ATTITUDES OF GRADE ONE CHILDREN TOWARDS TWO APPROACHES TO READING INSTRUCTION--
Basal Reader and Language Experience

by

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BPhed, Brock University, 1977

A Thesis Submitted in Partial Fulfillment of the Requirements for the Degree of
MASTER OF ARTS
in Education

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Abstract

This study examined the attitudes of Grade 1 children toward two approaches to reading instruction--language experience and basal reader--in which they were involved on a day-to-day basis. Forty nine children in two classes participated in the study over a three month period in the Spring of 1987. Three methods of determining student attitude were employed; two instruments designed by the researcher and a"case study" observation of four randomly selected students. The first instrument, entitled the Comparative Survey of Reading Attitudes (CSRA), was an individually administered survey made up of questions pertaining to specific reading activities. The children indicated how they felt when engaged in each activity through the use of face cards. This information, as well as comments made by the students during and after testing, were recorded by the examiner. The second instrument, called the Reading Attitude Picture Questionnaire (RAPQ) was a forced choice questionnaire which utilized pictures of the reading activities in question. Instrument validation procedures were carried out for both. For the "case study" observation the researcher observed and recorded the behaviour of two children from each class (deemed "typical" by the classroom teacher) during classroom reading instruction and conducted a follow-up interview with each student. Data were examined to determine whether certain activities associated with one approach were preferred over the activities of the other, whether there was a gender or academic correlation with student preference of the activities of one over the other, how the specific reading activities rank in order of preference and what reasons the students gave for their choices. When comparing both classes' total responses on the CSRA and the RAPQ, there was a significantly higher response found for the language experience activities over basal reader activities. No differences in preference were found according to gender. No significant correlation was found between reading achievement and reading attitude. Positive and negative responses of students involved in the "case study" observation were recorded and examined. Implications and practical applications of these findings are discussed.

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I The Problem

Introduction

The ability to read is a critical factor in our day to day interactions, our choice of livelihood, our access to entertainment, and indeed, in our sense of self-esteem. Written communication is an inviolable thread in the fabric of our society and it affects everything we do. It is no wonder then, that finding an efficient, effective method of reading instruction has been and will continue to be the subject of many heated educational debates. Caught in the maelstorm of this reading debate is the child. Often considered but seldom consulted, children's attitudes and opinions regarding the reading activities in which they are involved on a daily basis have been allotted little import in the overall scheme of program development. Recent research in the field of attitude and achievement has drawn attention to the impact that positive attitude may have on reading (acquisition and participation), as well as the lack of effective means that we have at our disposal to assess these attitudes. This study proposes to examine the attitudes of Grade 1 children toward two specific methods of reading instruction in an attempt to learn more about the way that young children perceive the reading programs in which they are involved and to consider the implications of such findings for the teaching of reading.

The Problem

When considering methods of early reading instruction, we find two opposing approaches and philosophies which hold positions at either end of a continuum. At one end are educators who believe that a "holistic," "child-centred" approach to reading instruction stimulates children to learn through use of their own language and experiences and through use of high quality children's literature for reading instruction (as opposed to controlled vocabulary readers). Terms associated with this approach are: "top-down",

transactive, interactive, language experience, and whole language. (Hall, 1976; Mallon & Berglund, 1984; Nesson & Jones, 1981; Newman, 1985). While "whole language" is an approach presently being explored and developed by researchers and teachers, "language experience" has been used most commonly over the past several decades (both in classrooms and educational research) to broadly describe this "holistic" approach. "Language experience," therefore, is the term that will be used for the purposes of this study.

Educators at the other end of the continuum maintain that a systematic presentation of progressive skills through the use of commercially produced reading materials will ensure the development of better, more proficient readers (Harris, 1972). Many refer to this as a "bottom-up", skills-based or basal reader approach. This approach is based on the theory that reading is primarily comprised of a series of skills that can be broken down into sub skills and taught sequentially. Accepting the fact that some basal series are more "holistic" than others in design, this method of instruction is most commonly recognized under the title of "basal reader" and will be referred to as such in this study. (Precise definition of terms will be addressed in the following section).

Spread along the continuum are those practitioners who attempt to draw ideas and activities from both instructional approaches in an integrated or eclectic fashion. While numerous studies have attempted to determine the effects of differing methods of reading instruction on student achievement, few have considered their effect on student reading attitude (Athey, 1976).

The importance of affective concerns in the realm of beginning reading has gained particular recognition in recent years. It is no longer considered adequate to focus simply on intellectual development while ignoring such factors as motivation, attitude, self-esteem and individual personality. As Athey (1976) asserts, "By increasing our knowledge of the affective life of the child, we broaden our understanding of his total functioning in the academic situation" (p.203).

Rye (1983) also maintains that "reading is essentially a personal process" (p. 13). Attitude appears to be a direct determinant in the efficacy and development of the reading process, but "teachers are often keenly aware that you can take children into libraries, even to desks covered with books, but you cannot make them read" (p. 13). Rye contends that developing an awareness of reading attitudes and attempting to change negative attitudes must be undertaken because such a change may influence the way in which a reader will approach and process text and subsequently the reader's success or failure at the reading task.

In order for us to increase our knowledge of the child's "affective life" and "reading attitude," however, we must discover ways to draw out and make sense of the insights we seek. Accurate and appropriate measurement of reading attitude, for example, presents a wide range of difficulties, particularly when the subjects are young children. Limited reading ability, desire to please the tester, misunderstanding of the questions, and problems in operationalizing the constructs of "reading" and "attitude" are only a few of the confounding factors. Nevertheless, researchers in the field of reading attitudes emphasize the need to continue the search for better methods of assessing reading attitude in students, and making these methods accessible and appropriate for administration by regular classroom teachers. In the words of Heathington and Alexander (1984), "not only must teachers provide positive learning situations, but they must also know how to assess their students' feelings" (p. 485).

In recent years, a variety of instruments have been developed which attempt to measure reading attitudes as they are represented by self-concept, motivation, social, psychological, and behavioural factors (Chester, 1974; Otto, et al., 1973). Zirkel and Greene (1976), in their review of reading attitude measurement techniques, recommend a multi-measure approach that would include self-reports by children and observer reports by teachers or researchers. Most of the instruments included in the Zirkel and Greene summary have been used to determine general reading attitude. Few researchers, however, have attempted to

obtain a comparison of reading attitudes between two differing approaches to reading instruction.

One such study by Warren and Frederick (1975) compared first graders' attitudes in two reading programs--individualized and basal--using a semantic differential scale. However, because of confounding variables such as individual teacher influence, differences in classroom organization, and deviations from the prescribed reading program, comparative studies such as Warren and Fredericks' are difficult to control and interpret.

In order to minimize these extraneous influences, there is a need to study attitude towards reading programs in classrooms where two types of reading approaches are being utilized concurrently. That is, both language experience and basal reader-type activities are employed either interchangeably within the daily reading program, or on alternating days. It is posited that children enrolled in such classrooms will therefore be familiar with both types of approaches to reading instruction and will be able to make comparative judgements regarding preference for and positive and negative feelings about their involvement in activities that are typical of each approach.

Statement of Purpose

The purpose of this study is to conduct a comparative examination of Grade 1 children's attitudes towards two approaches to reading instruction--language experience and basal reader--in which they are involved on a day-to-day basis.

Definition of Terms

In order to provide clarity and direction in a study of this nature, it is first necessary to attempt to operationalize the critical concepts of "language experience," "basal reading," and "attitude."

There are no universally acknowledged definitions of either program, but practitioners and administrators alike discriminate between the two approaches by the philosophy, intent, and activities that typify each. In addition, the term "attitude" will be defined and discussed as it pertains to the purpose of this study.

Briefly, a language experience approach to reading instruction involves the development of instruction from a broad base of integrated (listening, speaking, reading, writing and viewing) language activities. This includes making use of the child's own language in both reception and production, and giving the child ample opportunity to work with language in its whole and natural (as opposed to fragmented) form. Activities that are typical of the language experience approach are: group experience stories, reading and writing original pieces by the child, reading individually and in unison from rhythmic children's literature (prose and poems), drawing rules of phonics, grammar and spelling from within the context of meaningful language and integrating all areas of the language arts--listening, speaking, reading, writing and viewing. (Hall, 1976; Van Allen, 1970).

The basal reader approach may take a variety of conceptual forms (i.e., phonics or sight word) but is generally considered to be a skills-based, sequentially developed program that utilizes commercially produced stories and exercises in the form of a basal reader series. In other words, it is an approach that divides the reading process into skills and lead-up activities that are applied to progressively more difficult reading material. Typically, children are grouped by ability and move sequentially through the requirements of the program. Vocabulary is controlled for level of difficulty and the stories (at the lower grade levels) are generally unable to stand on their own as literature. Activities common to this approach are: worksheet or workbook-type skill building tasks, ability-grouped oral reading, and moving in sequence from one level of reader into the next. (McNeil, Donant & Alkin, 1980).

It is not the intention of this researcher to claim that merely carrying out certain classroom activities constitutes implementation of an entire reading program (the philosophies of each approach are fundamentally different and are based upon distinctive beliefs regarding how children learn to read). However, as stated by Hogan (1975), "although a curricular area may be thought of as a discreet, homogeneous unit, each major area is made up of many distinct, though related components" (p. 5). It is an assumption

of this study that the distinct components of these two approaches to reading instruction can be identified as specific reading activities.

Attitude. What is attitude? This is a fundamental question with which psychologists and sociologists have been struggling for decades. Greenwald (1968) has likened the task of describing the body of attitude theory to assembling a jigsaw puzzle "whose pieces are the contrubutions of individual theorists" (p. 386). Further, the pieces have pieces that have not been designed to fit together; none have sharply defined edges. Nevertheless, the study of attitudes represents a major part of social psychology. "Widespread use of this concept over the last five or six decades supports the assumption that understanding of attitudes is crucial to the understanding of social behaviour" (Thomas, 1971). More recently the focus has shifted to an examination of attitude and learning behaviour.

