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The effects of reading out loud on students' attitudes toward reading

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The effects of reading out loud on students' attitudes toward reading

Abstract

"The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and as a people" (A Nation at Risk, April, 1983, p. 5). Trelease (1985) reported on statistics from Book Industry Study Group, Inc. (1984) and Ley (1979) that 44% of U.S. adults do not read even one book in a year and that 80% of the books read are being read by 10% of the people. Additionally, Neuman and Prowada (1982) (cited in Harris & Sipay, 1985) found that most students spend less than 5 hours a week reading for pleasure. The results of the NAEP study (1981) (cited in Harris & Sipay, 1985) showed that when students were given a choice between going to a movie, watching television, reading a book, or reading a magazine, 50% of the 9-year-olds and two-thirds of the teenagers stated they would rather go to a movie.

THE EFFECTS OF READING OUT LOUD ON STUDENTS'
ATTITUDES TOWARD READING

A Research Paper
Submitted to
The Department of Curriculum and Instruction
In Partial Fulfillment
of the Requirements for the Degree
Master of Arts in Education

UNIVERSITY OF NORTHERN IOWA

by
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Entitled: THE EFFECTS OF READING OUT LOUD ON STUDENTS'
ATTITUDES TOWARD READING

has been approved as meeting the research paper
requirements for the Degree of Masters of Arts in
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THE PROBLEM

"The educational foundations of our society are presently being eroded by a rising tide of mediocrity that threatens our very future as a Nation and as a people" (A Nation at Risk, April, 1983, p. 5). Trelease (1985) reported on statistics from Book Industry Study Group, Inc. (1984) and Ley (1979) that 44% of U.S. adults do not read even one book in a year and that 80% of the books read are being read by 10% of the people. Additionally, Neuman and Prowada (1982) (cited in Harris & Sipay, 1985) found that most students spend less than 5 hours a week reading for pleasure. The results of the NAEP study (1981) (cited in Harris & Sipay, 1985) showed that when students were given a choice between going to a movie, watching television, reading a book, or reading a magazine, 50% of the 9-year-olds and two-thirds of the teenagers stated they would rather go to a movie.

As our society faces a more challenging future and the need for better education for all increases, there appears to be a decline in the personal commitment that individuals are willing to make concerning their own education. Among those who are concerned, there is much discussion and confusion as to how we might keep our nation from becoming mediocre. Could the development of a good attitude toward

reading at the elementary level possibly influence future attitudes toward education as a whole? We need to investigate methods of improving the attitudes of students toward reading.

Various reading skills and attributes seem to be affected when teachers read aloud to students. Hearing a good book read out loud by a teacher can positively affect academic readiness, language development, reading interests, and attitudes toward reading (McCormick, 1983). Trelease (1985), in The Read Aloud Handbook, defended reading aloud to students by suggesting that it can be used for various purposes: ". . . to reassure, to entertain, to inform or explain, to arouse curiosity, and to inspire . . ." (p. 1). Both Trelease and McCormick indicated that attitudes are among the factors influenced by reading aloud.

Statement of the Problem

The purpose of this study is two-fold: to summarize recent research reporting the effects of reading aloud to students and to report results of a mini-project conducted to determine if the attitudes of elementary age readers can be improved by reading aloud to them. The research summary is presented first, followed by a discussion of the mini-project.

Importance of the Problem

The ability to read is important as adults function on an everyday basis. For example, they must know how to read such things as application forms, street signs, cookbooks, job orders, and medicine bottles. Reading ability also allows people to be better informed, do critical thinking, draw inferences, and work out logical relationships among various ideas (Harris & Sipay, 1985). Additionally, as the world moves into an age that requires higher levels of literacy in industry, science, and business, Americans must work to stay literate at all levels in order to meet the demands of the future in their jobs and at home (Becoming a Nation of Readers, 1984, p.3).

The research shows that children are being taught how to read, but that they do not voluntarily choose to read and that we have produced a nation of "illiterate literates" (Harris & Sipay, 1985). One of the three major objectives of a total reading program must be to build a favorable attitude toward reading (Harris & Sipay, 1985). The hope of education for the future lies in whether or not we can foster a good attitude toward reading in students that develops into a lifelong interest in reading. Clearly, it is important for educators to examine the effects reading out loud can have on a student's attitude toward reading.

Definitions

To assist the reader, the following definitions are provided. These definitions clarify the terms as used in this paper.

Attitude toward reading

Attitude toward reading is how one feels about reading and his/her expectations of reading (Harris & Sipay, 1985,).

