AN INVESTIGATION OF THE EFFECTS OF CHILD CREATED MATERIALS ON SECOND GRADERS' ATTITUDE TOWARD READING

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AN INVESTIGATION OF THE EFFECTS OF CHILD CREATED MATERIALS ON SECOND GRADERS' ATTITUDE TOWARD READING

A THESIS

PRESENTED TO

THE FACULTY OF EDUCATION

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ABSTRACT

The purpose of this study was to investigate whether the use of child created materials would effect a positive change in the attitude toward reading of grade two children. These materials were used within a planned supplemental program of recreational reading in an attempt to ease the transition between the skills and recreational components of the reading program.

A six-week experimental investigation was designed. A randomly selected sample of 18 grade two classrooms was selected from 12 schools representing a cross-section of socio-economic and educational backgrounds. These 18 grade two classrooms were divided into three groups with each of the classrooms having an equal chance of being randomly allocated to each of the treatment groups. The Control group, containing six classes, received a weekly carton of 30 library books, but had no special supplemental recreational reading techniques, and any program of recreational reading was a natural outgrowth of each teacher's usual pattern of instruction. The Experimental A group, containing six classrooms, received a weekly carton of 30 library books, and provision was made 30 minutes daily of a planned supplemental program of recreational reading focusing on library books. The Experimental B group, containing six classes, received a weekly carton of 30 library books, a weekly packet

of ten different child created materials (five copies of each), and provision was made 30 minutes daily of a planned supplemental program of recreational reading focusing on child created materials.

The Gates-MacGinitie Reading Achievement Test - Primary B was administered to all 18 classrooms prior to the treatment period in order to determine the reading achievement level of each of the students. The Primary Pupil Reading Attitude Inventory was administered as a pretest and as a posttest in order to determine the reading attitude level of each of the students. Treatment and interaction effects were analysed using a two-way analysis of covariance. The Tukey multiple comparison procedure was used to locate any specific source of difference between treatments.

The analyses revealed the following major findings:

1. The results of the attitude toward reading posttest did not appear to be affected by the children's level of reading achievement.
2. There was no significant interaction between treatment and reading level.
3. The use of child created materials did not appear to significantly improve the children's attitude toward reading, with both the reading achievement scores and attitude toward reading pretest scores controlled.
4. The treatment effects did not appear to counteract the children's attitude toward reading pretest levels.

5. There was no significant interaction between treatment and levels of attitude toward reading.
6. The girls' attitude toward reading posttest scores were significantly higher than the boys'.
7. The three treatments did not appear to differentially affect the attitude toward reading for boys or girls when grouped by sex.

From the major findings the following conclusion was drawn:

The use of child created materials, produced outside the child/reader's classroom, and used within a supplementary program of recreational reading, does not appear to effect a positive change in attitude toward reading in grade two children as measured by the Primary Pupil Reading Attitude Inventory. This appears to be the case whether the data were examined according to the children's reading level as measured by the Gates-MacGinitie Reading Achievement Test - Primary B, or according to the children's pretreatment attitude toward reading as measured by the Primary Pupil Reading Attitude Inventory. When the data were examined according to the children's sex the findings also produce the same conclusion.

Due to the limitations of this study, it is felt that this conclusion needs to be tentative. A discussion of the findings and conclusion and their implications was included.

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DEDICATION

To The Memory Of

Allison Lee

whose brief life

did make a difference

TABLE OF CONTENTS

CHAPTER		PAGE
I.	THE PROBLEM: ITS NATURE AND SIGNIFICANCE	1
	Introduction	1
	The Problem	2
	The Significance of the Problem	6
	Definition of Terms	7
	Questions to be Answered	9
	Hypotheses	9
	The Experimental Setting	11
	Assumptions	13
	Limitations	13
	Summary and Outline of the Report	14
II.	REVIEW OF THE LITERATURE	16
	Introduction	16
	Studies Related to Recreational Reading	17
	Studies Related to Independent Reading and Reading Achievement	18
	Studies Related to Recreational Reading and the Development of Favourable Attitudes Toward Reading	23
	Related Research Providing Justification for the Use of Child Created Materials	26
	Studies on the Effects of the Language Experience Approach to Beginning Reading	26

CHAPTER		PAGE
	Research Related to Independent Reading of Child Created Materials	33
	Research Related to the Readability of Child Created Materials	35
	Theoretical Background of the Study	40
	Summary	45
III.	THE DESIGN AND METHODOLOGY OF THIS INVESTIGATION	48
	Introduction	48
	The Experimental Population	49
	The Sample	50
	The Collection and Production of the Child Created Materials	53
	The Library Books	56
	The Rotation of Library Books	58
	The Classroom Meeting and the Experimental Treatment	59
	The Inservice Meetings	62
	First Inservice Meeting	62
	Second Inservice Meeting	64
	Data Collection	65
	Reading Achievement - The Gates-MacGinitie Reading Test - Primary B	65
	Administration	66
	Scoring	66

CHAPTER PAGE

Attitude Toward Reading - Primary Pupil Reading Attitude Inventory 67

Administration and Scoring 68

Analysis of Data 69

Missing and Eliminated Data 75

Summary 80

IV. THE FINDINGS OF THE STUDY 82

Introduction 82

The Findings of the Statistical Analyses: Hypotheses One, Two and Three 83

The Findings of the Statistical Analyses: Hypotheses Four, Five and Six 87

The Findings of the Statistical Analyses: Hypotheses Seven, Eight and Nine 92

Summary of Findings 96

V. SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH 98

Summary: the Purpose, Design and Findings of the Study 98

The Purpose of the Study 98

The Design of the Study 99

The Findings of the Study 101

Conclusions 101

Discussion of Findings and Conclusions . . . 102

Introduction 102

Inequalities Between Treatment Groups . . . 103

CHAPTER PAGE

Child Created Materials 105

Time Allotment 106

Reading Level of Supplemental Books 108

Lower Supply of Nonfiction Books 109

Implications 109

Suggestions for Further Research 111

Summary 113

BIBLIOGRAPHY 114

APPENDIX A. A Sample of one of the Child Created Materials 123

APPENDIX B. Gates-MacGinitie Reading Test Primary B Form 1 124

APPENDIX C. Guidelines for Experimental Classes 125

APPENDIX D. Recreational Reading and Motivational and Interpretative Activities . 136

APPENDIX E. Experimental B Classrooms: Child Created Materials 143

APPENDIX F. Parent Consent Form 149

APPENDIX G. Log Form 151

LIST OF TABLES

TABLE — PAGE

1. Reading Achievement by Treatment Model 70
2. Reading Attitude Inventory Pretest by Treatment Model 72
3. Sex by Treatment Model 74
4. Cell Distribution of Sample - Reading Achievement by Treatment Model 77
5. Cell Distribution of Sample - Reading Attitude by Treatment Model 78
6. Cell Distribution of Sample - Sex by Treatment Model 79
7. Adjusted ANOVA for Posttest Attitude Toward Reading Scores - Reading Achievement Levels by Treatment 85
8. Adjusted Posttest Attitude Toward Reading Means - Reading Achievement Levels by Treatment 86
9. Adjusted ANOVA for Posttest Attitude Toward Reading Scores - Pretest Attitude Toward Reading Levels by Treatment 89
10. Adjusted Posttest Attitude Toward Reading Means - Pretest Attitude Toward Reading Levels by Treatment 90
11. Adjusted ANOVA for Adjusted Posttest Attitude Toward Reading Scores - Sex by Treatment 93
12. Adjusted Posttest Attitude Toward Reading Means - Sex by Treatment 94

CHAPTER I

THE PROBLEM: ITS NATURE AND SIGNIFICANCE

INTRODUCTION

Most teachers of reading agree that one of the primary objectives of the reading program in our schools should be the creation of favourable attitudes toward reading. Nila Banton Smith (1963) wrote:

> We must recognize that the child's attitude toward reading is of extreme significance in his learning to read and in establishing permanent carry-over habits of reading. Attitude toward reading lends itself to development as truly as do other aspects of reading achievement (p. 408)

Overly narrow reading programs with a preoccupation with the teaching of reading skills can cause a lack of perspective in the eventual goal of the reading program which is to make reading a meaningful and an enjoyable experience.

That educators have failed to produce many children and adults who read for enjoyment and information is clearly evident. Huck (1962) and Gans (1961) severely criticized the fact that in many instances schools have produced adults who know how to read but do not. Dupee (1956) wrote that of United States' families that had bought encyclopedias, 84% had not opened their set within a year of purchase. Witty (1962) reported that elementary school children spend three hours a day watching TV as compared with one hour per day voluntary reading. Pfau (1966) wrote that American children

are not, in general, book readers. When given a choice of recreational activities, "children rather consistently rank reading below other choices as a desirable pastime (p. 34)."

THE PROBLEM

In planning our reading program we must distinguish between those experiences which build reading skills and those experiences which build favourable reading attitudes and habits. Pfau (1967) wrote that the "psychology of habit formation suggests that interest in reading must stem from the formative years (p. 33)." Evidence demonstrates that the problem of educating children in the reading skills and helping them develop permanent reading habits and favourable attitudes toward reading may be partly alleviated by structuring early reading environments where the skills are used and enjoyed in a way that is personally rewarding to each child.

Reading authorities agree that exclusive use of the basal reading materials in the reading program does not assure an active interest in reading among children. Huck (1962) wrote that "few children ever developed a love of reading by reading a basic reader . . . . (p. 308)." Instead, reading authorities recommend that children should learn to read in an environment which allows free choice of materials to be read at the children's own rate (Bisset, 1970; Bond, 1960; Harris, 1969; Witty, 1962). Guy Bond (1960) stated, "The basal material should be recognized as being primarily a

place of introduction from which it is expected that the child will travel out into new and untried channels. Veatch (1967) wrote that

> Self selection with rare exception is a guarantee of a royal road to reading interest. Given enough books, homemade or published commercially children need little incentive to read (p. 254).

However, Bond (1966) wrote that in order to foster a love of reading it is not enough to place children in classroom reading environments surrounded by books. Time must also be provided for children to read books of their own choice on a daily basis. Huck (1963) concurred with Veatch and Bond and adds that time should also be provided for children to share and personally interpret their reading experiences in a variety of ways.

Pfau (1967) reported that Lillian Gray (1963) wrote that reading programs are failing to develop children's interest in reading due to the lack of special attention to recreational reading. According to Pfau, Gray criticized that recreational reading is given only incidental emphasis in many school systems, while basal reading instruction is carefully planned.

As the name implies, recreational reading is for recreation, for fun and enjoyment whereby children are actively involved in reading and reacting to books that they themselves have freely selected. Pfau (1967) wrote that recreational reading assures

> each child in the classroom daily informal opportunity to select and read independently from a variety of materials . . . . Second, a recreational reading program provides the means by which any child can gain personal satisfaction and reward from his reading, if he so chooses, by extending and enriching his ideas through oral, written and creative activities. Herein the child realizes that reading can be an enjoyable pastime which often can be shared with others (p. 36).

There is virtual agreement among reading authorities that children's involvement in recreational reading, as defined above, lays the foundation for building up lifetime reading habits and creating favourable attitudes toward reading. However, evidence indicates that elementary schools are not making provision for this component of the reading program. Williams (1970) reported after interviewing a number of classroom teachers of reading, that "those classroom practitioners thought independent reading was a waste of time (p. 398)." He continued to say that in a typical classroom, children do not have an opportunity to practice reading during the school day. This is corroborated in the results of Brekke's investigation (1973) of actual and recommended time allottments for reading. In Brekke's study, 1,087 schools reported spending more time on basal reading instruction and less time on recreational reading than was recommended by 65 reading authorities selected from the officers and members of the International Reading Association.

Daily opportunity for each child to participate in a program of recreational reading, does not alone lay the basis for the development of favourable attitudes toward

reading. Grambs (1959) wrote that according to a conference of educators and publishers unhappy experiences with reading in the primary grades is an important factor in preventing the establishment of lifetime reading habits. Eller (1959) wrote that children must be rewarded through reading or they will not develop a lifetime interest. He designated entertainment and information as primary rewards. Smith (1963) wrote that "interest in reading must be nurtured with the substance of appropriate content . . . . Materials and guidance when skillfully integrated by an enthusiastic teacher" can create interest and assure reading enjoyment (p. 408). Gates (1940) wrote that "children should be zealous for the satisfaction of reading as for the pleasures of eating, playing and talking (p. 134)." He went on to state that

> Boys and girls must be supplied with an abundance of materials which they can read with . . . . ease. Half of the pupils in the first six grades get very, very little of this type of reading (p. 136).

So in addition to schools providing the time for recreational reading, as previously defined, authorities maintain that the materials available to the children are of primary importance in building favourable attitudes toward reading. Therefore, it is the purpose of this study to investigate the effect on the attitude toward reading of grade two children when time is provided to read materials created by children. The function of these child created materials is to provide the child readers in this study with easy, entertaining, and personally rewarding reading to ease each

child's introduction into the recreational component of the reading program as well as to stimulate interest in reading the classroom's library books. The major hypothesis of this study is that the children who have access to the child created materials will be rewarded through their reading by having successful initial experiences in their independent reading and will develop a more positive attitude toward reading.

THE SIGNIFICANCE OF THE PROBLEM

Evidence indicates that our schools are not producing children or adults who have developed favourable attitudes toward reading. Consistent findings indicate the public's lack of voluntary reading both as children and adults. There is little reason to predict that the current status of reading interest will change drastically without more planned emphasis on the development of favourable attitudes toward reading to complement the reading program's emphasis on the development of the reading skills.

Reading authorities have maintained that interest in reading can be developed through providing time for recreational reading using appropriate reading materials. However, there has been little controlled research to validate their assertions. If a controlled research experiment relating to recreational reading could produce substantiated findings as to the major factors in developing favourable attitudes toward reading, perhaps teachers would actively place more

planned emphasis, with a greater degree of confidence, on this primary objective of the reading program.

In addition, a problem of the school administrator's role is that appropriate materials for a recreational reading program can cost money, more money than may have been allocated. If the child created materials should demonstrate that a positive attitude change could be effected, these materials could be produced in any primary classroom with a minimum of cost.

DEFINITION OF TERMS

1. Recreational Reading. Each child is given daily opportunity to freely select and read independently materials from the classroom library. In addition, a recreational reading program provides opportunities for each child to share and interpret his/her reading, if he/she so chooses, by means of a variety of oral, written, and creative activities. Through these activities each child can extend his ideas, and gain personal satisfaction and reward from his/her reading.
2. Child Created Materials. Stories written and illustrated around variations of a monster theme (or other children's interests) by grade two child/authors (Appendix A).
3. Control Group. Six randomly selected classrooms receiving a weekly carton of 30 library books, but having no special recreational reading techniques, and any program of recreational reading is a natural outgrowth of each teacher's usual pattern of instruction.

4. Experimental A Group. Six randomly selected classrooms, receiving a weekly carton of 30 library books, two sets of recreational reading techniques and activity suggestions, and with provision being made for 30 minutes daily of a planned program of recreational reading focusing on the classroom library books.

5. Experimental B Group. Six randomly selected classrooms, receiving a weekly carton of 30 library books, two sets of recreational reading techniques and activity suggestions, a weekly packet of 10 different child created materials (five copies each), and with provision being made for 30 minutes daily of a planned program of recreational reading focusing on the child created materials.

6. Reading Achievement. Reading achievement is defined as the measured performance on a test designed to measure reading skills. For purposes of this study, reading achievement refers to the composite percentile scored on the Vocabulary and Comprehension sections of the Gates-MacGinitie Reading Achievement Test - Primary B.

7. Attitude Toward Reading. This may be defined as an emotionalized positive or negative tendency toward reading. In this study, attitude toward reading refers to the number of times a reading activity is chosen over a non-reading activity as pictorially depicted on the Primary Pupil Reading Attitude Inventory.

QUESTIONS TO BE ANSWERED

1. Would there be any significant difference in a change of attitude toward reading between the classes using child created materials and those not having access to these materials?



2. Would there be any significant difference in a change of attitude toward reading with the children of low, medium, and high reading achievement levels between the classes using child created materials and those classes not having access to these materials?

3. Would there be any significant difference in a change of attitude toward reading with the children of low, medium, and high attitude toward reading levels between the classes using child created materials and those classes not having access to these materials?

4. Would there be any significant difference in a change of attitude toward reading with the boys and girls between the classes using child created materials and those classes not having access to these materials?

HYPOTHESES

1. There will be no significant difference between three reading achievement levels in posttest attitude toward reading means with reading achievement scores blocked and the pretest attitude toward reading scores as a covariate.

2. There will be no significant interaction among the three groups between reading achievement levels and treatment with reading achievement scores controlled and the pretest attitude toward reading scores as a covariate.

3. There will be no significant difference among the three treatment groups in posttest attitude toward reading means with reading achievement scores controlled and the pretest attitude toward reading scores as a covariate.

4. There will be no significant difference between three attitude toward reading levels in posttest attitude toward reading means with pretest attitude towards reading scores controlled and the reading achievement scores as a covariate.

5. There will be no significant interaction among the three groups between pretest attitude toward reading levels and treatment with the pretest attitude toward reading scores blocked and the reading achievement scores as a covariate.

6. There will be no significant difference among the three treatment groups in posttest attitude toward reading means with the pretest attitude toward reading scores controlled and the reading achievement scores as a covariate.

7. There will be no significant difference between the males and the females in posttest attitude toward reading means with reading achievement scores and pretest attitude toward reading scores as covariates.

8. There will be no significant interaction between sex and treatment among the three groups in posttest attitude toward reading means with reading achievement scores and pretest

attitude toward reading scores as covariates.

9. There will be no significant differences among the three treatment groups in posttest attitude toward reading means with sex controlled and reading achievement scores and pretest attitude toward reading scores as covariates.

