reading differently. Pupils in SB report that they read more often weekly than those in SA. Almost half the pupils in SA claimed never to read in Irish, a significantly higher response than that of SB. Pupils in SB (57%) reported reading online once or twice a week in Irish, significantly more than those in SA (3%). Reasons and effects of these differences in practice will be further investigated in this chapter. The following section discusses pupils in relation to RQ2 and provides further descriptions and explanations for reading practices based on assessments, questionnaires and interviews.

Participant pupils and their reading in Irish

This section focuses on the pupils in the case study. Both quantitative and qualitative data from pupil questionnaires (Appendix I), teacher questionnaires (Appendix J), pupil assessments (Appendix R, Appendix V, Appendix U), initial teacher interviews (Appendix AA) and pupil interviews (Appendix X). All data pertaining to this section can be seen in Figure 5.1 and were used in this section in relation to RQ2, *What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?* RQ2 questions pupils' skills and strategies as well as their attitudes and motivation. Skill and strategy use was investigated with the range of informal reading assessments in the Informal Reading Inventory (IRI) (n=159). This section begins with an account of the mainly quantitative data from the IRI revealing

pupil performance and their skill and strategy use in Irish reading. Data from questionnaires and interviews were then used to report on how pupils perceived reading in Irish, their attitudes to reading in Irish and their motivation or lack of motivation to do so. Questionnaires were completed in six classes (n=172), four classes in SA (n=123) and two classes in SB (n=49). A table analysis of all responses can be viewed in Appendix N. All data were analysed separately for each school and relevant examples are illustrated in the sections below in tables and different colours used in the graphs. The section concludes with a comparison of pupils' perceptions of their reading and their actual skill and strategy use.

Pupil skill and strategy use as revealed by assessments

All pupils were administered an IRI (n=159) which probed instructional level of text reading, decoding, fluency and word recognition (see Table 5.4). Analysis of the RR highlighted pupils in each class for a further probe in decoding (n=25) and/or word recognition (n=10). These were the pupils who had scored poorly in these areas and were in need of support. Pupils representing top, middle and bottom abilities in each class were chosen by the class teachers for the comprehension interviews (n=22). Analysis of each aspect of the assessments provided an insight into pupils' skill and strategy use and highlighted areas for potential focus and improvement. Samples of analysis of each type of assessment are listed in the Appendices and will be indicated in each relevant section below. The breakdown of numbers of pupils who completed assessments in each class is outlined in Table 5.3.

Table 5.3 *Total numbers that completed each aspect of the Informal Reading Inventory*

Class	No of pupils	Running Records	Comp questions	Fluency probes	Decoding	Word recognition	Comp interviews
Class 4ASA	32	25	25	25	3	0	2
Class 4BSA	35	29	29	29	5	0	4
Class 5ASA	33	23	23	23	5	3	2
Class 5BSA	29	26	26	26	4	2	2
Class 6SB	28	27	27	27	5	3	6
Class 7SB	29	29	29	29	3	2	6
Total	186	159	159	159	25	10	22

To administer these assessments, choosing appropriate texts in Irish was a vital starting point. An appropriate text at the correct reading level for the immersion or L2 pupil is essential in this process (Briceño & Klein, 2018).

Assigning suitable reading levels for assessments. As previously discussed, there are no guidelines for levelling books in Irish. For the purposes of this study, the researcher used the guidelines of Fountas and Pinnell (2017) combined with knowledge of Irish phonics, linguistic and vocabulary acquisition in Irish as well as texts with similar features already being used in some of the classrooms to gauge levels for new texts for the participating year-groups. Fountas and Pinnell levels were adapted from levels Q to Y to allow for margins of difference (Appendix Q). Passages from texts at these levels had been transcribed onto a framework for analysis (Appendix R). Each class teacher had provided a list of their pupils divided into general reading levels. All texts were discussed with the teachers to finalise the levels and their suitability for the pupil groupings. Table 5.4 outlines the number of pupils in each class that completed each level with the two age-groups or class levels indicated.

Table 5. 4 *Reading levels completed by pupils in each class*

Text level	No. of pupils	S	T	U	V	W	X	Y
Age 9-10								
Class 4ASA	32	/	13	12	/	/	/	/
Class 4BSA	35	1	7	11	10	/	/	/
Class 6SB	33	10	1	7	9	/	/	/
Age 10-11								
Class 5ASA	29	/	/	/	3	2	7	11
Class 5BSA	28	3	/	/	3	6	7	7
Class 7SB	29	/	/	/	2	4	8	15

One teacher in SB signalled a large gap in reading progression in their class and this is revealed in Table 5.4 in relation to the group who completed Level S only. Others completed a lower level as a second attempt. A second attempt was a feature in both schools. In these cases, the pupil was praised immensely in the second reading and the first text was blamed as not being very good. Every attempt was made to encourage the pupils in the second reading and not diminish their confidence. As discussed in chapter two, any reduction in self-efficacy could potentially affect self-esteem and performance (Bandura et al., 1997; Schunk & Zimmerman, 2007). There was only one case where a pupil was given a more challenging text. The second attempt was analysed and noted in all these cases (n=13). All other pupils read at the levels indicated by the class teacher.

Another issue with determining suitable levels involved current RR guidelines in the context of multiple languages. RR have been criticised for their lack of clarity and their openness to interpretation as well as the problem of determining suitable texts (Paris, 2002). All these issues were encountered in the current study with the added dimension of considering two languages. It was acknowledged, however, that a teacher familiar with the pupils, the texts and the languages involved can garner very valuable information

about a pupil's reading behaviour. According to current RR guidelines (Clay & Nig Uidhir, 2006), a score 85-89% indicates a reader reading at a frustration level, while 90-95% is at an instructional level and 96%-100% is at an independent level. These boundaries have been challenged generally as not providing enough learning space for the reader (Shanahan, 2020) and in L2 reading and for readers who read in more than one language (Briceño & Klein, 2018; Kabuto, 2017). Reading in an immersion language that is not the language of home may require a rethink on boundaries in RR (Briceño & Klein, 2018). In this study, the original boundaries are adhered to. However, an 85-90% category is added to the 91-94% instructional level to allow for more scope and to include pupils who may still be at an instructional level but may not be struggling with the text (Shanahan, 2020). A more specific breakdown of pupils' reading habits will be discussed below.

For readers of more than one language, errors need to be assessed accordingly across languages and language-related errors can contribute to a lower score in RR. For example, one pupil in this study mispronounced [fh] in Irish words five times in the passage which lowered their score significantly. In RR guidelines, Clay (2019) also suggests counting multiple errors with the same linguistic error as one. Briceño and Klein (2018) advocate the importance of this approach with readers of more than one language. Kabuto (2017) suggests using these types of formative assessments in multiple languages in “culturally relevant, assets-oriented ways” that consider the languages involved, how they interact and impact on readers and perhaps add to their knowledge. In this study, all errors were counted as individual errors for the purposes of analysis and to determine pupil skill and strategy use in detail. Error rates therefore may seem high in some instances but need to be viewed in the wider process. Table 5.5 lists the number of pupils who completed each level followed by a breakdown of scores with 85% or above

accuracy. Pupils who scored 95-100%, an independent level of reading, are included to show that some pupils could benefit from a more challenging text. Those who scored 91-94% are listed to indicate those reading at a suitable instructional level according to current RR guidelines. Scores of 85-90% are also included to allow the wider scope at an instructional level as suggested by Shanahan (2020). This boundary includes a larger number of pupils in some instances. Those who scored 91-94% and 85-90% can be compared to the total number in each class, indicated in the grey rows, who completed that level. Each number inserted below each reading level indicates number of pupils.

Table 5. 5 *Number of pupils in each class who read at each level with scores at 85-90%, 91-94% and 95-100%*

		S	T	U	V	W	X	Y
Age 9-10								
Class 4ASA	Total	/	13	/	12	/	/	/
	85-90%	/	4	/	6	/	/	/
	91-94%	/	1	/	4	/	/	/
	95-100%	/	0	/	2	/	/	/
Class 4BSA	Total	/	8	11	10	/	/	/
	85-90%	/	2	7	1	/	/	/
	91-94%	/	0	0	7	/	/	/
	95-100%	/	0	1	2	/	/	/
Class 6SB	Total	10	1	7	9	/	/	/
	85-90%	5	1	4	5	/	/	/
	91-94%	1	0	3	2	/	/	/
	95-100%	0	0	0	1	/	/	/
Age 10-11								
Class 5ASA	Total	/	/	/	3	2	7	11
	85-90%	/	/	/	2	2	5	5
	91-94%	/	/	/	0	0	2	6
	95-100%	/	/	/	0	0	0	0
Class 5BSA	Total	3	/	/	3	6	7	7
	85-90%	0	/	/	1	5	4	2
	91-94%	0	/	/	2	0	0	3
	95-100%	0	/	/	0	0	2	1
Class 7SB	Total	/	/	/	2	4	8	15
	85-90%	/	/	/	1	3	5	5
	91-94%	/	/	/	0	0	3	7
	95-100%	/	/	/	0	0	0	3

All classes across both schools revealed that the texts chosen for the more able readers were at a suitable instructional level. The majority of pupils in all classes scored 85% or above in the RRs. In all classes except one, two or three pupils scored 95-100%, suggesting they were reading at an independent level. However, as outlined below in Table 5.6, the texts chosen for the less able readers were too challenging.

Table 5. 6 *Number of pupils in each class who read at each level with scores at less than 85%*

		S	T	U	V	W	X	Y
Age 9-10								
Class 4ASA	Total	/	13	/	12	/	/	/
	<85%	/	8	/	0	/	/	/
Class 4BSA	Total	/	8	11	10	/	/	/
	<85%	/	5	4	1	/	/	/
Class 6SB	Total	10	1	7	9	/	/	/
	<85%	4	0	0	1	/	/	/
Age 10-11								
Class 5ASA	Total	/	/	/	3	2	7	11
	<85%	/	/	/	1	0	0	0
Class 5BSA	Total	3	/	/	3	6	7	7
	<85%	3	/	/	0	0	2	1
Class 7SB	Total	/	/	/	2	4	8	15
	<85%	/	/	/	1	1	0	0

No pupils, or very few pupils in each class reading the higher levels scored below 85% accuracy. The highest numbers are in the lowest levels. This is particularly evident in 4ASA where the class had been divided into two levels. Level T had been deemed suitable prior to testing but proved to be very challenging for the pupils in that group. S may have been a more suitable level. The teacher of 6SB had indicated that the lower levels outlined for this class would be too challenging and Level S was implemented with this group. Level S also proved to be challenging and a lower level would have been more suitable. These results suggest that the levelling system was correct but that unsuitable

levels had been assigned to the less able readers who would benefit from targeted texts at a more suitable level. This has been suggested in other studies where it was found that some pupils could benefit from more targeted teaching (Barnes, 2017; Nic Aindriú et al., 2021). Some pupils were assigned a second more suitable text (n=13). In these cases, the second reading was included in the analysis. However, due to time constraints a second reading was not always possible. When sufficiently satisfied that RR had been completed at as close to suitable levels as was possible, they were analysed for skill and strategy use for each pupil.

Categorising miscues in assessment analysis. RR were carried out with all pupils present on the day (n=159). Miscue analysis (Goodman, 1969; Goodman, 2015) is a method of assessing reading by observing pupils reading and monitoring their behaviour. Analysing the miscues can reveal whether the reader uses graphic similarity, syntactic clues or semantic clues in their miscues (Provost et al., 2010). It is important also to look for patterns in miscues to assist in determining specific areas that may need intervention. Reading errors can be informative revealing the word strategies being used (Parsons & Lyddy, 2016). Phonologically similar miscues suggest grapheme-phoneme strategy and more chance of attempting an unknown word (Parsons & Lyddy, 2016). Miscues that are phonologically dissimilar suggest non-phonological strategies and often result in a replacement word (Ellis & Hooper, 2001). For consistency, the researcher carried out all RRs and analysed the miscues. A sample analysis can be seen in Appendix S. RRs were carried out as described in Chapter 3. Miscue analysis can be challenging as some errors and strategy use could be interpreted in different categories. The context of errors and strategy use needs to be interpreted to decide whether an error results from decoding, a substitution, using English phonology, an insertion, an omission, has had

assistance from the teacher or has been self-corrected. A reader may also use more than more strategy. Teachers must observe pupil behaviours to consider the skills and strategies being used. In accordance with Stage 3 of the CI model, after the first coding of the RRs, analysis of the miscues in the current study was discussed with the teachers in each school to revise and further refine the codes. Teachers listened to recordings of some samples of different levels of the RRs and analysed them together to finalise codes. Listening to recordings is not the same as observing behaviours but this aimed to make the teachers aware of the process of RRs as well as to achieve a consensus of the interpretations of the analysis of the RRs and reduce researcher bias. A consistently occurring miscue was the omission of reading a lenition or an eclipse in a word. These are common grammatical changes that occur in words in Irish in specific contexts and alter the morphological make-up of the word. The categorisation of this common error was discussed by the teachers and the researcher with samples to analyse. It was agreed that these miscues needed to be categorised specifically in the analysis and added to the codes. Errors involving decoding and substitution were specified and categorised in the analysis table. Examples of these types of miscues are illustrated below.

Example of substitution error:	
√ √ √ √ <u>léim</u> √ √ √ √ √ ... agus cispheil ina lámh aige an t-am ar fad.	√ √ √ √ √ √ <u>jump</u>* √ √ √ ... and a basketball in his hand the whole time. *same initial sound, no sense
Example of decoding error:	
√ √ √ √ √ <u>fágáil</u> √ √ ... agus an bheirt eile a fhágáil ar leataobh.	√ leave* √ √ √ √ √ √ √ ... and leave the two of them to the side. *leave (pronounced without lenition)

Both these errors could be viewed as substitutions where the unlenited or unclipped form of the word is substituted. However, it was agreed that reading a lenited

or an eclipsed form without the lenition or the eclipse would be categorised consistently as a decoding error, given that the pupils were omitting to read the initial sounds of these words correctly. It was also decided in these discussions to add a new category to the RR to include errors where pupils used English phonology to decode Irish words. These discussions highlighted the importance of understanding the effects of biliteracy and multiliteracy on readers (Birch, 2015; Parsons & Lyddy, 2016; Reyes, 2012). Differences among reading systems can affect reading accuracy (Birch, 2015) as is evident in the use of English phonology while reading Irish words in some instances. Carrying out a miscue analysis with pupils with more than one language requires that the teacher have in-depth knowledge of those languages (Koda, 2005; Genesee et al., 2006). Having this language lens can help teachers focus on specific linguistic issues that can be dealt with in a subsequent lesson while allowing them to focus more on comprehension rather than accuracy during reading instruction (Briceño & Klein, 2018).

Frequencies of skill and strategy use in Running Records. A total of 1,960 miscues were analysed in the 159 RRs with frequencies of each kind of miscue presented in Table 5.7. There are few comparisons with other studies using RR in an immersion context. In a study by Briceño and Klein (2018) using RRs with L2 early years English learners, a total of 649 errors were analysed in 123 RRs. However, their study focused on linking linguistic errors in reading and did not include all separate errors. In the current study, the lowest scores are quite low for all classes and in both schools. These were affected by the poor performance in the lower levelled texts as well as miscues with the same linguistic features counted as individual miscues such as the pupil who mispronounced [fh] five times or the pupils of specific classes who used the English phonology of [sh] on multiple occasions. There were very few incidences of pupils

seeking assistance, perhaps with the children feeling they were in a test situation. Also, insertions and omissions were not common. English substitutions for Irish sounds occurred, however they were relatively small in number and occurred mainly with the pronunciation of [sh]. Interestingly these occurred less frequently in the class taught by a teacher from a *Gaeltacht* (Irish speaking) area possibly suggesting mispronunciation of the other teachers who are not native speakers. The main categories of miscues evident in the analysis are displayed in Table 5.7.

Table 5. 7 *Breakdown of miscue types in the analysis of the Running Records*

School/ Class	No. of pupils	Highest score on RR	Lowest score on RR	Total errors in 100 words per pupil	Total errors in decoding	Total errors with substitution	Total errors substituting English sounds	Total self- corrections in 100 words per pupil
4A SA	32	95	75	325	121	160	8	12
4B SA	35	97	72	364	158	191	1	57
5A SA	33	94	66	275	146	113	10	51
5B SA	29	97	60	356	171	167	13	32
6 SB	28	95	75	316	138	150	16	61
7 SB	29	96	73	324	177	132	10	84
Total	159			1,960	911	913	58	297

There was a high level of miscues in the RR analysis with a concentration of those found among the pupils who completed the lower levels, evident in Table 5.6. There is no definite pattern evident in the miscues in Table 5.7 that suggest an emphasis on decoding or substitution as a general area for improvement, with incidences higher or lower in different classes, but not significantly so. A RR is more than simply recording miscues and provides a lot of information about reading behaviours. It can be difficult to categorise miscues in RR and often miscues can be attributed to more than one category having been influenced by more than one aspect in the reading. It is important therefore

to observe reading behaviours carefully and teachers who know the pupils are often better at concluding behaviours that influence miscues than a researcher, as was the case in this study. It was recognised that the researcher had limited knowledge of the pupils and was only using the information available at the time to conclude miscues. One such behaviour that was clear in the RR in the current study was the ratio of self-corrections to errors where the reader recognises a miscue and uses a strategy to correct it. Table 5.7 indicates the number of self-corrections in each class and incidences are higher in SB, suggesting the use of monitoring strategies that was less evident in SA. By analysing reading behaviours teachers can ascertain a reader's strengths and weaknesses. How a pupil reads, and the strategies used can be inferred from listening to the reading and analysing the miscues as well as the cues. An analysis of the miscues can reveal pupils' strengths and weaknesses in reading and provide information for teachers for planning.

Visual, meaning and structural strategy use in Running Records. Readers use visual, meaning and context cues in reading, evident in miscues, cues and in self-corrections (Clay, 2006). Visual cues are how a word looks. Readers make connections with how a word appears and they relate that to their knowledge of correlating sounds (Adams, 1994; Ehri et al., 2001). Visual miscues may begin or end with the same letter. In using meaning cues, readers are thinking and evaluating if what they read makes sense. Meaning miscues may work syntactically but may not have a letter-sound correlation. Structural cues use knowledge of the structure and grammar of the language. A structural miscue may make sense in the syntax of the sentence. Examples of miscues that occurred in the RR in the study are transcribed below.

Example of Amharc (A) visual strategy:	
√ √ √ √ <u>ndóndo</u> √ √ √ √ √ √ √ √ ... agus Peadar féin, ar ndóigh.	√ √ √ nonsense word* ... and Peter himself, of course. *nonsense word, similar sounds
Example of Brí (B) meaning strategy:	
√ √ √ √ <u>ranga</u> √ √ √ Ní raibh mórán de rogha ag na buachaillí.	√ √ √ √ √ √ <u>class</u>* The boys did not have much choice. *substituted word, no sense, same initial letter
Example of Comhréir (C) context strategy:	
√ √ √ √ √ √ <u>agus</u> √ Chodlaíodh na hainmhithe istigh sa chró a bhí √ √ √ √ taobh leis an teach.	√ √ √ √ √ √ √ <u>and</u>* √ The animals would sleep in the shed that was √ √ √ beside the house. *addition, still makes sense

Indeed, miscues can be interpreted as involving more than one strategy. For the purposes of this study and the analysis, a main strategy was chosen and, given the definitive categorisation of miscues involving lenition and aspiration, it was easier to distinguish many of the miscues. A breakdown of incidences of strategy use in the RR in each class is outlined in Table 5.8.

Table 5. 8 *A breakdown of strategy use in cues and miscues*

School/Class	Total no. of pupils	Strategy use – visual (A)	Strategy use – meaning (B)	Strategy use – structure (C)
Class 4A SA	32	84	203	9
Class 4b SA	35	95	335	0
Class 5A SA	33	144	177	2
Class 5B SA	29	129	248	1
Class 6 SB	28	151	183	15
Class 7 SB	29	233	156	7

The most striking aspect of this information is the lack of structural strategies used in Irish reading in both schools and in all classes, with higher incidences in SB. As a second language for most pupils this information reflects a lack of familiarity with Irish syntax that could be improved with more extensive reading and a wider exposure to the language as well as more explicit teaching (Day & Bamford, 2002; Hinkel, 2006; Stenson & Hickey, 2018). As illustrated in Figure 5.3 for reported reading frequency, pupils in both schools indicated that they read less in Irish than they do in English. It has been noted that SB read texts in Irish more extensively over a school year and this is manifested in the instances of more frequent structure use as a strategy in the RR in Table 5.9 where SB and one class in SA used structure more frequently than the other classes in SA. The exception in SA is the class taught by the teacher from the *Gaeltacht* (Irish speaking) area and perhaps suggests these pupils are exposed to a more natural form of spoken language. Despite the emphasis in both schools on phonics in lessons, for all classes except one in SB, pupils generally used fewer decoding strategies than they did meaning strategies (Table 5.8), indicating the use of guessing rather than decoding strategies. Both classes in SB scored higher in visual decoding strategies than SA. This suggests that pupils in SB are more likely to use their phonics knowledge when reading. However, pupils in both schools needed more guidance in using phonics in context. SA notably used more meaning strategies than SB with pupils substituting words in the text based on meaning and sometimes based on a picture or some other clue. Using meaning as a strategy was the most positive strategy evident across both schools and suggests an emphasis on word meanings in reading lessons. Earlier studies comparing Irish and English word reading strategies with pupils in the fourth year of school (Parsons & Lyddy, 2009, 2016) and Welsh and English reading strategies with early readers (Ellis & Hooper, 2001) describe more real-word errors on English tasks compared with nonword errors on the Irish and

Welsh tasks, suggesting the use of different strategies when reading unfamiliar words from each language. The current study investigated strategy use in Irish only and with an older age-group. Decoding strategy use tended to result in nonword results in a miscue. However, more real words were substituted, as evident in Table 5.9, but not significantly so. This could be the result of the older age-group with more competence in the language to use more real words in Irish as well as an emphasis in classroom practice on word knowledge. An improvement in the other two strategies, especially in structural strategies, to use alongside meaning has the potential to improve the standard of reading. Information on the use of cues in reading is valuable information for teachers using RR as a formative assessment, however, it is complicated and time-consuming and more support with less complicated frames and codes could assist teachers in their use.

Pupils' reading fluency. All pupils' readings (n=159) were analysed for fluency using an adaptation of a fluency probe and rubric (Rasinski, 2004). As discussed in Chapter two this included both reading rate and prosody as two essential elements of reading fluency. The guidelines and rubric were adapted to Irish by the researcher (Appendix T). In a similar process adopted for the RRs, teachers in both schools were invited to carry out sample fluency probes for their own development as well as to ascertain categories and standards across the two schools and reduce researcher bias. The pupils' readings were recorded and could be listened to, to check wordcount and levels of prosody. The Multi-Dimensional Fluency Rubric (Rasinski, 2004) includes expression and volume, phrasing, smoothness and pace with each category scored out of 4 with a total score of 16. It is suggested that a score of 10 or above indicates that a pupil is developing well. To present the average score of words per minute (wpm) in each class would not reveal the range of scores in each class. Therefore, Table 5.9 depicts the highest

and lowest wordcount scores in all classes in the study, with pupils reading at their own reading levels. Prosody is similarly presented with the addition of the number of pupils who scored 10 or above with the class total indicated in brackets.

Table 5. 9 *Scores of reading fluency*

	Words read per minute		Prosody (out of 16)		Total 10 or above (class total)
	Highest	Lowest	Highest	Lowest	
Class 4A SA	106	31	14	6	18 (25)
Class 4b SA	139	29	15	6	19 (29)
Class 5A SA	87	20	14	8	20 (23)
Class 5B SA	124	33	16	10	26 (26)
Class 6 SB	90	39	14	5	25 (27)
Class 7 SB	99	37	16	10	29 (29)

The results of the fluency probe are interesting in that the highest wpm does not correlate to a high score in prosody in most classes, indicating that pupils read slowly but read with good prosody. Issues with word recognition, evident in both schools have had an impact on fluency. SB scored lower than SA in wpm but the prosody of the readers has been deemed to be high. This may be explained by the higher incidence of decoding in SB that takes longer as a word identification strategy while pupils in SA are able to insert a word at ease that, although incorrect, does not affect wpm. The lowest scores in the wpm are quite worrying but tend to be individual incidences and related to cases where the levelled text is too difficult for the reader. Some guidelines for wpm in English have been discussed in Chapter 2 and as stated, there are no comparisons for word count scores in previous studies in immersion schools in Ireland. An earlier study (Hickey, 1991) in English-medium schools in RoI investigated how listening to taped stories influenced comprehension, vocabulary, motivation and fluency. Results in this study showed significant improvements in fluency and motivation. In this setting Irish is taught

for between 5.3 and 5.5 hours per week (Hickey, 1991), significantly less than in an immersion setting. It has been noted that the reading rates of bilingual readers with advanced L2 reading skills are about 30% slower in their second language than in their first (Fraser, 2007; Hickey, 2003). Prosody reflects comprehension in reading more so than wpm. With the exception of the younger age-group in SA, almost all the pupils scored 10 or above. This result is therefore quite positive indicating that the pupils used a satisfactory level of expression and volume, phrasing, smoothness and pace.

Decoding skills in the decoding inventory. It has already been noted that all pupils in the case study schools could benefit from an emphasis on decoding skills in the context of their reading, and that perhaps specific lessons on decoding were not transferring to actual reading practice. As discussed in Chapter 2 progression in learning phonics differs significantly across languages depending on teaching methods, materials and support (Seymour, 2013). Perhaps a lack of consistency in teaching decoding and the lack of appropriate resources in Irish may have resulted in a long-term delay in the consolidation of skills. Pupils who completed the RR with scores indicating a low level of phonic knowledge were highlighted for the decoding assessment (n=25), the next level of the IRI (Appendix V). This assessment is based on The Decoding Inventory (Walpole et al., 2011), described in Chapter 3. The two-level inventory was used as a framework for the Irish version, adapted to Irish by the researcher, based on the developmental knowledge of phonics in Irish, also described in Chapter 3. Level 2, multisyllabic words, was used in this study given the older age-group. The decoding inventory was designed to show progression in phonemic knowledge, beginning with assessing basic knowledge and gradually progressing to more comprehensive knowledge. For some pupils, the assessment became more difficult, and it was evident that their knowledge threshold had

been reached. These pupils could benefit from a focus on the Level 1 assessment but time constraints did not allow for this. The assessment was therefore ceased before completion (n=11). The information on all assessments and where some pupils stopped was shared with the class teachers for their own information. A sample analysis can be seen in Appendix W. Although analysed for the benefit of the teachers, these incomplete assessments were not included in the final analysis for this study as an overall percentage would not reflect the more challenging levels in the assessment. As described in Chapter 3, the inventory contains 6 sections, each with specific phonic knowledge. Each section contains real words as well as pseudo-words with separate scores for each. To reach a satisfactory score, pupils should achieve at least 80% on the real words and at least 60% on the pseudo-words (Walpole et al., 2011). The difference is explained by the added advantage that some of the real words may be recognisable from memory and not dependent on decoding skills. Scores achieved by the pupils in SA (n=11) and in SB (n=3) are outlined in Table 5.10.

Table 5. 10 *Pupil scores in the decoding inventory*

	Pupils	Real words	Pseudo-words
Class 4A SA	Pupil 1	60%	46%
Class 4B SA	Pupil 1	88%	82%
	Pupil 2	62%	50%
	Pupil 3	56%	48%
	Pupil 4	66%	66%
Class 5A SA	Pupil 1	90%	88%
	Pupil 2	86%	72%
Class 5B SA	Pupil 1	72%	68%
	Pupil 2	74%	72%
	Pupil 3	64%	58%
	Pupil 4	58%	42%
Class 7 SB	Pupil 1	66%	56%
	Pupil 2	36%	22%
	Pupil 3	90%	68%

It is clear in Table 5.10 that few pupils scored the satisfactory levels in each set of words with fewer pupils achieving a score of above 80% on real words (n=4) than those achieving above 60% on pseudo-words (n=7). Combined with the group of pupils who were unable to complete the phonics inventory (n=11), it is evident that the pupils who scored low on the decoding aspects of the RR had a lot less phonics knowledge than was anticipated and would benefit from an increase in their phonics knowledge at the levels required, indicated by each individual assessment.

The final section of Level 2 of the decoding inventory included a section on morphological awareness based on a study of morphological knowledge of English among young readers (Carlisle, 2007). Morphological awareness is an important aspect of reading, particularly with an older age-group who can analyse words and is known to contribute to word reading and reading comprehension (Carlisle, 2003; Nagy et al., 2006). Only two pupils who scored highly on the decoding section completed the morphological awareness section, Pupil 1 and Pupil 2 in 5ASA. This section was analysed and not scored but described (Appendix V). This involved writing notes on the pupils' pronunciation of the word and their description of its meaning using knowledge of the morphemes. Morphemes included were plural forms, compound words and affixes in Irish. Plurals forms of the words were read correctly by both pupils, and both indicated they recognised the words as plural forms. Like Carlisle's (2007) examples of English morphemes, the compound words consisted of two recognisable words not commonly found together. Affixes were familiar but placed in unfamiliar contexts with root words not usually used with them. Knowledge of compound words, prefixes and suffixes was less evident to the pupils with some responses illustrated below.

Word	Pupil description	Analysis
Bréagleabhar A false book	Insíonn tú bréag You tell a lie	Read correctly. Only understood one of the words, the first one
Lárscoil Middle school	Scoil éigin Some school	Read correctly. Only understood the second word
Olldhineasár Giant dinosaur	Dineasár sean An old dinosaur	Read first part correctly. Did not understand the prefix
Sárnathair Supersnake	Nathair iontach A great snake	Read correctly. Gave a correct description
Róléite Too read	Tá sé dóite, san oigheann rófhada It is burnt, in the oven too long	Read as one word, no morphemes recognised
Mídhúisithe Badly wakened	Dúisíonn tú suas mícheart You waken up wrong	Read correctly Described correctly, a more commonly used prefix
Bruscadóir A rubbish device/person	Doras déanta as bruscar A door made of rubbish	Read correctly Mixed knowledge of Irish and English, rubbish and door
Peilfidh Future tense of football	Rud éigin a dhéanann le liathróid Something to do with a ball	Read first part correctly. Did not use the suffix indicating the future tense

Although only completed with two pupils, this section of the decoding inventory provided some interesting findings. These pupils were evidently not familiar with common affixes in Irish and did not use morphological knowledge as a reading strategy. Teachers also described a lack of knowledge themselves in this area. They described decoding lessons in classrooms as involving breaking down words into phonemes and did not include investigating commonly occurring morphemes. Irish is morphologically complex (Barnes, 2017; Lynn et al., 2017), and this knowledge has the potential to assist pupils in their vocabulary development and independent reading. Studies have found that pupils who encounter difficulties with reading texts in the higher primary classes struggle with multisyllabic words (Bhattacharya & Ehri, 2004) and that knowledge of morphemes can assist with reading new words (Adams, 2004; Koda, 2005; Nagy et al., 2006).

Word recognition skills. Pupils were highlighted for the word recognition aspect of the IRI based on performance in the RR and on strategy use (n=10). As discussed in Chapter 3, a definitive wordlist for this purpose such as the tiered Dolch sight-word lists in English is not available in Irish. Lists have been compiled in Irish based on frequency of occurrence in children's texts (Breacadh, 2007; Clay & Nig Uidhir, 2006; Hickey, 2007). Given the prevalent practice of translating children's books from English to Irish this can result in word usage that are commonly used or easily decoded in English but are not common or complex in Irish. These lists of Irish words have not been widely used as assessment tools. Breacadh's (2007) wordlist is widely available. As described previously this frequency list was compiled by collating the most common words used in children's book by all publishers in Ireland, including those in NI. The word lists are distinguished according to age categories and include variations and grammatical changes that occur in Irish words with frequencies indicated for each root word and lexeme. For the purposes of this study, words from the *Breacadh* list were presented on a frame with 50 words per page (Appendix U) and pupils were simply asked to read them aloud. This began at the 201-250 most common words and pupils were moved to 251-300 if needing more of a challenge. Pupils from Class 4ASA and Class 4BSA were not selected for the word recognition assessment as they had used this strategy more than all other classes in the RR and were not highlighted for this further probe. Scores for word recognition are presented in Table 5.11.

Table 5. 11 *Pupil scores in the word recognition list*

Class		Total errors in 201-250 wordlist	Total errors in 251-300 wordlist
Class 5ASA	Pupil 1	9	2
	Pupil 2	7	2
	Pupil 3	8	1
Class 5BSA	Pupil 1	10	3
	Pupil 2	7	2
Class 6SB	Pupil 1	1	/
	Pupil 2	2	/
	Pupil 3	2	/
Class 7SB	Pupil 1	1	/
	Pupil 2	3	/

Pupils in SB depended more on decoding strategies than those in SA to read the words in the frame. This impacted on time, and they were not required to read the second frame of words. The decoding strategies, although time consuming, did help the pupils identify some words. When not identifying a word quickly, pupils were observed placing a finger under each sound and sounding out the word. Given that the same pupils had been highlighted for decoding as were highlighted for word recognition, these attempts were often unsuccessful and displayed that the pupils had been instructed to pursue this strategy but lacked the phonics knowledge to apply it. Similar to their performance in the RRs, pupils in SA tended to insert a similar word when they did not recognise the word on the list, with some saying *múinteoir* (teacher) in place of *máistir* (master) and *teach* (house) in place of *tuig* (understand), evidently using the initial sound to insert another word with the same initial sound. Pupils who read the second list, 251-300 wordlist, scored higher than on the original 201-250 list. The first list proved to be more difficult than the second, with words such as *tit* (fall) and *tuig* (understand) more unrecognisable than the more common lenited forms and words such as *ea* (it) and *bóin* (part of the word

ladybird) out of context. This list was evidently not compiled with levels of difficulty in mind but with frequencies that are less relevant for pupils who do not read frequently in Irish and on translated texts. The lack of a definitive wordlist for assessment purposes has impacted on the reliability and validity of this list as an assessment tool. Because of these difficulties with the wordlists, the word recognition analysis was deemed inconclusive. As discussed in Chapter 2, as a more decodable language at the phonemic level, more emphasis on fluent decoding strategies in Irish could contribute to word recognition (Stenson & Hickey, 2018).

Comprehension strategy use. Comprehension in Irish reading was assessed on two levels. Initially to indicate comprehension of the passage as part of the RR and with all pupils (n=159) and then in describing strategy use in the comprehension interviews with selected pupils (n=22). As part of the RR all pupils were asked three general comprehension questions about the passage they had just read. Using a rubric, rating responses from *excellent*, *satisfactory* or *unsatisfactory*, readers were invited to give a literal response, a summary and a prediction. Analysis of responses to the questions is outlined in Table 5.12.

Table 5. 12 *Pupil responses to comprehension questions as part of Running Records*

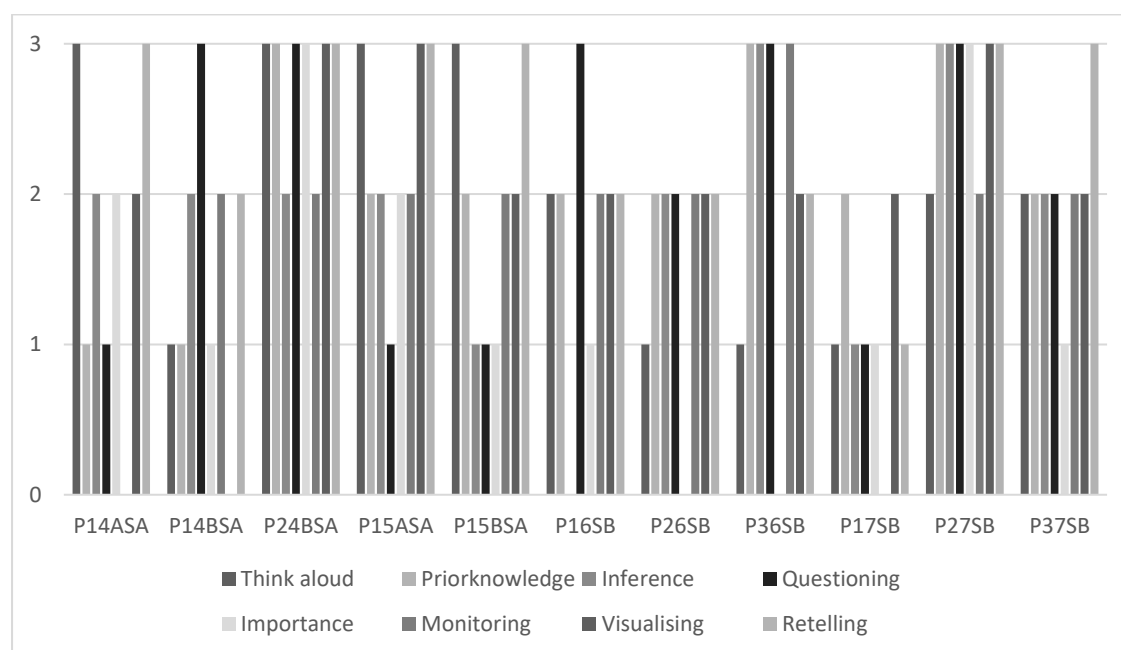
Class	Total number of pupils	Q1: Literal			Q2: Summary			Q3: Prediction		
		Excellent	Sat.	Unsat.	Excellent	Sat.	Unsat.	Excellent	Sat.	Unsat.
4ASA	25	11	9	5	5	13	7	2	9	14
4BSA	29	12	11	6	4	12	6	0	11	18
5ASA	23	12	9	2	6	13	6	0	12	11
5BSA	26	14	8	4	7	14	5	2	10	14
6SB	27	11	10	6	5	13	9	1	8	18
7SB	29	16	9	4	8	15	6	2	10	17

The results reveal a higher tendency in pupils to comprehend the literal meaning of the text read, with the vast majority of pupils giving an excellent or satisfactory response to Q1, the literal question. Around 50% of pupils gave an excellent or satisfactory response to Q2 in summarising the passage. In predicting in Q3, pupils scored the lowest with the highest number deemed unsatisfactory. Many pupils simply shrugged at Q2 and Q3 and did not give a response. This concurs with Harris et al. (2006) in assessments in comprehending text in Irish with higher scores on retrieval, less on inference and high levels of no response on interpretation. Length of passages was discussed in Chapter 3 in relation to RR application in an L2. It is acknowledged that passages were short with not much scope for developing a deep understanding. In the context of comprehension of text, a longer passage could have allowed for better responses and given more opportunity to become familiar with the text. It was envisaged that more detailed interviews with a smaller group of pupils would give an insight to aspects of strategy use in comprehension.

In the comprehension interviews, pairs of pupils, chosen by the classroom teachers and of similar reading ability, were each given a copy of the same book they had read individually in the RR and asked to reread silently the section read previously in the RR and then to continue to the end of the chapter or section, depending on the structure of the book. As described in Chapter 3, comprehension interviews took place with pairs of pupils in both schools, SA (n=10) and in SB (n=12). Questions were directed in turn to each pupil with questions directed at alternating pupils each time. All interviews were carried out in Irish in a quiet area in each school and were recorded and then transcribed for analysis. All suggested questions, guidelines and the rubric as used in The Major Point Interview for Readers (MPIR) (Keane & Zimmerman, 1997) were adapted to Irish for

use in this study (Appendix X). The rubric was used as an analysis method for the transcribed interviews with scores from 1-5 to allocate a mark for responses. A score of 1 indicated a non-answer or an answer not related to the text. A score of 5 indicated a very comprehensive answer making links between the text and a deep level of comprehension and thinking skills. Samples of pupil responses can be seen in Appendix Y. Pupils tended to take the lead from each other in their responses. Some questions were answered with shrugs and ‘don’t knows’ by both pupils and were given a score of 1 and in those cases follow-up questions were not asked. Scores were allocated to each pair as a combined effort and each pair was assigned a number, e.g. Pupil 1 (P1). It was acknowledged that interviewing students in pairs was not ideal for analysis. However, given the weak responses or lack of responses, the MPIR interviews revealed that pupils were not prepared for this level of detail and interviewing in pairs provided a support structure. Figure 5.4 displays the comprehension strategies discussed and the pupil scores according to the adapted MPIR rubric.

Figure 5. 3 Scores on MPIR rubric allocated to each pair



Only 8 of the 10 strategies were analysed in Figure 5.4. Structure and Recognising the Purpose of Reading were not included as pupils gave no responses, not understanding what was being asked. As illustrated in Figure 5.4, no pupil was allocated a score of 4 or 5 for any of the specific strategies discussed, and no one strategy was used more effectively than others. Terminology for each strategy was used but some had to be explained in all classes and in both schools. Some of the words were self-explanatory, such as *ceistiú* (questioning) but other words such as *tátal* (inference) were unfamiliar and had to be explained. Interestingly, many pupils recognised strategies at once saying *Déanaimid sin sa Bhéarla* (we do that in English) and most children used a mixture of Irish and English in their responses, perhaps suggesting more familiarity with discussions such as these in English. It is important that the correct terminology be used in discussions to encourage the use of academic language and expand vocabulary knowledge in how reading is discussed (Cregan, 2019). Teachers could facilitate discussions with an emphasis on the specific language used to discuss comprehension.

In the MPIR, it is recommended that each comprehension strategy is administered in turn with specific guide questions to encourage responses. In the section on think aloud strategies, questions involved inquiring about what the pupils were thinking and describing their thoughts. Some shrugged and did not respond, some said nothing was happening in their heads. All pupils who responded described visualisation with examples of what they saw in their heads when reading. In the illustrative quotes from transcriptions, codes are used for each school SA and SB, for each class, 4A, 4B, 5A, 5B, 6, 7 and for pupils P1, P2, etc.

Feicim an scríbhneoireacht agus bhí, em, mar níl aon pictiúr anseo. Bhí mé ag léamh é sin agus chonaic mé pictiúir thuas i mo cheann. (P1 5BSA)	I see the writing and, em, there are no pictures here. But I was reading, and I saw pictures in my head.

A pattern was evident in the interviews with the pupils who scored high in prior knowledge (n=6). For these pupils making a connection with a personal experience helped them with the other strategies where their own experiences helped them with a context for other strategies such as questioning, inference, visualising and retelling. Some examples include the pupil who made connections with the text set on a farm with her mother growing up on a farm and the boy who made a connection with the text on the Olympics and his experiences with boxing and the child who connected the text on visiting a care home with her own visits with the school choir. These pupils were more engaged with the text than their partners and referred other responses to their own experiences. This is encouraging for teachers who can facilitate pupils' prior knowledge before reading to encourage engagement with text (Afflerbach et al., 2013; Pressley, 2001).

The term for inference in Irish was not familiar to the pupils and caused a lack of responses. Some did make some connections in the text but took some time to describe why they had drawn these conclusions. The pupil below inferred the team would win the match but took a while to explain she thought this because there were 'sparkles' around the ball in the picture and inferred that magic, or fairies, would be involved.

Tá siad ag dul a dhéanamh cluiche peil. Agus tá siad ag dul a bhua, leis an sliotar sin em, ceapaim tá sé ana-mhaith. ... mar, ansin tá like sparkles ann, so b'fhéidir síogaí. (P1 4BSA)	They are going to play football. And they are going to win, with that ball em, I think it is very good. ...because, there are like sparkles there, so, maybe, fairies.

When asked if they had any questions about the text they had just read, most pupils said they did not. However, it was noted that those who did ask questions did so

when reading non-fiction texts, perhaps more motivated by the topic or having a better understanding of the facts related in the readings. Pupils from each school raised questions about the non-fiction text about bicycles, having read the first chapter on the history of bicycles. In the examples below both pupil samples from both schools used English in their responses, perhaps suggesting more familiarity with discussing texts at this level in English. In the second example below, the pupil had obviously learned a new word *troitheáin* (pedals) and used it alongside the English word in the question. The same pupil improvised the explanation of brakes without using the specific word as the word was not in the read text. In this example, the pupil is motivated by the information in the text, learns the new word in context and then uses the word in discussion, showing the possibilities of vocabulary development using texts, specifically non-fiction texts (August et al., 2020; Graves, 2016; Guthrie et al., 2004).

Yeah, bhuel, ní shíl, like, an duine a made an rothar, cén fath a bhfuil an wheel ar dtús chomh mór? (P1 6SB)	Yeah, well, I don't think, like, the person who made that bicycle, why is the front wheel so big?
Ní raibh aon pedals, troitheáin, ar na rothair seo. Shiúil siad. Agus ansin ag dul downhill, an gcaithfidh tú just cur do chosa síos? (P1 5ASA)	There were no pedals (Irish word) on these bicycles. They walked. And then going downhill do you just put your feet down?

Explicit instruction on specific comprehension strategies can assist readers in having a focus in their reading (Pressley, 2005). One pupil, illustrated below, recognised the concept of important points but not in the context of the given text. Another pupil said they hadn't been paying attention to that aspect while reading. Again, this illustrates that pupils are more aware of using cognitive strategies in English reading but not so much in

Irish reading. Cognitive resources in Irish are utilised more for word identification and often less secure decoding strategies.

Sílim, nuair a léann tú Harry Potter agus, like, is cuimhin leat, like, wand Harry and wand Voldemort, gur sin an wand céanna, agus is cuimhin leat sin, agus tá sé tábhachtach (P1 5ASA)	I think when you read Harry Potter and, like, you remember, like, Harry's wand and Voldemort's wand, that they are the same, and you remember that, and it is important.
Bhí gach rud tábhachtach. Mar an gcéanna. Ní raibh rud ar bith níos tábhachtach ná rud ar bith eile. Ní raibh mé like ag amharc do rudaí tábhachtach (P2 4ASA).	Everything was important. All the same. There was nothing more important than anything else. I wasn't really looking for important things.

Pupils' descriptions of their monitoring strategies reflected an awareness of a range of strategies they had been taught or instructed to use in class. Described strategies were the same in all classes in both schools. Monitoring strategies reveal that a reader is responsible for learning and aware of analysing their learning (Pressley, 2005). However, few monitoring strategies were used in the RRs. Pupils in SB used more decoding strategies than SA to monitor new words, but other strategies were not evident. One text had a glossary, and pupils who read this text in the comprehension interviews were asked if this helped them with new words. All responded in the negative and, after reading the descriptions in the glossary, still did not understand the words. Glossaries can be an effective way to assist vocabulary development in the L2 or immersion language, however, they are affected by language proficiency and need to be at an accessible level for the L2 readers (Kim & Lee, 2020; Zhang & Ma, 2021). Pupils described using a dictionary more for their Irish reading than their English reading. Dictionary use is a common practice in L2 reading and there are varied findings in the research (Webb & Nation, 2017; Zhang et al., 2021). Studies have concluded that word strategies and

guessing can lead to non-comprehension in the L2 and cross checking with a dictionary is an effective strategy, particularly when including follow-up work (Webb & Nation, 2017; Zhang et al., 2021).

Monitoring strategies or lack of strategies are outlined below as described by pupils. There was no evidence in the assessments of asking the teacher, consulting a dictionary or reading on for sense. Perhaps in the perceived test scenario pupils did not use these strategies.

Just, níl a fhios agam cad a chiallaíonn sé. (P2 4BSA)	Just, I don't know what it means.
Deir mé é le duine éigin. (P1 4BSA)	I ask someone.
Oibríonn mé amach é má tá sé sa leabhar just théann mé go dtí mo, em, foclóir agus just, faigheann mé an focal ansin ... Nuair atá sé Béarla ní fhaigheann mé foclóir. (P1 4ASA)	I work it out if it is in the book, I just go to my, em, dictionary, and just, I get the word there ... When it is English, I don't get the dictionary.
Em, scipeáil mé é agus léigh mé an abairt tar eis é sin chun, chun feiceáil an ndéanann sé ciall níos mó. (P2 4ASA)	Em, I skip the word and read the sentence after it, to see if it makes any more sense.
Bhris mé an focal síos. (P1 7SB)	I broke the word down.

Retelling or summarising was a relatively positive strategy evident in the readings, with 50% of the pupils interviewed attaining the highest score, 3 out of 5. The summaries revealed a general comprehension despite not understanding every single word and displayed that dissecting every single word is not necessary for overall comprehension. The levelling of texts was an important aspect of comprehension where too challenging texts with too many unknown words can affect general understanding (Laufer, 2001; Nation, 2015). The pupil summarising the non-fiction text on the Olympics gave a very positive response despite the text being too difficult for this reader

in the RR. This illustrates the need for caution when allocating texts and not restricting readers if they are interested in a text and have particular knowledge that will assist them in reading a more complex text (Fountas & Pinnell, 2012). Not all texts should be used for assessment purposes and this pupil's enthusiasm was evident.

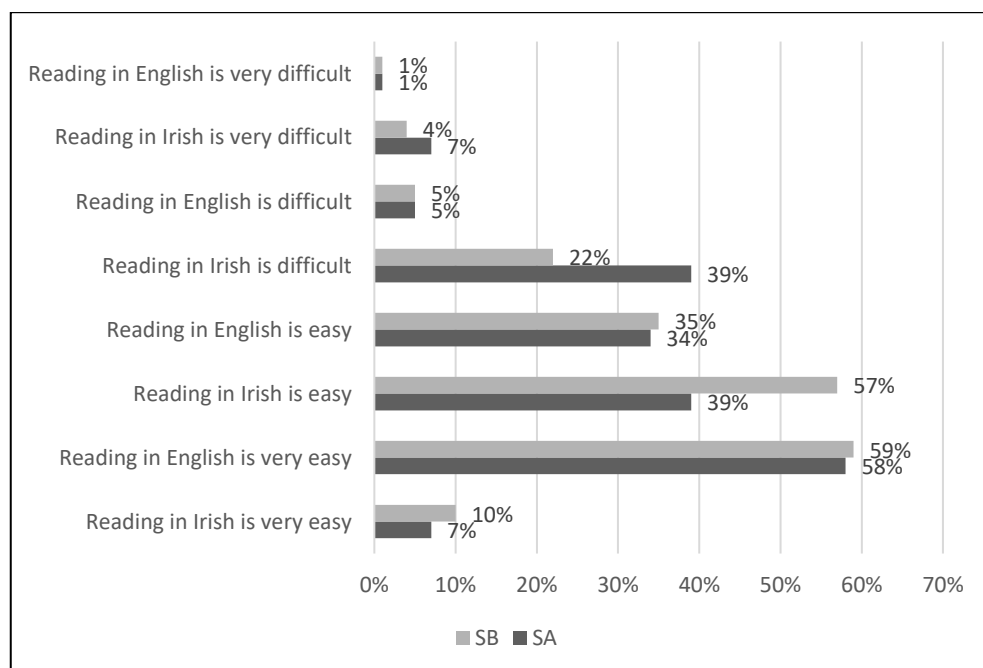
Bhuel, deirfidh mise le mo chara, caithfidh tú léigh an leabhar seo. Tá sé faoi na Olympics agus gach rud, agus déanann gach rud faoi spórt agus tá sé like comórtas ollmhór agus like imríonn tú in éadan a chéile agus like, tá sé iontach iontach maith, agus, em, like, bíonn sé ar an teilifís agus gach rud (P1 7SB)	Well, I would say to my friend, you have to read this book. It is about the Olympics and everything, and it does everything about sport and it is like a massive competition and like you play against each other and like it's really good, and em, like it's on tv and all.

It was evident in the interviews that the pupils were unfamiliar with the comprehension strategies in Irish. However, it was obvious that some comprehension strategy use occurred in English in classrooms with some saying they do this type of work in English but not in Irish. As discussed in Chapter 2, comprehension strategies transfer across languages (Koda, 2007) and pupils could be facilitated in making these connections and encouraged to implement a range of comprehension strategies in their Irish reading (Ó Duibhir & Cummins, 2012). It is clear in the current study that transfer cannot be considered an automatic process (Yapp et al., 2021). Having investigated how pupils performed on the assessments in the IRI, the next section explores pupils' own perceptions of their reading in Irish. How easy or difficult they perceive Irish reading to be, and how they describe their own strategy use when reading in Irish.

Pupils' perceptions of reading

The following sections return to the pupil questionnaire data and considers pupils' responses in the context of their performance on the IRI. As described in Chapter 3, pupil questionnaires consisted of both quantitative and qualitative questions and responses are illustrated in the form of graphs and descriptions. The aim is to compare pupils' responses to describing reading in Irish to their actual performance and to ascertain any co-relations or patterns. Pupils' perceptions of the ease or difficulty of reading in Irish and English are relatively similar in both schools with more than half the pupils in SA (58%) and SB (59%) describing reading in English as very easy in contrast to describing reading in Irish as very easy in SA (7%) and in SB (10%). The main difference between the two schools is that more pupils in SB find reading in Irish to be easy, also reflected in more pupils in SA finding reading in Irish to be difficult. The breakdown of the responses of pupils in each school is outlined in Figure 5.5.

Figure 5. 4 *Pupils' descriptions of reading in Irish and English as easy or difficult.*



In an open question in the questionnaire, the main reason given in both schools for Irish being difficult was words, long words and not knowing the words. While the main reasons cited for English being easier than Irish were knowing the words and knowing more English.

Pupils perceived skills and strategy use

In the questionnaires, pupils were asked to describe their reading aloud in Irish and in English. There are some differences between the self-perceptions of pupils in the two schools. More pupils in SB perceive themselves as reading very well in Irish than in SA. However, a lot more pupils from both schools perceive themselves as reading very well in English. In both schools, more pupils believe they do not read well in Irish but read well in English. Pupils' perceptions are presented in Figure 5.6.

Figure 5. 5 *Pupils' perceptions of how they read aloud in Irish and in English.*

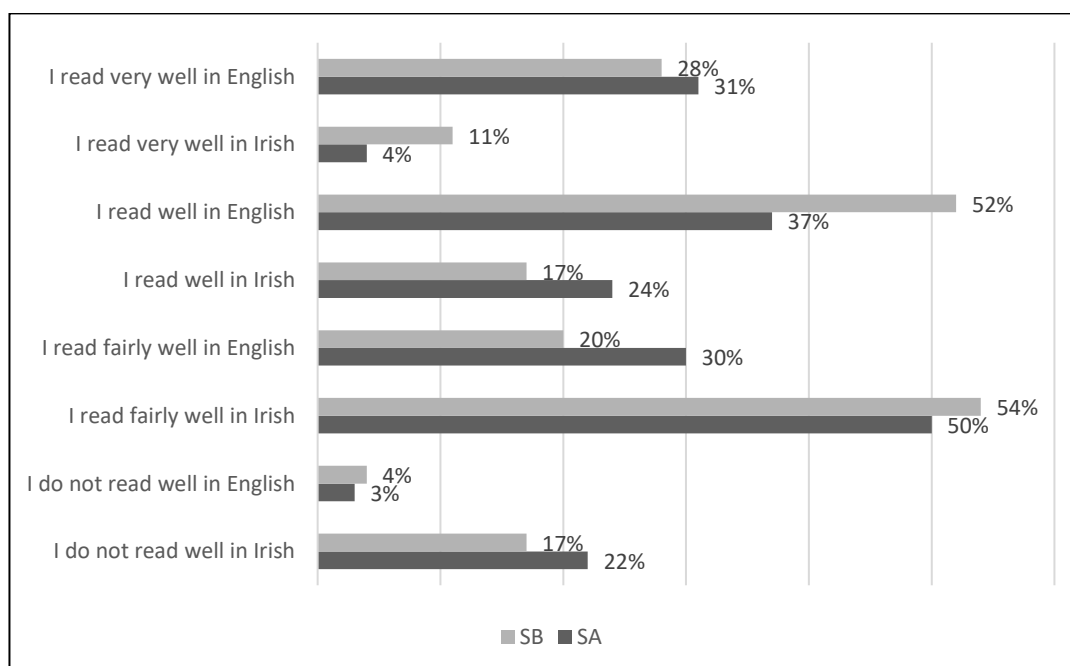
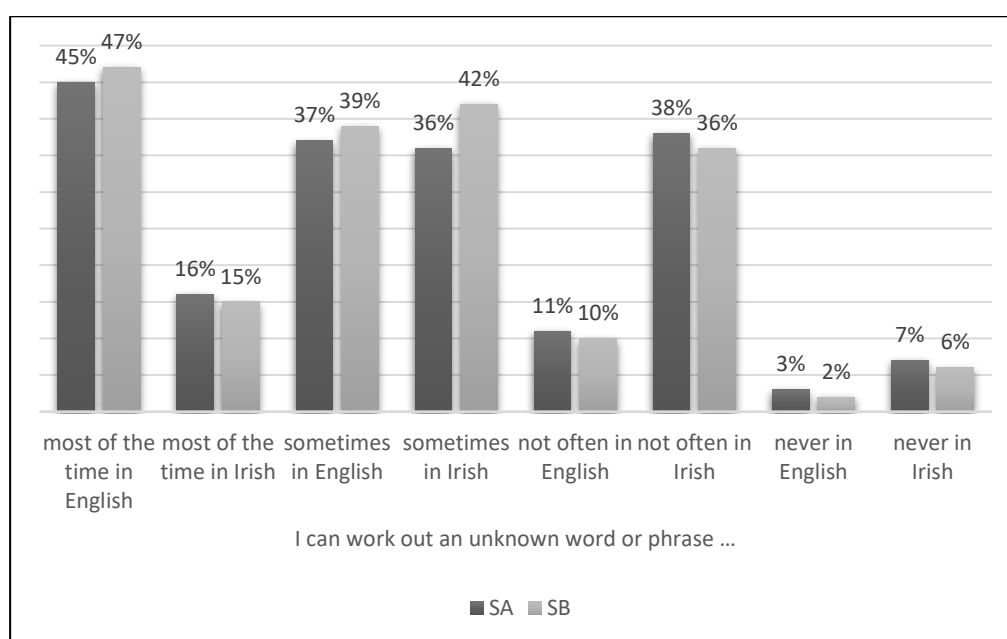


Figure 5.6 illustrates a similar picture across both schools with a definite perception of reading better in English. Without enquiring about specific skills or strategies, pupils were asked if they could work out a new word or phrase in a text. Again, there were significant levels of similarity in the responses of pupils from SA and SB. Almost half of all pupils indicated that they could work out a word in English most of the time. A small number of pupils in SA (16%) and SB (15%) indicated that they could use a strategy to work out an unfamiliar word in a text in Irish most of the time. Teachers have indicated that they teach word identification strategies both in Irish and in English. However, pupils evidently view learnt strategies as more effective in English reading. This could also reflect a wider known vocabulary in English that the pupils can draw on. Percentages of the responses are outlined in Figure 5.7.