Bem (1968) claims that "an attitude is an individual's self-description of his affinities for and aversions to some identifiable aspect of his environment" (as cited by Thomas, 1971). Thomas (1971) himself presents a more all-inclusive definition. He asserts that attitude is multi-dimensional. It includes affective, cognitive, and behavioural components. It is a hidden mechanism which directs behaviour.

This multi-dimensional perspective has generally been accepted as a common conceptual framework by most researchers (Lemon, 1973):

> The cognitive component of attitudes is said to refer to the way in which the attitude object is perceived and conceptualized, and thus represents the individual's picture of the attitude object, and his beliefs about it. The affective component is concerned with the emotional underpinning of these beliefs and represents the amount of positive or negative feeling that an individual has towards the attitude object. Two individuals may differ markedly in the characteristics they ascribe to an attitude object, but they may be identical to each other in the degree of positive or negative feeling they manifest towards it. The conative (behaviour) component can be conceived as a consequence as well as a corollary of the other two components, and refers to the individual's intention to behave in particular ways, or to his actual behaviour, with regard to the attitude object. (Lemon, 1973, p.16)

This conceptualization of attitude as a multi-dimensional construct made up of cognitive, affective, and conative components is the one that will be utilized for the exploration of children's attitudes towards reading instruction in the present study. Simply put, reading

attitudes will be considered to be a "system of feeling related to reading which causes the learner to approach or avoid a reading situation" (Alexander & Filler, 1976, p.1).

The Research Questions

The specific questions to which this study will be directed are:

1. Do children significantly prefer the activities of one approach to reading instruction over the other?

2. How do the specific reading activites rank in order of preference?

3. Do children exhibit more positive feelings towards one approach than the other?

4. Does gender correlate with student preference of one program over another?

5. Does academic achievement correlate with student preference of one program over another?

6. What are some of the reasons that children give for these opinions and how do these relate to research in the field?

Design of The Study

Two Grade 1 classes utilizing both the language experience and the basal reader approach on a day-to day basis were involved in the study. Forty-nine children in all participated over a three month period in the Spring of 1987.

Three methods of determining student attitude towards two approaches to reading instruction were employed.

The first two methods involved instruments designed by the researcher. The first instrument, entitled the Comparative Survey of Reading Attitudes (CSRA), is an individually administered questionnaire. It is made up of eighteen questions pertaining to specific reading activities (nine language experience and nine basal reader) and the children are asked individually how they feel when engaged in that activity. The children indicate a response by pointing to one of three face cards; one that depicts a smiling face, representing a "happy" feeling; one that depicts a face with a down-turned mouth, representing an

"unhappy" feeling; and a third neutral face which represents an "in-between" or neutral feeling. Student responses are recorded by the researcher. In this study, upon completion of the survey, students were asked to elaborate on the reasons behind their responses. This information was recorded in anecdotal form by the researcher. Any casual comments made by the children during the course of the testing were also discreetly recorded.

The second instrument, called the Reading Attitude Picture Questionnaire (RAPQ) is a forced choice questionnaire which utilizes pictures of the activities in question (four language experience, four basal reader and two distractors). Each activity from one reading approach was paired randomly with each activity from the other as well as each distractor. Therefore, each child completed a booklet of thirty two pairs of pictures where they were asked to fill in the circle under the picture which depicted the activity which they would prefer to "do" were they given the choice. This questionnaire was administered to each class as a group and an oral explanation of each picture was given by the tester.

The third method used was one of "case study" observation by the researcher of four students (a boy and girl in each class) deemed by the classroom teacher to be fairly typical or "average" in reading ability and attitude. Over the course of several days, the researcher recorded the behaviour and conversation of each child during classroom reading instruction and a follow-up interview was conducted with each child in order to clarify and validate observations.

Significance

A great deal of research in the field of reading and early language has centred around how children acquire language skills and the significance and application of these findings for the teaching of the language arts in the primary grades. According to research that will be highlighted in the following chapter, the reading process may be considered to be an active search for meaning and information on the part of the child (Smith, 1973). The child is at the centre of the experience. Indeed, as stated by Chomsky (1976), "there is far more

involved in learning to read than can be "taught" to a child, whether by the linguistic method, phonics, language experience, whole word, or what have you. The internal organization that takes place requires active participation on the child's part. It is the contribution of the learner that is crucial" (p. 15).

This is not to be considered merely a cognitive contribution. The cognitive and affective realms are so intertwined that affective behaviours are constantly involved when children receive cognitive instruction (Peterson, 1977). And a crucial component of the affective domain is attitude (Mathewson, 1976).

Certainly, then, investigation into the realm of children's reading attitudes is imperative. Indeed, if we want children to be motivated not only to learn to read, but to read books for pleasure and to use them to acquire information, "then we need to work at creating good attitudes towards books and reading... and to look carefully at what motivates each child" (Dean & Nichols, 1974, p. 14). And since attitudes develop early, the elementary school years are crucial (Fredericks, 1982).

As most theorists believe that it is possible to effect a change in a person's attitude (Mathewson, 1976), the implication for educational research would appear to be that more extensive investigation is required that focuses on the kinds of factors that influence attitude, both negatively and positively. According to Fredericks (1982), attitudes appear to be influenced to some extent by factors beyond the reader's control, such as type of instructional program. In the area of reading research, however, little attention has been devoted to the possible connection between type of reading instruction and the students' attitudes towards these instructional methods.

In addition, the development of effective and accurate methods of assessing reading attitude is an area in dire need of further research (Swanson, 1982). Even those instruments that have been developed are designed to measure only general reading attitude. None have been designed specifically to measure attitudes toward the basal reader and language experience approaches to reading instruction. This study, then, attempts to

address both of these concerns; first through the development and implementation of several assessment techniques to measure children's attitudes towards two approaches to reading instruction and second, to delve deeper into the "what" and "why" of children's reading attitudes. "With more attention to this important area, first graders may come to develop the positive attitudes necessary to avoid failure in school and gain personal enjoyment from knowing how to read" (Swanson, 1982, P.47).

II Review of the Literature

Introduction

The purpose of this chapter is to explore relevant research and pertinent educational theories in the areas of reading instruction, the reading process, and reading attitudes in order to provide a sound theoretical framework on which to base the design and findings of the present study.

The chapter will deal initially with instructional approaches to the teaching of reading; specifically basal reader and language experience, first as an examination of studies which have attempted to compare the two approaches and second to review those studies which have dealt with each approach separately. Within the body of this section will be a brief review of current thought in the realm of the reading process. It is posited that any examination of reading instruction needs to be grounded in the theories of the reading process.

Second, a review of the literature in the field of "attitude" will be comprised of an exploration of the significance of attitude as it pertains to the act of reading. Both the section on reading and the section on attitude will be followed by a brief summary.

Two Approaches to Reading Instruction- A Research Overview

Since the late 1800's, North American educators have been attempting to identify the most efficient, effective method of teaching reading to young children. In his article titled "Progressive Education and Reading Instruction," Harris (1972) traces the beginnings of the language experience approach and individualized methods of instruction back to the pioneer days of the 1890's. At that time, the most common approach to reading instruction centred around a formalized basal reader curriculum. But during the twenties and thirties, a move was made to institute a "freer, more spontaneous" classroom environment, which focused on spontaneous language and reading development, paced by the individual child.

Gates (1926) conducted a study to review the merits of these two approaches, then called the "modern systematic" and the "opportunistic." He found the former to be superior in terms of reading achievement, but many educators found the design of his study to be questionable (Harris, 1972). The controversy has raged ever since.

According to Wolfe (1972) upon reviewing past reseach in the field of reading instruction, no one method appears to be so outstanding that it should be used exclusively. This contention is supported by many others in the field of reading, including Bond and Dykstra (1967) who presented a summary of the Grade One reading studies carried out during the 1964/65 school year under the guidance of the United States Office of Education (U.S.O.E.). Bond and Dykstra concluded from these twenty-seven studies conducted in various geographical locations with various types of students, that no one method of reading instruction was especially effective or ineffective for pupils of high or low readiness. In discussing the implications of these studies, Dykstra (1968) noted that "future research should centre on teacher and learner characteristics rather than on method or materials."

As a result, relatively few studies in recent years have focused on a comparison of the basal reader and language experience approach to the teaching of reading. Instead "there has been an increased interest in theory and research on the beginnings of literacy as language development..[which] moves beyond a preoccupation (in earlier publications) with beginning instruction" (Goodman & Goodman, 1980, p.1).

Nevertheless, for the purposes of this study, it is important to examine more closely those studies that deal with a comparison of the two approaches in order to become cognizant of specific strengths and weaknesses of both. This information will in turn be applied to the attitudes and opinions expressed by the children in the present study.

Between the Gates (1926) study and the Cooperative Research Studies conducted by the U.S.O.E. (1965), very little experimental research involved a language experience and basal reader approach; rather "individualized" reading had become the focus. In fact, in the

words of Harris (1972), "there is so little that it may safely be skipped. There was, of course, much writing and discussion about the language experience approach, but practically no comparative research." (p.109). Although the USOE studies were conducted over twenty years ago, there have been very few language experience/basal reader studies of a comparative nature since that time, perhaps for the reasons stated by Goodman above. Therefore, the focus will be primarily on the findings of the "First Grade Studies" as well as several others of note.

Stauffer (1969), as a researcher and coordinator of the First Grade Reading Studies had these general comments to make:

"In almost every instance in which the basic reader approach was compared with some other approach, the basic reader came out second best" (p. vi) with one exception being the McCanne (1965) study with Spanish speaking children. (Author's note: This does not mean "significantly" second best. Most of the analyses failed to produce statistically significant differences). However, "no single approach in these twenty-seven studies has overcome individual differences or eliminated reading disability at the first grade level" (p. vii). Five of the studies dealt specifically with a comparison of the language experience and basal reader approach and will be reviewed here. The first three involved representative samples of children and the last two involved special populations.