THE EXPERIMENTAL SETTING

Eighteen grade two classrooms containing 533 children from 12 schools within the city of St. John's, Newfoundland were randomly allocated to three treatment groups for six weeks in order to investigate treatment effects on attitude toward reading. The Experimental A Group, made up of six randomly selected classrooms, received a weekly carton of 30 library books, two sets of recreational reading techniques and activity suggestions. Provision was made for thirty minutes' daily time for a planned program of recreational reading focusing on the classroom library books. The Experimental B Group, made up of six randomly selected classrooms, received a weekly carton of 30 library books, two sets of recreational reading techniques and activity suggestions, and a weekly packet of ten different child created materials (five copies each). Provision was made for 30 minutes' daily of a planned program of recreational reading focusing on the child created materials. The Control Group, made up of six randomly selected classrooms, received a weekly carton of 30 library books, but received no special recreational reading techniques or activities. Any program of recreational

reading was a natural outgrowth of each teacher's usual pattern of instruction.

The successful operation of the recreational reading programs designed for this study was dependent on adequate and relatively equivalent classroom libraries. Therefore, a pre-sample selection questionnaire relating to the size of the experimental population's classroom libraries was carried out. The results indicated that there was no way to equitably fulfill the sample's minimum requirement of 18 classrooms without classroom library supplementation. Providing supplementation to only the inadequate classroom libraries might bias the investigation. Therefore, all classroom libraries were supplemented equally, assuring that each classroom had a minimum number of books to allow for any whole class recreational reading period.

The Gates-MacGinitie Reading Achievement Test - Primary B was administered to all 18 classrooms prior to the treatment period in order to determine the reading achievement level of each of the students. The Primary Pupil Reading Attitude Inventory was administered as a pretest and as a posttest in order to determine reading attitude level of each of the students. Analysis of the data obtained from these tests provided comparisons of treatment group means and interaction effects.

ASSUMPTIONS

A major assumption underlying this study is that attitude toward reading in grade two children can be measured. It is also assumed that the Primary Pupil Reading Attitude Inventory provides a valid and reliable assessment of the attitude toward reading of grade two children in St. John's, Newfoundland, randomly selected for this investigation.

Another assumption is that the Gates-MacGinitie Reading Achievement Test - Primary B provides a valid and reliable assessment of reading achievement of grade two children in St. John's, Newfoundland, randomly selected for this investigation.

LIMITATIONS

Inasmuch as there was no budget allocation for the purchase of trade books, classroom libraries were supplemented with library books from the picture book collection of the local libraries. Although these books provided for individual differences in terms of interests, the reading level of many of these books was above grade two. Since many of the children in this study were reading below or just at the grade two level, the higher reading level of many of the library books may have inhibited the development of positive attitudes toward reading in the children of lower reading achievement.

A second limitation to this study is the inability to analyze treatment effects in terms of the class effects within each of the three treatment groups. It is conceivable that a particular treatment might have effected a significant positive (or negative) attitude change within a particular class, only to have that class's results masked by the overall results of the entire treatment group.

A third limitation is the small sample size. Although the scores of over 300 children were analyzed in this study, the sample was made up of only 18 classes, six per treatment group. This small sample size diminishes the effectiveness of the randomization process. A fourth limitation is the short length of time of application of treatment. A six week time period may be too short to effect a change in attitude toward reading.

SUMMARY AND OUTLINE OF THE STUDY

This study proposed to investigate the effects of child created materials on the attitude toward reading of grade two children. These materials were used within a planned supplemental program of recreational reading in an attempt to ease the transition between the skills and recreational components of the reading program as well as to stimulate interest in independent reading. The present chapter has stated the problem and given an overview of the organization of the study. Chapter II will contain a review of the research relating to this problem inclusing both empirical and theoretical justification for this study. Chapter III

will describe in detail the design and methodology of the study as well as the statistical procedures used to analyze the data. This chapter will also include an account of the research into the validity and reliability of the reading achievement and reading attitude measurement instruments used in this study. Chapter IV will contain a report of the findings of the statistical analysis. Chapter V will summarize the study and list conclusions, implications, and suggestions for further research.

CHAPTER II

REVIEW OF THE LITERATURE

INTRODUCTION

While the development of fundamental reading skills is a major objective of the elementary school, it has been shown in Chapter I that reading authorities agree that the skills component of the reading program is limited in developing favourable attitudes toward reading, and therefore, in building lifetime reading habits. In the first section of this chapter evidence will be cited indicating that time allotted for recreational reading does not jeopardize reading achievement but does foster a favourable attitude toward reading.

The second section of this chapter will deal with what is known about the use of child created materials in the primary classroom. In so doing, the results of selected research from the Language Experience Approach to beginning reading will be reviewed in terms of primary children's reading achievement and attitude toward reading. Since the Language Experience Approach uses child created materials primarily for instructional purposes, further research will be investigated as to what justification there is for the belief that these materials, written outside the experimental classrooms, can be successfully used as independent reading matter for primary children.

In the last section of this chapter, this writer's theoretical view of the reading process will be presented. A logical justification, (as opposed to the preceding empirical research justification) for the inclusion of recreational reading in the reading program using child created materials will be developed.

STUDIES RELATED TO RECREATIONAL READING

Recognized reading authorities, as well as classroom teachers of reading, agree that the main objectives of the primary reading program can be grouped into the following three areas:

1. The development of basic reading skills.
2. The development of favourable attitudes toward reading.
3. The development of personal reading tastes and interests.

However, the results of Frekke's time allotment for reading study (see p. 4) has substantiated the reading authorities' claim that time allotted for classroom reading, the first step in developing objectives two and three, is not being provided. Since the majority of classroom teachers seem to be reluctant to devote daily, extended periods of time to independent reading by the children we must ask the question "Why?"

It appears that teachers become so caught up in introducing and reinforcing the many reading skills that there is an apprehension that time given for independent reading, rather than for skill instruction, may jeopardize

the children's reading achievement. Williams (1970) reported, from interviews with a number of classroom teachers, that "those classroom practitioners thought independent reading was a waste of time (p. 398)." The rationale for providing time for reading books in the classroom is not only for the development of favourable attitudes toward reading and the development of personal reading tastes and interests; it is also for the development of proficiency in reading. Reading authorities ask us to consider the amount of time needed in actual practice, in comparison to direct skill instruction, in learning to play the piano, or tennis, or other skill activities. Some have suggested that the ratio should be as high as 80% practice and 20% instruction (Oliver, 1970; Mark, 1972). The following section will examine what controlled research studies reveal concerning the measured effects on children's reading achievement when time is allotted for self selection of books and independent reading.

Studies Related to Independent Reading and Reading Achievement

Lawson's study (1964) investigated some of the achievement effects caused by including a daily period for children to read books of their own choice. This experiment took place in Nashville, Tennessee where twelve sixth grade teachers and 329 children were involved in the experiment for three months. Four methods of instruction were employed with all reading programs operating for 45 minutes daily. The reading programs were set up as follows:

1. Conventional: Systematic skills instruction was provided using basal readers according to ability grouping procedures. There was no free reading provided.
2. Individual: Instruction was given primarily during brief interviews with each child. The instruction was based on books selected by the child for reading. Under this method there was little systematic reading instruction, but a great deal of free reading.
3. Experimental A: Thirty minutes of conventional instruction was employed followed by fifteen minutes of free reading.
4. Experimental B: Fifteen minutes of conventional instruction was employed followed by thirty minutes of free reading.

The reading achievement was measured by the use of the word knowledge test and the reading test contained in the Metropolitan Achievement Test, Intermediate Battery. From the findings, Lawson concluded that greater gains in word knowledge appeared to be associated with greater time for free reading, and that the Experimental A method exhibited the best combined gain.

Williams (1970) undertook a similar study investigating the effects on reading achievement when different time allotments for supervised practice in reading were used with grade four children. In January of the 1966-67 school year, 675 students were placed in the following treatment groups:

1. The reading group with no allotted time for supervised reading practice.

2. The lesson supervised practice group with 50% of the class time allotted for supervised reading practice.
3. The supervised practice method with 100% of the class time allotted for supervised reading practice.

The reading achievement of the children was measured by the Gates-MacGinitie Reading Test, Survey D, Form 2. In his conclusions, Williams noted that the three different time allotments of supervised practice did not affect the reading achievement scores of the fourth grade students as measured by the standardized tests. He also wrote that the three different methods were equally efficient in the reading achievement results. William's final conclusion was to assure teachers that they may permit fourth grade children to read materials other than their basal readers without losing reading achievement as measured by standardized tests.

After reviewing the results of the above two studies, it is apparent that these studies support the reading authorities' contention that time allotted for independent reading will not adversely affect children's reading achievement. It is also apparent from Lawson's study (1964) that allotted time for independent reading may significantly improve children's reading achievement.

The foregoing studies did not include reacting to the content of the materials read into the design of the experiments. Since the concept of recreational reading, as applied to this study, also includes oral and written inter-

pretive activities (Appendices C and D), the results of studies incorporating creative activities into the reading program need to be reviewed.

Pfau (1967) reported on two unpublished master's theses which dealt with the reading achievement effects resulting from planned recreational reading programs. Although the information reported on the format and design of these programs was limited, the reported results clearly indicate a successful trend in the reading achievement scores of children involved in planned programs of recreational reading.

In Darlene Brown's study (1957), according to Pfau, a controlled experimental recreational reading program was planned at the grade three level to determine whether such a program would result in increased reading ability. The reported results showed that the children in the experimental group demonstrated greater advancement on the California Reading Test.

Rita Casey (1957), according to Pfau, used a type of individualized recreational reading as a supplement to the basal reading program with half of one grade three class. The other half served as the control group and received no program of recreational reading. On the basis of test performance and completed units of work Casey indicated, according to Pfau, that sufficient progress was demonstrated by the children to warrant the program. The experimental group showed growth in daily reading instruction

and read with greater comprehension.

Pfau (1967) undertook a two-year controlled experiment designed to measure the effects of a planned recreational reading program on children's reading achievement. (Pfau also investigated the effects on the children's interest in reading. This aspect of the studies will be discussed in the following section.) A group of 170 grade one children was randomly selected from each of the five public elementary schools in Lackawanna, New York, to participate. Experimental classrooms were stocked with 100 controlled vocabulary trade books. In addition to the basal reading period, approximately 30 minutes daily were allotted for free reading of the materials and for activities which encouraged written and oral involvement with the books read. The control classroom teachers were given no special materials and were instructed to teach according to their usual pattern.

The children's reading achievement was measured on the Developmental Reading Tests, Form L-A. At the end of grade two significant differences in gain scores of sight vocabulary and vocabulary in context were found favoring the experimental group. In the areas of comprehension and word analysis either no significant differences were found or a significant interaction effect appeared to occur whereby the difference was not due to treatment alone, but to the effect of administering the experimental program in a particular school.

After reviewing the above studies on the effects of a planned recreational reading program on children's reading achievement, it can be seen that a research base, though meager, has been established indicating that children's reading achievement is equal or significantly better when these children are involved in recreational reading. Therefore, on the basis of the foregoing experimental research, classroom teachers may be assured that one of the major objectives of the reading program, the development of the fundamental reading skills, will not be jeopardized by the inclusion of a planned recreational reading program, but rather, appears to be significantly improved. Controlled experimental research concerning evidence of the relationship between recreational reading and the development of favourable attitudes toward reading may now be reviewed.

Studies Related to Recreational Reading and the Development of Favourable Attitudes Toward Reading.

Pfau (1967) reported on four unpublished master's studies which dealt with the concept of recreational reading and its relationship to developing favourable attitudes toward reading. Although the reported information on the format and design was limited, and many of the conclusions of these studies were based on the opinions and observations of those involved in the experiment, rather than on statistical analyses, we will see that the reported results clearly indicate a successful trend in developing interest in reading.

According to Pfau (1967), Rowland (1955) experimented with a program of extensive reading among grade two children

of above average mental ability. The children were permitted daily opportunities to select and read their own books as well as react to the content. Pfau reported that Rowland's experimental conclusions indicated that the program had been successful in creating an enjoyable reading atmosphere where children were reading and enjoying many good books. The activities were reported to have stimulated more reading with greater enjoyment.

Blakely (1957), according to Pfau, developed a recreational reading program which supplemented the basal skills instruction in a grade one class. The study was carried out over a period of nine months, and was "designed to give the children an opportunity to use more reading materials, provide greater opportunity for individual and group situations in reading . . . . . and develop carry over interest in reading (p. 53)." Although no evidence was reported, Pfau wrote that Blakely found there was a definite indication of the importance of the child's interest in reading in motivating him to be an active reader.

The studies of Brown (1957) and Casey (1957) have already been referred to in the section dealing with recreational reading and children's reading achievement. Their studies also dealt with the children's interest in reading. Brown reported that the children in the experimental recreational reading group read twice as many books. Casey reported that the experimental children displayed increased interest in reading as result of the treatment.

In Pfau's two-year investigation, (see p. 22 for design information), four criteria were used to measure interest in reading. They were:

1. the number of trips made to the library per month by each child during a two month period.
2. the number of books withdrawn.
3. the number of times each child mentioned a reading activity during a taped free response interview.
4. the number of reading oriented items selected from a forced choice Reading Interest Inventory.

Pfau reported that at the end of the second year, the experimental group indicated significantly greater interest in reading on all the above criterion measures at the .001 level of significance. In his conclusions Pfau stated:

> A combination of readily available, appealing trade books, additional time for reading and sharing these materials through appropriate activities, and a concentrated attempt to create an atmosphere conducive to enjoyment of reading provided the means for bringing about greater interest in reading and more reading activities (p. 165).

Although it will be obvious to the reader that controlled research involving recreational reading and its relationship to the development of favourable attitudes toward reading is meager, the above studies do provide a research base indicating that a planned program of recreational reading can bring about a greater interest in reading. All the above studies dealing with recreational reading, coupled with the recommendations by reading authorities, provide a

justifiable basis for further research to determine if a planned recreational reading program can effect a positive attitude change in Newfoundland children as measured by a standardized attitude test.

RELATED RESEARCH PROVIDING JUSTIFICATION FOR THE USE OF THE CHILD CREATED MATERIALS

It has been established that time for self selection of books and the children's independent reading of these books are prerequisites of recreational reading. It has also been established in Chapter I that a planned recreational reading program involves having the children react to what has been read through a variety of oral, written, and creative activities. However, provision for time and appropriate activities is not enough in a program designed to develop favourable attitudes toward reading. The reading materials available to the children are also vital elements to the success of a recreational reading program, and these materials must be appropriate in terms of level of difficulty and interest to the children. Since this study has stocked half of the experimental classrooms with child created materials the question must be posed as to the justification for the appropriateness of these materials.

Studies on the Effects of the Language Experience Approach to Beginning Reading.

The use of child created reading materials can be seen in the Language Experience Approach to beginning reading.

In the Language Experience Approach the children's own words are written down by the teacher in the early stages of the reading program and later by the children themselves for the reading materials for initial instruction. No changes are made with the children's choice of vocabulary, syntax, or grammar. In the Language Experience Approach, the children learn to read the visual representation of their own ideas as expressed in their own language, style, and in their own characteristic vocabulary. The nucleus of this approach is "talk": the children are encouraged to talk about their thoughts, ideas, experiences, and feelings which are stimulated by planned experiences in school to extend and reinforce the children's experiences outside of school. Oral communication is elicited through the use of a variety of media such as painting, music, books, scientific experiments and observations, films, walks, trips, puppet shows, and dramatization of all kinds. Gradually, the Language Experience program moves from exclusive use of reading from the children's recorded experiences to an individualized approach to reading instruction.

In this study, reading from recorded experiences, i.e., the child created materials, is seen as a possible transition between reading from the basal readers to reading from self-selected trade books. Independent reading of chosen materials is a basic feature of the individualized approach to reading which is often a natural outgrowth of the Language Experience plan. Therefore, if research

can demonstrate that children are able to make a successful, enjoyable transition from reading of the children's recorded experiences to the individualized reading plan, justification is provided for investigating the use of child created materials as a transitional introduction to recreational reading.

Controlled experimental research into the Language Experience Approach to beginning reading has indicated that children learning to read from dictated materials have done equally well or significantly better than children learning to read from basal reading materials (Kendrick, 1967; Han, 1967; Stauffer, 1967; Vilcek, 1967; Schomer 1972; Harris, 1972). Most of the research into the Language Experience Approach has been confined to achievement effects. However, the results of the following research also included measurement and/or observations regarding the children's interest.

Kendrick (1967) determined the relative effectiveness of the Language Experience Approach to first grade reading as compared to the "Traditional Method" where a conventional basal reader was used. In the LEA, approximately 35% of daily reading time involved reading of child created stories, library books, and stories from textbooks. Fifty four teachers, 27 in each treatment group participated in the study which took place in San Diego, California. There were approximately 750 children in each treatment group from 41 elementary schools. A review of the results revealed that

for most of the analyses there were no significant differences between the LEA and the TM. However, some of the comparisons did demonstrate significant differences which are pertinent to this research review. The TM demonstrated superiority in paragraph meaning as measured by the Stanford Achievement Test for males in all three socioeconomic levels and for females in the middle class level. There was no significant difference in paragraph meaning for females in the lower or upper class levels. Interest in reading, as measured by the San Diego County Inventory of Reading Attitude, significantly favoured the LEA for lower class males. The investigators concluded, therefore, that the two methods are differentially effective with certain subgroups.

The purpose of Hahn's study (1967) was to compare three different approaches to beginning reading instruction: ITA, Language Experience and the Basal Reader. Twelve school districts in Oakland County, Michigan participated. Each district chose three first grade classrooms, one for each approach from three elementary schools in comparable socioeconomic areas to participate. The Language Experience teachers developed a program using the dictated and written materials of the children as a basic instructional source. Individualized reading was encouraged as children demonstrated control over written language. The data were collected from September, 1964 - June, 1966. The results of the Stanford Achievement Test, Primary Battery II, administered in May, 1966 showed that the Language Experience group was more advanced than the Basal Reader group in spelling, word

study, word meaning, and paragraph meaning. Also, the children in the Language Experience group read significantly more books. The results of the San Diego County Reading Attitude Test indicated that children in all three approaches responded enthusiastically to the survey. Thus, there were no significant differences in reading attitudes.