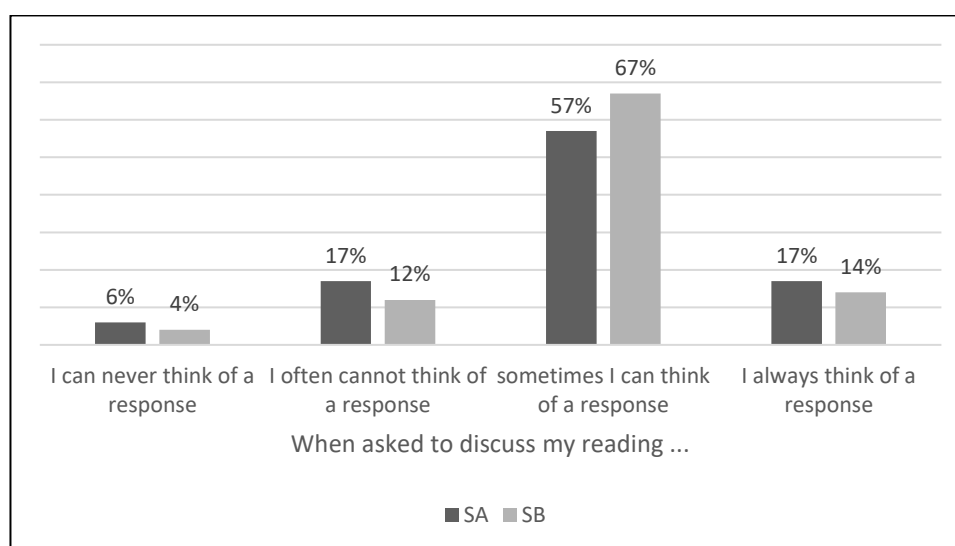
Figure 5. 6 *Pupils' descriptions of strategy use in reading.*



In an open question in the questionnaire pupils were asked to describe more specifically what they do when they come to an unfamiliar word or phrase in Irish. The responses were similar in both schools, with the majority of pupils in both SA and SB

saying they broke up the word or sounded it out. The second most common strategy in both schools was to ask a teacher or parent. When asked to describe how they respond to texts in discussions, responses were fairly consistent in SA and SB, with the biggest group of pupils claiming they could sometimes think of a response. Pupils in both schools gave a mainly positive response with differences outlined in Figure 5.8. This question was not specific to Irish or English reading.

Figure 5. 7 *Pupils’ perceptions of how they respond to texts in discussion.*



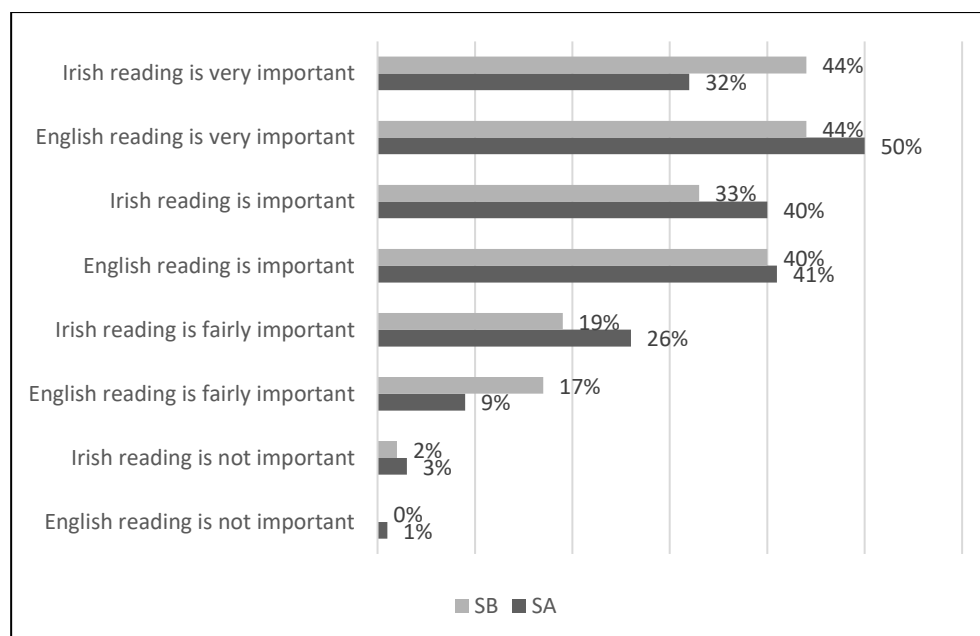
It is evident in these comparisons that pupils in both schools responded with similar results and that perceptions are similar in both settings. The next section outlines how pupils feel about reading in Irish.

Pupils’ attitudes to reading and motivation to read

In the case study teacher questionnaires, all teachers indicated a generally positive attitude amongst pupils towards reading in Irish and in English. However, as outlined previously, daily reading and reading for pleasure are indicated as practised less for Irish

than for English. Pupils in the six classes of the case study (n=172) indicated a general positivity towards books and reading with a majority (n=153) expressing a positive attitude towards receiving a book as a gift. To be motivated to read is to value reading and see the importance of reading (Afflerbach et al., 2013). Pupils indicated whether they believed Irish and English reading to be important. Pupils in SB rated both Irish reading and English reading as very important while in SA 50% viewed English reading as very important in contrast to 32% who viewed Irish reading as very important (Figure 5.9). It is also clear that very few viewed reading as not important, in Irish or in English.

Figure 5. 8 *Pupil indications of importance of Irish and English reading.*



The difference in results for SA and SB could be influenced by the larger number of pupils in SB who transfer to an immersion post-primary school and for whom reading in Irish will be an important factor in their post-primary education. Another important factor in influencing pupils' choice of texts in Irish or English is their self-belief as readers (Afflerbach et al., 2013; Wigfield et al., 2004). A pupil who struggles to read in Irish or who thinks they are not good at reading in Irish will tend not to choose to read in

Irish, furthering the Matthew Effect (Stanovich, 1986) which posits that good readers read more and improve while poor readers read less and their reading does not improve. Motivation and attitude do not transfer across languages (Yamashita, 2004) and need to be encouraged and facilitated.

One way of encouraging reading is with high quality resources (Fountas & Pinnell, 2019; Grabe & Stoller, 2011) and this is vital in a minority language context (Dunne & Hickey, 2017). Resources were discussed by teachers and principals as a major contributor to pupils' attitude and motivation to read. Pupils were asked in the questionnaires to describe the important issues for them when choosing a book to read. In both schools, around a third of the pupils said the most important features when choosing a book were topic and story. However, for pupils in SB the most important feature was the author and only English authors were listed. This is perhaps influenced by the emphasis in SB on the Accelerated Reader programme and wide reading in English. Pupils were asked if they preferred to read a book in English or in Irish and responses were similar across both schools with the majority saying they preferred to read in English. Exposure to a wide range of texts succeeded in motivating pupils and a more positive attitude to read in Irish in a previous study (Dunne & Hickey, 2017). In the same study pupils indicated a dislike of reading books in Irish that they had already read in English. A voice for children in the process of book provision is suggested (Oittinen, 2014).

Afflerbach et al. (2013) affirm that metacognition, engagement and motivation, epistemic beliefs and self-efficacy need to interact with strategy and skill development in reading. The next section compares the described perceptions of pupils' reading and the skills and strategies they actually used as revealed by the assessments.

A comparison between pupil self-belief and reading proficiency

RQ2 questions pupils' skill and strategy use in their reading in Irish and whether it is related to their motivation to read. In response, a comparison was made between pupils scores in the IRI and the attitudes described in the pupil questionnaires (see Table 5.14). Questions 9, 16 and 19 were highlighted in the pupil questionnaire as revealing self-belief and self-efficacy. Question 9 asked pupils to describe the type of reader they are in Irish; not a good reader, a fairly good reader, a good reader or a very good reader. Question 16 asked if they think reading in Irish is very easy, fairly easy, fairly difficult or very difficult. Question 19 asked if they come to an unfamiliar word in Irish can they work it out most of the time, sometimes, seldom or never. Self-efficacy is a person's capacity to handle a specific task, and pupils who perceive themselves as unable to take part in literacy activities have low self-efficacy (Bandura, 1997; Lindeblad et al., 2016). This can create feeling of failure and stupidity (Lindeblad et al., 2016). Open questions in the questionnaire provided four possible answers and pupils were required to circle one. The two highest scoring pupils and the two lowest scoring pupils in the RR in the IRI assessments were selected from each class. Pupil 1 (P1) and pupil 2 (P2) had scored the highest in the RR and pupil 3 (P3) and pupil 4 (P4) had scored the lowest in each class. In Table 5.13 these scores are compared to the responses given to questions 9, 16 and 19 in the questionnaires to compare pupil responses to pupil scores on the assessments.

Table 5. 13 *Sample comparisons between pupil performance in RR and self-belief demonstrated in questionnaires*

Pupil (P)	% in RR	Q9: In Irish I am ...	Q16: I think reading in Irish is ...	Q 19: When I come to an unknown word I can work it out ...
P14ASB	95	a good reader	fairly easy	seldom
P24ASA	95	a good reader	fairly easy	most of the time
P34ASA	84	a fairly good reader	fairly difficult	seldom
P44ASA	80	a fairly good reader	fairly difficult	seldom
P14BSA	97	a fairly good reader	Fairly easy	seldom
P24BSA	96	a very good reader	Very easy	seldom
P34BSA	75	a fairly good reader	Fairly easy	sometimes
P44BSA	75	a fairly good reader	Fairly easy	seldom
P15ASA	93	a fairly good reader	Fairly hard	sometimes
P25ASA	93	a fairly good reader	Fairly easy	sometimes
P35ASA	85	a fairly good reader	Fairly difficult	sometimes
P45ASA	85	not a good reader	Very difficult	never
P15BSA	97	a very good reader	Very easy	sometimes
P25BSA	91	a good reader	Fairly easy	sometimes
P35BSA	77	a fairly good reader	Fairly difficult	seldom
P45BSA	77	not a good reader	Fairly difficult	never
P16SB	95	a good reader	fairly easy	most of the time
P26SB	94	a very good reader	fairly difficult	sometimes
P36SB	82	a fairly good reader	fairly easy	seldom
P46SB	78	a fairly good reader	fairly difficult	seldom
P17SB	96	a very good reader	fairly easy	most of the time
P27SB	96	a fairly good reader	fairly easy	seldom
P37SB	82	a good reader	fairly easy	sometimes
P47SB	78	not a good reader	fairly easy	sometimes

For the most part, pupils who scored the highest in assessments were also the pupils who described themselves as very good readers or good readers. Most pupils who scored highly on the RR mainly described reading in Irish as fairly easy with one pupil saying very easy and 2 pupils who scored highly described reading in Irish as fairly difficult. Pupils who described themselves as not a good reader or a fairly good reader were also those who scored low in the RR. The inability to perform well in literary activities has created feelings of failure and negative self-esteem for these pupils (Bandura et al., 1996, Lindeblad et al., 2016). Only 3 pupils who scored highly in the RR

in this sample said they can work out an unfamiliar word in Irish when reading. Most other pupils said they can seldom or sometimes work out a word and two said they can never work out a word. The development of skills and strategies and successful use of skills and strategies could have an impact on how pupils view themselves as readers (Wigfield et al., 2004) and in doing so increase their motivation to read in Irish. A more understanding teaching environment is also suggested where pupils' reading is interpreted in the specific classroom context (Lindeblad, 2016).

Summary of pupils and their reading in Irish

This section was in response to RQ2 investigating pupils' skills and strategies as well as attitudes and motivation to read in Irish. The section on assessment revealed how pupils performed in reading in Irish and investigated the skills and strategies they employed. These results were then compared to pupils' perceptions of themselves as readers and their motivation to read and revealed that generally pupils who read well enjoy reading in Irish and describe themselves as good readers and as having good strategies in reading. It is not surprising therefore to conclude that an improvement in skill and strategy use in Irish could potentially improve attitude and motivation to read. An investigation of current pedagogy and teacher perceptions of the teaching and learning of reading in Irish can offer some insights into influences on pupil performance and attitude.

Teacher reflections on classroom practice

The following section is in response to RQ3 and refers mainly to the teachers in the case study. *How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?* To investigate RQ3, data from questionnaires, assessments and initial interviews contributed to creating a profile of teachers' descriptions and perceptions of their current approach to the teaching and learning of reading in Irish. Then, final interviews, participant observations and teacher records were analysed to investigate teachers' perceptions and the introduction of research, assessment data and new materials. At Stage 4 of the Collaborative Inquiry Model (CIM) (Ciampa & Gallagher, 2016) participants are encouraged to reflect, share and celebrate the findings as well as consider the next steps for inquiry by reflecting on what they have learned. As a framework in this study, the CIM was used to encourage the teachers in the case study to reflect and consider change in their practice. Shulman (1987) describes teaching as a process of comprehension, reasoning, transformation and reflection. As said before, the researcher did not want to simply observe and leave but wanted to make some contribution to teacher capacity building and encourage teachers in this process of reflection. The sequential nature of this study, as well as the CIM, encouraged reflection at various steps. The introduction of current research, pupil assessments and new materials to the teachers prompted discussions and considerations of current practice and the potential for change.

Current pedagogy as revealed by questionnaires and initial interviews

Current pedagogy is described in this section drawing mainly on questionnaires and initial interviews. Current pedagogy had been investigated in the larger cohort in phase one of the study. The same questionnaires were used in the case study but analysed specifically for the case study teachers (n=6) and principals (n=2). Principal responses were used mainly to profile the schools and teachers, outlined earlier in this chapter with a table analysis in Appendix GG. Teacher responses provided more detail on the teaching of reading in Irish, including aspects of planning, assessment and resources with a table analysis of responses in Appendix DD. Questionnaires were analysed in the same way as in phase one but separately in phase two for each case study school to provide further comparisons of practice across the two jurisdictions.

Initial teacher interviews (n=6) occurred early in the case study to profile participants and clarify issues raised in the questionnaires. As outlined in Chapter three, Braun and Clarke's (2006) framework was used as a guideline for analysis. Given the semi-structured nature of the questioning, interviewees tended to stay on topic and themes relevant to the research questions were evident from the outset. Most interviewees commented on the importance of carrying out such an interview in Irish with a person with a background in the field who understood their issues. Five themes were constructed from the data in the initial interviews and sub-themes developed in each. Themes were colour-coded for analysis. A full analysis of the initial teacher interviews is available in Appendix EE. Themes and sub-themes are outlined below.

Teacher education & professional development:	Current reading pedagogies:
1. College	1. Management/groups
2. PD	2. Approaches in lessons
3. Other teachers	3. Programmes
4. Curriculum	4. Vocabulary
5. Own experience/reflection	5. Phonics
6. Inspectors	6. Comprehension
Pupils' skills and strategies	7. Punctuation
1. Skills and strategies	8. Transfer of skills
2. Knowledge of Irish	9. Assessment
3. Irish at home	10. Planning
Motivation and engagement	Resources
1. Irish reading	1. Lack
2. English reading	2. Unsuitable/levels
	3. Translations

Factors contributing to current practice. All participant teachers claimed they had no specific instruction in teaching reading in Irish, neither in an L1 or an L2 setting, either pre-service or in-service, and that their current practice had arisen from learning from other teachers and experience. This apprenticeship of observation (Lorie, 1975) concurs with earlier research in Ireland (Walter & Tedick, 2000). Both teachers in SB had specific initial teacher education on teaching in an immersion setting. However, both indicated more of an emphasis on the general aspects of immersion education rather than on the specific pedagogy of reading. It is acknowledged that the knowledge base and pedagogical skills needed for immersion teaching are unique and complex (Lyster & Ballinger, 2011; Tedick & Fortune, 2013). It has been claimed that an emphasis on the product rather than the process of education in research on immersion language classrooms has resulted in a limited understanding of specific practice (Walter & Tedick, 2000). Teachers in both schools indicated that they had learned their practice in school from other teachers. Quotes from initial interview transcripts below illustrate teacher

responses with each quote coded with the teacher code and the page numbers referencing each transcript for traceability.

Initial teacher interviews	
Ón scoil níos mó na ón ollscoil (6SB, p.1)	From school more than from college
Níor mhothaigh mé go raibh, you know, deis ar leith againn, i bhfirinne, díriú isteach go mion ar an léitheoireacht, agus ar na straitéisí siúd. Is ar chleachtaí teagaisc a chuala mise, cad iad na straitéisí a oibríonn ar an láthair ó lá go lá (7SB, p.1)	I didn't feel that, you know, we had an opportunity to focus on reading, on the strategies. It was on teaching practice that I heard what strategies work in the classroom from day to day.
Ar choláiste, ní bhfuair mé, em, motháim nach bhfuair mé mórán. Em, just ag déanamh breathnóireacht ar mhúinteoirí eile, ag plé rudai le múinteoirí eile, cad é a oibríonn daofasan agus stuif mar sin (5ASA, p.1)	In college, I didn't get, em, I feel I didn't get much. Em, just observing other teachers, discussing things with other teachers, what works for them and stuff like that.

Courses in RoI were described as focusing on the teaching of Irish as an L2 in an English school while one teacher described English classes at college as preparing them to teach reading in English but claimed that managing two languages is different.

Initial teacher interviews	
Sa choláiste, fuair mé oiliúint do léitheoireacht Bhéarla, ní bhfuair mé aon oiliúint do theagasc na léitheoireachta nuair atá dhá theanga ann (4ASA, p.1).	In college, I received instruction in teaching reading in English, but no instruction on teaching reading in two languages.
Bhí teagasc na Gaeilge ann, ach, mhothaigh mé i gcónaí go raibh sé dírithe níos mó ar scoileanna Béarla seachas Gaelscoileanna (5BSA, p.2).	We had Teagasc na Gaeilge, but I always felt it was directed more to English schools rather than Gaelscoileanna.

A link between time spent on initial teacher education and lack of preparedness could be inferred. Indeed, studies have found that the length of time spent on initial teacher education has been reported as significant (Heredia, 2011). However, teachers in

the current study who completed a four-year degree indicated the same lack of preparedness to teach reading in Irish as those having completed a one-year postgraduate course. Teachers in SA had recently taken part in school-based PD for the Primary Language Curriculum (2019). Again, they described it as too general and that nothing specific had been discussed about literacy or teaching reading in Irish in an immersion or any other setting.

Beginning reading in Irish and English in the case study schools. When pupils begin to read in school may be significant in their progression of reading. When a school determines the point at which pupils begin to read in Irish and in English can also reflect how reading is approached in the school. Beginning to read in Irish and English was analysed and discussed in Chapter 4 to ascertain when schools began reading in each language. This information was compared to the two case study schools. In SA, formal reading in Irish begins in Term 1 of the second year at school. This is later than the majority of schools in phase one (74%), who indicated that formal reading in Irish begins during the first year at school. SB begins formal reading in Irish in Term 2 of the first year at school which reflects the wider practice indicated in phase one. Formal reading in English begins in SA in Term 2 in the third year at school, again representing a minority of schools in RoI (4%). In SB, formal reading in English begins in Term 2 in the third year at school and reflects the practice of the wider group. Practice in each school is illustrated in Table 5.14.

Table 5. 14 *Profile of Participant Schools*

	School A (SA)	School B (SB)
Begin formal reading in Irish	Year 2, Term 1	Year 1, Term 2
Begin formal reading in English	Year 3, Term 2	Year 3, Term 2

As stated earlier, research on immersion education focuses more on outcomes rather than on processes. Research has found that the language in which reading is introduced or when the second is introduced are not critical to later reading competency in L1 or L2 (Cummins et al., 2001; Ewart & Straw 2001; Parsons & Lyddy, 2009). However, when pupils in Irish immersions schools can read in English, they choose English reading over Irish reading (de Brún, 2007; Dunne & Hickey, 2017). Perhaps more emphasis in pedagogy on attitudes and approaches to reading could influence pupil motivation to read more in Irish.

Management, time and frequency of reading lessons. This section was informed by questionnaires and initial interview data with interview data providing more detail and clarity on some issues and not all information concurring. An example of this is seen in all classes in both schools describing reading lessons as occurring in groups in the questionnaires. All teachers in both schools also included whole class reading, group reading, lessons based on reading, discussion and reading for pleasure in their descriptions of their reading lessons in the questionnaires. Descriptions were the same for Irish and English reading. However, further probing in interviews revealed that all four classes in SA practised only whole class reading with some group written activities as a follow-up, revealing that they believed they were using a method that was not reflected in practice (Bingham & Hall-Kenyon, 2013). In SB, guided reading occurred

two to three times a week and a form of whole class shared reading with a big book or with a text on screen the other days. Independent reading occurred every day in SB as part of the Accelerated Reading (AR) programme in English only. Extracts from transcriptions describe this practice.

Initial teacher interviews	
Yeah, piocaim daoine, agus cuireann siad lámha in airde. (5ASA, p.2)	Yeah, I pick people, and they put their hands up.
Úrscéal agus an leabhar céanna ag gach duine sa rang. Agus tá dúshlán leis sin nó tá daoine atá níos ábaltaí, agus níos laigí. So déanaimid é le chéile mar rang (4BSA, p.2)	A novel and everyone in the class has the same book. And that is challenging because some people are more able and others weaker. So, we do it together as a class.
Bíonn siad i ngrúpaí don léitheoireacht faoi threoir (6SB, p.1) Glacann siad sealanna agus léann siad (6SB, p.3)	They are in groups for guided reading. They take turns and they read aloud.
Bíonn siad ag léamh duine i ndiaidh duine, insan ghrúpa sin, anois, seo an léitheoireacht mar shuíomh grúpa. Roimhe sin bíonn an leabhar mór á léamh againn. Ins na grúpaí beaga sin, bíonn na páistí ag léamh duine ar dhuine. Sin deis s'agamsa bheith ag éisteacht leo duine ar dhuine. (7SB, p.3)	They read one by one, in the groups, now, this is the group reading. Before that we read the big book. In the small groups, the children read one at a time. That's my opportunity to hear them read one by one.



All teachers in both schools described spending two to three hours a week teaching reading in Irish and the same teaching reading in English. In SA, two teachers taught Irish and English reading every day while two teachers taught Irish and English reading on consecutive days. There was a similar pattern in SB, where one teacher taught both Irish and English every day and the other taught Irish and English reading on consecutive days. Teachers described a lack of guidance about conducting Irish and English lessons and the mixture of practice in both schools reflected this.

Skill and strategy teaching in reading lessons. In describing the teaching of skills and strategies in reading lessons, responses again differed in questionnaire data and in interview data. In a checklist in the questionnaire, responses were mainly the same for Irish and for English reading. Teachers in both schools reported teaching vocabulary, punctuation, fluency, grammar, phonics and text structure every day, one to two or two to three times a week. One difference was that SB reported teaching phonics daily while SA reported teaching phonics once a week. Both schools reportedly taught a range of comprehension strategies sometimes, and equally in both Irish and English reading. In interviews and participant observations this range of teaching of skills and strategies was not evident, revealing that, in the questionnaires, teachers had responded with what they thought they should be doing and indicating what they believed to be good practice (Patten, 2016).

A typical reading lesson in SA consisted of a whole class lesson where each child had the same book, a class novel, and either the teacher, or designated pupils, read sections aloud. This often consisted of stopping to explain vocabulary or using dictionaries to search for meanings of words. The reading was followed by a written lesson, either as a whole class or in groups. Classroom observation revealed that in one class the pupils were seated in rows, making groupwork difficult. In interviews and observations teachers in SA indicated an emphasis in their reading lessons in Irish on vocabulary and comprehension based mainly on literal understanding and understanding words. Vocabulary work was described by all teachers in SA as time consuming and there was an emphasis on pupils understanding every word in a text. Vocabulary has been found to be challenging for immersion pupils in other studies (Hermanto et al., 2012). Word cognisance rather than an emphasis on understanding every word in a given text can assist readers in the reading of new words (Lane & Allen, 2010; McBride-Chang et

al., 2008). A different approach to reading lessons was evident in SB. The teaching of skills and strategies occurred in whole class sessions with an emphasis on constrained skills, such as punctuation or grammar. In guided reading sessions in small ability groups, groups worked independently carrying out tasks based on the text or on the whole class session, while the teacher moved from group to group. The teacher's focus was on listening to individual pupils read aloud. As in SA, discussions in these sessions involved vocabulary understanding and questioning or summarising to ensure literal comprehension of the text. Encouraging an independence in word cognisance and less emphasis on listening to pupils read aloud in both schools could result in more time for the teaching of comprehension strategies that has the potential to benefit pupils in reading in both Irish and English (Jeon & Yamashita, 2014). The quotes below describe some of the practices in lessons in both schools.

Initial teacher interviews	
ach d'fhéadfadh sé bheith deich nóiméad orainn dul tríd an leathanach amháin, chun é ar fad a mhíniú (4ASA, p.3)	But it could take ten minutes to go through one page, to explain it all.
tugaim leathanaigh amach daofa agus b'fhéidir go mbíonn orthu rud inteacht a fháil, na briathra a fháil, na hainmfhocail a fháil, agus, you know... (5BSA, p.1)	I give them pages and maybe they have to search for things, find verbs, or find nouns, and, you know ...
Yeah, so má tá focal ann atá cineál deacair, cuirfidh mé ceist orthu é a aimsiú san fhoclóir agus b'fhéidir é a scríobh amach in abairt. (5BSA, p.2)	Yeah, so if there is a word that is sort of difficult, I will ask them to find it in the dictionary and maybe write a sentence with it.
Em, ag brath ar cén cineál ceachta nó an téama atá againn, nó cad é atáimid ag clúdú, mar shampla faoi láthair táimid ag obair ar an aimsir láithreach, stopfaidh mise na páistí, ach níos fearr arís nuair a athníonn na páistí iad, you know ... (6SB, p.3)	Em, depending on the type of lesson or theme we are doing, or what we are covering, example at the minute we are working on the present tense, I will stop the children, and even better when they recognise them, you know ...
déanaim mo dhícheall, cibé téama nó cibé gné den ghramadach nó cibé gné den phoncaíocht atá á chlúdú againn ins na seachtainí sin nó le linn an téarma sin á phlé leo, a aithint sa cheacht sin. Bíonn sin déanta mar shuíomh iomlán, le leabhar mór cibé, ach b'fhearr liom feiceáil níos doimhne le grúpaí (7SB, p.3)	I do my best to discuss with them, whatever theme or aspect of grammar or of punctuation that we are covering in those weeks in the lesson. We do that as a whole class, with a big book or whatever, but I prefer to do it more deeply with the groups

Interviews revealed a definite emphasis on the constrained skills of reading in these lessons that were taught in both schools in whole class lessons. The difference in each school was that SA combined this focus on constrained skills and explaining vocabulary with a whole class reading lesson, while SB followed up the whole class session with group reading as a separate lesson and an emphasis on the teacher hearing each pupil read individually. All teachers described difficulties with reading in Irish ranging from some pupils not using decoding strategies, some with vocabulary difficulties and some not comprehending the text. Teachers in SA described more issues with reading than those in SB. SA teachers tended to describe the whole class as one entity and focused on the negative aspects. As revealed in the assessments, the majority of pupils in SA were actually competent readers but the whole class approach did not afford teachers this recognition. Teachers in SA acknowledged that not all pupils were using decoding strategies in the teacher interviews. The final quote below from a teacher in SB illustrates how the small groups allowed teachers to focus on individual progress and see a range of abilities.

Initial teacher interviews	
Measaim go bhfuil sé sin deacair ag mo rang i mbliana. Tá siad just ag dul tríd ag breathnú air, O tá [û] san fhocal sin. Níl siad ag fuaimniú amach na focail i gceart. (4ASA, p.3)	I think it is hard for my class this year. They are just looking at it, O, there's an [û] in that word. They are sounding out the words properly.
Níl a fhios agam ar chaill siad amach air, na fuaimeanna nó céard, ach níl sé go hiomlán acu, like, cén bealach le focail a bhriseadh síos nuair nach bhfuil a fhios acu é (5BSA, p.3)	I don't know did they miss out on it, the sounds or the like, but they don't completely know it, like, how do you break down a word when you don't know it.
Tá a fhios acu go bhfuil, abair 'á' aw, ach nuair a thagann sé don léitheoireacht ní chuireann siad sin isteach, so ní thuigeann siad é i gceart, (4BSA, p.5)	They know that say [á] is aw, but when it comes to reading, they don't put that in, so they don't understand it properly,
Mar ní thuigeann siad an scéal, uaireanta, caithfidh tú gach rud a mhíniú. So, léann siad, tuigeann cuid den rang, ní thuigeann an chuid is mó den rang, caithfidh tú an rud a léigh siad a mhíniú go soiléir. (4BSA, p.3)	Because they don't understand the story, sometimes, you have to explain everything. So, they read, some of the class understands, most of the class does not understand, you have to explain everything clearly.
sin é ansin, nó seo siúd, tá a fhios agat go bhfuil a fhios ag an duine sin, em, ní go dtí go bhfuil tú leis na grúpaí níos lú seo go bhfeiceann tú é ag leibhéal níos mine, go háirithe go seasann siad amach (7SB, p.3)	That's it there, or here it is here, you know that that person knows that, em, it isn't until you are with the small groups that you see it at a closer level, especially that it stands out.

When asked in the interviews about comprehension strategies, all teachers in both schools discussed their practice in English reading. All teachers acknowledged the potential for transfer. Indeed, higher order processes are not language specific (Jeon & Yamashita, 2014) and such an approach therefore is also applicable to Irish reading. In the quotes below from initial teacher interviews teacher describe some of their practices for English reading.

Initial teacher interviews	
Le Building Bridges, is dócha. Le am a chaitheamh air, bheadh tú ábalta na scileanna sin a dhéanamh agus a tharraingt amach as na scéalta Gaeilge freisin. Ach, chun an fhirinne a rá, níl sin déanta agam, tógann sé go leor ama (4BSA, p.4)	With Building Bridges, probably. To spend time on it, you could pull out those skills and use them in Irish too. But to be honest, it takes a lot of time.
But Focus on Literacy, tugann sé treoir don mhúinteoir, leabhair mhóra, diríonn tú isteach ar ghnéithe den fhónaic, phoncaíocht, agus sin, ins an téacs, em, tuar a dhéanamh. Em, scileanna tuisceana agus na scileanna you know, tátal a bhaint as rud. Rudaí mar sin. So, tá sé furasta go leor na scileanna sin a thabhairt isteach chuig an Ghaeilge fosta (6SB, p.3)	But Focus on Literacy, it gives some guidelines to the teachers, big books, you focus on aspects of phonics, punctuation, and that, in the text, em, make predictions, you know things like that. Em, comprehension skills and the skills, you know, making inferences. Things like that. So, its easy enough to take those skills into Irish too.
Em, tá sé i bhfad níos fusa i mBéarla, mar tá gach rud ann duit. (6SB, p.4)	Em, its far easier in English, because everything is there for you.
Thosaigh X ar an em, Reciprocal Readers i mBéarla. So, d'fhoghlaim muid uaidh sin an dóigh le léitheoireacht cineál a dhéanamh, stopadh, cinntiú go dtuigeann siad focail. Now, níor thosaigh muid ach ar sin anuraidh so ní raibh ach seal amháin acu ag obair ar leabhar amháin. Em, agus beimid ag déanamh dhá leabhar i mbliana (7SB, p.2)	X started using em, Reciprocal Readers in English. So, we learned from that how to do reading, stop, make sure they understand the words. Now, we only started that last year, so we have only worked on one book. Em, and we will do two books this year.
Ins an luasléitheoireacht fosta, mar cuid acu, léann siad i bhfad níos mó (7SB, p.3)	In the Accelerated Readers too, because some of them are reading a lot more.

Teachers can take advantage of the transfer of skills, and the programmes used in each school could be used equally in Irish reading lessons (De Sousa et al., 2011; Pasquarella et al., 2014). However, there is still some disagreement about the amount of transfer that occurs across specific languages (Melby-Lervåg & Lervåg, 2011). Pupils need also to be made aware of the similarities across languages, and teachers need to be explicit in their teaching (Genesee et al., 2006). All case study teachers discussed the lack of support and time to adapt the English resources they use to Irish for Irish reading lessons, highlighting that balanced biliteracy is not an easily achievable goal (Reyes,

2012). It also suggests the need for models for reading in more than one language (Birch, 2015).

Current assessment methods for reading. In describing assessment methods, teachers again gave different responses in the questionnaires from those in the interviews. In the questionnaires respondents were asked to tick a list of assessments indicating the methods of assessment they were currently using. All teachers in both schools used the Drumcondra Primary Reading Test (DPRT) once a year. All teachers in both schools also used observation and around half used written notes as a weekly method and others monthly. At least one teacher in each school reported the use of Running Records termly. Teachers in both schools reported the use of checklists, portfolios and standardised tests termly. The same information on assessment was given for Irish and English reading, suggesting that the assessments carried out were the same across both languages. Providing a checklist with a range of assessment methods in the questionnaires possibly encouraged teachers to tick boxes (Gehlbach & Barge, 2012) as well as feeling these were things they should be doing (Patten, 2016). None of the teachers in SA indicated any regular method of formative assessment or any type of informal assessment as part of their reading lessons in Irish in the interviews. In SB, both teachers described more informal methods of assessment in guided reading lessons such as note taking, one teacher described a system using post-its daily to track pupils and about using reading lessons to consolidate learning. Quotes below are from SB only.

Initial teacher interviews	
Nuair atá mise ag dul den léitheoireacht, tá nótaí de chineál, em, comhad léitheoireachta againn agus cineál, breacaim síos, ar post-its iarraim ar na cúntóirí sin a dhéanamh. So, buarthaí ar bith nó botúin ar bith, fadhbanna ar bith ansin. (6SB, p.4)	When I am doing reading, I have sort of notes, em, a reading folder and I kind of, jot down notes, on post-its and I ask the (classroom) assistant to do the same. So, any worries or mistakes, any issues.
Tugann an léitheoireacht deis duit dul siar mothaim, ar ghnéithe den phoncaíocht agus gnéithe den ghramadach, nach féidir a dhéanamh i gceacht scríofa. (7SB, p.4)	Reading gives you the opportunity to go over, I feel, aspects of punctuation, of grammar, that you can't do in a writing lesson.

It was clear that Running Records were not used as a method of assessment in either school and that teachers had perhaps misunderstood this concept or thought they should be using this method. In SA, pupils were not differentiated in reading lessons and all pupils were assigned the same text. In using the same text with all pupils in their classes they all indicated that the texts can be too difficult for many of the pupils. The teachers in SA who described groups for activities following the class reading also indicated that groups remain the same throughout the year. Reading lessons in both classes in SB occurred in ability groups of four to six groups in each class. These were monitored and changed throughout the year depending on pupils' performances on reading aloud and general reading competence. Teachers in SB assessed pupils' reading aloud in groups in every guided reading lesson using observation and written anecdotal notes. Despite the emphasis on informally assessing reading aloud in every lesson, teachers in SB also reported a lack of time to follow up these assessments with focused lessons. Assessing reading is central to knowing how pupils are progressing and requires both formative and summative forms of assessment (Afflerbach, 2017). It can assist teachers in planning. The Irish version of the DPRT used in both schools presents a general picture of some aspects of reading in Irish but does not consider skills in more

than one language. Teachers described the DPRT as providing more general profiles but little detail. The learning trajectory for biliteracy in the context of immersion schools is vital (Escamilla & Hopewell, 2010; Hornberger, 2004). The lack of assessment tools as well as a lack of guidance for teachers in immersion schools has resulted in teachers in the case study describing making general judgements and not focusing on specific issues in their teaching.

Reading resources in the case study schools. All teachers in both schools reported having access to more resources and a wider range of types of resources for English reading than for Irish reading. For Irish reading, all teachers in both schools reported the use of novels for reading with this age-group. Classes in both schools had access to a class library and a school library. Schools differed in the amount of books available in each school library with SA reporting 55-60 books in Irish in the library in contrast to 150 books in English and SB reporting 200-300 books in Irish in contrast to over a 1000 in English. In the questionnaires, all case study teachers said they had a range of genres, information books, levelled texts, extra readers and big books, with all teachers in both schools describing excellent provision for English and either satisfactory or unsatisfactory provision for Irish. It has been established that a wide range of attractive and stimulating resources is a source of motivation to read (Day & Bamford, 2002; Dunne & Hickey, 2017; Yamashita, 2004). With more choice and a more attractive range of books in English it is no surprise that pupils choose to read in English over Irish. The quotes below illustrate how books in Irish impact on pupils' motivation to read. Some teachers discussed the lack of materials, other criticised available books as not being motivating to the pupils.

Initial teacher interviews	
Ní maith leo bheith ag léamh i nGaeilge. Tá an meoin seo acu, em, nuair a chloiseann siad go bhfuil muid ag déanamh léitheoireacht Ghaeilge bíonn siad ‘Ááá!’ (4BSAp.4)	They don’t like to read in Irish. They have that mindset, em, when they hear that we are going to read in Irish they go ‘Ááá!’.
níl ach píosa sa leabharlann faoi láthair, agus nuair atá muid ag déanamh am léitheoireachta tugaim seans daofa cibé rud a ba mhaith leo a léamh agus roghnaíonn siad leabhair Bhéarla. (5BSA, p.3)	We only have a small amount in the library at the minute, and, when we have reading time, I let them read whatever they like, and they choose English books.
Go háirithe gasúir ag barr na scoile. Tá sé deacair iad a spreagadh. Em, but táimid ag léamh rud éigin, agus tá páistí dalba ann, páistí ag scaoileadh broma, rudaí mar sin. Más féidir iad a chur ag gáire, is breá leo é. Ach, nuair a deirim, OK, táimid ag dul seo a dhéanamh, deir siad Ugh. (6SB, p.6)	Particularly boys in the older classes. It is hard to motivate them. Em, but we are reading something, and there are bold children, children farting, things like that. If they can be made to laugh, they love that. But, when I say, OK, we are going to read this, they say ‘Ugh’.
Muna bhfuil mise tógtha agus spreagtha agus ag pléascadh leis na leabhair seo a léamh leis na páistí, ní dóigh liom go dtiocfaidh sé trasna ar an dóigh chéanna leo. Tá sin doiligh agam a admháil. (7SB, p.8)	If I am not excited and motivated and bursting to read these books with the children, then I don’t think it will come across in the same way. That is difficult for me to admit.
So, ag deireadh scéal Gaeilge a léamh agus tá tú ag déanamh achoimre air, deir tú, sin scéal uafásach, agus níor tharla mórán. Bhí sin an-bunúsach. Dá mbeadh siad ag léamh an scéal céanna i mBéarla bheadh sé ar scéal ar leibhéal Rang 1 (4BSA, p.5)	So, at the end of reading an Irish story and doing a summary, you say, that was a terrible story and not much happened. It was very basic. If they were to read that in English, it would be at first class level.

Both case study schools reported the use of similar resources for the teaching of reading and literacy in general. For this age-group, both schools listed *Séideán Sí*, *Céim ar Chéim*, *Fónaic na Gaeilge* and *Féasta Focal*. SA only cited the use of *Taisce Tuisceana*. There were differences in specific phonics programmes in each school, with SA citing *Mar a Déarfá* and an emphasis on the *Jolly Phonics* programme in early years. SB cited *Cód na Gaeilge* as well as a phonics programme based on *Fónaic na Gaeilge* and adapted for their own use. This was used daily by all classes in the school. They used the *Have a Go* phonics programme for English. In SA, the programme *Building Bridges of Understanding* (Gleeson & Courtney, 2012) was used for reading comprehension in

English with the older classes. As evident above, teachers had discussed the possibilities of adapting this approach to their Irish reading lessons but had not done so. Teachers in SB discussed the use of the Reciprocal Readers programme, again for English reading only. SB had also purchased the Accelerated Reader (AR) programme for the school and, as part of this, had a large collection of English books which pupils read daily for half an hour. There was no such time allocated for independent reading in Irish. As discussed in Chapter two, AR has indeed been described as increasing the amount of time pupils engage with books but has also been found to have no impact on reading competence or motivation (Huang, 2012). Teachers in SB discussed the success of AR in the school in encouraging reluctant readers to engage with books. Teachers in SB had invested a lot of time and energy in devising their own compilation of books for Irish reading consisting of a long list of books, around 20 per year-group, organised on a continuum of difficulty and matched to groups in each year-group that had been tested over the years for different abilities. However, they had not purchased new materials in Irish in some years. Rather than purchase a computer package such as AR, schools can have more autonomy with their own compilation of books in Irish and in English and can offer more choice for readers (Cox, 2012; Huang, 2012). Simply providing time to read daily in the form of book clubs or Drop Everything and Read (DEAR) initiatives can improve motivation (Dunne & Hickey, 2017; Krashen, 2007) but instruction remains a pre-requisite. Schools can follow guidelines for suitable reading materials in English such as those of Fountas and Pinnell (2017). This study attempted to provide such guidelines for books in Irish.

Planning for the teaching of reading in the case study schools. Planning is influenced by assessment and available resources. Teacher knowledge and reflection are

also critical and knowing what to teach and how to teach it have an impact on planning (Duguay et al., 2016). Data on planning for the teaching of reading was garnered from principals and teachers in the case study. In the questionnaires in phase two, principals were asked about frequency and effectiveness of the planning while teachers were provided with checklists to indicate factors that influenced their planning for the teaching of reading. According to PSA, planning for reading was updated biannually, and teachers collaborated termly and weekly. PSB described planning as updated yearly with teachers collaborating termly on their individual plans. Both principals believed plans were generally adhered to. Plans in both schools consisted mainly of novels for the case study year-groups with a longer and wider range of books cited in SB's plan. SA's plan included two books and a choice from up to seven per year-group for the participant year-groups while SB included around twenty books per year-group. Both plans included skill and strategy instruction for Irish reading, generally in list form but with no context in lessons or no specific order. It was obvious from the plan that books were shared across year-groups, and that year-groups followed the same plan. In the questionnaires, teachers were asked what factors influenced their planning for the teaching of reading. In the provided checklist, all case study teachers gave the same responses for Irish reading as they did for English reading. All teachers in both schools listed assessment, learning outcomes and resources as the main factors influencing their planning. Both teachers in SB also included yearly targets and inspectorate reports.

In interviews planning was not discussed as having an effect on lessons in SA. Teachers in SA described an awareness of the school plan, but believed it was too detailed and had focused on available resources as the main influence in their planning. Teachers in SB discussed planning as an aspect of their lessons. This was influenced by the different approaches in each school with predominantly whole class teaching in SA and

guided reading lessons in SB. In SB, monitoring each reading group encouraged a learning focus for planning. Both teachers in SB described their systems of notetaking while listening to children read aloud and how this impacted their planning. Both teachers planned their reading with the SEN coordinator for specific pupils. One of the teachers was also involved with a team of teachers in the area along with the local post-primary immersion school where transition from primary to post-primary was planned and discussed. However, teachers in SB also described a lack of time to act on planning. Quotes below show how planning in both schools emanated often from a recognition of a gap in practice. They also illustrate an awareness of some guidelines, a lack of specific guidelines and often a lack of time to read available material.

Initial teacher interviews	
Yeah, agus fiú nuair atá cruinniú foirne againn nuair a bhí muid ag déanamh, you know, ag plé polasaithe nó cibé rud. Téann muid isteach i ngrúpaí agus scríobhaimid síos, cad é a oibríonn dúinne agus tugann sin smaointe duit (5BSA, p.1)	Yeah, and even when we have staff meetings, when we are, you know, discussing policies or whatever. We go into groups and write down what works for us and that gives us ideas.
(Aithním) go gcaithfidh mise bheith cineál ag amharc ar rud agus a rá, yeah, rinne mé dearmad air sin. Em, so seans nach ndéanaim féin sin minic go leor. Tá cineál, comhad tugtha amach ag tús na bliaina agus tá polasaí litearthachta ann. Nuair a théann tú fríd na rudaí sin, deir tú, Ó sin smaoineamh maith, sin na rudaí sin. Just ag iarraidh an t-am le dul fríd an stuif sin uilig (6SB, p.5)	(I recognise) that I have to sort of look at things and say, yeah, I forgot about that. Em, so there's a chance I don't do that often enough. We have a folder we are given at the start of the year with our literacy policy. When I go through it, I say, Ó, that's a good idea, there are those things. Just getting the time to go through that stuff.
So, sin nuair a d'aithin mise, éist tá rud éigin nach bhfuil céad faoi chéad anseo. Agus, tháinig muid uilig le chéile i seomra na foirne agus ansin, tá a fhios agat, cá mhéad uair a dhéanaimid seo, cá mhéad uair a dhéanaimid an comhléitheoireacht, an bhfuil na leabhair seo in úsáid ag gach duine, sa dóigh is go raibh rudaí leanúnach ó bhun go barr na scoile. (7SB, p.2)	So, that's when I recognised, listen, something isn't one hundred percent. And we came together in the staff room, and then you know, how many times do we do shared reading, is everyone using these books, to ensure continuity, from the bottom to the top of the school.

Teacher knowledge is essential in planning and a lack of guidance or frameworks for biliteracy impacts on planning. Gaps in teacher knowledge affect how teachers are implementing balanced literacy instruction in their classrooms (Bingham & Hall-Kenyon, 2013; Paris, 2005; Pressley et al., 2002). Further knowledge in biliteracy for immersion teachers is also an essential requirement (Cammarata & Tedick, 2012; Ó Ceallaigh & Ní Shéaghdha, 2017), again accentuating the need for models for reading in more than one language (Birch, 2015). The next section describes how teachers can be encouraged to reflect on their practice and how the introduction of some elements of change can contribute to better practice.

Teacher perceptions

Teacher and principal descriptions of current pedagogy have set the scene for the response to RQ3 that asks how the provision of current research, pupil assessments and new materials impact on teacher perceptions of their current approach to the teaching and learning of reading. As discussed in Chapter three, following questionnaires and interviews, teachers in both schools were provided with current research on aspects of reading pedagogy. Readings were based on monolingual settings on fluency (Rasinski, 2012), vocabulary development (Wasik & Iannone-Campbell, 2012), comprehension strategies (Dole, 2002) and guided reading (Fountas & Pinnell, 2012). Readings on L2 or immersion settings were provided on fluency development in L2 reading (Grabe, 2010), vocabulary development across two languages (Lervåg & Aukrust, 2010) and the transfer of skills (Gebauer et al., 2013). Discussion sessions had been organised to read and discuss these articles. To encourage a level of cognitive dissonance, the readings encouraged the teachers to recognise their own practice and reflect on it (Kennedy, 2018; Kennedy & Shiel, 2010; Oleson & Hora, 2014). Teacher autonomy was recognised in

this process and teachers were encouraged to use the research base to reflect on their practice and consider their perceptions. It was important to include specific research on immersion settings and teachers acknowledged this saying they often felt they had to adapt everything from English or that current guidelines did not apply to them. Similarly, designated times were organised for teachers to assist in the analysis of the pupil assessments and to see and discuss the results. Assessments were discussed with all teachers before, during and after administration and teachers were aware of all stages. After the initial analyses of assessments, teachers were given the opportunity to take part in sample analyses. Funding for new reading materials had been secured from COGG and book samples were discussed for levelling as well as interest before establishing which titles to purchase for groups in each classroom. Books were purchased in sets of six to allow for guided reading sessions. Sets of reader's theatre texts were also purchased. How each of these aspects of change impacted the case study teachers is discussed in the context of the themes below.

Generating themes

This section draws mainly on data from final interviews (FI), participant observations (PO) and teacher records (TR). In the interviews and teacher records, teachers were invited to offer their own analysis of the process and in participant observations were given the opportunity to display their own practice with the researcher present as a participant observer. Final interviews took place with teachers (n=6) (Appendix FF) and principals (n=2) (Appendix GG) individually on Zoom. With permission, interviews were recorded. Like the initial interviews, final interviews were semi-structured with the same questions for each participant, focusing on what they perceived they had gained from the case study. Questions were devised in response to

RQ3 to encourage reflection on current practice and pupil engagement. Final interviews were also used to express thanks to the teachers and the principals for their eager participation in the study. Final interviews with teachers and principals were analysed together (n=8) when it became clear that the same themes and sub-themes had emerged during analysis. Like initial interviews, analysis was coded on two levels with level one themes (Appendix II) and level two sub-themes (Appendix JJ) outlined later in the chapter. A full table analysis of the final interviews is available in Appendix KK.

In participant observations (n=6), the researcher assisted in each class with the introduction of new reading materials. Working with groups and individuals in activities, provided an opportunity to discuss the reading and the activity with the pupils. In this way, the teachers felt that the researcher's presence was to assist in the lessons and help with the new materials rather than to observe their practices which they had already acknowledged as unsatisfactory. Following these lessons an observation sheet based on that of Taylor et al. (2005) (Appendix LL) was completed. Each lesson was discussed with teachers afterwards and notes were taken of their responses. Data were coded on two levels (Appendix NN). A full table analysis of participant observations is available in Appendix OO.

In other lessons (n=6), when the researcher was not present, teachers attempted lessons using the new materials and incorporating some elements that had been discussed in the context of the readings. They were asked to complete a record sheet following these lessons based on that of Guskey (2002) and translated to Irish by the researcher (Appendix PP). All teachers completed at least one record following such a lesson. These were again coded on two levels (Appendix RR). A full table analysis of the teacher records is available in Appendix SS.

The same themes and sub-themes that developed across the three sets of data, final interviews, participant observations and teacher records, contributed to a continuity in the analysis and triangulation of results and enhanced developing conclusions to the research questions. Themes and sub-themes of final interviews, participant observations and teacher records are outlined below.

Self-efficacy	Expectations and goals	Motivation and attitude
1.Current practice	1.Planning	1.Staff
2.Subject knowledge	2.Resources	2.Pupils
3.Enhanced knowledge	3.Support	3.Community

The following sections discuss each of the themes that were generated from the final three sets of data as well as data from initial interviews and questionnaires, triangulating all data. Samples of responses are used to illustrate themes and sub-themes in relation to RQ3. The same coding system was used in all qualitative data sets with teacher/principal and school codes referring to the transcripts for traceability. Initial interviews (II), final interviews (FI), participant observations (PO) and teacher records (TR) are added to codes indicating class and school, e.g. II 5BSA, FI 7SB, PO 4ASA, TR 6SB.

Self-efficacy

The following section focuses on teachers' self-efficacy in describing how their current practice had been affected by their involvement in the case study. It draws on data mainly from final interviews, participant observations and teacher records with some comparisons to data in initial interviews.

As discussed in Chapter two, self-efficacy is a person's belief in their capacity to perform (Bingham & Hall-Kenyon, 2013). To encourage change in teacher practice, self-efficacy plays an important role. Teacher self-efficacy needs to be increased to effect change (Guskey, 2002). Outcome expectations linked to self-efficacy are judgements about the outcomes likely to result from a performance, and performance is more effective when teachers understand why certain techniques work (Goodwin et al., 2019). Self-efficacy was an evident theme that was constructed from the FI, PO and TR sets of data. To illustrate how teachers' self-efficacy increased over the process of the case study, their perceptions of their current practice, their subject knowledge and their enhanced knowledge resulting from participation in the case study are sub-themes and each are traced below.

Perceptions of current practice. Current practice has been outlined in detail earlier in this chapter. It is described in this section in the context of teacher reflection and teachers described how they perceived their current practice. All of the participating teachers described their current practice as unsatisfactory in initial interviews, and the main reasons attributed to this were lack of professional guidance, time constraints and lack of resources. The quotes below present teachers' beliefs about their own practice and a level of reflection and willingness to learn.

Em, le bheith dáiríre, níl sé rómhaith. Déanaimid iarracht. (II 5BSA)	Em, to be honest, it's not too good. We try.
ach just go ginearálta, ní cheapaim go ndéanaim jab rómhaith ag déanamh é, agus ansin sílim go bhfuil achan dhuine mar an gcéanna, tá sé níos deacra é a dhéanamh i nGaeilge ná i mBéarla. (II 5ASA)	But just generally, I don't think I do a good job, and I think everyone is the same, it is more difficult in Irish than in English.
agus cé gur mhaith liom níos mó de sin a dhéanamh, seo mar ghnéithe cleachtaí s'agam féin atá le forbairt agam agus aithním sin. (II 7SB)	And although I would like to do more, these are issues I need to develop in my own practice, and I recognise that.
Motháim leis an léitheoireacht go bhfuil mise faoi bhrú. (II 6SB)	I feel with reading that I am under pressure.
B'fhearr liom níos mó a dhéanamh. Go cinnte, motháim, déarfainn cosúil le gach múinteoir, brú ama, déarfainn an constaic is mó atá romhainn nuair a thagann sé chuig an léitheoireacht. (II 7SB)	I would prefer to do more. Certainly, I feel, like all teachers, time pressures, I'd say that is the biggest obstacle when it comes to reading.

Teachers in both schools evidently recognised the gaps in their teaching and felt they could not complete everything. There were time constraints on completing what they would like to complete in reading lessons and frustration at not getting beyond a certain stage with reading. Teachers in SB described being under pressure with time and not completing all they would like to complete and this was clear in participant observations (PO 6SB, PO 7SB). Listening to pupils read aloud puts a huge strain on them, particularly with big classes. Teachers in SA described general dissatisfaction with their practice and with a lack of differentiation and not providing support for different abilities they could not see any progress. The case study teachers in the current study were open to new information and were ready for change. Changing beliefs and perceptions are recommended as a first step in implementing change (Guerra & Wubbena, 2017). However, change can be met with resistance and needs to be introduced with care. Habits can be difficult to break, and change can bring anxiety and reluctance (Guskey, 2002). In this study teachers were encouraged to change their thinking and their perspective on reading in Irish as a possible catalyst for change in their practice. Teacher beliefs and

teacher practices are intrinsically linked (Guerra & Wubbena, 2017). Change is more likely to occur when a research-based approach to instruction including an emphasis on cognitive skills, motivation and engagement, assessment and professional development is undertaken (Kennedy, 2014). Research also suggests reducing resistance to change by introducing small changes that result in success (Guskey, 2002), including multiple views (Falls & Cobb-Roberts, 2001) and reducing dissonance by focusing on changing beliefs rather than on changing practice (Guerra & Wubbena, 2017). Given the transformative-emancipatory paradigm of the current study, teacher agency was crucial. Teacher agency can be achieved by giving teachers a purpose and an understanding of their goals (Biesta et al., 2015; Priestly et al., 2015). If teachers do not clearly see the purpose of a technique or method, their actions will be limited (Priestly et al., 2015). Like the current study, Priestly et al. (2015) found the teachers in their own study to be highly efficient. However, social, cultural and material aspects put constraints on their effectiveness. These constraints need to be overcome, and in the current study was done through the use of readings, pupil assessments and new materials.

Subject knowledge. In all communications with the participant teachers, it was clear that they all possessed knowledge at some level of many of the requirements of the teaching of reading. There was evidence of some disconnect between the data in the questionnaires and in the interviews with reference to assessment and planning, discussed previously. It could be concluded that this was a result of lack of knowledge. However, it seemed to reveal an awareness that they should be doing certain things and felt the need in the questionnaire to demonstrate this awareness (Patten, 2016). Teachers were aware of what they should include in their pedagogy but were not succeeding in doing so. Teachers in SB noted using a daily monitoring system in their Irish reading lessons to

keep track of all pupils and to focus their planning. This was seen as a strategy in the participant observations (PO 6SB, PO 7SB). They had also succeeded in levelling their Irish books and had been using these with their classes. Both schools discussed comprehension strategies in their English reading and the potential for using this information in their Irish reading lessons. There was also an emphasis in both schools on vocabulary development in reading lessons and vocabulary work using dictionaries was observed in participant observations (PO 4ASA, PO 5ASA). However, all teachers were explicit about gaps in their own knowledge and practice. They all described issues with their reading practices but did not know how to rectify these issues. With their emphasis on hearing children read aloud, teachers in SB indicated a lack of time in lessons to pursue the issues they noted in the reading aloud in their daily planning. They also acknowledged gaps in their levelling system and that it needed updating. None of the teachers had attempted the comprehension approaches used in English with their Irish reading and were not facilitating the transfer of skills. An emphasis on vocabulary was taking up a lot of time in lessons and leaving no time for other aspects of reading. All teachers acknowledged a lack of proficiency and indicated that their practice was not as successful as they would like it to be. A lack of phonemic knowledge among teachers was acknowledged by some. This could be linked to the pupils' lack of use of decoding strategies in the assessments, particularly in SA. It was also evident in assessments in both schools that not all pupils were transferring the daily phonics lesson to their actual reading.