Stauffer's own study, "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction", compared the two approaches by utilizing an experimental/control group design with 232 children in the experimental group (language arts or language experience) and 201 children in the control group (basal reader). In addition to the usual emphasis on oral and written expression and experience charts, the experimental group was also given intensive word attack skills training and some group instruction in first grade readers. At the Grade 2 level, the students were given alternating instruction in language arts and basal reader group instruction. The experiment followed the children through to Grade 3. Thus, according to Harris (1972), the language

arts approach in this study was really a "combination of skills centred and opportunistic procedures" (p. 112).

Stauffer's findings showed some superiority in reading achievement in the language arts group at the end of the first and second grades. By the end of the third grade, no significant differences were evident. However, the language experience children showed up better in written composition, were more eager to read, and chose more books to read independently. Stauffer's general conclusion was that children can learn to read well by either method, but that the language arts method had advantages that do not show up on standardized reading tests. In his words:

> Tests are needed that will show more adequately the language skills acquired by means of the language arts approach. The principal test used in this study did not have either the breadth or depth to give a true measure of language achievement. Needed are sound tests of reading attitudes, of creative writing, of writing mechanics, of word attack skills on words in context, of critical reading, and of reading tastes. (p. 146)

A similar comparative study by Kendrick (1967) involved over 650 children in each approach. At the end of the first grade, although for most of the analyses performed, there were no significant differences between groups, significant differences were observed for 15 of the comparisons. Ten of these, including paragraph meaning, listening and speaking favored the basal reader and five, including interest in reading, writing, speaking and arithmetic, favored the language experience group.

By the end of the second grade as reported by Harris (1972), 13 differences favored the basal reader and 10 the language experience approach, with the basal reader excelling this time in paragraph meaning and interest in reading and the language experience group demonstrating superiority in measures of speech and writing. These findings appear to refute Stauffer's earier statement that in all but the McCanne study, the basal reader came out second best. This study is considered by Kendrick to be something of a "draw" as the importance of the various language components cannot be weighted either qualitatively or quantitatively.

The last of this group of experiments comparing the two methodologies was conducted by Hahn (1967) and included an initial teaching alphabet (i.t.a.) approach as well. At the end of the first grade, no one method was consistently superior to the other, as determined by an analysis of variance. However, when total population scores were compared by treatments, the i.t.a. and language arts approaches produced significantly higher scores on the Word Reading and Word Study tests and studies of frequency distributions "also indicated that the language arts approach may allow students to make better use of their learning potentials in terms of Paragraph Meaning." (p.34) No significant difference was found in terms of reading attitude.

The U.S.O.E. studies conducted with "educationally disadvantaged" students involved Spanish-speaking (McCanne, 1967) and Negro ghetto (CRAFT Project, Harris, 1967) children. The results in the McCanne study favored the basal reader approach. The author suggested that the reluctance of the Spanish-speaking children to talk freely in the classroom (a cultural characteristic) had hampered the language experience instruction.

The overall results of the three year CRAFT Project showed no significant differences between children who were taught from a language experience or basal reader approach on measures of achievement and attitude.

Although the U.S.O.E. First Grade Studies were conducted by experienced researchers on a broad sampling of the American grade one population, there are some serious limitations concerning the generalization and interpretation of results, which are applicable to most comparative studies of this nature and therefore worth noting. Stauffer (1967), Bond and Dykstra (1967), Harris (1972), and Van Gilder (1972) have each presented the following limitations:

1. No one method can be strictly compared with another because the methods were not sharply and clearly defined.

2. Teacher variables and instructional settings were quite likely to be as influential as the programs and the materials themselves.

3. Differing statistical analysis and methods of evaluation used by the various researchers may have influenced the findings.

4. Treatment groups may not have been equated because of the way in which the groups were assigned.

5. Teachers trained in a new method (and their classes) may have been influenced by the Hawthorne effect. Conversely, teachers who were required to teach by a new method may have been unhappy and therefore less effective.

Apart from the U.S.O.E. studies, several others are worthy of note. Stauffer (1973) conducted a follow-up to the first grade studies in Delaware, using the same schools and the same basic comparative design. She found a significant difference on all measures of reading achievement except rate of oral reading, in favor of the language experience approach.

Conversely, Lamb (1971) uncovered no significant difference in achievement and attitude when comparing grade one classes in Philadelphia.

Various other studies concerned with specific aspects of language development apart from general reading achievement or attitude will be noted in the following section.

The Reading Process

Much attention was given in the late 1960's to Chall's (1967) book, "Learning to Read: The Great Debate." She attempted to sift out previous research and predominant theory concerning the controversy over various approaches to reading instruction. Chall makes mention of the language experience approach, but most of her review concerns what she refers to as "code emphasis" (phonics) and "meaning emphasis" (look-say) methods of instruction. These two approaches are examined predominantly as they are used in numerous basal reading series; so Chall's conclusions pertain basically to the best direction for basal reading instruction to take as opposed to a true reflection of alternative methods to the basal reader, like language experience.

Very few studies have been conducted over the past twenty years comparing the language experience approach and the basal reader approach. However, the "meaning emphasis"/ "code emphasis" debate has continued; not just in the way that these terms relate to basal reading material, but how they relate to the way that children actually learn to read. These researchers (with contributions of note coming from the field of linguistics) have provided some valuable insights into a general understanding of the reading process and how children acquire reading skills.

It would be inappropriate for the purposes of this study to attempt to completely review the current research as it pertains to the meaning vs.code issue, particularly as this issue is more directly related to reading processes than reading instruction. However, one certainly holds implications for the other. As stated by Henderson and Green (1969): "Heavily researched though reading has been, the outstanding result is that practically everything anyone has tried has worked quite well in some classes with some teachers" (p. 4). They believe that the more knowledge that teachers have about the process of reading, the more able they will be to make intelligent and appropriate choices from the materials and methods available for the individuals that they teach. Therefore, it is the nature of the reading process which must determine how we go about helping people learn to read (Henderson & Green, 1969).

In that case, what does the research into the reading process have to tell us about the skills-based basal reader approach and the whole language emphasis of language experience?

In his book, Reading and Reasoning, J. Downing (1979) cites a study by Evans, Taylor and Blum (1979). These researchers developed a battery of seven tests designed to investigate various aspects of sixty American Grade 1 children's understanding of concepts of features of language. They found a correlation between reading achievement tests and the scores on these tests of featural concepts. The study concluded that "it may not be necessary to focus on the specific conventions of print or to consistently attend to them to

promote success in reading acquisition. The results of this study indicate that understanding the relationship between oral and written language seems to be more significantly related to reading achievement" (p. 20). In other words, memorizing speech-to-print relations such as sound and letters may not be as important as a clear understanding of the featural concepts.

Downing agrees that the understanding of featural concepts of print is of great importance in beginning reading, but he does not advocate direct teaching of these skills. Rather, he recommends indirect experiences "integrated with purposeful activities with spoken and written language" (p. 21).

"Meaning" and "purpose" are two recurring themes in the literature on the reading process. Kolers (1969) found that fluent readers perceive the meaning of text without concern for the actual individual printed words; fluent bilingual readers were unaware of which words were printed in French and which were in English.

Goodman's (1976) landmark work on "miscue analysis" pointed out that the "errors" of fluent readers followed predictable patterns based upon their knowledge of the rules of grammar. These findings support the theory that the child constantly searches for meaning in reading. Goodman claims that much of the reader's search for meaning is constructed upon past experience with language. He attacks the traditional instructional reading programs that begin with bits and pieces abstracted from language. He claims that this makes learning harder not simpler, because children are no longer dealing with true language.

Henderson and Green (1969) too, believe that "the essential nature of reading is the process of securing meaning through language in print" (p. 2). They contend that skill development techniques are "commonly presented as separate activities whose mastery, somehow, should add up to the ability to read... [these] methods too often tend to be limbs tacked on to the 'body' of reading rather than growing naturally out of it" (p. 2).

Smith (1971) is another proponent of "reading for meaning" using purposeful activities. He refers to the traditional phonics approach where skills are taught in isolation as a "Spartan deprivation of outside help in word identification" (cited in Downing, 1979, p. 30).

Downing (1979) concludes that, rather than continue the debate over which is more effective, meaning or code based methods of reading instruction, educators should be concerned with promoting the understanding of the language and its purposes through the development of appropriate linguistic concepts: "The chief aim of reading instruction should be to develop clear understanding of why people read and write and how they code language in writing" (p. 44).

Separate perspectives

The language experience and basal reader approaches to reading instrucion have often been treated separately by educators and researchers in an attempt to uncover pertinent information about each approach with respect to its efficacy for beginning reading instruction. A brief review of such research will be presented here.

Language experience. In her article, A Language Experience Perspective, Hall (1976) presents an overview of the history of the language experience approach. She reports that it began initially in the 1800's with what were called "sentence and story methods." During the 1930's, the use of experience charts as part of initial reading instruction became popular. The work of Ashton-Warner (1963) with Maori children in New Zealand and the work of Van Allen (1958) in the United States had a tremendous influence on the development and classroom implementation of a language experience approach. However, the extent of its use as the primary mode of reading instruction in North America is still limited. Hall attributes this factor to the continuing belief of many educators that reading is a collection of skills rather than a language processing task.

Those who support a "language experience" approach to reading instruction comment on the nature of the print material to which children are first exposed. Ashton-Warner

(1967) established her Key Word Vocabulary program because her experiences with children convinced her that "first words must have an intense meaning. First words must be already part of the child's dynamic life. First books must be made of the stuff of the child himself, whatever and wherever the child" (p.8).

Sybil Marshall (1963) hypothesised about why it is so difficult to produce commercially made primers that match the needs of young children. She claims that "the ability to turn again to childhood and see the world through childish eyes is a gift given to very few men" (cited in Downing, 1979, p. 46). She highlights the need to utilize early reading materials that are meaningful to children.

The meaningfulness of these materials and their relation to the child's own language is reiterated by Ruddell (1969): "In essence, the language experience approach maximizes correspondence of the printed message with the language of the reader; consequently, when he does read, his language-competence system is activated and his comprehension is therefore likely to be optimal" (cited in Kling, et al., p. 7-11).