Stauffer (1967) compared the effectiveness of a Language Arts approach to a Basic Reader approach in beginning reading. This study was extended through the third grade. Pretest, posttest analyses were made of 433 students in 20 grade one classrooms on three towns in Delaware. Child dictated materials were used in grade one. By grade two, all experimental classes started the year by following self selection, individualization procedures which alternated with group directed reading thinking activities (DRTA) using the Ginn Basic readers. This alternation of instruction continued throughout grade three. Stauffer reported the following results:

1. In grades one and two the experimental group showed significantly higher scores on the Gates Primary Reading Test for word recognition, sentence reading and paragraph meaning. In grade three, there was no significant performance difference between the two treatment groups as measured by the Gates Advanced Primary Reading Test.
2. Although there was no significant difference in attitude toward reading as measured by the San Diego Pupil Reading Attitude Inventory, Stauffer wrote that the results of the

classroom observations by principals, supervisors, the project director and his assistant, as well as professional visitors and parents indicated that a very positive attitude toward reading was observed in the experimental classroom which was not as evident in the control classrooms.

Vilcek's research (1967) compared the Integrated Experience Approach (IEA) with the Co-ordinated Basal Language Arts Approach (CBLA) using 18 grade two classes with 396 pupils participating from the Pittsburgh Public School System. Two of the main differences between the approaches were:

1. The CBLA classes used predetermined controlled repetition of vocabulary in contrast to the use of the children's unique oral vocabulary used in the IEA classes for reading instruction.
2. There was greater use of trade books, supplementary materials, and pupil teacher prepared materials for directed instruction in the IEA than in the CBLA.

The results of this experiment, as reported by Vilcek, shows that the children in the IEA had statistically higher scores on the San Diego Pupil Reading Attitude Inventory. No statistical differences were evident as measured by the Stanford Achievement Test.

The University of Idaho conducted a "Communication Skills Through Authorship" program which used child dictated materials as a supplement and a complement to the regular basal reading instructional program. In this program,

children were encouraged to enter attractive homemade recording stations equipped with cassette tape recorders and dictate stories, poems, experiences, etc. into the recorders. These typed child created materials were used as a source of reading activities for the author/child, and later for the child's classmates. Schomer (1971) investigated the effects of the above program on first graders' reading achievement, and compared the achievement scores with a comparable group which experienced the same traditional reading program without the CSTA supplement. Harris (1972) continued the investigation into the second and third grades. All the first, second, and third graders were used from one school (approximately 50 in each grade) as the experimental CSTA supplement group. The control group was randomly selected from the other elementary school's first, second, and third grade population. The Metropolitan Readiness Test was administered as a pretest to all first grade children, and the Stanford Achievement tests served as posttests. The results of these studies indicated that CSTA children read at a significantly higher level in all three grades as measured by the standardized tests. Schomer recommended that a measure of the children's interest be considered. Harris did not include a measurement of the children's interest in his analysis, however he did make the observation that the experimental children were interested in what their peers produced and this interest in their peers' child created materials expanded to encompass

the whole world of authorship (p. 58). These comments appear to provide specific research justification for investigating the use of child created materials as a transitional introduction to recreational reading as measured by an attitude toward reading instrument.

The above research on the Language Experience Approach to beginning reading has demonstrated that children can learn to read effectively, if not significantly better, when instructed from child created materials. It has also been demonstrated, on the basis of the above research, that favourable attitudes toward reading can be fostered through the use of child created materials for instructional purposes. However, since the child created materials used in this investigation were not created in the experimental classrooms and were not used for instructional purposes, such as in the above studies, the question must be posed as to what evidence there is to suggest that grade two children would be able to independently read, and enjoy, child created materials developed outside their particular classroom.

Research Related to Independent Reading of Child Created Materials

In a review of the literature, no experimental studies investigating the use of child created materials developed outside the experimental classrooms were found. However, in the above studies many classrooms reported that shared child created materials were used for independent

reading as opposed to direct skill instruction (Kendrick, 1967; Schomer, 1972; Harris, 1972). Suggestions to use shared child created stories to motivate interest in reading were found in the literature (Brown, 1953; Flanigan, 1972; Roeder and Lee, 1973). Flanigan (1972) wrote:

> Publishing children's written work is another extremely valuable tool in motivating children to read. Children eagerly read material written by their classmates and themselves (p. 62).

The Community Resources Institute supported by the City University of New York developed a reading program for five to eight year olds using shared child created materials (Cook, 1973). The purpose of the program was to produce and publish short, interesting, readable books around a monster theme. The teachers sketched plots based on children's play with monsters, drew monster pictures to illustrate them, and got dozens of children in the New York City schools to dictate stories that were used as the text. After being widely distributed in mimeographed form, the "Children enjoyed the books so much that without prompting from their teachers began making monster books of their own, complete with drawings and text (Ibid, p. 67)." Some eighty books had been published at the time of the article's publication and these were distributed to a variety of classrooms and school libraries for other young children to read. Cook says, "The critical thing is that kids are writing about things that interest them. And these things will probably interest other children (Ibid)."

The above research indicates that the shared reading of child created materials can be read independently and enjoyed by the author's peers leading to increased interest in reading. Related research needs to be investigated as to why these authorities' recommendations should be supported; therefore research into the readability and the potential interest of child created materials will be examined.

Research Related to the Readability of Child Created Materials

Rauch (1965) wrote that reading materials should be at the appropriate level of difficulty in terms of both skill and personal maturity of the students reading the materials. Prestwood (1967) corroborates the importance of concept load by writing that

> unnecessary reading disabilities are sometimes created because little or no attention is paid to the appropriate level of difficulty of the concepts included in the reading materials (p. 150).

Because the child created books were written and illustrated by St. John's children of the same age as the St. John's children who read these books, it is maintained that the above criterion for readable materials has been fulfilled.

Doubts as to the readability of child created reading materials may arise due to the lack of vocabulary control. To counteract this argument, over thirty years ago, an editorial in the Elementary English Review (1941) maintained that over concern with vocabulary load and sentence complexity bores normal and superior children. McGinley (1962) felt that children are not afraid of new

words, but the fact that there is nothing new, strange or mysterious in books will kill children's interest. Wakeman (1962) referred to a limited vocabulary as a kind of a theft. Furthermore, one of the basic characteristics of the Language Experience Approach is the lack of vocabulary control. The reviewed research indicated that children learn to read as well or significantly better from the child created materials than children learning to read from controlled vocabulary materials.

The question of the readability of child created stories will now be addressed. In particular the results of studies which have investigated children's comprehension of written materials using high frequency patterns of children's oral language structure as will be reviewed. However, before these studies are discussed, the question needs to be raised as to evidence indicating whether child created stories do reflect the children's oral language structure when stories are written by the children rather than dictated.

Eldredge (1965) compared the oral and written patterns of language structure of 38 girls and 44 boys from three grade three classes in two schools. The language samples were analyzed according to the procedures described in Loban's study (1966). The results of this study indicated that at the grade three level the children's written language reflects the same patterns found in their oral language.

Since 98% of the child created materials used in the study were composed by children below the grade three level it appears that these books would also reflect the children's oral patterns of language structure.

Ruddell (1965) studied the effects of the similarity of oral and written patterns of language structure on the reading comprehension of 131 randomly selected grade four children from Bloomington, Indiana. Six reading passages were written for this study, three using high frequency patterns of children's oral language structure and three using low frequency patterns. The reading passages were reported to be equal in difficulty and subject matter content. From the results of the cloze comprehension tests which were constructed for each of the passages, Ruddell found that the children's comprehension scores were significantly higher on the materials that used high frequency patterns of oral language structure than on the materials that used low frequency patterns of oral language structure. Ruddell's findings also appeared to suggest that boys have greater difficulty than girls in comprehending materials written with low frequency patterns of oral language structure.

Tatham (1970) carried out a similar study with 163 grade two children and 137 grade four children. Two reading comprehension tests were devised: Test A used high frequency patterns of oral language structure (as determined by Strickland's study (1962), whereas Test B used low patterns

of children's oral language structure. Reading comprehension was measured by the ability to read a sentence and select one of three similar pictures which best depicted the content of the sentence. Vocabulary, content, and grammatical complexity were reported to be carefully controlled in the tests. The results indicated that significantly more grade two and grade four children obtained higher scores in Test A at the .001 level of significance.

The following studies deal with children's comprehension of reading materials utilizing high frequency patterns of children's oral language structure as compared with children's comprehension of written materials using low frequency patterns of children's oral language structure.

Jagger (1972) studied the effects of native dialect and written language structure on reading comprehension in New York City. The subjects from grade three and four included:

1. Eighty lower socioeconomic Negro children whose native speech was nonstandard English.
2. Eighty middle class white children whose native dialect was standard English.

Two 50 item cloze reading comprehension tests were constructed, one from stories written in standard English, the other from the same stories written in Negro nonstandard dialect. As a result of the test scores, Jagger reported that for the white subjects interference in reading comprehension can occur when the structure of the written material differs

from the reader's spoken dialect.

The hypothesis of Potter's study (1968) was that "stories created by a dialectical subgroup of third grade Negro children might be more comprehensible to other members of this group than the usual instructional materials (p. 3)." A random sample of third graders was asked to tell stories in response to four pictures. The stories were tape recorded and transcribed. Cloze exercises were made from the child generated passages as well as from the textbooks and given to 79 children. When scores were compared it was found that 70 subjects scored higher on the child generated passages, therefore, supporting the original hypothesis.

The results of the above studies indicate that many children find reading materials utilizing high frequency patterns of children's oral language structure easier to read than materials which utilize low frequency patterns of children's oral language structure. This evidence appears to indicate that child created material may be easy enough to read independently by primary children.

Over half of the child created materials in this study were written around a monster theme. According to Cook (1973), primary children in New York City are so enthralled by monsters, as demonstrated in their play, a whole set of child created materials were developed around the monster theme. From reading about these shared monster stories it appears that the New York City children are very

interested in reading these materials. Glasser (1969), personal experience and discussion with parents and educators also indicate the universal appeal of monsters to primary children. To vary the subject of these materials, the remainder of the stories were written around themes that the child/authors were interested in writing about. It is suggested that themes found interesting to the grade two St. John's authors might also be interesting to the grade two St. John's readers, thereby stimulating interest in reading.

THEORETICAL BACKGROUND OF THE STUDY

The process of reading involves the active reconstruction of meaning from graphic symbols. In this communication process, the writer expresses his ideas in terms of the graphic symbols we label as words, and through the medium of print transmits these ideas to the reader who interacts with the author's printed message by selecting various cues to reconstruct the author's message.

Reading is not a matter of careful perception of every word and letter in the text. In order to extract meaning from the author's message, the skilled reader makes optimal use of the redundancy of language whereby cues are provided from a variety of sources. These sources are the reader's knowledge of the language, not only a knowledge of a particular body of word meanings, but of syntactic patterns as well. The individual letters, words, phrases, and sentences are all cues which can be used by the reader

to help reconstruct the author's meaning. More cues are provided than are actually needed by the reader, for if all cues were used all the time, reading would be so slow as to preclude associating meaning to the discourse. At the word level, there is a limited set of patterns of English letters for any particular word which eliminates the need to look at all the letters. The syntactical structure of language also restricts the possible sequence of words. Context also serves to limit the semantic alternatives which many words can convey.

Children's ability to use syntactic and semantic information, as well as information from within words in their reading has been demonstrated by Goodman's study (1965) with 100 children in grades 1, 2 and 3 in Detroit, Michigan. In this investigation, a comparison was made of each child's ability to read words found in both word lists and stories on which the word lists were based. Goodman found that the first grade children were able to read two thirds of the words they had missed on the list when the same words occurred in the stody. Second graders read three fourths of their list errors correctly in the story's context. Third graders were able to read more then four out of five words correctly in the story's context. Goodman reasoned that these results were due to the fact that on the lists the children had only cues within the printed words to help them, while in the stories they used the

redundant syntactical and semantic cues found within the flow of language.

Although the cues found in the graphic symbols of the writing are important to message reconstruction, these alone are not sufficient for true understanding. The meaning does not exist in the language itself; the meaning is carried by the language to the reader who must recreate the message out of the raw materials within himself (Smith, 1970). Therefore, communication between the writer and the reader depends not only on a common language, but the degree of the language facility of both the writer and the reader. Differences in the use of one particular language can be found in "groups of users separated by time, space, social or economic class, interest . . . . and age (Ibid, p. 260)." The greater the correspondence between the writer's and the reader's use of vocabulary, syntax, and grammar the greater the likelihood that communication will occur.

Since the language used by the writer symbolizes the writer's thinking, it is further necessary for both the writer and the reader to have common associations with the language symbols used. Thus, a base of similar experiences of both the writer and reader is necessary if communication is to take place. The concepts expressed in the written discourse must also be within the grasp of the reader or understanding will not take place. The ideas and the concepts expressed by the writer need to be approximated in the mind of the reader in order for him to be able to actively compare

and contrast his own ideas and concepts in light of the author's message. These ideas and concepts which the reader brings to the reading act are viewed as the raw material of comprehension in that the process of reading the author's message acts to manipulate, refine, and reshape the reader's previous thinking into new patterns of thought and associations. Thus, when the reader responds to the graphic symbols used by the writer to reconstruct the writer's meaning and is able to critically react to the author's message, understanding of the message has been realized.

The question is now posed as to how the above theory of reading justifies the nature of this investigation. Smith's comments (1971) provide relevant support to the inclusion of the recreational reading component in relation to this writer's subscribed theory of reading. He wrote that a fluent reader has learned to make optimal use of all the cue systems found in a piece of writing. He emphasized the importance of reducing the amount of visual cues needed to be a fluent reader by stating that

> a reader who had to get enough visual information to identify every letter, or even every word, would not be able to read a passage for sense: the limitations of his own memory system would defeat him (p. 221).

What is necessary to develop fluency in reading, according to Smith, is the ability to make full use of the nonvisual syntactic and semantic cues in a piece of writing (as a child does in listening). Smith wrote that the ability to use

syntactic and semantic redundant cues is acquired only through practice in reading. The recreational reading component of the reading program provides each child this necessary practice.

In addition to time for reading which recreational reading provides, the oral, written and creative activities relating to the content of the books read can now be justified in terms of completing the reading process. These kinds of activities help the children do more than simply decode what they are reading, for in addition they build up habits of actively interacting with the ideas and concepts expressed by the authors. The children use the raw material of comprehension, i.e., their experiential and conceptual background, to react to the author's message out of which they synthesize something new which has grown out of the reading experience.

The use of child created materials also appears to be justified in light of this writer's theoretical view of the reading process. Goodman wrote that the beginning reader can make the transfer from cueing meaning from sound symbols to graphic symbols "only if what he reads is real language, which differs only from the oral language in its use of graphic symbols rather than sound symbols (p. 261)." The child created materials reflect the "real language", spoken by children. In addition, the use of children's language in reading materials theoretically implies that the child/author's language facility, and experiential and

conceptual backgrounds will correspond to the child/reader's enabling the child/reader to reconstruct and react to the intended meaning of the child/author.

SUMMARY

As an introductory comment to the chapter's summary, it is recognized that the foregoing studies have employed a variety of different variables, e.g., definitions, time allotments, measurement devices, etc., which make equating these studies impossible. However, by viewing a number of studies which have significant factors in common it is possible to establish trends which may be used as a base for the feasibility of conducting further research.

It can be seen in this chapter that the number of studies dealing directly with recreational reading and the development of positive attitudes toward reading is not many. However, of the small body of experimental research that has been carried out, a trend has been established whereby recreational reading programs have supplied reading experiences which have appeared to be enjoyable to children as observed by the children's changed behaviour and as measured by objective reading interest criteria. Lawson's (1964) and William's (1970) studies tend to establish a research base acting toward disspelling any notion that time allotted for children's self selection and reading of materials as part of the reading program jeopardizes growth in reading achievement. Pfau's (1967) study indicates that

not only may greater interest in reading result from a program of recreational reading, but greater reading achievement may also be gained as measured by standardized tests. However, since there are many components to the concept of recreational reading, as defined in this study, it is apparent that more definitive experimental research is needed in this area.

Research into the use of materials authored by children for other children to read for enjoyment has been meager. Children learning to read from child created books written around a monster theme have demonstrated their enjoyment by actively becoming involved in their further production. In the CSTA program, the children are also sharing child created materials, but again, primarily for instructional purposes, and as yet, no measure of the children's attitude toward using these materials has been administered.

In order to provide further research justification for the use of child created materials to help children ease the transition between the skills and recreational components of the reading program, a review of studies involving the language experience approach to beginning reading as well as a review of studies indicating the children's comprehension of child created materials was undertaken. The results of the language experience studies indicate that children not only learn to read from child created materials equally well or significantly better than children learning

to read from basic readers, but children also have produced equal or significantly higher scores on measurement devices designed to reveal the children's attitude toward reading. The studies reviewing children's comprehension of reading materials utilizing high frequency patterns of children's oral language structure, (as the child created materials were shown to employ) reveal that children consistently obtain significantly higher scores on cloze comprehension tests constructed from these materials than on materials which utilize low frequency patterns of children's oral language structure. Since the cited research in this chapter indicates evidence that children appear to like reading child created materials as revealed in the children's interest in reading stemming from the language experience approach studies, and that these materials are highly comprehensible to children, research justification for investigating their benefits in developing positive attitudes toward reading has been established.

The final section of this chapter contained a description of the author's theory of the reading process. This was followed by a discussion of the theoretical justification for the inclusion of the recreational reading component in the reading program as well as the use of child created materials.

CHAPTER III

THE DESIGN AND METHODOLOGY OF THIS INVESTIGATION

INTRODUCTION

The purpose of this study was to investigate whether the use of child created materials would effect a positive change in the attitude toward reading of grade two children. These materials were used within a planned supplemental program of recreational reading. The use of the child created materials was an attempt to ease the transition between the skills and recreational components of the reading program. In order for this experimental study to be introduced and carried out in the schools, preparations had to be made and experimental procedures outlined. This chapter describes the methods and operational procedures employed in the study. The beginning of the chapter describes the experimental population and the procedures employed in the random selection of the sample. Next, the method of collection and production of the child created materials is reviewed as well as the function and rotation of the library books stocked in each of the study's participating classrooms. This is followed by a description of the experimental treatments along with a discussion of the classroom meeting which was used in carrying out the experiment. In the following section, the two inservice

meetings with the participating teachers are discussed. Research into the validity and reliability of the measurement instruments used in this study are also reported along with the scoring procedures. This chapter concludes with an account of the statistical procedures used in the analysis of data along with an explanation for missing and eliminated data.