Teachers in SB displayed a level of reflection not displayed in SA, evident in the statements below, perhaps because of more experience or because of the extra input into the provision for reading in SB.

Em, motháim go bhfuil mé go fóill ag foghlaim faoin dóigh le grúpaí léitheoireachta a stiúradh ag an leibhéal cuí, na ceisteanna cuí a chur is gach rud sula mbogaim ar aghaidh (II 7SB)	Em, I feel I am still learning about how to manage reading groups at the correct level, to ask relevant questions and other things before I move on.
Bheadh ceist agam féin chomh maith, an gceartaíonn muid páiste muna bhfuil an t-urú in úsáid acu i gcanúint eile? Ag an phointe sin léimeann muid isteach agus deir muid, nó ní bhíonn urú in úsáid againne, baineann muid úsáid as séimhiú sa chás sin. Em, seo na cineálacha ceisteanna ata agam (II 6SB)	I would have a question myself too, do we correct children if they don't use the eclipse in another dialect? At that point, we jump in and say, no, we don't use eclipse, we use aspiration in that case. Em, these are the kind of questions, I have.
... go gcaithfidh mise bheith cineál ag amharc ar rud agus a rá, yeah, rinne mé dearmad air sin. Em, so seans nach ndéanaim féin sin minic go leor (FI 6SB).	... that I have to kind of look at things and say, yeah, I forgot to do that. Em, so, I don't do that often enough.
Níor thuig mise ariamh go raibh difríocht idir fuaimeanna, like níor thuig mé, you know, fada, Em, Na gutaí gearra, na consain séimhithe, consain fada, consain, na rudaí sin ar fad. Níl an t-eolas sin ag na múinteoirí, agus níl an saineolas sin acu (FI PSA)	I didn't understand ever that there was a difference in the sounds, you know, fada, em, the short vowels, the consonants, consonants, all those things. Teachers don't know all these things they don't have that expertise.

Participant observations revealed the efficiency of teachers in reading lessons. In the classes with independent groupwork, lessons were well organised, and pupils were accustomed to independent working. However, long-term goals in the lessons were unclear with an emphasis on reading aloud but with no follow up and random discussion of vocabulary that was encountered once in a lesson and without follow-up. There was also a level of frustration among teachers with their own practice and a feeling of powerlessness to change. This lack of information on best practice for teaching reading in two languages has led to teachers feeling perplexed and is an issue in other studies (Duguay et al., 2016).

Enhanced knowledge. Teachers clearly indicated their enhanced knowledge resulting from participation in the case study. In SA, group reading was a complete

change for the teachers who had previously practised whole class reading. Even though SB practised group reading, they appreciated the readings on the topic claiming they had never had any training or read research on guided reading. They saw ways to improve on their own practices and that emphasis should be on comprehension rather than reading aloud. The readings provided information and guidance that was discussed in the context of teachers' current pedagogy and a collaborative participation was encouraged in this process (Ciampa & Gallagher, 2016; Coburn & Stein, 2010; Desimone, 2009). Both schools benefitted from the readings provided. Below are some statements from teachers from final interviews (FI) and teacher records (TR) describing teachers' enhanced knowledge resulting from the readings.

Mothaím níos eolaí anois ar an gcur chuige sa cheacht léitheoireachta agus gur chóir an bhéim a leagan ar phlé, ar ghrúpaí, ar chomhoibriú agus ar na straitéisí léitheoireachta. (FI 5BSA)	I feel more knowledgeable about the approach in a reading lesson and that the emphasis should be on discussion, on groups, or co-operating and the reading strategies.
Ní raibh mé iontach muiníneach ag déanamh grúpaí léitheoireachta liom féin. Ach, em, sílim nuair atá a fhios ag na páistí céard atá, you know, cad é atá le déanamh, em, oibríonn sé go maith (FI 4BSA, p.2)	I wasn't very confident doing group reading alone. But, em. I think when the children know, you know, what to do, em, it works well.
Just bhí sé go hiontach cloisteáil uait faoi, like, cuid de na rudai léitheoireachta. Nach raibh orainn bheith ag éisteacht le gach páiste i ngach ceacht, agus is féidir le páistí bheith ag léamh le chéile. (FI 4BSA)	I was just great hearing from you about, like, some of the reading issues. That we don't have to listen to every child in every lesson and that they can read together.
Agus you know, an repeated reading, you know, ag léamh an píosa arís agus arís, go n-oibríonn sé sin. (FI 4BSA)	And, you know, the repeated reading, you know, reading the same piece again and again, and it works.
Sílim go bhfuil cineál sean-nós ag achan dhuine grúpaí léitheoireachta a ghlacadh, agus mothaim faoi bhrú munar léigh tú le achan uile grúpa léitheoireachta gach lá. (FI 6SB)	I think everyone has a kind of habit of taking reading groups, and you feel pressure if you haven't heard every group read every day.
Bhí an t-alt faoi 'comprehension' an-speisiúil. Na féidearthachtaí don Ghaeilge. (TR 4BSA)	The article about comprehension was very interesting. The possibilities for Irish
Tá mo shaineolas ag forbairt. Tuigim nach raibh mé ag cur béime ar na rudai cearta roimhe seo. Bhí béim agam ar an léamh os ard agus cé go bhfuil sin tábhachtach ní raibh spás ann le straitéisí a phlé. (TR 7SB)	My expertise is developing. I understand that I was not emphasising the correct things before. I emphasised reading aloud and although that is important there was no space to discuss strategies

Using the reader's theatre as an initial step was deemed an appropriate method to promote rereading and reading fluency in SB as well as an effective and manageable way to organise group reading in SA. All teachers found these texts gave them a more specific method of grouping and ensured the pupils stayed on task. Reader's theatre is recommended in other studies in immersion settings to promote motivation in L2 reading (Capina & Bryans, 2017). In the current study, the reader's theatre encouraged collaborative reading, promoted a mixed ability grouping for the readings and encouraged pupils to engage with others they may not have previously engaged with in a reading lesson. In any kind of change process, experiencing success in early stages can help encourage positive outcome expectations and provide an incentive to persevere (Guskey, 2002). With the reader's theatre texts, pupils combined reading practice and performance and needed multiple reads to perfect their performance. In this way they were rereading and improving their strategy use, fluency and comprehension with each read. These texts also have the potential to improve pupils' motivation to read and, given the opportunity to improve and read well, they are encouraged (Afflerbach et al., 2013; Guthrie et al., 2005). Teachers noted the immediate difference when using these texts.

Ag cleachtadh, ag déanamh na drámaí, agus thar agus thar go dtí go bhfuil siad muiníneach ag léamh (TR 5BSA).	Practicing the dramas, going over and over until they are confident reading.
Tá an líofacht níos fearr acu agus tharla sin mar gheall ar an athléamh a rinne muid (TR 6SB)	Their fluency is better and that happened as a result of the rereading we did.
Bhí na páistí i ngrúpaí. Bhí meascán d'ábaltachtaí sna grúpaí nó tá na páirteanna sna drámaí seo do réimse ábaltachtaí agus is féidir le páistí ag leibhéil dhifriúla léitheoireachta bheith ag léamh le chéile. (TR 4ASA)	The children were in groups. There was a mix of abilities in the groups as the parts in the play are for a range of abilities and children of different reading abilities can read together.
Ansin, i ngach ceacht, chleacht siad arís iad agus d'éirigh siad níos fearr gach uair a léigh siad iad. Chuir muid béim ar léamh le mothú agus go drámatúil. Ansin, nuair a bhí siad léite acu roinnt uaireanta bhí deis acu léamh os comhair an ranga. (FI 5ASA)	Then, in every lesson, they practiced again and again, and they improved every time they read them. We emphasised reading with feeling and dramatically. Then, when they had read them a few times they had an opportunity to read in front of the class.
Tá caighdeán níos airde ó na daltaí cheana. Tá siad ag léamh na ndrámaí go líofa agus go muiníneach. Oibríonn an t-athléamh leis an gcaighdeán a ardú go han sciopthaí. (FI 4BSA)	The pupils are at a higher standard already. They are reading the plays fluently and confidently. The rereading works in raising the standard very quickly.

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Following the success of the reader's theatre, teachers were given sets of fiction and non-fiction texts for groups. These had been chosen and levelled in earlier discussions. Teachers in SA revealed they did not generally use non-fiction texts. In SB the texts were deemed of a similar level to those being used in the classes, but more stimulating. Teachers in SA described these new texts as easier than those they had been using for whole class reading and that the non-fiction texts were interesting and stimulating and not as difficult as they had previously thought. This evaluation was echoed by the pupils in participant observations who found the texts easier to read and that they could read them independently (PO 4ASA, PO 4BSA). It was also noted in the readings that pupils could be encouraged to read in chorus or read silently, and teachers immediately recognised the benefits in such an approach. To improve reading, it is not enough to simply read (Pikulski & Chard, 2005) and pupils could benefit from more

focused reading (Chard et al., 2002), particularly with their Irish reading. It was clear from the sample statements below from FIs and TRs that these materials encouraged a change in approach and that teachers saw the potential to introduce new elements to their teaching. It is also interesting that teachers attributed a new approach to the new materials and said this could not have been accomplished with the materials they had been using prior to the case study.

Róimhe seo bhí gach duine sa rang ag léamh an leabhair chéanna, mise go príomha ag léamh os ard agus páistí ag ofráil le bheith ag léamh ó am go chéile. Sa cheacht seo tá na páistí ag léamh leabhair dhifriúla i ngrúpaí. (TR 4BSA)	Before now everyone in the class read the same book, primarily me reading aloud and pupils offering to read from time to time. In this lesson the children are reading different books in groups.
Maidir leis an doimhneacht agus an comhrá cineál míle míle uair níos doimhne leis na leabhair seo, níor mhothaigh tú go raibh an deis sin riamh agat agus go raibh daoine eile ag cailleadh amach dá bharr. (FI 6SB)	As for the depth of conversation a thousand times deeper with these books, I didn't feel I had that opportunity before and that others were missing out as a result.
Caithfidh mé anois sin a bhaint amach leis na téacsanna eile. Leis an léitheoireacht ghrúpa ag léamh le chéile, tá níos mó ama ann don athléamh agus thig leo feabhsú an bealach sin (FI 6SB)	I need to achieve that with the other texts. With the group reading, reading together, there is more time for re-reading, and they can improve in that way.
Bhí sé cineál deacair é a dhéanamh leis na leabhair a bhí againn, ach le leabhair úra bhí sé i bhfad níos éasca (FI 5BSA)	It was kind of difficult to do it with the books we had, but with the new books it was a lot easier

All the pupil assessments were shared with the teachers at each stage of the process. All teachers found the information garnered from the IRI was very valuable and more informative than other assessments used previously, particularly with information on strengths and weaknesses in strategy use. All teachers found that the pupils had performed better on the RRs than they had previously thought they would. The evidence from the IRI provided relevant information for them to assist those who did not score well. However, most noted the time involved in RRs and worried it would not be possible

to do regularly. The two follow up assessments provided information on those pupils who had the lowest performance on the RR. The phonics assessment was noted as useful in focusing the exact stage in phonic knowledge development each pupil required, giving teachers a starting point to assist those pupils. Pupil performance on the comprehension interviews was not surprising, and it highlighted the need for a focus on comprehension and, given the transfer of skills, the potential to combine the teaching and learning of comprehension strategies across the two languages (De Sousa et al., 2011; Pasquarella et al., 2014). Teachers described their experiences with the assessments in the case study as positive. However, most teachers noted the time involved and said they would need help in the form of classroom assistants. One teacher acknowledged that implementing assessments could improve with practice.

Yeah, cheap mé go raibh an measúnú an-chruinn, i gcomparáid leis na rudaí a bhí againn roimhe sin. (FI 4BSA)	Yeah, I thought the assessments were very precise, compared to things we have used before.
Bheadh an líofacht an-mhaith acu agus tú ag léamh, ach nuair a d'fhéach tú ar an eolas a fuair tú ón taifead sin, em, bheadh siad ábalta na focail a léamh agus féincheartú a dhéanamh agus an díchódú a dhéanamh ach ar a luas féin, so, níos moille. (FI 4BSA)	Their fluency in reading could be very good, but when you look at the information you got from the RR, em, they would be able to read the words, self-correct and decode at their own pace, so, slower.
Agus rud eile a thaitin liom ná na Taifid Reatha. Shíl mé go raibh sin iontach maith. An dóigh a bhí tú ábalta, you know, na deacrachtaí ar fad a fheiceáil, agus cé chomh líofa a bhí na páistí nuair a bhí siad ag léamh agus, em, an t-aon rud leis sin ná bheadh deacrachtaí i gceist é a chur i bhfeidhm i do rang (FI 5ASA)	And another thing I liked was the RR. I thought that was very good. The way you were able you know, to see the challenges, and how fluent they were when they were reading, and, em, the only thing is implementing it in class.
Shíl mé go raibh an díchódú ag feabhsú rud bocht le páiste X ach nuair a thagann sé chuig an mheasúnú b'fhéidir nach raibh sin amhlaidh. (FI 6SB)	I thought that pupil X was improving well in decoding but when it came to the assessment maybe that was not the case.
Agus is dócha nuair atá muid cleachtaithe leis em, bheadh sé i bhfad níos éasca agus níos tapúla freisin. (FI 4BSA)	And probably when we are more familiar with them, em, it would be a lot easier and quicker also.

All teachers indicated having learned a lot from their involvement in the study in the TRs. All recognised their enhanced subject knowledge and the change in their self-efficacy. They all acknowledged that they had been afforded an opportunity for reflection on their own practice that they felt had become routine and lacking in reflection. Both teachers in SB said their involvement in this study had given them a sense of relief with one teacher specifically making reference to the readings as giving her confidence to explain their methods to parents. Teachers' statements were for the most part positive and a positive experience had given them confidence to approach their reading with new strategies. One teacher, however, evident in the statement below, admitted a concern about changing the practice of listening to every child.

Mothaím níos eagraithe cinnte. Tá níos mó ama agam plé a dhéanamh agus rudaí eile a chlúdach nach raibh am agam a dhéanamh roimhe seo. Bhí mé ábalta feiceáil má bhí duine amhrasach nó caillte sa léitheoireacht os ard le chéile. Ach tá mé rud beag buartha faoi gan gach duine a chluinstin ag léamh agus go dtitfidh daoine ar gcúl (TR 6SB)	I feel more organised for sure. I have more time for discussion and to cover things I didn't before. I was able to see if a person was dubious or lost in their reading. But I am a bit worried about not hearing everyone read and that someone may fall behind.

It is not expected that every teacher will change their practice immediately and this can only be evident over a longer period of time (Desimone, 2002; Guskey, 2002).

Expectations and goals

In the final interviews, participant observations and teacher records teachers indicated a new perspective on their own expectations and goals in their reading lessons in Irish. All teachers expressed a positive outcome to the introduction of new materials and new knowledge from readings and assessments to their teaching. They felt these had the potential to encourage changes in the teaching and learning of reading in their classrooms. They were all explicit about having positive outcome expectations, foreseeing the difference these changes could potentially make to their school and to the sector. This section discusses expectations and goals in the context of the sub-themes of planning, resources and support.

Planning. Both schools had outlined their school plans for reading both in Irish and in English, as described earlier in the chapter. Teachers in SA evidently planned their lessons collaboratively within each year-group. In SB the three KS2 (age 8-11) teachers planned regularly together. In final interviews and teacher records, some general

reflections were noted from each school on planning for Irish reading on the importance of understanding the complete journey of reading and the stark difference in teacher planning for English and Irish reading, reflecting the lack of guidance in the transfer of skills.

Tá an aistear iomlán tábhachtach do gach uile dhuine againn agus sílim arís go n-éiríonn muid uilig cineál gafa i rang s'againn féin agus an curaclam atá os ár gcomhair. (FI 7SB)	The whole journey is important for everyone, and I think we all get caught up in our own classes and the curriculum in front of us.
Fiú ag breathnú ar phleananna an mhúinteora, bíonn ana-chuid doimhneacht ann i dtaobh forbartha, cúrsaí forbartha agus scileanna as Béarla de, ach nuair a thagann sé go dtí an Ghaeilge its just, O an leabhar, and an bhfuil tú ag déanamh na scileanna freisin? So, ceapaim go bhfuil géarghá leis sin (FI PSA)	Even looking at teacher plans, they are very detailed with development plans and skills for English and when it comes to Irish its just, O, the book, and are you going to do the skills? So, I think there is a big need for that.

All teachers discussed the importance of planning on a whole school basis and that all staff in the school be aware of pedagogical approaches. Four of the six teachers discussed, without being asked, a willingness to impart their new knowledge to other members of staff and the importance of all teachers having this new awareness. One teacher also added how they now felt empowered to discuss reading with parents.

Bheinn sásta, an méid a d'fhoghlaim muid i mbliana a chur ar aghaidh chuig múinteoirí eile ins an scoil. (FI 4BSA)	I would be happy to pass on the amount we learned this year to other teachers in the school.
Beidh mise in ann an t-eolas sin a thabhairt isteach go Rang 6, ach má dhéanann gach duine sa scoil é, beidh tuiscint acu ag dul isteach i cibé rang, go Rang 3, go Rang 6, agus, is féidir leo é sin a dhéanamh agus ansin is rud scoile a bheidh ann, déanfaidh gach duine é, is féidir leis a bheith mar rud sa phlean scoile don Ghaeilge, don léitheoireacht. (FI 4ASA)	I will be able to bring this information on into sixth class, and if everyone in the school does it, they will have an understanding in whatever class, to third class, to sixth class, and, they can do it and it will be a school thing, everyone will do it, it can be incorporated into the school plan for Irish, for reading.
Motháim níos cinnte faoi seo uilig a mhíniú do thuismitheoirí. (TR 6SB)	I feel more certain about explaining all this to parents.

All teachers discussed the detailed information garnered from assessments and how useful this was. They also discussed implications for planning, as individual teachers as well as whole school planning. A major concern was the time involved and that they would need to consider this in their school planning.

Bheadh sin maith, nó tá an t-eolas an-mhaith, fiú do do phleanáil féin ina dhiaidh bheadh sé go maith é a bheith agat. Agus tuigim nach gcaithfidh an rud sin tarlú ach cúpla uair sa bhliain, em, do you know like, ar dtús, b'fhéidir cúpla mí ina dhiaidh agus cúpla mí ina dhiaidh sin. (FI 4B4A)	It would be good, the information is very good, even for your own planning afterwards it would be good to have. And it can be done a couple of times a year, do you know like, first, maybe after a couple of months and then a couple of months after that.
Bheadh orainne sílim sa scoil smaoineamh ar b'fhéidir córas níos fearr leis an mheasúnú sin a dhéanamh agus smaoineamh ar am a chur ar leataobh. (FI 6SB)	I think we would have to think of a better way to assess in the school and consider putting time aside for it.
Ach go cinnte sílim thar am gur féidearthacht a bheas ann, b'fhéidir arís go mbeadh tweaking ann go mothaíonn muid, amharc tá píosá de seo domhain agus bhí sé doiligh againn cineál an t-eolas ceart a bhaint, b'fhéidir go raibh rudaí anseo is ansiúd. (FI 7SB)	But definitely over time it is a possibility, maybe with some tweaking and we feel, look these pieces are deep and it was difficult to get that kind of information, maybe there are aspects here and there.

Half of the teachers suggested a school plan where classroom assistants could offer relief to teachers to carry out running records and the assessments. Most teachers

described the assessments as problematic. Most described them as time consuming but one teacher, illustrated below, felt they had not had enough practice and did not feel confident enough to continue this as a practice. In the current study, the researcher carried out the assessments with each child individually to gather the relevant data for the case study. This possibly gave the impression that this was how it was done. Running records can be carried out informally and efficiently as part of a guided reading lesson and need not be as time consuming as they had been in this study. Teachers could therefore benefit from further information and practice in this area. The following statements illustrate their concerns.

So, bheadh sé go maith bheith saor as, nó rud inteacht, nó an cineál, aire a thabhairt don rang a fhad is go raibh mise ag déanamh an Taifead Reatha taobh amuigh den rang nó cibé rud. (FI 5BSA)	So, it would be good to be free, or something, or sort of, someone to look after the class while I would do the RR outside the class or something.
Beidh mé ionraic, sílim go mbeadh an measúnú ar dóigh, but just níor chuir mé féin agus, déarfainn na múinteoirí eile, taithí ceart air. (FI 7SB)	I will be honest, I think the assessments would be great, but just I, and I'd say the other teachers, didn't get enough experience with them.
Ach thaispeáin siad sin níos mó eolais dom. Em, arís ar ais go dtí an t-am a thóg sé. Níl a fhios agam an bhfuil sé praiticiúil, em, so. (FI 4BSA)	But they showed us more information. Em, again back to the time they took. I don't know if they'd be practical, em, so.
Em, bíonn sé an-deacair ag éisteacht le gach páiste leis sin agus taifead a dhéanamh, so, níl a fhios agam cad a cheapann daoine eile. Em, ach sin a cheap mise. (FI 4BSA)	Em, it is difficult to listen to every child and do the RR, so, I don't know what other people think. Em, but that's what I thought.

Resources. As discussed earlier in the chapter, most teachers discussed resources as a major issue and felt that more resources and more suitable resources could contribute to a change in attitude and motivation. In a minority language, it is difficult to provide for all levels, interests and types of reader (Coady et al., 2008; Dunne & Hickey, 2017;

Ó Duibhir, 2016; Schwinge, 2017). Teachers discussed the gaps in provision, particularly in a range of genres and books for specific purposes and interests. However, there were many books the teachers were not aware of, and teachers acknowledged the importance of this awareness and choosing wisely. In the final quote below the teacher attributes differentiation in lessons to the new books.

Bhí cuid mhór áiseanna curtha amach, agus, san earnáil seo, tá muidne cleachtaithe le ganntanas áiseanna, so, bhí cineál pota óir ansin. (FI 6SB)	There were a lot of resources put out, and, in this sector, we are used to a lack of resources, so, this was a pot of gold there.
Na cineál cláir like tá an beart leabhar atá tusa tar éis a chur le chéile, tá sé sin chomh úsáideach like, fiú mé féin agus X ag cur an leabhar liosta le chéile do Rang 4 don chéad bhliain eile, em, táimid ag iarraidh úsáid a bhaint as na leabhair a fuair tú dúinn. Tá siad ar fheabhas. Agus tá muid ag iarraidh cineál fáil réidh leis, na seanleabhair. (FI 4BSAp.6)	The kind of programmes like, the package of books that you have put together, that is so useful like, even myself and X putting a booklist together for fourth class for next year, am, we will be using the books you got us. They are brilliant. And we will be getting rid of the old books.
Yeah just an idirdhealú agus na leabhair, agus bhí sé cineál deacair é a dhéanamh leis na leabhair a bhí againn ach le leabhair úra bhí sé i bhfad níos éasca. (FI 5BSA)	Yes, and the differentiation and the books, and it was kind of difficult with the books we had but with the new books it was a lot easier.

Two teachers also noted translations as an issue with books in Irish and that texts translated from English are more challenging for the pupils. Translating is much more than changing words from one language to another and can be carried out at different levels (Oittinen, 2014). One teacher questioned the financial aspect of such a practice and was translating more cost effective. PSA also added that language levels in translations are too difficult, but also that children have often already read the books in English and have no interest in reading them again.

Tá leabhair deasa, ar nós mar a luaigh mé, Harry Potter agus David Walliams, agus tá sé go hiontach gurbh ann dóibh i nGaeilge ach chomh maith a leithéid scríofa i nGaeilge, you know, gur leabhair nua iad, nach bhfuil an leagan Béarla ann, tá siad chun an leagan Béarla a fháil má tá an leagan Béarla ann. Ach más scéalta iad ar spéis leo agus ar chaighdeán ceart, you know. (FI PSA)	There are lovely books, like I mentioned, Harry Potter and David Walliams, and it's great that they are in Irish, but also the likes of these written in Irish, you know, new books, that don't have an English version, if there is an English version, they will read the English version. But if they are stories they like and are at the right standard, you know.
Ach sílim go raibh cuid mhór béime curtha ar an aistriúchán le tamall fada. Agus tuigim sin, tá daoine ag rá, níl go leor áiseanna againn. An bhfuil sé níos gaiste ag daoine leabhair a aistriú nó leabhair a scríobh? Níos saoire b'fhéidir. Agus domsa de, go dtí go n-athraíonn sin i bhfirinne, ní dóigh liom go bhfeicimidinne an difear i Rang 7. (FI 7SB)	And I think there has been a lot of emphasis on translations for a long time. And I understand, people are saying, we don't have enough resources. Is it quicker to translate than to write a book? Cheaper perhaps. And for me, truthfully, I don't think we will see a difference in Primary 7.

One teacher highlighted how the lack of non-fiction texts in Irish has impacted the children's comprehension as well as writing skills. One teacher expressed the difficulties with parents buying books in Irish and all described the difficulty of ascertaining an appropriate level of a book in Irish.

Sílim b'fhéidir go raibh drochthaithí acu, gur léigh siad rudaí a bhí i bhfad ródheacair ... tá muidne ag cur brú ar na tuismitheoirí rudaí a cheannach agus b'fhéidir nach bhfuil muid ag tabhairt an treoir ceart daofa, but, éist, níl a fhios agam an treoir ceart. Chí siad teidil an leabhair, bíonn siad tógtha, osclaíonn siad an leabhar agus deir siad, Ó, tá seo iontach deacair, agus cuireann sin as daofa (FI 6SB).	I think maybe they have had bad experiences, that they have read things that are too difficult ... we are encouraging parents to buy things and maybe we are not giving the correct guidance, but listen, we don't have the correct guidance. They see a book title, they get excited, they open the book, and they say, O, this is very difficult, and it puts them off.
An bhfuil an leabhar seo ródheacair dóibh? Tá sin níos deacra agamsa an cinneadh sin a dhéanamh i nGaeilge ná mar atá i mBéarla (FI 6SB).	Is this book too difficult for them? It is more challenging for me to make that decision in Irish than in English.

One teacher had a more positive outlook explaining how the school had once had a lot of terrible resources for English reading and in recent years purchased new material that has made a huge difference in motivation to read in English. This could possibly be repeated with Irish books. However, PSB was involved in levelling texts in SB and monitoring these texts with reading levels in KS2 in the school. Huge gaps in provision were found, specifically with big books, non-fiction and books in specific genres as exemplars for writing as well as gaps at certain levels. Both teachers in SB believed that a programme like AR in Irish could potentially improve reading in Irish. All teachers stated that reading appropriate texts would make a huge difference in reading practices and felt that the book levels in the case study had contributed greatly to providing more appropriate materials. Books in Irish were described as a major factor in why children do not choose to read in Irish.

Support. A common issue raised by all teachers in the case study was their need for guidance and support. The Collaborative Inquiry (Ciampa & Gallagher, 2016) encouraged group participation, discussion and reflection. In this approach, teachers identified the problem, collected evidence, analysed the evidence, reflected, shared and celebrated (Ciampa & Gallagher, 2016; Coburn & Stein, 2010). All teachers appreciated the readings and discussion sessions provided as part of this study and enjoyed the small group involved, with some saying they felt more at ease in the smaller group. However, all cited the need for PD in the form of whole school onsite PD and the importance of an awareness for all staff in the school. One teacher questioned the effectiveness of attending one-day courses for PD, and indeed, this form of PD has been criticised in the literature (Greenleaf & Schoenbach, 2004; Timperley, 2008). Quotes below illustrate teachers'

views with some preferring the small group setting and others expressing the need for whole school PD.

Dá mbeadh oiliúint faoi leith ag na scoileanna ar fad, agus dá mbeadh an scoil ar fad ag dul i ngleic leis seo. Em, tá rud mar seo ag teastáil, ar na Gaelscoileanna (4ASA, p.5)	If all schools had specific coaching, and if the whole school got involved. Em, all Gaelscoileanna need this.
Go cinnte, traenáil, a leithéid de thraenáil a chuir tusa ar fáil dúinne. Shíl mé go raibh sin ar dóigh i ngrúpa chomh beag sin ach shíl mé gur oibrigh sin ar dóigh leis an cheathrar againn ann. Silim da mbeadh grúpa níos mó ná sin ann b'fhéidir go bhfaigheadh cúpla duine caillte, nó go mothódh duine, you know, tuigeanann daoine eile seo, agus ní dearfaidh mé rud ar bith (7SB, p.6)	Definitely, training, like you provided for us. I thought it was great in such a small group and that it worked well with just the four of us. I think with a bigger group maybe some people would get lost, or some would feel, you know, other people understand this, so I won't say anything.
Níl a fhios agam an é gach duine ag freastal ar chúrsaí an bealach is fearr. B'fhéidir cineál clapholais ina bhfuil daoine ag teacht isteach, nó duine éigin ag teacht isteach agus ag labhairt faoina..., agus deis againne mar fhoireann suí lena chéile agus na straitéisí seo a chleachtadh agus a phlé mar fhoireann (7SA, p.9)	I don't know if everyone attending a course is the best way. Maybe a twilight where everyone comes in, or someone coming in to talk about ... and us as a team have a chance to sit and practice these strategies together and discuss them as a team.
Dá mbeadh lá iomlán scoile, an fhoireann ar fad, le chéile, go bhfuil gach duine ag foghlaim píosa de gach rud. Nó bogann muid timpeall an oiread sin. (FI 4ASA)	If we could have a whole school day, the whole staff, together, and everyone learning a piece of everything. Because we move around a lot.

The collaborative aspect of the case study has proved to be a success and teachers were encouraged to reflect and change their perceptions with the introduction of the readings, pupil assessments and new materials. Their involvement in all aspects of the case study contributed to their own self-efficacy and their positive outlook (Borko, 2004; Nelson & Slavit, 2008). Ciampa and Gallagher (2016) emphasise the collaborative nature of learning in PD to introduce new literacy strategies and protocols to teachers and the collaborative approach in the current study was perceived by teachers as one of the most important ingredients for PD. For teachers to engage meaningfully in PD, learning needs

to occur in a working climate where mutual trust is encouraged and teachers can interact (Joyce & Calhoun, 2010). It was interesting that one of the teachers in SB talked about *an ceathrar againn* (the four of us) in quotes. In SB there were two teachers and a teacher leader (PSB) involved in the case study. It was evident that the researcher was included in the group of four, again highlighting the success of the collaborative approach. In other studies, Collaborative Inquiry was found to increase motivation and willingness to take risks (Ciampa & Gallagher, 2016) and in the current study teachers described their change in motivation and attitude to reading in Irish as well as their desire to change, described in the following theme.

Motivation and attitude

As discussed previously motivation and engagement are intrinsic aspects that interact with skills and strategies in reading development (Afflerbach et al., 2013). Pupils' descriptions of their motivation, engagement and attitude to reading have been discussed. This section focuses on teacher responses to describing their own motivation and attitudes and how they perceive the pupils' motivation and attitude to reading in Irish. Motivation and attitude to reading in the wider community had also been discussed by some and is included as a sub-theme. Responses are compared across initial interviews (II), final interviews (FI), participant observations (PO) and teacher records (TR).

Staff. The collaborative approach in the case study had an obvious effect on the teachers' willingness to take part in the case study. They described being ready for new skills and felt comfortable with the approach.

Bhí mé réidh le léim isteach ann mar a rinne tú féin, le gach rud a thriail, em, go cinnte, fiú, cur chuige eile, bealach eile leis an léitheoireacht a chur i bhfeidhm, inár rangsa (FI 6SB)	I was ready to jump in like you, to try everything, em, definitely, a new approach, a new way to approach reading in our classes.
Sílim leis an cheathrar againn ann gur mhothaigh gach duine compordach go leor agus go raibh gach duine ar a suaimhneas agus sílim go raibh tú cráite againn gur chuir muid an oiread sin ceisteanna. Rinne muid sin, uimhir a haon mar go raibh muid compordach, agus uimhir a dó mar go raibh muid ag iarraidh foghlaim uait, go raibh muid ag iarraidh an oiread fiúntais a bhaint as an tionscamh agus is féidir linn, mar seo rud a raibh muid ag dúil leis le tamall (FI 7SB)	I think, with the four of us that everyone felt comfortable enough that we were at ease, and you were tortured with our questions. But we did that, number one because we were comfortable, and number two because we wanted to learn from you, we wanted to get the best from this process, because we have wanted this for a long time.



In initial interviews a recurring theme was teachers' own attitudes to the teaching of reading in their classrooms and no teachers expressed a positive attitude. Teachers in SA described not feeling excited about the texts they were reading prior to the case study and a negative response from the pupils. Teachers in SB noted feeling under pressure and that this had transferred to the pupils. In participant observations a positive atmosphere in the classrooms was evident with teachers displaying excitement at the prospect of reading new books and one teacher reminding the children of their experience with the reader's theatre and to expect the same success with the other new books (PO 4BSA). In another class the teacher noted the length of the books as an aside to the researcher and that shorter texts were proving to be more motivating (PO 7SB). Responses in teacher records in the final phase of the case study presented positive attitudes of teachers towards the new materials and how this had motivated them to engage more effectively with their lessons.

Bhí na drámaí ar fheabhas. Bhain mé féin taitneamh astu agus mothaim féin spreagtha le léitheoireacht na Gaeilge a theagasc anois (TR 5ASA)	The plays were great. I enjoyed them and I felt motivated to teach reading in Irish again.
Tá na húrscéalta nua go hálainn. Tá sé tábhachtach go mbíonn an múinteoir spreagtha nó ní bheidh na páistí spreagtha (TR 5BSA)	The novels are lovely. It is important that the teacher feels motivated, or the children won't be motivated.
Is breá linn na drámaí. Bhain mé féin sult as an rang inniu, agus na cinn roimhe seo. Tá atmaisféar iontach deas ann le gach duine ag cleachtadh agus ag feabhsú (TR 6SA)	We love the plays. I enjoyed the class today and the classes before that. There is a positive atmosphere, and everyone is practicing and improving.
Tá na leabhair nua galánta. Bhí sin de dhíth orainn i ndiaidh bheith ag úsáid na cinn chéanna le blianta fada (TR 7SA)	The new books are lovely. We needed that after using the others for so long.

Pupils. In the phase one questionnaires, the larger cohort of teachers, in both RoI and NI, reported that pupils had a more positive attitude to reading in English than in Irish. In initial interviews in the case study all teachers similarly indicated that pupils preferred to read in English than in Irish and most teachers said the pupils do not like to read in Irish. After the introduction of the new materials in the case study, teachers described the change in attitude of the pupils, with pupils more motivated to read the new books.

Tá sé tábhachtach chomh maith go bhfuil spéis ag na páistí sna leabhair agus go bhfuil siad spreagtha. Is cinnte go bhfuil, nó deir siad ‘yes’ nuair a thugaim amach na drámaí. (TR 4BSA)	It is important also that the children are interested in the books and that they are motivated. They definitely are as they say ‘yes’ when I give out the plays.
Is breá leis na páistí na leabhair ar fad, na drámaí agus na húrscéalta. Thug na drámaí an-mhuinín dóibh sa léitheoireacht Ghaeilge os ard agus tá siad réidh anois le rud nua a léamh go dearfach. (TR 5ASA)	The children love all the books, the plays and the novels. The plays gave them a lot of confidence in reading aloud in Irish and they are ready now to read something new positively.
So is dócha, anois, leis na drámaí, feicim cheana féin go bhfuil i bhfad níos mó suime acu. Níl an dearcadh diúltach sin acu. Agus b’fhéidir má athraimid é sin beidh níos mó suime acu bheith ag díriú ar na focail, ag díchódú agus mar sin de (FI 4BSA).	So probably with the plays, I see a difference already that they are a lot more interested in them. They don’t have that negative attitude. And maybe if we change that they might be more interested in looking at words, at decoding and the like
Tá na daltaí ag baint sult as na húrscéalta. Is deas an meascán agus go bhfeiceann siad réimse ag na grúpaí difriúla. Ba mhaith leo na leabhair eile a léamh chomh maith (FI 5BSA)	The pupils are enjoying the novels. The mixture is nice, and they can see the range with the other groups. They want to read the other books too.

fi

Teachers attributed pupils’ former attitudes to reading in Irish as more challenging than reading in English for the pupils, or perhaps that the pupils associated it with it being more challenging. They also attributed the lack of interest in reading in Irish to the available texts. There is a strong tie between motivation and reading achievement (Guthrie et al., 2005; Marinak & Gambrell, 2010) and the materials chosen for the case study promoted a feeling of achievement among pupils. The reader’s theatre are short texts and are intended for re-reading and practice. It is a strategy that allows readers to actively participate in reading in groups and can motivate L2 readers (Capina & Bryan, 2017). This type of engagement can help with comprehension, making the book more exciting to the reader. After multiple reads, the pupils were motivated to read the other materials that were also short and included a range of genres. Non-fiction texts also proved to be motivating for the pupils and, in SA, pupils had little experience with non-fiction texts in Irish. Non-fiction has the potential to broaden vocabulary knowledge

(Flowers & Flowers, 2009) as well as motivating a range of interests in readers (Flowers & Flowers, 2009; Job & Coleman, 2016).

Community. The school community had been discussed more in terms of the foundation of each school in the final principal interviews. However, some aspects of community had been discussed in the context of reading and support structures for immersion education within the community. One teacher in SB, teaching the final year in primary school, discussed involvement with a group of other immersion teachers in the area including the post-primary school to discuss preparing pupils for the transfer to post-primary. Aspects of literacy and raising the standard of reading in Irish were prominent in these discussions. Teachers in SA felt that more reading resources were provided for Gaeltacht schools and that a Gaelscoil in an urban setting and pupils with no Irish at home needed specific support. Teachers in SB talked about the importance of strong links with community for motivation in the context of a minority language and the use of Irish outside school.

Parental involvement in a child's education, discussed in Chapter two, has been established as making a significant difference (Deslandes & Rousseau, 2008; Kavanagh & Hickey, 2013). Parents also have a strong impact on children's reading and language outcomes (Marjanovič et al., 2005). Parents make a conscious decision to send their children to an immersion school (Dagenais, 2003). Many parents who choose Irish immersion schools for their children display an interest in their children's education and often the success of immersion programmes is attributed to parental involvement (Kavanagh & Hickey, 2013). Parental involvement in SB may offer some explanations for the higher standard of reading in Irish than would be expected of such a low socio-

economic status group. However, it was beyond the scope of this study to consider parental involvement as a contributing factor to children's reading in Irish in the case study. Future studies might consider SES and parental involvement in examining reading outcomes and preparing teachers for parental involvement in initial teacher education.

Summary of teacher reflections on classroom practice

Responses from the interviews, participant observations and teacher records were used as layers of data to provide a context for the descriptions of each theme that had been generated pertaining to RQ3. This section traced the journey experienced by teachers in the case study and in the collaborative inquiry model. In the final stage of the collaborative inquiry model teachers reflected on the information and their new understandings. Through the three main themes of self-efficacy, expectation and goals and motivation and attitude, teachers' responses were examined and compared between beginning and end of the case study as well as across schools. Readings, pupil assessments and new materials were shown to have contributed positively to elements of change in perceptions of the teaching of reading in Irish for all participant teachers.

Conclusion

This section concludes Chapter 4 and Chapter 5 that described the analysis of the data in relation to the three research questions. Chapter 4, phase one, was in response to RQ1 and Chapter 5, phase two, was in response to RQ2 and RQ3. In phase one, questionnaires profiled the larger cohort of teachers and principals of all Irish immersion schools. This information was also used to help choose two schools for the case study,

phase two of the study. Chapter 5 began with a profile of the participant schools and teachers in the case study. The second section of Chapter 5 focused on the pupils in the study and began with a profile of the pupils, their language use and their reading habits. Analysis of the pupil assessments revealed their performance in their Irish reading and provides valuable information on prevalent skill and strategy use in reading. Pupils were found in general to rely more on visual whole-word reading strategies than decoding strategies. This encouraged a guessing of new words rather than using knowledge of sounds in Irish to decipher new words. Pupils also did not perform well in comprehension strategy use, lacking the specific vocabulary to discuss comprehension strategies and lacking the linguistic skills to discuss their comprehension and higher-order thinking skills. Comparisons between students' performance and their own perceptions of their reading in Irish revealed a link between those who performed well and those who believed they read well in Irish and that perhaps providing some success in reading in Irish could foster motivation to read. Research provides strong support between reading motivation and reading achievement (Guthrie & Wigfield, 2012). One step towards this goal was the provision of new and stimulating reading resources to attract readers to books in Irish (Dunne & Hickey, 2017). An attempt was made in this study to encourage teachers to match texts to students' reading levels with authentic reading merged with skills, multiple opportunities for reading, sharing competency with peers, student goal setting and rewarding effort as recommended by Nelson and Slavit (2008). Pupils working collaboratively in small groups was also an attempt to encourage engagement as well as to promote problem-solving and social skills in their reading (Baker et al., 2011; Ivey & Johnstone, 2015).

The third section of this chapter focused on the teachers in the case study and began with descriptions of their pedagogy based on case study questionnaires and initial

interviews with all participant teachers. In recognition of the importance of a research-based approach, an emphasis on cognitive skills and motivation and engagement and assessment (Kennedy, 2014) teachers were provided with academic readings, pupil assessments and new materials to encourage change. Teachers views on their own practice and knowledge is described, and how these beliefs relate to practice is important in the context of teacher knowledge (Bingham & Hall-Kenyon, 2013). Teachers began this case study knowing that their practice was in need of change, but as evident in other studies were unaware of how to make that change (Duguay et al., 2016). The lack of research on reading in an immersion minority language has been discussed in Chapter 2 and its effects are evident with teachers in this study.

Although only involving two schools this case study has provided some very valuable information for the wider teaching community of immersion schools in Ireland. Across two jurisdictions and two curricula, both case study schools were evidently experiencing similar issues. Having had an opportunity to be onsite, participate in lessons and have in-depth conversations with principals, teachers and pupils has provided information for both researchers and practitioners.

Chapter 6: Conclusion and recommendations

Introduction

The aim of this study was to investigate reading in Irish among 9-11-year-old pupils in Irish immersion schools in Ireland, from the perspectives of principals, teachers and pupils. There is much anecdotal evidence concerning reading in Irish but little research on reading pedagogy. Irish immersion schools are one model of practice in Ireland. In the RoI, there are three models for teaching Irish in primary school. Irish is used as the language of instruction in both immersion schools outside the Gaeltacht and in Gaeltacht schools and is also taught as a subject in English-medium schools. Only the immersion model occurs in primary schools in NI and there are no historical Gaeltacht areas in NI. This study included schools in both jurisdictions in Ireland and the focus was on the immersion model in Ireland. The chosen age-group was significant in revealing how pupils read in Irish before they transfer to post-primary school where Irish continues to be relevant for all and, for those continuing with immersion education, reading is an essential aspect of all subjects. The inclusion of both jurisdictions added another dimension, enabling comparisons between two curricula, differences in initial teacher education and professional development, approaches to the teaching of reading and differences in socio-economic status. These differences have resulted in some distinct approaches and results that are discussed in this chapter. However, there is much that is consistent across both jurisdictions suggesting that the immersion education model offers more commonalities than differences despite different curricula. For the majority of pupils in this study, Irish is not the language of home and is essentially an L2. However, an L2 acquired in an immersion setting may provide adequate exposure to ensure more enhanced proficiency than an L2 acquired as a school subject (Gebauer et al., 2013).

Learning to read in an immersion language that is not the language of home is not well researched (Bernhardt, 2003) and according to Li et al. (2021) few studies internationally have explored bilingual reading. Studies also tend to focus on early years or beginning readers (Jeon & Yamashita, 2014). The current study focused on 9-11-year-old pupils who read in two languages, Irish and English. The majority of immersion schools in Ireland begin teaching children to read in Irish first (Ó Duibhir et al., 2017). Children also spend more instructional time in school reading in Irish than in English. Yet, research reports that pupils in Irish immersion schools read for pleasure more often in English than in Irish and prefer to read in English (de Brún, 2007; Harris et al., 2006; Parsons & Lyddy, 2016). There is also evidence that these children, including native speakers, are better readers in English (Lyddy et al., 2005; Péterváry et al., 2014). Similarly, principals and teachers anecdotally report a lack of willingness among pupils to read in Irish as well as a lack of proficiency. This study aimed to examine why this might be the case and to investigate the potential for change.

A mixed methods approach was used in a two-phased study to investigate the three research questions that examined current practice, the skills, strategies and motivation of this age-group to read in Irish and teacher perceptions and understandings of the teaching and learning of reading in Irish. The study was sequential in design with analysis in each phase informing the development of the next phase. *Gaelscoileanna* (n=174) were invited to complete a questionnaire in phase one and phase two was a case study in two schools, one in each jurisdiction in Ireland. Responses to questionnaires in phase one presented a general representation of the wider group of schools and a recent snapshot of current practice in *Gaelscoileanna*. The choice of a case study was influenced by the lack of empirical knowledge of how reading is currently practised in Irish immersion schools to provide a level of detail to inform future policy and practice.

Specific tools were required to gather the relevant information, and groundwork for the case study included levelling texts and preparing a reading inventory for informal assessments to provide a detailed account of the teaching and learning of reading in Irish. This study focused on the components of word recognition, including sight-word skills and phonic knowledge, fluency, vocabulary development and comprehension strategies. The chosen age-group was significant in that 9-11-year-olds can reveal the skills and strategies they use and how this has been influenced by classroom practice. The use of the four-stage Collaborative Inquiry (CI) model (Coburn & Stein, 2010), discussed in Chapter 3, saw the inclusion of the case study teachers in each stage of the study and analysis of data was shared and discussed with participant teachers subsequent to each stage in each phase.

This chapter begins by relating findings in the current study to the literature. Limitations of the study are also acknowledged at the outset, recognising aspects that could be improved upon given different conditions. The main findings of the study are then summarised in relation to each research question in the context of the relevant literature and some conclusions are made. Contributions to new knowledge in the teaching and learning of reading are discussed in the context of this study at a national as well as an international level. Recommendations are made for policy and practice with a focus on professional development but also in relation to assessment and resource provision. The current study describes current teaching and learning and has uncovered some new insights that might be pursued further in future research.

Conceptual underpinnings of the study

The benefits of reading are well documented. Reading in an L2 or in two languages is similarly advantageous. Reading in an L2 has the potential to improve oral

skills and overall language acquisition (Day & Bamford, 2002; Hinkel, 2006; Stenson & Hickey, 2018). It can improve L2 reading comprehension (Birch, 2015; Singhal, 2001) and success in L2 reading creates a positive attitude (Dunne & Hickey, 2017; Yamashita, 2013). Exposure to a range of texts can afford access to a much richer range of language that is not otherwise available to pupils (Stenson & Hickey, 2018). There is very little evidence in Ireland of how children in immersion settings read in Irish or in two languages or of children's skill and strategy use while reading. Much of the literature on immersion education focuses on outcomes rather than on processes (Fortune, 2018; Parsons & Lyddy, 2016) reflecting concerns about attainment when learning in two languages. Given the dearth of research on bilingual reading (Li et al., 2021), L1 theories can provide valuable information to begin an investigation of reading in more than one language (Cameron, 2002; Koda, 2005; Mitchell et al., 2019). Balanced biliteracy remains the goal in immersion models but it is not easy to achieve (Reyes, 2012). There has been a growing awareness that languages may be unevenly developed (García et al., 2008). Hornberger's (1989, 2004) continua has been a seminal source in the field and places facets of biliteracy along four continua, suggesting different trajectories of development across languages highlighting the important aspects of progression. This includes the power status of a language, and a minority language presents its own challenges in biliteracy. A relevant hypothesis emerging from the literature in the context of this study was the transfer of skills and strategies in reading two or more languages (August & Shanahan, 2006; Pasquarella et al., 2014; Ke et al, 2021; Kabuto, 2011; Ó Duibhir & Cummins, 2012). However, transfer cannot be considered automatic (Yapp et al., 2021). Languages have different linguistic features and orthographies that influence the amount of transfer that occurs (Koda, 2007). An analysis of specific features of given languages could provide guidance for educators. Knowledge of which skills transfer, and

which do not in specific languages has the potential to facilitate teachers in their planning and pedagogy. Research has also revealed that transfer is more relevant with older readers who have a wide literacy experience with more than one language (Yeon & Yamashita, 2014). A component approach to reading can assist in the isolation of the different elements of reading, to track progression across more than one language and pinpoint specific issues. Although skills and strategies occur simultaneously in reading, a focus on components can assist practice and diagnosis of difficulties (Yamashita & Shiotsu, 2017). A distinction between constrained skills that are learned early and quickly, and unconstrained skills that involve continuous development (Paris, 2005) can also offer insights into the transfer of skills across languages. The specific nature of each language needs to be considered in this context. Motivation and engagement are important aspects of reading (Guthrie, 2013; Marinak & Gambrell, 2010; Verhoeven & Snow, 2001) and are particularly challenging in the context of a minority language (Gebauer et al., 2013). Motivation and engagement do not transfer across languages (Yamashita, 2004) and teachers need to find ways to facilitate and encourage pupils. The lack of relevant research and other limitations of the current study are acknowledged before summarising the research questions.

Limitations of the study

The lack of prior knowledge in available research had an impact on the overall design of the study. It led to the need for gathering a wide range of information in phase one and, in phase two, there was a lack of current research to inform the case study. The information gathered in the questionnaires in phase one was useful in presenting a profile of the wider context as well as contributing to the choice of the case study schools. But

responses cannot be considered as representative of the sector but merely as a “snapshot” (Robson & Cartan, 2017). It must also be recognised that the case study was limited to two schools, one from each jurisdiction, representing just a small sample of the wider community of immersion schools. A lack of assessments in reading in Irish have contributed to a lack of knowledge of progression in specific reading components. Assessments for an Informal Reading Inventory (IRI) were devised for the purposes of this study, based on available assessments in English and adapted to Irish. While all assessments were trialled prior to use in the case study they have not been widely trialled. Both the assessments and the levelling system for books used in the study could benefit from a wider trial and the development of reliability data. Seven months were spent in the case study schools and a longer period of time could have afforded more in-depth knowledge. Unavoidable time constraints also contributed to smaller numbers of pupils being involved in some of the assessments in the IRI. A wider assessment could provide more information on all aspects of the IRI. These limitations provide a context for the summary of the responses to each of the research questions and offer some further explanations of the backdrop to the study.

Summary of findings

Research Question 1

What are the current pedagogies nationally for 9-11-year-old immersion pupils in Irish reading lessons as reported by teachers and principals?

This section provides a synthesis of current pedagogies as described nationally in the questionnaires as well as those described in the case study questionnaires, interviews

and participant observations in each case study school. It focuses on prominent issues in the study that were deemed to be significant in contributing to conclusions or raising further questions.

Factors contributing to current practice. All teachers in the case study attributed their current practice to observing others and to their own classroom experience and not to their experience with initial teacher education, in-line with earlier research (Walter & Tedick, 2000). Initial teacher education was a notable difference in the two jurisdictions for both principals and teachers. More principals and teachers in RoI had completed a three-or-four-year Bachelor of Education (BEd) than in NI and more principals and teachers in NI had completed a one-year postgraduate certificate in education. Studies show that length of time spent in initial teacher education is significant (Heredia, 2011; Levin, 2003). Well-prepared teachers have the potential to influence reading achievement in schools (Darling-Hammond, 2006; Rowan et al., 2002). However, in this study, despite the spread of experience, all teachers in both case study schools indicated their lack of preparedness to teach reading in Irish or in two languages when they began teaching. Initial teacher education has the potential to increase teacher knowledge and prepare teachers to teach reading. Professional development (PD) can assist with ongoing teacher learning, yet the majority of teachers described a lack of PD. Research also revealed that PD courses in Ireland were not addressing the needs of teaching in an immersion setting or across two languages and that many were in English (Ó Duibhir et al., 2017).

Current practice as described by teachers. A major difference in the practice of teaching reading in both jurisdictions evident in this study was the predominant

practice of whole class reading in RoI as opposed to the predominant practice of group reading in NI. These could be influenced by teachers' own experience of reading at school. Reading in small groups can make reading a social event and raise motivation and engagement (Baker et al., 2011). In schools with low socio-economic status, as is the case in the school in NI, a focus on engagement can mitigate the impact of socio-economic status on reading (Ellis & Coddington, 2012; Kennedy, 2018). This could be one explanation for the high achievement levels in the school. Group work also can lead to better comprehension (Fountas & Pinnell, 2019). It was evident in both schools that the emphasis in reading lessons was on hearing pupils read aloud which proved to be very time consuming. Listening to pupils read is important, but not in every lesson when teaching of skills and strategies is compromised as a result. When not reading for assessment purposes, pupils can read chorally or quietly independently to practice reading, leaving more time for teachers to focus on other skills and strategies. In questionnaires in both phases of the study, teachers were explicit about the teaching of a range of reading skills. Constrained skills in reading have been found to be learned and mastered quickly (Paris, 2005). However, teachers, mainly in SA, revealed that pupils in these classes had not mastered phonemic knowledge and had not reached the consolidated stage (Ehri, 1995) of recognising words instantly. Vocabulary transpired to be a major issue and a focus in both case study schools and was approached in a specific manner with lists, dictionary work and an emphasis on explaining every word in a text. In describing the teaching of comprehension strategies in the questionnaires in both phases, teachers displayed a desire to indicate good practice (Patten, 2016). They indicated a mainly wide and varied practice, with responses for practice in Irish reading often the same as those for English. This was not reflected in the interviews, observations or in the pupil assessments revealing that what they said was not reflected in practice (Bingham &

Hall-Kenyon, 2013). In both case study schools comprehension was of a literal form and focused on understanding vocabulary. Teachers described teaching comprehension strategies and higher-order skills in English but not in Irish. All teachers cited lack of time as a reason for not focusing lessons on comprehension strategies with vocabulary taking up much of the lessons.

Issues that emerged as factors influencing planning for the teaching of reading were availability of assessments and resources, for the bigger cohort in phase one, as well as in the case study. Over 90% of the teachers in phase one described using a range of novels in Irish in their classrooms with less in RoI (60%) than in NI (81%) using a range of genres and informational texts in Irish. Both schools reportedly had access to a much larger range of books in English than in Irish. It was notable that the majority of teachers in both phases gave the same responses with regard to assessment in Irish reading as they did to assessment in English reading. This could be an example of teachers answering what they thought they should be doing (Patten, 2016). A lack of assessment tools coupled with a lack of guidance for teachers on the teaching and assessment of reading in two languages has resulted in teachers in the case study making general judgements about pupils' reading and not focusing on specific issues in their teaching. A response to RQ2 revealed information on pupil attainment.

Research Question 2

What skills and strategies do 9-11-year-old pupils use to read in Irish and does this relate to their motivation to read?

An investigation of RQ2 involved challenges with assessing specific reading skills and strategies in Irish. These challenges were overcome with the provision and

application of an inventory of informal assessments. Pupils' performance in assessments was compared to their perceptions of themselves as readers and how this contributed to their motivation to read in Irish. Comparisons were made across the two case study schools as well as between perceptions and attitudes to Irish reading and English reading.

Preparing assessments. The lack of specific assessment tools to assess reading in Irish led to the development of an IRI (Provost et al., 2010; Walpole & McKenna, 2006) for this study. The use of RR in the IRI raised some issues for the assessment of reading in Irish and for pupils who read in two or more languages. Levelling texts in Irish was new territory and required an insight of guidelines used for English texts (Fountas & Pinnell, 2017), available texts in Irish, the linguistic aspects of the Irish language as well as pupils' abilities and interests. This was carried out in collaboration with case study teachers. An Informal Decoding Inventory (Walpole et al., 2011) provided the basis for an Irish adaptation that followed the structure and marking rubric of the English version but used information on the trajectory of phonemic knowledge in Irish. Major Point Interview for Readers (MPIR) (Keane & Zimmerman, 1997) was translated to Irish for use in the study. The only assessment used in the IRI that was available in Irish was the word recognition assessment. This was an available word frequency list (Breacadh, 2009) with frequency determined by usage in children's books. The preparation of assessments was a major contribution of the study.

Outcomes of assessments revealing skill and strategy use. Results of assessments revealed a clear link with the descriptions of current pedagogy. All aspects of the results could be explained by classroom practice. There are two facets to RR use.

Miscue analysis reveals the specific miscues the reader makes in reading and the meaning, structural and visual (MSV) strategies the reader uses in reading are also revealed (Clay, 2006; Clay & Nig Uidhir, 2006). Analysis of the data in the RRs exposed a lack of structural strategies in reading in Irish across all classes, indicating a lack of knowledge of syntax, grammar and language patterns in Irish. The general use of meaning strategies were more prevalent than visual strategies in both schools, revealing more emphasis on whole word strategies than decoding strategies. Classes in SB scored higher in visual decoding strategies than those in SA, suggesting that pupils in SB were more likely than those in SA to use their phonics knowledge when reading. Meaning as a strategy was the most positive strategy evident across both schools and suggests an emphasis on word meanings in reading lessons. Exposure to more texts and wider reading with more explicit teaching could encourage a wider range of strategy use. Among the pupils chosen for the decoding inventory (Walpole et al., 2011), few achieved a satisfactory score. These pupils had also been assigned overly challenging texts, perhaps indicating a lack of targeted lessons for this specific group. Fluency rates were relatively low in the current study as reflected in other studies (Genesee & Jared, 2008; Hickey, 2003). Results in reading rate differed across the two schools with SA scoring higher than SB. SB used more decoding strategies, and although as a strategy this helped with word identification, it also contributed to a slower reading rate. Word identification is a major contributor in comprehension. However, it needs to occur in a fluent manner and not impede reading fluency. Reading fluency includes prosody as well as rate (Rasinski, 2004) and the majority of pupils read with a satisfactory level of expression and volume, phrasing, smoothness and pace.