With respect to the activities of language and reading development, Goddard (1974) asserts that "language arises out of active and usually first hand experience... children should meet reading and writing as a part of their own (as distinct from other people's) lives, in situations where the written or printed word has real meaning for them" (p. 72). Therefore, written as well as spoken language in beginning instruction should reflect a child's own thoughts, feelings and experiences.

Menosky and Goodman (1971) present a linguistic rationale for teaching reading and its component parts within the context of meaningful and natural language. They reject the concept of teaching reading from part to whole.

Similar views are expressed in this statement by the McCrackens (1979): "Children who learn skills without understanding their function may not, or may transfer poorly, the skills to reading and writing. Hence, communication and thought are present almost always, and skills grow out of function" (p. ix).

Most researchers acknowledge the logic of teaching reading within the context of the other components of language (speaking, listening, writing and viewing) and providing vitally meaningful experiences and materials with which the child may actively construct his own knowledge (Hall, 1976). In addition, Downing (1979) refers to the necessity of providing explanation and instructional guidance at the most opportune moments; those being the times when the child is actively engaged in reading and asks for advice. This is "less likely to occur in formal reading instruction by whole class or even group methods with basal readers. It is most likely to occur with methods such as the language experience approach" (p. 150).

Similarly, The Bullock Report (1979), a paper which summarized the findings of a government commission on reading in England, recommended among other things that reading be regarded as a continuously developing language skill. The language experience approach was the only teaching method specifically endorsed by the Bullock Report.

But what of actual empirical research in classrooms where a language experience approach is being utilized? Valid research in this area has been limited. Several reasons for this are noted by Hall (1978) in her review of language experience research. Many studies conducted in the past have failed to define just what is meant by "language experience" in the classrooms which were under investigation. Those that did define the approach were often so different that they did not really represent the same method of reading instruction. For example, some research studies have utilized "language experience readers" instead of the child's own language and as such are not true language experience programs.

Second, much of the writing has been based on dissertation findings and while these studies are often well-controlled, the samples are typically small and non-representative. Third, a fair number of research endeavors in the area of language experience have been conducted with "special needs" groups and as such are not necessarily generalizable to regular classroom instruction.

Nevertheless, a brief summary of Hall's (1978) literature review will be presented here as it relates to the following language arts instructional areas: vocabulary, word analysis, creative writing, spelling.

Vocabulary - Bennet (1971) reported that four and five year olds more readily remembered words they requested than they did other words.

Henderson, Estes, and Stonecash (1972), and Hall (1965) found little significant difference in vocabulary achievement scores between two methods.

Kelly (1975) found a significant difference in basic sight vocabulary for remedial Grade 3 students who were exposed to a language experience approach compared to the basal reader group.

Word Analysis - Dzama (1972, 1975) examined the word banks of language experience students in first grade to determine whether or not they provided examples of common phonic generalizations. Dzama found that they did.

Creative Writing - Stauffer and Hammond (1967) found significantly higher scores on several measures of creative writing for language experience over basal reader.

Stauffer (1973) found the same as Stauffer and Hammond (1967) with Grade 1 students.

Owens (1972) found no significant difference with Grade 3 students.

Spelling - Stauffer (1966) reported that language experience students had significantly higher spelling scores than basal reader students from Grade 1 through Grade 3.

Hahn (1966) uncovered no significant difference at the end of Grade 1, but by end of the second year, Hahn (1967) reported significantly better scores for those in a language experience or i.t.a. program compared to a basal reader program.

Basal Reader. The research and literature pertaining to basal reader instruction is even more ambiguous than the language experience information. Although the term "basal reader" is used to describe a means of instruction, these reading programs actually cover a wide of range of methodologies, from a strict phonics approach to a predominantly

linguistic or sight word emphasis. Many research studies have failed to define the methodology of the particular basal series under examination. However, the research cited here pertains most specifically to those basal reading series which entail commercially-produced materials promoting sequentially developed skills through the use of controlled vocabulary readers.

Much of the literature regarding basal readers is negative in nature. Perhaps this is because the basal reader approach continues to be the most widely endorsed and utilized method of teaching children to read, so it is not deemed necessary to conduct research that extols its virtues; rather many researchers are concerned with its shortcomings as the primary method of reading instruction in North America. Perhaps too, with growing support in the field for the concept of reading being a "meaning seeking activity" (Goodman, 1976) more and more researchers are questioning the content and design of basal readers in terms of their function, "meaningfulness," and contribution to the development of comprehension. The literature reflects this.

In "How To Teach Reading Systematically", Duffy, Sherman, and Roehler (1977) support the basal reader as the foundation of good reading instruction, but they caution against viewing basals as the "total" reading program. They fear that teachers will tend to teach decoding and comprehension only when the skills fit the content of the story, that teachers are led to believe that simply reading the stories out loud will "teach" children to read and that the sequencing of skills is too "lock-step."

In contrast to a "meaning-based" model, Gibson (1970) advocates a systematic, skills-based approach to reading instruction in his support of a basal reading approach. He visualizes the process of learning to read as consisting of three stages: learning to differentiate graphic symbols, learning to decode letters to sounds, and using progressively higher order units of structure. This view of reading as a set of specific skills organized in a pre-ordained developmental sequence is reflected as well by Tinker and McCullough (1952, 1962, 1975). They assert that "basal reading materials should foster continuity in

reading development so that there will be no gaps in a child's reading experience. [One risk is that] children switched from one basic series to another are confronted with different sequences in building vocabulary and other skills" (p. 8). This contention may be viewed as either a positive or negative aspect of basal readers, depending upon one's philisophical perspective.

A good deal of research has centered around the actual content of basal reading stories. Upon close scrutiny, they have generally been found wanting. For example, Gourley (1978) examined the use of simplified language in several of the popular basal series, particularly the use of pronouns, passives and articles. In "The Basal Is Easy...Or Is It?," he concludes that the unnaturalness of the basal language often makes reading more difficult. In addition, the decisions regarding the inclusion of materials in basals are made with limited application of knowledge of children's language and the reading process; rather they are contrived to promote skills or to use the controlled vocabulary.

Busch (1972) has some interesting points to make regarding what he refers to as the innappropriate and uninteresting content of the basal readers at the Grade 1 level. He notes a marked discrepancy between the story content of library books that children choose to read and the content of first grade readers. His article goes on to give support to the theory that interest and relevance should play a role in learning to read; motivation and self-concept of the child play an important part in this process and the nature of the materials with which the child interacts can either aid or hinder the development of reading. He concludes that first grade reading texts, by not addressing themselves to the content appropriate to the ego functioning of the latency-age child and the need to get on with the process of mastery of the external and internal world, further complicate "learning to read."

The actual quality of the basal reading manual as a tool for teaching such skills as comprehension has also been called into question. A study by Beck, McKeown, McCaslin and Burkes (1979) examined two basal reading programs to determine what was facilitative or problematic for comprehension. Their findings include the fact that little attention was

given to new vocabulary, there were many unwarranted assumptions made about the child's knowledge of the world, and the questions posed for post reading discussion were of a generally poor quality.

Similarly, as reported by Gentile, et al. (1983), Durkin (1983) examined the manuals of 5 basal reading series, K through 6, in order to determine what they provided in the way of reading comprehension instruction. She found that two similarities in the five series may be preventing them from doing a better job of teaching comprehension; there is a tendency to offer numerous application and practice exercises instead of direct, explicit instruction, and the connection between "comprehension" activities and the textual materials is not made adequately. Her general conclusions were that, in consequence, children receiving instruction never do see the relationship between what is done with reading in school and what they should do with reading on their own. Also, the very large numbers of written exercises supplied by all programs may mean that children will not want to read on their own.

Summary. Research into the comparative merits of teaching from a language experience or a basal reader perspective has proved relatively inconclusive. Inability to eliminate the extraneous variables of teacher influence and individual differences, lack of consistency in teaching both methods, and the reading success of children instructed by both, has persuaded researchers to attack the question from a different angle: how do children learn to read and what does insight into this question tell us about effective reading instruction?

It would appear that much of the literature in this area reflects a certain general concensus. Children must have the opportunity to use language, both spoken and written, in purposeful, meaningful and interesting activities that encourage critical thinking and promote an understanding of the functions and purposes of language. There is agreement that all of the language areas are best taught in an integrated way as each lends credence and richness to the other. And children must have the opportunity to practice and experience

success as they embark on the reading quest. This final point will be reviewed in the following section on reading and attitude.

Reading and Attitude

The definition of attitude that has been utilized in the conceptual framework of this thesis was described under "Definition of Terms" as a multi-dimensional concept, involving affective, cognitive, and behavioural components. A certain amount of research in past years has been directed towards an attempt to separate and quantify each of these components of attitude (Lemon, 1973). However, the interdependent and somewhat tenuous nature of these components makes this an arduous and possibly futile task. The sum of the parts does not necessarily equal the whole.

Instead, a more comprehensive look at the total action and interaction of attitude and human behaviour appears to hold more promise, particularly for researchers in the field of education. Such a perspective will be considered here.

Smith, Bruner and White (1956), Katz (1960), and Sarnoff (1960) have all speculated on the motivational aspects of attitude by attempting to determine the "functions" that attitude performs for the individual. Lemon (1973) summarizes the research into the following five broad "functions" of attitude:

1. Utilitarian/adaptive function - favorable attitudes are developed towards those objects which fulfil an individual's needs and unfavorable attitudes to objects which frustrate or block such fulfillment (Katz, 1960).

2. Social adjustment function - where common attitudes serve in facilitating relationships between people (Smith, Bruner & White, 1956; Newcomb, 1961).

3. Ego-defensive or externalization function - where sub-conscious needs are denied or repressed, attitudes towards expression of that need are negative (Sarnoff, 1960).

