

O'Shea, Joan, 1995, *Reading Strategies in the Primary School*

ABSTRACT OF DISSERTATION

This study traces the history, nature and evolution of the current reading debate. It examines the Code-Emphasis and Whole Language approaches to the teaching of reading in the primary school. It suggests that New Connectionism provides a basis for reconciliation between the two schools of thought. Models of the reading process as favoured by Gough, Goodman and Rumelhart are examined in detail.

A Developmental Framework for the teaching of reading is proposed. Within this framework, Code-Emphasis and Whole Language are not seen as mutually exclusive alternatives but as occupying different ends of a reading instruction continuum. The reading programme, therefore, requires an increasing emphasis on flexible learning strategies rather than rigid teaching methodologies. It emphasises a broad vision of reading and involves the collaborative roles of pupils, teachers and parents. The implementation of the Developmental Framework has certain implications in terms of materials and resources. The teacher's role is very demanding and diverse. This inevitably raises the question of teacher education.

The dissertation concludes with a description of a new paradigm for reading and literary theory which parallels an emerging paradigm in science.