Comprehension questions were an intrinsic part of the RRs and were administered with all pupils (n=159). Pupils generally achieved a high score in literal questions and in

giving summaries, revealing that they did comprehend the text despite not understanding every word. However, they scored low or did not respond in higher order questions, specifically prediction related questions, revealing a lack of understanding of how they should respond and a lack of practice in this level of questioning. In the comprehension interviews, as had been predicted by the case study teachers in both schools, the results were disappointing. Comprehension strategies were discussed in turn in the context of the given text and pupils revealed a lack of knowledge of the terminology as well as a lack of practice with discussion at this level. The focus on reading aloud or vocabulary in lessons, as described by teachers, left no time for a focus on comprehension strategies.

Pupils' motivation to read in Irish. How readers perceive themselves as readers is an important factor in motivation to read (Afflerbach et al., 2013). Teachers were consistent in both jurisdictions in describing pupils' attitudes and motivation to read in Irish with just over half of all teachers reporting that *almost all* children had a positive attitude to reading in Irish. This contrasts with reports of reading in English with 87% of teachers in RoI and 90% in NI reporting that *almost all* children had a positive attitude to reading in English. This consistency across the jurisdictions was reflected by the pupils in the case study schools. Almost half the pupils in both schools described reading for pleasure in English every day but dramatically less in Irish (SA, 1% and SB, 4%). This is consistent with studies in other countries where L2 readers are less motivated and engaged (Capina & Bryan, 2017; Cummins, 2011). The majority of pupils in both schools perceived themselves as better readers of English and more than half the pupils in both schools described reading in English as easier than reading in Irish.

As described, this analysis revealed some differences between the case study schools. Differences pertained more to Irish reading than to English reading with around half the pupils in SB describing reading in Irish and English as *very important* while less in SA described reading in Irish as *very important* (32%). This could be attributed to the fact that pupils in SB are exposed to more texts in Irish over a school year and also are more likely to transfer to an Irish-medium post-primary school than those in SA. As noted above, motivation and attitude do not transfer across languages and need to be encouraged and facilitated (Yamashita, 2004).

In comparing responses of pupil perceptions to their attainments in the assessments, in most cases, pupils who scored the highest in assessments were also the pupils who described themselves as good or very good readers. The majority of pupils who scored highest on the RRs were the same pupils who described reading in Irish as fairly easy. A clear conclusion is that an improvement in skill and strategy use in Irish could potentially improve attitude and motivation to read.

Research Question 3

How did the provision of current research, pupil assessments and new materials impact on teacher perceptions of their approach to the teaching and learning of reading in Irish?

All the participating teachers in the case study described their current practice as unsatisfactory, with a lack of professional guidance, time constraints and lack of resources highlighted as main contributors. Feeling that practice is not successful can affect teacher efficacy (Bingham & Hall-Kenyon, 2013). The CI model (Coburn & Stein, 2010) was adapted to raise teacher efficacy where teachers were afforded the opportunity

to be participant in their own change process. Current research, pupil assessment data and new materials encouraged teachers to reflect on current pedagogy and new perspectives.

Changing perceptions with current research. Assisting teachers with “knowledge for practice” (Cochran-Smith & Lytle, 2010) in reading current research was seen as a step in knowing more about the subject and therefore resulting in more effective practice. Encouraging a “knowledge of practice” or inquiry-as-stance (Cochran-Smith & Lytle, 2015) was an attempt to relate knowledge to practice. Teachers in the case study were explicit in their descriptions of current pedagogy in the context of their own initial teacher education and professional development since graduation. They described courses as monolingual and mainly pertaining to English reading. None of the teachers had read or had been directed to read specific research on reading in an immersion setting or in two or more languages. This lack of awareness of specific research on immersion education is confirmed in other studies in Ireland (Ó Duibhir et al., 2017; Parsons & Lyddy, 2009). Articles were chosen for reading with the case study teachers based on their readability, clarity and currency of information. Research on reading in English is extensive and experts in the field can offer comprehensive insights. Selected readings from L1 research and L2 research were provided. Teachers were explicit about gaps in their own knowledge and expressed a desire to learn. All teachers were positive about the messages in the readings and some expressed relief at feeling more confident to try new practices with the support of research. In final interviews, all teachers indicated that they learned a lot from the readings, recognising enhanced subject knowledge and a change in their self-efficacy. They all acknowledged that they had been afforded an opportunity for reflection on their own practice that they felt had become routine.

The effects of pupil assessment data on teacher perceptions. Teacher involvement was important at all levels of assessments, from compiling to administering to analysing. The IRI used in the study provided a level of knowledge the case study teachers had not previously had. Prior assessments had provided a general appraisal of pupils' reading and the more regular teacher observations and written anecdotal notes implemented provided some regular assessments. A major aspect of the assessments in reading for the teachers was the understanding of the multifaceted nature of reading, and in particular, an awareness of the pupils' ability to read in two languages. There is no single assessment that can assess all aspects of reading (Grabe & Jiang, 2013). The IRI highlighted specific aspects and provided levels of assessment focusing on specific needs. Both schools described pupils who had difficulties with decoding and, despite daily or two to three times a week lessons, were not able to pinpoint specific issues. The IRI afforded them this information and similarly highlighted the need to teach phonics in context and to incorporate a focus on morphological awareness in Irish (Barnes, 2017). The lack of awareness of comprehension strategies was also highlighted. This has implications again for initial teacher education and that teachers require guidance in both teacher knowledge as well as in methodologies of implementing reading lessons. Teachers saw the definite benefits of the assessment in the case study. However, they were concerned about the time involved in the administration and analysis.

The effects of new materials on teacher perceptions. Pupils need to be motivated to read. Similarly, teachers need to be motivated to teach (Ciampa & Gallagher; Kennedy, 2014), and the current reading materials in both schools were failing in this area. The readers' theatre texts introduced in the case study were a definite success

in motivating the teachers and the pupils of both SA and SB. New novels and non-fiction texts caused similar excitement (Appendix Q). Teachers in the case study expressed a lack of awareness of many resources that were available in Irish. The use of these materials also encouraged teachers to facilitate reading in groups, encouraged independent reading and rereading and relieved the pressure of listening to every individual read. In other studies, small successful steps were found to encourage teachers in a change process (Guskey, 2002). The success of the readers' theatre sessions provided positive results with the new resources and instigated similar success with the other new resources. The culmination of new knowledge from the research readings along with the data from the assessments and new resources contributed to the success of the application of the new knowledge in practice. All teachers described these lessons as a positive change. They were able to justify and explain their change in perceptions in the context of the research that afforded them opportunities to build a confidence in their pedagogy.

Contribution to knowledge

In summarising the three RQs, it is apparent that new information has emanated from the current study that contributes to knowledge, both at an academic as well as at a pedagogical level. Given the dearth of research on reading in two or more languages, nationally and internationally, this study presents a detailed account of reading in the context of a distinct educational model. As recounted in the literature, reading two or more languages involves a different learning trajectory than monolingual reading (Reyes, 2012), and, when one language has a minority status, teachers and learners are faced with additional challenges (Gebauer et al., 2013). In the current study, the immersion model adapted revealed more similarities than differences across the two jurisdictions. There

may therefore be parallels between the current study and immersion or bilingual programmes in other countries where reading is practised in two languages, including reading in a minority language or a language that is not the language of home for pupils. As discussed in Chapter 1, Irish immersion schools have more in common with the Gaeltacht model than the English-medium model. Much of the current study could contribute to specific practice in Gaeltacht schools, particularly given the current growth of children for whom Irish is not the home language in Gaeltacht schools and the aspect of Irish as the language of the classroom. This study may also encourage further research on reading development in English-medium schools in RoI. This model has not been successful to date (Department of Education, 2016-2020; Harris et al., 2006). Perhaps the PLC (2019) may offer some guidance for improvement but this has yet to be seen.

In the specific context of immersion schools, there is very little information on current practice in reading in Irish and specifically with this age-group. The current study contributes new knowledge on current practice, pupil progression and behaviours in reading in relation to current practices and teacher perceptions of the teaching and learning of reading in an immersion language, each summarised below. A small group approach to reading has the potential to improve motivation to read as well as improve comprehension (Fountas & Pinnell, 2019). Repeated reading also has the potential to improve fluency, vocabulary development and comprehension (Chard et al., 2002; Hickey, 2005; Rasinski, 2012). Understanding a component approach to reading allowed a deeper investigation of the aspects of reading for pupils in immersion schools. A combination of teacher descriptions, pupil descriptions and analysis of pupil assessments on specific components revealed details about the learning trajectory of Irish reading and what skills and strategies were being taught and used by pupils in their reading. Lack of assessments in Irish is often cited by teachers and educators as an issue in immersion

schools and the current study has affirmed the importance and the benefits of a range of assessment tools in the teaching and learning of reading.

To assess pupils' reading it was necessary to level reading materials and assign specific texts to levels of development in the reading process. Book levelling has been criticised as inflexible (Dzaldov & Peterson, 2005; Glasswell & Ford, 2010). However, some aspects of levelling texts are important and reading a text that is within Vygotsky's Zone of Proximal Development impacts on developing skills, strategies and motivation of minority language readers (Grabe & Stoller, 2011). In the context of the current study, text levelling was essential for assessment purposes as well as for assigning texts for guided reading sessions. Fountas and Pinnell's (2019) extensive guidelines were adapted for the levelling of Irish books and book samples were provided. In this way texts could be matched to pupils' reading levels.

A discovery in this study was that teachers were not profiting from the transfer of skills in their teaching of reading. Skill transfer cannot be assumed to be automatic and requires explicit guidance (Bialystok et al., 2005). The focus on the components of reading determined the extent to which skills and strategies of reading transferred across languages and revealed how pupils could be guided in the transfer of skill and strategy use across both languages (Joshi & Aaron, 2000). There are no current clear guidelines on specific skill and strategy transfer across Irish and English and the extent to which components interact across the languages. But it has been noted that a lack of proficiency in a language prevents transfer (Kong, 2006; Walter, 2004). This study highlighted the fact that language specific components in Irish would benefit from a more strategic focus in teaching and that, despite teachers' efforts to facilitate learning in these areas, these skills were not consolidated by all in this age-group. It was clear that teacher knowledge was vital (Shulman, 1987). Knowledge of aspects of skills that transfer and those that do

not can provide guidelines for teachers. Explicit teaching of the transfer of skills and strategies across languages has the potential to make the teaching and learning of reading in both languages more manageable as well as more metacognitive. All this information has implications for policy and practice including enhancing teacher knowledge and teacher education.

Recommendations for policy and practice

With evidence of the effects of current practice on student attainment there are implications for improving teacher knowledge, the provision of suitable assessments for reading that acknowledge the significance of reading in two languages and suitable reading materials that motivate readers to read in a minority language.

Initial teacher education and Professional development

Initial teacher education and continuous professional development are essential for both new and established teachers to benefit from new research and to maintain best practice (Borko, 2004; Nelson & Slavit, 2008). In Ireland, research has highlighted that the specific needs of immersion teachers were not being met by current pre- and in-service provision (Cammarata & Ó Ceallaigh, 2018; Ní Thuairisg 2014; Ó Duibhir 2018). This has resulted in recent changes in RoI with provision for an undergraduate course and a specialist in-service postgraduate course currently available. In NI, specialist courses in immersion are offered for initial teacher education. The teachers in both phases in this study, including those who specialised in immersion teaching in their initial teacher education, described a lack of preparation in the teaching of reading in Irish. The knowledge base and pedagogical skills needed for immersion teaching are unique and

complex (Lyster & Tedick, 2019; Tedick & Fortune, 2013) and a research base for the specific languages in an immersion setting is required to prepare teachers adequately. This knowledge base needs to be incorporated into initial teacher education and implemented in practice over the course of initial and continuing teacher education. The lack of teacher preparation for teaching reading in an immersion language and the importance of acknowledging biliteracy is a definite conclusion and concurs with other studies (Ducuara & Rozo, 2018; Hornberger & Link, 2012). Although significant, this was not new information and others have revealed that teachers were learning on the job with peers as their best resource (Walter & Tedick, 2000). Ultimately all teacher education institutions in Ireland should facilitate teaching in an immersion setting as well as facilitating the teaching of reading in Irish in all school settings and understand the different approaches pertaining to each model. But, as established in this study, making courses available is not sufficient. Teachers and teacher educators require a knowledge base and key competencies beyond those required in an English-medium setting (Cammarata & Tedick, 2012; Ó Ceallaigh & Ní Shéaghdha, 2017).

Professional development (PD) was an overarching theme in all the findings in this study. Two aspects of PD were significant in this study, the approach to PD and the content of PD courses. In the current study, the CI model (Coburn & Stein, 2010) gave teachers a central role and they were encouraged to reflect on their perceptions of the teaching and learning of reading. It also provided an opportunity to evaluate the progression of teacher learning (Guskey, 2002) through regular discussions and classroom participant observations and the setting in the school environment encouraged mutual trust and collegiality (Joyce & Calhoun, 2010). In interviews, the case study teachers all recognised the value of the long-term aspect of the current study and the intermittent discussions. All teachers recommended this approach as a continuing form

of PD with some suggesting the involvement of all school staff and others valuing the involvement of specific year groups and small group discussions. It is recognised that the approach in the current study is not a sustainable approach from a human resources perspective, and that an effective approach needs to be both beneficial as well as practical. Traditional daylong courses have been criticised. However, others have suggested adapting this approach to share knowledge and help teachers understand how and why change works followed by personalised plans (Goodwin et al., 2019). Promoting change in teacher beliefs is a first step (Guerra & Wubenna, 2017). Teachers need to acknowledge the problems of practice and use this as a basis for reflection and to refine new skills (Goodwin et al., 2019; Guerra & Wubenna, 2017). In this way new knowledge can be translated into new practice. This process reiterates the recommendations in Ireland that specific PD be widely available to meet the specific needs of immersion teachers (NCCA, 2010; Ó Ceallaigh & Ní Shéaghda, 2017; Ó Duibhir, 2006).

Teacher knowledge for pedagogy

A knowledge base and key competencies to teach reading in an immersion setting are vital aspects that need to be considered. In designing a PD course or intervention, the inclusion of Pedagogical Content Knowledge (PCK), subject, curriculum, language and general pedagogical knowledge, as well as knowledge of learners and learning, of education contexts, purposes and values are vital (Darling-Hammond, 2005; Shulman, 1987). Acknowledging the perspectives on the teaching of reading traced in Chapter 2 is also essential is explaining and understanding why certain approaches are more effective than others. In this study, teachers revealed an awareness of issues with Irish reading but a lack of knowledge to address these issues (Duguay et al., 2016). Teacher knowledge of

the specific components of reading in the current study was inadequate. Assessment data revealed that not all pupils had reached the consolidated stage (Ehri, 1999) of recognising words instantly. This was impacting reading fluency and comprehension, a finding that concurred with the proposal that L1 reading competence needs to be separated from L2 linguistic proficiency to understand L2 reading (Koda, 2005). Teachers reported a lack of phonemic and morphemic awareness themselves in Irish as well as lacking an awareness of how to teach these aspects of language. As components that are specific to Irish, this knowledge needs attention both at an initial teacher education level as well as in professional development. With the relevant knowledge, teachers could be guided in encouraging metalinguistic awareness and word consciousness (Taylor et al., 2006) and allow more time for further strategy instruction.

In the case study, different approaches to the teaching of reading in Irish and in English were evident. A broad range of strategy teaching was apparent in the teaching and reading of English where teachers and pupils described the use of higher-order comprehension strategy use. The teaching of reading in Irish focused on vocabulary and understanding every word in a given text. The focus in lessons was on listening to pupils read aloud. Teachers recognised the emphasis in their own pedagogy on teaching strategies in English. Given the transfer of skills and strategies, much can be learned from this approach in other languages and in reading in more than one language (Gebauer et al., 2013; Pasquarella et al., 2014). But teachers were not facilitating the transfer of these strategies to Irish. This was also evident in the practice of separate time slots for Irish and English reading when a focus on transferable skills and strategies could encompass both. Teachers could benefit hugely from knowledge of how skills and strategies transfer across languages in the context of the components (De Sousa et al., 2011; Pasquarella et al., 2014).

Assisting teachers in understanding the complete journey of reading and the trajectory of component development across two languages has the potential to provide a knowledge base (Yapp et al., 2021). Frameworks for biliteracy or multiliteracy reflect this and tend to focus on all the reading components, considering literacy skills in each language and distance between the relevant languages (Geva & Siegel, 2000; Koda, 2006). Such a framework would be beneficial in a reading intervention for Irish immersion schools. Similarly a framework could contribute to an understanding of component development in specific languages and has the potential to assist teachers in the formation of assessment tools specific to those languages. A framework has the potential to provide a basis for interventions for struggling and developing readers. This study could facilitate information for such a framework with an outline of the trajectory of each reading component. It could potentially provide teachers with a knowledge base. It is also acknowledged that reading is taught in schools in RoI in English-medium settings, and teacher knowledge as well as an understanding of the trajectory of learning that occurs in this specific setting could also be of benefit. Such teacher agency in learning and assessment could empower teachers in their understanding of the teaching and learning process. An understanding and an awareness of the provision of reading materials and what makes a text difficult or easy in Irish are also issues for teacher knowledge.

Assessment

Assessing reading is vital in tracking pupils' reading progression and achievement (Afflerbach, 2017). In assessing reading, teachers require suitable assessment tools that consider aspects of biliteracy with specific languages. Teachers also require the knowledge base discussed earlier to fully understand the skills and strategies involved in

reading and how they develop across two languages. A lack of assessments, formal and informal, to ascertain the developing processes of reading in Irish and in two languages is problematic for teachers in their planning and teaching. This was a major obstacle for this study that had to be overcome to gain the required data. No single test can assess all aspects of reading. For the purposes of this study an inventory of assessments was required for the range of components and revealed how pupils were developing in specific components and in the context of Irish and English. The IRI provided focused and detailed information on pupil progression in distinct components as well as providing an objective for teaching. Assessing all the aspects involved in reading is not easy, and for readers of more than one language, assessing one language with no consideration of the other does not recognise the learning trajectory of readers of more than one language (Baker, 2011; Escamilla & Hopewell, 2010; Hornberger, 2004). Questions were also raised in this study and previous studies about the boundaries for reading that determine independent, instructional and challenging levels when reading an L2 or in two languages (Briceño & Klein, 2018; Kabuto, 2017). Further research could benefit immersion settings and provide a more focused approach in assessment and in provision of reading materials (Briceño & Klein, 2018). The component approach to reading adapted in the current study has the potential to focus on specific aspects of reading and to evaluate those aspects across the languages. This form of assessment, as suggested in the current study, has the potential to encourage a targeted practice and allow more time for the teaching of reading strategies. It would be useful for teachers to have access to a suite of assessment tools that could meet their various needs in tracking progression in reading in Irish. The assessments used for the purpose of this study have the potential to be adapted for further research and could perhaps facilitate classroom practice in other schools. Like

the other findings in the study, developing and implementing an IRI in lessons has implications for teacher knowledge and PD.

Resources

Children have a right to experience a rich variety of reading materials in a range of instructional contexts (Fountas & Pinnell, 2019). Exposure to a range of texts is highly beneficial. Reading nonfiction texts builds academic vocabulary (Flowers & Flowers, 2009; Palmer & Stewart, 2003) facilitating content learning, relevant for post-primary learning in an immersion setting. Reading should be also experienced in a range of instructional contexts such as read-alouds, shared reading, guided reading, book clubs and independent reading (Fountas & Pinnell, 2019). Each of these reading settings requires texts at specific levels of understanding for pupils and teachers should have suitable materials for all these contexts. Teachers would benefit from guidance on choosing texts for classes and for purposes. Access to books is critical in literacy engagement (Verhoeven & Snow, 2001) and in a minority language this is a crucial aspect of motivation to read but a definite challenge (Coady et al., 2008). In the current study, a lack of resources or unsuitable resources was a recurring theme in the data, in concurrence with previous research (Ó Duibhir et al., 2017). Minority language immersion education has been described as an under-resourced and marginalised sector in education (Ó Duibhir, 2018). Provision has increased in recent years. However, an emphasis on translating popular English books has not been a welcome development for the majority of teachers and pupils in the case study, and schools still describe a lack of texts in a range of genres and specific texts for specific reading purposes. Breaking down the requirements of reading materials for specific purposes highlights current gaps in

provision and a lack of specific planning among providers. Examples of gaps in provision highlighted in the current study are texts specific to the teaching of fluency such as reader's theatre. Another gap in provision is texts for high-interest, low-ability readers highlighted in the Running Records assessments. Pupils could all benefit from a wide range of texts they could read at 90% accuracy at an independent level to practice decoding, develop vocabulary and fluency and at a guided level to focus on comprehension strategies. The lack of non-fiction texts in the lower levels for this age-group was also noted with most non-fiction texts only available in the higher levels. When resources are limited, there is a greater necessity for consultation. Given that most reading in Irish occurs in schools, collaboration between teachers and publishers could be hugely beneficial in providing targeted reading materials and ensuring the suitability of texts. This also has the potential to raise awareness in schools of resources that are available as teachers seem to be unaware of some resources. Teachers also need to be made aware of the potential of resources in initial teacher education, as an integral aspect of PD as well as by providers through regular communication and collaboration. Online reading has become a major source of material provision for L2 readers internationally (Huang et al., 2009). There is potential for more development in Ireland where a lack of online resources has been cited as a major deficiency (Ó Duibhir et al., 2017). For the most part teachers did not raise concerns about resources in different dialects. However, it was recognised that a less familiar dialect resulted in a more challenging text, and this was considered in the levelling. An openness to dialects could potentially ensure a wider range of texts. As a small-scale study, the current study provides new knowledge and some recommendations but ultimately recognises that further research is required to consolidate the information provided.

Recommendations for future research

Few studies to date internationally, have focused on bilingual reading (Li et al., 2021) and, in Ireland, reading pedagogy is mainly practice driven rather than research driven. The present study has provided a profile of current practice and teacher perceptions. It is hoped that it will encourage further research and perhaps more detailed research on the specific aspects broached. Research on reading in English, can provide a logical starting point for the new theories on L2 reading. However, this is not sufficient to understand the unique aspects of L2 reading (Koda, 2007). As suggested earlier, a framework for reading in Irish immersion schools could be very beneficial, but such a framework requires a greater knowledge base. Theories of L2 reading need to consider the specific knowledge and skills that lead to comprehension in a language (Koda 2016; Yapp et al., 2021). Questions remain about comprehension strategy teaching in all languages. The NRP (2000) recommend sets of strategies and current frameworks include specific strategies to teach. It is clear that specific strategies can be more or less effective in specific languages and this needs to be probed in the context of Irish and English. Classroom observation, such as in the current study, can reveal skill and strategy use and their effectiveness (Pearson & Cervetti, 2017). The other reading components that contribute to comprehension also need to be considered in more detail in the specific languages. Although this study focused on reading in immersion schools, other models may benefit from component development trajectories. Learning to read in a Gaeltacht setting has much in common with the immersion model, however, Irish lessons consisting of 30-40 minutes a day in English-medium schools may require a different framework. This is similar to studies in the Basque country where full immersion settings were comparable to L1 capacity (Manterola et al., 2013) while Basque as a school subject in

Spanish-medium schools had poor results for Basque acquisition (Lasagabaster, 2001; Manterola et al., 2013). This may raise questions about the approach in English-medium schools in RoI. The PLC (2019) may have implications for change however the length of time for lessons in Irish remain the same.

A focus on the components in this study has contributed to insights of aspects that require further research. A focus on any aspect of the components of reading in two languages could provide a deeper understanding of the trajectory of each component across the two languages. It was evident in the classroom observations, interviews and assessments that some pupils had not reached the consolidated stage (Ehri, 1995) of word recognition. It is not known if grammatical alterations in words affect word recognition or how a reader encounters altered words (Barnes, 2017). It is also clear that phonic knowledge was not being applied effectively by all pupils and further research could reveal strategies for using phonic knowledge across two languages. Building metacognition has the potential to impact the employment of such strategies. Pupils in this study could benefit from an improvement in reading fluency. However, it is not known how much transfer occurs between reading fluency in Irish and in English and further research in this area could be very informative and beneficial. Further research on comprehension strategies in Irish is vital. Some studies have suggested sets of strategies as being more effective than others in specific languages (Thibeault & Matheson, 2021; Yapp et al., 2021). This information is not available for Irish and could provide a basis for interventions. Generally, the transfer of skills between Irish and English reading is an area that could benefit from a deeper analysis and could provide valuable information for teachers. Assessment in reading, both formal and informal, is essential and further research could reveal effective methods of assessing across two or more languages and provide vital information on the development of reading skills to inform policy. Resource

provision is an area that requires careful consideration and, as has been acknowledged in this study, merely producing resources is not sufficient. Teaching materials can enable diverse pedagogical approaches to reading (Yapp et al., 2021). Resources could be finely tuned to teacher and pupil needs and online provision could be widened. Research in this area could identify priorities and ultimately raise motivation among young readers.

Understanding the reading components specifically in Irish and English requires a knowledge base, and provision of initial teacher education and professional development programmes need to consider this specific knowledge base in the development of modules and courses. Recognising the need and providing specific courses for immersion teachers is a positive step, and inclusion of the specific knowledge required to teach in an immersion school in Ireland should include current research as well as encourage new research in this field.

The role of parents in immersion schools has been mentioned but not expansively so in this study. Parents play a very significant role in all educational settings and parental involvement in a child's education, discussed in Chapter two, has been established as making a significant difference (Deslandes & Rousseau, 2008; Kavanagh & Hickey, 2013) and as having a strong impact on children's reading and language outcomes (Marjanovič et al., 2005). In the case of immersion education, parents make a conscious choice (Dagenais, 2003) and many parents display an interest in their children's education. The success of immersion programmes is often attributed to parental involvement (Kavanagh & Hickey, 2013). In this study, parental involvement in SB may offer some explanations for the higher standard of reading in Irish than would be expected of such a low socio-economic status group. Further research could consider parental involvement as a contributing factor to children's reading in Irish. Future studies might consider SES and parental involvement in examining reading outcomes.

The current study made a contribution to some of these suggestions and improving the teaching and learning of reading in Irish could benefit from further steps in research.

Conclusion

This study presents an account of the teaching and learning of reading in Irish in Irish immersion schools. The case study-focus on two schools offered some detail and data with the potential to inform future practice and, including the two jurisdictions in Ireland, offered a wider frame of reference and different approaches and support structures. The juxtaposition of data on current practice to pupil assessments is particularly illuminating when teachers can see the effects of their pedagogy on pupil attainment and skill and strategy use. Change in teacher perceptions on the teaching of reading was facilitated with current research, pupil assessments and new materials and spurred teacher reflection on their current pedagogy and their needs with respect to teacher education and continuous professional development.

Some aspects of the study may be relevant to other settings, immersion settings as well as teaching reading in a L2. The transfer of skills across two languages provided some knowledge on the skills and strategies that transfer and those that do not, and teachers can make use of this information in their practice. Language status has implications for motivation and attitude. Pupils displayed a positive attitude to reading in Irish but an improvement in skill and strategy use could potentially improve motivation. A specific age-group was chosen for this study, pupils in the higher primary classes, before transfer to post-primary school. This was a significant choice to ascertain progression in primary school. Given the limited knowledge of reading in an immersion

setting, it is hoped that this study will contribute to wider knowledge on the topic with possible implications for other jurisdictions and for further research. It is envisaged that this study will contribute to the knowledge of the benefits of reading in an L2, and indeed in two languages, and the potential for metacognitive awareness in the transfer of skill and strategy use can yield huge benefits.

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Appendices

Appendix A: Plain language statement for Board of Management/Governor

Litir do Bhord Bainistíochta na Scoile

A Chathaoirligh dhil,

Is mise Jacqueline de Brún agus tá mé i mbun taighde ar léitheoireacht na Gaeilge i measc daltaí Gaelscoile 9-11 bliana d'aois mar chuid de PhD in Institiúid Oideachais OCBÁC faoi stiúir an Ollaimh Pádraig Ó Duibhir agus an Dr Eithne Kennedy. Tá am caite agam mar mhúinteoir bunscoile agus mar Chomhairleoir Oideachais san Áisaonad. Dhearaigh mé clár fónaice don Ghaeilge agus bhí mé mar stiúrthóir ar an chlár luathléitheoireachta Cleite. Maidir leis an tionscadal seo, tá súil agam féin agus ag mo stiúrthóirí go n-aithneoidh páistí luach na léitheoireachta Gaeilge agus go mbeidh siad spreagtha bheith ag léamh i nGaeilge. Tá súil againn gur féidir teagasc agus foghlaim na léitheoireachta a fheabhsú agus go mbeidh nósanna ag na páistí a mhairfidh feadh a saoil.

Is í aidhm an taighde seo ná eolas a bhailiú ar chleachtas theagasc na léitheoireachta agus foghlaim na léitheoireachta Ghaeilge. Don chéad chuid den tionscadal, bailíodh eolas ó gach Gaelscoil sa tír maidir le cleachtas na léitheoireachta. Don chuid seo den taighde tá rún agam níos mo eolais a fháil sna ranganna féin. Bunaithe ar an eolas a bailíodh ó cheistneoirí agus ó thrialacha leis na daltaí ba mhaith liom plé a dhéanamh leis na múinteoirí ar a gcleachtais agus fáil amach cad é a shíleann siad a thacóidh leo feabhas a chur air. Leis sin a dhéanamh, tá mé ar lorg cead uaibh eolas ó na ceistneoirí, teisteanna agus agallaimh a úsáid le cur leis an eolas.

Ní bhainfear úsáid as ainm na scoile nó as ainm na rannpháirtithe ag am ar bith. Bainfidh an scoil úsáid as an chód scoile. Coinneofar gach sonra go rúnda agus faoi ghlas agus scriosfar iad i ndiaidh cúig bliana. Tá gá le toiliú feasach ó na múinteoirí, ó thuismitheoirí agus ó dhaltáí. Is féidir le múinteoirí nó daltaí tarraingt amach as an tionscadal ag am ar bith is mian leo agus ní chuirfear aon cheist maidir lena gcinneadh.

Cuirfear eolas ar fáil ar dhul chun cinn an tionscadail i r

ith an ama agus ag deireadh an tionscadail. Má tá ceist nó ábhar buairimh agaibh, ná bíodh leisc oraibh dul i dteagmháil liom. Ba mhaith liom buíochas a ghabháil as an litir seo a léamh agus as aontú bheith páirteach sa tionscadal.

Má tá ábhar buairimh agat agus ba mhaith leat dul i dteagmháil le duine neamhspleách, déan teagmháil le:

An Rúnaí, Coiste Eitice Taighde Ollscoil Chathair Bhaile Átha Cliath, f/ch Taighde agus Tacaíocht Nuálaíocht, Ollscoil Chathair Bhaile Átha Cliath, BÁC 9. Teil 01-7008000

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Appendix B: Plain language statement for principals

Litir chuig Príomhoide na Scoile

A Phríomhoide, a chara,

Is mise Jacqueline de Brún agus tá mé i mbun taighde ar léitheoireacht na Gaeilge i measc daltaí Gaelscoile 9-11 bliana d'aois mar chuid de PhD in Institúid Oideachais OCBÁC faoi stiúir an Ollaimh Pádraig Ó Duibhir agus an Dr Eithne Kennedy. Tá am caite agam mar mhúinteoir bunscoile agus mar Chomhairleoir Oideachais san Áisaonad. Dhearaigh mé clár fónaice don Ghaeilge agus bhí mé mar stiúrthóir ar an chlár luathléitheoireachta Cleite. Tríd an tionscadal seo, tá súil agam féin agus ag mo stiúrthóirí go n-aithneoidh páistí luach na léitheoireachta Gaeilge agus go mbeidh siad spreagtha bheith ag léamh i nGaeilge. Tá súil againn gur féidir teagasc agus foghlaim na léitheoireachta a fheabhsú agus go mbeidh nósanna ag na páistí a mhairfidh feadh a saoil. Tá súil againn chomh maith go mbeidh na múinteoirí rannpháirteacha ábalta an dea-chleachtas a roinnt.

Don chéad chuid den tionscadal seo bailíodh eolas ó gach Gaelscoil sa tír maidir le cleachtas na léitheoireachta. Don chuid seo den taighde ba mhaith liom am a chaitheamh sna hardranganna sa scoil le níos mó eolais a bhailiú. Chuige sin, tá mé ar lorg do chéad an taighde seo a dhéanamh i do scoil.

Is í aidhm an taighde eolas a fháil ar theagasc agus ar fhoghlaim na léitheoireachta. Bunaithe ar an eolas a bailíodh ó cheistneoirí agus ó thrialacha leis na daltaí, ba mhaith liom cás-staidéar a dhéanamh ar staid na léitheoireachta faoi láthair. Leis sin a dhéanamh, tá mé ar lorg cead uait eolas ó na ceistneoirí, teisteanna agus agallaimh a úsáid le cabhrú linn. Is féidir liom bheith ar fáil le tacú leis an chleachtas ranga más mian leis na múinteoirí é.

Ní bhainfear úsáid as ainm na scoile nó as ainm na rannpháirtithe ag am ar bith. Bainfidh an scoil úsáid as an chód scoile. Coinneofar gach sonra go rúnda agus faoi ghlas agus scriosfar iad i ndiaidh cúig bliana. Tá gá le toiliú feasach ó na múinteoirí, ó thuismitheoirí agus ó dhaltaí. Is féidir le múinteoirí nó daltaí tarraingt amach as an tionscadal ag am ar bith is mian leo agus ní chuirfear aon cheist maidir lena gcinneadh.

Cuirfear eolas ar fáil duit ar dhul chun cinn an tionscadail i rith an ama agus ag deireadh an tionscadail. Má tá ceist nó ábhar buairimh agat, ná bíodh leisc ort dul i dteagmháil liom. Ba mhaith liom buíochas a ghabháil leat as an litir seo a léamh agus as aontú bheith páirteach sa tionscadal.

Má tá ábhar buairimh agat agus ba mhaith leat dul i dteagmháil le duine neamhspleách, déan teagmháil le:

An Rúnaí, Coiste Eitice Taighde Ollscoil Chathair Bhaile Átha Cliath, f/ch Taighde agus Tacaíocht Nuálaíocht, Ollscoil Chathair Bhaile Átha Cliath, BÁC 9. Teil 01-7008000

Jacqueline de Brún

Fón póca: 0044 7803248107

r-phost: jacqueline.debrun@dcu.ie

Appendix C: Plain language statement for teachers

Míniú ar an Tionscadal do Mhúinteoirí

A Mhúinteoir, a chara,

Is mise Jacqueline de Brún agus tá mé i mbun taighde ar léitheoireacht na Gaeilge i measc daltaí Gaelscoile 10-11 bliana d'aois mar chuid de PhD in Institiúid Oideachais OCBÁC. Tá am caite agam mar mhúinteoir bunscoile agus mar Chomhairleoir Oideachais san Áisaonad. Dhearaigh mé clár fónaice don Ghaeilge agus bhí mé mar stiúrthóir ar an chlár luathléitheoireachta Cleite. Don chéad chuid den tionscadal seo bailíodh eolas ó gach Gaelscoil sa tír maidir le cleachtas na léitheoireachta. Don chuid seo den taighde ba mhaith liom tuiscint léitheoireachta na bpáistí sna hardranganna sa bhunscoil a fhiosrú. Chuige sin, tá mé ag tabhairt cuireadh duit bheith páirteach sa taighde le do rang.

Is í aidhm an taighde seo eolas a fháil ar theagasc agus ar fhoghlaim na léitheoireachta Ghaeilge le cás-staidéar a dhéanamh. Bunaithe ar an eolas a bailíodh ó cheistneoirí agus ó thrialacha leis na daltaí, ba mhaith liom cás-staidéar a scríobh. Is féidir liom bheith ar fáil do sheisiúin plé nó le tacú leis an chleachtas ranga.

Ní bhainfear úsáid as ainm na scoile nó as ainm na rannpháirtithe ag am ar bith. Bainfidh gach scoil úsáid as an chód scoile. Coinneofar gach sonra a baileofar go rúnda agus faoi ghlas agus scríosfar iad i ndiaidh cúig bliana. Tá gá le toiliú feasach ó thuismitheoirí agus ó dhaltaí. Is féidir le múinteoirí nó daltaí tarraingt amach as an tionscadal seo ag am ar bith is mian leo agus ní chuirfear aon cheist maidir lena gcinneadh.

Tá súil agam féin agus ag mo stiúrthóir go n-aithneoidh páistí luach na léitheoireachta Gaeilge tríd an tionscadal seo agus go mbeidh siad spreagtha bheith ag léamh i nGaeilge. Tá súil againn gur féidir teagasc agus foghlaim na léitheoireachta a fheabhsú agus go mbeidh nósanna ag na páistí a mhairfidh feadh a saoil. Tá súil againn chomh maith go mbeidh na múinteoirí rannpháirteacha ábalta an dea-chleachtas a roinnt.

Cuirfear eolas ar fáil duit ar dhul chun cinn an tionscadail i rith an ama agus ag deireadh an tionscadail. Má tá ceist nó ábhar buairimh agat, ná bíodh leisc ort dul i dteagmháil liom. Ba mhaith liom buíochas a ghabháil leat as an litir seo a léamh agus as aontú bheith páirteach sa tionscadal.

Má tá ábhar buairimh agat agus ba mhaith leat dul i dteagmháil le duine neamhspleách, déan teagmháil le:

An Rúnaí, Coiste Eitice Taighde Ollscoil Chathair Bhaile Átha Cliath, f/ch Taighde agus Tacaíocht Nuálaíocht, Ollscoil Chathair Bhaile Átha Cliath, BÁC 9. Teil. 01-7008000

Jacqueline de Brún

r-phost: jacqueline.debrun@dcu.ie

Appendix D: Consent form for teachers

Foirm i nDáil le Toiliú Feasach do Mhúinteoirí

Aidhm an Taighde

Is í aidhm an taighde seo idirghabháil léitheoireachta a dhearadh le páistí a spreagadh le bheith ag léamh i nGaeilge trí straitéisí tuisceana a fheabhsú.

Riachtanais don tionscadal

Beidh tú toilteanach na straitéisí agus na modhanna teagaisc a úsáid sa seomra ranga thar an scoilbhliain seo romhainn mar chuid de do ghnáthchleachtas. Bainfidh sé seo le téacsanna, áiseanna agus modhanna teagaisc ar leith a úsáid a aontaíodh sna seisiúin plé. Cuirfear tús leis an bpróiseas i Meán Fómhair le cruinniú neamhfhoirmeálta. Beidh seisiún plé ann i rith na tréimhse seo a tharlóidh tar éis na scoile in amanna. Cuirfear ábhar léitheoireachta ar fáil duit ar thaighde ábhartha. Déanfaidh tú trialacha leis na páistí ag tús agus ag deireadh an tionscadail le heolas a bhailiú ar athraithe san fheidhmiú agus sa dearcadh. Líonfaidh tú ceistneoir agus glacfaidh tú páirt in agallamh leis an taighdeoir ag tús an tionscadail ar chleachtas reatha agus do dhearcadh féin ar theagasc na léitheoireachta Gaeilge. Bunaithe ar an eolas ar fad, oibreoidh tú leis an taighdeoir agus leis na múinteoirí eile le machnamh a dhéanamh ar do chleachtas agus féidearthachtaí don chleachtas amach anseo. Cabhróidh tú leis an taighdeoir sonraí a bhailiú ó na daltaí ó dhialanna léitheoireachta agus ó ghrúpaí plé.

Déanfar gach iarracht gan ainmneacha na bpáistí, na múinteoirí ná an scoil a úsáid. Déanfar an iarracht seo faoi ráthaíocht theorainneacha an dlí a bhaineann le sonraí gan ainmníocht. Is féidir leat tarraingt amach as an taighde seo ag am ar bith is mian leat agus ní chuirfear aon cheist ort maidir le do chinneadh.

Ciorclaigh na freagraí ar na ceisteanna thíos.

<i>Ar léigh tu an míniú ar an taighde?</i>	√	X
<i>An dtuigeann tú an t-eolas atá ann?</i>	√	X
<i>An raibh deis agat an tionscadal a phlé agus ceisteanna a chur?</i>	√	X
<i>An bhfuair tú freagraí sásúla ar do cheisteanna?</i>	√	X
<i>An dtuigeann tú go mbeidh seisiúin phlé ann in amanna tar eis uaireanta scoile?</i>	√	X
<i>An bhfuil tú sásta agallamh a dhéanamh leis an taighdeoir mar chuid den tionscadal?</i>	√	X
<i>An bhfuil tú sásta bheith páirteach sa tionscadal seo?</i>	√	X

Síniú Múinteora: _____

Ainm i gCeannlitreacha: _____

Dáta: _____

Appendix E: Plain language statement and consent form for parents (English)

Information and Informed Consent Form for Parents (English version)

Dear Parent,

My name is Jacqueline de Brún and I am conducting research on reading in Irish among 9-11-year-olds in Gaelscoileanna as part of a PhD in the DCU Institute of Education, Dublin. I hope that through this initiative, children will value reading in Irish and be more motivated to do so. It is anticipated that the teaching and learning of reading in Irish can be improved and that children will form reading habits that will continue throughout their lives. I would like to conduct this research in your child's class.

The aim of the study is to gather information on the current teaching and learning of reading in Irish among 9-11-year-olds. This project will take place over the coming school year and the children will continue with their regular school day with lessons aimed at improving reading skills. The class teacher will carry out the lessons and I may visit occasionally to assist.

Children will do some assessments on reading. I would like to be able to use that information in my study. The names of the children, teachers or the school will not be used in any report. This guarantee of anonymity is promised within the legal limits to data anonymity. Teachers or pupils involved can withdraw from participating at any point, and your decision will be respected without query.

If you have any questions or concerns, please do not hesitate to contact me. I would like to thank you for reading this letter and for consenting for your child to take part in this project.

If you have concerns about this study and wish to contact an independent person, contact: The Secretary, Dublin City University Research Ethics Committee, c/o Research and Innovation Support, Dublin City University, Dublin 9. Tel 01-7008000

Jacqueline de Brún

Email: jacqueline.debrun@dcu.ie

☐ -----

Please complete the following and return to the class teacher (Circle Yes or No for each question).

Have you read the explanation of the study? Yes No

Do you understand the information provided? Yes

No

Do you give your permission for your child to take part in this project? Yes

No

I have read and understood the information in this form.

Parent's signature:

Name in Block Capitals: _____

Child's name in Block Capitals: _____

Date: _____

Appendix F: Plain language statement and assent form for pupils

A chara,

Is mise Jacqueline de Brún agus tá mé ag obair in Ollscoil Chathair Bhaile Átha Cliath mar Ollamh Cúnta. Tá mé ag obair ar thaighde ar léitheoireacht na Gaeilge le daltaí 9, 10 agus 11 bliana d'aois i nGaelscoileanna. Ba mhaith liom foghlaim faoin dearcadh a bhíonn ag daltaí ar léitheoireacht na Gaeilge. Léigh mé i dtaighde eile gur fearr le daltaí Gaelscoile bheith ag léamh i mBéarla agus go gcreideann siad go bhfuil siad níos fearr ag léamh as Béarla. Ba mhaith liom fáil amach cén fáth a bhfuil an dearcadh seo ann. Ba mhaith liom léitheoireacht na Gaeilge a fheabhsú agus an dearcadh sin a athrú.

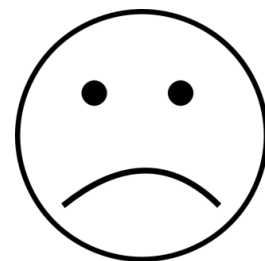
Mairfidh an tionscadal seo ó Dheireadh Fómhair 2019 go Meitheamh 2020. Ba mhaith liom go líonfaidh tú isteach ceistneoir agus go ndéanfaidh tú roinnt trialacha. Ba mhaith liom moltaí uait ar na bealaí ar féidir linn léitheoireacht na Gaeilge a fheabhsú duit. Baileoidh mé na moltaí seo chomh maith le moltaí ó do mhúinteoir agus ón taighde.

Nuair a bheidh an tionscadal seo thart, ba mhaith liom bheith ábalta é a phlé le do mhúinteoirí, do scoil agus le daoine eile. Ní bhainfear úsáid as d'ainm nó as ainm na scoile. Ní gá duit páirt a ghlacadh sa tionscadal seo mura bhfuil fonn ort agus is féidir leat tarraingt amach as am ar bith is mian leat. Go raibh míle maith agat as smaoineamh ar pháirt a ghlacadh.

Dathaigh an aghaidh shásta má tá suim agat bheith páirteach agus an aghaidh bhrónach mura bhfuil.

Le gach dea-ghuí,

Jacqueline de Brún



Ainm an dalta: _____

Appendix G: Ethical approval for phase one

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Ms Jacqueline de Brún

School of Language, Literacy and Early Childhood Education

22 November 2017

REC Reference: DCUREC/2017/192

Proposal Title: Reading in Irish in Irish-medium primary schools in the north of Ireland, focusing on the 9-11 age-group

Applicant(s): Ms Jacqueline de Brún, Prof. Pádraig Ó Dubhla, Dr Eithne Kennedy

Dear Jacqueline,

This research proposal qualifies under our Notification Procedure, as a low risk social research project. Therefore, the DCU Research Ethics Committee approves this project.

Materials used to recruit participants should state that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.

Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,

A handwritten signature in blue ink that reads 'Dónal O'Gorman'.

Dr Dónal O'Gorman
Chairperson
DCU Research Ethics Committee



Taighde & Nuálaíocht Tacaíocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

Research & Innovation Support
Dublin City University
Dublin 9, Ireland

T +353 1 700 8000
F +353 1 700 8000
E research@dcu.ie
www.dcu.ie

Appendix H: Ethical approval for phase two

Ollscoil Chathair Bhaile Átha Cliath
Dublin City University



Ms Jacqueline De Brun
Language, Literacy and Early Childhood Education

21st June 2019

REC Reference: DCUREC/2019/112

Proposal Title: A mixed methods study on the reading comprehension in Irish of 10-11-year old readers in immersion settings in Ireland: A reading Initiative

Applicant(s): Ms Jacquelin De Brun, Professo Pádraig Ó Duibhir, Dr Eithne Kennedy

Dear Colleagues,

This research proposal qualifies under our Notification Procedure, as a low risk social research project. Therefore, the DCU Research Ethics Committee approves this project.

Materials used to recruit participants should state that ethical approval for this project has been obtained from the Dublin City University Research Ethics Committee.

Should substantial modifications to the research protocol be required at a later stage, a further amendment submission should be made to the REC.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Mark Philbin'.

Dr Mark Philbin
Interim Chairperson
DCU Research Ethics Committee



Taighde & Nuálaíocht Tacaíocht
Ollscoil Chathair Bhaile Átha Cliath,
Baile Átha Cliath, Éire

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Appendix I: Pupil questionnaire

Taighde ar Léitheoireacht na Gaeilge

Ceistneoir do Dhaltaí

Ciorclaigh ráiteas amháin i ngach ceist.



1. Ciorclaigh abairt amháin.

Is buachaill 1 mé.	Is cailín 2 mé.

2. Tá mé ...

9 mbliana d'aois	10 mbliana d'aois	11 bliana d'aois	12 bliana d'aois

3. Sa bhaile, labhraímid ...

Béarla amháin	Gaeilge agus Béarla	Gaeilge amháin	teanga eile

4. Is maith liom leabhar a léamh i mBéarla ...

gach lá	uair nó dhó sa tseachtain	cúpla uair sa mhí	riamh

5. Is maith liom leabhar a léamh i nGaeilge ...

gach lá	uair nó dhó sa tseachtain	cúpla uair sa mhí	riamh

6. Is maith liom bheith ag léamh ar ríomhaire/ar líne i mBéarla ...

gach lá	uair nó dhó sa tseachtain	cúpla uair sa mhí	riamh

7. Is maith liom bheith ag léamh ar ríomhaire/ar líne i nGaeilge ...

gach lá	uair nó dhó sa tseachtain	cúpla uair sa mhí	riamh

8. I mBéarla, ...

is drochléitheoir mé	is léitheoir ceart go leor mé	is léitheoir maith mé	is léitheoir an-mhaith mé

9. I nGaeilge, ...

is drochléitheoir mé	is léitheoir ceart go leor mé	is léitheoir maith mé	is léitheoir an-mhaith mé

10. Tá daoine a léann cuid mhór ...

an-shuimiúil	measartha suimiúil	measartha leadránach	an-leadránach

11. Bím ag plé na leabhar a léim le mo chairde ...

riamh	ní go minic	in amanna	go minic

12. Ceapaim go bhfuil leabharlanna ...

go hiontach ar fad	maith	leadránach	an-leadránach

13. Maidir le bheith maith ag léamh i mBéarla, ceapaim ...

nach bhfuil sé tábhachtach	go bhfuil sé measartha tábhachtach	go bhfuil sé tábhachtach	go bhfuil sé an-tábhachtach

14. Maidir le bheith maith ag léamh i nGaeilge, ceapaim ...

nach bhfuil sé tábhachtach	go bhfuil sé measartha tábhachtach	go bhfuil sé tábhachtach	go bhfuil sé an-tábhachtach

15. Ceapaim go mbíonn am caite ar an léitheoireacht ...

an-leadránach	leadránach	go maith	go hiontach

16.Ceapaim go bhfuil léitheoireacht na Gaeilge ...

an-éasca	measartha éasca	measartha deacair	an-deacair

17. Ceapaim go bhfuil léitheoireacht an Bhéarla ...

an-éasca	measartha éasca	measartha deacair	an-deacair

18.Nuair a thagaim chuig focal nach bhfuil a fhios agam i mBéarla, is féidir liom é a oibriú amach ...

an chuid is mó den am	in amanna	go hannamh	riamh

19.Nuair a thagaim chuig focal nach bhfuil a fhios agam i nGaeilge, is féidir liom é a oibriú amach ...

an chuid is mó den am	in amanna	go hannamh	riamh

20.Nuair a chuireann mo mhúinteoir ceist orm faoi rudaí atá léite agam

ní bhím in ann smaoineamh ar fhreagra	go minic ní féidir liom smaoineamh ar fhreagra	in amanna smaoiním ar fhreagra	smaoiním ar fhreagra i gcónaí

21.Nuair a léann mo mhuinteoir leabhar os ard i nGaeilge, ceapaim go bhfuil sé sin ...

go hiontach	go maith	leadránach	an-leadránach

22.Nuair a léann mo mhuinteoir leabhar os ard i mBéarla, ceapaim go bhfuil sé sin ...

go hiontach	go maith	leadránach	an-leadránach

23.Nuair a bhím i ngrúpa ag plé leabhar atá léite agam ...

bíonn gráin agam mo smaointe a phlé	ní maith liom mo smaointe a phlé	is maith liom mo smaointe a phlé	is breá liom mo smaointe a phlé

24. Nuair a bhíonn am saor agam, ...

ní chaithim am ag léamh	ní chaithim mórán ama ag léamh	caithim cuid den am ag léamh	caithim cuid mhór ama ag léamh

25. Nuair a léim os ard i nGaeilge ...

is drochléitheoir mé	is léitheoir ceart go leor mé	is léitheoir maith mé	is léitheoir an-mhaith mé

26. Nuair a léim os ard i mBéarla ...

is drochléitheoir mé	is léitheoir ceart go leor mé	is léitheoir maith mé	is léitheoir an-mhaith mé

27. Nuair a thugann duine leabhar dom mar bhronntanas, bím ...

an-sásta	sásta	míshásta	an-mhíshásta



28. Cad atá éasca faoi léitheoireacht an Bhéarla?

29. Cad atá éasca faoi léitheoireacht na Gaeilge?

30. Cad atá deacair faoi léitheoireacht an Bhéarla?

31. Cad atá deacair faoi léitheoireacht na Gaeilge?

32. Cad iad na rudaí eile a léann tú seachas leabhair? (*m.sh. r-leabhair, ríomhaire, ipad, ríomhaire glúine, na meáin shóisialta, cluichí*)

33. Cad a bhíonn tábhachtach agat nuair a roghnaíonn tú leabhar? (*m.sh. toipic, seánra, eolas, scéal, údar, léaráidí, fad, gan mórán focail dheacra*)

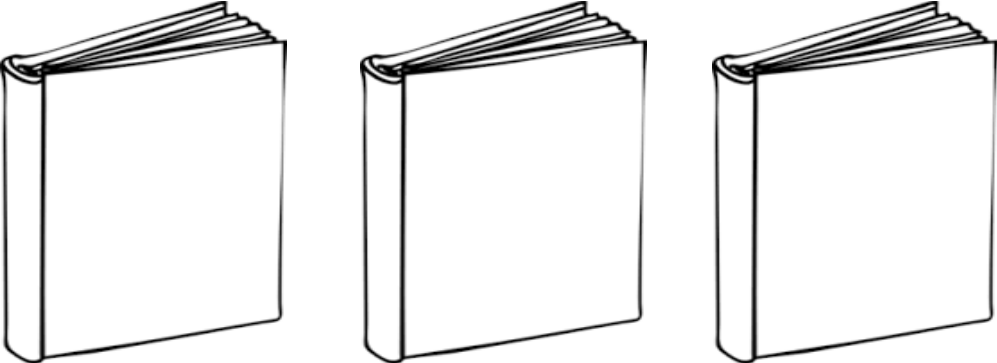
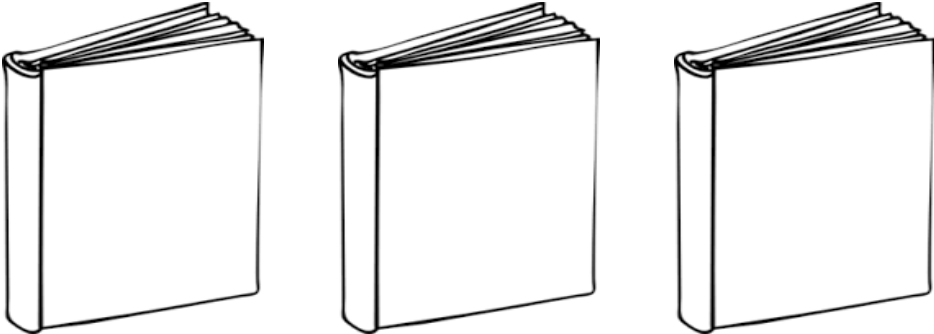
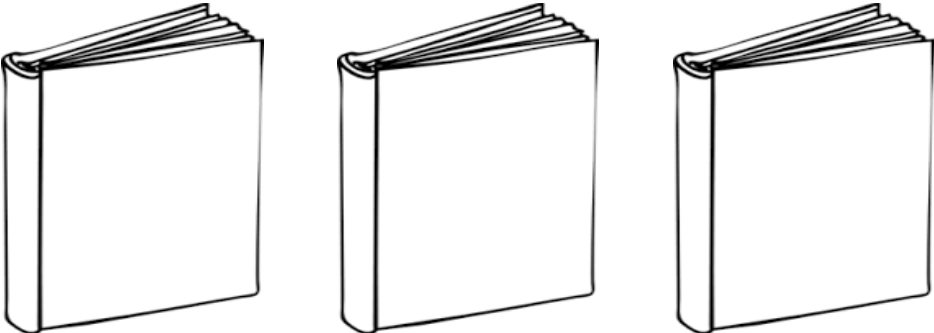
34. An maith leat leabhar a léamh i nGaeilge atá léite agat roimhe i mBéarla? Cén fáth?

35. Má tá rogha agat idir leabhar a léamh i mBéarla nó i nGaeilge cén ceann a b'fhearr leat? (*m.sh. The Witches nó Na Cailleacha*). An bhfuil sé tabhachtach? Cén fáth?

36. Nuair a thagann tú chuig focal nó frása deacair agus tú ag léamh i mBéarla, cad a dhéanann tú?

37. Nuair a thagann tú chuig focal nó frása deacair agus tú ag léamh i nGaeilge, cad a dhéanann tú?

38. Cad a chuideoidh leat bheith i do léitheoir níos fearr?

39.	Na leabhair Ghaeilge is déanaí a léigh mé ...
	
	Na leabhair Bhéarla is déanaí a léigh mé
	
40.	Is iad seo na leabhair is fearr liom ... <i>(is féidir leo bheith i nGaeilge nó i mBéarla)</i>
	



Appendix J: Teacher questionnaire

Ollscoil Chathair Bhaile Átha Cliath Coláiste Phádraig Meán Fómhair 2018

Taighde ar theagasc agus ar fhoghlaim na léitheoireachta Gaeilge i suíomh tumoideachais

Ceistneoir do gach múinteoir Gaelscoile, Rang 4 agus Rang 5 (aois 9-11) i bPoblacht na hÉireann

Ní aithneofar tú agus tú ag comhlánú an cheistneora seo agus beidh do chuid freagraí faoi rún. Bainfear úsáid astu le bunlíne a bhunú ar theagasc agus ar fhoghlaim na léitheoireachta go náisiúnta, le béim ar leith ar ranganna 4/5 i bPoblacht na hÉireann agus i Ranganna 6/7 i dTuaisceart na hÉireann. Bainfear úsáid as torthaí anailíse an cheistneora le hidirghabháil a dhéanamh a chuirfear i bhfeidhm i gcuid a dó den taighde seo.