Mature reader

A reader who possesses a high degree of motivation, a variety of interests, and the competency in reading which allows him/her to understand and interpret what s/he is reading (Harris & Hodges, 1981).

Read aloud

The act of a teacher sharing a story or book by reading it to a group or class of students (Harris & Sipay, 1985,). In this paper the term is used synonymously with read out loud.

Read out loud

See read aloud.

Remedial reading

Intensive, specialized reading instruction for students reading considerably below expectancy (Harris & Hodges, 1981).

REVIEW OF THE LITERATURE

This section reviews related literature dealing with answers to two basic questions: Why should teachers read aloud to their students? and How should they read aloud? The first part of this review discusses reasons for reading out loud to students. The second part presents information on strategies to use in reading out loud to students.

Reasons for Reading Out Loud

Five reasons are cited for reading out loud to children: vocabulary development, introduction to more complex sentence structure and different styles of writing, motivation to improve reading and creative writing skills, enrichment of general knowledge, and joy of learning that reading is fun (Fisher & Elleman, 1984). Among these reasons, the motivation to read and the joy of reading, which are most closely related to attitude, are the focus of this review.

Teachers are role models for their students, and their behaviors can not help but affect attitudes (Willems & Willems, 1979). By reading out loud to them, teachers can positively affect children's specific reading interests and attitudes (McCormick, 1977). C. Butler (1980) and Huck (1979) agreed that an important motivating

factor in helping children become readers is hearing a good book read out loud by an enthusiastic teacher.

Reading aloud can especially be beneficial for remedial reading students. They frequently dislike reading because past experiences have been unpleasant. They feel different from other students (Harris & Sipay, 1985). When they are read to out loud, they are suddenly exposed to literature on an equal basis with the rest of the students. D. Butler (1982, p.312) said, "The child who is listening expertly is employing the senses and techniques which the mature reader uses; he is well on the road to reading." Reading aloud by the teacher provides practice in listening for all students.

Mason and Blanton (1971) interviewed 180 three-, four-, and five-year-old children. The purpose of this survey was to obtain specific information on the reading interests of preschool children. Each child was individually asked three specific questions: "Do you like to have stories read to you?", "What stories do you like to hear best?", and "What stories would you read if you could read all by yourself?" Based on these interview results, Mason and Blanton concluded that, if exposed to a good story, a child's desire to read it for him/herself will increase. They then suggested that preschoolers

should have stories read to them that will later be used in their early reading instruction. The motivation to want to read those stories would be higher than if s/he had never heard the story before.

In another examination of the reading interests of children, Boothroy and Donham (1981) reported that students who participated in an all-school, listening-to-literature program requested additional books by specific authors with whom they had become familiar during an oral literature unit. At times, some children asked for books that had been read to them two years previously.

Reading brings pleasure into our lives, and books are meant to be enjoyed (Trelease, 1985). A worthwhile reason for reading out loud to children is for them to experience the joy of reading.

As reported by Mendoza (1985), a survey of 520 students ranging in age from 5 to 13 years of age was conducted by twenty-five graduate students at Florida International University. One particular question was, "After a book has been read to you, do you want to have a chance to look at it or to read it yourself?" The response was overwhelmingly positive with 93% of the primary and 69% of the intermediate students saying,

"Yes." Another question in the Mendoza report was, "Do you like to be read to?" The results were almost identical to those of the previously reported question, 94.5% of the primary and 73.5% of the intermediate students responded with, "Yes."

In a study done by Callaway (1981), he asked 223 college students if any school experience had turned them on to reading. A general consensus was that having been read to as children on a regular basis was one of the major factors which had caused them to want to learn to read. A comment made by one of the students surveyed was, "My first- and fourth-grade teachers read books to the class." Even though nine to twelve years had passed, this student remembered particular teachers who had read to him/her. When asked if any experiences outside school had positively influenced their attitude toward reading, they indicated that being read to by parents had been enjoyable and had a positive effect on their reading habits. They also felt that being read to was effective from a very young age up through elementary school.

In summary, although few studies have been conducted on the effects of in-school, read-aloud programs (i.e. teachers reading to students), from those which are available, we conclude that reading can be enjoyable.

Furthermore, if teachers demonstrate the joy of reading to their students, then students will become more enthusiastic about reading. They will come to realize that reading is a pleasurable activity (C. Butler, 1980).