4. Value expressive function - attitudes can be used to express self and assert identity (Katz, 1960).

5. Knowledge function - individuals need standards of world, attitudes help to define standards (Sherif &Sherif, 1967).

The educational implications for research into the areas of attitude and motivation have been well documented. In 1967, Marx and Trombaugh decried the lack of attention that had been paid to the motivation of students and development of positive learning attitudes at all grade levels. They pointed out the critical nature of positive attitudes if we consider that we are educating rather than simply training children. In the primary grades in particular, Marx and Trombaugh assert that a major objective of the teacher should be to avoid stunting the natural curiosity and interest which normal children bring with them to school. Finally, Marx and Trombaugh highlighted the desperate need for well-controlled research aimed at promoting understanding of the effects of motivation and attitudes on classroom activities.

Since 1967, interest in the "affective" variables that play a part in the child's potential to read and learn has grown. Learning (and reading in particular) are no longer considered to be primarily cognitive activities (Alexander & Filler, 1976). Robeck and Wilson (1974) have included in their definition of reading the contention that it is a process of translating signs and symbols into meanings and incorporating new meanings into existing cognitive and affective systems. They go on to propose that prior to the time incoming information is processed for storage in the cortex, it passes through the limbic system where pleasure or punishment loadings are added. Thus, how learners feel about the information being processed affects their learning and later, their utilization of that information.

Mathewson (1976) focuses on five components of "affect" in the reading process; attitude, motivation, attention, comprehension, and acceptance. He highlighted attitude (defined as evaluative responses to aspects of reading input such as form, content, and format) as the central construct. He asserts that if attitude is favorable and the motivations are appropriate, comprehension will occur at peak efficiency. (Note that Mathewson's definition of attitude is selection specific; that is, it assumes that type of reading material is

the critical factor in reading attitude.) Cooter and Alexander (1984) and Alexander and Filler (1976) feel that attitude toward reading may be viewed within a broader context; that is, one which includes a system of feelings related to reading which causes the learner to either approach or avoid a learning situation in which reading is involved.

This concept of "approach and avoidance" behaviour as a consequence and perpetuator of positive and negative attitudes is one that appears again and again in the literature. Holt (1969), author of "The Underachieving School" maintains that "for most children school is a place of danger, and their main purpose in school is staying out of danger as much as possible" (p. 85). He continues with the assertion that books and reading are often viewed as the most dangerous things in school for many children. Traditional reading programs make reading a constant source of possible failure and public humiliation. Reading out loud promotes the fear that mistakes will be made in front of everybody. "Before long many children associate books and reading with mistakes, real or feared, and penalties and humiliations" (p. 85).

Attention to children's attitudes in reading is emphasized as well by Estes and Johnson (1979) in their tongue in cheek article titled "Twelve Easy Ways To Make Readers Hate Reading (And One Difficult Way to Make Them Love It)." They identify twelve practices that occur in many schools, albeit with the good intentions of the teachers and administrators. Most of their points relate to common practices associated with teacher-centred basal reader programs (doing drill sheets; separating learning to read from reading to learn; reading aloud in groups, round robin; always setting children's purposes for them, and following the manual to the letter.) They believe that too often we allow to become incidental the fact that what we do in teaching children how to read does affect how they feel about reading. They further assert that, as educators, we should take at least as much care with the effect our teaching may have on students' feelings and predispositions (in short, their attitudes) toward reading as we take with the development of their reading abilities. In fact, the two go hand in hand.

Ability and attitude become the focus in Bormuth's (1968) explanation of his "readability formula." He identifies three levels of reading material; independent, instructional and frustration. He states that students ought not to be forced to read at a frustration level because of the negative attitudes it creates towards the subject being read and/or the activity of reading. However, an individual may be motivated to risk reading at the frustration level if the interest level is high; so interest and attitude play a crucial role (cited by Downing, 1979). Following this logic, perhaps the key to promoting positive attitude toward reading material is not so much its readability level, but rather self-selection of material (Mathewson, 1976; Stevens, 1980).

A number of researchers have attempted to determine whether or not there is a positive correlation between reading attitude and achievement. Popular belief seems to support the contention that such a relationship exists, but the research findings are somewhat inconclusive.

Askov (1973), for example, found a positive correlation between reading attitude and reading achievement when using the Primary Pupil Reading Attitude Inventory with grade 1 students. Swanson (1982) conversely, reported no significant correlation between reading achievement and attitude in first grade pupils in rural Georgia. In addition, Swanson's 1985 study of teachers' judgements of first graders' reading enthusiasm concluded that teachers' perceptions of reading enthusiasm do not always match those of young students and many times may be based simply on reading achievement. She suggests that reading attitude and achievement may be two separate entities and should perhaps be treated as such by reading educators. In terms of success, failure and reading attitude, however, it may be a case of which came first, "the chicken or the egg?" Perhaps first graders early in the school year have not had enough experience with reading success and failure for it to have an effect on their reading attitude. Certainly, as stated previously and in the following instances, there is a notable body of literature to support the contention that reading achievement and attitude are inextricably related, at least with older children.

How children feel about reading is intimately related to their success at it, according to McClendon (1966) and Fredericks (1982). An interesting study was conducted by Chomsky (1976) with five non-readers at the Grade 3 level. The author devised a program for these students which involved having each child listen over and over to a self-selected tape while he or she read along in the corresponding book. Individiual weekly conference sessions were comprised of word attack and comprehension discussions based upon the material of the book tapes. All students demonstrated a high level of improvement, both in reading achievement and reading attitude. The sense of success that these children felt from the experience of reading through an entire book on their own for the first time was reflected in their new-found enthusiasm for reading both at school and at home.

Why the change in attitude? The author speculated on three possible reasons:

1. the motivational aspect of working individually with an outsider and a tape recorder.

2. a built in feature of success; the student's reading difficulties were surmounted early and privately and the student could not "fail". This was something they could all "do". (Chomsky felt this was the most important reason)

3. radically increased inputs; the children's minds were active, not passive; they were involved in constructing their own knowledge.

The relationship between reading ability and reading attitude is supported by others as well (Groff, 1962; Rye, 1983). Modest correlations between ability and attitude in reading were discovered by these two researchers with primary as well as junior high school students.

According to Fredericks (1982) such variables as class size, race and socioeconomic status appear to have little effect on reading attitudes. Rather, classroom organization, reading content and type of instructional program are more influential. Relatively few research studies have been conducted on the latter variable (instructional program) for a variety of reasons.

First, as stated earlier in this thesis, attitude is a difficult variable to define and quantify, therefore difficult to measure. Add to this the difficulties inherent in attempting to define, then compare different instructional programs between classes with different teachers (again as previously noted) and the threats to internal and external validity increase exponentially. However, as this is the primary focus of the present study, representative studies comparing attitude and type of instruction will be briefly presented here.

In 1971, Knight attempted to determine differences in attitude toward reading after one school year of instruction in four different instructional programs. Basal readers, language experience, Miami Linguistic Readers, and a bilingual program were the approaches used. Significant differences in attitude favored the latter two approaches (cited in Hall, 1978).

A study involving first and second graders was conducted to investigate the effects of a basal reader and a key word vocabulary program on attitudes towards reading and towards self. Barnette (1970) discovered that the first grade pupils in the key word program demonstrated significantly more positive attitudes towards themselves and reading than did the control group. No significant differences were evident for the second graders.

An extremely interesting study was conducted by Warren and Frederick (1975) utilizing a semantic differential scale to measure the attitudes of grade one children in two programs--individualized and basal reader. The scale included three components of attitude: evaluative (cognitive), potency (affective), and activity (behaviour). Their findings showed that first grade children in an individualized program reflected more positive attitudes on the potency and activity factors than did the basal reader children. No differences occured on the evaluative factor. They concluded that the active, personal and success-oriented nature of the individualized program compared to the relatively impersonal and non-active activities which characterized the basal reader approach accounted for the results. Warren and Frederick (1975) also asserted that further research is needed which critically examines the personal nature of learning to read, e.g. "How does reading make me feel?"

McKeon and McKeon (1978) applied Rowell's scale for measuring reading attitude to a research design intended to determine the difference in reading attitude (if any) between children who received teacher-oriented phonics and word analysis instruction and those who received tape-recorded lessons. They found that pupils receiving teacher instruction demonstrated more positive attitudes towards reading in general than did the other group. The conclusion that these researchers draw is that teachers are able to positively affect their pupil's reading attitudes through direct communication during reading instruction.

The question of whether or not gender relates to reading attitude has been investigated by several researchers. Downing and Thomson (1977) discovered that elementary, secondary and college students viewed reading as more of a female activity than a male activity. Once again, however, measures of attitude and gender correlation have produced inconclusive results. For example, Askov (1973) found that first and third grade girls demonstrated a significantly more positive attitude toward reading than did boys. On the other hand, Swanson (1982) reported that sex and socioeconomic status had little influence on the reading attitudes of first grade children.

Where do teachers stand on the issue of promoting positive reading attitudes? Heathington and Alexander (1984) developed a survey to determine the answer to this question. They asked teachers to rank order nine instructional activities in reading and to indicate how much time they spent promoting and assessing these areas. Attitude was included in this list. The authors found that, in order of importance, developing a positive attitude towards reading was rated second from the top. However, when teachers estimated the percentage of time they spent on these activities, developing positive attitudes placed second to the lowest over all. In addition, most teachers reported using only incidental observation to measure students' attitudes (in fact, one quarter failed to even respond to the question). Heathington and Alexander concluded that while most teachers rate development of positive attitudes toward reading as one of their most important jobs,

they spend little classroom time actively promoting this attribute and even less time assessing it.

Summary. According to Athey (1982), research into the affective domain in its relation to reading has been somewhat overshadowed since 1976 by the current emphasis on cognitive psychology and psycholinguistics. A review of recent literature by this author would tend to support this contention. The persistent dearth of effective, reliable assessment techniques for measuring attitude and the lack of a clear uderstanding as to what "attitude" is and how it relates to the overall picture of young children and reading would seem to indicate a need for continued study in this area. Certainly, many teachers and theorists appear to be convinced about the importance of promoting positive reading attitudes in their students, but the "hows" cannot be effectively addressed until the "whys" are more clearly understood.

III Design of The Study

Introduction

This section will provide a background and rationale for the two methods of data collection (qualitative and quantitative) utilized in this study. It will also detail the mechanics and rationale used in operationalizing concepts, developing the instruments, selecting subjects, and conducting the experiment.