THE EXPERIMENTAL POPULATION

The experimental population included all grade two children within the city limits of St. John's, a city of approximately 90,000 residents, except two grade two classrooms from the Pentecostal and Seventh Day Adventists' schools. (Those children attending the independent primary schools or the orphanage school were excluded *a priori*.) The children represented a cross section of socioeconomic and educational backgrounds ranging from economically and educationally impoverished backgrounds to highly advantaged home backgrounds. Many of the families of the experimental population children originally lived in small outport fishing communities while a sizable proportion of other children came from families predominantly from mainland, Canada, England, and the United States.

The schools in St. John's are under the jurisdiction of four school boards organized according to religious denomination. The Pentecostal and Seventh Day Adventists' faiths are represented by two very small school boards.

Children of the Roman Catholic faith attend schools under another school board, while children representing any other religious denomination attend the schools under the fourth school board's jurisdiction. The classrooms of the experimental population were homogeneously or heterogeneously grouped depending on the particular schools; all classrooms used either the Ginn or the Nelson basal reading series. Some classrooms were segregated by sex; others were not. The randomization procedures followed in the selection of the sample's 18 classrooms were to equalize any characteristics of the experimental population in all three treatment groups of the study.

THE SAMPLE

From the above described experimental population, the sample of 18 grade two classrooms which included six classrooms for the Control group, six classrooms for the Experimental A group, and six classrooms for the Experimental B group, was randomly selected. (For a description of the treatment groups see Chapter I.) The following are the procedures used in the random selection of the sample. A letter outlining this investigation and asking permission to contact principals of schools containing grade two classrooms were sent to the four school boards operating in the city of St. John's, Newfoundland during the Fall of 1973. Two of these school boards did not reply to the above letter which automatically eliminated their two

schools from the population of this study. The other two school boards granted their permission. Therefore, a letter was sent to the principal of each elementary school under the consenting boards' jurisdiction outlining the study and asking the principals' permission to request the participation of any grade two teacher from his/her school staff should randomization procedures select any of the school's grade two staff. In the principals' letter, information was requested as to the names or identification numbers of the grade two teaching staff as well as information pertaining to the school's central library and each teacher's classroom library.

The information in the principals' replies provided the basis for randomly selecting the 18 participating classrooms in this study's sample from a pool of 38 classrooms. The following shows how these 38 classrooms were determined:

			Total
Consenting School Boards:	A	B	2
Number of Schools Containing Grade Two Classrooms:	13	17	30
Principals' Consent Received, Number of Schools Represented:	8	13	21
Number of Grade Two Classrooms:	17	29	46
Number of Classrooms Eliminated:	7*	1**	8
Number of Remaining Classrooms:	10	28	38

* Four classrooms were eliminated due to participation in another research project. Three more classrooms were eliminated due to the organizational nature of the school being different from the rest of the schools in this study's population.

** One classroom was eliminated due to an expected maternity leave during the course of the study.

From the information given by the principals concerning the number of trade books of kindergarten to grade three reading level, it was obvious that there was an unequal distribution of trade books in the above 38 classrooms. To attempt to equalize the distribution of the size of the classroom libraries in each of the treatment groups, each classroom was assigned to a grouping ranging from one to five according to the number of trade books in the classroom libraries.

Grouping	Number of Trade Books in Classroom Library	Number of Classrooms
1	185+	4
2	90 - 120	6
3	50 - 70	10
4	21 - 40	12
5	0 - 20	12
	Total:	38

The eighteen grade two classrooms were randomly selected from the above stratifications whereby each classroom in each grouping had an equal chance of being selected for each treatment group. Letters were sent to each randomly selected teacher outlining the study and the teacher's responsibilities in the study, as well as requesting their participation. All six of the randomly selected control teachers accepted. Three of the teachers randomly selected for the Experimental B treatment declined to participate, and two of the teachers in the Experimental A group declined to participate. Five more

teachers were randomly selected from the same grouping as each declining teacher.

COLLECTION AND PRODUCTION OF THE CHILD CREATED MATERIALS

The following provides a description of the collection and production of the child created materials which were introduced into each of the six classes in the Experimental B treatment group. Each of sixty stories, out of which the child created materials were produced, was collected during the Spring of 1973 from the following schools in St. John's, Newfoundland.

School	Grade	Number of Stories	Themes
A (A traditional primary/elementary school)	Second Grade	26	Animal, Pets, Sports, Nature, Transportation, Family
B (An independent primary school in which vertical grouping is employed)	Children of second grade age	21	Variations of a monster theme
C (An independent primary/elementary school in which vertical grouping is employed)	Children of second grade age through age 12	13	Variations of a monster theme

There is an average of seven pages per book with an average of 20 words per page. The children illustrated each page of their books.

The following describes the method of collection employed in each of the above schools:

School A: The stories from School A had been written over the course of the second grade school year in each child's personal project book. In some cases, the topics were suggested by the teacher, and in other cases, the children selected their own topics. The children wrote freely with no structuring or correcting by the teacher. The only stories which were eliminated were those not making sense to this investigator and those whose content was similar to the content of stories already selected. Each story was transcribed in book form without any editing other than the correction of spelling and punctuation errors. Each child/author subsequently illustrated each of the blank pages opposite his/her text which was now typewritten and in book form.

School B and C: Following the principles of Glasser's class meetings (1969), (see page 59) for a more complete description) the monster theme was introduced for discussion using pictures and open ended questions to stimulate discussion. Examples of the type of questions posed to the children are:

"What is a monster?"

"Are all monsters bad?"

"How would you feel if a monster came to live with you?"

"What would a monster look like?"

"Are all monsters ugly?"

"What do monsters do all day?"

"What do monsters do all night?"

The monster theme was chosen since reading (Cook, 1973; and Glasser, 1969), personal experience, and discussion with parents and educators all indicated that children of this age group are intensely interested in monsters. Following these oral discussions, those children who were interested in writing (or dictating) monster stories were invited to do so. No structure or "help" was given to the children other than to give proper spelling if and only if the children asked. These hand written stories were then transcribed as above and each child illustrated his own story. All stories were accepted.

These stories were transcribed again, this time using a primary typewriter. Each child's illustration was traced over with a thick, black, felt tipped pen, cut out and taped to the page opposite the text it was illustrating. Thirty copies of each book were xeroxed on assorted coloured paper, thereby allowing five copies of each book to be introduced into the six Experimental B classrooms. The covers of each of these 1,800 books included the title and the child/author; they were hand printed using paper wrapped black dermatograph soft pencils on assorted coloured art construction paper (Appendix A).

These child created materials were divided into packets of ten books, five copies of each book, totalling 50 books in a packet. These were distributed to the six

Experimental B classrooms each week for the six weeks of the study. Before allocating a book to one of the six weekly packets each book was rated on a scale from one to six by this investigator. The more complex the syntactical structure, the greater the variety of the vocabulary, and the more involved the plot, the higher the number assigned on the scale. It was arranged that each packet of child created materials was balanced in thematic content as well as in the level of the assessed reading difficulty.

LIBRARY BOOKS

The child created materials in this study were viewed as a possible transition between the skills aspect of the reading program and the recreational component. The hypothesis was that the initial success and enjoyment derived from reading these children's materials would have a catalytic effect on the children's attitude toward reading. This would lead them to further reading and enjoyment from the trade books found in the classroom library. Reading child created materials was viewed as a supportive, motivating activity aimed at getting children to read and like books, not as an end in itself. Therefore, in order to allow for the transition to reading from trade books in the Experimental B classrooms, it was necessary to ensure that each classroom library provided a large assortment of trade books. In the Experimental A classrooms where no child created materials were provided, the effectiveness

of the recreational reading program was wholly dependent on the presence of a classroom library where each child would be able to select at least one book to read during any whole class recreational reading period. From information gathered from the principals concerning the grade two classroom libraries, it was apparent that many classrooms did not provide a sufficient number of trade books to make a program of recreational reading feasible (see page 51.) In addition, there had to be assurance that a new supply of trade books would be supplied to each classroom to sustain the children's interest. To provide a solution to this problem, the Public Library Services of St. John's allowed this investigator to select 600 trade books from their Picture Book Collection for use in this study. Each Experimental A and B classroom was randomly assigned 30 books which were rotated on a weekly basis.

There was some question as to whether to stock the control classrooms with these library books since these classroom teachers would not be receiving the experimental treatment, and each teacher would continue along her usual pattern of instruction. However, without supplying the control classrooms with the same reading materials as the two experimental groups, the classroom libraries in the control group would not be comparable to those in the experimental groups, and the study would be biased against the control classrooms at the outset. If this study, investigating the use of the child created materials, was

to be conducted scientifically, it was imperative to remove the disparities in the classroom libraries in each treatment group. Therefore, 30 library books were rotated weekly into the control classrooms as well as into the experimental classrooms. (It must be noted, however, that the presence of the library books might have significantly altered the reading environment of the control classes.)

ROTATION OF LIBRARY BOOKS

The rotation of the library books was carried out by dividing the participating schools into two geographical areas. Arrangements were made with each participating teacher to have the St. John's library books packed up each week on an assigned morning. The carton of 30 library books from classroom number one was transported to classroom number two, etc. until all 18 classrooms received a new supply of library books. This rotation was carried out over two days, each of the six weeks of the study. (Using 19 cartons of books allowed the rotation schedule to take place over two days so the children in classroom number one did not have to wait for their new supply of books until the books were rotated out of classroom number 18.) Using the rotation arrangement not only provided more equitable distribution in the number of new books, but also provided greater equality in the actual books read during the experiment. This procedure reduced the chances of confounding the experiment due to the particular selection of books in certain classrooms.

THE CLASSROOM MEETING AND THE EXPERIMENTAL TREATMENT

Each experimental teacher was asked to provide thirty minutes daily opportunity for each child to engage in recreational reading. How this time was allotted depended entirely on the classroom teachers. It is maintained that the classroom teacher, rather than the investigator, knows each of her children best and is therefore the better judge as to how and when the thirty minutes recreational time would be most beneficially spent. The teachers were asked to keep a weekly log (Appendix G) showing that each child did receive the thirty minutes daily opportunity for recreational reading.

According to the literature, some teachers have run into difficulties providing "free" reading time for their children. Often these teachers have not discussed the "ground rules" with the children and have not worked out the trouble spots with them as well. To avoid this problem, and to standardize the introduction of the recreational reading aspect to the classroom, each experimental classroom set up a classroom meeting as described in William Glasser's book, Schools Without Failure.

According to Glasser these "meetings should always be conducted with the teacher and all the students in a tight circle. This seating arrangement is necessary if good meetings are to occur (p. 132)." Through these classroom meetings, the children were to discover that their

class is a "working, problem solving unit" and that each student has both individual and group responsibilities. By discussing group (and individual) problems the students and the teacher were to solve or prevent classroom problems relating to recreational reading. Traffic problems around the classroom library, time table problems for book reading, book selection conflicts, etc. were to be worked out together beforehand. Thus the children would feel involved in the reading activities in the classroom, and could also take personal and group responsibility for its success and enjoyment. By involving all the children in this experimental program right from the beginning (without telling them that they were involved in an experiment) they would not only know what the teacher's expectations were, but would be a part of setting the classroom's standards.

In addition to sorting out potential or actual problems, the classroom meeting was the organizational vehicle by which the teacher introduced the recreational component of the reading program to the children. The teachers in the Experimental A classrooms informed the children that 30 library books would be brought into their classroom each week and that time would be provided for self selection of the library books as well as for activities related to their reading. The teachers in the Experimental B classrooms introduced the child created materials to the children via the classroom meeting and informed the children of the rotation of the library books and the reading

activities. Each week, as the new selection of books arrived, the Experimental A teachers highlighted and introduced the library books via the classroom meeting while the Experimental B teachers highlighted and introduced the child created materials to the children. The child created materials were given a place of prominence in the classroom library and the reading motivating activities were focused on these materials as well. However, if the children preferred the library books, the teachers were instructed to give complete freedom of choice to the children. The teachers were asked to read to the children each day, the Experimental A teachers from the library books and the Experimental B teachers from the child created materials. Suggestions were given for the teachers to follow when reading to the children (Appendix C).

From the information provided by the principals, it was apparent that some grade two classrooms did not contain classroom libraries (see page 51). The classroom meeting was used to invite the children's suggestions on how to arrange a library corner or how to make the present one more appealing. One of the aims of the classroom meeting arrangement, therefore, was to foster as much student involvement in the recreational program as possible.

Preparation and guidelines for the reading motivating activities were also set up during classroom meetings, although other than the weekly introduction of child created materials or library books and the necessary sorting out.

of any problems, this classroom arrangement was not a requirement each time any reading activities were initiated. The teachers were asked to suggest a variety of these "reading motivating" activities in which each child could freely elect to become involved in. No child was required to participate in any activity, and no child was required to choose a recreational reading activity if he/she simply wanted to read. Likewise, children were not required to read a book when one of the activities could be used as a book reading "motivator" for that child.

INSERVICE MEETINGS

First Inservice Meeting.

In order to inform the experimental teachers as to the specific nature of the experimental treatment, and in order to instruct all participating teachers on the administration of measurement instruments, three inservice meetings were carried out in the investigator's home during the week of January 20, 1974. The control group of teachers met separately from the experimental groups; one teacher in the Experimental B group could not attend the inservice meeting so an additional meeting was arranged at the teacher's convenience. At this first inservice meeting the following activities were carried out:

1. Each teacher chose one of the 19 cartons of the randomly selected library books to start week one.
2. In addition to the library books, each teacher in the

Experimental B treatment group received the first week's packet of child created materials.

3. Each teacher from schools under Board B received parent consent forms (Appendix F). The teachers from schools under Board A had the option of sending out these permission slips.

4. Each teacher from both experimental groups received a log form to check off the 30 minutes' time allotment given daily to each child. This log form was collected each week in each teacher's carton of library books and a fresh form was distributed. This form was printed in rose pink as an aid to the teacher's memory to fill out the form (Appendix G).

5. The Guidelines for Experimental Classes was reviewed and discussed with all the experimental teachers. These guidelines were also printed in brightly coloured assorted colours for the teacher's benefit (Appendix C).

6. The Child Created Materials Guidelines were discussed with the Experimental B teachers (Appendix E).

7. Instruction was given on the administration of the Gates-MacGinitie Reading Test, Form B and the Primary Pupil Reading Attitude Inventory.

8. Information cards (address, telephone, number of children in classroom, et.al.) were filled out by each teacher, and dates were set for the second inservice meeting during the third week of the study.

Second Inservice Meeting.

Two inservice meetings were held during the week of February 10, 1974, in the investigator's home for the experimental teachers only. Two of the twelve teachers were unable to attend so other inservice arrangements were made at the teachers' convenience.

In preparation for this second inservice meeting, the investigator visited each experimental classroom (with the teachers' permission), and photographed the classroom libraries, bulletin boards, and any displays of activities carried out by the children as a result of the treatment. These photographs and samples of activities were then used for demonstration and sharing purposes during the inservice meeting. It was this investigator's observation that being able to observe other teachers' classroom library ideas through the photographs and examine samples of the children's activities sparked greater enthusiasm and interest in the reading motivating activities among the experimental teachers than simply talking about the experimental treatment which had been done at the first set of inservice meetings.

Following the sharing and discussion period, each teacher received a copy of the second part of the experimental treatment activities (Appendix D) which provided a rationale for the motivational interpretive activities and additional suggested reading motivating activities. Discussion was encouraged, and copies of Charlotte Huck's book, Literature in the Elementary School were used to illustrate pictorially

many of the activities suggested.

The teachers were also given a sheet of questions to guide them in their observations as to how the children were reacting to the experimental treatment which they would be asked to elaborate on at the end of the experimental treatment.

DATA COLLECTION

Reading Achievement - (The Gates-MacGinitie Reading Test - Primary B).

This is a group reading test which is a revision of the Gates Primary Reading Test. The Primary B level is designed for use in the second grade, and consists of a Vocabulary and a Comprehension test. The test is to be administered in two sessions, the Vocabulary part taking 15 minutes, and the Comprehension section taking 25 minutes.

According to William R. Powell (1972) the Gates-MacGinitie Reading Test provides usable data on achievement in comprehension and vocabulary as compared with other general reading tests (p. 690). Van Raekel (1972) writes that the standardization appears to have been rather carefully done and that the tryout sample and norming group appear to have been adequate. He asserts that "The Gates-MacGinitie tests reflect a marked improvement over their predecessor . . . . This test probably functions best as survey tests (p. 689)." In a publication published by the International Reading Association evaluating reading tests,

the readibility information given by the publisher for the Gates-MacGinitie Tests is rated as complete and satisfactory.

Administration. The Vocabulary section of the Gates-MacGinitie Reading Test - Primary B was administered in all 18 classrooms in this study on Monday morning, January 28, 1974, and the Comprehension section was administered in all 18 participating classes on Tuesday morning, January 29, 1974. To preserve the atmosphere of normalcy and to allow the testing to be completed within a week the classroom teachers administered the reading tests. (In the event of absenteeism, the teachers were instructed to administer the two sections of the test up until Friday, January 25.)

Scoring. The Gates-MacGinitie Reading Tests - Primary B were hand scored using the scoring keys provided by the publisher. The raw score was calculated by totalling the number of items the child answered correctly. From tables provided by the publisher, the raw scores were interpreted in terms of standard scores. The Composite Reading Score Percentile was then calculated by averaging the Vocabulary and Comprehension standard scores of each child. This averaged standard score was converted into the corresponding percentile score according to the table provided in the Gates-MacGinitie Technical Manual. Each Composite Reading Score Percentile provided the basis for the decision on whether to categorize each child in the low, medium, or high reading group. (See Treatment of Data for further details.)

Attitude Toward Reading - Primary Pupil Reading Attitude Inventory.

This group administered pictorial measurement instrument was developed by Eunice N. Askov to measure the recreational reading attitude of primary grade children. There are thirty pages of pictured activities, two per page, eighteen of which are reading activities. Each child is given either the girls' or the boys' version and asked to indicate the picture of the activity on each page that he/she likes best by putting a crayoned X through the picture of the preferred activity. No reading by the children is required, and the children can proceed from page to page at their own pace. The average time for children to complete this reading inventory is five minutes.