Strategies for Reading Out Loud

This part of the review of the literature deals with strategies to use in reading out loud. Selection of materials to read aloud is one strategy discussed. The other strategy addresses styles and techniques that the teacher should use while reading out loud. This section is based primarily upon articles presenting professional judgment as few research-based articles were located.

Selection of Materials

In order for the task to be meaningful, Kohl (1978) has suggested that the teacher has to be sure to choose books with themes that are interesting to children. Some of the themes recommended include power struggles within families, concepts of friendship, feelings of rejection, and the idea of having secrets from adults (Kohl, 1978).

In contrast to general themes suggested by Kohl, D. Butler (1982) suggested specific types of books be used. She said to begin by reading funny stories, then go to adventure stories, and squeeze in a serious or sad book

once in a while. Watson (1977) recommended that poetry be included on a daily basis in a read-aloud program.

In the study cited earlier, Mason and Blanton (1971) found that children in the three-, four-, and five-year-old age range do have preferences in the kind of stories read to them. The top two choices were fairy tales and animal stories; however, at least eight other topics were also mentioned. Pre-school teachers and kindergarten teachers may want to remember that their students, even though they are young, do have a variety of interests.

Willems and Willems (1979) stated the belief that books with exciting and fast-moving plots should be the place to begin a read-aloud program. They cautioned the teacher to stay away from books that require deep thought and those that moralize. Rather, they would have the teacher choose books in which the characters grow and develop and the subject matter is appropriate and relevant for each particular class.

C. Butler (1980) also argued that teachers need to enjoy what they are reading. They must realize that no book was written for only one age level. In addition, she indicated teachers should be willing to admit when they have made a poor choice of books and be open to discussion

of the mistake with the students. Two final points C. Butler suggested in choosing materials to read out loud are keeping a record of what has been read and sharing good materials with colleagues.

Read Aloud Methods

Use of adult tutors may be one method of having students participate in a read-aloud program. Cullinan (1977) suggested that the ideal read-aloud program would have the child sit on the adult's lap so that both participants are able to see that book. To use this technique in the classroom, she indicated that volunteer readers could be used.

In a study conducted by Cohen and Kulik (1981), they attempted to find out if a volunteer reading program could enhance a child's attitude toward reading. Seventy-five third- and fourth-grade students were paired up with adult volunteers. For one semester, the children listened to the tutor read aloud for forty-five minutes per day. No formal assessment was administered; however, the students were observed to make more visits to the library and were reported by the teachers to have more positive attitudes. Based on these observations, Cohen and Kulik concluded that the program was a success.

Chadwick (1982) attempted a slightly altered read-aloud environment in his high school English class. He developed a group plan for sharing literature. He not only read to his students, they also read to him. His personal reaction after reading to the students was, "Reading aloud served to motivate me to read more on my own." After listening to his students read, he said, "Hearing it reinforced its effect so we had to react. We were ripe for more readings" (Chadwick, 1982, p.28). He felt that he had created an environment in his classroom in which reading aloud was a pleasurable, shared experience.

Various sources give opinions as to specific techniques in reading out loud. Brock (1980) suggested that teachers should, ". . . be a ham! Read with gusto! Use a wide range of voice inflections and don't poke along or try to get a message across. Show the kids you enjoy reading" (p.39).

Sivulich (1977) stated that the three "L's in storytelling" would also apply to reading aloud. She listed three concepts: like the story, learn the story, and live the story. She also suggested that the teacher should read through the story at least two times before sharing it with students.

Trelease (1985), in The Read-Aloud Handbook, devoted an entire chapter to techniques in reading out loud. Among his ideas were the following suggestions: read as often as possible, have a specific time set for reading aloud, allow the students to relax, be sure everyone can see the pictures, allow time for discussion after reading, preview and practice the book, do not read too fast, and give the reading your full attention.

Mendoza (1985), in the report previously discussed, also asked the 520 children aged 5 to 13 if the teacher should introduce specific parts of the story. Based on their responses, she recommended that, before reading, children should be told the name of the author, given a brief summary of the story, and shown pictures if available.