Tá seacht rannóg sa cheistneoir agus glacfaidh sé thart ar **20** nóiméad é a chomhlánú.

Rannóg 1: Do chúlra teagaisc

Rannóg 2: An rang atá agat faoi láthair

Rannóg 3: Teagasc na léitheoireachta

Rannóg 4: Riachtanais speisialta oideachais sa léitheoireacht

Rannóg 5: Measúnú

Rannóg 6: Áiseanna léitheoireachta

Rannóg 7: Pleanáil scoile

Agus tú ag comhlánú an cheistneora seo, léiríonn tú go dtuigeann tú cuspóir an taighde seo agus go dtugann tú do chuid páirt a ghlacadh ann.

Cód scoile:

Rannóg 1: Do chúlra teagaisc

	An fear nó bean tú?				
	fear ☐ ₁ bean ☐ ₂				
	An bhfuil an post atá agat faoi láthair ...				
	sealadach ☐ ₁	buan ☐ ₂	mar ionadaí ☐ ₃		
	Cá mhéad bliain atá caite agat mar mhúinteoir? (sosanna gairmiúla as an áireamh)				
	0-5 ☐ ₁	6-10 ☐ ₂	11-15 ☐ ₃	15+ ☐ ₄	
	An bhfuil/raibh ról eile agat sa scoil? (ticeáil gach bosca cuí)				
	Múinteoir oideachais speisialta ☐ ₁	Múinteoir acmhainne ☐ ₂	Leasphríomhoide ☐ ₃	Eile (sonraigh) ☐ ₄	
	Cad iad na cáilíochtaí teagaisc atá agat? (ticeáil gach bosca cuí)				
	Iarchéim san oideachas (trí Ghaeilge) ☐ ₁	Iarchéim san oideachas (trí Bhéarla) ☐ ₂	BOid (trí Ghaeilge) ☐ ₃	BEid (trí Bhéarla) ☐ ₄	Eile (sonraigh) ☐ ₅
	An bhfuil céim níos airde agat?				
	MEd trí Ghaeilge ☐ ₁	MEd trí Bhéarla ☐ ₂	MA sa Ghaeilge ☐ ₃	MA eile (sonraigh) ☐ ₄	Eile (sonraigh) ☐ ₅

7.	Cad iad na ranganna a theagasc tú roimhe seo? (Ticeáil gach bosca cuí)							
	NB ☐ ₁	NM ☐ ₂	Rang 1 ☐ ₃	Rang 2 ☐ ₄	Rang 3 ☐ ₅	Rang 4 ☐ ₆	Rang 5 ☐ ₇	Rang 6 ☐ ₈

Rannóg 2: An rang atá agat faoi láthair

8.	Cén rang atá agat faoi láthair? (Más iolrang é ticeáil na boscaí cuí)		
	Rang 4 ☐ ₁	Rang 5 ☐ ₂	Rang 6 ☐ ₃
9.	Cá mhéad páiste atá sa rang atá agat faoi láthair? ☐		
10.	Cá mhéad páiste i do rang a bhfuil ar a laghad tuismitheoir/caomhnóir amháin acu a labhraíonn Gaeilge sa bhaile leo mar theanga teaghlaigh go laethúil?		

11.	Maidir leis na páistí i do rang ...			
		<i>An chuid is mó acu</i>	<i>Roinnt acu</i>	<i>Duine ar bith acu</i>
	an bhfuil siad díograiseach faoin léitheoireacht?	G ☐ ₁ B ☐ ₁	G ☐ ₂ B ☐ ₂	G ☐ ₃ B ☐ ₃
	an aithníonn siad luach na léitheoireachta?	G ☐ ₁ B ☐ ₁	G ☐ ₂ B ☐ ₂	G ☐ ₃ B ☐ ₃
	an léann siad go laethúil sa bhaile?	G ☐ ₁ B ☐ ₁	G ☐ ₂ B ☐ ₂	G ☐ ₃ B ☐ ₃
	an léiríonn siad go bhfuil leabhair acu sa bhaile?	G ☐ ₁ B ☐ ₁	G ☐ ₂ B ☐ ₂	G ☐ ₃ B ☐ ₃
	an dtéann siad chuig an leabharlann áitiúil go rialta?	☐ ₁	☐ ₂	☐ ₃
	an dtugtar tacaíocht dóibh sa bhaile leis an léitheoireacht Ghaeilge?	☐ ₁	☐ ₂	☐ ₃
	an dtugtar tacaíocht dóibh sa bhaile leis an léitheoireacht Bhéarla?	☐ ₁	☐ ₂	☐ ₃
	an léann siad i nGaeilge don phléisiúr?	☐ ₁	☐ ₂	☐ ₃
	an léann siad i mBéarla don phléisiúr?	☐ ₁	☐ ₂	☐ ₃

Rannóg 3: Teagasc na léitheoireachta

12.	Nuair a thosaigh tú mar mhúinteoir nuacháilithe ar mhothaigh tú ullmhaithe leis an léitheoireacht a theagasc?			
	an-ullmhaithe ☐ ₁	measartha ullmhaithe ☐ ₂	ní raibh mé ullmhaithe ☐ ₃	
13.	An bhfuil tú muiníneach ag teagasc léitheoireacht na Gaeilge agus an Bhéarla anois? (G=Gaeilge, B=Béarla)			
	An-mhuiníneach G ☐ ₁ B ☐ ₁	Measartha muiníneach G ☐ ₂ B ☐ ₂	Níl mé muiníneach G ☐ ₃ B ☐ ₃	
14.	An bhfuair tú aon fhorbairt ghairmiúil leanúnach ar theagasc na léitheoireachta le cúig bliana anuas?			
	Yes G ☐ ₁ B ☐ ₁		No G ☐ ₅ B ☐ ₁	
15.	Má d'fhreastal tú ar chúrsaí ar fhorbairt ghairmiúil leanúnach ar theagasc na léitheoireachta léirigh cé a thug an cúrsa agus an fad ama a mhair sé.			
	An dream a d'eagraigh agus an t-ionad		Tréimhse ama/minicíocht	
16.	Cé chomh minic is a theagascann tú léitheoireacht na Gaeilge?			
	Gach lá	Gach dara lá	Seachtain le Gaeilge, seachtain le Béarla	Eile (sonraigh)

	☐ ₁	☐ ₂	☐ ₃	☐ ₄																					
17.	Cé chomh minic is a theagascann tú léitheoireacht an Bhéarla?																								
	Gach lá ☐ ₁	Gach dara lá ☐ ₂	Seachtain le Gaeilge, seachtain le Béarla ☐ ₃	Eile (sonraigh) ☐ ₄																					
18.	Tabhair an meastachán ama a chaitheann tú gach seachtain ag teagasc na léitheoireachta? <i>(má theagascann tú Béarla/Gaeilge gach dara seachtain, tabhair meastachán ama thar choicís don tseachtain, m.sh. 4 huaire an chloig gach dara seachtain, sin 2 uair an chloig gach seachtain)</i> Ticeáil bosca don Ghaeilge agus don Bhéarla																								
	Gaeilge – 1-2 uair an chloig sa tseachtain ☐ ₁ Béarla - 1-2 uair an chloig sa tseachtain ☐ ₂ Gaeilge – 2-3 huaire an chloig sa tseachtain ☐ ₃ Béarla – 2-3 huaire an chloig sa tseachtain ☐ ₄ Gaeilge – 3-4 huaire an chloig sa tseachtain ☐ ₅ Béarla – 3-4 huaire an chloig sa tseachtain ☐ ₆ Eile (<i>sonraigh, ldt.</i>)																								
19.	An bhfuil grúpaí léitheoireachta agat i do rang don Ghaeilge agus don Bhéarla?																								
	Tá G ☐ ₁ B ☐ ₂		Níl G ☐ ₃ B ☐ ₄																						
20.	Má tá, cá mhéad grúpa a bhíonn ann, de ghnáth? G ☐ B ☐																								
21.	Cad iad na critéir atá agat leis na páistí a chur i ngrúpaí do léitheoireacht na Gaeilge agus an Bhéarla? <i>(Ticeáil gach bosca cuí)</i>																								
	<table border="0" style="width: 100%;"> <tr> <td></td> <td style="text-align: center;">G</td> <td style="text-align: center;">B</td> </tr> <tr> <td>Ábaltacht</td> <td style="text-align: center;">☐₁</td> <td style="text-align: center;">☐₂</td> </tr> <tr> <td>Cairdeas</td> <td style="text-align: center;">☐₃</td> <td style="text-align: center;">☐₄</td> </tr> <tr> <td>Suimeanna</td> <td style="text-align: center;">☐₅</td> <td style="text-align: center;">☐₆</td> </tr> <tr> <td>Aois</td> <td style="text-align: center;">☐₇</td> <td style="text-align: center;">☐₈</td> </tr> <tr> <td>Measúnú (<i>léirigh an cineál</i>).....</td> <td style="text-align: center;">☐₉</td> <td style="text-align: center;">☐₁₀.....</td> </tr> <tr> <td>Eile (<i>sonraigh</i>).....</td> <td style="text-align: center;">☐</td> <td style="text-align: center;">☐</td> </tr> </table>					G	B	Ábaltacht	☐ ₁	☐ ₂	Cairdeas	☐ ₃	☐ ₄	Suimeanna	☐ ₅	☐ ₆	Aois	☐ ₇	☐ ₈	Measúnú (<i>léirigh an cineál</i>).....	☐ ₉	☐ ₁₀	Eile (<i>sonraigh</i>).....	☐	☐
	G	B																							
Ábaltacht	☐ ₁	☐ ₂																							
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Measúnú (<i>léirigh an cineál</i>).....	☐ ₉	☐ ₁₀																							
Eile (<i>sonraigh</i>).....	☐	☐																							
22.	De ghnáth, an bhfanann na grúpaí do léitheoireacht na Gaeilge agus an Bhéarla mar an gcéanna i rith na bliana?																								

	Fanann G ☐ ₁ B ☐ ₂		Ní fhanann G ☐ ₃ B ☐ ₄			
	Mura bhfanann, cén fáth?					
23.	Cad iad na comhthéacsanna léitheoireachta a bhíonn i do chlár léitheoireachta i nGaeilge?					
	Comhthéacsanna	<i>Gach lá</i>	<i>2-3 uair sa tseachtain</i>	<i>1-2 uair sa mhí</i>	<i>1-2 uair sa téarma</i>	<i>Go hannamh</i>
	Múinteoir ag léamh litríochta ar ardchaighdeán os ard don sult	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht ranga don phlé (dánta, téacs ar chlár idirghníomhach)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht grúpa, iad ag léamh an téacs céanna	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht don phléisiúr (roghnaíonn páistí a leabhar féin)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht don phléisiúr (tugann múinteoir an leabhar)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna a bhaineann le húrscéal ranga	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna a bhaineann le léitheoir ranga	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna a bhaineann le téacsanna leibhéalaithe	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna scríbhneoireachta a bhaineann le léitheoireacht	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Plé a bhaineann le léitheoireacht	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Eile (<i>sonraigh</i>)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐

24.	Cad iad na comhthéacsanna léitheoireachta a bhíonn i do chlár léitheoireachta i mBéarla?					
	Comhthéacsanna	<i>Gach lá</i>	<i>2-3 uair sa tseachtain</i>	<i>1-2 uair sa mhí</i>	<i>1-2 uair sa téarma</i>	<i>Go hannamh</i>

	Múinteoir ag léamh litríochta ar ardchaighdeán os ard don sult	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht ranga don phlé (dánta, téacs ar chlár idirghníomhach)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht grúpa, iad ag léamh an téacs céanna	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht don phléisiúr (roghnaíonn páistí a leabhar féin)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Léitheoireacht don phléisiúr (tugann múinteoir an leabhar)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna a bhaineann le húrscéal ranga	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna a bhaineann le léitheoir ranga	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna a bhaineann le téacsanna leibhéalaithe	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceachtanna scríbhneoireachta a bhaineann le léitheoireacht	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Plé a bhaineann le léitheoireacht	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Eile (<i>sonraigh</i>)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐

25.	Cé chomh minic is a theagascann tú na scileanna thíos leis an rang atá agat faoi láthair?					
	Scil	<i>Gach lá</i>	<i>2-3 uair sa tseachtain</i>	<i>1-2 uair sa mhí</i>	<i>1-2 uair sa téarma</i>	<i>Go hannamh</i>
	Fónaic/Díchódú	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Líofacht sa léitheoireacht	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Foclóir/Frásáí	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Gramadach	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐

		B ☐	B ☐	B ☐	B ☐	B ☐
	Struchtúir téacs	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Poncaíocht	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐

26.	Cé chomh minic is a theagascann tú na straitéisí tuisceana thíos?					
	Straitéis	<i>Gach lá</i>	<i>2-3 uair sa tseachtain</i>	<i>1-2 uair sa mhí</i>	<i>1-2 uair sa téarma</i>	<i>Go hannamh</i>
	Tuar	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Nacs a dhéanamh	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ceistiú – cineálacha ceisteanna	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Amharcléiriú	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Táta a bhaint	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Achoimre	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Monatóireacht/Soiléiriú	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Sintéisiú	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Ag meas	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐

Rannóg 4: Riachtanais speisialta oideachais sa léitheoireacht

27.	Cá mhéad páiste i do rang a fhaigheann tacaíocht bhreise mar gheall ar shainriachtanais foghlama sa léitheoireacht?	
	G ☐ B ☐	
28.	An bhfuil measúnú déanta ag síceolaí (nó a choibhéis) a léiríonn go bhfuil riachtanais ar leith sa léitheoireacht ag páiste/páistí i do rang?	
	Tá ☐ ₁ Níl ☐ ₂ Más ‘tá’ an freagra, cá mhéad? ☐	
29.	Déan cur síos ar na riachtanais ar leith foghlama sa léitheoireacht atá ag páistí i	

	do rang, más ann dóibh.				
30.	An mbaintear páistí a bhfuil riachtanais speisialta oideachais acu sa léitheoireacht as an rang le tacú leo, nó an dtugtar tacaíocht dóibh sa rang?				
	Baintear as an rang iad ☐ ₁	Tugtar tacaíocht sa rang ☐ ₂	Meascán den dá rud ☐ ₃		
31.	An dtugtar tacaíocht bhreise do pháistí a bhfuil riachtanais speisialta oideachais acu sa léitheoireacht ... <i>(ticeáil gach bosca cuí)</i>				
	Ghaeilge ☐ ₁	Bhéarla ☐ ₂	Ghaeilge & Bh ☐ ₃	Teanga eile (sonraigh) ☐ ₄	Gan tacaíocht ☐ ₅
32.	Má thugtar tacaíocht bhreise do pháistí a bhfuil riachtanais speisialta oideachais acu sa léitheoireacht, cé acu teanga ina dtugtar í? (ticeáil gach bosca cuí)				
	Gaeilge ☐ ₁	Béarla ☐ ₂	Gaeilge agus Béarla ☐ ₃	Teanga eile (sonraigh) ☐ ₄	

Rannóg 5: Measúnú

33.	Ag úsáid cuid de na huirlisí measúnaithe thíos, cé chomh minic is a dhéanann tú measúnú ar scileanna léitheoireachta na bpáistí? <i>Cuir tic amháin i ngach sraith le minicíocht a léiriú. G=Gaeilge, B=Béarla. Mura bhfuil an uirlis ar fáil cuir tic sa bhosca cuí.</i>						
	Uirlis mheasúnaithe	<i>Gach seachtain</i>	<i>Gach mí</i>	<i>Gach leath-théarma</i>	<i>Go hannamh</i>	<i>Riamh</i>	<i>Níl ar fáil</i>
	Breathnú	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Nótaí scríofa	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Seicliostaí foilsithe	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Taifid reatha	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Próifílí curaclaim (m.sh. Droim Conrach)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Scálaí rátála	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Punainn	G ☐	G ☐	G ☐	G ☐	G ☐	G ☐

		B ☐	B ☐	B ☐	B ☐	B ☐	B ☐
	Trialachá caighdeánacha	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Teisteanna diagnóiseacha	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Uirlis scagtha	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐
	Eile (<i>m.sh. déanta ag an scoil, sonraigh</i>)	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐	G ☐ B ☐

34.	Do bharúil, an mbeadh cuid de na huirlisí measúnaithe thuas úsáideach agat i nGaeilge, mura bhfuil siad ar fáil i nGaeilge faoi láthair? Cé acu?

Rannóg 6: Áiseanna léitheoireachta

35.	Léirigh na rudaí a leanas atá i do sheomra ranga. Ticeáil gach ceann atá agat.
	Teilgeoir..... ☐
	Clár bán idirghníomhach..... ☐
	Ríomhaire ☐ Cá mhéad? ☐
	Ipadanna/taibléid ☐ Cá mhéad? ☐
	Bogearraí litearthachta G ☐ B ☐
	Clár mór maighnéadach ☐
	Eile

36.	Léirigh na leabhair a leanas atá i do sheomra ranga. Ticeáil gach ceann atá agat.
	Úrscéalta G ☐ B ☐
	Téacsanna leibhéalaithé G ☐ B ☐
	Réimse de théacsanna eolais G ☐ B ☐
	Leabhair mhóra G ☐ B ☐
	Léitheoirí breise G ☐ B ☐
	Leabharlann ranga G ☐ B ☐
	Cluichí le foclóir a fhorbairt G ☐ B ☐

	Cluichí le scileanna staidéar focal a fhorbairt G ☐ B ☐								
	Eile, sonraigh le do thoil ...								
37.	An bhfuil fáil agat ar leabharlann sa scoil?								
	Tá ☐ Níl ☐								
38.	Má tá fáil agat ar leabharlann sa scoil, léirigh, go garbh, cá mhéad leabhar atá ann atá oiriúnach do leibhéal léitheoireachta do ranga.								
	Leabhair i nGaeilge Leabhair i mBéarla								
39.	Conas a dhéanfa cur síos ar áiseanna na leabharlainne do léitheoireacht na Gaeilge agus an Bhéarla don rang atá agat? G=Gaeilge, B=Béarla								
	<table border="0"> <tr> <td>Ar fheabhas G ☐</td> <td>An-mhaith G ☐</td> <td>Maith G ☐</td> <td>Lag G ☐</td> </tr> <tr> <td>B ☐</td> <td>B ☐</td> <td>B ☐</td> <td>B ☐</td> </tr> </table>	Ar fheabhas G ☐	An-mhaith G ☐	Maith G ☐	Lag G ☐	B ☐	B ☐	B ☐	B ☐
Ar fheabhas G ☐	An-mhaith G ☐	Maith G ☐	Lag G ☐						
B ☐	B ☐	B ☐	B ☐						

40.	Don Ghaeilge amháin, conas atá na háiseanna thíos i do scoil, más ann dóibh?				
	Téacsanna ar fáil..	<i>An-mhaith</i>	<i>Sásúil</i>	<i>Níl siad sásúil</i>	<i>Níl siad agam</i>
	do léitheoireacht iomlán ranga	☐	☐	☐	☐
	do ghrúpaí beaga	☐	☐	☐	☐
	don léitheoireacht don phléisiúr/athléamh	☐	☐	☐	☐
	i réimse leathan seánraí	☐	☐	☐	☐
	do riachtanais ar leith foghlama	☐	☐	☐	☐

41.	Ar baineadh úsáid as na sraitheanna thíos le léitheoireacht a theagasc don rang atá agat faoi láthair i mbliainghrúpaí níos luaithe? (ticeáil na boscaí cuí)
	Séideán Sí ☐ Cleite ☐ Céim ar Chéim ☐ Fónaí na Gaeilge ☐ Cód na Gaeilge ☐ Mar a Déarfá ☐ Féasta Focal ☐ Clár litrithe/forbairt foclóra ☐ (sonraigh) Eile (sonraigh)
42.	An mbaineann tú úsáid as clár nó leabhair ar leith do léitheoireacht na

	Gaeilge leis an rang atá agat faoi láthair? Má bhaineann, ainmnigh é, le do thoil.	
	Baineann ☐ Ní bhaineann ☐ Má bhaineann, sonraigh le do thoil	
43.	An mbaineann tú úsáid as clár litrithe nó clár le foclóir a fhorbairt go leanúnach sa scoil?	
	Baineann ☐ Ní bhaineann ☐ Má bhaineann, sonraigh le do thoil	
44.	An roghnaítear leabhair go ginearálta atá i gcanúint ar leith le léamh le do rang?	
	Roghnaítear ☐ ₁	Ní roghnaítear ☐ ₂

Rannóg 7: Pleanáil scoile

45.	An bhfuil cur chuige iomlán scoile ann maidir le teagasc na léitheoireachta Gaeilge i do scoil?				
	Tá ☐ ₁ Níl ☐ ₂				
46.	An bhfuil téacsanna ar leith ag do scoil don léitheoireacht i Rang 4/5, nó an roghnaíonn múinteoirí a dtéacsanna féin? (G=Gaeilge, B=Béarla)				
	Téacsanna ar leith G ☐ ₁ B ☐ ₂		Rogha múinteora G ☐ ₃ B ☐ ₄		
47.	Cé chomh minic is a bhíonn tú ag comhoibriú le múinteoirí eile sa scoil maidir le teagasc na léitheoireachta Gaeilge agus Béarla?				
	Gach seachtain G ☐ ₁ B ☐ ₂	Gach mí G ☐ ₃ B ☐ ₄	Gach téarma G ☐ ₅ B ☐ ₆	Eile G ☐ ₇ B ☐ ₈	Riamh G ☐ ₉ B ☐ ₁₀
48.	Cé chomh minic is a phleanálann tú ceachtanna léitheoireachta i gcomhpháirt leis an múinteoir riachtanais speisialta i do scoil?				
	Gach seachtain ☐ ₁	Gach mí ☐ ₂	Gach téarma ☐ ₃	Eile ☐ ₄	Riamh ☐ ₅
49.	An mbíonn tú ag comhoibriú le múinteoirí eile i do cheantar nó ó scoil eile maidir leis an léitheoireacht? (má bhíonn, sonraigh, le do thoil)				
	Bíonn (sonraigh) ☐ ₁ Ní bhíonn ☐ ₂				
50.	Cén cineál eolais a úsáidtear i do scoil le pleanáil don léitheoireacht? (ticeáil gach bosca cuí)				
	Measúnú G ☐ B ☐ Suimeanna na bpáistí G ☐ B ☐ Torthaí foghlama curaclaim G ☐ B ☐ Treoracha polasaí G ☐ B ☐				

	Aiseolas ó chigirí G ☐ B ☐
	Ionchur ó thuismitheoirí G ☐ B ☐
	Spriocanna dheireadh bliana G ☐ B ☐
	Taighde reatha G ☐ B ☐
	Áiseanna atá ar fáil G ☐ B ☐
	Comhoibriú le múinteoir oideachais speisialta G ☐ B ☐
	Comhoibriú le múinteoirí eile sa scoil G ☐ B ☐
	Cúlra teanga na bpáistí G ☐ B ☐ Teanga eile ☐
51.	Cén rud a chabhródh leat teagasc na léitheoireachta Gaeilge agus Béarla a dhéanamh níos éifeachtaí i do rang?

Ar mhaith leat aon rud eile a rá maidir le léitheoireacht na Gaeilge nó léitheoireacht an Bhéarla i do rang/scoil le cur leis an eolas a thug tú anseo?

Gabhaim buíochas ó chroí leat as an gceistneoir seo a chomhlánú. Is é seo an chéad chuid den taighde seo. Tá cuireadh ort suim a léiriú bheith páirteach sa dara cuid den taighde. Ag an am sin, díreofar aird ar Rang 5. Baileofar níos mó eolais maidir le nósanna léitheoireachta ó mhúinteoirí, pháistí agus ó thuismitheoirí na ranganna a bheas páirteach. Déanfar fráma idirghabhála a dhíreoidh ar riachtanais léitheoireachta na ranganna sin i gcomhar le múinteoirí. Cuirfear an idirghabháil i bhfeidhm ar feadh na scoilbhliana sna ranganna cuí. Déanfar clár measúnaithe mar chuid den idirghabháil agus déanfar comparáidí leis na páistí roimh an idirghabháil a úsáid, agus iad a úsáid agus ina dhiaidh. Is é aidhm na hidirghabhála seo ná dul chun cinn na léitheoireachta Gaeilge a fheabhsú chomh maith le hinspreagadh agus rannpháirtíocht na bpáistí a ardú. Má tá suim agat bheith páirteach, léirigh thíos é, le do thoil.

Tá suim againn ☐ Níl suim againn ☐ bheith páirteach sa dara cuid den taighde.

Appendix K: Principal questionnaire

Ollscoil Chathair Bhaile Átha Cliath Coláiste Phádraig Meán Fómhair 2018

Taighde ar theagasc agus ar fhoghlaim na
léitheoireachta Gaeilge i suíomh tumoideachais

Ceistneoir do gach príomhoide Gaelscoile i dtuaisceart na hÉireann

Ní aithneofar tú agus tú ag comhlánú an cheistneora seo agus beidh do chuid freagraí faoi rún. Bainfear úsáid astu le bunlíne a bhunú ar theagasc agus ar fhoghlaim na léitheoireachta go náisiúnta, le béim ar leith ar ranganna 4/5 i bPoblacht na hÉireann agus i Ranganna 6/7 i dtuaisceart na hÉireann. Bainfear úsáid as torthaí anailíse an cheistneora le hidirghabháil a dhéanamh a chuirfear i bhfeidhm i gcuid a dó den taighde seo.

Tá seacht rannóg sa cheistneoir agus glacfaidh sé thart ar **15** nóiméad é a chomhlánú.

Rannóg 1: Eolas faoi do scoil

Rannóg 2: Príomhoide na scoile

Rannóg 3: An fhoireann

Rannóg 4: Na páistí i do scoil

Rannóg 5: Riachtanais speisialta oideachais

Rannóg 6: An léitheoireacht i do scoil

Rannóg 7: Pleanáil scoile

Agus tú ag comhlánú an cheistneora seo léiríonn tú go dtuigeann tú cuspóir an taighde seo agus go dtugann tú do chead páirt a ghlacadh ann.

Cód scoile:

Rannóg 1: Eolas faoi do scoil

Cá bhfuil do scoil lonnaithe?		
I gcathair/Ar imeall cathrach ☐ ₁	I mbaile/ar imeall baile ☐ ₂	I sráidbhaile/faoin tuath ☐ ₃
An Gaelscoil í do scoil nó an aonad í i scoil Bhéarla?		
Gaelscoil ☐ ₁	Aonad ☐ ₂	
Cad é an céatadán de pháistí i do scoil a fhaigheann béilí saora?		
		%

Rannóg 2: Príomhoide na scoile/Comhordaitheoir an aonaid

An fear nó bean tú?				
fear ☐ ₁		bean ☐ ₂		
An príomhoide/comhordaitheoir teagaisc tú?				
Is ea ☐ ₁		Ní hea ☐ ₂		
Cá mhéad bliain atá caite agat mar mhúinteoir?				
0-5 ☐ ₁	6-10 ☐ ₂	11-15 ☐ ₃	15+ ☐ ₄	
Cá mhéad bliain atá caite agat mar phríomhoide/chomhordaitheoir?				
0-5 ☐ ₁	6-10 ☐ ₂	11-15 ☐ ₃	15+ ☐ ₄	
Cad iad na cáilíochtaí múinteoireachta atá agat? (<i>ticeáil gach bosca cuí</i>)				
Iarchéim san oideachas (TICO Gaeilge) ☐ ₁	Iarchéim san oideachas (PGCE trí Bhéarla) ☐ ₂	Boid (trí Ghaeilge) ☐ ₃	BEd (trí Bhéarla) ☐ ₄	Eile (sonraigh) ☐ ₅
An bhfuil céim níos airde agat?				
MEd trí Ghaeilge ☐ ₁	MEd trí Bhéarla ☐ ₂	MA sa Ghaeilge ☐ ₃	MA eile (sonraigh) ☐ ₄	Eile (sonraigh) ☐ ₅

Rannóg 3: An fhoireann

Cá mhéad múinteoir atá ar fhoireann na scoile? (<i>Rang 1-7</i>)	
Lánaimseartha	Páirtaimseartha
Cá mhéad múinteoir oideachais speisialta atá ar fhoireann na scoile?	
Lánaimseartha	Páirtaimseartha
Cá mhéad cúntóir ranga atá ar fhoireann na scoile?	

	Lánaimseartha	Páirtaimseartha

Rannóg 4: Na páistí i do scoil

13.	Cá mhéad páiste atá ag freastal ar do scoil faoi láthair? (Rang 1-7)
	páiste
14.	Cá mhéad páiste Rang 7 a fhágfaidh an scoil mí an Mheithimh na bliana seo chugainn?
	páiste
15.	Cá mhéad páiste a thosaigh Rang 1 sa scoilbhliain seo?
	páiste
16.	Cad é an meánmhéid ranga atá i do scoil?
17.	Cén céatadán de pháistí R7 ó do scoil a d'aistrigh go hiarbhunscoil Ghaeilge i mí an Mheithimh 2018?
	thar 80% ☐ 50%-80% ☐ 30%-50% ☐ 10%-30% ☐ faoi 10% ☐
18.	Go garbh, cá mhéad pháiste i do scoil a bhfuil ar a laghad tuismitheoir/caomhnóir amháin acu a labhraíonn Gaeilge sa bhaile leo mar theanga an teaghlaigh ar bhonn laethúil?

Rannóg 5: Richtanais speisialta oideachais

19.	Cé mhéad páiste i do scoil a fhaigheann tacaíocht bhreise maidir le riachtanais speisialta oideachais?
20.	Cá mhéad páiste i do scoil a bhfuil measúnú déanta ag siceolaí (nó a choibhéis) orthu a léiríonn go bhfuil riachtanais speisialta oideachais acu?
21.	An bhfuil múinteoir(í) oideachais speisialta sa scoil do pháistí a bhfuil sainriachtanais oideachais acu?
	Tá ☐ ₁ cá mhéad ☐ Níl ☐ ₂
	Más 'níl' an freagra, mínigh cén fáth
22.	Cén dóigh a roghnaítear páistí do thacaíocht bhreise foghlama sa scoil? (ticeáil gach bosca cuí)
	Barúil an mhúinteora ranga ☐ ₁

	Barúil múinteoir oideachais speisialta	☐	2		
	Barúil siceolaí	☐	3		
	Barúil na dtuismitheoirí	☐	4		
	Measúnú ginearálta	☐	5		
	Trialacha caighdeánacha (ainmnigh é/iad, ldt)	☐	6		
	Teist diagóiseach (ainmnigh é/iad, ldt.)	☐	7		
	Eile (sonraigh ldt.)	☐	8		
23.	An mbaintear páistí amach as an rang le tacú leo nó an dtugtar tacaíocht dóibh sa rang?				
	Baintear amach iad ☐	Fanann siad sa rang ☐	Meascán den dá rud ☐		
24.	An dtugtar tacaíocht bhreise do pháistí a bhfuil riachtanais speisialta oideachais acu sa léitheoireacht ... (ticeáil gach bosca cuí)				
	Ghaeilge ☐	Bhéarla ☐	Ghaeilge & Bhéarla ☐	Teanga eile Sonraigh le do thoil ☐	Gan tacaíocht ☐
25.	Má thugtar tacaíocht bhreise do pháistí a bhfuil riachtanais speisialta oideachais acu sa léitheoireacht, cé acu teanga ina dtugtar í? (ticeáil gach bosca cuí)				
	Gaeilge ☐	Béarla ☐	Gaeilge & Béarla ☐	Teanga eile Sonraigh ☐	☐

Rannóg 6: An léitheoireacht i do scoil

26	Cá huair a thosaíonn na páistí ar léitheoireacht fhoirmiúil na Gaeilge i do scoil?					
	Rang 1, Téarma 1 ☐	Rang 1, Téarma 2 ☐	Rang 1, Téarma 3 ☐	Rang 2, Téarma 1 ☐	Rang 2, Téarma 2 ☐	Rang 2, Téarma 3 ☐
27	Cá huair a thosaíonn na páistí ar léitheoireacht fhoirmiúil an Bhéarla i do scoil?					
	Rang 1, Téarma 1 ☐	Rang 1, Téarma 2 ☐	Rang 1, Téarma 3 ☐	Rang 2, Téarma 1 ☐	Rang 2, Téarma 2 ☐	Rang 2, Téarma 3 ☐
	Rang 2, Téarma 1 ☐	Rang 2, Téarma 2 ☐	Rang 2, Téarma 3 ☐	Rang 3, Téarma 1 ☐	Rang 3, Téarma 2 ☐	Rang 3, Téarma 3 ☐
	Rang 3, Téarma 1 ☐	Rang 3, Téarma 2 ☐	Rang 3, Téarma 3 ☐	Rang 4, Téarma 1 ☐	Rang 4, Téarma 2 ☐	Rang 4, Téarma 3 ☐

	Rang 4, Téarma 1 ☐ ₁₀	Rang 4, Téarma 2 ☐ ₁₁	Rang 4, Téarma 3 ☐ ₁₂
	Eile, sonraigh le do thoil ☐ ₁₃		
28.	An bhfuil clár nó tionscnamh i do scoil le tacú leis an léitheoireacht taobh amuigh de ghnáthimeachtaí an tseomra ranga? (<i>m.sh. club léitheoireachta, accelerated reading programme, srl.</i>)		
	Tá (Gaeilge) ☐ ₁ Níl (Gaeilge). ☐ ₂ Tá (Béarla) ☐ ₃ Níl (Béarla) ☐ ₄ Má tá, sonraigh le do thoil.....		
29.	An leantar clár/sraith ar leith sa scoil le tacú le teagasc na léitheoireachta Gaeilge?		
	Bonnchéim Cleite ☐ Sraith Loch Lao ☐ Céim ar Chéim ☐ Séideán Sí ☐ Fónaí na Gaeilge ☐ Cód na Gaeilge ☐ Féasta Focal ☐ Clár litrithe/forbairt foclóra ☐ (sonraigh, ldt.) Eile, (sonraigh, ldt.)	Eochairchéim 1 Cleite ☐ Sraith Loch Lao ... ☐ Céim ar Chéim ... ☐ Séideán Sí ☐ Fónaí na Gaeilge . ☐ Cód na Gaeilge..... ☐ Féasta Focal ☐ Clár litrithe/forbairt foclóra ☐ (sonraigh, ldt.) Eile (sonraigh, ldt.)	Eochairchéim 2 Séideán Sí ☐ Úrscéalta ☐ (sonraigh) Taisce Tuisceána ☐ Fónaí na Gaeilge ... ☐ Cód na Gaeilge ☐ Féasta Focal ☐ Clár litrithe/forbairt foclóra ☐ (sonraigh, ldt.) Eile (sonraigh, ldt.)
30.	An bhfuil polasaí ag do scoil áiseanna léitheoireacht a roghu i gcanúint ar leith?		
	Tá ☐ ₁ (sonraigh)		Níl ☐ ₂
31.	An bhfuil polasaí ag do scoil maidir le páistí a labhraíonn Gaeilge sa bhaile ar bhonn laethúil maidir le léitheoireacht na Gaeilge?		
	Tá ☐ ₁ (sonraigh)		Níl ☐ ₂

Rannóg 7: Pleanáil scoile

32.	An bhfuil plean forbartha scoile ann don léitheoireacht (Gaeilge agus Béarla)?
	Tá G ☐ ₁ Níl G ☐ ₂ Tá B ☐ ₁ Níl B ☐ ₂
33.	Má tá, an raibh baint ag múinteoirí EC2 le dearadh an phlean?
	Bhí ☐ ₁ Ní raibh ☐ ₂
34.	An gcloítear leis an phlean forbartha scoile do léitheoireacht na Gaeilge, dar leat?

	go hiomlán ☐ ₁	den chuid is mó ☐ ₂	codanna de ☐ ₃	cuid de ☐ ₄	ní chloítear ☐ ₅
35.	Cé chomh minic is a dhéantar athbhreithniú ar an phlean don léitheoireacht?				
	Gach téarma ☐ ₁	Gach bliain ☐ ₂	Gach dara bliain ☐ ₃	Ní dhéantar athbhreithniú ☐ ₄	
36.	Cén cineál eolais a úsáidtear i do scoil le planáil don léitheoireacht? (<i>ticeáil gach bosca cuí</i>)				
	Measúnú Gaeilge ☐ Béarla ☐ Suimeanna na bpáistí Gaeilge ☐ Béarla ☐ Treoracha curaclaim Gaeilge ☐ Béarla ☐ Treoracha polasaí Gaeilge ☐ Béarla ☐ Aiseolas ó chigirí Gaeilge ☐ Béarla ☐ Spriocanna deireadh eochairchéime Gaeilge ☐ Béarla ☐ Taighde reatha Gaeilge ☐ Béarla ☐ Áiseanna atá ar fáil Gaeilge ☐ Béarla ☐ Comhoibriú le comhordaitheoir oideachais speisialta Gaeilge ☐ Béarla ☐ Comhoibriú le múinteoirí eile san Eochairchéim .. Gaeilge ☐ Béarla ☐ Ionchur ó thuismitheoirí Gaeilge ☐ Béarla ☐ Cúlra teanga na bpáistí Gaeilge ☐ Béarla ☐ Eile Gaeilge ☐ Béarla ☐				

Ar mhaith leat aon rud eile a rá maidir le léitheoireacht na Gaeilge nó léitheoireacht an Bhéarla i do rang/scoil le cur leis an eolas a thug tú anseo?

Gabhaim buíochas ó chroí leat as an gceistneoir seo a chomhlánú. Is é seo an chéad chuid den taighde seo. Tá cuireadh ort suim a léiriú bheith páirteach sa dara cuid den taighde. Ag an am sin, díreofar aird ar Rang 5. Baileofar níos mó eolais maidir le nósanna léitheoireachta ó mhúinteoirí, ó pháistí agus ó thuismitheoirí na ranganna a bheas páirteach. Déanfar fráma idirghabhála a dhíreoidh ar riachtanais léitheoireachta na ranganna sin i gcomhar le múinteoirí. Cuirfear an idirghabháil i bhfeidhm ar feadh na scoilbhliana sna ranganna cuí. Déanfar clár measúnaithe mar chuid den idirghabháil agus déanfar comparáidí leis na páistí roimh an idirghabháil a úsáid, agus iad a úsáid agus ina dhiaidh. Is é aidhm na hidirghabhála seo ná dul chun cinn na léitheoireachta Gaeilge a fheabhsú chomh maith le hinspreagadh agus rannpháirtíocht na bpáistí a ardú. Má tá suim ag do scoil bheith páirteach, léirigh thíos é, le do thoil.

Tá suim againn ☐ Níl suim againn ☐ bheith páirteach sa dara cuid den taighde

Appendix L: Table analysis of responses to teacher questionnaire, Phase 1

Teacher Questionnaires: RoI and NI October 2018-February 2019

n= 66 RoI: 45, NI: 21

Section 1: Background information

Section 1: Background information

1	Are you a man or a woman?						
	Woman			Man			
RoI	77.8%			22.2%			
NI	60%			40%			
2	Is your current post ...						
	temporary		permanent		substitute		
RoI	15.6%		84.4%		0		
NI	10%		90%		0		
3	How many years have you been teaching? (<i>excluding career breaks</i>)						
	0-5		6-10		11-15		15+
RoI	24.4%		33.3%		18%		24%
NI	15%		30%		25%		30%
4	Do/did you have other posts of responsibility in the school? (<i>tick relevant boxes</i>)						
	Special education teacher	Resource teacher (RoI only)	Subject co-ordinator	Head of Key Stage (NI only)	Vice Principal	None	Other
RoI	22.7%	15.9%	4.5%	0	6.8%	47.7%	13.6%
NI	5%	0	70%	5%	20%	15%	10%
5	What are your initial teaching qualifications? (<i>tick the relevant boxes</i>)						
	PME/PGCE (Ir)		PME/PGCE (En)		BEd (Ir)	BEd (En)	Other
RoI	4.5%		40.9%		18.2%	38.6%	4.5%
NI	45%		25%		30%	0	5%
6	Do you have a higher degree?						
	MEd (Ir)		MEd (En)		MA (Ir)	MA other	Other
RoI	18.2%		18.2%		9.1%	36.4%	27.3%
NI	14.3%		0		14.3%	42.9%	42.9%

7.	What class(es) have you taught previously? (<i>Year groups are age equivalent</i>)							
RoI	NB	NM	Rang 1	Rang 2	Rang 3	Rang 4	Rang 5	Rang 6
	18.2%	38.6%	40.9%	38.6%	45.5%	59.1%	63.6%	36.4%
NI	R1	R2	R3	R4	R5	R6	R7	/
	10%	35%	45%	70%	80%	85%	70%	/

Section 2: Current class

Section 2: Current class

8.	What class do you currently teach? (if a composite class tick relevant boxes)						
RoI	Rang 4		Rang 5		Rang 6		
	51.1%		53.3%		4.4%		
NI	Rang 5		Rang 6		Rang 7		
	35%		55%		50%		
9	How many children are in your current class?						
	Average		Minimum		Maximum		
RoI	27.8		19		35		
NI	22.2		11		33		
10	How many children in your class have at least one parent/guardian who speaks Irish to them on a daily basis as the language of home?						
	Average		Minimum		Maximum		
RoI	2.4		0		18		
NI	3.75		0		11		
11	Would you say the children in your class ...						
		RoI			NI		
		Almost all	Some	None	Almost all	Some	None
	positive about reading in Irish?	53%	44%	0	57%	43%	0
	positive about reading in English?	87%	11%	0	90%	5%	0
	read in Irish daily at home?	11%	55.5%	31%	9.5%	52%	33%
	read in English daily at home?	62%	35.5%	0	33%	62%	0
	indicate having books in Irish at home?	2%	67%	31%	0	86%	9.5
	indicate having books in English at home?	80%	18%	0	71.4%	24%	0
	visit their local library regularly?	13%	80%	4%	0	81%	14%
	are supported with their Irish reading at home?	15.5%	78%	4%	5%	90%	5%
	are supported with their English reading at home	55.5%	42%	0	28.5%	67%	0
	read for leisure in Irish	9%	51%	40%	0	67%	33%
	read for leisure in English	78%	22%	0	48%	48%	0
	value reading in Irish	15.5%	67%	15.5%	19%	67%	9.5%
	value reading in English	62%	40%	0	43%	48%	5%

Section 3: Teaching reading

12.	How prepared did you feel to teach reading when you first became a teacher?				
	Very prepared 1	2	3	4	Not prepared 5
RoI	13.6%	18.2%	43.2%	15.9%	9.1%
NI	5.3%	10.5%	31.6%	31.6%	21.1%
13	Do you feel confident in teaching reading in Irish and in English now?				
	Very confident	Moderately confident		Not confident	

	Irish	English	Irish	English	Irish	English		
RoI	47%	53%	49%	44%	2%	0		
NI	52%	43%	43%	52%	0	0		
14	Have you had continuous professional development on teaching reading in the last 5 years?							
	Yes (Irish)		No (Irish)		Yes (English)		No (English)	
RoI	27%		31%		71%		67%	
NI	28.5%		19%		62%		71%	
15	If you have had continuous professional development on teaching reading, indicate the course provider and the length of time involved.							
	Course provider and place			Time involved/frequency				
RoI	Irish, J. De Brún English, Jolly Phonics PDST PDST Gaeloideachas conference NCCA College, weak readers CPD COGG/Neps Short CPD			Day Day In-school Day Day 2 hours Summer course Summer course Day In-school				
NI	Seomra Nuachta, SMUCB In-school planning Cód na Gaeilge, J. De Brún Reciprocal Reading, Puala Quinn Cleite, J. De Brún x 3			Day After school Day Afternoon Day				
16	How often do you teach reading in Irish?							
	Daily		Every other day		One week Irish, one week English		Other (specify)	
RoI	51.2%		34.9%		2.3%		11.6%	
NI	33.3%		61.1%		5.6%		5.6%	
17	How often do you teach reading in English?							
	Daily		Every other day		One week Irish, one week English		Other (specify)	
RoI	52.4%		40.5%		2.4%		4.8%	
NI	22.2%		72.2%		5.6%		5.6%	
18	How much time per week, on average, do you spend teaching reading? <i>(if you teach English/Irish reading on alternate weeks indicate the average across two weeks, eg. 4 hours in alternate weeks is an average of 2 hours per week)</i> Tick a box for Irish and a box for English							
	2-3 hours a week (Ir)	2-3 hours a week (En)	3-4 hours a week (Ir)	3-4 hours a week (En)	Other (Ir)	Other (En)		
RoI	67%	69%	22%	13%	7%	13%		
NI	71%	76%	24%	14%	0	5%		
19	Do you have reading groups for Irish and English reading in your class?							
	Yes (Ir)		No (Ir)		Yes (En)		No (En)	
RoI	33%		60%		49%		47%	

NI	90%				5%				90%				5%			
20	If yes, how many groups typically?															
	Irish							English								
RoI	Average 3 (<i>not clear</i>)							Average 3 (<i>not clear</i>)								
NI	Average 5							Average 5								
21	What criteria do you use to group the children for reading in Irish/English?															
	Ability		Friendship		Interests		Age		Assessment		Other					
	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng				
RoI	38%	51%	4%	4%	0	2%	0	2%	16%	29%	2%	2%				
NI	90%	81%	0	0	10%	10%	14%	14%	57%	57%	10%	8%				
22	Do your groups for reading tend to remain the same throughout the year?															
	Yes (Ir)				No (Ir)				Yes (En)				Nó (En)			
RoI	20%				24%				31%				29%			
NI	14%				81%				9.5%				86%			
	If no, for what reason? Improvements/Assessment															
23	Which of the folllowing reading contexts feature in your reading programme in Irish?															
	Context		Daily		2/3 times a week		1/2 times a month		1/2 times a term		Seldom					
			RoI	NI	RoI	NI	RoI	NI	RoI	NI	RoI	NI				
	Teacher reading aloud quality texts for enjoyment		22%	19%	38%	57%	27%	19%	7%	10%	2%	0				
	Class reading for discussion (poems, IWB)		31%	29%	56%	52%	9%	14%	2%	0	0	0				
	Group reading the same text		16%	24%	51%	67%	9%	7%	9%	0	0	0				
	Leisure reading (children choice)		37%	24%	40%	48%	36%	19%	2%	0	9%	5%				
	Leisure reading (teacher choice)		0	0	20%	29%	31%	33%	16%	10%	27%	14%				
	Lessons using a class novel		9%	0	53%	43%	16%	43%	13%	10%	2%	0				
	Lessons using levelled texts		11%	0	27%	38%	24%	24%	13%	19%	20%	5%				
	Writing lesson deriving from reading		16%	5%	67%	33%	13%	38%	0	14%	0	5%				
	Discussion deriving from reading		33%	43%	53%	48%	7%	5%	0	0	0	0				
24	Which of the folllowing reading contexts feature in your reading programme in English?															
	Context		Daily		2/3 times a week		1/2 times a month		1/2 times a term		Seldom					
			RoI	NI	RoI	NI	RoI	NI	RoI	NI	RoI	NI				
	Teacher reading aloud quality texts for enjoyment		27%	10%	31%	62%	29%	10%	2%	14%	7%					

	Class reading for discussion (poems, IWB)	29%	14%	51%	52%	13%	19%	4%	5%	0	5%
	Group reading the same text	16%	10%	64%	76%	9%	10%	2%	0	4%	0
	Leisure reading (children choice)	33%	62%	47%	29%	13%	5%	0	0	0	0
	Leisure reading (teacher choice)	24%	10%	31%	19%	24%	29%	16%	29%	17%	10%
	Lessons using a class novel	11%	0	60%	38%	13%	48%	9%	5%	2%	5%
	Lessons using levelled texts	4%	0	42%	38%	16%	24%	11%	24%	20%	10%
	Writing lesson deriving from reading	17%	0	69%	33%	11%	48%	0	10%	0	5%
	Discussion deriving from reading	31%	33%	60%	48%	2%	10%	0	5%	0	0

25.	How often do you teach the following skills to your current class?										
	Skill	<i>Daily</i>		<i>2-3 times a week</i>		<i>1-2 times a month</i>		<i>1-2 times a term</i>		<i>Rarely</i>	
		Ir	En	Ir	En	Ir	En	Ir	En	Ir	En
RoI	Phonics/Decoding	20%	16%	47%	42%	29%	27%	0	2%	0	0
NI	Phonics/Decoding	52%	38%	38%	52%	0	0	0	0	0	0
RoI	Reading fluency	44%	38%	40%	47%	13%	11%	0	0	0	0
NI	Reading fluency	24%	14%	71%	71%	0	5%	0	0	0	0
RoI	Vocabulary/phrases	40%	29%	44%	64%	9%	4%	0	0	0	0
NI	Vocabulary/phrases	24%	14%	48%	48%	24%	24%	0	0	0	0
RoI	Grammar	27%	18%	58%	58%	13%	20%	0	0	0	0
NI	Grammar	10%	5%	76%	76%	10%	10%	0	0	0	0
RoI	Text structures	9%	9%	51%	44%	38%	40%	2%	2%	0	0
NI	Text structures	0	5%	43%	43%	48%	48%	0	0	0	0
RoI	Punctuation	22%	24%	42%	44%	33%	24%	2%	0	0	0
NI	Punctuation	14%	14%	52%	52%	24%	24%	0	0	0	0

26.	How often do you teach the following comprehension strategies?						
	Skill	<i>Often</i>		<i>Sometimes</i>		<i>Never</i>	
		Irish	Eng	Irish	Eng	Irish	Eng
RoI	Predicting	62%	64%	31%	27%	2%	2%
NI	Predicting	48%	43%	43%	43%	5%	5%
RoI	Making connections	49%	53%	47%	44%	0	0
NI	Making connections	57%	52%	29%	29%	0	0
RoI	Questioning – types	73%	73%	24%	27%	0	0

NI	Questioning – types	52%	48%	43%	43%	0	0
RoI	Visualisation	31%	31%	64%	64%	0	0
NI	Visualisation	29%	24%	38%	38%	10%	10%
RoI	Inferring	24%	24%	58%	58%	4%	7%
NI	Inferring	24%	19%	62%	62%	0	0
RoI	Summarising	56%	51%	47%	44%	0	1
NI	Summarising	52%	52%	33%	29%	0	0
RoI	Monitoring/Clarifying	44%	44%	53%	51%	0	0
NI	Monitoring/Clarifying	43%	43%	43%	38%	0	0
RoI	Synthesising	16%	18%	67%	64%	11%	7%
NI	Synthesising	19%	19%	48%	43%	10%	10%
RoI	Evaluating	44%	42%	51%	51%	2%	2%
NI	Evaluating	43%	43%	48%	43%	0	0

Rannóg 4: Special education needs in reading

Running 4: Special education needs in reading			
27	How many children in your class receive extra support in Irish/English reading as a result of their specific learning needs?		
	Average	Minimum	Maximum
RoI	3.8	0	8
NI	3.25	0	7
28	Are any child/children in your class recognised as having special learning needs in reading as a result of assessment by a psychologist (or equivalent)?		
	Yes	No	
RoI	69.9%	31.1%	
NI	89.5%	10.5%	
29	Describe specific learning needs in reading of children in your class (if there are any).		
	RoI	NI	
	Dyslexia x 16 Autism x 1 Short term memory/recall x 2 Decoding difficulties x 4 Dysparaxia x 1 Language receptiveness delay x 1 Lack of confidence x 1 Lack of comprehension x 5 Lack of sight vocabulary x 1 Lack of fluency x 2 General difficulties x 1	Dyslexia x 11 ADD x 1 General learning difficulties x 1 Range of abilities x 1 Decoding difficulties x 4 Absentee due to illness x 1	
30	Are children with special needs in reading removed from the class for support or are they supported within the class?		
	Removed from class	Supported in class	Both
RoI	50%	6.8%	43.2%
NI	21.1%	0	78.9%
31	Are children with special educational needs given support with their (tick all relevant boxes)		

	Irish reading	Eng reading	Irish & Eng reading	Other language	No assistance
RoI	2.3%	47.7%	50%	0%	2.3%
NI	21.1%	15.8%	84.2%	0	0
32.	If children with special educational needs with their reading are given support what language is used?				
	Irish	English	Irish and English	Other language	
RoI	7%	46.5%	53.5%	0	
NI	26.3%	31.6%	78.9%	0	

Section 5: Assessment

33.	Using some of the following assessment tools, how often do you assess the children's reading skills? <i>Tick each row once to indicate frequency.</i>												
		Weekly		Monthly		Every term		Seldom		Never		Not available	
	Assessment tool	Ir	En	Ir	En	Ir	En	Ir	En	Ir	En	Ir	En
RoI	Observation	87%	87%	7%	7%	7%	7%	0	0	0	0	0	0
NI	Observation	71%	71%	10%	10%	8%	8%	8%	8%	0	0	0	0
RoI	Written anecdotal notes	22%	22%	40%	40%	27%	27%	13%	11%	0	0	0	0
NI	Written anecdotal notes	19%	19%	48%	48%	10%	10%	10%	10%	0	0	0	0
RoI	Published checklists	11%	9%	11%	11%	33%	33%	22%	22%	13%	13%	7%	7%
NI	Published checklists	5%	0	19%	0	24%	0	14%	0	9.5%	0	9.5%	0
RoI	Running records	16%	16%	18%	18%	24%	24%	24%	24%	16%	16%	0	0
NI	Running records	24%	24%	14%	14%	14%	14%	33%	33%	5%	5%	0	0
RoI	Curriculum profiles (eg. Dr)	0	0	0	0	31%	27%	44%	42%	13%	20%	9%	7%
NI	Curriculum profiles (eg. Dr)	0	0	0	0	0	8%	67%	62%	8%	10%	14%	10%
RoI	Rating scales	2%	2%	9%	9%	18%	18%	20%	22%	36%	36%	7%	7%
NI	Rating scales	0	0	0	0	8%	8%	14%	19%	9	9	24%	19%
RoI	Portfolios	2%	0	2%	2%	13%	13%	24%	27%	24%	24%	18%	18%
NI	Portfolios	0	0	8%	8%	10%	10%	19%	19%	38%	38%	14%	14%
RoI	Standardised tests	2%	2%	0	0	29%	31%	58%	60%	2%	2%	2%	2%
NI	Standardised tests	0	0	8%	8%	8%	10%	48%	62%	0	8%	24%	8%
RoI	Diagnostic tests	0	0	2%	2%	16%	18%	33%	38%	27%	29%	18%	9%
NI	Diagnostic tests	0	0	0	0	0	8%	19%	48%	24%	19%	19%	14%
RoI	Screening instrument	0	0	0	0	13%	13%	22%	24%	38%	38%	13%	13%
NI	Screening instrument	8%	8%	0	0	8%	8%	0	0	43%	43%	6	6
34.	Do you think that any of the above assessment tools currently not available in Irish could assist you in your assessment of reading? If so, which?												
	RoI						NI						

	10 responses 1, 2	4 responses 5, 4, 2, 10

Section 6: Reading resources

35.	Which of the following do you have in your classroom? <i>Tick all that apply.</i>		
		RoI	NI
	Multimedia projector	46.7%	57.9%
	Interactive whiteboard	93.3%	94.7%
	Computer	82.2% (av. 2)	100% (av. 3)
	Ipads/tablets	57.8% (av. 11)	78.9% (av. 16)
	Literacy software, Irish	31.1%	47.4%
	Literacy software, Irish	31.1%	78.9%
	Large magnetic board	31.1%	26.3%

36	Indicate the texts you have in your classroom (<i>tick all relevant boxes</i>)				
		RoI		NI	
		Irish	English	Irish	English
	Novels	96%	89%	90%	86%
	Levelled texts	49%	56%	81%	86%
	Range of informational texts	69%	73%	76%	90%
	Range of genres	60%	62%	81%	86%
	Big books	13%	13%	57%	48%
	Supplementary readers	71%	69%	62%	67%
	Classroom library	91%	91%	81%	86%
	Games to develop vocabulary	40%	44%	38%	48%
	Games to develop word study skills	20%	24%	24%	33%
	Other, please indicate	2%	4%	5%	0
37	Do you have access to a library within the school?				
	Yes	No			
RoI	81.4%	18.6%			
NI	73.7%	26.3%			
38	If yes, indicate, roughly, how many books are in it suitable for your class level.				
	RoI	NI			
	Ir-10-21, En-200	A lot more in English			
	Ir-50, En-150	Ir-100, En-400/55 (AR)			
	Ir-20, En-15	Ir-20, En-40 (class library)			
	Lots in En not so much in Irish	Ir-50, En-200			
	Ir-150, En-500	Ir-100, En-500			
	Ir-55, En-150	Need more in Irish			
	A lot	En-300			
	Plenty	Ir-200, En-300			
	Don't know	Ir-100, En-300			
	Just a class library	Ir-30, En-40			
	Lots in English, less in Irish	A lot			
	Ir-10%, En-50%	Ir-200/300, En-1000+ (AR)			
39	How would you rate the library facilities for reading in Irish and English in				

	your school for your specific class?									
	Excellent		Very good		Good		Poor			
	Irish	English	Irish	English	Irish	English	Irish	English		
RoI	11%	47%	29%	36%	38%	13%	24%	2%		
NI	5%	14%	10%	48%	43%	19%	29%	5%		
40	In Irish only, how would you rate the following resources in your school?									
	Texts available ...		Excellent		Adequate		Not suitable		Not available	
			RoI	NI	RoI	NI	RoI	NI	RoI	NI
	for whole class reading		42%	19%	51%	33%	7%	33%	0	5%
	for specific needs of small groups		20%	29%	38%	11	33%	10%	7%	0
	for leisure reading, rereading		13%	10%	49%	29%	38%	52%	2%	0
	wide range of genres		7%	10%	47%	24%	33%	52%	9%	0
	for specific learning needs		2%	10%	47%	14%	31%	48%	18%	19%