Research Approaches-Qualitative and Quantitative

In general terms, there are two approaches to research currently used in the field of education. One approach, which encompasses the more familiar picture of what lay people have come to regard as "research" is termed "quantitative". This is the scientific method of inquiry where the researcher establishes a hypothesis and sets out to indicate support or lack of support for it through use of quantified data in a well controlled experimental design, using statistical evaluative procedures.

The other approach is one used widely by sociologists and anthropologists and is termed "qualitative". Researchers utilizing qualitative methods do not approach the research with a specific hypothesis. Instead, they are concerned with developing an understanding of human behaviour and interaction through observation and interviewing and thus, with developing theories and insights from the research situation itself (Bogdan & Biklen, 1982).

Both approaches to educational research are supported by a wealth of literature and a wide body of practical and theoretical knowledge. While the traditional view of research as a strictly controlled examination of something definable and measurable still is the predominant methodology employed by educational researchers, the qualitative approach has gained a respected place in educational research as well. The purpose of this review is not to make judgements regarding the merits and demerits of each approach (and both have

them), but rather to consider the goals of each, and the ways in which these apply to the goals of the present study.

Quantitative researchers view the experimental process as one in which concepts can be operationalized, variables can be controlled and measured, and instruments can be validated and made reliable. They use random sampling techniques to ensure that their subjects are representative of a wider population so that their findings can be generalized to that population.

In the present study on Grade 1 students and their reading attitudes, the constructs of "language experience" and "basal reader" will be operationalized. The subjects will be selected as a hetrogeneous and relatively "typical" group in order to allow for some generalizations of results (although the small sample size inhibits the validity of this attempt). The instruments will be designed and administered through carefully controlled and methodologically sound procedures in order to improve their validity and reliability. Results will be treated statistically in order to determine the significance of the findings. For all of these reasons, a quantitative approach to the development, administration, and evaluation of responses to the two attitude assessment instruments will be adopted.

However, "attitude" is an elusive, somewhat intangible predisposition of thought and feeling which may or may not directly affect an individual's observed behaviour. Such an ephemeral variable as this can never, therefore, be wholly defined, identified, quantified, and measured. There are too many unknown factors at play within the psyche and the environment of the individual. For these reasons, the researcher will use a qualitative methodology also. From this body of knowledge come the theories and techniques which attempt to gain understanding of and insight into the thoughts, feelings, and actions of a living, thinking, feeling human being. To separate individuals from their environments for the purposes of experimentation is to remove the context which gives thoughts and feelings much of their meaning.

Therefore, a combined approach to research will be attempted. There are those who will argue that to try to combine two such opposing approaches to research is to detract from both and contribute to neither. But it is the hope of the researcher that instead, each will add richness and meaning to the other. The quantitative methods will provide an overall perspective of children's feelings and preferences in the realm of reading instruction; they will provide a spring board from which the researcher can explore with the child his or her thoughts and reactions. And the qualitative methods will add insight, depth, and meaning to the quantitative findings.

Operationalizing The Concepts

As stated under "Definition of Terms," the concepts of basal reader and language experience programs are to be considered as two distinct approaches that are based on differing philosophies of reading instruction and are comprised of quite different "typical" activities. It was hypothesized by the researcher that if this assumption were true, then a list comprised of language experience and basal reader-type activities could be sorted by "experts" in the field of reading instruction into those typical of a basal reader approach and those typical of a language experience approach.

Consequently, two lists of reading activities were compiled that were deemed to typify each of the two approaches. Eight activities were identified for each. For example, "working together with the class on a group story" was deemed to be representative of a language experience approach and "taking turns reading out loud with your reading group" was identified as a typical basal reader activity.

These activities were then scrutinized independently by three impartial "experts" (a person or persons with particular knowledge in a given field) in the area of reading instruction. The experts were asked to evaluate the activities both on their accurate representation of a particular reading program (basal or language experience) as well as the clarity and appropriateness of the activity description for the Grade 1 audience. Four

activity descriptions were found to be ambiguous; two were removed and two were revised, for a total of nine descriptors for each reading approach. Final agreement on the suitability of items among the three judges was high, r = .95.

The activity descriptors are listed below:

Language Experience

reading together from a Big Book

writing own poem or story

reading from a classmate's story or poem

class working together on a group story

brainstorming as a class

reading self-chosen library book

reading own writing to class

how well you read from own or classmate's story or poem

reaction of classmates when you read out loud from something you have written

Basal Reader

taking turns reading out loud in reading group

working in skill pack or workbook

answering questions from board

filling in blanks on worksheet

reading stories in reader

doing a reading test

being a member of an ability-based reading group

how well you read from your reader

reaction of class when you read out loud from your reader

Formulation of these activities into specific statements for the two different attitude measurement instruments is described in the following section.

Instrumentation

In their article "Measurement of Attitudes Toward Reading in the Elementary Grades: A Review," Zirkel and Greene (1976) summarize their findings by calling for reading attitude measurement procedures which adopt a multi-measure approach, "emphasizing complementary, not duplicative sources of data" (p.109). They highlight three recommended components of a multi-measure approach: observer-report instruments (by a teacher, parent or specialist), book counts, and self-report instruments (either verbal, pictorial or both).

Based on these and similar recommendations, it would appear that the most precise and accurate way of determining children's reading attitudes is to allow them an opportunity to express their own views about the reading activities in which they are engaged while at the same time providing corroberation by an outside observer, such as the researcher. The question of the type of instrument (or instruments) which will best measure reading attitude then becomes a crucial one.

Because the purpose of this study is not simply to measure general reading attitude, but to measure specific attitudes towards two approaches to reading instruction, no previously developed and validated instruments were found to be appropriate to this concern. It then became the task of the researcher to develop an instrument or instruments specifically designed to measure Grade 1 children's attitudes towards the language experience and basal reader programs in which they were involved on a day-to-day basis. In an effort to gain a broader view of children's attitudes and to provide complementary information, two different measurement formats were adopted and two instruments developed.

The Comparative Survey of Reading Attitudes (CSRA)

The first instrument , which was eventually titled the Comparative Survey of Reading Attitudes (CSRA), was designed to measure positive and negative attitudes towards specific reading activities identified to be representative of the two approaches to reading

instruction as well as to provide a vehicle for discussion of these attitudes. Two steps were taken in its development; first, the choice of format and second the choice of specific reading activity statements.

In response to reading and deliberation regarding the most feasible and effective methods of attitude measurement, a scale with Likert-type response categories was developed where each child was asked individually about his/her feelings regarding a variety of activities related to one or the other reading approach. Rather than marking responses on a numbered scale, however, the child is shown three faces (one smiling, one neutral, and one with a down-turned mouth) and asked to indicate which one best expresses his/her feelings about the particular reading activity (see Figure 1). The use of faces of this type to indicate feelings has been piloted with success by Hogan (1975) in the extensively validated "Survey of School Attitudes."

This format was chosen for a number of reasons. First, neither reading nor writing is required by the child when responding to the survey questions. Second, the test is intended to engage the child's interest without revealing specific intent (as recommended by Hogan 1975). Third, the test may be administered individually so that clarification through follow-up questioning is possible, or it may be administered to small groups of children by the classroom teacher in the interest of time and convenience. For the purposes of this study, the survey was administered individually.

The eighteen activities that were deemed by the panel of experts to be "typical" of the two approaches to reading instruction were formulated into eighteen statements (nine for each) that would be accompanied by the three response categories as depicted by the faces shown in Figure 1 (i.e., "Show me how you feel when you are reading a story from your reader by yourself"). Items included in the attitude survey may be found in Table 1.

Figure 1

Faces on CSRA

The items were scored as follows: one mark for selection of the "unhappy" response, two for a "not sure or don't care" response and three marks for the "happy" response. Separate tallies were taken for items relating to each type of program. The highest score for either program would be 27. The lowest score for either program would be 9.

Pilot Testing of the Instrument. In order to determine the general appropriateness of the testing instrument, both for type and length of administration and item content, a pilot study was conducted. Four Grade 1 children who varied on socioeconomic, personality, and intellectual characteristics (as determined by the researcher) were asked to participate. The survey was administered to two of the children by the researcher and to the other two children by a classroom teacher (assignment to these testing groups was random). The assistance of a second test administrator was enlisted in order to obtain an objective opinion on the format, length, clarity, and appropriateness of the instrument. The observations of the second administrator were discussed and compared with the researcher's own findings. All children appeared comfortable with the format, content, and duration of the test, so no changes were made to the original survey, with the exception of some minor alterations to the wording in Items 2 and 4.

Instrument Validation of the CSRA. An initial instrument validation study of the Comparative Survey of Reading Attitudes was conducted by DeVuono (1987) as a preliminary to the study described in this thesis. A brief synopsis of procedures and results is provided here.

An instrument titled the Comparative Survey of Reading Attitudes (CSRA) was developed to measure the reading attitudes of Grade 1 children involved concurrently in basal reader and language experience reading programs. A list of activities judged to be representative of each program (9 activities for each) was presented to 45 Grade 1 students who indicated their feelings about each activity by pointing to one of three face cards representing "happy," "not sure" or "don't care," and "unhappy." A high correlation, $r(43) = .703$, $p<.01$, was found between this instrument and the Language Arts segment of the

Table 1

Items From the Comparative Survey of Reading Attitudes

Show me how you feel when:

1. the class is reading together from a Big Book. (LE)
2. you are taking turns reading out loud with your reading group. (BR)
3. you are writing your own poem or story. (LE)
4. you are working in your skillpack (or working on your boardwork). (BR)*
5. you are reading something one of your classmates has written. (LE)
6. you are filling in the blanks on a worksheet or in a workbook. (BR)
7. the class is working together on a group story. (LE)
8. the class is telling the teacher words or ideas to write on the chart or on the board. (LE)
9. you are reading a story from your reader by yourself. (BR)
10. you are reading a library book you have chosen. (BR)
11. you are reading out loud to the class, something you have written. (LE)
12. your are doing a reading test. (BR)

Show me how you feel about:

13. being in a reading group. (BR)
14. how well you read in your reader. (BR)
15. how well you read what you or your classmates have written. (LE)
16. the stories that are in your reader. (BR)

Show me how you think your friends feel when:

17. you are reading out loud, something that you have written. (LE)
18. you are reading out loud from your reader. (BR)

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* Tester consults with teacher prior to administration of survey to determine which of these two activities is carried out in the classroom. If child is familiar with both, choose the first activity.