In summary, there have been a number of suggestions made by reading experts concerning materials and methods for reading aloud. There have been few research projects done, however, regarding strategies for reading out loud. Although the suggestions may be helpful to teachers, the lack of research data led me to further study in this area. Specifically, the study focused on examining the relationship of reading out loud to remedial reading

students and the subsequent effects on their attitude toward reading. The following questions were of interest:

1. Did the pupils show improved attitudes toward reading and books after participating in the read-aloud project?

2. Did the pupils check out more books from the school library after participating in the read-aloud project?

3. Did the pupils, when given free time, choose to free read after participating in the read-aloud project?

METHODOLOGY

Subjects

A total of 17 students participated for the entire course of this study. The study was conducted from October 1, 1985 through March 31, 1986. The students were in grades two through six and were those students in a Chapter I reading class. The same Chapter I teacher taught all groups. The students attended the reading class for 20 to 30 minutes everyday. They were grouped according to grade level; there were 4 second-grade students, 6 third-grade students, 4 fourth-grade students, 1 fifth-grade student, and 2 sixth-grade students who participated.

Methods

For practical reasons, only 30-minute groups were assigned to the treatment. The control group was divided as follows: 1 second grader, 6 third graders, 1 fourth grader, and 1 fifth grader. The experimental group had 3 second graders, 3 fourth graders, and 2 sixth graders participate.

Attitude Measures

Three procedures were followed in an attempt to determine the effectiveness of reading out loud to students on their attitudes toward reading. One aspect

was an adaptation of a reading attitude inventory. Items 11 and 13-20 of the Mikulecky Behavioral Reading Attitude Measure were given to all of the students. The nine items were chosen for this study as they represent whether the students choose and enjoy reading or not and whether the students value reading enough to invite others to read. Both of these strategies indicate reading attitude.

The second aspect of the study involved developing a chart to record the number of books the students checked out of the school library. This chart was organized so that if one of the students checked out a book, a tally mark would be made behind that student's name. A copy of this chart is included in Appendix A.

Finally, the third aspect involved a free-time activity period. During this free-time period, a student could choose to read a book or story, do free writing, or work on the Spellbinder, which is an electronic reading-practice tool.

Procedures

As mentioned previously, the students were assigned to the experimental group based on amount of time in the remedial reading class. The students assigned to the control group were in the remedial reading class for 20 or 25 minutes each day and were read to once a week for 15

minutes. Those in the experimental group had 30 minutes of remedial reading daily and were read to for 10 minutes each day. A wide selection of books, listed in Appendix B, was read to allow for the varied interests of the participants.

The Mikulecky inventory was administered as a pretest and as a post test. All subjects were given the inventory both times. Based on the limited reading ability of the students, the teacher read each item out loud to all students.

The elementary school IMC Director kept a chart, with all the participating students' names on it, taped to the checkout desk. The Director made a tally mark for each book checked out by the students. The students were instructed to remind the Director to make the tally mark.

On Fridays, during the experiment, the students were each allowed 15 minutes of free time. In a notebook, the teacher recorded how each student chose to spend the free time.

Results

The results of the Mikulecky Behavioral Reading Attitude Measure show that both groups gained in total points. In October, the total score for the control group was 237 of the 405 total possible points (45 total points

x 9 children). After the treatment the total raw score was 241. This was a gain of 1% in total points. The experimental group showed a raw score in October of 199 out of a possible 360 total points (45 total points x 8 children). The raw score after treatment was 211 points or a gain of 3.3% in total points.

Within the control group, six students increased their scores, while three students decreased their scores. The experimental group had one student whose score remained the same, five students who increased their scores, and two students who decreased their total scores.

The results showing the average number of books checked out of the school library were as follows on Table 1.

Table 1. Average Number of Books Checked Out by Month

	<u>Oct.</u>	<u>Nov.</u>	<u>Dec.</u>	<u>Jan.</u>	<u>Feb.</u>	<u>Mar.</u>
<u>Groups</u>						
Control	4.6	3.4	3.4	1.3	3.7	3.2
Experimental	2.5	5.1	1.9	1.0	1.1	0.9

When given 15 minutes of free time per week throughout the six-month period, the control group spent

the majority of the time on the Spellbinder. The experimental group, for the first four months, also spent most of the time on the Spellbinder. However, during the fifth month the experimental group chose to read rather than do the Spellbinder two to one. The sixth month showed that the Spellbinder again was chosen more often but by a narrower margin than was found in the control group results. (Refer to Table 2).

To summarize the information from Table 2, it can be said that the Spellbinder was equally chosen most often by both groups. Two-to-one, the control group chose writing more often than reading as a second choice. The experimental group, as a second choice, chose reading over writing six-to-one. Finally, over time the experimental group increased their selection of reading as a free-time activity, which is showing improved attitude.