41.	Have the following programmes been used in earlier years by your current class to teach reading?		
		RoI	NI
	Séideán Sí	97.7%	73.7%
	Cleite	25.6%	52.6%
	Céim ar Chéim	32.6%	89.5%
	Fónaic na Gaeilge	27.9%	89.5%
	Cód na Gaeilge	23.3%	94.7%
	Mar a Déarfá	7%	10.5%
	Féasta Focal	48.8%	85.2%
	Clár litrithe/forbairt foclóra	30.2%	36.8%
	Other	16.3%	5.3%
42.	Do you use a specific programme or books with your current class for Irish reading?		
	Yes	No	
RoI	59.1%	40.9%	
NI	44.4%	55.6%	
43.	Do you use a spelling programme or a vocabulary programme in your school for Irish?		
	Yes	No	
RoI	59.1%	40.9%	
NI	66.7%	33.3%	
44.	Do you generally choose books in a specific dialect for reading with your class?		
	Yes	No	
RoI	53.3%	46.7%	
NI	73.7%	26.3%	

Section 7: School planning

45.	Does your school have a whole school approach to the teaching of reading in Irish?										
	Yes					No					
RoI	57.8%					42.2%					
NI	84.2%					15.8%					
46.	Does your school have specific texts for reading in Rang 4/5 or do teachers choose their own texts?										
	Specific texts					Teachers' choice					
	Irish		English			Irish		English			
RoI	76%		64%			38%		38%			
NI	62%		57%			29%		29%			
47.	How often do you work with other teachers in the school with regard to the teaching of Irish and English reading?										
	Weekly		Monthly		Every term		Other		Never		
	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng	
RoI	16%	18%	27%	24%	27%	22%	11%	13%	22%	22%	
NI	10%	5%	14%	19%	33%	33%	19%	14%	19%	19%	
48.	How often do you plan reading lessons with the special needs teacher in your school?										
	Weekly		Monthly		Every term		Other		Never		
	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng	Irish	Eng	
RoI	9%	16%	11%	9%	27%	20%	4%	11%	21	21	
NI	0	0	10%	5%	14%	19%	5%	5%	62%	62%	
49.	Do you co-operate with other teachers in your area or from another school with regard to reading?										
	Yes					No					
RoI	4.5%					95.5%					
NI	21.1%					78.9%					
50.	What type of information is used in your school to plan the teaching of reading?										
					RoI			NI			
					Irish		English		Irish		English
	Assessment				89%		87%		86%		86%
	Children's interests				62%		69%		52%		63%
	Curriculum learning outcomes				66.6%		69%		76%		76%
	Policy guidelines				62%		58%		38%		38%
	Feedback from inspectors				42%		38%		29%		29%
	Input from parents				20%		18%		14%		10%
	End of year goals				29%		31%		52%		52%
	Current research				24%		27%		24%		24%
	Available resources				78%		78%		76%		76%
	Co-operation – SN teacher				33%		33%		24%		24%
	Children's linguistic backgrounds				24%		20%		29%		29%
51.	What would assist you in more effective teaching in relation to the teaching of reading in Irish and English in your class?										
RoI	Resources Interactive language games x 2 More resources for children with difficulties x 1 Resources: attractive, interesting, suitable, genres x 13 Levelled texts, texts jump too much to right level x 4 A reading programme for all levels with resources for all pupils x 1										

	Human Assistant for group reading, classroom support x 2 Knowledge Differentiation in approach x 1 Time, no time to do it right – curriculum too full x 2 More information/knowledge x 1
NI	Resources Resources/Money for books, games etc specifically for Irish x 6 More books at appropriate levels x 1 More books in Ulster Irish x 1 Wider range of texts, reading programme for older years x 1 High interest low ability books x 1 AR in Irish x 2 Assessments and diagnostic tests x 1 Human Classroom assistants for reading x 2 Knowledge Cluster groups with other schools, more experienced teachers x 1 Guidance in comprehension strategies x 1 PD in reading in Irish x 1 Exchange of best practice and resources with other teachers x 1 Guidance about book levels x 1 Confidence to not feel I must complete books quickly x 1

Would you like to add any information about Irish or English reading in your class/school to the information you have given?	
RoI 4 responses	English/Irish comparison x 2 -The children have a higher standard of spelling and vocabulary in English than in Irish – I recognise this is usual in a Gaelscoil but for the native speaker in a Gaelscoil development is more evident in English. -My class have a higher standard in reading in English than in Irish, I need to work on that. Frequency of reading in Irish x 1 -I feel I do not read enough with my class. Resources x 3 -I believe reading is easier to teach in the early years,there are more resources. -I find it difficult to impliment the full programme of Séideán Sí when there is not much emphasis on reading in the lessons and I feel I sometimes leave reading aside. -Novels are very difficult for my class and I would love more resources such as Taisce Tuisceana.
NI 4 responses	English/Irish comparison x 2 -Difficult to compete with English and motivate children to read in Irish. Resources such as Seomra Nuachta (online daily news) have helped with this. -Children choose to read more in English. Language in Irish texts tends to be complicated or in another dialect. Some good texts in Irish but not enough. Resources x 4 -Money and resources needed -Better share of resources, planning with other schools, share good practice x2 -Tests needed -AR in Irish would be great Praise x 1 -Huge improvements in past 10 years, particularly by the Áisaonad

Appendix M: Table of analysis of responses to principal questionnaire, Phase 1

Principal Questionnaires: RoI and NI October 2018-February 2019

n = 75 RoI: 52, NI: 23

Section 1: Information about your school

Section 1: Information about your school

1.	Where is your school situated?		
	In/on outskirts of a city	In/on outskirts of a town	In a village/countryside
RoI	29.4%	66.7%	3.9%
NI	56.5%	39.1%	4.3%
2.	Is your school a Gaelscoil or a unit in an English-medium school?		
	Gaelscoil	Unit	
RoI	98%	2%	
NI	87%	13%	
3.	Is your school a DEIS school?		
	No	Yes, Band 1	Yes, Band 2
RoI	94.1%	0%	5.9%
3.	What percentage of your school receive free school meals?		
	Average	Minimum	Maximum
NI	44%	25%	82%

Section 2: The school principal/Head of Unit

Section 2: The school principal/head of Unit

4.	Are you a man or a woman?				
	Woman		Man		
RoI	56.9%		43.1%		
NI	69.6%		30.4%		
5.	Are you a teaching principal?				
	Yes		No		
RoI	23.5%		76.5%		
NI	87%		13%		
6.	How many years have you been a teacher?				
	0-5	6-10	11-15	15+	
RoI	1%	13.7%	13.7%	70.6%	
NI	0%	0%	30.4%	70%	
7.	How many years have you been a principal?				
	0-5	6-10	11-15	15+	
RoI	33.3%	19.6%	15.7%	31.4%	
NI	26.1%	26.1%	17.4%	30.4%	
8.	What are your teaching qualifications? (<i>tick the relevant boxes</i>)				
	BEd (Eng)	BEd (Ir)	PME/PGCE (Ir)	PME/PGCE (En)	Other
RoI	72.5%	3.9%	9.8%	7.8%	13.7%
NI	8.7%	17.4%	56.5%	22%	4.3%

9.	Do you have a higher degree?				
	MEd (Ir)	MEd (En)	MA (Ir)	MA (other)	Eile
RoI	10%	40%	13.3%	16.7%	30%
NI	0%	20%	26.7%	13.3%	67%

Section 3: The staff

10.	How many teachers are currently on your staff, Naíonáin Bheaga to Rang 6?		
	Average	Minimum	Maximum
RoI	11.4	2	24
NI	7	4	14
11.	How many special education teachers are on your staff?		
	Average	Minimum	Maximum
RoI	3.4	1	6
NI	0.4	0	2
12.	How many classroom assistants are on your staff?		
	Average	Minimum	Maximum
RoI	2	0	11
NI	6.25	1	14

Section 4: The children in your school

Section 4: The children in your school

13.	How many children currently attend your school? (NB-R6/R1-R7)				
	Average		Minimum		Maximum
RoI	266		23		488
NI	144		59		316
14.	How many children will leave Rang 6/Rang 7 this coming June?				
	Average		Minimum		Maximum
RoI	34		0		62
NI	17		8		33
15.	How many children started Naíonáin Bheaga/Rang 1 this school year?				
	Average		Minimum		Maximum
RoI	37		6		67
NI	23.5		6		58
16.	What is the current average class size in your school?				
	Average		Minimum		Maximum
RoI	24		4		34
NI	19.5		8		27
17.	What percentage of children in your school transferred to an Irish-medium post-primary school in June 2018?				
	Over 80%	50-80%	30-50%	10-30%	Under 10%
RoI	17.4%	23.9%	28.3%	17.4%	13%
NI	40.9%	31.8%	9.1%	4.5%	13.6%
18.	Roughly, how many children in your school come from a home where Irish is spoken daily as the home language by at least one parent/guardian?				
RoI	Average 11				
NI	Average 7				

Section 5: Special needs

19.	How many children in your school receive extra support as a result of learning difficulties?							
RoI	Average 35							
NI	Average 8.7							
20.	How many children in your school have been assessed by a psychologist (or equivalent) as a result of special educational needs?							
RoI	Average 14							
NI	Average 7.6							
21.	Is there a designated teacher(s) for special education in your school?							
	Yes		No				Average amount	
RoI	58%		42%				3	
NI	54.5%		45.5%				1	
22.	How are children selected for additional support in your school?							
	Class teacher's opinion	Special ed. teacher's opinion	Psych's opinion	Parent's opinion	General assessment	Standard. testing	Diag. testing	Other
RoI	86.3%	76.5%	88.2%	45.1%	72.5%	98%	56.9%	7.8%
NI	95.7%	52.2%	69.6%	30.4%	78.3%	87%	65.2%	0%
23.	Are children removed from class for support or are they supported within the classroom?							
	Removed from class		Remain in class				Both	
RoI	5.9%		2%				92.2%	
NI	8.7%		0%				91.3%	
24.	Are children given additional support for ... (tick all relevant boxes)							
	Irish reading	English reading	Irish and English reading		Another language		No support	
RoI	14%	28%	78%		0%		4%	
NI	4.3%	17.4%	82.6%		0%		0%	
25.	If children with special educational needs in reading are supported, in which language is this support given? (tick all relevant boxes)							
	Irish	English	Irish and English			Another language		
RoI	24%	14%	80%			0%		
NI	4.3%	13%	87%			0%		

Section 6: Reading in your school *(note: NB= Junior Infants)*

26.	When do the children in your school begin formal reading in Irish? <i>(Classes are age equivalences)</i>					
RoI	NB, Term 1	NB, Term 2	NB, Term 3	NM, Term 1	NM, Term 2	NM, Term 3

	24%		26%		24%		18%		8%		0	
NI	R1, Term 1		R1, Term 2		R1, Term 3		R2, Term 1		R2, Term 2		R2, Term 3	
	22.7%		54.5%		22.7%		0		0		0	
27.	When do the children in your school begin formal reading in English?											
RoI	NB Term 1	NB Term2	NB Term3	NM Term 1	NM Term2	NM Term3	R1 Term 1	R1 Term 2	R1 Term 3	R2 Term 1		
	/	6%	2%	32%	28%	14%	32%	4%	/	/		
NI	R1 Term 1	R1 Term2	R1 Term3	R2 Term 1	R2 Term2	R2 Term3	R3 Term 1	R3 Term 2	R3 Term 3	R4 Term 1		
	/	/	/	/	/	/	17.4%	39.1%	30.4%	13%		
28.	Does your school have a programme or project to support reading other than usual classroom practice? (eg. a reading club, an accelerated reading programme, etc.)											
	Yes (Ir)			No (Ir)			Yes (En)			No (En)		
RoI	17%			61.7%			46.8%			51%		
NI	39.1%			17.4%			82.6% (73.9% AR)			8.7%		
29.	Does your school have a specific programme or resource to support the teaching of reading in Irish?											
	Séideán Sí	Cleite	Céim ar Chéim	Féasta Focal	Fónaí na Gaeilge	Cód na Gaeilge	Mar a Déarfá	Clár litrithe/ foclóra				
RoI												
NB/NM	83%	63%	23%	54%	61.5%	19%	11.5%	10%				
R1-3	90%	60%	31%	42%	29%	13%	11.5%	21%				
R4-6	77%	4%	10%	13%	17%	8%	8%	19%				
NI												
BC	30%	91%	56.5%	69%	100%	78%	0	38%				
EC1	52%	87%	78%	78%	100%	87%	0	39%				
EC2	35%	17%	52%	39%	96%	78%	0	39%				
30.	Does your school have a policy to choose Irish reading resources in a specific dialect?											
	Yes					No						
RoI	48%					52%						
NI	36.4%					63.6%						
31.	Does your school have a policy regarding children who speak Irish at home on a daily basis with regard to reading in Irish?											
	Yes					No						
RoI	11.8%					88.2%						
NI	0					100%						

Section 7: School planning

32.	Does your school have a development plan for reading? (Gaeilge agus Béarla)?			
	Yes (Ir)		No (Ir)	
	Yes (En)		No (En)	

RoI	82.4%	17.6%	74.5%	15.7%	
NI	82.6%	17.4%	87%	13%	
33.	If so, were the R4/5 (RoI)/R6/7 (NI) teachers involved in its design?				
	Yes			No	
RoI	74.5%			25.5%	
NI	76.2%			23.8%	
34.	Do you think teachers adhere to the development plan for Irish reading?				
	Fully	Mostly	Some of it	A small amount	No
RoI	12.8%	40.4%	42.6%	2.1%	2.1%
NI	25%	45%	20%	0	10%
35.	How often is the plan for reading assessed?				
	Every term	Every year	Every other year	Never	
RoI	4.3%	34%	46.8%	14.9%	
NI	20%	60%	15%	5%	
36.	What type of information is used to plan for reading in your school?				
		RoI		NI	
		Irish	English	Irish	English
	Assessment	92%	86.5%	96%	100%
	Children’s interests	56%	50%	56.5%	69.5%
	Curriculum guidelines	79%	73%	87%	83%
	Policy guidelines	50%	50%	48%	48%
	Feedback from inspectors	42%	44%	48%	48%
	End of year goals	42%	42%	65%	65%
	Current research	25%	23%	30%	26%
	Available resources	79%	75%	91%	87%
	Cooperation with Special Ed Teacher	63%	61.5%	48%	43%
	Cooperation with other teachers in the school	61.5%	60%	48%	43%
	Input from parents	11.5%	11.5%	26%	30%
	Children’s linguistic backgrounds	21%	17%	26%	17%

Would you like to add any information about Irish or English reading in your class/school to the information you have given?	
RoI 17 responses	English/Irish x 0 Resources x 3 -We have a very high standard in our school. We have a lot of resources -We have developed a substantial library in recent years as part of the 'síneadh scoile'. We have over 2,000 books in Irish and they are in use. -We would love to see AR developed in Irish. Immersion/The system x 7 -We are beginning immersion next year and will not start English until R1. We believe immersion will have a positive effect on Irish reading, but we do not want the standard of English to fall. -We want to raise the standard of reading. We feel this year that the standard of English reading in R1 has dropped. -We are only in our second year with early immersion and these questions have been difficult to answer. The early years teachers have been fantastic and the pupils are fluent.

	-We are moving towards immersion that pupils may have a good grasp of Irish before beginning English in R1. We would be very interested in taking part in research that supports beginning English in R1 and will help us develop reading skills in Irish. -We will have immersion from next year. No pupil left R6 this year. -New curriculum taking up a lot of our planning time at the minute x 2 -I don't believe Gaelscoileanna receive enough support. We can not access classroom assistants with Irish. We do not have enough resources in English, Irish or Maths. Should be not get more support for teaching in the L2. Are psychologists aware when they recommend removing pupils from our school. Exemptions in Irish but not in French or Spanish, I regret we are not treated fairly. Praise/Describing school x 4 -We have a high standard of reading but sometimes comprehension is not good. -We are a fairly new school and are still working on plans for phonics and reading, especially for the middle and high years. -We do a lot of work in stations, particularly in the early years. We encourage a love for reading in both languages by inviting authors etc. -Although we do not have a formal plan for reading in Irish or English that does not mean we do not keep a close eye and monitor reading progress.			
NI 11 responses	English/Irish x 2 -Need a more structured approach than in English -I haven't met a child yet who will choose an Irish book over an English book for leisure Resources x 8 -Lack of finances to improve things x 2 -AR in Irish would be great x 3 -Resources specifically for children with difficulties in reading in L2 -We are always juggling between reading in Irish and English, eg. Class novel in English/Irish, books for groupwork in English and Irish, as well as encouragement to read for pleasure. Sometimes impossible. -Badly need an assessment tool such as SUFFOLK or PIE to assess reading comprehension. Immersion/The system x 3 -I think there is a link between delay in children's reading and lack of opportunity to speak the language. Need to look at this issue. -We are always paying attention to research and striving to improve. External services are slow to assist as a result of lack of standardised tests. We would like a raising of awareness about immersion among support services. -Need a wider plan for development of Irish Praise/Describing school x 2 -Things have improved greatly -We have a fairly high standard of reading in Irish and English and don't start English until R4, have made a lot of our own resources			
	Interest in taking part in Part 2 of research			
	RoI		NI	
	Yes	No	Yes	No
	66.7%	33.3%	95.7%	4.3%

Appendix N: Table of analysis of responses to pupil questionnaire

Responses to Pupil Questionnaire: Responses to quantitative and qualitative questions

Quantitative questions 1-27

Responses are indicated as percentages of the total number of responses in each group, SA and SB.

Total number of participants: n=172

SA: n=123 (4 classes), SB: n = 49 (2 classes)

1	Circle one answer			
	I am a boy.		I am a girl.	
SA	52%		48%	
SB	47%		51%	
2	I am ...			
	9 years old	10 years old	11 years old	12 years old
SA	29%	46%	24%	0%
SB	29%	55%	14%	0%
3	At home we speak ...			
	English only	Irish and English	Irish only	another language
SA	49%	47%	0.8%	3%
SB	71%	24%	2%	2%
4	I like to read a book in English ...			
	every day	once or twice a week	a couple of times a month	never
SA	46%	35%	17%	2%
SB	42%	38%	15%	4%
5	I like to read a book in Irish ...			
	every day	once or twice a week	a couple of times a month	never
SA	1%	25%	25%	47%
SB	4%	65%	25%	6%
6	I like to read on a computer/online in English ...			
	every day	once or twice a week	a couple of times a month	never
SA	15%	24%	11%	49%
SB	18%	49%	14%	12%
7	I like to read on a computer/online in Irish ...			
	every day	once or twice a week	a couple of times a month	never
SA	0%	3%	10%	86%
SB	4%	57%	22%	16%
8	In English, I am ...			
	not a good reader	an OK reader	a good reader	a very good reader
SA	3%	20%	37%	31%
SB	4%	30%	52%	28%

9	In Irish, I am ...			
	not a good reader	an OK reader	a good reader	a very good reader
SA	22%	50%	24%	4%
SB	17%	54%	17%	11%
10	People who read a lot are ...			
	very interesting	sort of interesting	sort of boring	very boring
SA	31%	59%	7%	2%
SB	39%	35%	18%	2%
11	I tell my friends about good books I read ...			
	never	almost never	sometimes	a lot
SA	30%	29%	31%	7%
SB	18%	35%	37%	4%
12	I think libraries are ...			
	really great places to spend time	good places to spend time	boring places to spend time	really boring places to spend time
SA	37%	50%	7%	3%
SB	29%	57%	6%	4%
13	I think becoming a good reader in English is ...			
	not very important	sort of important	important	very important
SA	1%	9%	41%	50%
SB	0%	17%	40%	44%
14	I think becoming a good reader in Irish is ...			
	not very important	sort of important	important	very important
SA	3%	26%	40%	32%
SB	2%	19%	33%	44%
15	I think spending time reading is ...			
	really boring	boring	great	really great
SA	3%	7%	46%	40%
SB	2%	8%	57%	29%
16	Reading in Irish for me is ...			
	very easy	kind of easy	kind of hard	very hard
SA	7%	39%	39%	7%
SB	10%	57%	22%	4%
17	Reading in English for me is ...			
	very easy	kind of easy	kind of hard	very hard
SA	58%	34%	5%	1%
SB	59%	35%	5%	1%
18	When I come to a word I don't know in English, I can ...			
	almost always figure it out	sometimes figure it out	almost never figure it out	never figure it out
SA	45%	37%	11%	3%
SB	47%	39%	10%	2%
19	When I come to a word I don't know in Irish, I can ...			

	almost always figure it out	sometimes figure it out	almost never figure it out	never figure it out
SA	16%	36%	38%	7%
SB	15%	42%	36%	6%
20	When my teacher asks me about what I have read ...			
	I can never think of an answer	I almost never can think of an answer	I sometimes can think of an answer	I can always think of an answer
SA	6%	17%	57%	17%
SB	4%	12%	67%	14%
21	When my teacher reads books out loud in Irish, I think it is ...			
	really great	great	boring	really boring
SA	27%	56%	12%	2%
SB	29%	63%	4%	2%
22	When my teacher reads books out loud in English, I think it is ...			
	really great	great	boring	really boring
SA	48%	46%	3%	0%
SB	55%	37%	2%	4%
23	When I am in a group talking about books I have read ...			
	I hate to talk about my ideas	I don't like to talk about my ideas	I like to talk about my ideas	I love to talk about my ideas
SA	6%	33%	46%	13%
SB	10%	22%	55%	12%
24	When I have free time, I spend ...			
	none of my time reading	very little of my time reading	some of my time reading	a lot of my time reading
SA	22%	35%	33%	9%
SB	18%	33%	41%	8%
25	When I read out loud in Irish, I am ...			
	not a good reader	an OK reader	a good reader	a very good reader
SA	21%	50%	25%	2%
SB	16%	51%	16%	10%
26	When I read out loud in English, I am ...			
	not a good reader	an OK reader	a good reader	a very good reader
SA	2%	30%	35%	32%
SB	4%	18%	49%	27%
27	When someone gives me a book for a present, I am ...			
	very happy	happy	unhappy	very unhappy
SA	41%	51%	5%	2%
SB	35%	47%	10%	6%

Qualitative questions 28 – 40

The numbers in columns SA and SB relate to the incidences of occurrences in the responses. It is important to view this in relation to the total number of respondents for each group SA and SB indicated below. These numbers have been transferred to percentages for comparison in the discussion.

Number of participants: n=172 SA: n=123 (4 classes), SB: n = 49 (2 classes)

28	What is easy about reading in English?		
	Themes	SA	SB
	Sounds/can break it down/can sound it out	33	7
	English is easier than Irish/I know it/I understand it	51	23
	Words are easier/smaller/words make sense/I know more words	22	12
	English is my first/best language/language at home/fluent in English	26	19
29	What is easy about reading in Irish?		
	Themes	SA	SB
	I can break down the words/phonics/syllables/fadas	8	7
	Not easy/not a lot/it is difficult	37	7
	I know the words/small words/they tell you the words	29	12
	I go to an Irish school/learning Irish for years/know Irish/fluent in Irish	29	12
30	What is difficult about reading in English?		
	Themes	SA	SB
	Nothing	24	13
	Hard words/longer words/sometimes don't know the words	21	23
	More sounds/different sounds/homophones/silent k	3	4
31	What is difficult about reading in Irish?		
	Themes	SA	SB
	Nothing	3	3
	Long/Hard words/Don't know the words/Can't pronounce the words	28	30
	Fadas/vowels/aspiration/spelling/sounds	9	7
32	What kind of things do you read other than books? (eg. e-books, computer/ipad/ laptop, internet, social media, games)		
	Themes	SA	SB
	Computer/youtube	16	18
	Ipad/tablet/kindle	33	17
	Phone	9	14
	Games	29	15
	Newspaper/Magazine/Online news/An Seomra Nuachta (Irish online news)	7	18
33	What's important to you when choosing a book? (eg. topic, genre, information, stories, author, illustrations, length, not many hard words)		
	Themes	SA	SB
	Author	27	21
	Topic	46	15
	Information	26	7
	Story	37	14
	Not many hard words	20	12
34	Do you like reading books in Irish that you have already read in English? Why?		
	Themes	SA	SB
	No (no explanation)	28	7
	No, already know what happens/not the same/could read something else	41	9
	No, too hard in Irish/harder in Irish	33	6
	Maybe (no explanation)	5	1

Yes, already know it and can translate/see how it translates		13	10
Yes, I Want to read in Irish/can help with spelling/new words		10	13
Total No		102	22
Total Yes		23	23
35	If you had a choice between reading an English version or an Irish version of a book (eg. The Witches or Na Cailleacha), which would you choose? Or does it matter? Explain your answer.		
Themes		SA	SB
English/Witches easier/words easier in English		29	31
Witches more interesting/books better in English/Witches the original		13	11
Irish/prefer to read in Irish/I want to find out/looks interesting		6	5
It does not matter, it's the same story		1	2
36	When reading in English what do you do when you come across a difficult word or phrase?		
Themes		SA	SB
Break it up/break the syllables/sound it out		36	23
Ask the teacher/my Mam/Dad/brother		37	16
I read to the end of the sentence/read past it/read it again		19	12
I check the dictionary/online dictionary		15	0
37	When reading in Irish what do you do when you come across a difficult word or phrase?		
Themes		SA	SB
Break it up/break the syllables/sound it out		19	21
Ask the teacher/my Mam/Dad/brother		28	18
I read to the end of the sentence/read past it/read it again		12	10
I check the dictionary/online dictionary		18	0
38	What would help you be a better reader? (low response, lot of don't knows)		
Themes		SA	SB
Read more/more practice		26	5
Read more in Irish/read in Irish every day/read more at home in Irish		37	19
Better books in Irish/interesting books in Irish/shorter books/comics		8	4
Learn words/help with words/strange words/hard words/target words/phonics		17	8
39	The most recent books I have read in Irish are ... (x 3)		
		SA	SB
Total Irish titles listed		96	109
Total English titles listed		145	136
40	My favourite books are ... (x 3)		
		SA	SB
Total Irish titles listed		16	10
Total English titles listed		133	112
Irish titles cited			
Harry Potter (Gaeilge) SB x 1		An Marcach Óg SA x 3	
Na Cailleacha SA x 2 SB x 2		Súil Ghrinn SA x 2 SB x 2	
Dónall Dána SA x 1		Éasca Péasca SA x 1	
Dúradáin SA x 1		Mo Chara SA x 1	
An Ghaeltacht san Air SA x 1 SB x 1		Coinnigh Greim air SA x 1 SB x 1	
Mamó Fadó SA x 1 SB x 1		Níl Aon Tinteán SA x 1 SB x 1	
Amelia Earhart SA x 1 SB x 1			

Appendix O: Table of analysis of responses to teacher questionnaire, Phase 2

Information about participating teachers in case study from questionnaires

	4A SA	4B SA	5A SA	5B SA	6 SB	7 SB
Questionnaire No.	42	45	43	44	21	20
Section 1: Teaching background						
1. Gender	Female	Female	Female	Female	Female	Male
2. Permanent/ temp	Permanent	Permanent	Permanent	Permanent	Permanent	Permanent
3. Experience	6-10	6-10	0-5	6-10	11-15	6-10
4. Roles	SEN	Resource	Resource	No	Co-ordinator	Co-ordinator
5. Qualifications	BEd	PME	BEd	PME	PGCE	BEd
6. Higher degree	No	No	No	MA (Irish)	No	No
7. Other classes taught	R3	NM, R4, R5	None	R2, R4, R5	R6, R7	R4, R5, R6, R7
Section 2: Current class						
8. Current class	R4	R4	R5	R5	R6	R7
9. Children in class	32	35	30	31	28	29
10. Irish at home	0	2	3	0	6	10
11. Positive-Irish reading	Most	Some	Some	Some	Most	Most
11. Positive-English reading	Most	Some	Some	Most	Most	Most
11. Read daily-Irish	None	None	Some	Most	Some	Some
11. Read daily - Eng	Some	Some	Some	Most	Some	Some
11. Books at home-Ir	Some	None	Some	Some	Some	Some
11. Books at home-Eng	Most	Most	Some	Most	Most	Some
11. Support at home-Irish	Some	Some	Some	Some	Most	Some
11. Support at home - English	Most	Most	Most	Some	Most	Some
11. Children read in	Some	None	None	None	None	Some

Irish for pleasure						
11. Children read in English for pleasure	Most	Most	Some	Most	Some	Some
11. Value Irish reading	Most	Some	None	Some	Some	Some
11. Value English reading	Most	Most	Some	Most	Some	Some
Section 3: Teaching reading						
12. When started Feel prepared to teach reading?	4 (low on scale 1-5)	3 (scale 1-5)	3 (scale 1-5)	5 (lowest on scale 1-5)	3 (scale 1-5)	3 (scale 1-5)
13. Feel confident now?	fairly	fairly	fairly	fairly	fairly	fairly
14. Reading PD	None	None	None	None	None	Yes (no info)
15. Describe PD	/	/	/	/	/	/
16. Irish reading lesson	Every other day	Every other day	Every day	Every day	Every day/ Every other day	Every other day
17. English reading lesson	Every other day	Every other day	Every day	Every day	Every day/every other day	Every other day
18. Irish time per week	2-3 hours	2-3 hours	2-3 hours	2-3 hours a week	3-4 hours per week	2-3 hours per week
18. English time per week	2-3 hours	2-3 hours	2-3 hours	2-3 hours a week	3-4 hours per week	2-3 hours per week
19. Reading groups for Irish	X 3 (abilities)	No	No	X 4 (abilities)	X 5/6 (ability, assessment)	X 6 (ability, assessment)
20. Reading groups for English	X 3 (abilities)	No	No	X 4	X 5/6 (ability, assessment)	X 5 (ability, assessment)
22. Stay in groups?	Yes	/	/	Yes	No	No
23. Type of Irish reading (contexts)	2-3 times a week: Teacher aloud Class reading for discussion Group reading	2-3 a week: Group reading Reading for pleasure Lessons on class	Every day: Teacher aloud Group reading Levelled texts Discussions	Every day: Lessons on class novel 2-3 a week: Class reading for	Every day: Group reading 2-3 a week: teacher aloud Class reading	2-3 a week: Group reading Lessons on class novel

	Child read for pleasure Lessons on class novel	novel Discussions 1-2 a month: Teacher aloud Class reading	2-3 a week: Class reading Reading for pleasure Lessons on class novel Writing 1-2 a month: For pleasure (child choice)	discussion Group reading Levelled texts Writing Discussions Seldom: Teacher aloud Reading for pleasure	discussions Reading for pleasure (teacher choice) Lessons on class novel Writing Discussions 1-2 month: Reading for pleasure (child choice)	1-2 a month: Teacher aloud Reading for pleasure (child choice) (teacher choice) Levelled texts Writing Discussions
24. Type of English reading (contexts)	Every day: Teacher aloud Child read for pleasure 2-3 times week: Class reading for discussion Group reading Lessons on class novel Levelled texts	Every day: Read for pleasure 2-3 a week: Group reading Lessons on class novel Writing based on reading Discussions 1-2 a month: Teacher aloud Class reading Levelled texts	Every day: Teacher aloud Group reading Discussions 2-3 a week: Class reading Reading for pleasure Lessons on class novel Levelled texts Writing 1-2 a month: Reading for pleasure (teacher choice)	Every day: Lessons on class novel 2-3 times a week: Class reading Group reading Reading for pleasure (child choice) Levelled texts Writing Discussions Seldom: Teacher aloud Pleasure (teacher choice)	2-3 a week: Teacher aloud Class reading discussions Group reading Lessons on class novel Writing Discussions 1-2 month: Reading for pleasure (child choice) (teacher choice)	Every day: Reading for pleasure (child choice) 2-3 a week: Lessons on class novel 1-2 a month: Class reading for discussion Group reading Levelled texts Writing Discussions 1-2 a term: Teacher aloud Reading for pleasure (teacher choice)
25. Reading skills Irish	Every day: Vocabulary Punctuation 2-3 times a week:	2-3 times a week: fluency, vocab, grammar 1-2 times a month: phonics, structure,	Every day: fluency, vocab 2-3 times a week: phonics, grammar, text	2-3 times a week: phonics, vocab, grammar, text structure, punctuation	Every day: phonics, 2-3 times a week: fluency, vocab, grammar 1-2 times month:	Every day: phonics 2-3 times a week: fluency, vocab 1-2 times month:

	Phonics Fluency, Grammar	punctuation	structure, punctuation	1-2 times a month: fluency	text structure, punctuation	grammar, text structure, punctuation
25. Reading skills English	Every day: punctuation 2-3 a week: phonics, fluency, vocab, grammar	2-3 times a week: fluency, vocab 1-2 a month: phonics, grammar, structure, punc	Every day: fluency, vocab 2-3 a week: phonics, grammar, text structure, punc.	2-3 times a week: phonics, vocab, grammar, text structure, punc 1-2 times a month: fluency	Every day: phonics, 2-3 times a week: fluency, vocab, grammar 1-2 times month: text structure, punc.	Every day: phonics 2-3 times a week: fluency, vocab 1-2 a month: punc. grammar, structure
26.Comprehension strategies Irish	Often: predict, links, quest, visualising, summary Sometimes Inference, monitoring, synthesising, reviewing	Often: prediction, links, visualisation, summary Sometimes: questioning, monitoring, synthesising, reviewing	Often: prediction, links, questioning, inference, summary Sometimes: visualising, monitoring, synthesising	Often: prediction, summary Sometimes: links, questioning, visualising, inference, monitoring, synthesising	Often: prediction, links, questioning, summary, synthesising Sometimes: Inference, monitoring, reviewing	Often: questioning, visualising, reviewing, Sometimes: prediction, links, inference, summary, monitoring, synthesising
26.Comprehension strategies English	Often: predict, link, quest, visualising, summary Sometimes: inference, monitoring, synthesising, reviewing	Often: prediction, links, visualisation, summary Sometimes: Questioning, monitoring, synthesising, reviewing	Often: prediction, links, questioning, inference, summary Sometimes: visualising, monitoring, synthesising	Often: prediction, summary Sometimes: links, questioning, visualising, inference, monitoring, synthesising	Often: prediction, links, questioning, summary, synthesising Sometimes: Inference, monitoring, reviewing	Often: questioning, visualising, reviewing Sometimes: prediction, links, inference, summary, monitoring, synthesising
Section 4: Special needs						
27-29. Specific reading needs in class	Dyslexia Phonics and	Dyslexia	Irish: 4 English: 7	3 Dyslexia x 1	6 Dyslexia x 3	3 Dyslexia x 2

	comprehension		Dyslexia x 2	Dyspraxia x 1		
30. Removed from class or stay?	Removed from class	Both	Both	Both	Both	Both
31. Extra help in Irish or English?	Both	English	Both	Both	Both	Both
Section 5: Assessment						
33. Irish Assessment tools & how often	Weekly: Observation Monthly: Written notes, Running records, rating scales Every term: Checklists Seldom: Drumcondra Portfolios standardised tests	Weekly: Observation Weekly: Observation Monthly: notes Termly: checklists Seldom: RR Drumcondra, standardised tests	Weekly: observation, checklists, Monthly: written notes Termly: RR, standardised tests, Seldom: Drumcondra, rating scales, portfolios, diagnostic tests, screening tests	Weekly: observation Termly: Written notes, checklists, Drumcondra, portfolios, standardised tests, diagnostic tests Seldom: Running records, rating scales,	Weekly: observation, Monthly: written notes Seldom: Checklists, Drumcondra, standardised tests, diagnostic tests	Weekly: observation, Monthly: written notes Seldom: Checklists, running records, Drumcondra, rating scales, standardised tests, diagnostic tests
33. English assessment & How often	Weekly: Observation Monthly: Written notes, Running records, rating scales Every term: Checklists Portfolios standardised tests	Monthly: notes Termly: checklists Seldom: RR Drumcondra, standardised tests, diagnostic tests	Weekly: observation, checklists, Monthly: written notes Termly: RR, standardised tests, Seldom: curricular profiling, rating scales, portfolios, diagnostic tests, screening tests	Weekly: observation Termly: Written notes, checklists, Drumcondra, portfolios, standardised tests, diagnostic tests Seldom: Running records, rating scales,	Weekly: observation, Monthly: written notes Seldom: Checklists, Drumcondra, standardised tests, diagnostic tests	Weekly: observation, Monthly: written notes Seldom: Checklists, running records, Drumcondra, rating scales, standardised tests, diagnostic tests

34. What would you like in Irish?	/	/	/	/	/	/
Section 6: Resources						
35. Equipment/ Computers	X 3	X 2	X 3	X 1	X 18	X 1 (+suite)
ipads	X 5	X 5	X 3	X 5	X 28	X 20
36. Reading resources Irish	Novels Genres Extra readers Class library Vocab games	Novels Extra readers Class library	Novels Levelled texts Info books Genres Extra readers Class library	Novels Info books Genres Extra readers Class library	Novels Levelled texts Info books Big books Extra readers Class library	Novels Genres Levelled texts Info books Class library Vocab games Word games
36. Reading resources English	Novels Genres Extra books Class library Vocab games	Novels Levelled texts Info books Genres Extra books Class library	Novels Levelled texts Info books Genres Extra readers Class library	Novels Levelled texts Info books Genres Big books Extra readers Class library	Novels Levelled texts Info books Big books Extra readers Class library	Novels Levelled texts Info books Genres Big books Class library Vocab games
37. Library	Yes	Yes	No	Yes	No	Yes
38. How many books in Irish/Eng?	60	Not many	/	55 (150 English)	/	200-300 (over 1000 Eng)
39. How is library provision in Irish?	Very good	Weak	/	Weak	Good	Good
39. How is library provision in English?	Excellent	Excellent		Excellent	Excellent	Very good
40. Books for whole class reading Irish?	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Satisfactory	Not satisfactory
40. Books for small groups in Irish	Satisfactory	Satisfactory	Very good	Don't have	Very good	Satisfactory
40. Reading for pleasure in Irish	Satisfactory	Not satisfactory	Very good	Satisfactory	Satisfactory	Not satisfactory
40. Genres in Irish	Not satisfactory	Not satisfactory	Satisfactory	Satisfactory	/	Not satisfactory

40. For special needs in Irish	Satisfactory	Don't have	Satisfactory	Not satisfactory	Satisfactory	Not satisfactory
41. List resources for Irish in earlier classes	Séideán Sí Spelling/vocab	Séideán Sí Cód na Gaeilge Eile (Litriú Lasta)	Séideán Sí Fónaí na Gaeile Cód na Gaeilge Mar a Dearfá Féasta Focal	Séideán Sí Cód na Gaeilge Féasta Focal Spelling/vocab prog	Séideán Sí Cleite Fónaí na Gaeile Cód na Gaeilge Féasta Focal	Séideán Sí Fónaí na Gaeile Cód na Gaeilge Féasta Focal
42. Do you use a specific books for reading Irish?	No	Yes	Yes (Mar a Dearfá)	No	No	Yes (school list)
43. Spelling/ vocab – school programme	No	Yes	No	Mar a Dearfá	Cód na Gaeilge	Cód na Gaeilge /Foghlaim le Fónaí
44. Dialect	No	Uladh (An Marcach Óg)	No	No	Ulster	Ulster
Section 7: Planning						
45. Whole school approach	Yes	No	Yes	Yes	Yes	Yes
46. Specific books for reading in Irish or Teacher choice?	Teacher's choice	Specific books	Specific books	Specific books	Specific books	Specific books
47. How often work with other teachers on reading? Irish English	I- Every week E- Every week	Other (less than once a term-stations in the 3 rd term)	I-Every week E-every week	I-every month E-every month	Every term	Every term
48. Plan with SEN?	Every term	Never	Every term	Every term	Never	Every month
49. Plan with teachers in area?	No	No	No	No	No	Yes (in a group in area with CF)
50. Info used for planning-Irish	Assessment Learning outcomes Resources	Assessment Learning outcomes Resources	Assessment Interests Learning outcomes	Assessment Interests Learning outcomes Policies	Assessment Learning outcomes Policies Inspectorate	Assessment Interests Learning outcomes

			Policies Parents Yearly targets Resources Children's language	Resources	Yearly targets Resources	Policies Inspectorate Yearly targets Research Resources SEN teacher Children language
50. Info used for planning-English	Assessment Learning outcomes Policies Inspectorate Resources	Assessment Interests Learning outcomes Resources	Assessment Interests Learning outcomes Policies Parents Yearly goals Resources Children's language	Assessment Interests Learning outcomes Policies Resources	Assessment Learning outcomes Policies Inspectorate Yearly targets Resources	Assessment Interests Learning outcomes Policies Inspectorate Yearly targets Research Resources SEN teacher Children language
51. What would help with Irish reading?	More information/ training	More resources	/	/	To feel I do not need to rush reading to increase the amount of books read	Accelerated Reader in Irish

Appendix P: Table of analysis of responses to principal questionnaire, Phase 2

Information about case study schools from principal questionnaires

Information from Questionnaires (non-teaching principals)	BSA	BSB
Questionnaire no.	34	13
Section 1: Information about school		
1. Where is your school?		
3. Percentage of free school meals/DEIS	Non DEIS	60%
Section 2: The Principal		
4. Gender	Female	Male
6. Years-experience	15+	15+
8. Teacher education	BEd	PGCE
9. Higher degree	MEd	/
Section 3: The staff		
10. Full-time staff	18	9
11. How many special needs teachers	10 (FT) 1 (PT)	1
12. How many classroom assistants?	11	11
Section 4: The children		
13. Children in school	481	186
14. How many children leaving R6/R7?	60	22
15. How many children starting NB/R1	59	30
16. Average class size	30	26.5
17. IM post-primary transfer rate?	50-80%	Over 80%
18. How many families speak Irish as home language?	1	30%
Section 5: SEN		
19. How many children in your school receive support for SEN?	/	30
20. How many children have been assessed by a educational psychologist (or similar)?	/	10
23. Are children removed from class for support or taught in class?	Both	Both
24. Is support given in Irish/English?	Irish & English	Irish & English
Section 6: Reading		
26. Begin reading in Irish	NM Term 1 (2 nd school year)	R1 Term 2 (1 st school year)
27. Begin reading in English	R1 Term 2 (3 rd school year)	R3 Term 2 (3 rd school year)

28. Extra reading activities in Irish (outside class)	No	No
28. Extra reading activities in Irish (outside class)	No	Yes (Accelerated Reader)
29. Do you follow a specific reading programme for Irish reading?	SS, Cleite, FnaG, MarDear, FF	SS, Cleite, CarC, FnaG, CnaG,
30. Do you have a policy for a specific dialect for reading?	Connacht	Ulster
31. Policy for children with Irish at home	No	No
Section 7: Planning		
32. Do you have a school development Plan for Irish reading?	Yes	Yes
32. Plan for English reading?	Yes	Yes
33. If so, did Teachers participate in planning?	Yes	Yes
34. Do teachers adhere to plan?	2 (high on 1-5)	2 (high on 1-5)
35. How often review plan?	Every other year	Every year
36. Information used for planning	Tick list (all except inspectors and children's language)	Tick list (all except parents)

Appendix Q: Sample of book levelling

Leibhéil léitheoireachta agus samplaí téacsanna

Tá na leibhéil thíos molta do bhliainghrúpaí Rang 3 go Rang 5, ach níor chóir bac a chur roimh léitheoir má tá suim ar leith acu i dtéacs nach bhfuil sa rannóg atá molta.

Tá na leabhair a tugadh do na ranganna sa staidéar seo san áireamh mar shamplaí.

Tá tréithe téacs ag Fountas & Pinnell ag gach leibhéal;

1. seánraí 2. struchtúr téacs 3. ábhar 4. téamaí & smaointe 5. teanga & tréithe litríochta 6. castacht abairtí 7. foclóir 8. focail 9. léaráidí 10. tréithe cló

Tá gnéithe nua i ngach leibhéal léirithe i gcló dearg.

Rang 3 (R5 TÉ)	
LEIBHÉAL Q: Tréithe téacs	
1. Réimse leathan seánraí 2. Réimse leathan struchtúr, leabhair le caibidlí/codanna/gearrscéalta/drámaí 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha 6. Roinnt abairtí le níos mó ná 20 focal, abairtí le naisc, réimse poncaíochta 7. Foclóir ag leibhéal aibí (Tier 2, roinnt ag Tier 3), foclóir nua, roinnt nathanna 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 600-2000 focal, 5-24 líne ar leathanaigh	
Ficsean	Neamhfhicsean
Fabhalscéalta Aesóip (An Gúm) Labhraigh Loingseach (An Gúm)	
LEIBHÉAL R: Tréithe téacs	
1. Réimse leathan seánraí 2. Réimse leathan struchtúr, leabhair le caibidlí/codanna/gearrscéalta/drámaí 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha 6. Roinnt abairtí le níos mó ná 20 focal, abairtí le naisc, réimse poncaíochta 7. Foclóir ag leibhéal aibí (Tier 2, roinnt ag Tier 3), foclóir nua, roinnt nathanna 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan mórán léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 700-2,500 focal, suas go 34 líne ar leathanaigh	
Ficsean	Neamhfhicsean
Réitigh É (An tÁisaonad) An Capall Rása Tuirseach (Futa Fata)	Súil Ghrinn (An tÁisaonad) Cleasa Iontacha (An tÁisaonad)

LEIBHÉAL S: Tréithe téacs	
1. Réimse leathan seánraí 2. Réimse leathan struchtúr, leabhair le caibidlí/codanna/gearrscéalta/drámaí 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha 6. Roinnt abairtí le níos mó ná 20 focal, abairtí le naisc, réimse poncaíochta 7. Foclóir ag leibhéal aibí (Tier 2, roinnt ag Tier 3), foclóir nua, roinnt nathanna 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan mórán léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean 3, 2, 1 Éirigh (An tÁisaonad) Eachtraí Iontacha Earcail (An Gúm) An Meaisín Ama (Leabhar Breac) An Nathair agus na Spéaclaí (An Gúm)	Neamhfhicsean Ealaín Álainn (An tÁisaonad) Rogha Gach Bia (An tÁisaonad)
Rang 4 (R6 TÉ)	
LEIBHÉAL T: Tréithe téacs	
1. Réimse leathan seánraí, litríocht thraidisiúnta (síscéalta) 2. Réimse leathan struchtúr, roinnt le plota agus fóphlota, plota comhthreomhar/ciorclach 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua, ábhar a spreagann smaointeoireacht chriticiúil 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha, úsáid siombalachais, úsáid teanga choitianta (trí charachtair) 6. Réimse abairtí ó thaobh faid, abairtí le naisc, réimse poncaíochta, úsáid abairtí fógracha, teanga ordaitheach 7. Foclóir ag leibhéal aibí (Tier 2, roinnt mhaith ag Tier 3), foclóir nua, roinnt nathanna, focail ó theanga eile (canúintí?) 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean Fionn Mac Cumhaill (Leabhar Breac) An Múinteoir Nua (An Gúm) Bran agus Sceolán (An Gúm)	Neamhfhcsean Tarrtháil (An tÁisaonad)
LEIBHÉAL U: Tréithe téacs	
1. Réimse leathan seánraí, litríocht thraidisiúnta (síscéalta) 2. Réimse leathan struchtúr, nua-roinnt le plota agus fóphlota, plota comhthreomhar/ciorclach 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua, ábhar a spreagann smaointeoireacht chriticiúil 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua	

5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha, úsáid siombalachais, úsáid teanga choitianta (trí charachtair) 6. Réimse abairtí ó thaobh faid, abairtí le naisc, réimse poncaíochta, úsáid abairtí fógracha, teanga ordaitheach, abairtí le naisc acadúla, abairtí gan chiall don éifeacht liteartha 7. Foclóir ag leibhéal aibí (Tier 2, roinnt mhaith ag Tier 3), foclóir nua, roinnt nathanna, focail ó theanga eile (<i>canúintí?</i>), úsáid ioróin naisc liteartha m.sh. ar an lámh eile, san idirlinn, ach ab é, srl. 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean	Neamhfhicsean
An Bradán Feasa (Leabhar Breac) An Cat Ciotach (An tÁisaonad)	Éadaí Ealaíne (An tÁisaonad) Bratacha (An tÁisaonad) Rothair (Carroll Ed LTD)
LEIBHÉAL V: Tréithe téacs	
1. Réimse leathan seánraí, litríocht thraidisiúnta (síscealta), fantasaíocht agus ficsean eolaíochta, óráidí 2. Réimse leathan struchtúr, nua-roinnt le plota agus fóphlota, plota comhthreomhar/ciorclach 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua, ábhar a spreagann smaointeoireacht chriticiúil, ábhar a spreagann anailís 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha, úsáid siombalachais, úsáid teanga choitianta (trí charachtair) 6. Réimse abairtí ó thaobh faid, abairtí le naisc, réimse poncaíochta, úsáid abairtí fógracha, teanga ordaitheach, abairtí le naisc acadúla, abairtí gan chiall don éifeacht liteartha 7. Foclóir ag leibhéal aibí (Tier 2, roinnt mhaith ag Tier 3), foclóir nua, roinnt nathanna, focail ó theanga eile (<i>canúintí?</i>), úsáid ioróin naisc liteartha m.sh. ar an lámh eile, san idirlinn, ach ab é, srl. 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean	Neamhfhicsean
Cuileog (Futa Fata) Na Bleachtairí: Zombaí (O'Brien) Mac tíre.. Dáiríre (Leabhar Breac) Dochreidthe (Futa Fata)	I bhFad ó Shin, i bhFad i gCéin (An tÁisaonad) Seacláid (An tÁisaonad)
Rang 5 (R7 TÉ)	
LEIBHÉAL W: Tréithe téacs	
1. Réimse leathan seánraí, litríocht thraidisiúnta (síscealta), fantasaíocht agus ficsean eolaíochta, óráidí 2. Réimse leathan struchtúr, nua-roinnt le plota agus fóphlota, plota comhthreomhar/ciorclach	

3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua, ábhar a spreagann smaointeoireacht chriticiúil, ábhar a spreagann anailís 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua, téamaí a thógann ar fheasacht shoisialta, réimse téamaí i dtéacsanna 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha, úsáid siombalachais, úsáid teanga choitianta (trí charachtair), carachtair chasta 6. Réimse abairtí ó thaobh faid, abairtí le naisc, réimse poncaíochta, úsáid abairtí fógracha, teanga ordaitheach, abairtí le naisc acadúla, abairtí gan chiall don éifeacht liteartha 7. Foclóir ag leibhéal aibí (Tier 2, roinnt mhaith ag Tier 3), foclóir nua, roinnt nathanna, focail ó theanga eile (<i>canúintí?</i>), úsáid ioróin naisc liteartha m.sh. ar an lámh eile, san idirlinn, ach ab é, srl. 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean	Neamhfhicsean
Vaimpír Croglin (An tÁisaonad) Earcail (An tÁisaonad) Úbalonga (An Gúm)	Taismí Tairbheacha (An tÁisaonad) Na Cluichí Oilimpeacha (Carroll ED LTD)
LEIBHÉAL X: Tréithe téacs	
1. Réimse leathan seánraí, litríocht thraidisiúnta (síceálta), fantasaíocht agus ficsean eolaíochta, óráidí, cineálacha ficsin: mistéir, eachtraí, greann, spórt, stairiúil srl. 2. Réimse leathan struchtúr, nua-roinnt le plota agus fóphlota, plota comhthreomhar/ciorclach 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua, ábhar a spreagann smaointeoireacht chriticiúil, ábhar a spreagann anailís 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua, téamaí a thógann ar fheasacht shoisialta, réimse téamaí i dtéacsanna 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha, úsáid siombalachais, úsáid teanga choitianta (trí charachtair), carachtair chasta 6. Réimse abairtí ó thaobh faid, abairtí le naisc, réimse poncaíochta, úsáid abairtí fógracha, teanga ordaitheach, abairtí le naisc acadúla, abairtí gan chiall don éifeacht liteartha 7. Foclóir ag leibhéal aibí (Tier 2, roinnt mhaith ag Tier 3), foclóir nua, roinnt nathanna, focail ó theanga eile (<i>canúintí?</i>), úsáid ioróin naisc liteartha m.sh. ar an lámh eile, san idirlinn, ach ab é, srl. 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean	Neamhfhicsean
Zombaí (An tÁisaonad) Cad a Tharla don Eolaí Óg (Cló Mhaigh Eo) Signora Coltello (An Gúm)	An Síota a Chosaint (An tÁisaonad) Mistéir Ollphéist Loch Nis (An tÁisaonad)
LEIBHÉAL Y: Tréithe téacs	

1. Réimse leathan seánraí, litríocht thraidisiúnta (síscealta), fantasaíocht agus ficsean eolaíochta, óráidí, cineálacha ficsin: mistéir, eachtraí, greann, spórt, stairiúil srl. 2. Réimse leathan struchtúr, nua-roinnt le plota agus fóphlota, plota comhthreomhar/ciorclach 3. Ábhar suime, ábhar a thógann ar réamheolas, ábhar a thugann eolas nua, ábhar a spreagann smaointeoireacht chriticiúil, ábhar a spreagann anailís 4. Téamaí dúshlánacha, a thugann peirspeictíocht nua, téamaí a thógann ar fheasacht shoisialta, réimse téamaí i dtéacsanna 5. Plota le roinnt imeachtaí, réimse carachtar a fhorbraíonn, teanga liteartha, úsáid siombalachais, úsáid teanga choitianta (trí charachtair), carachtair chasta 6. Réimse abairtí ó thaobh faid, abairtí le naisc, réimse poncaíochta, úsáid abairtí fógracha, teanga ordaitheach, abairtí le naisc acadúla, abairtí gan chiall don éifeacht liteartha 7. Foclóir ag leibhéal aibí (Tier 2, roinnt mhaith ag Tier 3), foclóir nua, roinnt nathanna, focail ó theanga eile (<i>canúintí?</i>), úsáid ioróin naisc liteartha m.sh. ar an lámh eile, san idirlinn, ach ab é, srl. 8. Roinnt mhaith focal iolsiollach, patrúin litrithe, iolraí, comhfhocail 9. Roinnt leabhar gan léaráidí, le léaráidí a chuireann leis an téacs, roinnt téacsanna le léaráidí ar gach leathanach 10. Réimse san fhad, níos lú ná 48 leathanach den chuid is mó. 2,000+ focal	
Ficsean Tubaiste ar an Titanic (Cló Mhaigh Eo) André agus an Tarbh Iontach (An Gúm)	Neamhfhicsean Mistéir an Mary Celeste (An tÁisaonad) Bolcáin (An tÁisaonad)

Bunaithe ar *The Fountas & Pinnell Literacy Continuum: A Tool for Assessment, Planning and Teaching* (2017)

Appendix R: Running Record frame (blank)

Teideal: **An Nathair agus na Spéaclaí. An Gúm, Séideán Sí** Leibhéal: **S (Fountas & Pinnell)**

CINEÁLACHA EARRÁIDÍ

ANAILÍS EARRÁIDÍ

	MF=Mífhuaimniú M=Malartú B=Béarla I=Ionsá E=Easnamh TM=Tacaíocht Múinteora						FC= Féin- cheartú	A=Amharc B=Brí C=Comhréir	A=Amharc B=Brí C=Comhréir
Téacs – 100 focal samplach (lch.5)	MF	M	B	I	E	TM	FC	Earráidí	Féincheartú
Maidin Shathairn a bhí ann.								A B C	A B C
Bhí Mamaí agus Daidí ag dul ag siopadóireacht sa bhaile mór.								A B C	A B C
Bhí Mamó agus Daideo tagtha chun aire a thabhairt do na páistí.								A B C	A B C
“Slán libh,” arsa Muireann nuair a bhí Mamaí agus Daidí ag imeacht.								A B C	A B C
“Agus ná (50) déanaigí dearmad milseáin a thabhairt chugainn,” arsa Conall.								A B C	A B C
“Ní raibh aon bhricfeasta againn fós,” arsa Muireann le Mamó.								A B C	A B C
“Ó, a chréatúir,” arsa Mamó. “Ní raibh aon bhricfeasta agaibh fós.”								A B C	A B C
Isteach léi sa chistin. Tamall ina dhiaidh sin sháigh sí a ceann amach an doras.								A B C	A B C
“A Mhuireann! A Chonaill! Tá an (100) bricfeasta ar an mbord,” ar sise.								A B C	A B C
IOMLÁIN									
Focal a stop aige (nóiméad)	Ráta na nEarráidí						Ráta FC	Ráta Cruinnis	
Focail chearta léite sa nóiméad :	Prosóid:								
Ceisteanna: 1. Cé a bhí ag tabhairt aire do na páistí? 2. 3.									