Survey of School Attitudes (SSA). Content validity was supported by three independent judges and test-retest reliability was high, r = .91. A low, nonsignificant correlation between total responses to each of the reading programs, r(43) = .353, p>.01, indicated the survey's ability to discriminate between the two. Teachers' ratings of pupil reading attitude did not significantly correlate with either the CSRA or the SSA. Implications and practical applications of the CSRA are discussed.

In the present study, a further dimension was added to the CSRA. At the conclusion of each test administration, the researcher asked the child to return to the choices made (smiling, unsmiling, neutral face) and tell why he/she felt that way about that particular reading activity. Comments were discreetly recorded by the researcher during and after the interview.

Reading Attitudes Picture Questionnaire (RAPQ)

Although the CSRA was designed to elicit positive and negative attitudes towards the two approaches to reading instruction, it was judged valuable by the researcher to develop, in addition, an instrument that would act as a second discriminator between the two programs. An observation of the Instrument Validation Study of the CSRA, for example, was that children tended to shy away from the extreme end of the scale (the un-smiling face) and would instead occassionally use the neutral face as an indicator of dislike.

What then, would be the result if Grade 1 children were given a "forced choice" type of questionnaire where they were required to repeatedly choose between a basal reader-type or a language experience-type activity? The Reading Attitudes Picture Questionnaire (RAPQ) was designed to answer this question.

The "forced choice" questionnaire format for measuring pupil attitude is one that has been used with success by previous researchers; Askov (1973), for example. It was chosen for this study for several reasons. First, the use of pictures as opposed to simple oral statements seems to be appealing to young children (Askov, 1973). Second, similar

considerations were made with this instrument as were made with the CSRA; that is, a format was chosen that required no reading on the part of the student, was straightforward in its design and therefore easily understood by students. Third, this instrument was specifically developed to be administered to small groups of children or to the whole class at once in the interest of time and convenience. Like the CSRA, however, it may be used as a vehicle for follow-up interviews with individual students to determine the reasoning behind the choices that were made.

Once the format was decided upon, it became necessary to identify the specific activities that would be pictured and to draft the pictures themselves. The fourteen reading activities which had been previously validated by three independent judges were again used. The assistance of two additional "experts" was requested to determine the five activities which were deemed most representative of each of the two approaches to reading instruction in question. Agreement between judges was high, r=.96. The researcher then narrowed these activity choices to eight (four for each program), based on their ability to be easily translated into the picture format. The final activity choices are listed in Table 2.

Using a style similar to that found in the Survey of School Attitudes (Hogan, 1975), the researcher then drew pictures to represent each of the reading activities to be included in the questionnaire. Care was taken to include an equal representation of boys and girls performing the activities and several of the figures may be considered to be either male or female. Several of the children pictured in the questionnaire are representative of minority groups. During the oral administration of the questionnaire, the student's attention was drawn to "someone" doing "something", without specifying whether it is a boy or a girl. All of the above measures were taken in order to avoid the possibility of a student identifying with a particular activity, simply because he/she was able to identify with the person pictured doing the activity.

Table 2

Items from the Reading Attitudes Picture Questionnaire

Distractors	-watch television
	-be outdoors
Language Experience	-read from a Big Book
	-make up a story and write it down
	-write a chart story with the class and teacher
	-read out loud from a story you have written
Basal Reader	-read out loud in reading group
	-do a reading test
	-work in a skillpack/answer questions from the board
	-fill in blanks on a worksheet

Once again, draft copies of the picture questionnaire were submitted to two outside judges for suggestions and corrections. Consequently, two pictured activities were altered and all of the people pictured in the questionnaire were given pleasant but neutral expressions.

Two distractors were also chosen and drawn in order to provide variety and and a sense of option for the children, rather than having all of the choices reading related. The distractors were chosen by the researcher to represent activities with which all of the children would have experience; being outdoors and watching television.

Each activity from one program was then randomly paired with an activity from the other program as well as with the distractor items. Activities were paired randomly, both for order within the pair (i.e. which was pictured first) and order within the questionnaire. The items totalled 32 pairs in all. Final scores were simply tallied under Basal Reader, Language Experience or Distractor.

The paired pictures were layed out twelve to a page with an empty circle (to be filled in by the student upon making an activity choice) under each individual picture (see Appendix A).

An administration booklet was developed to provide consistency of administration (see Appendix C). It specifies to the children and the tester, the purpose of the questionnaire, how to complete it and provides practice questions on the front cover.

Pilot Study. As with the CSRA, the RAPQ was initially tested on four Grade 1 students in order to determine its clarity, feasibility and appropriateness of language and length. These children were chosen randomly from the same classroom which enrolled students from various academic and socioeconomic backgrounds. In this case, the researcher was the tester and the children were tested as one group. Upon completion of the RAPQ, the children were asked a number of questions regarding the concerns outlined above and the

researcher recorded observations made during its administration. As a result of this pilot test, the following alterations were made to the RAPQ:

A break was provided at the end of each page of the booklet (without the break, children became restless and distracted).

More specific instructions were given prior to administration of the questionnaire regarding filling in the circle under the picture of choice (i.e. going "outside the lines" was not important, blackboard demonstration by teacher was recommended).

Prior to commencement of the RAPQ, children were specifically asked not to go ahead on their own but rather to wait for the tester to tell them what the upcoming pictures represent.

Case Study Observation

The CSRA and the RAPQ are basically self-report instruments which attempt to elicit different but complementary pieces of information from Grade 1 children regarding their attitudes towards the language experience and basal reader approaches to reading instruction. Case study observation was the third method utilized in this study.

The case study observation served four main functions:

1. to obtain a more in-depth, open-ended perspective of children's attitudes towards the two types of reading programs in which they were involved.

2. to observe children in the natural setting of the classroom, interacting with programs, materials, classmates and teachers as opposed to the artificial setting of the "testing" situation.

3. to attempt to determine whether attitudes and preferences that are detected through administration of the CSRA and the RAPQ are supported or negated through observation of classroom behaviour.

4. to allow children an opportunity to contribute directly through a follow-up interview, confirming (validating) and/or clarifying observations.

Method for the CSRA and the RAPQ

Subjects

Classrooms. Two Grade 1 classrooms were selected from neighboring school districts on Vancouver Island. One classroom was housed in a school whose geographic area may be considered semi-urban and the other in an area that may be considered semi-rural. Criteria for selection were: inclusion of both language experience and basal reader type activities in the overall reading program (on a daily basis); recognition by an educational authority of the above-average teaching ability of the classroom teacher; and a willingness on the part of the classroom teacher to participate in the study.

Although a concerted effort was made to find two classrooms as similar in instructional delivery as possible (in order to avoid complications of individual teacher influence and dissimilar delivery of programs) some differences did exist between the two classes.

Both teachers had more than five and less than ten years of teaching experience in the primary grades. Both were warm, friendly, positive individuals who obviously enjoy working with children and demonstrated this in daily interactions with their students. Both teachers smiled frequently and used words and expressions of encouragement and praise during classroom activities. Parent volunteers were utilized regularly in both classrooms.

Classroom organization was somewhat similar as well. In both rooms, stations were utilized extensively and the walls abounded with student work and colorful displays. The general atmosphere in both classrooms was relaxed and congenial and children were encouraged to voice their opinions and share in the general classroom decision-making.

Both teachers indicated to the researcher that they use an eclectic approach to reading instruction that includes elements of language experience and basal reading. When shown the activities about which children would be questioned on the CSRA and the RAPQ, they assured the researcher that the children in their classrooms would be familiar with those activities. One change was made to the instruments, however, to accomodate differences in

program delivery. Both teachers use boardwork, but neither use skilpacks or regular workbooks, so the term "boardwork" was used instead of "skilpack" on question #4 of the CSRA.

The delivery of the language experience program was quite similar in both classrooms, although the teacher of Class 1 utilized more unstructured writing activites (where the children all wrote on individual themes), while the children in Class 2 wrote more often on themes that the teacher chose to coincide with science or social studies topics.

The way in which these two teachers presented the basal reader, however, was somewhat different. Class 1 students were placed in a reading group by ability and most children read progressively through the same reading series. These children read silently and orally with their reading groups at a table at the back of the room and the teacher questioned them on each story and listened to them read.

The teacher of Class 2 employed a somewhat less traditional approach to the basal reader. She allowed the children to read in their readers in partners and to parent volunteers, as well as in ability groups. She encouraged the children to take their readers home in order to practice reading. As well as a reader from the prescribed reading program, each child also had a booklet of rhythmic stories and poems compiled by the teacher, which was also considered to be a "reader". The significance of these classroom differences will be noted in the section titled "Limitations."

Subjects. Forty-nine Grade 1 students participated in the study. Although students could not be randomly selected because of the necessity of dealing with intact groups, both classes were heterogeneously grouped, and school records indicated a varied sampling of socio-economic backgrounds among students. Class A included 11 boys and 16 girls, mean age of 6.22 years, standard deviation of .42 years. Class B included 11 boys and 12 girls, mean age of 6.41 years, standard deviation of .31 years.

Procedure

All students were tested, observed and interviewed over an eight week period in the spring of their Grade 1 year. It was felt that students were sufficiently familiar with the classroom reading activities by this time to allow for an accurate assessment of positive or negative attitudes towards these activities as well their prefered choice of activity.

Apart from the Case Study observation previously described, the attitude assessment took place in two stages: administering of the CSRA and administering of the RAPQ.