Discussion

When a group of three-, four-, and five-year olds was asked, "Do you like to have stories read to you?" their overwhelming response was, "Yes" (Mason & Blanton, 1971, p.794). This is a simple direct question with a simple direct answer. However, it fails to help determine whether reading out loud has any influence on the

Table 2

Percentage of Free Time Spent on Spellbinder, Reading, or Writing

<u>Month/Activity</u>	<u>Control</u>	<u>Experimental</u>
October:		
Reading	15.8	27.8
Spellbinder	57.9	66.7
Writing	26.3	5.5
November:		
Reading	30.0	20.0
Spellbinder	40.0	66.7
Writing	30.0	13.3
December:		
Reading	0.0	16.7
Spellbinder	77.8	66.7
Writing	22.2	16.7
January:		
Reading	16.7	37.5
Spellbinder	61.1	62.5
Writing	22.2	0.0
February:		
Reading	22.2	66.7
Spellbinder	44.4	33.3
Writing	33.3	0.0
March:		
Reading	0.0	42.9
Spellbinder	77.8	57.1
Writing	22.2	0.0
Total:		
Reading	14.1	35.3
Spellbinder	59.8	58.8
Writing	26.0	5.9

student's attitude toward reading. It simply indicates that listening to someone read is an enjoyable activity.

The three procedures used in this project were selected to reflect varied measures of attitude. The modified Mikulecky scale results indicated that attitudes did improve somewhat for all students; though, the students who were read to every day did not show much educational difference from those who were not read to every day. Due to the small number of items, the revised Mikulecky scale may not have been sensitive enough to measure the attitudes of these elementary-aged children.

The selection of students assigned to the experimental group was determined for a good, practical reason. For this reason, however, a larger percentage of intermediate-grade students were in the experimental group than were in the control group. It may be more difficult to change the attitude of an intermediate-grade student than a student in the primary grades. The students in the experimental group, therefore, may initially have been a more difficult group to change.

Another possible reason that little difference was observed between the two groups was in the treatment. For ethical reasons the teacher read to all students, and there may not have been a large enough amount of contrast

in the treatment. In addition, the one teacher involved in the study had a bias in favor of attitude as a primary aspect of a reading program; therefore, all students were exposed to this bias.

The six-month period of time spent in the project may not have been enough time to have an impact on attitude. If this study had been conducted over the year in a regular classroom, there would have been more time slots and longer periods of time for the teacher to read out loud. Additionally, the classroom teachers had more opportunities, due to longer class time, to influence attitudes than did the remedial reading teacher. Additionally, because this study was not conducted with random sampling, some classroom teachers may, or may not, have influenced attitudes independent of the study.

Another reason that the results involving the number of books checked out by the students did not show much educational difference may be due to the shift in personnel of IMC Directors. The first IMC Director resigned to accept another job on January 1, 1986. She had remembered to make tally marks as the students checked out books. The second IMC Director was involuntarily transferred to the elementary position from a secondary position. Because of her new responsibilities, she

appeared to be focused on learning the new position and names of 450 new students. It is possible that she was not familiar enough with any of the participating students to remember to make the tally mark as they checked out books. The students continued to talk about reading a number of books although the tally marks indicated a decrease in the number of books checked out. Therefore, the data analyzed from the record charts are somewhat questionable.

The results of the choices made by the students during a free-time period indicated that the alternatives were not equally attractive to the students. Had they been equally attractive options, the results might have been more reflective of the purpose of the study.

Finally, the results of this study would indicate that reading to students is effective in nurturing a good attitude toward reading. The evidence, while not conclusive, is an indication that reading out loud has positive effects.

CONCLUSIONS and RECOMMENDATIONS

The purpose of this research paper was to investigate the effects of reading out loud on a student's attitude toward reading by reviewing the literature and conducting a mini-project. During a review of the literature, it was found that many professionals in the field suggested various positive effects of reading out loud to students; however, there was little research to be found. Based on those professional judgments and the research found, it was speculated that attitude toward reading could be influenced by listening to the teacher read out loud.

The mini-project was designed for further study of the hypothesis that an attitude toward reading could be changed by reading out loud to students. The results from the three attitude measures used in the mini-project were not conclusive and suggested that further research be done.

Based on the information learned in this literature review and mini-project, a number of factors might be recommended for further research. Initially, the study should include a larger, randomized sample from the total school population. Teacher assignment should also be made on a random basis.

The teachers involved should be provided with in-service education in the strategies for reading out loud, so that they might be more homogeneous in the techniques used in the read-aloud program. Ideally, there would be greater contrast in the treatment applied to the two groups.