The initial version of this inventory was developed during the Spring of 1968 when 20 second and third graders were interviewed individually to determine their favourite afterschool and weekend activities. The nine activities named most frequently and three reading activities were then drawn by an artist in both a girls' and a boys' version. Each of the three reading activities was paired with each of the nine nonreading activities. Thirteen choices between two pictures of nonreading activities were also included as distractors making a total of 40 choices in the original version.

The inventory was administered to 73 second and third graders and readministered a week later to the same children

to determine the reliability of the instrument. The test-retest reliability coefficient with a one week interval was 0.006, which according to Askow (1970), is significant beyond the .001 level of significance.

The following fall the test was administered to another group of 94 second and third graders in order to obtain a measure of concurrent validity. The children's classroom teachers were asked to select the ten students with the highest and lowest interest in leisure time reading. (These teachers did not know the attitude inventory scores of the children.) The test ($t = 3.36$) indicated that the means of the attitude inventory scores of the two groups identified by their teachers were different at the .01 level of significance.

The initial version described above was later revised since it was determined that one reading picture lacked the reliability or internal consistency of the other reading pictures. That picture was eliminated making a total of 18 times that a reading activity could be chosen. One distractor page was also eliminated making the present inventory length 30 pages instead of the original 40 pages. A study of reliability of this revised version was made and Askov reported that the reliabilities are satisfactory.

Administration and Scoring. The revised version of the Primary Pupil Reading Attitude Inventory was administered by the teachers in this investigation as a pretest and a posttest. It is believed that this is the first study to use the published version of this attitude inventory.

The pretest was administered Wednesday morning, January 29, 1974 and the posttest was administered Friday morning, March 22, 1974. (In cases of absenteeism there was an additional period of three days in which the pretest or the posttest could be readministered.) The posttest was originally scheduled to be administered the previous week, but due to blizzard weather conditions, the posttest had to be postponed one week. In scoring this inventory, the total number of times that a reading activity was chosen over another activity was tallied, and all other choices involving nonreading activities were ignored. The highest possible score a child could receive was 18.

ANALYSIS OF DATA

The test scores were punched on data cards and processed through the computer facilities of Memorial University of Newfoundland, St. John's.

To test for any treatment and interaction effects between the children's reading achievement and treatment, as indicated by the adjusted reading attitude inventory posttest means, a two way analysis of covariance was employed with the reading attitude pretest scores used as a covariate. A diagrammatic model of the statistical design is shown in Table 1. It can be seen from this model that comparison of the adjusted posttest reading attitude inventory means of the three treatment groups was done according to the children's reading achievement placement.

TABLE 1

READING ACHIEVEMENT BY TREATMENT MODEL

Reading Achievement Percentiles	Adjusted Reading Attitude Inventory Posttest Means			Overall Means
	Experimental A Group	Experimental B Group	Control C Group	
Low 0 - 31 percentile	$\bar{X}_{AL}$	$\bar{X}_{BL}$	$\bar{X}_{CL}$	$\bar{X}_{L}$
Medium 32 - 65 percentile	$\bar{X}_{AM}$	$\bar{X}_{BM}$	$\bar{X}_{CM}$	$\bar{X}_{M}$
High 66 - 99 percentile	$\bar{X}_{AH}$	$\bar{X}_{BH}$	$\bar{X}_{CH}$	$\bar{X}_{H}$
overall treatment means	$\bar{X}_{A}$	$\bar{X}_{B}$	$\bar{X}_{C}$	

In order to determine the level of reading achievement for each child included in the study, a frequency distribution of the percentiles scored on the Gates-MacGinitie Reading Achievement Test - Primary B was tabulated and divided into thirds. From this procedure, all children scoring above the 66th percentile were categorized in the high readers' group, all children scoring between the 32 - 65 percentiles were categorized in the medium readers' group, and all children scoring below the 32 percentile were categorized in the low readers' group. The posttest reading attitude inventory means represented in each of the nine cells of the diagrammatic model were adjusted to account for initial differences in the pretest reading attitude inventory scores. Following a signficant overall F ratio for the treatment effect, the Tukey multiple comparison procedure (Glass and Stanley, 1970) was used to locate the specific source of difference between treatments.

Treatment and interaction effects between the children's attitude toward reading and treatment, as indicated by the adjusted reading attitude posttest means, were also investigated. A two way analysis of covariance was employed with the reading achievement scores used as a covariate. A diagrammatic model of the statistical design is shown in Table 2.

It can be seen from this model that comparison of the adjusted posttest reading attitude inventory means in the three treatment groups was done according to the children's

TABLE 2

READING ATTITUDE INVENTORY PRETEST BY TREATMENT MODEL

Pretest Scores	Adjusted Reading Attitude Inventory Posttest Means			
	Experimental A Group	Experimental B Group	Control C Group	Overall Means
Low Q - 4	$\bar{X}_{AL}$	$\bar{X}_{BL}$	$\bar{X}_{CL}$	$\bar{X}_{L}$
Medium 5 - 7	$\bar{X}_{AM}$	$\bar{X}_{BM}$	$\bar{X}_{CM}$	$\bar{X}_{M}$
High 8 - 18	$\bar{X}_{AH}$	$\bar{X}_{BH}$	$\bar{X}_{CH}$	$\bar{X}_{A}$
Overall Treatment Means	$\bar{X}_{A}$	$\bar{X}_{B}$	$\bar{X}_{C}$	

attitude toward reading. In order to determine the level of attitude toward reading of each child included in the study, a frequency distribution of the children's scores on the Primary Pupil Reading Attitude Inventory was tabulated and divided into thirds. From this procedure, all children scoring above eight on the reading attitude measure were categorized in the group demonstrating the most positive attitude toward reading, all children scoring between five and seven were categorized in the middle group, and all children scoring below four were categorized in the group demonstrating the least positive attitude toward reading. The posttest reading attitude inventory means represented in each of the nine cells of the diagrammatic model were adjusted to account for initial differences in the reading achievement scores as measured by the Gates-MacGinitie Reading Test - Primary B. Following a significant overall F ratio for the treatment effect, the Tukey multiple comparison procedure was again used to locate the specific source of difference between treatments.

To test for any significant differences between males and females, as indicated by the adjusted reading attitude posttest means, a two way analysis of covariance was employed with the reading achievement and the reading attitude pretest scores used as covariates. A diagrammatic model of the statistical design is shown in Table 3. It can be seen from this model, that comparison of the adjusted posttest reading attitude inventory means in the three treatment groups was

TABLE 3

SEX BY TREATMENT MODEL

Sex	Adjusted Reading Attitude Inventory Posttest Means			Overall Means
	Experimental A Group	Experimental B Group	Experimental C Group	
Males	$\bar{X}_{AM}$	$\bar{X}_{BM}$	$\bar{X}_{CM}$	$\bar{X}_{M}$
Females	$\bar{X}_{AF}$	$\bar{X}_{BF}$	$\bar{X}_{CF}$	$\bar{X}_{F}$
Overall Treatment Means	$\bar{X}_{A}$	$\bar{X}_{B}$	$\bar{X}_{C}$	

done according to sex. The posttest reading attitude inventory means represented in each of the six cells were adjusted to account for initial differences in the reading achievement scores and the pretest reading attitude inventory scores as measured by the Gates-MacGinitie Reading Achievement Test - Primary B and the Primary Pupil Reading Attitude Inventory respectively.

Questionnaires were also distributed to each of the eighteen participating teachers of the study for their first hand informal observations of the treatment effects in their particular classroom.

MISSING AND ELIMINATED DATA.

It was not possible to obtain the three necessary test scores (Reading Achievement, Pretest Reading Attitude Inventory, and Posttest Reading Attitude Inventory) for all the 533 children in the sample's 18 classrooms. Any child who had not taken all three tests was eliminated from the statistical analyses leaving a total of 445 children in the 18 classrooms of the sample. Due to the affective nature of the pretest and the posttest, it was felt that any pretest scores accepted after the experimental treatment was initiated and any posttest scores accepted more than a week after the treatment was terminated would be invalid. It should be pointed out that an uncommonly high rate of absenteeism occurred throughout the city of St. John's on the posttest date due to hazardous weather conditions. (This

posttest had already been postponed one week due to weather conditions.) Also, several schools in the sample were experiencing an outbreak of mumps.

The data for all the above 445 children in the sample's 18 classrooms were not analyzed in the statistical analysis due to the requirements of the two way analysis of covariance statistical program. In this program, each cell of the factors being analyzed must have an equal representation of subjects. From the Tables on the cell distribution of the sample it can be seen that there was an unequal number of children in the Tables' cells. For example, in examining Table 4, it can be seen that there were only forty children whose achievement scores fell in cells 1.3 and 2.3. This necessitated reducing the number of children represented in the rest of the cells to equalize the numbers throughout the nine cells. Therefore, the data used in this analysis were for 360 children. Following the same procedures, the data used in the Reading Attitude by Treatment analysis were for 351 children (see Table 5), and the data used in the Sex by Treatment analysis were for 342 children (see Table 6).

It was discovered that the number of children within the classrooms were not uniformly represented in each of the cells. Therefore, the required random elimination to equalize the cell numbers was done by stratification. This procedure involved the differentiated random elimination of children from each of the classes represented with each cell. The

TABLE 4

CELL DISTRIBUTION OF SAMPLE
READING ACHIEVEMENT BY TREATMENT MODEL

Reading Achievement Percentiles	Experimental A Treatment Group	Experimental B Treatment Group	Control Group
0 - 31 percentile	Cell 1.1 59 children	Cell 1.2 53 children	Cell 1.3 40 children
32 - 65 percentile	Cell 2.1 56 children	Cell 2.2 50 children	Cell 2.3 40 children
66 - 100 percentile	Cell 3.1 43 children	Cell 3.2 52 children	Cell 3.3 52 children

TABLE 5

CELL DISTRIBUTION OF SAMPLE
READING ATTITUDE BY TREATMENT MODEL

Pretest Reading Attitude Inventory Scores	Treatments		
	Experimental A Treatment	Experimental B Treatment	Control Group
0 - 4	Cell 1.1 59 children	Cell 1.2 60 children	Cell 1.3 42 children
5 - 7	Cell 2.1 69 children	Cell 2.2 51 children	Cell 2.3 41 children
8 - 18	Cell 3.1 39 children	Cell 3.2 44 children	Cell 3.3 49 children

TABLE 6

CELL DISTRIBUTION OF SAMPLE
SEX BY TREATMENT MODEL

Sex	Treatments		
	Experimental A Treatment Group	Experimental B Treatment Group	Control Group
Males	Cell 1.1 78 boys	Cell 1.2 88 boys	Cell 1.3 75 boys
Females	Cell 2.1 80 girls	Cell 2.2 67 girls	Cell 2.3 57 girls

greater the representation of any individual classroom in any one cell, the greater the number of required random elimination from these classrooms. In this attempt to reduce over representation of individual calsses in any one cell, a greater proportional balance of classroom representation within each of the cells was achieved.

SUMMARY

A sample of 18 grade two classrooms was randomly selected for the six weeks study, six classrooms for the control group, six classrooms for the Experimental A group and six classrooms for the Experimental B group. The Experimental B classrooms received a weekly supply of ten different child created materials with five copies of each and all classes received a supplementary stock of library books for their classroom libraries. The reading materials were introduced to the experimental children each week via a classroom meeting. The two experimental groups provided 30 minutes' daily for recreational reading using suggested recreational reading techniques and activity suggestions. The Experimental A groups used the trade books from the classroom library and the Experimental B group focused on the child created materials. The control group was given no special techniques or activity suggestions and teachers were instructed to continue conducting their classes according to their usual pattern. All classes were given the Gates-MacGinitie Reading Test - Primary B to determine

each child's reading achievement percentile. The Primary Pupil Reading Attitude Inventory was also administered to all classes both as a pretest and as a posttest. The data were analyzed by a two-way analysis of covariance testing for treatment and interaction effects between treatment on one hand and the children's

1. reading achievement
2. pretest attitude toward reading
3. sex

on the other, as indicated by the adjusted attitude toward reading posttest means. Chapter IV contains the findings revealed by these analyses.

CHAPTER IV

THE FINDINGS OF THE STUDY

INTRODUCTION

This chapter contains the findings of the investigation revealed by the statistical analyses of the data obtained from the Gates-MacGinitie Reading Achievement Test - Primary B and the pretest and posttest scores from the Primary Pupil Reading Attitude Inventory. A description and discussion of the findings for each of the study's nine hypotheses will be presented first. Hypotheses one through three, four through six, and seven through nine will be discussed together in view of their similarity. Following the above discussion a summary of the major findings will be given.

Since each of the hypotheses refers to the three treatment groups used in this study, the following recapitulates the experimental treatment groups as defined in this study:

1. The Experimental A Group was composed of six randomly selected classrooms receiving a weekly carton of 30 library books, two sets of recreational reading techniques and activity suggestions. Provision was made for 30 minutes daily of a planned program of recreational reading focusing on the classroom library books.

2. The Experimental B Group was composed of six randomly selected classrooms, receiving a weekly carton of 30 library books, two sets of recreational reading techniques and activity suggestions, and a weekly packet of ten different child created materials (five copies each). Provision was made for 30 minutes daily of a planned program of recreational reading focusing on the child created materials.

3. The Control Group was composed of six randomly selected classrooms receiving a weekly carton of 30 library books. No special recreational reading techniques were given and any program of recreational reading was a natural outgrowth of each teacher's usual pattern of instruction.

THE FINDINGS OF THE STATISTICAL ANALYSES: HYPOTHESES ONE, TWO AND THREE

The first hypothesis stated that there would be no significant difference between three reading achievement levels in posttest attitude toward reading means with reading achievement scores controlled and the pretest attitude toward reading scores as a covariate. The second hypothesis stated that there would be no significant interaction among the three groups between reading achievement levels and treatment with reading achievement scores blocked and the pretest attitude toward reading scores as a covariate. The third hypothesis stated that there would be no significant difference among the three treatment groups in posttest attitude toward reading means with reading achievement scores

controlled and the pretest attitude toward reading scores as a covariate. To test these hypotheses a two way analysis of covariance was employed.

The results of this analysis are shown in Table 7. There was no significant effect due to reading achievement levels so that apparently the posttest means were not affected by level of reading achievement. Similarly, there were no significant interaction effects indicating that particular treatment effects did not differentially affect students of three different reading levels. As a result of the statistical analysis, it can be seen that the first two hypotheses were not rejected.

The effect due to treatment, however, was significant at the .01 level of confidence, indicating that the posttest means did vary among the treatment groups. In order to identify the specific source of difference between treatments, the Tukey Multiple Comparison Procedure (Glass and Stanley, 1970) was used. The results of the Tukey Multiple Comparison Procedure were calculated from the overall treatment adjusted posttest means as seen in Table. These calculations indicated that the adjusted posttest means of the Control group were significantly higher than those of the Experimental B group, but not significantly higher than the adjusted posttest means of the Experimental A group. Since the only manipulated difference between the Experimental A and the Experimental B treatment groups was the use of the child created materials, these results indicated that the

TABLE 7

ADJUSTED ANOVA FOR POSTTEST ATTITUDE TOWARD READING SCORES
READING ACHIEVEMENT LEVELS BY TREATMENT

Source	d.f.	s.s.	mean sq.	F
Reading Achievement	2	59.0156	29.5078	2.08
Treatment	2	232.3008	116.1504	8.22**
Interaction	4	61.8086	15.4521	1.09
Within	350	4942.0781	14.1202	
Total	358	5295.2031		

** P < .01

TABLE 8

ADJUSTED POSTTEST ATTITUDE TOWARD READING MEANS
READING ACHIEVEMENT LEVELS BY TREATMENT

	TREATMENTS			
Reading Achievement Percentiles	Experimental A Group	Experimental B Group	Control C Group	Overall Adjusted Posttest Attitude Means
0 - 31 Percentile	6.05	5.57	7.65	6.42
32 - 65 Percentile	6.33	5.29	8.17	6.60
66 - 99 Percentile	7.84	6.62	7.61	7.36
Overall Treatment Adjusted Posttest Means	6.74	5.83	7.81	

use of the child created materials, as applied to the experimental treatment in this study, did not significantly improve grade two children's attitude toward reading, relative to the Control and Experimental A treatment groups, with reading achievement controlled and the pretest scores as a covariate. As a result of the statistical analyses, therefore, it can be seen that the third hypothesis was rejected in that the Control group showed significantly higher posttest means with reading achievement scores controlled and the pretest scores as a covariate.

THE FINDINGS OF THE STATISTICAL ANALYSES: HYPOTHESES FOUR, FIVE, AND SIX

The fourth hypothesis stated that there would be no significant difference between three attitude toward reading levels in posttest attitude toward reading means with pretest attitude toward reading scores controlled and the reading achievement scores as a covariate. The fifth hypothesis stated that there would be no significant interaction among the three groups between pretest attitude toward reading levels and treatment with the pretest attitude toward reading scores blocked and the reading achievement scores as a covariate. The sixth hypothesis stated that there would be no significant difference among the three treatment groups in posttest attitude toward reading means with the pretest attitude toward reading scores controlled and the reading achievement scores as

a covariate. To test these hypotheses a two way analysis of covariance was employed.

The results of this analysis are shown in Table 9. The effect due to pretest levels was significant at the .01 level of confidence, and upon examining Table 10, it can be seen that the children scoring in the highest level on the pretest attitude toward reading also scores higher (significant at the .01 level of confidence) in the posttest results in comparison with the children in the two lower pretest levels. These results indicate that the treatment effects did not counteract the pretest attitude toward reading levels. Conversely, there were no significant interaction effects indicating that particular treatment effects did not differentially affect students of three different pretest attitude toward reading levels. As a result of the statistical analyses it can be seen that hypothesis four was not rejected while hypothesis five was rejected.