Appendix S: Running Record completed sample

Ainm _____ Aois 11

Fardal Léitheoireachta – Talfead Reatha

Teideal: André agus an Tarbh Iontach. Diane Lavery. An Gúm.
Leibhéal (Fountas & Pinnell): Y

Téacs – 100 focal samplach (lch.5)	CINEÁLACHA EARRÁIDÍ						FC= Féin-cheartú	ANAILÍS EARRÁIDÍ	
	MF=Mífhuaimeánú	M=Mallartú	B=Béarla	I=Ionsá	E=Easnamh	TM=Tacaíocht Múinteora		A=Amharc B=Brí C=Comhréir	A=Amharc B=Brí C=Comhréir
Bhí teach feirme suite go hard i nEasc Atp ná Fraince								A B C	A B C
✓ <u>crann</u> agus crainn ghiúise mórtimpeall air.		✓						A (B) C	A B C
✓ Bhí feirmeoir lách ina chónaí ann leha mhac. André ab ainm don bhuachaill.	✓						✓	(A) B C	A (B) C
✓ Bhí an teach tógtha d'adhmaid ghiúise. Díon adhmaid a bhí air chomh maith.								A B C	A B C
✓ Bhí simléar cloiche ag gobadh in airde chun (50) na spéire ann.							✓	A B C	A (B) C
✓ Bhíodh comhlai glasa na bhfuinneog dúnta le linn oícheanchta fada an gheimhridh.								A B C	A B C
✓ Díreach taobh amuigh den doras bhí caidéal a thug uisce do mhuintir an tí		✓						A (B) C	A B C
✓ agus do ná hainmhithe chomh maith. Bhí umar taobh leis.								A B C	A B C
✓ Chodlódh na hainmhithe istigh sa chóir a bhí taobh leis an (100) teach.					✓			A B C	A B C
IOMLÁIN	1	2			1		2		
Focal a stop aige (nóiméad) <u>ainmhithe</u>	Ráta na nEarráidí						Ráta FC	Ráta Cruinnis	
Focail chearta léite sa nóiméad: <u>127</u>	Prosóid: <u>4 4 4 4</u> <u>16</u>						<u>4</u>	<u>2</u>	<u>96</u>

Appendix T: Reading fluency record and rubric

**Leathanach Taifid na Líofachta
agus
Rúibric na Prosóide**

Ainm

Aois

Dáta

Teideal téacs

Leibhéal téacs (F&P)

A: Líon focal léite sa nóiméad:

B: Líon na n-earráidí:



A – B = focail chearta léite sa nóiméad

AINM

	1	2	3	4	SCÓR
Léiriú agus Airde	Léann i nguth ciúin go díreach leis na focail a rá. Níl an léitheoireacht mar a bheadh caint nádúrtha le cara ann.	Léann i nguth ciúin. Tá an léitheoireacht mar a bheadh caint nádúrtha le cara ann i gcodanna den téacs, ach ní i gcónaí.	Léiriú agus airde le cluinstitín sa léitheoireacht. Ach, in amanna, léann gan léiriú i gcodanna den téacs agus ní léann mar a bheadh caint nádúrtha le cara ann i gcónaí.	Léiríonn réimse de léiriú agus airde sa léitheoireacht. Léann mar a bheadh caint nádúrtha le cara ann, guth ag teacht le léiriú an téacs.	
Frásáil	Léann focal ar fhocal i nguth aontonach.	Léann i bhfrásaí dhá nó thrí fhocal, gan aird ar phoncaíocht, bhéim nó iontonú.	Léann le meascán de líofacht, sosanna lár abairtí le hanáil a ghlacadh agus mílíofacht. Léiríonn béim agus iontonú go measartha maith.	Léiríonn frásaí go maith sa léitheoireacht; cloíonn le poncaíocht, béim agus iontonú.	
Rialtacht	Stopann go minic, fuaímníonn focail, déanann athrá ar fhocail nó ar fhrásaí. Déanann roinnt iarrachtaí an t-alt céanna a léamh.	Léann go stadach le sosanna. Bíonn go leor ‘píosáí deacra’ ann.	Bíonn briseadh sa rithim go minic. Bíonn deacrachtaí ag an léitheoir le focail áirithe agus/nó struchtúr abairtí.	Léann go rialta le sosanna, ach déanann féincheartú le focail dheacra agus/nó le struchtúr abairtí.	
Luas	Léann go mall agus le deacrachtaí.	Léann go measartha mall.	Léann ag luas measartha maith tríd an léamh ar fad.	Léann ag luas comhrá tríd an léamh ar fad.	
Léiríonn scór ag 10 nó níos mó go bhfuil an dalta ag forbairt go maith sa líofacht.					Iomlán:

Bunaithe ar Rasinski (2004)

Appendix U: Word recognition list

201-250

uair	ór	bóthar	díreach
rug	anseo	cónaí	caint
cas	lean	gáire	imeacht
leitís	leat	cúpla	balla
fuair	tit	istigh	éirigh
tír	ea	chuig	scaoil
ort	páiste	tuig	sráid
aer	beirt	cairt	dom
máistir	má	tí	labhair
iontach	idir	sula	canadh
níos	tiocfaidh	madra	sea
éirí	breathnaigh	dubh	saol
bóin	lár		

Breacadh (2007)

251-300

rá	cuma	captaen	planda
lán	foireann	máthair	uisce
léim	cara	cor	breathnú
sona	nár	nóiméad	feiceáil
eitilt	bán	fáth	lig
béic	sagart	oileán	imir
siar	réidh	draíocht	chéad
coill	cad	talún	ocras
dóibh	leor	bliain	slán
thíos	sáirsint	codladh	dearg
cleití	talamh	Daid	cathair
d'fhiafraigh	camán	óg	glór
buail	ceol		

Breacadh (2007)

Appendix V: Decoding Inventory, Level 2 (blank)

Fardal Díchódaithe – Rúibric Leibhéal 2 (eolas ar chód - focail ilsíollacha)

Nóta: Tabhair marc amháin má léitear an focal go cruinn gan stró. Déan nóta maidir le cumas an pháiste le fuaimeanna a nascadh, fuaimeanna a dheighilt, fóinéimí a mhúnlú agus siollaí a aithint agus a léamh i bhfocail.

Gutaí gairide (léirithe le litir amháin)

Fuaim	Focal samplach	Nótaí múinteora
a	galar	
o	costas	
u	pluca	
e	lena	
i	imir	
..... as 5		

Gutaí gairide - Bréagfhocail (léirithe le litir amháin)

Nóta: Cnuaschonsain san áit chéanna sna bréagfhocail agus atá sna fíorfhocail.

Fuaim	Bréagfhocal	Nótaí múinteora
a	salar	
o	mostas	
u	bluca	
e	lema	
i	imil	
..... as 5		

Gutaí fada (léirithe le litir amháin)

Fuaim	Focal samplach	Nótaí múinteora
á	brádán	
ó	ómós	
ú	bunús	
é	inné	
í	dílis	
..... as 5		

Gutaí fada - Bréagfhocail (léirithe le litir amháin)

Nóta: Cnuaschonsain san áit chéanna sna bréagfhocail agus atá sna fíorfhocail.

Fuaim	Bréagfhocal	Nótaí múinteora
á	brálán	
ó	ólós	
ú	búnus	
é	illé	
í	bílis	
..... as 5		

Dhá litir, fuaim amháin

Nóta: litir amháin, fuaim amháin le gach léiriú seachas an spriocfhuaim. Léirithe leathana amháin.

Fuaim	Focal samplach	Nótaí múinteora
mh	lámha	
ch	mo chamall	
bh	ábhar	
th	athrú	
gh	mo ghlasra	
ph	mo phálás	
sh	dúshlánach	
fh	pasfhocal	
ng	ranganna	
mb	an mbogann	
bp	i bpatrún	
nd	ár ndomhan	
gc	i gcogar	
dt	i dtaca	
bhf	brí na bhfocal	
..... as 15		

Dhá litir, fuaim amháin - Bréagfhocail

Nóta: litir amháin, fuaim amháin le gach léiriú seachas an spriocfhuaim. Léirithe leathana amháin.

Fuaim	Bréagfhocal	Nótaí múinteora
mh	mámha	
ch	mo chamam	
bh	úbhar	
th	athró	
gh	mo ghlamra	
ph	mo phárás	
sh	rúshlánach	
fh	masfhocal	
ng	manganna	
mb	a mbagann	
bp	i bpútrún	
nd	i ndomhar	
gc	i gcúgar	
dt	i dtóca	
bhf	an bhfúcal	
		 as 15

Caol agus leathan

Nóta: Athraíonn gach guta. Níl anseo ach samplaí de na hathruithe is suntasaí.

Litir amháin, fuaim amháin, den chuid is mó, le gach léiriú seachas an spriocfhuaim.

Fuaim	Focal samplach	Nótaí múinteora
t	turas tine	
s	solas sífín	
d	dúradán díisle	
bh	sa bhothán mo bhríste	
mh	rómhall rómhinic	
dh	do dháta mo dhísle	
gh	a ghortú an ghealach	
n	nach/nead	
		 as 15

Nóta: Tugtar marc amháin don ‘n’ caol agus ‘leathan’

Caol agus leathan - Bréagfhocail

Fuaim	Bréagfhocal	Nótaí múinteora
t	taras tile	
s	salas simín	
d	dúládán dímlle	
bh	a bhollán bhríte	
mh	amhall rómhilic	
dh	a dhóta a dhímse	
gh	mo ghorta a ghealan	
n	nach/nead	
..... as 15		

Nóta: Tugtar marc amháin don ‘n’ caol agus ‘leathan’

Gutaí gairide (léirithe éagsúla)

Fuaim	Focal samplach	Nótaí múinteora
i	prionsa	
u	fliuchas	
o	deora	
a	sneachta	
e	eilifint	
..... as 5		

Gutaí gairide – Bréagfhocail (léirithe éagsúla)

Fuaim	Bréagfhocal	Nótaí múinteora
i	brionsa	
u	fliumas	
o	deola	
a	preachta	
e	eilitint	
..... as 5		

Gutaí fada (léirithe éagsúla)

Fuaim	Bréagfhocal	Nótaí múinteora
á	amháin	
ú	fichiú	
ó	foclóir	
í	smaoinigh	
é	éigin	
..... as 5		

Gutaí fada: Bréagfhocail (léirithe éagsúla)

Fuaim	Bréagfhocal	Nótaí múinteora
á	amháil	
ú	michiú	
ó	toclóir	
í	smaoinil	
é	éilin	
..... as 5		

Scór

Fíorfhocail

Ba chóir don dalta 80% ar a laghad a bhaint amach ag léamh na bhfíorfhocal.

Gutaí gairide (litir amháin)	Gutaí fada (litir amháin)	2 litir, fuaim amháin	Caol, leathan	Gutaí gairide (léirithe)	Gutaí fada (léirithe)
/5	/5	/15	/15	/5	/5
Iomlán:					/50

Bréagfhocail

Ba chóir don dalta 60% ar a laghad a bhaint amach ag léamh na mbréagfhocal.

Gutaí gairide (litir amháin)	Gutaí fada (litir amháin)	2 litir, fuaim amháin	Caol, leathan	Gutaí gairide (léirithe)	Gutaí fada (léirithe)
/5	/5	/15	/15	/5	/5
Iomlán:					/50

Scór iomlán:%

Moirfeolaíocht

Nóta: Tá béim sna focail seo ar na siollaí a léamh. An aithníonn an dalta fréamh an fhocail agus na hathruithe a thagann ar fhocal nuair a bhíonn infhilleadh ann? Is fíorfhocail cuid de na focail ach baintear úsáid as patrún inaitheanta agus is bréagfhocail iad roinnt acu. Ní thugtar marc sa chuid seo. Is modh agus míniú an dalta atá tábhachtach.

Léigh na focail seo. Ansin, mínigh an bealach ar léigh tú iad.

Focail	Nótaí múinteora ar mhíniú an dalta
seomraí frásaí	
fuinneoga cearca	
bratacha ainmneacha	
reathaithe ainmhithe	
seilfeanna bláthanna	
capaill aráin	
daoine mná	

Ní gnáthchomhfhocail iad seo thíos. Léigh iad agus mínigh an rud a shíleann tú atá ann.

Focail	Nótaí múinteora ar mhíniú an dalta
tarracóirchlós	
lárscoil	
scrúdpheann	
bréagleabhar	
seansheomra	
páisteshabháilte	
cupánchairdiúil	

Léigh na focail seo ag baint úsáid as eolas atá agat ar fhocail eile.

Focail	Nótaí múinteora ar mhíniú an dalta
olldhineasár	
sárnathair	
róléite	
mídhúisithe	
bunshiopa	

Mínigh ciall na bhfocal seo ag baint úsáid as eolas atá agat ar fhocail eile.

Focail	Nótaí múinteora ar mhíniú an dalta
bruscardóir	
draíochtaithe	
go mátharmhar	
peilfidh	
pictiúraigí	

Bunaithe ar an *Informal Decoding Inventory: Part 2, Multisyllabic words* (Walpole, McKenna & Philipakos, 2011).

Appendix W: Decoding Inventory completed sample

Ainm Rang
rebecca

Fardal Díchódaithe – Rúibric

Leibhéal 2 (eolas ar chód - focail ilsiollacha)

Nóta: Tabhair marc amháin má léitear an focal go cruinn gan stró. Déan nóta maidir le cumas an pháiste le fuaimeanna a nascadh, fuaimeanna a dheighilt, fóinéimí a mhúnlú agus síoltaí a aithint agus a léamh / bhfocail.

Gutaí gairide (léirithe le litir amháin)

Fuaim	Focal samplach	Nótaí múinteora
a	galar	✓
o	costas	✓
u	pluca	✓
e	lena	✓
i	imir	✓
		Σ... as 5

Gutaí gairide - Bréagfhocail (léirithe le litir amháin)

Nóta: Cruaschansain san áit chéanna sna bréagfhocail agus atá sna fíorfhocail.

Fuaim	Bréagfhocal	Nótaí múinteora
a	salar	✓
o	mostas	✓
u	bluca	✓
e	lema	✓
i	imil	✓
		Σ... as 5

Gutaí fada (léirithe le litir amháin)

Fuaíim	Focal samplach	Nótaí múinteora
á	brádán	✓
ó	ómós	✓
ú	bunús	bunús
é	inné	✓
í	dílis	✓

4 as 5

Gutaí fada - Bréagfhocail (léirithe le litir amháin)

Nóta: Cnuaschonsain san áit chéanna sna bréagfhocail agus atá sna fíorfhocail.

Fuaíim	Bréagfhocal	Nótaí múinteora
á	bráilán	✓
ó	ólós	ólós
ú	búnus	~~inn~~ bunús
é	illé	✓
í	bílis	✓

3 as 5

Dhá litir, fuaíim amháin

Nóta: Litir amháin, fuaíim amháin le gach léiriú seachas an spriocfuaíim. Léirithe leathana amháin.

Fuaíim	Focal samplach	Nótaí múinteora
mh	lámha	lāma
ch	mo chamall	mo camāl
bh	ábhar	ābar
th	athrú	✓
gh	mo ghlasra	✓
ph	mo phálás	mo pālās
sh	dúshlánach	dun shala (sh an Bhéarla) TM
fh	pasfhocal	pasfocal
ng	ranganna	✓
mb	an mbogann	an mbōgann
bp	i bpatrún	an bpatrūn
nd	ár ndomhan	✓ ar domhan
gc	i gcogar	✓
dt	i dtaca	✓
bhf	brí na bhfocal	✓

6 as 15

Dhá litir, fuaim amháin - Bréagfhocal

Nóta: litir amháin, fuaim amháin le gach léiriú seachas an spriocfhuaim. Léirithe leathana amháin.

Fuaim	Bréagfhocal	Nótaí múinteora
mh	mámha	máchana
ch	mo chamam	mo chamam (ch an Bhéarla)
bh	úbhar	úb-har
th	athró	atró
gh	mo ghlamra	mo glamra
ph	mo phárás	mo phrasa Fc
sh	rúshlánach	sh an Bhéarla
fh	masfhocal	masfocal
ng	manganna	✓
mb	a mbagann	✓
bp	i bpútrún	i bputrún
nd	i ndomhar	i ndidomhar
gc	i gcúgar	✓
dt	i dtóca	✓
bhf	an bhfúcal	✓
		5 as 15

Caol agus leathan

Nóta: Athraionn gach guta. Níl anseo ach samplaí de na hathruithe is suntasaí.
 Utir amháin, fuaim amháin, den chuid is mó, le gach léiriú seachas an spriocfhuaim.

Fuaim	Focal samplach		Nótaí múinteora	
t	turas	tine	✓	✓
s	solas	sifin	✓	✓
d	dúradán	dísle	✓	dísil
bh	sa bhothán	mo bhriste	sa bothan	✓
mh	rómhall	rómhinic	rom-hall	mh ✓
dh	do dháta	mo dhisle	do dáta	mo dísil
gh	a ghortú	an ghealach	✓	an gealach
	nach nead		✓	

89 as 15

Caol agus leathan - Bréagfhocail

Fuaim	Bréagfhocal		Nótaí múinteora	
t	taras	tile	tras	✓
s	salas	simín	✓	✓ (sleathan)
d	dúládán	dímle	✓	dimil
bh	a bhollán	bhríte	✓	bhríte
mh	amhall	rómhilic	amhain	romic
dh	a dhóta	a dhímse	a dánta	a dimisil
gh	mo ghorta	a ghealan	mo ghorta	a gealan
	nach nead		✓	

6..... as 15

Gutaí gairide (léirithe éagsúla)

Fuaí	Focal samplach	Nótaí múinteora
i	prionsa	✓
u	flúchas	flúchas
o	deora	deireo
a	sneachta	seachtaine TM
e	eilifint	✓
		2 as 5

Gutaí gairide – Bréagfhocail (léirithe éagsúla)

Fuaí	Bréagfhocal	Nótaí múinteora
i	brionsa	✓
u	flúmas	flúmas
o	deola	deileo
a	preachta	pritch
e	eilitint	✓
		2 as 5

Gutaí fada (léirithe éagsúla)

Fuaí	~~Bréagfhocal~~	Nótaí múinteora
á	amháin	✓
ú	fichiú	✓
ó	foclóir	fo-codla TM
í	smaoinigh	✓
é	éigin	✓
		4 as 5

Gutaí fada: Bréagfhocail (léirithe éagsúla)

Fuaí	Bréagfhocal	Nótaí múinteora
á	amháil	am-hāil
ú	michiú	miniciū
ó	toclóir	✓
í	smaoinil	samanail
é	éilin	✓
		2 as 5

Scór

Fíorfhocail

Ba chóir don dalta 80% ar a laghad a bhaint amach ag léamh na bhfíorfhocail.

Gutaí gairide (litir amháin)	Gutaí fada (litir amháin)	2 litir, fuaim amháin	Caol, leathan	Gutaí gairide (léirithe)	Gutaí fada (léirithe)
5 /5	4 /5	6 /15	8 /15	2 /5	4 /5
					Iomlán: 29 /50 51 %

Bréagfhocail

Ba chóir don dalta 60% ar a laghad a bhaint amach ag léamh na mbréagfhocail.

Gutaí gairide (litir amháin)	Gutaí fada (litir amháin)	2 litir, fuaim amháin	Caol, leathan	Gutaí gairide (léirithe)	Gutaí fada (léirithe)
5 /5	3 /5	5 /15	5 /15	2 /5	2 /5
					Iomlán: 22 /50 51 %

Moirfeolaíocht

Nóta: Tá béim sna focail seo ar na síollaí a léamh. An aithníonn an dalta fréamh an fhocail agus na hathruithe a thagann ar fhocal nuair a bhíonn infhillleadh ann? Is fíorfhocail cuid de na focail agus cinn eile baintear úsáid as patrún inaitheanta ach is bréagfhocail iad. Ní thugtar marc sa chuid seo. Is modh agus minió an dalta atá tábhachtach.

Léigh na focail seo. Ansin, minigh an bealach ar léigh tú iad.

Focail	Nótaí múinteora ar mhíniú an dalta
seomraí frásaí	tó níos mó ná ceann amháin ann
fuinneoga cearca	cápla ceann ann (bhíis mé suas iad)
bratacha ainmneacha	níos mó ná ceann amháin (" " " ")
reathaithe ainmhithe	(níl suileir fíor reathaithe) ainmhithe ar ainmhithe
seilfeanna bláthanna	uimhir iolra
capaill aráin	uimhir iolra (ach amháin)
daoine mná	níos mó ná ceann amháin

Ní gnáthchomhfhocail iad seo thíos. Léigh iad agus minigh an rud a shíleann tú atá ann.

Focail	Nótaí múinteora ar mhíniú an dalta
tarracóirchlós	tarraclóis (bhíis suas iad)
lárscóil	✓ " " "
scrúdpheann	✓ " " "
bréagleabhar	✓ " " "
seansheomra	seansheomra
páisteshabháilte	páisteshabháilte (tá an páiste sabhailte?)
cupáncairdiúil	cupáncairdiúil (cupán atá cairdiúil?)

Léigh na focail seo ag baint úsáid as eolas atá agat ar fhocail eile.

Focail	Nótaí múinteora ar mhíniú an dalta
olldhineasár	líneasár sean
sárnathair	nathair iontach
róléite	tá sé dóite, san oigheann rófhada
mídhúisithe	dúisíonn tú suas mícheart
bunshiopa	bun an siopa

Mínigh ciall na bhfocal seo ag baint úsáid as eolas atá agat ar fhocail eile.

Focail	Nótaí múinteora ar mhíniú an dalta
bruscardóir	bunxadóir d'as deanta as brúscar
draíochtaithe	draíochtatha tá sé deanta amach as draíocht
go mátharmhar	~~go~~ ✓ (ciúnes)
peilfidh	peilfa rud é sin a dhéanann le liathróid
pictiúraigi	✓ pictiúrlann

Bunaithe ar an *Informal Decoding Inventory: Part 2, Multisyllabic words* (Walpole, McKenna & Philippakos, 2011).

Agallamh na bPríomhphointí do Léitheoirí

CLÁR

1. Ag Smaoineamh Os Ard: Measúnú ó Bhéal
Ag Smaoineamh Os Ard: Rúibric
2. Ag Baint Úsáid as Réamheolas (Scéimre): Measúnú ó Bhéal
Ag Baint Úsáid as Réamheolas (Scéimre): Rúibric
3. Ag Baint Tátaí as Téacs: Measúnú ó Bhéal
Ag Baint Tátaí as Téacs: Rúibric
4. Ag Ceistiú: Measúnú ó Bhéal
Ag Ceistiú: Rúibric
5. Ag léiriú tábhachta: Measúnú ó Bhéal
Ag léiriú tábhachta: Rúibric
6. Ag aithint sprioc na léitheoireachta: Measúnú ó Bhéal
Ag aithint sprioc na léitheoireachta: Rúibric
7. Monatóireacht a dhéanamh ar thuiscint: Measúnú ó Bhéal
Monatóireacht a dhéanamh ar thuiscint: Rúibric
8. Amharcléiriú (ag úsáid íomhanna na gcéadfach agus na mothúchán): Measúnú ó Bhéal
Amharcléiriú (ag úsáid íomhanna na gcéadfach agus na mothúchán): Rúibric
9. Sintéisiú agus Athinsint: Measúnú ó Bhéal
Sintéisiú: Rúibric
Athinsint: Rúibric
10. Struchtúr Teacs: Measúnú ó Bhéal
Struchtúr Téacs: Rúibric

1. Ag Smaoineamh Os Ard: Measúnú ó Bhéal

Treoracha: Léigh na treoracha thíos don dalta. Scríobh freagraí an dalta faoi gach ceist/ráiteas.

Múinteoir:

Ba mhaith liom tú a rá liom oiread agus is féidir leat faoin chéad cúpla líne ar an chéad leathanach.

Stopfaidh mé tú anois is arís le go mbeidh tú in ann a rá liom cad é air a bhfuil tú ag smaoineamh agus tú ag léamh.

Anois, abair liom go díreach cad é a bhí tú ag smaoineamh. Tá sé tábhachtach go mbeidh aird agat ar an téacs agus go mbeidh cuimhne agat ar an scéal/téacs. Ba mhaith liom go mbeidh tú ábalta a rá liom cad é air a raibh tú ag smaoineamh agus tú ag léamh. Abair liom cad iad na smaointe a spreag an leabhar seo ionat, deacrachtaí a bhí agat agus cad é a shíleann tú a bhfuil an leabhar seo faoi.

Nóta: Sainaithin áiteanna sa téacs le stopadh, go garbh ag deireadh gach tríú nó ceathrú leathanach i bpictiúrleabhar nó gach dhá nó trí alt i dtéacs níos faide. I ndiaidh píosa eile téacs a léamh iarr an t-eolas thuas arís ar an dalta. Tabhair seans dó/di go leor a léamh leis an eolas thuas a bheith aige/aici.

1.Ag Smaoineamh Os Ard: Rúibric

Treoracha: Bain úsáid as an rúibric seo le freagraí an dalta a chlárú. Ciorclaigh an uimhir chuí a bhaineann leis an ráiteas is fearr a léiríonn freagra an dalta.

1	Freagra ar bith, smaointe randamacha nach bhfuil baint acu leis an téacs.
2	Smaointe a bhaineann níos mó leis na léaráidí ná leis an téacs.
3	Smaointe a bhfuil baint acu le himeachtaí sa téacs; seans nach bhfuil siad cruinn maidir leis an téacs féin, baint acu le taithí phearsanta; léiríonn deacrachtaí sa léitheoireacht (ag leibhéal an fhocail nó an téacs); athinsint garbh.
4	Léiríonn dhá nó trí de na scileanna a leanas: ceisteanna a ghiniúint; coimhlínt a aithint sa téacs; tátal a bhaint; déanann ceangail idir imeachtaí sa téacs agus taithí phearsanta; déanann tuar; déanann mionathinsint; léiríonn gur athraigh a c(h)uid smaointí de réir mar a léigh sé/sí.
5	Léiríonn a c(h)uid smaointe go soiléir; tugann tuairim ar théama an téacs, pléann an dóigh a dtacaíonn a smaointe féin nó a gcuireann a smaointe féin cosc ar an tuiscint.

Nótaí:

2. Ag Baint Úsáid as Réamheolas (Scéimre): Measúnú ó Bhéal

Treoracha: Léigh na treoracha thíos don dalta. Scríobh freagraí an dalta faoi gach ceist/ráiteas.

Múinteoir:

Ba mhaith liom roinnt ceisteanna a chur ort faoi do chuid smaointe agus tú ag léamh.

- A. Nuair a léigh tú an téacs seo, ar chuir sé tú ag smaoineamh ar rud eile atá ar eolas agat nó a chreideann tú? Cén rud? Cad chuige ar chuir sé sin i gcuimhne duit? (Má tá freagra diúltach ag an dalta abair “Ar chuir sé rud i gcuimhne duit a tharla roimhe?”)

- B. An bhfuil rudaí ar eolas agat faoi do shaol, faoi rudaí eile a léigh tú, faoin údar seo nó faoin chineál seo téacs a chuidíonn leat an leabhar seo a thuiscint? Cén dóigh a gcuidíonn sin leat tuiscint níos fearr a bheith agat?

- C. Roghnaigh ceist amháin thíos le cur ar an dalta:

- Bhí muid ag caint faoi rudaí a chuireann an téacs seo i gcuimhne duit. (Abair an rud a dúirt an dalta). Cad é a thuigeann tú anois nár thuig tú roimhe?
- Cad é mar a chuidíonn réamheolas le léitheoir téacs a thuiscint?
- Cad é mar a chuidigh do réamheolas féin leatsa an téacs seo a thuiscint?

2.Ag Baint Úsáid as Réamheolas (Scéimre): Rúibric

Treoracha: Bain úsáid as an rúibric seo le freagraí an dalta a chlárú. Ciorclaigh an uimhir chuí a bhaineann leis an ráiteas is fearr a léiríonn freagra an dalta. Cuir na ceisteanna ar fad san áireamh leis an scór.

1	Freagra ar bith, gan ceangail ar bith le réamheolas.
2	Tá in ann labhairt faoi rudaí a chuireann an téacs i gcuimhe dó/di, ach níl in ann a rá cén fáth; níl tagairt do réamheolas ceangailte go soiléir leis an téacs.
3	Ceanglaíonn réamheolas/taithí leis an téacs.
4	Leathnaíonn léirléamh ar an téacs ag baint úsáid as réamheolas; pléann réamheolas a bhaineann le húdar nó le struchtúr an téacs; cuireann ceisteanna bunaithe ar réamheolas nach réitíonn leis an téacs.
5	Míníonn an dóigh a gcuireann réamheolas le léirléamh agus le tuiscint an téacs; míníonn an dóigh a gcuidíonn réamheolas le léirléamh agus le tuiscint théacsanna eile; déanann ceangail níos leithne ná taithí saoil agus an téacs.

Nótaí:

Adapted from Major Point Interview for Reading (Keane & Zimmerman, 1997)

Appendix Y: Sample transcripts of pupil comprehension interviews

Samplaí de na hagallaimh tuisceana

Rang 4 (Rang 6): Leibhéil (S), T, U, V

Rang 5 (Rang 7): Leibhéil (V), W, X, Y

SA5A (Leibhéal Y, André agus an Tarbh)

Tuar

OK, agus cad a shíleann tú a X atá ag dul a tharlú don bhuachaill seo?

Ceapaim, em, cheap eiseann go bhfuil bó, tarbh, chun é a scaoileadh. Mar d'imigh sé síos chuig an urlár nuair a tháinig an tarbh agus d'imigh gach, d'imigh na gabhair ar fad, rith siad sin ar shiúil. Ach just d'imigh André, ceapaim, d'imigh André síos go dtí an urlár.

Agus cad a shíleann tusa a X, an bhfuil rud éigin iontach suimiúil ag dul tarlú?

Ceapaim rud mar an gcéanna, ceapaim go bhfuil sé chun bheith ansin agus go leor tarbh ansin, agus bó agus tá sé chun rith amach ann, sa stábla. Agus tá sé chun buail é agus tá sé chun a thit.

An síleann sibh gur rud maith é nuair a léann sibh, nuair a bhíonn píosa léite agat agus stopann tú agus tá tú ag rá – sílim go bhfuil a fhios agam cad atá ag dul a tharlú anseo. An gcabhraíonn sin?

Yeah.

Yeah.

Cén fáth?

guailleogíní

SA 5B (Leibhéal X, Signora Coltello)

Réamheolas

Bhí tú ag samhlú seo i do cheann nuair a bhí sé ag tarlú. Agus nuair a léigh tú é, ar smaoinigh tú ar rud éigin eile atá ar eolas agat, eolas eile ata agat?

Na focail? Bhí cúpla focal deacair agus cúpla focal éasca. Agus nuair a bhí na cinn deacair agam just bhris mé iad síos.

OK. Agus an t-ábhar, an scéal é féin. Ar chuir sin tú ag smaoineamh faoi b'fhéidir clár teilifíse a chonaic tú nó leabhar eile a léigh tú? Cad iad na rudaí, nuair a bhí tú ag léamh sin ar chuir sé tú ag smaoineamh faoi rud eile? Cén rud a bhí ag tarlú i do cheann agat?

Bhí sé mar pictiúr like, O, céard a bhí an leabhar?

Seo leabhar eile a léigh tú? Mmm.

No, ní raibh sé an leabhar sin, ach leabhar a bhí ag mo mham agus léigh mé rud beag. Níl a fhios agam agus bhí sé i mBéarla. Bhí sé ag déanamh tionscadal faoi rud éigin, ní féidir liom smaoineamh faoi.

OK. An raibh rud éigin sa leabhar a bhí cosúil le rud a tharla i do shaol, a X, an raibh?

Yeah, i Rang 3, nó Rang 4, ceapaim bhí sé Rang 4. Bhí orainn dul abhaile agus bhí muid kind of ag déanamh tionscadail faoi seandaoine agus céard a raibh ar scoil, an cuimhin leat?

O, yeah, is cuimhin liom sin. Bhí orainn tógáil isteach bréagáin agus rudaí. Yeah, bhí muid ag déanamh tionscadail agus bhí, seo Rang 4, agus bhí sé faoi seandaoine ag téigh ar ais go dtí scoil agus bhí muid ag caint ag dul go dtí ár Mhamó agus Dhaideo ag rá céard ..

Céard a tharla...

Céard a tharla. Agus bhí mo dhaideo ag rá bhí whips agus gach rud acu.

SB 7 (Leibhéal Y, André agus an Tarbh Iontach)

Tuar

Bhuel, léigh sibh an chéad chaibidil seo, ach níor léigh sibh an leabhar ar fad. So, níl a fhios agaibh cad é atá ag dul a tharlú. So, in amanna nuair a léann tú an chéad chaibidil stopann tú agus déanann tú tuar. Ar chuala sibh an focal sin riamh? Tuar. Déanann tú tuar. Sin nuair a dhéanann tú tomhas. Faoi cad é a shíleann tú atá ag dul a tharlú anois.

O déanann muid sin ins an Bhéarla, nach bhfuil. Nach cuimhin leat, English Literacy, like, an leabhar mór.

O yeah!

So, déanann sibh píosa beag agus ansin cad é a shíleann tú anois ...

Yeah, sin ceann de na ceisteanna.

Agus cad é a shíleann tú atá ag dul a tharlú anois, a X? Anois, cad é a tharlóidh?

Níl a fhios agam.

Sílim go ritheann na hainmhithe amuigh, like, gach áit, caithfidh seisean fháil iad.

Caithfidh seisean iad a fhail, agus tarlóidh rud éigin ansin. Iontach maith. Bíonn muid ag caint air seo, an bhfuil rud éigin ar eolas agat anois i ndiaidh léamh, rud éigin nach raibh ar eolas agat roimhe. Gur fhoghlaim tusa rud éigin ó seo a X?

No.

Tá sé róluath go fóill. Cad é fútsa a X?

Em, bhí, em, sílim go raibh sé like, goatmilk, sin agus bhí sé just, níor ghlan sé é, just d'ól sé é. Sílim.

OK, agus d'fhoghlaim tú go dtiocfadh leat sin a dhéanamh?

Yeah.

SB 6 (Leibhéal T, Bran agus Sceolán)

Réamheolas

Yeah, bhí dráma ag Coláiste Feirste agus bhí an scoil uilig ag amharc air.

Chan an scoil uilig, bhí sé 4, 5 agus 6.

Agus nuair a bhí tusa ag léamh sin, an raibh tú ag smaoineamh ar an dráma sin?

Yeah.

Bhí an scéal ar eolas agaibh rud beag.

Bhí sé like, na madaí, bhí sé like, óg.

Ok, so bhí seisean níos sine anseo. Seo scéal faoi phíosca eile ina shaol.

Ach chuir siad rudaí eile isteach ins an rud.

Yeah, like, bhí iománaíocht uilig ann.

Á, go maith. Tá sin ar fheabhas.

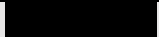
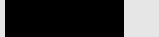
Agus bhí siad like ag dul suas an hill agus rudaí.

Appendix Z: Tabulation of all assessment results for a sample class

Torthaí ar fad: Deireadh Fómhair – Samhain, 2019

Ainm an pháiste X 33	Leabhéal Téacs	Taifead Reatha: Ráta Cruinnis %	Líofacht: Focail sa Nóiméad	Líofacht: Prosóid as 16	Díchódú Leibh 2 %	Ceist. tuisceana as 15	Agallamh Tuisceana	Ceistneoir
	Y	93	85	13		5,5,3: 12		√
	Y	88	78	10		5,3,3: 11		√
	Y	92	79	14		5,5,3: 12		√
	Y	93	65	12	√	5,4,3: 12	√	√
	Y	90	53	12	√	5,3,3: 11	√	√
	Y	93	57	12		5,4,3:12		√
	Y	89	74	14		4,3,3: 10		√
								√
	Y	87	77	13		4,2,2: 8		√
	Y	93	75	14		5,5,3: 12		√
	Y	93	65	12		5,3,3: 11		√
	Y	90	87	13		4,3,3: 10		√
	X	92	87	12		5,3,3: 11		√
								√
								√
	X	90	79	12	√	5,4,3: 12	√	√
	X	85	68	10		4,3,2: 9		√
	X	86	58	11	√	4,2,2: 8	√	√
	X	85	61	12	√	3,2,2: 7		√
	X	94	48	8		5,3,2: 10		√
								√
								√
								√
	X	85	45	10		5,4,2: 11		√
	W	85	54	10		4,3,2: 9		√
								√
	W	88	69	9		4,2,2: 8		√
								√
	V	88	64	11		3,2,2: 7		√
								√
	V	66	20	8		2,1,0: 3		√
								√
	V	87	70	10		4,2,2: 8		√
Iomlán:	23	23	23	23	5	23	4	33

Anailís ar Thaifid Reatha

Ainm an Pháiste	Mí- fhuaimniú MF	Malartú M	Béarla B	Ionsá I	Easnamh E	Tac Múint TM	Féin- cheartú FC	Straitéis is minice Amharc Brí Comhréir		
								A	B	C
	5	1	0	1	0	0	2	1	7	1
	7	5	1sh	0	0	0	2	8	3	
	5	2	0	0	1	0	0	4	4	
	2	5	0	0	0	0	4	3	7	
	5	7	0	0	0	0	3	8	6	1
	4	2	0	1	0	0	5	7	7	
	2	8	0	0	1	0	2	7	8	
										
	6	6	1sh	0	1	0	2	7	9	
	2	5	0	0	0	0	5	3	9	
	3	4	0	0	0	0	2	2	7	
	5	4	1sh	1	0	0	1	6	6	
	5	2	0	1	0	0	2	8	2	
										
										
	7	3	1sh	1	0	0	2	9	2	
	8	6	1sh	0	1	0	1	7	9	
	6	7	1sh	1	0	0	1	6	9	
	10	5	1sh	0	0	0	1	8	8	
	5	1	0	0	0	0	0	4	2	
										
										
	9	6	1	0	0	0	2	9	8	
	8	6	1	0	0	0	2	5	12	
										
	7	4	0	1	1	0	1	5	9	
										
	8	3	0	0	1	0	6	7	9	
										
	17	17	0	0	0	0	3	15	24	
										
	10	4	1sh	0	1	0	2	5	10	

Rang ... Anailís ar Dhíchódú: Leibhéal 2

Ba chóir don dalta **80%** ar a laghad a bhaint amach ag léamh na **bhfíorfhocal**.
Ba chóir don dalta **60%** ar a laghad a bhaint amach ag léamh na **mbréagfhocal**.

Ní dhearna X, X ná X an rud iomlán. Déan Leibhéal 1 leo.

Ainm an pháiste		Gutaí gairide as 5	Gutaí fada as 5	2 litir, fuaim amháin as 15	Caol, leathan as 15	Léirithe de ghutaí gairide as 5	Léirithe de ghutaí fada as 5	Iomlán as 50	%	Scór iomlán
■■■■■	Fíorfhocail	5	1	1	5	n/a	n/a	12/40	30%	
	Bréagfhocail	4	3	0	3	n/a	n/a	10/40	25%	
■■■■■+ Moirfeolaíocht	Fíorfhocail	5	5	11	14	5	5	45	90%	89
	Bréagfhocail	5	5	13	13	4	4	44	88%	
■■■■■+ Moirfeolaíocht	Fíorfhocail	5	5	13	12	4	4	43	86%	79
	Bréagfhocail	5	5	8	11	2	5	36	72%	
■■■■■	Fíorfhocail	5	5	13	n/a	n/a	n/a	23/25	92%	
	Bréagfhocail	5	5	2	n/a	n/a	n/a	12/25	48%	
■■■■■	Fíorfhocail	5	5	13	n/a	n/a	n/a	23/25	92%	
	Bréagfhocail	5	5	8	n/a	n/a	n/a	18/25	72%	

Níl scór ann don mhoirfeolaíocht – is modh agus míniú an dalta atá tábhachtach

Appendix AA: Teacher initial interview questions

Agallaimh 1 le Múinteoirí Samhain 2019

Fáilte agus míniú ar chúis an agallaimh. Mínigh an nasc idir an t-agallamh agus an ceistneoir le níos mó eolais a bhailiú trí cheisteanna oscailte a chur. Iarr cead an t-agallamh a thaifeadú agus cur i gcuimhne nach n-athnófar na rannpháirtithe.

Ceist a hAon

Ceist réamhléiritheach – ag míniú an rud a spreag an cleachtas reatha

Inis dom faoin oiliúint a bhí agat le léitheoireacht a theagasc nó cad é an rud a spreag an cleachtas atá agat le léitheoireacht a theagasc faoi láthair. (Dúirt céatadán ard daoine sa cheistneoir nach bhfuair siad Forbairt Ghairmiúil ar theagasc na léitheoireachta le cúig bliana anuas).

Ceist a Dó

Ceist shampla

Déan cur síos ar ghnáthcheacht léitheoireachta Gaeilge i do rang. (*Leideanna; bainistíocht ranga, am, scileanna, straitéisí tuisceana*)

Ceist a Trí

Ceist thaithí

I do thaithí féin, do bharúil go bhfuil na treoirlínte do theagasc na léitheoireachta Gaeilge sásúil? (Sa churaclam). Cad iad na gnéithe a moladh duit maidir le teagasc na léitheoireachta Gaeilge (más ann dóibh) a n-éiríonn go maith leo?

Ceist a Ceathair

Ceist léirmhínithe

Léiríonn an ceistneoir go ginearálta nach bhfuil páistí spreagtha le bheith ag léamh i nGaeilge. An aontaíonn tú leis seo? Cad iad na cúiseanna atá leis seo, i do bharúil? (*leideanna; leabhair, áiseanna, treoir, oiliúint, taighde*)

Ceist a Cúig

Ceist dheireanach

An bhfuil aon mholtaí agat maidir le teagasc na léitheoireachta Gaeilge a fheabhsú? Ar mhaith leat aon rud eile a rá le cur leis an agallamh?

Appendix BB: Sample transcription of teacher initial interview

Agallaimh 1 le Múinteoirí

Samhain 2019

Fáilte agus míniú ar chúis an agallaimh. Mínigh an nasc idir an t-agallamh agus an ceistneoir le níos mó eolais a bhailiú trí cheisteanna oscailte a chur. Iarr cead an t-agallamh a thaifeadú agus cur i gcuimhne nach n-aithneófar na rannpháirtithe.

Ceist a hAon

Ceist réamhléiritheach – ag míniú an rud a spreag an cleachtas reatha

Inis dom faoin oiliúint a bhí agat le léitheoireacht a theagasc nó cad é an rud a spreag an cleachtas atá agat le léitheoireacht a theagasc faoi láthair. (Dúirt céatadán ard daoine sa cheistneoir nach bhfuair siad Forbairt Ghairmiúil ar theagasc na léitheoireachta le cúig bliana anuas).

Ón scoil níos mó na ón ollscoil. Em, teagasc na fónaice mar is eol duit féin bhí tuairimí éagsúla ag léachtóirí éagsúla agus muid ar an ollscoil, so, i bhfírinne, bhí sin uilig ag brath ar an léachtóir féin agus tuairimí s'acu ar an fhónaic, em, taithí s'acu féin ar an léitheoireacht. Em, le bheith ionraic níor mhothaigh mé go raibh sé ag barr an liosta. Em, tá a fhios agat féin, bíonn an oiread sin le brú isteach ins an aon tréimhse amháin. Bhí an t-ádh orm go raibh ceithre bliana agam, ach ag smaoineamh ar dhaoine eile atá ag dul den *iarchéim*, déarfainn go mbíonn, ar ndóigh, bíonn níos lú taithí acu, ní dóigh liom féin go raibh iomlánú, go raibh an teagasc iomlánaithe agam ar an léitheoireacht. You know, chuala muid faoi ghrúpaí léitheoireachta agus an léitheoireacht dírithe ar an em, ábaltacht an pháiste agus sin uilig, bhí píosa beag déanta ar an fhónaic, ach maidir le straitéisí forleathan, maidir le, you know, an teagasc beacht sin, ag dul chomh beacht sin le cad is fiú poncaíocht, ar chóir poncaíocht a theagasc mar ghné aonair, sa, sa léitheoireacht. Is ar chleachtaí teagaisc a chuala mise, cad iad na straitéisí a oibríonn ar an láthair ó lá go lá, a bhíonn ag obair ar scoil, nó bíonn na smointí seo i do chloigeann faoi, a, sure, glacfaidh muid na grúpaí seo agus caithfidh neart ama air seo. Ansin bíonn grúpaí á ghlacadh agat de réir mar atá daoine ag obair go neamhspleách ar na tascanna. Sin an chéad uair sin a fheiceáil i bhfírinne.

So, sin ceacht ar leith?

Ceacht ar leith, you know, an dóigh a ndéantar, em, but, ar an ollscoil, ní raibh sin soiléir agam, you know, agus mhothaigh mé go raibh barúlacha éagsúla ag achan dhuine, so, bhí sé doiligh agat do chloigeann a fháil thart air. Ach cad é i bhfírinne, tá mise ag teacht amach ar an bhliain seo chugainn, cad é i bhfírinne, cad é an moladh is fearr a tugadh dom mar mhúinteoir úrnua, nuacháilithe ag dul amach, tá an rang seo os mo chomhair den chéad uair riamh, agus bíonn tú ag foghlaim de réir a chéile ar ndóigh, ach mar thúsphointe, dúshraith, cad é treoirilínte s'againn, cad é mar a chuirfidh mé tús leis seo?

Appendix CC: Teacher initial interview analysis (sample):

Level 1, themes of analysis

Agallaimh le Múinteoirí

Samhain 2019

BSA: Rang 4A

Fáilte agus míniú ar chúis an agallaimh. Mínigh an nasc idir an t-agallamh agus an ceistneoir le níos mó eolais a bhailiú trí cheisteanna oscailte a chur. Iarr cead an t-agallamh a thaifeadadh agus cur i gcuimhne nach n-aithneofar na rannpháirtithe.

Oiliúint/Forbairt Ghairmiúil

Scileanna agus straitéisí na ndaltaí

Modhanna teagaisc na léitheoireachta

Inspreagadh agus rannpháirtíocht

Áiseanna

Ceist a hAon

Ceist réamhléiritheach – ag míniú an rud a spreag an cleachtas reatha

Inis dom faoin oiliúint a bhí agat le léitheoireacht a theagasc nó cad é an rud a spreag an cleachtas atá agat le léitheoireacht a theagasc faoi láthair. (Dúirt céatadán ard daoine sa cheistneoir nach bhfuair siad Forbairt Ghairmiúil ar theagasc na léitheoireachta le cúig bliana anuas).

So, is dóigh liom nuair a thosaigh mé ag múineadh, sin an áit go raibh mé ag dul na smaointí, like, an córas atá sa scoil seo, em, ag úsáid úrscéalta, like, sa choláiste, fuair mé oiliúint do léitheoireacht Béarla, ní bhfuair mé aon oiliúint .. like, bhí teagasc na Gaeilge, ach ní raibh sé, mhothaigh mé i gcónaí go raibh sé dírithe níos mó ar scoileanna Béarla seachas Gaelscoileanna. So, ní dóigh liom go raibh an oiread sin, you know, conas fónaic na Gaeilge a mhúineadh, ní dóigh liom go bhfuair mé aon rud ar conas fónaic na Gaeilge a mhúineadh, agus mar sin de, so, nuair a thosaigh mé, fuair mé an spreagadh ón scoil.

OK, an scoil seo?

Yeah. Agus tá an príomhoide ag tabhairt tacaíocht dúinn an córas, cineál Building Bridges a chur...

O Yeah

So, you know, ag déanamh rudaí mar ag tuar agus ... níl mé in ann smaoineamh ar na focail eile. But, eh, so, agus ansin, bhí, tá úrscéalta in úsáid ag an scoil, so sin é an cineál córas atá in úsáid againn. Ach brathim nach bhfuil na húrscéalta atá in úsáid againn, cosúil leis An Marcach Óg agus Amach, nach bhfuil muid ag úsáid a thuilleadh, nach bhfuil siad, you know, níl na páistí ag baint an oiread sin spreagadh astu. Is breá leo bheith ag déanamh an úrscéil Béarla, The Starling, tá siad ag baint an oiread sin sult as, you know. Táimid ag dul a úsáid an úrscéil Béarla, O, hip hip, hooray, an ceann Gaeilge, it's like, tá drogall orthu. Agus tá tú ag iarraidh é a dhéanamh chomh spreagúil is gur féidir. Tá tú ag iarraidh... tá an teanga an-deacair. Ó na cruinnithe tuistí, bíonn na tuismitheoirí ag rá, O tá an léitheoireacht Ghaeilge chomh deacair, nuair a chaithfidh siad é a dhéanamh sa bhaile agus ní thuigeann siad é. Fiú má dhéanaimid é roimhré sa rang. Anyway, fuair mé an chuid is mó den spreagadh ón scoil.

Appendix DD: Teacher initial interview analysis (sample):

Level 2, themes and subthemes

Agallaimh le Múinteoirí

Samhain 2019

BSA: Rang 4A

Fáilte agus míniú ar chúis an agallaimh. Mínigh an nasc idir an t-agallamh agus an ceistneoir le níos mó eolais a bhailiú trí cheisteanna oscailte a chur. Iarr cead an t-agallamh a thaifeadadh agus cur i gcuimhne nach n-aithneofar na rannpháirtithe.

Oiliúint/Forbairt Ghairmiúil

Scileanna agus straitéisí na ndaltaí

Modhanna teagaisc na léitheoireachta

Inspreagadh agus rannpháirtíocht

Áiseanna

Ceist a hAon

Ceist réamhléiritheach – ag míniú an rud a spreag an cleachtas reatha

Inis dom faoin oiliúint a bhí agat le léitheoireacht a theagasc nó cad é an rud a spreag an cleachtas atá agat le léitheoireacht a theagasc faoi láthair. (Dúirt céatadán ard daoine sa cheistneoir nach bhfuair siad Forbairt Ghairmiúil ar theagasc na léitheoireachta le cúig bliana anuas).

So, is dóigh liom nuair a thosaigh mé ag múineadh, sin an áit go raibh mé ag dul na smaointí, like, 2 an córas atá sa scoil seo, em, ag úsáid úrscéalta, sa choláiste, 1 fuair mé oiliúint do léitheoireacht Béarla, ní bhfuair mé aon oiliúint .. like, bhí teagasc na Gaeilge, ach ní raibh sé, 1 mhothaigh mé i gcónaí go raibh sé dírithe níos mó ar scoileanna Béarla seachas Gaelscoileanna. So, ní dóigh liom go raibh an oiread sin, you know, conas fónaic na Gaeilge a mhúineadh, ní dóigh liom go bhfuair mé aon rud ar conas fónaic na Gaeilge a mhúineadh, agus mar sin de, nuair a thosaigh mé, 3 fuair mé an spreagadh ón scoil.

OK, an scoil seo?

Yeah. 3 Agus tá an príomhoide ag tabhairt tacaíocht dúinn an córas, cineál Building Bridges a chur...

O Yeah

So, you know, 6 ag déanamh rudaí mar ag tuar agus ... níl mé in ann smaoineamh ar na focail eile. But, eh, so, agus ansin, bhí, 2 tá úrscéalta in úsáid ag an scoil, so sin é an cineál córas atá in úsáid againn. Ach brathim nach bhfuil na 2 húrscéalta atá in úsáid againn, cosúil leis An Marcach Óg agus Amach, 1 nach bhfuil muid ag úsáid a thuilleadh, nach bhfuil siad, you know, níl na páistí ag baint an oiread sin spreagadh astu. 2 Is breá leo bheith ag déanamh an úrscéil Béarla, The Starling, tá siad ag baint an oiread sin sult as, you know. Táimid ag dul a úsáid an úrscéil Béarla, O, hip hip, hooray, 1 an ceann Gaeilge, it's like, tá drogall orthu. Agus tá tú ag iarraidh é a dhéanamh chomh spreagúil is gur féidir. Tá tú ag iarraidh... 2 tá an teanga an-deacair. Ó na cruinnithe tuistí, bíonn na tuismitheoirí ag rá, O tá an léitheoireacht Ghaeilge chomh deacair, nuair a chaithfidh siad é a dhéanamh sa bhaile agus ní thuigeann siad é. Fiú má dhéanaimid é roimhré sa rang.

Anyway, 3 fuair mé an chuid is mó den spreagadh ón scoil.

Appendix EE: Table analysis of initial teacher interviews

Table analysis of initial teacher interviews (sample)

Themes and subthemes:

Teacher education and professional development: 1. College, 2. PD, 3. Other teachers, 4. Curriculum, 5. Own experience/reflection, 6. Inspectors

Current reading pedagogies: 1. Management/groups 2. Approaches in lessons, 3. Programmes, 4. Vocabulary, 5. Phonics, 6. Comprehension, 7. Punctuation, 8. Transfer of skills 9. Assessment 10. Planning

Pupils' skills and strategies: 1. Skills and strategies, 2. Knowledge of Irish, 3. Irish at home

Motivation and engagement: 1. Irish reading, 2. English reading

Resources: 1. Lack, 2. Unsuitable/levels, 3. Translations

Themes of analysis	Sub-themes
Teacher education and PD	1. College
	Teacher 4A SA fuair mé oiliúint do léitheoireacht Béarla, ní bhfuair mé aon oiliúint .. (p.1)
	Teacher 4B SA sa choláiste ní raibh mórán ... bhí an-chuid le haghaidh na bunranganna, focail nua agus na bunrudaí, ach ní raibh mórán chun léitheoireacht a dhéanamh sna hardranganna nó i ngrúpaí nó aon rud (p.1)
	Teacher 5B SA Ar choláiste, ní bhfuair mé, em, motháim nach bhfuair mé mórán, but, sin an méid. (p.1)
	Teacher 6 SB rinne mé taifead reatha ar an ollscoil, ar mo chéad bhliain ag teagasc agus ní fhaca mé ó shin é. Ní dhearna mé ó shin é. So, in amannaí, sílim go gcaithfidh tú theacht ar ais chuig rudaí, agus bíonn, you know, tá sé maith, you know (p.5)
	Teacher 7 SB em, fiú an taighde a bhí le déanamh againn ansin, ní dóigh liom go raibh mórán den taighde ná na píosaí oibre dírithe ar an léitheoireacht mar aon, bhí neart cainte faoin tumoideachas, agus rudaí a bhí thar a bheith ginearálta. Níor mhothaigh mé go raibh, you know, deis ar leith

	againn, i bhfírinne, díriú isteach go mion ar an léitheoireacht, agus ar na straitéisí siúd. (p.2)
	2. PD
	Teacher 4B SA Yeah, bhí cúpla leathlae ann ach bhí sé really conas é a úsáid agus mar sin de. Ach níl muid tar éis é a úsáid. Bhí sé ann go dtí Rang 2. (p.6)
	Teacher 5A SA Yeah, bhí muid istigh cúpla uair ach ... Ní raibh chomh domhain sin, le cabhrú linn. (p.3)
	Teacher 6 SB So, bhí, tharla rud éigin le CCEA, agus bhí sé, bhí cúrsa inteacht ann, agus eh, an dóigh leis an léitheoireacht a chur chun cinn. Bhí seisean a rá, nó, seo don léitheoireacht, so ansin tháinig muidinne ar ais agus dúirt muid, éist, tá muidinne ag iarraidh meascáithe idir an léitheoireacht agus an scríbhneoireacht. Cé go bhfuil trasnú ann ins an dá rud, eh, bhí muidinne ag déanamh an léitheoireacht a mheas mar a bheadh sé ina phíosa scríbhneoireachta, má thuigeann tú mé. (p.1)
	Teacher 7 SB Ní raibh béim ar na cúrsaí san oiliúint. Níos mó a fháil sna blianta ar fad. Níl a fhios agam an é gach duine ag freastal ar chúrsaí an bealach is fearr ansin nó cineál clapholais ina bhfuil daoine ag teacht isteach, nó duine éigin ag teacht isteach agus ag labhairt faoina..., agus deis againne mar fhoireann suí lena chéile agus na straitéisí seo a chleachtadh lena chéile agus a phlé mar fhoireann. (p.9)
	3. Other teacher/school
	Teacher 4A SA fuair mé an spreagadh ón scoil, (p.1)
	Teacher 4B SA Ó dul isteach chuig na ranganna éagsúla. Feiceann tú rudaí a thaitníonn leat, agus bíonn tú, Ó is maith liom sin. Sin go maith. Sin smaoineamh gur féidir liom a úsáid mé féin (p.1)
	Teacher 5A SA Fuair mé spreagadh ó shocrúchán scoile, bheith ag breathnóireacht, istigh anseo anuraidh nuair a bhí mé ag déanamh an Droichead, agus bhí deis agam dul isteach le breathnú (p.1)

	Teacher 6 SB so d'aithin muid go raibh rudaí ag dul ar aghaidh i mbliainghrúpaí áirithe, agus nach raibh arís ins an chéad bhliain eile nó mar sin. D'aithin muid, no, caithfidh leanúnachas a bheith ann, so chuaigh muid agus fuair muid níos mó leabhair móra do bharr na scoile, agus bhí cineál nós ann go stopann tú sin ag barr na scoile, gur rud bun na scoile atá ann (p.2)
	Teacher 7 SB Is ar chleachtaí teagaisc a chuala mise, cad iad na straitéisí a oibríonn ar an láthair ó lá go lá, a bhíonn ag, (p.1)
Current reading pedagogies	1. Classroom management/time/groups
	Teacher 4A SA Bímse á léamh os ard don rang (p.3)
	Teacher 4B SA Úrscéal agus an leabhar céanna ag gach duine sa rang. Agus tá dúshlán leis sin nó tá daoine atá níos ábaltaí, agus níos laigí. So déanaimid é le chéile mar rang agus tá a fhios agam níl sé sin an bealach is fearr lena dhéanamh ach níl sé praiticiúil an t-úrscéal a dhéanamh le grúpa, bheadh siad ar an úrscéal bliain iomlán (p.2)
	Teacher 5A SA De ghnáth bímid ag léamh os comhair an ranga, ní chuirim ceist orthu léamh. No, na páistí ag léamh (p.1)
	Teacher 7 SB Bíonn siad ag léamh duine i ndiaidh duine, insan ghrúpa sin, anois, seo an léitheoireacht mar suíomh grúpa. Roimhe sin bíonn an leabhar mór á léamh againn. Ins na grúpaí beaga sin, bíonn na páistí ag léamh duine ar dhuine. Sin deis s'agamsa bheith ag éisteacht leo duine ar dhuine. Lá amháin bíonn sin déanta i nGaeilge, lá eile bíonn sé déanta i mBéarla. Déanann siad sin, an cineál léitheoireachta sin a threisiú an oíche sin mar chuid den obair bhaile léitheoireachta s'acu (p.3)
	2. Approaches in lessons
	Teacher 4A SA Sin é, gach lá a bhí mé ag léamh an chaibidil roimhré, céard is brí leis sin? So, rinne muid plé ar an teanga, ag teacht suas, ansin léigh muid é (p.2)
	3. Programmes

Appendix FF: Teacher final interview questions

Agallamh 2: Múinteoirí

Meitheamh 2020

1. Cad é an rud is suntasaí duit ón tréimhse seo a bhain le léitheoireacht na Gaeilge?

Cad é a rachaidh i bhfeidhm ar do theagasc amach anseo (má théann)?