The attitude measures used in this mini-study could be improved for further research. An attitude inventory might be developed that would more accurately describe the affective domain of attitude for elementary school-aged children. A more efficient and accurate method of recording numbers of books checked out and/or total number of books read by the students might strengthen the knowledge of results. In the free-time period the students should have the freedom to choose from a variety of equally-attractive activities.

There are measures, in addition to those used in this mini-study, that might also be considered when measuring an attribute such as attitude. For example, research could include personal interviews with the subjects or written questionnaires sent to the subjects.

From the research we know that we are producing a nation of "illiterate literates" (Harris & Sipay, 1985). Estes and Johnstone (1977) pointed out that schools do not

deliberately set out to develop poor attitudes toward reading. They suggested that 12 policies exist, in varying degrees, which contribute to students' poor attitudes toward reading. Among those policies were the following: defining reading ability as a single score from a standardized test, separating learning to read from reading to learn, having students read out loud in a round-robin format, and using a single basal series as the entire reading program. They suggested that schools also prevent children from learning that reading is an internal process by not allowing the students to read ahead; by keeping newspapers, comic books, and magazines out of the classroom; and, by not allowing them to set their own purposes for reading.

Allington (1983) also suggested that poor readers are treated differently from good readers. Teachers tend to have poor students do more oral reading, to interrupt reading done by poor readers, and to ask only literal-level questions of poor readers. Although the teachers do not intend to create poor attitudes, the message being sent to poor readers is that reading is an external, teacher-controlled process rather than an internal, self-monitoring process. Poor readers may

especially need to have good attitude development as part of their total reading program.

Based on the reports from Estes and Johnstone (1977), and Allington (1983), we may need to redesign the nature of our classrooms and somehow get our schools and teachers to recommit themselves to good attitude development. There would appear to be no simple solution to the problems in the classroom dealing with attitude and further research may be one way to begin a process of change.

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APPENDIX B

<u>Author</u>	<u>Title</u>
Bennett, Rainey	<u>The Secret Hiding Place</u>
Blume, Judy	<u>Tales of a Fourth Grade Nothing</u>
Bridwell, Norman	<u>Clifford's Halloween</u>
Byars, Betsy	<u>The T.V. Kid</u>
Chardiet, Bernice	<u>Rapunzel</u>
Chew, Ruth	<u>Witch's Broom</u>
Cleary, Beverly	<u>The Mouse and the Motorcycle</u>
Cleary, Beverly	<u>Otis Spofford</u>
Conford, Ellen	<u>Dreams of Victory</u>
Craig, M. Jean	<u>The Three Wishes</u>
Dahl, Roald	<u>The Twits</u>
Gezi, K. & Bradford, A.	<u>The Mystery at Misty Falls</u>
Greene, Constance C.	<u>The Unmaking of Rabbit</u>
Herzig, A. & Mali, J.	<u>A Word to the Wise</u>
Hunt, Irene	<u>No Promises in the Wind</u>
Irving, Washington	<u>Rip Van Winkle</u>
McCloskey, Robert	<u>Homer Price</u>
McGovern, Ann	<u>Robin Hood of Sherwood Forest</u>
Mc Govern, Ann	<u>Stone Soup</u>
Rawls, Wilson	<u>Where the Red Fern Grows</u>
Roberts, Willo Davis	<u>The Girl with the Silver Eyes</u>
Saturday Evening Post	<u>Sports Fiction Stories</u>

Saturday Evening Post	<u>More Mystery Stories</u>
Sendak, Maurice	<u>Higglety-Pigglety Pop!</u>
Seuss, Dr.	<u>Green Eggs and Ham</u>
Seuss, Dr.	<u>If I Ran the Zoo</u>
Seuss, Dr.	<u>Thidwick-The Big Hearted Moose</u>
Smith, Doris Buchanan	<u>A Taste of Blackberries</u>
Tarcov, Edith	<u>Rumpelstiltskin</u>
Torgersen, Don Arthur	<u>The Scariest Night in Troll Forest</u>
Viorst, Judith	<u>Alexander and the Terrible,</u>
	<u>Horrible, No Good, Very Bad Day</u>
Viorst, Judith	<u>Alexander, Who Used to Be Rich</u>
	<u>Last Sunday</u>
Warner, Gertrude C.	<u>The Boxcar Children</u>
Wold, JoAnne	<u>Tell Them My Name is Amanda</u>
York, Carol Beach	<u>Ghost Story Mysteries</u>
York, Carol Beach	<u>Magic Word Mysteries</u>