The effect due to treatment, however, was significant at the .01 level of confidence indicating the posttest means did vary among the three treatment groups. In order to identify the specific source of difference between treatments, the Tukey Multiple Comparison Procedure was used. The results of the comparison procedure were calculated from the overall treatment adjusted posttest means as seen in Table 10. These calculations indicated that the Control group posttest results were significantly higher than the

TABLE 9

ADJUSTED ANOVA FOR POSTTEST ATTITUDE TOWARD READING SCORES
PRETEST ATTITUDE TOWARD READING LEVELS BY TREATMENT

Source	d.f.	s.s.	mean sq.	F.
Pretest Attitude Toward Reading	2	1792.8242	896.4121	53.34**
Treatment	2	337.6836	168.8418	10.04**
Interaction	4	18.0938	4.5234	0.26
Within	341	5730.3281	16.8045	
Total	349	7878.9297		

** P < .01

TABLE 10

ADJUSTED POSTTEST ATTITUDE TOWARD READING MEANS
PRETEST ATTITUDE TOWARD READING LEVELS BY TREATMENT

Pretest Attitude Toward Reading Scores	Experimental A Group	Experimental B Group	Control C Group	Overall Adjusted Posttest Attitude Means
0 - 4	4.73	2.80	5.79	4.44
5 - 7	6.91	5.48	7.95	6.78
8 - 18	10.12	9.08	10.72	9.96
Overall Treatment Adjusted Posttest Means	7.25	5.77	8.15	

results of both the Experimental A and the Experimental B treatment groups, while the Experimental A treatment group's results were significantly greater than the Experimental B treatment group's results. As a result of the statistical analyses, therefore, it can be seen that the sixth hypothesis was rejected. These results indicated that the use of child created materials, as applied to the experimental treatment in this study, did not significantly improve grade two children's attitude toward reading, relative to the Control and Experimental A treatment groups with pretest attitude toward reading scores controlled and the reading achievement scores as a covariate.

THE FINDINGS OF THE STATISTICAL ANALYSES: HYPOTHESES SEVEN, EIGHT AND NINE

The seventh hypothesis stated that there will be no significant difference between the males and the females in posttest attitude toward reading means with reading achievement scores and pretest attitude toward reading scores as covariates. The eighth hypothesis stated that there will be no significant interaction between sex and treatment among the three groups in posttest attitude toward reading means with reading achievement scores and pretest attitude toward reading scores as covariates. The ninth hypothesis stated that there will be no significant differences among the three treatment groups in posttest attitude toward reading means with sex controlled and reading achievement scores and pretest attitude toward reading

scores as covariates.

The results of the analysis are shown in Table 11. The effect due to sex was significant at the .01 level of confidence, and upon examining Table 12, it can be seen that the girls scored significantly higher than the boys in the posttest means. Conversely, there were no significant interaction effects indicating that particular treatment effects did not differentially affect the children in terms of their sex. As a result of the statistical analysis it can be seen that hypothesis seven was not rejected while hypothesis eight was rejected.

The effect due to treatment, however, was significant at the .01 level of confidence indicating that posttest means did vary among the three treatment groups. In order to identify the specific source of difference between treatments the Tukey Multiple Comparison Procedure was used. The results of the comparison procedure was calculated from the overall treatment adjusted posttest means as seen in Table 12. These calculations indicated that the adjusted posttest means of the Control group were significantly higher than the adjusted posttest means of the Experimental B group's, but not significantly higher than the Experimental A treatment group's results. The Experimental A treatment group's results were significantly higher than those of the Experimental B group. As a result of the statistical analysis, it can be seen that the ninth hypothesis was rejected. Since the only manipulated experimental difference

TABLE 11

ADJUSTED ANOVA FOR POSTTEST
ATTITUDE TOWARD READING SCORES
SEX BY TREATMENT

Source	d.f.	s.s.	mean sq.	F
Sex	1	104.7344	104.7344	6.83**
Treatment	2	212.2617	106.1309	6.93**
Interaction	2	18.7539	9.3770	0.61
Within	334	5123.7852	15.3407	
Total	339	5459.5352		

** P < .01

TABLE 12

ADJUSTED POSTTEST ATTITUDE TOWARD READING MEANS SEX BY TREATMENT

Sex	Experimental A Group	Experimental B Group	Control C Group	Overall Adjusted Posttest Attitude Means
Males	6.52	5.82	7.38	6.59
Females	8.22	6.32	8.57	7.69
Overall Treatment Adjusted Posttest Means	7.39	6.07	7.96	

between the Experimental A and the Experimental B treatment groups was the use of the child created materials, these results indicate that the use of child created materials, as applied to the experimental treatment in this study, did not significantly improve grade two children's attitude toward reading, relative to the Control and Experimental A treatment groups, with reading achievement and pretest attitude toward reading scores as covariate.

SUMMARY OF FINDINGS

In order to evaluate the effectiveness of the child created materials when used within a thirty minute daily program of recreational reading, the data from the Gates-MacGinitie Reading Achievement Test - Primary B and the pretest and posttest Primary Pupil Reading Attitude Inventory were statistically analyzed using a two way analysis of covariance. The sample's grade two children were divided according to three levels of reading achievement (with the attitude toward reading pretest as a covariate), three levels of attitude toward reading (with the reading achievement test as a covariate), and sex (with both the attitude toward reading pretest and reading achievement test used as covariates.) The major findings of the statistical analyses are:

1. The attitude toward reading posttest means did not appear to be affected by the level of reading achievement.

2. There was no significant interaction between treatment and reading level.

3. The use of child created materials, as applied to the Experimental B treatment, did not appear to significantly improve the sample's attitude toward reading, relative to the Control and Experimental A treatment groups, with reading achievement scores controlled and the pretest scores as a covariate.

4. The treatment effects did not appear to counteract the sample's attitude toward reading pretest levels.

5. There was no significant interaction between treatment and levels of attitude toward reading.

6. The use of child created materials, as applied to the Experimental B treatment, did not appear to improve the sample's attitude toward reading, relative to the Control and Experimental A treatment groups, with attitude toward reading pretest scores controlled and the reading achievement scores as a covariate.

7. The girls' attitude toward reading posttest scores were significantly higher than the boys'.

8. Particular treatments did not appear to differentially affect attitude toward reading scores of boys and girls.

9. The use of child created materials, as applied to the Experimental B treatment, did not appear to significantly improve the sample's attitude toward reading, relative to the Control and Experimental A treatment groups with reading

achievement scores and attitude toward reading pretest scores as covariates.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

SUMMARY: THE PURPOSE, DESIGN AND FINDINGS OF THE STUDY

The Purpose of the Study

The purpose of this study was to investigate whether the use of child created materials would effect a positive change in the attitude toward reading of grade two children. These materials were used within a planned supplemental program of recreational reading in an attempt to ease the transition between the skills and recreational components of the reading program thereby stimulating greater interest in reading. Previous research on reading programs utilizing child created materials produced and shared within the same classrooms has demonstrated positive results in the children's attitude toward reading. The use of child created materials as a reading stimulus with groups of child/readers who do not know the child/authors has been reported as stimulating interest in reading and writing; however, no controlled research supporting these opinions has been found. This study has attempted to fill this research gap.

Specifically, the questions that the study attempted to answer were:

1. Would there be any significant difference in a change of

attitude toward reading between the classes using child created materials and those not having access to these materials?

2. Would there be any significant difference in a change of attitude toward reading with the children of low, medium, and high reading achievement levels between the classes using child created materials and those classes not having access to these materials?

3. Would there be any significant difference in a change of attitude toward reading with the children of low, medium, and high attitude toward reading levels between the classes using child created materials and those classes not having access to these materials?

4. Would there be any significant difference in a change of attitude toward reading with the boys and girls between the classes using child created materials and those classes not having access to these materials?

The Design of the Study

To answer these questions a six-week experimental investigation was designed. A randomly selected sample of 18 grade two classrooms was selected from 12 schools representing a cross section of socioeconomic and educational backgrounds. These 18 grade two classrooms were divided into three groups with each of the classrooms having an equal chance of being randomly allocated to each of the treatment groups. The Control group, containing six randomly selected classes, received a weekly carton of 30

library books, but had no special supplemental recreational reading techniques, and any program of recreational reading was a natural outgrowth of each teacher's usual pattern of instruction. The Experimental A group containing six randomly selected classes received a weekly carton of 30 library books, and made provision for 30 minutes daily of a planned supplemental program of recreational reading focusing on the classroom library books. The Experimental B group, containing six randomly selected classes, received a weekly carton of 30 library books, a weekly packet of ten different child created materials (five copies each), and made provision for 30 minutes daily of a planned supplemental program of recreational reading focusing on the child created materials.

The Gates-MacGinitie Reading Achievement Test - Primary B was administered to all 18 classrooms prior to the treatment period in order to determine the reading achievement level of each of the students. The Primary Pupil Reading Attitude Inventory was administered as a pretest and as a posttest in order to determine reading attitude level of each of the students. Treatment and interaction effects were analysed from the above data through the computer services of Memorial University of Newfoundland using a two way analysis of covariance. The Tukey multiple comparison procedure was used to locate any specific source of difference between treatments.

The Findings of the Study

1. The results of the attitude toward reading posttest means did not appear to be affected by the children's level of reading achievement.
2. There was no significant interaction between treatment and reading level.
3. The use of child created materials did not appear to significantly improve the children's attitude toward reading, with both the reading achievement scores and attitude toward reading pretest scores controlled.
4. The treatment effects did not appear to counteract the children's attitude toward reading pretest levels.
5. There was no significant interaction between treatment and levels of attitude toward reading.
6. The girls' attitude toward reading posttest scores were significantly higher than the boys'.
7. The three treatments did not appear to differentially affect the attitude toward reading for boys or girls when grouped by sex.

CONCLUSION

From the findings listed above, the following conclusion was drawn:

The use of child created materials, produced outside the child/reader's classroom, and used within a supplementary program of recreational reading does not appear to effect a positive change in attitude toward reading in grade two children as measured by the Primary Pupil Reading Attitude Inventory. This appears to be the case whether the data were examined according to the children's reading level as measured by the Gates-MacGinitie Reading Achievement Test - Primary B, or according to the children's pretreatment attitude toward reading as measured by the Primary Pupil Reading Attitude Inventory. When the data were examined according to the children's sex the findings also produce the same conclusion.

Therefore, it seems unlikely that the use of child created materials, produced outside the child/readers' classroom, and used within a supplementary program of recreational reading could successfully effect an improvement in attitude toward reading in grade two children in St: John's, Newfoundland. This appears to be the case regardless of grade two children's reading achievement, attitude toward reading, or sex.

DISCUSSION OF FINDINGS AND CONCLUSION

Introduction

The findings of this study have produced negative results. The use of child created materials, as applied to

the experimental treatment, did not appear to effect a significant positive change in attitude toward reading when the Experimental B's adjusted posttest means were compared with those of the Control group. The question needs to be asked "Why?" It was hypothesized that the grade two children in this study would enjoy reading these materials due to the fact that other grade two children, although unknown to the child/readers, wrote the stories. The grade two child/authors' syntactical structure, vocabulary, conceptual level, and story interest as reflected in the child created materials were presupposed to correspond with those of the child/readers'. This presumed correspondence provided the basis for believing that the materials would be easy, interesting, entertaining, and rewarding to the child/readers in the Experimental B classrooms, not only stimulating the children to do further reading from the library books supplemented in the classroom library, but also providing reinforcement in the development of favourable attitude toward reading.

Inequalities Between Treatment Groups

It is tempting to suggest that inequalities between the treatment groups might have been instrumental in the study's negative results. Six classes in each treatment group is a relatively small sample, and it is possible to theorize that the teachers of the child created classrooms (as a group) lacked certain intangible qualities which might

have produced more positive findings. It should be noted that at least one teacher of the child created materials treatment group did not appear to fully cooperate in terms of her attitude toward the study and in her classroom's participation of the treatment's sharing and interpretative activities. It should also be noted that the teachers of the Control Group appeared to be more highly enthusiastic than those of the two experimental groups. At least three of the six control teachers expressed their desire to be in one of the experimental groups. On the other hand, every possible precaution was taken to insure against initial inequality between the three treatment groups. The randomization of the selection of classes should have neutralized any bias in favor of a particular treatment group. Stratification of the classrooms according to the size of the classroom library was done before random allocation into the treatment group (see Chapter III) which assured an equitable number of trade books in each treatment group. The analysis of covariance used to analyze the study's data assured that overall differences in each treatment group's attitude toward reading and reading achievement prior to the treatment were accounted for. Whereas so much care was built into the design of this investigation to prevent initial inequalities between treatment groups, this writer, although not dismissing the inequality possibility entirely, would suggest that there might be other factors responsible for the study's findings and conclusions.

Child Created Materials

For an explanation of the results of this study, the adjusted overall posttest means of the three treatment groups were examined (see Chapter IV.) The three treatment group means were compared according to the three levels of reading achievement. It was seen that the Control group's adjusted posttest results were significantly greater than the Experimental B group's (the treatment group using the child created materials), but not significantly greater than the Experimental A group's adjusted results. Since the only manipulated treatment difference between the two experimental groups was in the use of child created materials, as applied to the experimental treatment in this study, it appears that the significant factor in these results was the presence of the child created materials.

When the child created materials were being collected, the child/authors involved in their creation and development indicated a great deal of enthusiasm in reading and sharing each other's stories. Herein may be the key to the lack of significantly positive results in the attitude toward reading demonstrated by the Experimental B classrooms. The children in the study were not involved in the creation of the child created materials; they were not involved in talking about and expanding upon possible themes for their stories; they were not involved in decisions regarding which words to use, what details to include, what kind of illustrations to draw. It may be that the process of being involved in

becoming a child/author/illustrator is what helps to create an interest in the products of other child and adult/authors not the end product alone.

Time Allotment

When the adjusted overall posttest means of the three treatment groups were compared according to the three levels of pretest scores it appears that the significant factor affecting the results was not the child created materials alone. In this comparison, overall posttest treatment means of the Control group were significantly higher than both the experimental groups'. In order to conjecture as to the possible reasons for the Control group's significantly higher results, it is necessary to know the specific differences in the practices between the Control and Experimental groups.

It was ascertained from the Control teachers that the experimental recreational reading program provided the following differences from the practices in the Control classrooms:

1. Weekly introduction of library and/or child created materials via a classroom library.
2. Thirty minutes daily time allotment for each child to
   a. select and read a book of his/her choosing
   b. engage in a greater variety of sharing and interpretive activities involving the books.

All treatments received a weekly allotment of 30 library

books to supplement the classroom libraries. From discussion with the teachers and further reading, it is conjectured that the 30 minute time allotment may have been the major factor responsible for the lower adjusted overall mean scores of both experimental groups. (Teacher information concerning the experimental classes' participation in interpretative and sharing activities indicate a systematic decline between the first and second parts of the experimental periods, therefore indicating that the time factor for reading may have been the single major difference between the experimental and control treatments.)

The 30 minute time allotment was made a part of the experimental treatment as a direct response to Harris and Server's article, "The Importance of Instructional Time in Classroom Reading Research" (1966), in an attempt to standardize the recreational reading program of the two experimental groups. Upon reflection, it appears as though the means of providing a scientific experimental recreational reading comparison may have become an end in itself. Although the teachers were given complete free choice as to how the 30 minute daily time was allotted each child, it was emphasized that equal time in the recreational reading program of both experimental treatments was essential. In response to the time requirement for each child, 11 out of the 12 experimental teachers allotted the 30 minutes in one block of time each day. The children, then, did not have the freedom to develop an interest in reading, as freedom refers to a choice,

including the option to reject. Something "recreational" refers to having fun, and it might be that the children in the experimental groups might have preferred to become involved in completely nonreading activities during the daily experimental period. Philip Jackson (1966) wrote that adherence to a rigid timetable means that activities "often begin before interest is aroused and terminate before interest disappears (p. 123)." That this was often the case, was indicated by the response of five experimental teachers referring to their problems with the time allotment requirements. The children in the Control group, ironically may have been given greater freedom of choice concerning recreational reading as the children's spare time activities were not confined to reading activities.

Reading Level of Supplemental Library Books

The reading level of many of the supplemental library books was above the independent reading level of a good many of the grade two children who participated in this study which might have hindered the development of a significantly higher attitude toward reading in the experimental groups. The combination of the rigid time schedule for the supplementary recreational reading program using books that many of the children would have difficulty reading independently appears to be a logical explanation for the Control group's significantly higher attitude toward reading results in this analysis.

Lower Supply of Nonfiction Books

Another finding of this study was that the girls showed a significantly higher attitude toward reading across treatments. The above grade two reading levels as well as the content of many of the supplemental library books may have been significant factors responsible for these results. When the participating teachers were asked about the boys' supplemental library book preferences, six of the teachers out of the 13 who had boys in their classrooms specifically mentioned books of an informational nature: science, weather, animals, sports, etc. Most of the supplemental library books provided for this study would be classified as fictional. Therefore, the combination of the rigid time schedule, the higher reading level of many of the supplemental books, and a minority of nonfiction books may have at least partially accounted for the significantly lower attitude toward reading demonstrated by the boys in this study.

IMPLICATIONS

The reasons discussed as possible explanations for the study's findings and conclusions can only be conjectured. However, they carry several tentative implications. Child created materials, that is, the end products of stories created by child/authors unknown to child/readers, do not appear to effect greater development in attitude toward reading in grade two children. However, the involvement of children in becoming child/authors might stimulate interest

in reading the works of other child/authors leading to interest in reading the works of adult/authors.

Another implication of the results of this study, is that a supplementary recreational reading program has limited effects on attitude toward reading when carried out within a rigid time table. Time for recreational reading could be set up informally in response to the children's interests rather than imposed on the children by the clock. This might better assure that the children would read with their own definite purposes, leading to greater personal involvement and satisfication. When children are put in a stimulating reading environment, and given the time to read and react to their reading by participating in sharing and interpretive activities, but are also given a free choice to participate, recreational reading might not become just another requirement of the curriculum.

Other implications of this study concern the classroom library, or in many cases, the lack of a classroom library. From the information given by principals it was ascertained that 20 grade two classrooms out of 38 contained fewer than 20 books of a nontextbook nature. It appears then, that more trade books are needed in Newfoundland's grade two classroom libraries. However, the results of this study indicate that the number of books within a classroom library may not be the only crucial factors in the development of favourable attitudes toward reading. It appears also that the library books need to be on a reading level which

allows each child to independently read them. It also appears that more effort should be made to select books of an informational nature which have been observed to be the preference of the boy readers.