An raibh gné ar bith nár thaitin leat nó a shíleann tú a bheadh dúshlánach?

2. I ndiaidh macnamh a dhéanamh ar an phróiseas seo, an ndeachaigh aon rud a d'fhoghlaim tú i bhfeidhm ar do chleachtas? An athróidh tú/ar athraigh tú aon rud?

Cad é a spreag athrú (má tharla athrú)? Ar oibrigh an t-athrú?

Cad é mar a chuaigh seo i bhfeidhm ar na páistí sa rang?

An bhfuil rud ar bith i do chleachtas a shíleann tú gur chóir é a athrú? An mbeadh an t-athrú seo indéanta leis an scoil/rang/áiseanna atá agat?

3. Cé chomh húsáideach is a bhí an t-eolas a fuair tú ón mheasúnú; taifid reatha, líofacht, díchódú, aithint focal?

Cad é an t-eolas a thug an measúnú duit faoin pháiste?

Ar chuir aon rud iontas ort?

Do bharúil an mbainfidh tú úsáid as Taifid Reatha?

Cad é a rinne tú roimhe seo le páistí a chur i ngrúpaí?

Buntáistí/míbhuntáistí Taifid Reatha (am, eolas)

4. Cad é ba mhaith leat a fheiceáil i gclár forbairt phroifisiúnta do léitheoireacht na Gaeilge?

Cen cineál clár – beo, ar líne, grúpaí, sa scoil, le scoileanna eile, praiticiúil, teoiriciúil, físeáin shamplacha,

Appendix GG: Principal final interview questions

Agallamh le príomhoide, Meitheamh 2020

1. Abair liom rud beag faoi chúlra na scoile – ón phobal?

2. Stádas soic-eacnamaíocht (tacaíocht ar bith sa bhreis)

3. Polasaí labhairt na Gaeilge – déan cur síos ar labhairt na Gaeilge sa scoil

4. Cad é do bharúil de theagasc na léitheoireachta sa scoil, an dearcadh atá ag na múinteoirí, an dearcadh atá ag na páistí.

5. Pleanáil do litearthacht – cé chomh minic. An dtéann cúrsaí curaclaim i bhfeidhm air?
Plean don léitheoireacht?
Baint ag múinteoirí leis? An dtéann sé i bhfeidhm ar an teagasc?

6. Cad é do bharúil a chuideodh le teagasc na léitheoireachta sa scoil?

Appendix HH: Sample transcription of teacher/principal final interview

(Q.4,5,6 from principal interview to maintain anonymity)

1. Cad é do bharúil de theagasc na léitheoireachta sa scoil, an dearcadh atá ag na múinteoirí, an dearcadh atá ag na páistí?

Em, bainimid triail as rudaí éagsúla, is dócha, ag an tús ...
Thosaigh muid ar an em, X i mBéarla. So, d'fhoghlaim siad uaidh sin an dóigh le léitheoireacht cineál a dhéanamh, stopadh, cinntiú go dtuigeann siad focail. Now, níor thosaigh muid ach ar sin anuraidh so ní raibh ach seal amháin acu ag obair ar leabhar amháin. Em, agus beimid ag déanamh dhá leabhar i mbliana.

Cad é mar a oibríonn sin?

Téacsanna ar leith agus tá ról ag daoine. Tá dath ag gach duine. So, bíonn duine amháin i seilbh ar an léitheoireacht, em, agus, deir siad, OK, gach duine bígí ag léamh go ciúin. Tá treoir ann ar an leathanach ansin, an bhfuil gach duine críochnaithe, an raibh focal ar bith nár thuig sibh, and bíonn gluais ar chúl, em, muna dtuigeann siad focal, agus tugann siad... ní bhíonn an múinteoir páirteach ann, bíonn siad ag léamh leo féin.

2. Pleanáil do litearthacht – cé chomh minic. An dtéann cúrsaí curaclaim i bhfeidhm air? Plean don léitheoireacht?

Baint ag múinteoirí leis? An dtéann sé i bhfeidhm ar an teagasc?

Bhuel, arís, le b'fhéidir dhá bhliain anuas agus an gnímh sin ag titim amach, ba ghnáth linne teacht le chéile gach Máirt. Gach Máirt bhí ábhar ar leith pléite. Mar shampla uair sa mhí bheadh X ag rá, OK, beidh an cruinniú seo dírithe ar an litearthacht, nó ar ghné áirithe den litearthacht, agus gheobhadh muid uilig scéal cúpla lá roimh ré agus bheadh muid uilig ullmhaithe, ghlacfaidh muid samplaí b'fhéidir dár gcuid oibre, agus moltaí déanta amach ag X agus comhrá againn faoin dóigh leis sin a chur i bhfeidhm. Maidir leis an phríomhphleanáil, pleanáil don bhliain, ghlacaimis gnéithe éagsúla

3. Cad é do bharúil a chuideodh le teagasc na léitheoireachta sa scoil?

Traenáil. Fuair muid traenáil uaibhse, thar na blianta. Uaitse. Agus ó bhí, bhí cúpla cur i láthair iontach maith ag X fosta. Although motháim nach bhfuil, le cúpla bliain anuas. Agus leabhair úra, tá na páistí, bíonn siad ag streachailt leis an tuiscint chomh maith leis an léitheoireacht cionn is nach bhfuil an teanga chomh leathan sin acu. Em, is cinnte cé go bhfuil leabhair úra ann, tá sé doiligh, you know, tá na leabhair Ghaeilge le chéile agam, agus rinne mé iarracht taispeantas deas leabhar Gaeilge a chur le chéile, ach nuair a amharcann tú, cuid acu pictiúrleabhair, bun na scoile, cuid acu, níl, dá mbeadh seilf ann le leabhair, em, ach na leabhair mhaithe atá againn uilig is mar chuid den scéim léitheoireachta den chuid is mó iad. Tá leabhair, now, tá boscaí leabhar neamhspleácha, agus is maith leo iad, ach, fiú in amanna, tugaim leabhar neamhspleách ins an Bhéarla dóibh agus bíonn siad go fóill níos tógtha faoi na leabhair sin. Deacair iad a spreagadh.

Appendix II: Teacher/Principal final interview analysis (sample):

Level 1, themes of analysis

CODED 1

Agallamh 2: Múinteoirí

Meitheamh 2020

5ASA

Themes: **Self-efficacy** **Expectations and goals** **Motivation and attitude**

1. Cad é an rud is suntasaí duit ón tréimhse seo a bhain le léitheoireacht na Gaeilge?

Cad é a rachaidh i bhfeidhm ar do theagasc amach anseo (má théann)?

An raibh gné ar bith nár thaitin leat nó a shíleann tú a bheadh dúshlánach?

An rud a bhain leis an léitheoireacht liomsa ná, em, ag úsáid na leabhair leis an drámaí, thaitin sé sin go mó-ór liomsa agus leis na páistí. Em, bhí an difreálú i gceist, em, ní raibh tú buartha nuair a bhí tú ag tógáil amach na leabhair ar fad, em, agus bhí na páistí in ann, em, cineál rothlú a dhéanamh tar éis tamaill nuair a bhí siad muiníneach, em, i ndiaidh an léitheoireacht ar fad, em, agus nuair a bhí na focail ar fad ar eolas acu. So, em, roimhe sin bhí mise i gcónaí just, níor chaith mé mí iomlán ag déanamh an leabhar céanna.

Just bhí sé go hiontach cloisteáil uait faoi do you know, like, cuid de na rudaí léitheoireachta. Nach raibh orainn bheith ag éisteacht le gach páiste, gach ceacht, agus is féidir le páistí bheith ag léamh le chéile. Nó tá a fhios agat féin, ceapann tú go gcaithfidh tú éisteacht le gach duine, an t-am a léamh agus tic a chur sna boscaí, d'éist mé leis an bpáiste seo, ach níl aon dul chun cinn ann de bharr sin. Yeah.

2. I ndiaidh macnamh a dhéanamh ar an phróiseas seo, an ndeachaigh aon rud a d'fhoghlaim tú i bhfeidhm ar do chleachtas? An athróidh tú/ar athraigh tú aon rud?

Cad é a spreag athrú (má tharla athrú)? Ar oibrigh an t-athrú?

Cad é mar a chuaigh seo i bhfeidhm ar na páistí sa rang?

An bhfuil rud ar bith i do chleachtas a shíleann tú gur chóir é a athrú? An mbeadh an t-athrú seo indéanta leis an scoil/rang/áiseanna atá agat?

Yeah, so, em, ceapaim na grúpaí, an dóigh a bhí muid, mise ag déanamh, bheadh ag léamh an rud céanna agus ceacht i lá amháin ag éisteacht le grúpa eile ach cheap mé go raibh sé go maith go raibh leabhair difriúla acu agus ag na grúpaí fá choinne an leibhéil a bhí sé ag. Agus ansin go raibh obair cineál dírithe ar an leabhar acu fosta. In áit an dóigh a bhí muid á dhéanamh, bhí muid go léir just ag léamh agus ag dul ar aghaidh b'fhéidir grúpaí éigin difriúil, nach ndearna siad an ceangail le chéile.

Nó bhí siad ina suí sna grúpaí, em, an bealach seo bhí siad ag déanamh obair, bunaithe ar na focail, bunaithe ar an leabhar. So, cheap mé go raibh sin go maith. Cad eile a bhí ... em. Yeah just an idirdhealú agus na leabhair, agus bhí sé cineál deacair é a dhéanamh leis na leabhair a bhí againn ach le leabhair úra bhí sé i bhfad níos éasca.

3. Cé chomh húsáideach is a bhí an t-eolas a fuair tú ón mheasúnú; taifid reatha, líofacht, díchódú, aithint focal?

Cad é an t-eolas a thug an measúnú duit faoin pháiste?

Ar chuir aon rud iontas ort?

Do bharúil an mbainfidh tú úsáid as Taifid Reatha?

Cad é a rinne tú roimhe seo le páistí a chur i ngrúpaí?

Buntaistí/míbhuntaistí Taifid Reatha (am, eolas)

Yeah, cheap mé go raibh an measúnú an-chruinn, i gcomparáid leis na rudaí a bhí againn roimhe sin. So, nuair a bhí mise ag léamh leis na páistí, bhí sé an-bunúsach, an raibh na focail acu, na like, na heochairfhocail, cad faoi líofacht agus mar sin de. Ach leis seo, bhí sé i bhfad níos cruinne, é sin ráite, thóg sé i bhfad níos mó ama, em. So, bhí na scileanna acu, ach b'fhéidir go raibh féinmhúinín i gceist, do you know rud mar sin, so bhí na scileanna acu, em, bhí muid i gcónaí, bhuel, mise in aon chor, ag féachaint ar an líofacht, cé chomh tapaídh a bhí siad in ann é a léamh, em, go nádúrtha. Ach thaispeáin siad sin níos mó eolais dom. Em, arís ar ais go dtí an t-am a thóg sé. Níl a fhios agam an bhfuil sé praiticiúil, em, so rinne muid grúpaí anuraidh freisin. Em, so bhí úrscéal amháin againn agus rinne muid grúpaí ina dhiaidh. And so, thaitin sé sin liom anuraidh agus thaitin sé liom i mbliana. Em, bíonn sé an-deacair ag éisteacht le gach páiste leis sin agus taifead a dhéanamh, so, níl a fhios agam cad a cheapann daoine eile. Em, ach sin a cheap mise. So, níl a fhios agam an úsáidfídh mé an rud iomlán arís. B'fhéidir píosaí de, mar bhí sé an-mhaith ach níl a fhios agam, b'fhéidir go mbeadh CRS agat nó cúntóir ranga, bheadh tú níos fearr é a dhéanamh, em, just ó thaobh ama de níl sé praiticiúil, domsa, céard a cheap sibh. Go háirithe, like i Rang 4, tá tríocha cúig ann, ag X i mbliana, gach aon cúntóir ranga, domsa, tá 32 ann, but bhí, you know, bhí CRS, ach bhí siad ag obair le páistí faoi leith mar bhí a lán dúshláin ag baint leo, agus tá na ranganna sin, níl siad ag dul ar aghaidh, beidh siad ag X agus X an chéad bhliain eile.

Appendix JJ: Teacher/Principal final interview analysis (sample):
Level 2, themes and subthemes
CODED 2
Agallamh 2: Múinteoir
Meitheamh 2020

Self-efficacy – 1. current practice, 2. subject knowledge/awareness, 3. enhanced knowledge

Expectations and goals – 1. planning, 2. resources, 3. support

Motivation and attitude – 1. staff, 2. pupils, 3. community

1. Cad é an rud is suntasaí duit ón tréimhse seo a bhain le léitheoireacht na Gaeilge?

Cad é a rachaidh i bhfeidhm ar do theagasc amach anseo (má théann)?

An raibh gné ar bith nár thaitin leat nó a shíleann tú a bheadh dúshlánach?

Ní 1. bhíonn an t-am againn, mar earnáil, fiú i scoileanna eile, ní bhíonn an t-am agat dul isteach go mion i rud atá chomh tábhachtach leis an léitheoireacht, agus sílim ach go háirithe, sna Gaelscoileanna, 2. bíonn daoine ag caitheamh an oiread sin ama ag gearán faoi easpa áiseanna agus seo siúd is araile, agus ansin leis an gníomharas ceardchumainn a bhí ag titim amach. 1. bhí mé réidh le léim isteach ann mar a rinne tú féin, le gach rud a thriail, em, go cinnte, fiú, cur chuige eile, bealach eile leis an léitheoireacht a chur i bhfeidhm, inár rangsa, 1. sílim go bhfuil cineál sean-nós ag achan dhuine grúpaí léitheoireachta a ghlacadh, agus 1. mothaím faoi bhrú munar 1. léigh tú le achan uile grúpa léitheoireachta gach lá. Em, agus seicliosta a bhí ann ach chan seicliosta ar an dóigh cheart, chan seicliosta ar na gnéithe éagsúla den léitheoireacht, you know, ar an tuiscint, ar an díchódáil, ticliosta a bhí ann, ar léigh siad an sé leathanach, em, an dóigh liom gur léigh siad aréir é, agus ar thuig siad é, agus seicliosta ar dhóigh cineál mícheart a bhí ann, ach ar ndóigh, 1. sheas muid siar agus dúirt muid look here, níl bealach ar bith thart air seo. Mhóthaigh muid uilig cineál, níl a fhios agam, 1. níor mhaith liom a rá, gafa, nó cineál, go mbeadh muid i dtrioblóid. Mhóthaigh muid uilig faoi bhrú, déarfainn gur sin an dóigh is fearr le cur síos air, bhí tú faoi bhrú, go raibh méid áirithe le léamh, go raibh sraith leabhar anseo le críochnú, nó go mbeadh droch-chuma ormsa, chan amháin mar rang ar na daltaí, níor léigh an dalta sin ach b'fhéidir ceithre nó cúig leabhar sa téarma sin. So, 1. domsa de, chuir an tionscnamh seo mé ar mo shuaimhneas, níos mó ná aon rud eile. Agus nuair atá tú ar do shuaimhneas

agus cineál, tá an cúpla pilear sin buailte de do ghualainn, mothaíonn tú gur féidir leat rudaí a thriail, agus, bhí sé just deas gan a bheith buartha agus gan a bheith ag smaoineamh ar an chéad ghrúpa eile, nuair a bhí tú le grúpa, you know, gan a bheith a rá, here, beidh ormsa suí leis an chéad ghrúpa eile anseo. 3. Bhí mé leis an ghrúpa seo ar feadh cúig bhomaite, tá an ceacht litearthachta seo le críochnú i gceann fiche bomaite. Bhí deis agat suí agus smaoineamh, bhuel inniu, beidh mé ag díriú isteach ar an dá ghrúpa seo, agus leis an chúntóir ranga bhí comhrá againn roimhré le fios againn cad é a raibh muid ag díriú air inniu. Bhí, níl mé ag rá go raibh an cur chuige iomlán iomlán athruithe, ach deis, sin é, tweekanna suntasacha inar 1. mhothaigh muidinne i bhfad níos compardaí agus 2. na páistí chomh maith. Mhothaigh mé i gcónaí go cinnte gur mhothaigh na páistí, níl mé ag rá go raibh tú faoi strus, ach go cinnte, mhothaigh siad go raibh deifir ag baint leis an rud cuid den am, in áit tú ag mothú ar do shuaimneas, agus ag 3. cur cineál béime ar, you know, chuir siad ceisteanna, cad is ciall leis sin, nó cén fáth a bhfuil an carachtar sin brónach, sin uilig i gceart, but, maidir leis an doimhneacht agus an comhrá cineál míle míle uair níos doimhne, níor mhothaigh tú go raibh an deis sin riamh agat agus go raibh daoine eile ag cailleadh amach dá bharr. So, go cinnte anois, an grúpáil sin, ag cur am ar leataobh don léitheoireacht, léitheoireacht níos dírithe gan an brú céanna. I mean, domsa de, ag labhairt le X agus X ansin chomh maith, domsa de an buntaiste is mó.

An raibh gné ar bith nár thaitin leat nó a shíleann tú a bheadh dúshlánach? Agus an raibh rud ar bith a shíl tú, bhuel, ní dhéanfaidh mé sin, tá sin ródhúshlánach, nó tá sin róchasta. An raibh rud ar bith nár shíl tú a bheadh maith?

Yeah, beidh 3. mé ionraic Jacaí, sílim go mbeadh an measúnú ar dóigh, but just agus arís chríochnaigh muid you know, sular chuir mé féin agus déarfainn na múinteoirí eile, taithi ceart air, agus cosúil le gach rud eile, 2. bheadh orainne sílim sa scoil smaoineamh ar b'fhéidir córas níos fearr leis an mheasúnú sin a dhéanamh agus smaoineamh ar am a chur ar leataobh, 1. b'fhéidir gur féidir leis an triúir againn, you know, leis an chineál taithí atá againn, rang a ghlacadh agus obair le chéile, más rud é go raibh mar shampla luasléitheoireacht ar siúl againn.

Appendix KK: Table analysis of teacher/principal final interviews
Table analysis of final teacher/principal interviews (sample)
June 2020

Themes and subthemes:

Self-efficacy: 1. current practice, 2. subject knowledge/awareness, 3. enhanced knowledge

Expectations and goals: 1. planning, 2. resources, 3. support

Motivation and attitude: 1. staff, 2. pupils, 3. community

Themes of analysis	Sub-themes
Self-efficacy	1. Current practice Teacher 4A SA Bhuel, nuair a smaoiním mise siar ar an gColáiste, agus d'fhreastal mise ar X, you know, bhí Teagasc na Gaeilge againn, agus bhí sé sin ar fheabhas, but ní raibh aon rud faoi leith faoi conas an léitheoireacht Ghaeilge a mhúineadh. (p.6) Teacher 4B SA So, nuair a bhí mise ag léamh leis na páistí, bhí sé an-bunúsach, an raibh na focail acu, na like, na heochairfhocail, cad faoi líofacht agus mar sin de. Ach leis seo, bhí sé i bhfad níos cruinne, é sin ráite, thóg sé i bhfad níos mó ama, em, ach bhí an t-eolas a fuair mé uaidh an-mhaith. (p.3) Teacher 5B SA Yeah, so, em, ceapaim na grúpaí, an dóigh a bhí muid, mise ag déanamh, ag léamh an rud céanna agus ceacht i lá amháin ag éisteacht le grúpa eile ach cheap mé go raibh sé go maith go raibh leabhair difriúla acu agus ag na grúpaí fá choinne an leibhéil a bhí sé ag. Agus ansin go raibh obair cineál dírithe ar an leabhar acu fosta. (p.3) Teacher 6 SB Sílim go bhfuil cineál sean-nós ag achan dhuine grúpaí léitheoireachta a ghlacadh, agus mothaím faoi bhrú munar léigh tú le achan uile grúpa léitheoireachta gach lá. Em, agus seicliosta a bhí ann ach chan seicliosta ar an dóigh cheart, chan seicliosta ar na gnéithe éagsúla den léitheoireacht, you know, ar an tuiscint, ar an díchódáil, ticliosta a bhí ann. (p.2) Principal SA ana-chuid ionchur teangan. Caithfear an teanga a thabhairt dóibh freisin, leis an tumoideachas. Rud a rinne muid freisin ná, bhrath muid freisin ná, cineál, chuir muid siar tús na léitheoireachta chomh maith. (p.3)
	2. Subject knowledge

	Teacher 4A SA Mar níl aon eolas againn. (p.5) Teacher 5A SA Em, bhí an difreálú i gceist, em, ní raibh tú buartha nuair a bhí tú ag tógáil amach na leabhair ar fad, em, agus bhí na páistí in ann, em, cineál rothlú a dhéanamh tar éis tamaill nuair a bhí siad muiníneach, em, i ndiaidh an léitheoireacht ar fad, em, agus nuair a bhí na focail ar fad ar eolas acu. (p.1) Teacher 6 SB Ní raibh an deis againn dul i dtaithi air go pointe gur féidir linn rudaí a thriail fiú agus níl mé ar lorg leithscéil anseo ach sílim go mbeadh níos mó de chineál taithi againn dul i dtaithi air go dtí go mbeimid réidh le suí agus bump bump bump le grúpa mar sin. (p.3) Teacher 7 SB ní féidir ach méid áirithe a bhailiú ón ghrúpa léitheoireachta, per se, i mo bharúilse féin. Bíonn an measúnú foirmeálta tábhachtach ag deireadh tréimhsí ach go háirithe, nó ag deireadh na míosaí sin uilig (p.4) Principal SA mar sin cineál easnamh freisin a bhí aitheanta againn gur bhraith muid nach raibh na scileanna sin acu, rud a bhí ann deich mbliana ó shin, fiche bliain ó shin (p.4) Principal SB Em, táimid ag iarraidh cuid de na scileanna sin a thabhairt isteach. Cuid de, em, achóimre, caithfidh an duine atá i mbun, em, tá, you know, sílim go bhfuil em, tuar a thabhairt, so, sílim go mbaineann an leathanach seo le, scileanna ar leith agus straitéisí. (p.5)
Expectations and goals	1. Planning Teacher 4A SA Em, agus, em, tá mé ag iarraidh níos mó cineál grúpaí a dhéanamh amach anseo. (p.2) Teacher 4B SA So, níl a fhios agam an úsáidfídh mé an rud iomlán arís. B'fhéidir píosaí de, mar bhí sé an-mhaith ach níl a fhios agam, (p.4) Teacher 5A SA Má thosaíonn siad leis, you know on tús, go bhfuil sé éasca daofa ansin, do Rang 5, 4, bheadh siad in ann díchódú, agus focail a aithint láithreach, ach dúinne bhí siad ach ag díriú air is ag foghlaim faoi em, so yeah, caithfidh sin a bheith mar chuid de phlean scoile. Toiseacht ón tús. (p.8) Teacher 6 SB Ní bhíonn an t-am againn, mar earnáil, fiú i scoileanna eile, ní bhíonn an t-am agat dul isteach go mion i rud atá chomh tábhachtach leis an léitheoireacht (p.1) Teacher 7 SB Cineál an aistear iomlán sin tábhachtach do gach duine agus sílim arís go n-éiríonn muid uilig cineál gafa i rang s'againn féin agus an curaclam atá os ár gcomhair. Ach is cinnte tá na bliainghrúpaí sin tábhachtach, níos faide siar arís rithábhachtach chomh maith. (p.7)

Appendix LL: Participant observation framework

Class Date

Classroom Observation Table: Reading Lesson				
Time spent on:				
Whole class instruction	Group instruction	Reading	Words/phrases	Comprehension instruction
Describe the format of the lesson				
What was the most salient literary event in the lesson?				
What was the grouping pattern for the lesson?				
What materials were used?				
Who provided instruction?				
What approach was used for comprehension instruction?				
What teacher interaction styles were observed?				
Describe the responses of the pupils.				

Taylor et al. (2005)

Appendix MM: Samples notes from each school using observation framework

Class ...X and X.... Date ...05.03.20/07.03.20.....Lesson 50 minutes (SA) 45 minutes (SB)

Classroom Observation Table: Reading Lesson				
Time spent on:				
Whole class instruction	Group instruction	Reading	Words/phrases	Comprehension instruction
10 minutes (SA) 5 minutes (SB)	15 minutes (SA) 5 minutes (SB)	25 minutes (SA) 35 minutes (SB)	throughout throughout	Closed questions/ discussion (SA) Questioning/ discussion (SB)
Describe the format of the lesson	SA The teacher spent the first 10 minutes recapping information covered before on prefixes, suffixes and compound words. Children gave examples of compound words as well as prefixes and the rules. They discussed dntls and vowels and gave examples. The children's knowledge and ability to discuss words at this level is very impressive. SB The class teacher revised a prior activity and explained today's format for 5 minutes. Children then went into their groups and each group was given their books, a different book for each group. There were four groups, and the teacher assigned a leader in each group ...			
What was the most salient literary event in the lesson?	SA The main aim was to hear pupils read aloud. The reading aloud was mixed with discussion where the teacher stopped pupils reading to question vocabulary, predict or answer questions. For all groups, word-work and vocabulary were prevalent. They revised and consolidated knowledge of compound words, prefixes and suffixes. SB The focus is very much on reading aloud with the teacher/classroom assistant while the teacher makes notes. Other activities were based on the reading and involved vocabulary and word work. Each group had a different activity that they completed before or after reading aloud with the teacher/classroom assistant.			
What was the grouping pattern for the lesson?	SA There were four reading groups in the class based on reading ability. The teacher sat with one group, the more able group, and listened to reading round-robin style, interspersed with teacher-lead questions and discussion. The other three groups worked independently, mainly individually, in their groups. They were fairly quiet and there was no discussion. SB There were four reading groups in the class based on reading ability. The teacher and the classroom assistant listened to two groups read in a round-robin format while the other two groups worked independently, then they moved to the other two groups and the first two groups worked independently. Each independent group had been assigned a leader by the classroom teacher.			
What materials were used?	SA Sets of books for each group: Réitigh É, Seacláid, An Capall Rása Tuirseach Comprehension package: Taisce Tuisceana Workcards from the Taisce Tuisceana package SB			

	Sets of books for each group: Vaimpír Croglin, Na Bleachtairí: Zombaí, An Capall Rása Tuirseach, Fabhalscéalta Aesóip Bingo cards with prewritten boards and word meanings
Who provided instruction?	SA The class discussion at the beginning of the lesson was teacher led. Groupwork was also teacher led, but the teacher stayed with one group for most of the lesson and the other groups were given activities briefly explained by the teacher and then instructed to work individually and independently, not to disturb the teacher and to work quietly. SB The class discussion at the beginning of the lesson was teacher led. Children raised their hands to partake in the discussion and to offer ideas. The teacher then briefly gave instructions to each group. The teacher and classroom assistant lead two groups in the reading aloud. Little discussion took place during this reading.
What approach was used for comprehension instruction?	SA One group was supervised by the class teacher and focused on prediction in discussion of the text. This particular text used by the group with the teacher (Réitigh É!) is particularly suited to prediction. Pupils read aloud in turn and then the teacher asked what might happen next. Pupils seemed to respond well. However, because of the time spent on this activity with one group the teacher had no time for the other groups. SB Brief discussions took place during the reading aloud sessions, mainly to summarise the reading and ensure the pupils understood what they were reading in a literal way. The group structure with a team leader worked well for the more able groups and although focusing on vocabulary had some interesting discussions about the meaning in the context of the text.
What teacher interaction styles were observed?	SA The teacher explained the word knowledge of compound words, prefixes and suffixes very well. Information was methodical and organised, and the teacher obviously understood the topic well. The round-robin style of listening to individual reading took up a lot of time in the lesson. The teacher encouraged the children to work silently and individually. SB The teacher addressed the whole class at the beginning of the lesson to recap and give instructions. This was very clear, and the pupils were obviously accustomed to group work in this manner. The teacher was very clear that groups needed to work independently and not to bother her when with another group.
Describe the responses of the pupils.	SA There was definitely a very positive buzz in the class with the new books. All pupils questioned said they were loving their new book and they had particularly enjoyed reading the speakout plays. Groupwork was really individual work and the class worked in silence. SB Children displayed a positive attitude to the upcoming lesson. They are enjoying the books and are very positive about their reading so far. The more able group was maybe too large. They worked well together with the team leader but found it difficult to hear each other with the other groups in close proximity.
Teacher evaluation after the lesson	SA The teacher did not have enough time to listen to all groups in the given time. Teacher concerns: That there are not enough activities for groups to continue independently. SB The teacher was aware of rushing the lesson but felt the need to hear all children read. Teacher concerns: That the children need to read aloud for the teacher to know if they can read the text.

Appendix NN: Participant observations (samples):
Coded Level 2, themes and subthemes
CODED 2
Participant observations
March 2020

Themes and subthemes:

Self-efficacy: 1. current practice, 2. subject knowledge/awareness, 3. enhanced knowledge

Expectations and goals: 1. planning, 2. resources, 3. support

Motivation and attitude: 1. staff, 2. pupils, 3. community

The format of the lesson

SA

3. 2. The teacher spent the first 10 minutes recapping information covered before on prefixes, suffixes and compound words. Children gave examples of compound words as well as prefixes and the rules. The children's knowledge and ability to discuss words at this level is very impressive.

3. The pupils went into their reading groups, four groups, each group with a different book. Each group had a different activity based on the book they are reading. They must read their books and then do the activity.

1. With the group the teacher discussed vocabulary that may not be understood and asked some questions and asked the pupils to predict.

1. The teacher aimed to spend time with groups in turn listening to each pupil read round-robin style but did not have time to listen to all the groups read and remained with one group throughout the lesson.

SB

1. The class teacher revised a prior activity and explained today's format for 5 minutes.

Children then went into their groups and each group was given their books, a different book for each group. There were four groups, and the teacher assigned a leader in each group.

The teacher took one group to the area outside the door to read, a classroom assistant was with another group. The other two groups were working independently on an activity they had obviously done before.

The most salient literary event in the lesson

SA

1. The main aim was to hear pupils read aloud. The reading aloud was mixed with discussion where the teacher stopped pupils reading to question vocabulary, predict or answer questions. The pupils then returned to the reading aloud. This only occurred with one group in this lesson.

For all groups, word-work and vocabulary were prevalent. **3.** They revised and consolidated knowledge of compound words, prefixes and suffixes.

SB

1. The focus is very much on reading aloud with the teacher/classroom assistant while the teacher makes notes.

1. Other activities were based on the reading and involved vocabulary and word work. Each group had a different activity that they completed before or after reading aloud with the teacher/classroom assistant.

The grouping pattern for the lesson

SA

3. There were four reading groups in the class based on reading ability. The teacher sat with one group, the more able group, and listened to reading round-robin style, interspersed with teacher-

lead questions and discussion.

3. The other three groups worked independently, mainly individually, in their groups. They were fairly quiet and there was no discussion. 3. One group was working on vocabulary from the text, writing predicted meanings and then searching meaning and writing sentences. Another group revised compound words. 1. Another group used the resource Taisce Tuisceana, reading a passage and answering closed questions about the passage.

3. The teacher then checked each group had completed their work by walking around at the end of the lesson and then collected the books.

SB

1. There were four reading groups in the class based on reading ability. The teacher and the classroom assistant listened to two groups read in a round-robin format while the other two groups worked independently, then they moved to the other two groups and the first two groups worked independently. 3. Each independent group had been assigned a leader by the classroom teacher. The more able group initially worked as a team searching for new vocabulary that the leader wrote down and they all guessed and then searched for the meaning.

3. The struggling readers played bingo with the new vocabulary. They had prewritten boards with 10 new words from their book. The leader gave the word meaning that had been written in a previous lesson and the first person to say the correct word could cover it. 3. A few arguments broke out and the researcher intervened, giving the final say to the group leader to encourage future independence.

Responses of the pupils

SA

2. There was definitely a very positive buzz in the class with the new books. All pupils questioned said they were loving their new book and they had particularly enjoyed reading the speakout plays.

1. Groupwork was really individual work and the class worked in silence.

2. The researcher questioned the pupils about their work, and they were able to describe their activities. 2. They are all enjoying their new books so far.

2. The group reading *Seacláid*, a non-fiction text about chocolate, found the vocabulary challenging, there is a lot of terminology in the book.

3. In the class discussion, one child gave the example of the compound word ‘comhaois’ (same age). When the teacher asks where she got this word, she said it was in the readaloud play she had read and then gave the sentence it was in ‘*tá mé féin agus mo dheartháir ar chomhaois*’ (myself and my brother are the same age). Both myself and the teacher were delighted with this.

SB

2. Children displayed a positive attitude to the upcoming lesson. They are enjoying the books and are very positive about their reading so far.

1. The more able group was maybe too large. They worked well together with the team leader but found it difficult to hear each other with the other groups in close proximity. This was frustrating for them. They worked well together but agreed to work in pairs next time and then come together for a group discussion at the end.

3. After reading with the teacher a middle group were asked to write down words they did not know, or do not know still. The researcher noticed one boy has written the word ‘*huncail*’ which is the lenited form of the word ‘*uncail*’ that is prefixed with ‘h’ in the context of the sentence. This word should be a known word as it is so much like the English version. The researcher highlighted this word and asked the boy to break it down. It was then suggested that he remove the initial ‘h’ by covering it with his finger, a practised strategy in Irish reading with lenited words. The boy concluded it was the word ‘*uncail*’ and signified recognition, but then said ‘*ní amharcann sé cosúil le uncail*’ (it doesn’t look like ‘*uncail*’).

Appendix OO: Table analysis of participant observations
Table analysis of participant observations in 6 classes (samples)
March 2020

Themes and subthemes:

Self-efficacy: 1. current practice, 2. subject knowledge/awareness, 3. enhanced knowledge

Expectations and goals: 1. planning, 2. resources, 3. support

Motivation and attitude: 1. staff, 2. pupils, 3. community

Theme of analysis	Sub-themes
Self-efficacy	1.Current practice
	4ASA With the group the teacher discussed vocabulary that may not be understood and asked some questions and asked the pupils to predict. She discussed vocabulary and questioning and prediction between turns.
	4BSA The round-robin style of listening to individual reading took up a lot of time in the lesson. The teacher encouraged the children to work silently and individually.
	5ASA In the group reading the teacher was very efficient in giving each pupil a chance to read and taking notes on reading behaviours. However, the session seemed rushed, and discussion was brief.
	5BSA The main aim was to hear pupils read aloud. The reading aloud was mixed with discussion where the teacher stopped pupils reading to question vocabulary, predict or answer questions. Groupwork was really individual work and in silence.
	6SB There were four groups, and the teacher assigned a leader in each group. The teacher took one group to the area outside the door to read, a classroom assistant was with another group. The other two groups were working independently on an activity they had obviously done before.
	7SB The focus is very much on reading aloud with the teacher/classroom assistant while the teacher makes notes. There were four reading groups in the class based on reading ability, a round-robin format while the other two groups worked independently.

	2.Subject knowledge/awareness 4ASA The teacher spent the first 10 minutes recapping information covered before on prefixes, suffixes and compound words. Children gave examples of compound words as well as prefixes and the rules. The children's knowledge and ability to discuss words at this level is very impressive. 4BSA Another group worked with a comprehension resource Taisce Tuisceana instead of books that consist of reading passages followed by comprehension questions. However, these questions are mainly closed and are mainly concerned with literal comprehension of the passage. 5ASA The teacher had highlighted some vocabulary and phrases from the text for discussion prior to reading. This was to help the children with their reading and that they wouldn't need to stop frequently to check meanings of words. 5BSA That there are not enough activities for the groups to continue to work independently. 6SB As a result of the teacher's organisation, the children knew previously their groupings and were able to assign themselves to their reading activities. 7SB The children were in their reading groups and had already organised their books and activities as a continuation of previous lessons. The teacher gave a brief instruction of the coming lesson. 3.Enhanced knowledge 4ASA The teacher spent the first 10 minutes recapping information covered before on prefixes, suffixes and compound words. Children gave examples of compound words as well as prefixes and the rules. The teacher had previously used the same novel for the whole class. In this lesson, the pupils went into reading groups, four groups, each group with a different book. 4BSA To try out a new practice, there were four reading groups in the class based on reading ability. The teacher sat with one group, the more able group, and listened to reading round-robin style, interspersed with teacher-lead questions and discussion. 5ASA Time was cited as a challenge and the researcher suggested choral reading with groups as opposed to round robin. This had been discussed before, but the teacher felt unsure of how to initiate it. She will give it a go next time. 5BSA In the class discussion, one child gave the example of the compound word 'comhaois' (same age). When the teacher asks where she got

	this word, she said it was in the readaloud play she had read and then gave the sentence it was in ‘tá mé féin agus mo dheartháir ar chomhaois’ (myself and my brother are the same age). Both myself and the teacher were delighted with this. 6SB Each independent group had been assigned a leader by the classroom teacher. The more able group initially worked as a team searching for new vocabulary that the leader wrote down and they all guessed and then searched for the meaning. 7SB The group structure with a team leader worked well for the more able groups and although focusing on vocabulary had some interesting discussions about the meaning in the context of the text.
Expectations and goals	1.Planning 4ASA The teacher was very clear that groups needed to work independently and not to bother her when with another group. With regard to group-work, children could be encouraged to work more collaboratively while seated in a group 4BSA However, because of the time spent on this activity with one group the teacher had no time for the other groups. 5ASA The teacher did not have enough time to listen to all groups in the given time. The teacher admitted to having spent more time than usual with the initial group on comprehension, questioning, predicting and discussing vocabulary. 5BSA The teacher was under a bit of pressure organising the groups. Children had lots of questions about what they should do. 6SB The class teacher had a brief discussion with each group at the end of the lesson to see what they had done. She took note of things the pupils were saying and had done. 7SB The teacher was under pressure with time to hear everyone read. It was suggested that the groups read chorally with the teacher once or twice a week and read silently on other occasions

Appendix PP: Teacher record of changes in reading practice (blank)

Taifead Chleachtas na Léitheoireachta

Líon isteach i ndiaidh ceachta

Múinteoir:	Rang:
Dáta:	Tréimhse ama cláraithe:
Teidil na leabhar a úsáideadh:	
Mo bharúil ar na leabhair don rang/leibhéal léitheoireachta seo.	
Déan cur síos ar na himeachtaí léitheoireachta a tharla sa tréimhse seo.	
Cén bainistiú ranga a bhí i bhfeidhm agat? Déan cur síos air.	
Cad iad na mórathruithe i do chleachtas sa tréimhse seo?	
An bhfuil tú níos muiníní/eagraithe i do chleachtas léitheoireachta? Mínigh.	
An gcreideann tú go bhfuil do shaineolas sa chleachtas léitheoireachta ag forbairt? Tabhair sampla.	
An bhfuil tú ag dúil le caighdeán níos airde ó na daltaí? Tabhair sampla.	

Bunaithe ar mholtaí Guskey (2002)

Appendix QQ: Teacher record of change (samples from each school)

Taifead Chleachtas na Léitheoireachta

Líon isteach i ndiaidh ceachta

Múinteoir: SA SB	Rang: Rang 5 (aois 10-11) Rang 6 (aois 9-10)
Dáta: 20 Eanáir 2020 (SA) 3 Feabhra 2020 (SB)	Tréimhse ama cláraithe: 1 uair an chloig (SA) 45 nóiméad (SB)
Teidil na leabhar a úsáideadh: SA Na Drámaí: Labhraigí amach (5 theideal, ceann do gach grúpa) SB 5 theideal: Vaimpír Croglín, Na Bleachtairí: Zombaí, An Capall Rása Tuirseach, Fabhalscéalta Aesóip, Mactíre, Dáiríre,	
Mo bharúil ar na leabhair don rang/leibhéal léitheoireachta seo. SA Tá na drámaí seo ar fheabhas ar fad. Níor thuig mé go mbeadh siad chomh maith seo. Thosaigh muid orthu i Mí na Samhna dáiríre agus bhí am againn iad a léamh agus a chleachtadh agus feicimid anois an difear sa léitheoireacht. Bhain na páistí an-sult go deo astu agus tá siad an-dearfach faoin léamh. Gach uair a léann siad bíonn siad níos líofa agus níos muiníní, bhain siad sult as bheith ag léamh gan deacrachtaí agus gan a bheith féin-choinsiasach faoi. SB Tá na leabhair seo ar fheabhas. Bhí na páistí iontach tógtha nuair a chonaic siad go raibh leabhair nua againn, tá na cinn chéanna againn le fada. Bhí mise buartha nach mbeadh siad ábalta dóibh ach tá an leibhéal foirfe, den chuid is mó. Bíonn i gcónaí foclóir ann nach dtuigeann siad. Ach tá na pictiúir, na clúdaigh agus an chuma atá ar na leabhair galánta. Tá siad iontach spreagúil.	
Déan cur síos ar na himeachtaí léitheoireachta a tharla sa tréimhse seo. SA Chuir mé na páistí i ngrúpaí ag an tús nuair a fuair siad na drámaí. Thug mé páirt do gach duine sa ghrúpa. Bhí seans acu an chéad léamh a chleachtadh le chéile agus chuaigh mise ó ghrúpa go grúpa ag cuidiú leo. Ansin, i ngach ceacht, chleacht siad arís iad agus d'éirigh siad níos fearr gach uair a léigh siad iad. Chuir muid béim ar léamh le mothú agus go drámatúil. Ansin, nuair a bhí siad léite acu roinnt uaireanta bhí deis acu léamh os comhair an ranga. SB Leis na leabhair seo bhí grúpaí i gceist, múinteoir le grúpa amháin, cúntóir ranga le grúpa eile agus na grúpaí eile ag obair go neamhspleách ar ghníomhaíochtaí a tugadh amach dóibh. Thriail mise an moladh nua go léifeadh gach duine sa ghrúpa le chéile. Léigh mise caibidil agus lean na páistí lena méara agus léigh siad liom go ciúin.	
Cén bainistiú ranga a bhí i bhfeidhm agat? Déan cur síos air. SA Bhí na páistí i ngrúpaí. Bhí meascán d'ábaltachtaí sna grúpaí nó tá na páirteanna sna drámaí seo do réimse ábaltachtaí agus is féidir le páistí ag leibhéal dhifriúla léitheoireachta bheith ag léamh le chéile. Bhí 5/6 sna grúpaí, ag bráth ar líon na bpáirteanna a bhí sa dráma. Léigh siad a bpáirteanna arís agus arís eile, bhí cuid acu a chleacht a bpáirt ar dtús go haonarach ach ansin tháinig an grúpa le chéile agus léigh siad os ard le chéile.	

SB Chuir mé na páistí i ngrúpaí. Is grúpaí ábaltachta iad. Tá 5 ghrúpa ann ar fad agus 5/6 i ngach grúpa, tá 3 i ngrúpa amháin (páistí a bhfuil tacaíocht de dhíth orthu). Bhí mise le grúpa amháin ar dtús, bhí an cúntóir le grúpa eile agus bhí na páistí eile ag déanamh gníomhaíochtaí a bhí pléite roimhré go neamhspleách.
Cad iad na mórathruithe i do chleachtas sa tréimhse seo?
SA Roimhe seo bhí gach duine sa rang ag léamh an leabhair chéanna, mise go príomha ag léamh os ard agus páistí ag ofráil le bheith ag léamh ó am go chéile. Sa cheacht seo tá na páistí ag léamh i ngrúpaí. Chaith mé am ag an tús ag tacú leo leis an léitheoireacht ach anois déanann siad an cleachtadh go neamhspleách agus tacaíonn siad lena chéile. SB An t-athrú is mó ná cúrsaí ama sa cheacht seo. Ó léigh muid ar fad le chéile, bhí mé ábalta i bhfad níos mó ama a chaitheamh ina dhiaidh sin ar an phlé. Bheadh am agam am a chaitheamh le níos mó grúpaí ar an dóigh seo.
An bhfuil tú níos muiníní/eagraithe i do chleachtas léitheoireachta? Mínigh.
SA Mothaím i bhfad níos muiníní. Bhí mé amhrasach faoi seo ag an tús. Shíl mé nach mbeadh an aird seo ag na páistí ar an léitheoireacht agus go mbeadh siad ag pleidhcíocht. Ach rinne siad an-iarracht agus bhí siad an-spreagtha faoi. Tuigim anois na drámaí agus níl me cinnte an oibreoidh sé mar a chéile do na húrscéalta eile, sílim go mbeidh sé sin níos dúshlánaí. SB Mothaím níos eagraithe cinnte. Tá níos mó ama agam plé a dhéanamh agus rudaí eile a chlúdach nach raibh am agam a dhéanamh roimhe seo. Bhí mé ábalta feiceáil má bhí duine amhrasach nó cailte sa léitheoireacht os ard le chéile. Ach tá mé rud beag buartha faoi gan gach duine a chluinstin ag léamh agus go dtitfidh daoine ar gcúl.
An gcreideann tú go bhfuil do shaineolas sa chleachtas léitheoireachta ag forbairt? Tabhair sampla.
SA Mothaím níos eolaí anois ar an gcur chuige sa cheacht léitheoireachta agus gur chóir an bhéim a leagan ar phlé, ar ghrúpaí, ar chomhoibriú agus ar na straitéisí léitheoireachta. Tá sé tábhachtach chomh maith go bhfuil speis ag na páistí sna leabhair agus go bhfuil siad spreagtha. Is cinnte go bhfuil, nó deir siad ‘yes’ nuair a thugaim amach na drámaí. SB Tá mo shaineolas ag forbairt. Tuigim nach raibh mé ag cur béime ar na rudaí cearta roimhe seo. Bhí béim agam ar an léamh os ard agus cé go bhfuil sin tábhachtach ní raibh spás ann le straitéisí a phlé. Mothaím níos cinnte faoi seo uilig a mhíniú do thuismitheoirí.
An bhfuil tú ag dúil le caighdeán níos airde ó na daltaí? Tabhair sampla.
SA Tá caighdeán níos airde ó na daltaí cheana. Tá siad ag léamh na ndrámáí go líofa agus go muiníneach. Oibríonn an t-athléamh leis an gcaighdeán a ardú go han sciopthaí. Tá súil agam go mbeidh an rud céanna ag tarlú leis na húrscéalta nua eile. SB Tá mé ag dúil le caighdeán níos airde in úsáid na straitéisí. Chonaic mé an líofacht agus an muinín agus an spreagadh ag ardú go mór nuair a rinne muid na drámaí. Caithfidh mé anois sin a bhaint amach leis na téacsanna eile. Leis an léitheoireacht ghrúpa ag léamh le chéile, tá níos mó ama ann don athléamh agus thig leo feabhsú an bealach sin.

Appendix RR: Sample teacher record: Coded Level 2, themes and subthemes

Coded Level 2

Taifead Chleachtas na Léitheoireachta

Themes and subthemes:

Self-efficacy: 1. current practice, 2. subject knowledge/awareness, 3. enhanced knowledge

Expectations and goals: 1. planning, 2. resources, 3. support

Motivation and attitude: 1. staff, 2. pupils, 3. community

Mo bharúil ar na leabhair don rang/leibhéal léitheoireachta seo.
3. Tá na drámaí seo ar fheabhas ar fad. Níor thuig mé go mbeadh siad chomh maith seo. Thosaigh muid orthu i Mí na Samhna dáiríre agus bhí am againn iad a léamh agus a chleachtadh agus feicimid anois an difear sa léitheoireacht. 2. Bhain na páistí an-sult go deo astu agus tá siad an-dearfach faoin léamh. Gach uair a léann siad bíonn siad níos líofa agus níos muiníní, bhain siad sult as bheith ag léamh gan deacrachtaí agus gan a bheith féin-choinsiasach faoi.
Déan cur síos ar na himeachtaí léitheoireachta a tharla sa tréimhse seo.
3. Chuir mé na páistí i ngrúpaí ag an tús nuair a fuair siad na drámaí. Thug mé páirt do gach duine sa ghrúpa. Bhí seans acu an chéad léamh a chleachtadh le chéile agus chuaigh mise ó ghrúpa go grúpa ag cuidiú leo. 1. 3. Ansin, chleacht siad arís iad agus d'éirigh siad níos fearr gach uair a léigh siad iad. Chuir muid béim ar léamh le mothú agus go drámatúil. Ansin, nuair a bhí siad léite acu roinnt uaireanta bhí deis acu léamh os comhair an ranga.
Cén bainistiú ranga a bhí i bhfeidhm agat? Déan cur síos air.
1. Bhí na páistí i ngrúpaí. Bhí meascán d'ábaltachtaí sna grúpaí nó tá na páirteanna sna drámaí seo do réimse ábaltachtaí agus is féidir le páistí ag leibhéal dhifriúla léitheoireachta bheith ag léamh le chéile. 3. Bhí 5/6 sna grúpaí, ag bráth ar líon na bpáirteanna. Léigh siad a bpáirteanna arís agus arís eile, bhí cuid acu a chleacht a bpáirt ar dtús go haonarach ach ansin tháinig an grúpa le chéile agus léigh siad os ard le chéile.
Cad iad na mórathruithe i do chleachtas sa tréimhse seo?
3. Roimhe seo bhí gach duine sa rang ag léamh an leabhair chéanna, mise go príomha ag léamh os ard agus páistí ag ofráil le bheith ag léamh ó am go chéile. Sa cheacht seo tá na páistí ag léamh i ngrúpaí. 3. Chaith mé am ag an tús ag tacú leo leis an léitheoireacht ach anois déanann siad an cleachtadh go neamhspleách agus tacaíonn siad lena chéile.
An bhfuil tú níos muiníní/eagraithe i do chleachtas léitheoireachta? Mínigh.
3. Mothaím i bhfad níos muiníní. Bhí mé amhrasach faoi seo ag an tús. Shíl mé nach mbeadh an aird seo ag na páistí ar an léitheoireacht agus go mbeadh siad ag pleidhcíocht. Ach rinne siad an-iarracht agus bhí siad an-spreagtha faoi. 1. Tuigim anois na drámaí agus níl me cinnte an oibreoidh sé mar a chéile do na húrscéalta eile, sílim go mbeidh sé sin níos dúshlánaí.
An gcreideann tú go bhfuil do shaineolas sa chleachtas léitheoireachta ag forbairt?
3. Mothaím níos eolaí anois ar an gcur chuige agus gur chóir an bhéim a leagan ar phlé, ar ghrúpaí, ar chomhoibriú agus ar na straitéisí léitheoireachta. 2. Tá sé tábhachtach chomh maith go bhfuil speis ag na páistí sna leabhair agus go bhfuil siad spreagtha. Is cinnte go bhfuil, nó deir siad 'yes' nuair a thugaim amach na drámaí.
An bhfuil tú ag dúil le caighdeán níos airde ó na daltaí? Tabhair sampla.
1. 3. Tá caighdeán níos airde ó na daltaí cheana. Tá siad ag léamh na ndrámaí go líofa agus go muinéach. Oibríonn an t-athléamh leis an gcaighdeán a ardú go han sciopthaí. 2. 1. Tá súil agam go mbeidh an rud céanna ag tarlú leis na húrscéalta nua eile.

Appendix SS: Table analysis of teacher records
Table analysis of teacher records from 6 teachers (samples)
February-March 2020

Themes and subthemes:

Self-efficacy: 1. current practice, 2. subject knowledge/awareness, 3. enhanced knowledge

Expectations and goals: 1. planning, 2. resources, 3. support

Motivation and attitude: 1. staff, 2. pupils, 3. community

Theme of analysis	Sub-themes
Self-efficacy	1.Current practice
	4ASA Táimid cleachtaithe le chuile dhuine ag léamh an leabhair chéanna. 6SB Oibríonn na grúpaí go maith mar bíonn na páistí ag léamh a bheag nó a mhó ag a leibhéal. Ach ní bhíonn am agam.
	2.Subject knowledge/awareness
	4ASA Bhí an t-alt faoi ‘comprehension’ an-speisiúil. Tá rún agam díriú ar na straitéisí tuisceana sa chur chuige nua seo. 5ASA Tuigim gur chaith mé an t-am ar fad ag míniú focal agus go raibh gá leis sin don tuiscint. 5BSA Ba mhaith liom go mbeidh siad neamhspleách sa léitheoireacht agus go mbeidh siad in ann an téacs a thuiscint ag úsáid straitéisí difriúla. 6SB Tá an líofacht níos fearr acu agus tharla sin mar gheall ar an athléamh a rinne muid.
	3.Enhanced knowledge
	4BSA Roimhe seo bhí gach duine sa rang ag léamh an leabhair chéanna, mise go príomha ag léamh os ard agus páistí ag ofráil le bheith ag léamh ó am go chéile. Sa cheacht seo tá na páistí ag léamh i ngrúpaí.
	5ASA

	Mothaím i bhfad níos muiníní. Bhí mé amhrasach faoi seo ag an tús. Shíl mé nach mbeadh an aird seo ag na páistí ar an léitheoireacht agus go mbeadh siad ag pleidhcíocht. Ach rinne siad an-iarracht agus bhí siad an-spreagtha faoi. 5BSA Mothaím níos eolaí anois ar an gcur chuige sa cheacht léitheoireachta agus gur chóir an bhéim a leagan ar phlé, ar ghrúpaí, ar chomhoibriú agus ar na straitéisí léitheoireachta. 7SB Mothaím níos eagraithe cinnte. Tá níos mó ama agam plé a dhéanamh agus rudaí eile a chlúdach nach raibh am agam a dhéanamh roimhe seo. Bhí mé ábalta feiceáil má bhí duine amhrasach nó cailte sa léitheoireacht os ard le chéile. Ach tá mé rud beag buartha faoi gan gach duine a chluinstin ag léamh agus go dtitfidh daoine ar gcúl.
Expectations and goals	1.Planning
	4BSA Tá caighdeán níos airde ó na daltaí cheana. Tá siad ag léamh na ndrámaí go líofa agus go muiníneach. Oibríonn an t-athléamh leis an gcaighdeán a ardú go han sciopthaí. 6SA Chuir mé na páistí i ngrúpaí. Is grúpaí ábaltachta iad. Tá 5 ghrúpa ann ar fad agus 5/6 i ngach grúpa, tá 3 i ngrúpa amháin (páistí a bhfuil tacaíocht de dhíth orthu). Tá mé ag dúil le caighdeán níos airde in úsáid na straitéisí. 7SA Caithfidh mé anois sin a bhaint amach leis na téacsanna eile. Leis an léitheoireacht ghrúpa ag léamh le chéile, tá níos mó ama ann don athléamh agus thig leo feabhsú an bealach sin.
	2.Resources
	4ASA Na Drámaí: Labhraigí amach (5 theideal, ceann do gach grúpa) Bhí na drámaí seo ar fheabhas ar fad don léitheoireacht ghrúpa. Bhí siad díreach ag an leibhéal ceart dóibh. 5ASA Fabhalscéalta Aesóip, An Capall Rása Tuirseach, Réitigh É, Eachtraí Iontacha Earcail. Thaitin na leabhair go mór leis na páistí. Tá siad níos fusa ná leabhair a bhí againn ach is féidir leis na páistí iad a léamh go neamhspleách. 7SA Vaimpír Croglín, Na Bleachtairí: Zombaí, An Capall Rása Tuirseach, An Meaisín Ama, Mactíre, Dáiríre Bhí na páistí iontach tógtha nuair a chonaic siad go raibh leabhair nua againn, tá na cinn chéanna againn le fada. Bhí mise buartha nach mbeadh siad ábalta dóibh ach tá an leibhéal foirfe, den chuid is mó.