SUGGESTIONS FOR FURTHER RESEARCH

Unlike the research within scientific laboratories where the environmental factors making up the experiments can be isolated, measured, and controlled, educational research must contend with many environmental factors which are difficult to measure or control. For this reason, the results of no one educational research project can be cited as completely conclusive; many research studies need to be done in any particular area to discover patterns or trends of results from individual studies. Although the results of this study may appear to provide no justifiable basis for further research there were several limitations to this study which may have confounded the results. It might be beneficial to have this study partially replicated eliminating the limitations of the present study. Instead of stocking classroom libraries with public library books of higher reading levels than many of the child/readers in the study, the supplemented books could be controlled for reading level as well as interests.

It appeared from comparison of the adjusted overall treatment means of the three treatment groups) that the 30 minute time allotment might have been a detriment to the

recreational reading program. Therefore, in any future study, it is recommended that reading materials provided within a recreational reading program be used in a more informal, spontaneous manner in response to the children's interest rather than to the dictates of the clock.

The enthusiastic reactions of the child/authors who participated in the preparation of the child created materials warrants more research attention. A research project investigating the effects on children's attitude toward reading when child created materials are created and produced within the experimental classrooms is strongly suggested.

It appears that further research is needed concerning the effects on children's attitude toward reading when a planned supplemental program of recreational reading is provided on a spontaneous, informal basis. In designing a study concerning recreational reading, it is suggested that a treatment group be assigned each factor being investigated. In this study, the Control treatment group's adjusted posttest reading attitude inventory means were significantly higher than both the experimental treatment groups when compared according to pretreatment attitude toward reading. It was conjectured that the significant factors, (in addition to the presence of the child created materials,) were the rigid allotment of time coupled with the high readability levels of the library books. However, there is the possibility that the presence of the sharing and interpretive activities were the inhibiting factors.

Therefore, in a future study concerning recreational reading each unique factor of the experimental treatment could be assigned to a treatment group. Further, research into recreational reading also could be undertaken on the attitude toward reading effects of the size, content, and readability level of the books within the classroom library.

SUMMARY

This study has investigated the effects of child created materials on second graders' attitude toward reading. Within the experimental treatment designed for this study, the use of child created materials has not effected a more positive attitude toward reading in the sample's grade two children. It has been suggested that the following factors may have contributed to the study's negative results: the lack of the child/readers' involvement in the production of the child created materials, the rigid time allotment, the high reading level of the supplemental books, and the lower supply of nonfiction books. Eliminating the limitations of the present study has been suggested as a profitable area for further investigation. The isolation of each of the major components of the experimental treatment has been recommended in order to investigate the relationship between each component part and children's attitude toward reading. Finally, research into the attitude toward reading effects of the size, content, and readability level of the books within the classroom library has been suggested.

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APPENDICES

APPENDIX A

A SAMPLE OF ONE OF THE CHILD CREATED MATERIALS

Corlot the Dragon

by

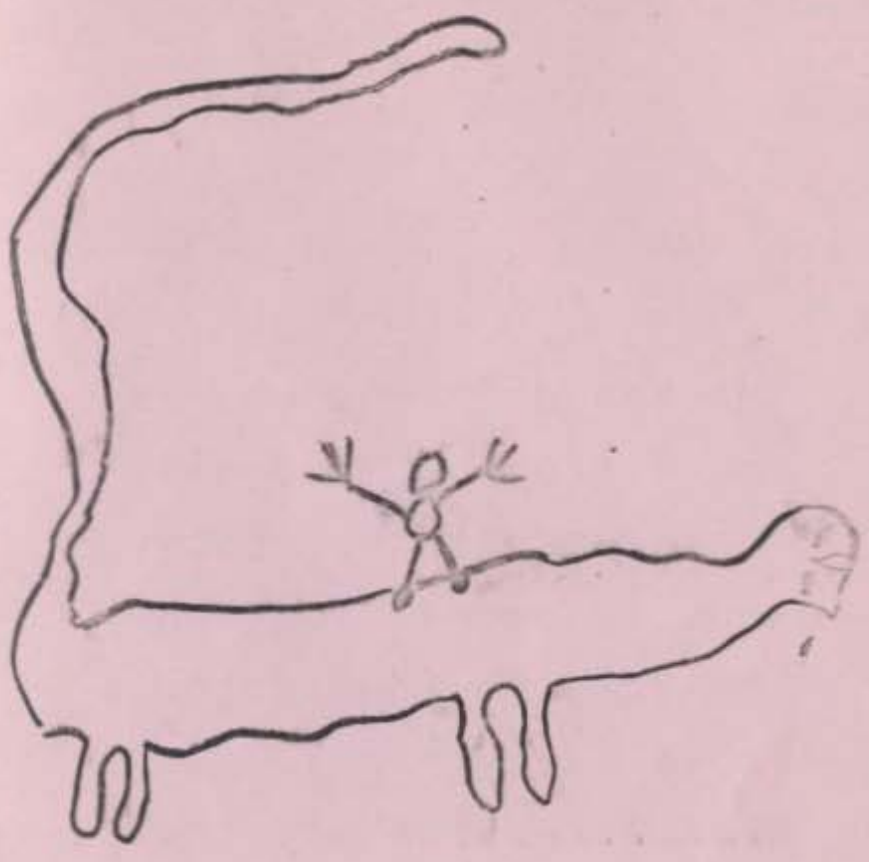
Ewan

Corlot the Dragon

by

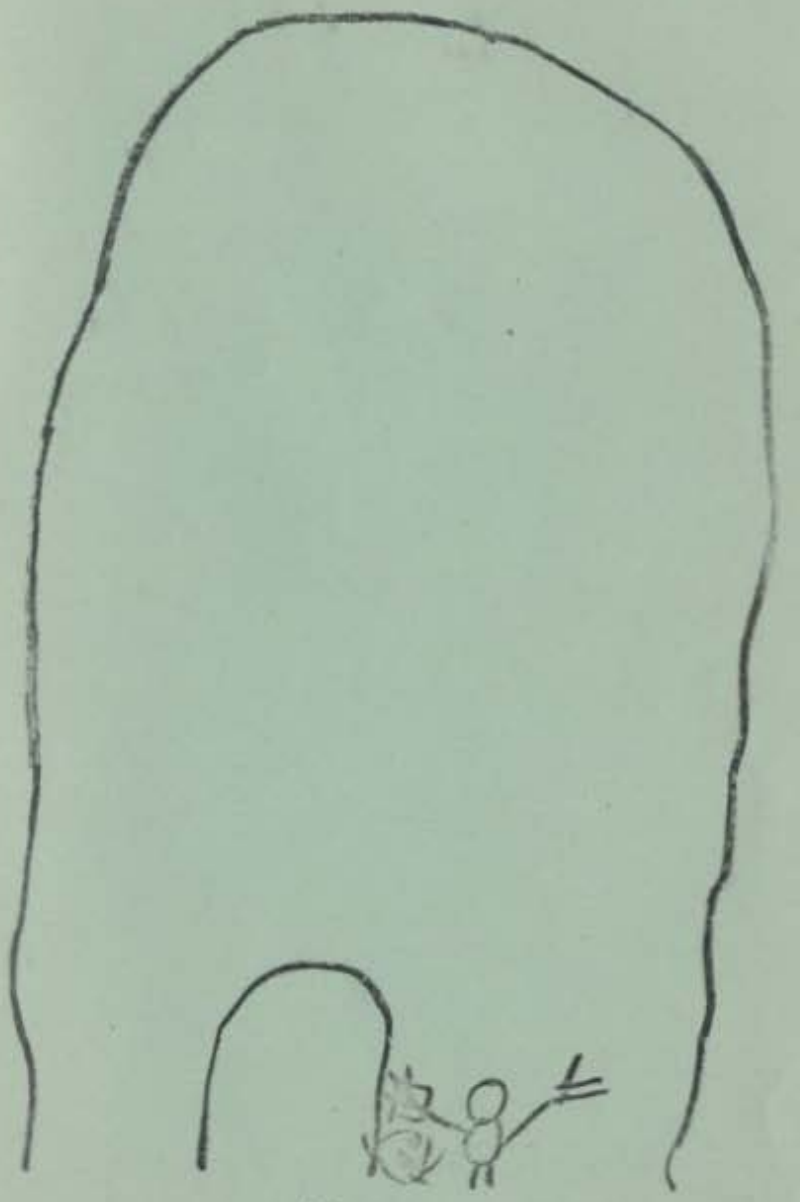
Ewan

Once upon a time there was a dragon who was very, very hungry. But he couldn't find anything to eat. And he was lonely.

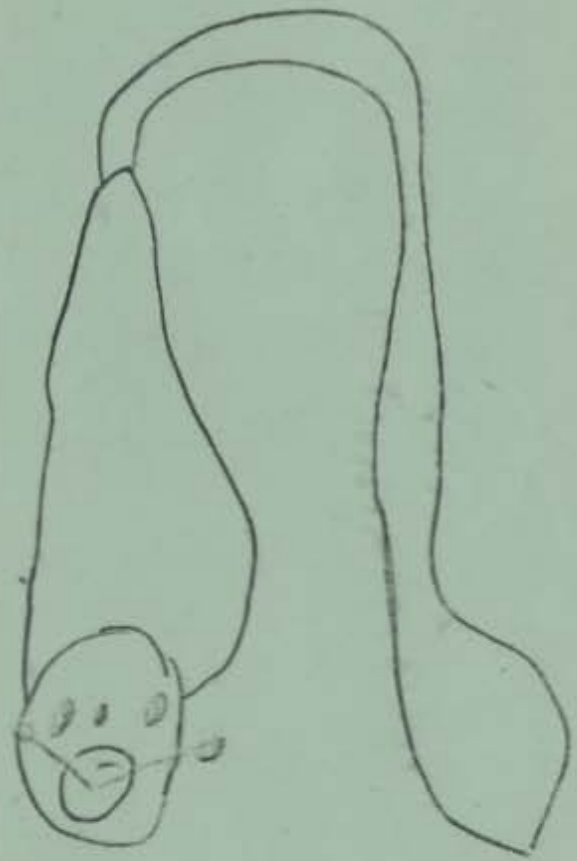


He didn't eat people because they kept him company. By the way, his name was Corlot.

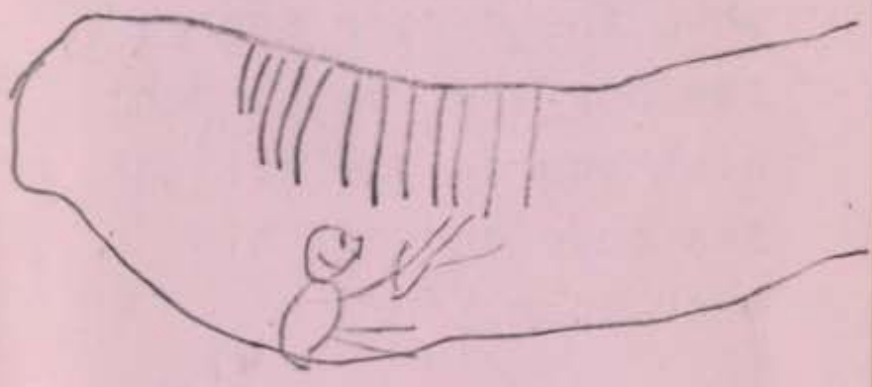
He had a friend who was a little boy, and his name was Bobby. Bobby was 10 years old. And he came to the dragon's cave every night. Corlot liked the boy that was 10.



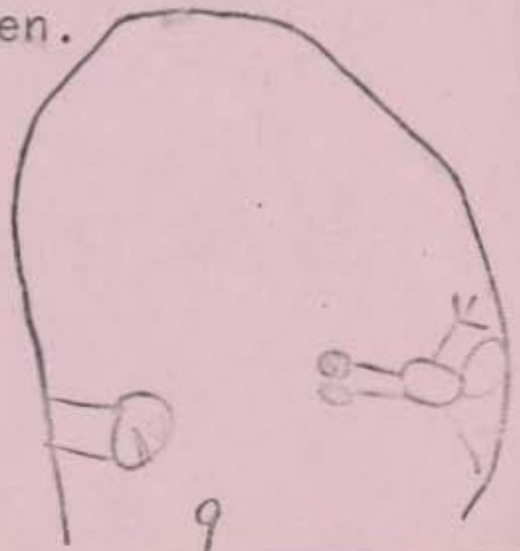
The dragon got so hungry
that he ate the boy.
The boy's mommy screamed
when she saw it in the
newspaper. And she died
ten minutes after.



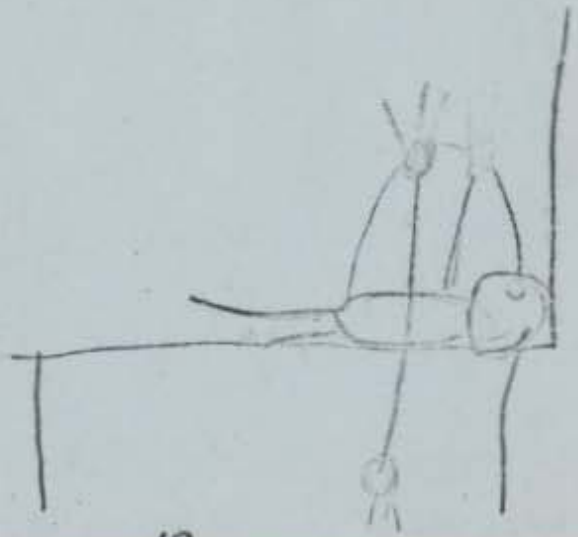
The boy was not dead.
The dragon had swallowed
the boy alive, and he
had a feast on all the
animals that the dragon
had eaten.



When the dragon sneezed, the boy shot out and hit his head on the wall of the cave and cut his head open.



The dragon gave him a bandage and let him lie down on his bed; and he died there.



APPENDIX B

GATES-MACGINITIE READING TEST

PRIMARY B FORM 1

PREVIOUSLY COPYRIGHTED MATERIAL,

IN APPENDIX B,

NOT MICROFILMED.

Gates-MacGinitie Reading Tests, Primary B, Form 1, Vocabulary and Comprehension. Teachers College Press, Teachers College, Columbia University, New York, U.S.A., 1964.

APPENDIX C

GUIDELINES FOR EXPERIMENTAL CLASSES

GUIDELINES FOR EXPERIMENTAL CLASSES

You, as a teacher in a grade two classroom have been asked to provide 30 minutes daily opportunity for each child in your classroom to engage in recreational reading. What do we mean by "recreational reading" in the classroom? Pfau (1967) has provided us with a definition which this investigator would like to use to guide us in this study:

> Recreational reading involves children in reading by
>
> > assuring each child in the classroom daily informal opportunity to select and read independently from a variety of materials . . . Second, a recreational reading program provides the means by which any child can gain personal satisfaction and reward from his reading, if he so chooses, by extending and enriching his ideas through oral, written, and creative activities. Herein the child realizes that reading can be an enjoyable pastime which often can be shared with others.

A review of the literature reveals that reading authorities advocate that children should learn to read in an environment which allows for free choice of materials by each child. Experimental investigations indicate that there is equal or significantly greater achievement in classes making provision for recreational reading when measured by standardized tests (Lawson, 1964; Pfau, 1967; and Williams, 1970). In Pfau's study (1967), the only one of the three to investigate the effect of a planned supple-

mental program of recreational reading on the amount of interest in reading, the findings indicated that on all criterion measures relative to interest in reading, the total experimental group showed significantly greater interest in reading than did the control group.

Too often children's reading is approached as a "free time" activity to be enjoyed after "all the work has been done." It is tacitly relegated to the areas of "not important." According to Chambers (1966), children are

> whether we like it or not, taught by this attitude that books are not important, and that the enjoyment of reading is secondary to the . . . endless skill exercises and completion of . . . workbook pages (p. 225).

The rationale for providing time for reading books in the classroom is that reading is a skill and developing proficiency in reading requires practice. Reading authorities ask us to consider the amount of time needed in actual practice in comparison to direct skill instruction in learning to play the piano, or tennis, or other skill oriented activities. Some have suggested that the ratio should be as high as 80% practice and 20% instruction. This practice in reading books, as provided in your provision for recreational reading, allows the child to coordinate all his reading skills and apply them to the total reading act.

Devoting time to practice in reading books, requires that we, as teachers, see this kind of practice as potentially every bit as valuable as having the children complete pages of skill exercises. How then can we go about creating an

atmosphere for the children to apply the reading skills they have developed at this point?

PREPARING THE CHILDREN THROUGH CLASSROOM MEETINGS

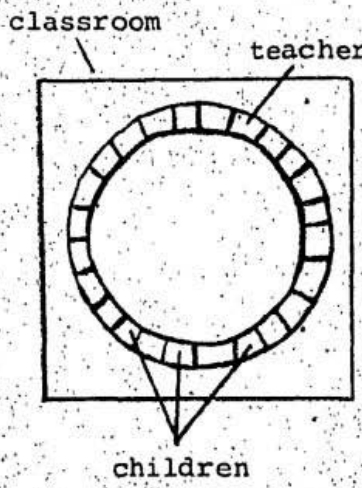
Let us see what we might do to ensure the success of your recreational reading program. According to the literature, some teachers have run into difficulties providing "free" reading time for their children. Often these teachers have not discussed the "ground rules" with the children and have not worked out the trouble spots with them as well. To avoid this problem, and to introduce the recreational reading aspect to your reading program, I would ask that each experimental classroom set up a classroom meeting as described in William Glasser's book, Schools Without Failure.

According to Glasser, these "meetings should always be conducted with the teacher and all the students seated in a tight circle. This seating arrangement is necessary if good meetings are to occur." Through these classroom meetings, the children should discover that their class is a "working, problem-solving unit" and that each student has both individual and group responsibilities. By discussing group (and individual problems) the students and teacher can usually solve or prevent classroom problems.

This classroom meeting can be the organizational vehicle by which you, the teacher, introduce the recreational component of your reading program to the children. Together with the children, you and they can sort out any potential

problems which any of you might foresee. Traffic problems around the classroom library, time-table problems for book reading, book selection conflicts, etc. can be worked out together beforehand so that the children not only feel involved in the reading activities in the classroom, but can take personal and group responsibility for its success and enjoyment. If your classroom does not already have a classroom library or if another classroom furniture arrangement might better suit the inclusion of the recreational reading component in your room, the children could also be included in setting up the library and/or the classroom. By involving all the children in this experimental program right from the beginning they will not only know what your expectations are but they will be a part of setting these expectations.

SUMMARY: CLASSROOM MEETINGS



SEATING ARRANGEMENT: Circular

TIME ALLOWANCE: Short (10-30 minutes)

PURPOSE: To standardize the introduction of the recreational reading program to all the children in the experimental classes. (This meeting will give you an opportunity to exude your enthusiasm which hopefully will be contagious!)

a. To let the children know that 35 books will be brought into their classroom each week.

b. To let the children know that each child will be provided time for reading and reading activities.

c. To sort out and solve potential problems with the children:

1. Time to read
2. Traffic problems
3. Book selection conflicts
4. General conflicts
5. Etc.

Since children do not change their behaviour patterns overnight, it is suggested that the 30 minute time allotment for reading be built up gradually according to each child's ability to enjoy himself with books or book-related activities as listed below.

CLASSROOM ATMOSPHERE:

We know, as teachers, that just providing books and time for reading in the classroom will be enough for some children to receive both beneficial practice and enjoyment. But other children will have to be motivated to want to read. The following are suggestions gleaned from the literature as to how you can alter the classroom environment to generate a desire to read in your children:

1. YOUR ATTITUDE: According to the literature, the interest, importance, and enthusiasm you show towards books is crucial to the development of positive attitudes toward reading in your children. One way to show your love of books is to read to the children on a daily basis. I would suggest that you not only read the stories that your children ask you to read, but occasionally tell the children that you

want to choose the book to read. Then read a book that you sincerely feel enthusiastic about; your enthusiasm will spread to the children.

SUGGESTIONS WHEN READING TO THE CHILDREN

(Note: Please introduce each group of 35 books each week to arouse the children's interest. You can incorporate some of these suggestions when you do.)

A. Have children guess what the story will be about from the title.

B. Sometimes do not finish reading a book, but read to an exciting point and then let children finish the book by reading it on their own.

C. When the characters are in a predicament, or a problem is set up, have children predict possible outcomes.

D. Choose several books and discuss them with the children showing the pictures to whet their interest.

E. Allow time for the children to share with you and the others similar experiences they have had relating to the story, characters, plot, theme.

F. Call attention to apt descriptions, colloquial expressions, characterizations, happy parts, the moral, the author's purpose, illustrations.

G. Make tapes of your story reading that the children can listen to while following along in the book.

2. SET UP A CLASSROOM LIBRARY: Help make the library corner an interesting place to visit by highlighting books on the bulletin board with interesting displays. Change the displays often. If you can "scrounge" a cast-off rug from somewhere, this will add to the corner's coziness. One innovative teacher invited her children to bring in their own rockers for comfortable sitting while reading. Your own classroom children may provide the most innovative suggestions of all as to how to make the library corner appealing. (The list of recreational reading activities will provide you with suggestions that you can use to inspire the children. The more involved the children themselves are in making the classroom library appealing, the better.)

RECREATIONAL READING ACTIVITIES

The following is a list of recreational reading activities that should, according to research, stimulate library reading. I will not ask you to try any particular activities during any particular time as you know the atmosphere, interests and capabilities of your class. I would ask you to try as many of the following activities that you deem suitable for your classroom in order to develop and/or sustain interest and enthusiasm in reading. Preparation and guidelines for these activities can be set up during a classroom meeting.

1. Have children design their own book jackets. Children can do this by illustrating either the main idea of books read or their favorite incident.

2. Have children make an Advertisement Catalog. Children can illustrate the high point of a library book and then write a caption or a title for it. These pictures can be made into a catalog and used for "ads". Have the catalog placed near the library so the children, by going through it, become interested in the books represented.

3. Have children bring in their favorite books from home and share them with the class.

4. Have children keep their own individual records of books they have read.

5. Appoint child librarians.

6. Invite children's criticisms of books they have read.

7. Encourage discussion: "What book would you choose to give a friend for Christmas? for a birthday?" Why?

8. Let children work in committees to prepare a simple drama where a character, a story, or a funny part in enacted. (Let the children decide what they want to dramatize.)

9. Have children study illustrations and compare them with their own knowledge or against the text.

10. Have children make library cards.

11. Have children engage in "selling" a book - "mock salesmanship." They can tell their reason why you should buy their books. Likewise, they can tell you why they would not sell you a certain book.

12. Have children prepare murals on a book they enjoyed. This could be done by a group with each child illustrating an incident in sequence.

13. Have children prepare a sock puppet show dramatizing a favorite story.

14. Have children make mobiles illustrating a favorite story read (Pipe-cleaners are good for this activity.)

15. Have children expand on a certain episode of a story (either verbally or in writing.)

16. Have children change a character in some specific way and see what else would change also.

17. A child could write or prepare orally a different ending for the story and share it with the class.

18. A child could make a drawing and point out passages in the story which make him think this is the way the character or scene looks.

19. Before reading a book, a child could write or tell the story the title makes him think of. Then after reading the book he could write or tell of the real story. (The child may feel he has a better story.)

20. Have children tape record stories they have read. (It is wise to have children practice their stories before recording.) Often children work as partners when they practice and they can help each other with reading problems.

21. Have a quiz program. When a child completes a book in the classroom he can take part in the quiz program. Each child involved (about three at a time) gives the title and the author, and then the rest of the class asks questions. ("Who was your favorite character?" "Why?" "Who didn't you like?" "Why?" "Where did the story take place?" "What happened in the story?" "How would you change the story if you had the chance?"

22. Make a chart of favorite book characters from the books the children have access to. Have the chart illustrated by the children, and attach captions to each.

23. Have children write to a favorite author and/or illustrator and display their letters next to the books. (I can get you a list of publishers' addresses.)

24. Have children select a book of the week and prepare a display on it.

25. To attract children to the book corner use appealing titles such as "Bugs Bunny Reads These Books."

NOTE:

1. It is crucial that each of your children not only be able to choose his/her own books, but also that each child have a choice concerning the above activities.

2. To sustain the children's interest and enthusiasm for reading please suggest a variety of these "reading-motivating" activities from which each child can freely elect to become involved in.

3. No child should have to participate in any activity that does not appeal to him/her.

4. No child should have to participate in any recreational reading activity if he/she simply wants to read.

5. Likewise, a child should not be forced to read a book when one of the above activities could be used as a book reading "motivator" for that child.

6. TIME: Each child should have 30 minutes' time (allotted according to your classroom situation) for reading books of his/her choosing. The recreational reading activities should help build up the children's interest and staying power in reading books.

7. A word of caution that the activities themselves do not become the main attraction of recreational reading. The above activities are viewed as supportive, motivating, reinforcing activities aimed at getting kids to read and like books.

TO EACH OF YOU GOOD LUCK WITH THIS EXPERIMENT. I SINCERELY HOPE THAT BOTH YOU AND YOUR CHILDREN WILL FIND THIS STUDY PERSONALLY REWARDING.

If you have any problems, doubts, (or even successes) call me anytime: 722-8107

APPENDIX D

RECREATIONAL READING AND MOTIVATIONAL AND INTERPRETIVE ACTIVITIES

RECREATIONAL READING AND MOTIVATIONAL AND INTERPRETIVE ACTIVITIES:

Recreational reading involves reading for enjoyment. Recreational reading should be lots of fun for the children. It involves the time for reading and also time for sharing and interpretive activities. The Conference on the Development of Lifetime Reading Habits of the American Book Publishers Council recommended the utilization of learning activities in the classroom which would help children realize the many ways in which books can satisfy their personal needs of enjoyment, relaxation, information, practical help, vicarious experience, and intellectual stimulation.

WHY SHOULD A CHILD INTERPRET OR REACT TO WHAT HE HAS READ???

Activities which permit interpretation of what has been read provide a means of promoting further interest in reading by the children. However, there is another reason for providing activities through which children can interpret books. Interpretive and sharing activities help the child to complete the reading process. They not only help the child to recognize the words in the books that are read, but interpretive activities foster:

1. interaction with the author's meaning and mood.
2. utilization of facts read.
3. identification or at least interpretation of characters and situation.

As the children engage in the suggested activities and interpret what they have read, the children may grow in:

1. critical thinking
2. oral language expression
3. creative writing expression
4. the fine arts, including creative dramatics and arts and crafts.

Creative interpretive activities lend vitality to the children's reading of trade books. Interpretive activities provide a means by which a child can share enthusiasm (or lack of enthusiasm) for the books he has read. Activities such as these provide various media and means through which the child can express his thoughts and reactions to what he/she has read. Participation in interpretive activities tend to reinforce what was learned during the reading of a particular book.

BALANCE OF ACTIVITIES OFFERED:

There should be a balance in the kinds of activities that are offered to the children to participate in. The balance should be in terms of the means that each activity provides for communication. A wide variety of experience and media through which interpretation can occur should be provided. Because of individual interests, abilities, personality traits and background of experience, children respond differently to different media. One child may prefer to express his understanding of a book by creating a hand puppet of the main character; another child may communicate his thoughts and interpretations through creating a diorama, or presenting an oral "sales" promotion. Each child may

comprehend the books he has read, yet each releases his thoughts in his own way. Through guidance, children can be led to use different forms of expressions, but individual differences should be respected.

INTERPRETIVE, SHARING, AND MOTIVATIONAL ACTIVITIES

Please choose a balanced variety of activities from which the children can choose to participate in if they should wish to:

1. Use films and filmstrips of favorite stories and books.

2. Develop children's thinking:

"Can you think of the name of any book or story that made you _____?"

a. want to laugh? cry?
b. think of others?
c. love your country?
d. want to take a trip?
e. etc.

3. Have "Show and Tell Sharing Periods." Children may talk about the books they have read. You may guide the discussion by the following suggestions and questions:

a. Show us your favorite pictures.
b. Tell us about the most exciting part.
c. What is the setting of this book?
d. Who is your favorite character?
e. Tell us about the part you thought was the funniest?
f. Do you think this story could have happened in St. John's today?
g. Have you ever had an experience like this?

4. Encourage talking about stories and books by various means: showing and telling about pictures, having TV shows, having radio programs.

5. Have children draw, paint, use modeling clay in interpreting favorite stories. Here are some questions which may spark the children's creativity.

a. What does the main character look like? How old was he? What did he/she wear?

b. Where did the story take place?

c. Can you show the funniest, or saddest or most exciting incident?

d. Can you make a map of the story setting?

6. Hold a panel discussion after several children have read the same book or different books around the same theme.

7. Write group reports of books read and liked. Cut experience chart paper into appropriate shapes for the story as a bird, a house, or a tree.

8. Let children work in committees to prepare simple dramas where characters are portrayed or funny parts enacted. (Children enact their roles as they believe the characters would act; no written scripts, please.)

9. Have children prepare interesting parts of the books to be read aloud. Decide if the story could be true.

10. Use unbleached muslin upon which the children have drawn and colored their favorite story-book character for table cloths and draperies in the reading corner.

11. Draw maps of the story action or the setting of the story.

12. Have children arrange pictures from a story in order of sequence and use them as a scroll for a TV show.

13. Prepare guessing games and riddles:

Who am I? I am a donkey and was turned into a rock.

Who am I? I am a white dog with black spots.

Who am I? I lived on a boat in the Yangtze River.

14. Have one child come to the front of the room. He has in mind a certain book. The children play "Twenty Questons."

15. Have children make book marks.

16. Play "Auction." Let children bid with play money. Use student auctioneers who encourage bidding. (The children could make the money.)

17. Read to the Kindergarten. Have children take turns reading books to small groups of kindergarten children.

18. Have an older elementary child read to a small group from your class.

19. Read-in. Have each child select a partner and set aside specific times for partners to read to each other.

20. TOPIC OF THE WEEK. Colorful posters can be made to advertise a specific topic for each month, such as nature stories.

21. Bring in thought-provoking objects which will lead students to read books on specific topics. Example: You might find or have the children find pictures (or models) of monsters to display.

22. Paraphrase books. Using their own words, have children retell stories which they have read. Encourage interested children to read the book.

23. Have children create dioramas. (A diorama is a three-dimensional scene made by arranging objects of figures in front of a scenic background. They are frequently used in museums to illustrate habitat groups. A large cardboard carton placed on one side can serve as a background for the scene. Clay models or paper cut-outs may be placed in the foreground.

24. Have children re-tell stories or scenes using a felt board. (Felt, flannel, sand paper or other fuzzy materials will adhere to a background of similar texture. Pictures backed with pieces of such material may be placed on a felt board and will remain in position as children relate story incidents.)

25. Have children pantomime scenes from familiar books. The other children guess the book.

26. Increased interest in the story should be aroused if you supply additional information about the way the story came to be written. The following sources should help you.

Montgomery, The Story Behind Modern Books

Ferris, Writing Books for Boys and Girls

Kunitz-Haycraft, The Junior Book of Authors

Miller and Field, Newberry Medal Books, 1938-1957

27. Create a book award. Have the students define bases for the award and make nominations and then vote for the books they believe should be given the award.

APPENDIX E

EXPERIMENTAL B CLASSROOMS

CHILD CREATED MATERIALS

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CHILD CREATED MATERIALS

In addtion to the trade books provided in all 12 experimental classrooms, your children will be receiving the child created materials at the rate of ten different books with five copies of each for the six week treatment period.

I would ask that you show your enthusiasm for these books as well as the trade books when you introduce the recreational reading plans to your class during the classroom meeting. Please adapt the suggestions I have given to motivate children's interest in reading to these child created materials. When you read to the children try to read from these child created materials. Display these books along with the trade books to give the child created materials equal appeal and importance.

When you introduce the recreational reading program to your class the children will be interested to know (we hope) that the majority of the stories were written or dictated by children here in St. John's who were grade two children last year. These same children also illustrated their stories. They will notice that some of the books are longer and more detailed than others. Those books, which may be more difficult to read, were written by older St. John's children who were anywhere between 8 - 12 last year. This collection which was written over the course of the

1972-1973 school year will hopefully provide a range suitable to the reading abilities and interests of your children.

One of the research findings, among others, providing justification of the use of child/written/dictated materials is that reading comprehension is a function of the similarity of patterns of language structure in the reading materials to oral patterns of language structure used by the children. (Everetts, 1962; Jagger, 1972; Ruddell, 1962; and Tatham, 1972). This thesis, then, is pursuing the question of whether or not a positive change of attitude toward reading can be effected when grade two children are offered child created materials which have been demonstrated to be easier to read then materials not using high frequency patterns of children's oral language. Also, since according to Eller (1959) reading interest is built on rewards from reading, would not materials supplying greater comprehension (and possibly greater interest) be more rewarding and therefore, be potentially able to stimulate a positive change of attitude toward reading? The answer to this question is what I am asking you to help me determine.

I suspect that your children will become very interested in reading these books and will ask you if they can make their own books as well. If they show no desire to make their own, fine. Please do not suggest making their own books to them. I would like the idea to come from the children themselves. If and when they do show a desire to "publish" and share their own stories we do want to be ready.

Some children may have ideas already in their mind for their stories - either from a real or imagined experience they have had. Other children may be stimulated to write a story from a photograph, picture, painting, etc.. Talking about the child's interests and hobbies may also provide the child with ideas to write about.

The creation of a book may be done over several days. There is no reason for a child's book to be completed in one sitting!

Frequently one child will be very good at writing stories, while another child will be talanted at illustrating. Feel free to encourage collaboration. Sometimes a group of children could work together, discussing their ideas and writing and illustrating together.

Once a book has been written and illustrated, you can consider it for "publication." Please do not reproduce only the "best" stories in the class. Children often disagree with adults on what a "good" story is. It has been found that one of the benefits of reproducing children's stories is that the teacher can often demand additional work to improve the piece. The child who may not want to refine what he feels he has finished for <u>himself</u>, may take considerable time to edit and rewirte if he knows others will be reading his story (Cook, 1973).

The stories in this collection were reproduced by a xerox machine. The child's original story was first typewritten on a primary typewriter and then returned to

the author for illustrating. The illustrations were traced over with a soft pencil before reproducing. The covers were made from coloured construction paper.

Another variation of this method which you could do at your schools is the DITTO PROCESS.

1. The text and illustrations are written and drawn directly unto ditto paper and run off on a ditto machine. No copying is necessary.

2. Since dittos are difficult to correct, it is advisable that the child first write his book on regular paper so spelling corrections can be made before he writes on the ditto.

CORRECTIONS

1. It is important that each child feels that he/she has authored his own book so I would ask you to make only spelling corrections and perhaps punctuation corrections.

2. Slang expressions, "incorrect" syntax, the story line should remain as the child has expressed himself.

If your children decide to publish their own books, I would ask you to treat their books with the same sense of importance and admiration as you do the trade books and the child created materials, i.e., read from them, display them, and adapt the recreational reading activities to your children's books as well.

A WORD OF CAUTION

The child created materials are viewed as a bridge between the skills aspect of the reading program and the recreational reading component. Hopefully, having initial success and enjoyment reading these children's stories will have a catalytic effect on the children's attitude toward reading, leading them to further reading and enjoyment from

the trade books. Reading and producing child created materials are viewed as supportive, motivating activities aimed at getting kids to read and like books. A word of caution that the activities adapted to all these child created materials as well as the process of publishing one's book do not become the main attraction of recreational reading.

TO EACH OF YOU GOOD LUCH WITH THIS STUDY. I HOPE THAT BOTH YOU AND YOUR CHILDREN WILL PERSONALLY ENJOY AND BENEFIT FROM YOUR PARTICIPATION.

If you have any problems, doubts (or even successes) call me anytime: 722-8107

APPENDIX F

PARENT CONSENT FORM

Dear Parent:

Your child's grade two classroom was randomly selected to participate in a six week thesis investigation designed to improve children's attitude toward reading. This study has been approved by your child's school board, the principal, the classroom teacher as well as by the Graduate Studies Committee at Memorial University.

Will you kindly give your permission for your child to participate in this study? If you would like further information, contact: Mrs. Barbara Creaser, 722-8107 or 753-1200, ext. 3600.

I, _____ Parent or Guardian of
(Name of Parent)

_____ give permission for my child to
(Name of Child)

participate in this study.

(PLEASE FILL IN FORM AND RETURN FORM TO SCHOOL. THANK-YOU.)

APPENDIX G

LOG FORM

END

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