CSRA

The Comparative Survey of Reading Attitudes was administered individually in the following manner (See Appendix B). Three four-inch by four-inch cards were placed upside down in front of the child. The cards were turned over one at a time; one card depicted a smiling face, one a neutral face, and one a face with a downturned mouth. The child was told that the first face represented the feeling "happy," the second "not sure or don't care," and the third "unhappy." Preplanned practice items were administered first in order to ensure that the child understood the meaning of each of the faces and was able to demonstrate this understanding when questioned about common-place activities such as eating ice cream and washing his/her face. The child was also shown the record sheet upon which his/her responses would be recorded and told that this was my way of remembering what was said.

The child was then asked to indicate (by pointing) ,which face represents how he or she feels when engaged in each reading activity that is described in Table 1. The child's responses were recorded on the tally sheet by the researcher by use of a check mark for each response (as opposed to a plus or minus or numerical value given for each response). In this way there were no negative or positive connotations connected with any of the response choices.

The researcher took particular care to avoid making any judgemental or leading comments during the course of the interview, other than to say "Thank you" or "O.K."

after each response by the child. Any comments voluteered by the child in connection with a particular activity were jotted down quickly by the researcher for future reference, but were not commented upon during the course of the testing. Halfway through the administration of the CSRA the order of the face cards was changed in an effort to avoid response set.

Upon completion of the CSRA the students were asked to elaborate upon their responses. This was done in a relaxed and conversational manner by the researcher so that the children would feel comfortable discussing their opinions. As a result, not all children were asked the same questions and not all activities were touched upon in the same way; rather the researcher allowed the child's responses to lead the discussion. Some children were reluctant to add any additional information and the interview was consequently quite brief.

The purpose of this informal interview was two-fold. First, it allowed the researcher to gain more insight into the "why" of the responses made by the Grade 1 children. For example, I asked several children, "Can you tell me more about why you pointed to the unsmiling face when I asked you about reading out loud in your reading group?"

Second, it allowed the child an opportunity to volunteer unsolicited information about the two types of reading activities. For example: "That's boring and that's boring but this is fun!"

All comments were recorded in anecdotal form by the researcher during and immediately following each interview.

RAPQ

The Reading Attitude Picture Questionnaire was administered to the entire class in the following manner. All children were seated at their desks, each with a pencil and eraser. The RAPQ booklets (already labeled with each child's first name) were handed out face down by the researcher and the children were asked to wait until they were asked to turn them over. The researcher also handed out a coloured strip of paper to each child to act as a

marker. As per the RAPQ instruction booklet, the students were told that they would shortly be completing a questionnaire which was intended to find out how they felt about some of the things that they did at school every day. The researcher stressed that there were no right or wrong answers in this booklet; it was not a test. The children were then asked to turn the booklet over, but not to open it.

On the front cover of the RAPQ booklet are two practice questions (each in their own box). The first question shows a picture of an ice cream cone and a picture of someone washing a floor. The second question shows a picture of someone painting and a picture of someone singing.

At the blackbord, the researcher demonstrated to the students the way in which the circle was to be filled in below the picture that represented the activity of their choice. The two practice questions were then completed one at a time by the class and the researcher circulated to ensure that all students had completed the questions correctly. Children were asked if they would like to share their responses to the two practice questions. (The variety of responses reinforces the idea that there are no "right" answers, all opinions are acceptable and desired). Any other questions were answered and the "test" was begun.

Upon completion of the questionnaire the booklets were collected by the researcher.

Responses to each of the two approaches to reading instruction as well as to the two distractors were tallied and recorded as total scores for each of the three categories.

In addition, individual tallies were made for each of the activity choices (four Basal Reader, four Language Experience and two distractors) and totals recorded.

Instrument Validation

As mentioned under "Instrumentation", the Comparative Survey of Reading Attitudes was shown to be a reasonably valid and reliable instrument in a previous study. Its validity was further tested during the present study by determining whether or not the language experience scores of the CSRA and RAPQ were positively correlated (as would be

expected if they were in fact measuring the same thing). Likewise, the basal reader components of both instruments were tested for correlation.

The RAPQ underwent additional testing as well. First, six students were randomly selected to be retested ten days after the initial administration of the RAPQ to determine test-retest reliability. Second, a split half reliability was conducted to determine whether or not the items within the questionnaire were equally balanced and randomized. Finally, correlation was sought between each student's total CSRA score and total RAPQ score, minus the distractor items. The assumption here is that those children who demonstrated high overall responses on the CSRA (the most smiling faces) would also more often choose the reading related activities (whether language experience or basal reader) over the distractor items. Conversely, those students with the most negative responses (and therefore the lowest score) on the CSRA, would also be expected to have the lowest scores on the RAPQ once the distractor items had been removed.

Method for Case Studies

Subjects.

In order to observe and record student behaviour in some depth, only two children were chosen from each class. Rather than make a random selection (with so few subjects, the benefits of randomization are negligable) the researcher decided to observe children who might be considered fairly "typical" or "average" Grade 1 children. Although it is recognized that choosing a so-called average child may determine the types of behaviours that will be observed and the kinds of opinions that will be expressed, it was deemed valuable to observe children who might be somewhat representative of other children at their grade level.

Again, the extremely small sample size inhibits the researcher's ability to generalize findings, but it may reasonably be assumed that, if these children are chosen by their teachers as somewhat "typical" students, then they may provide clues regarding reading

attitudes of other Grade 1 children as well as themselves. The researcher also chose to observe a boy and a girl from each class so that both sexes would be represented.

Based on this premise, each classroom teacher was asked to select one boy and one girl from her class who might fit the above description of being a fairly "average" student in reading ability and general attitude. Neither teacher had any difficulty in identifying two such students. In order to protect the anonymity of the children involved in the case studies, we will refer to the children from Class 1 as David and Jennifer and those from Class 2 as Cameron and Kirsten.

Procedure.

Students in Class 1 were observed for 5 hours in total over a period of two weeks in the Spring of 1987. An additional 20 minutes (approximately) was spent with each child during the culminating interview.

Students in Class 2 were observed for 5 1/2 hours over the same time period as above and approximately twenty minutes was devoted to each individual's final interview as well. All children in both classes were observed during the morning with the exception of a one hour period spent with Class 2 in the afternoon. The researcher observed the children during Language Arts activities. Arrangements were made with the teachers to observe lessons from both approaches (basal reader and language experience) and the observation time was divided as evenly as possible between the two approaches to reading instruction. The general procedures of observation and interview were similar for all students in both classes and are outlined below.

As observer, the researcher sat unobtusively at the back of the classroom with pencil and notebook (a tape recorder was deemed inconvenient and inappropriate for recording the comments and behaviours of several individuals over the noise of the entire class). In both classes, the two students involved in the case study coincidentally sat fairly close together, which

made it more convenient to observe both students simultaneously when necessary.

All conversation in which any of these children were involved was recorded verbatim or in summary by the researcher. Movement, facial expressions and general activity were recorded as well. In order to record each child's behaviours consistently, the researcher observed one child for 5 minutes, then switched to the other, unless the non-observed child made a particular comment or motion. At times (as when children were involved in seat work) it was possible to observe and record the behaviours of both children simultaneously. Conversation and actions of the teacher and/or classmates were recorded as well if these bore a direct relationship to the actions of the child under observation.

The individual interview conducted upon completion of the observation was intended as an opportunity to validate particular observations of behaviour and the researcher's interpretations of these behaviours (i.e. "I was wondering if you could tell me why you groan when the teacher says it's time to begin story writing." The researcher may have interpreted this as a sign of unhappiness over story writing, but it may be that the child is simply reminded that she forgot her story notebook at home again.)

Research notes were analysed for common themes and patterns, as well as for behaviours and comments specific to either the language experience or basal reader approach to reading instruction.

Other Instrumentation

One of the purposes of this study is to attempt to determine whether or not there is a significant correlation between gender and preference for one approach to reading intruction over the other, as well as whether or not preference for a type of reading program correlates with academic achievement in reading. Collecting information as to the gender of each student is straightforward. Collecting information regarding reading achievement involves additional information.

The teachers of both classes expressed intentions of administering standardized reading tests to the children in their respective classes before the end of the school year. The

teacher of Class 2 used the Stanford Reading Test, a previously validated and standardized instrument. The teacher of Class 1 used another standardized instrument, The Gates McGinitie Reading Test. Final reading test scores were collected by the researcher from each teacher for correlation with attitude scores on the CSRA and the RAPQ.

IV Results

The results of this investigation of Grade 1 attitudes towards two approaches to reading instruction (basal reader and language experience) will be presented in the following manner:

1. Instrument Validation
2. CSRA and RAPQ - response to the language experience and basal reader approaches.
3. Anecdotal Report on CSRA Follow-up Interview
4. Case Studies
5. Gender and Achievement Correlations with the CSRA and the RAPQ.

Instrument Validation

In the previous validation study of the Comparative Survey of Reading Attitudes, a significant positive correlation was found between this instrument and the Language Arts segment of the Survey of School Attitudes, a standardized instrument [$r(43) = .703$, $p<.01$], thus indicating that the CSRA did appear to be measuring reading attitudes. Reliability was examined in the test-retest segment of the analysis, where student results of the first administration of the CSRA were found to be significantly related to the results of the second testing, $r(8) = .913$, $p<.01$. Finally, test scores were investigated to determine whether or not the CSRA was able to differentiate between student attitudes toward basal reader activities and student attitudes toward language experience activities. Results indicated an ability to discriminate between basal reader scores and language experience scores as the correlation was not found to be significant [$r(43) = .353$, $p>.01$].

For complete details of the validation of the Comparative Survey of Reading Attitudes (CSRA) the reader may refer to the instrument validation study by DeVuono (1987).

As the CSRA has been shown to be a reasonably valid and reliable instrument for measuring student reading attitude, it was used in several ways to test validity of the Reading Attitudes Picture Questionnaire. First, correlation was sought between total

CSRA scores and total RAPQ scores (minus the distractor items). A significant relationship was discovered ($r(46) = .561$, $p<.01$), thus supporting the contention that the two instruments were measuring similar items.

Results of the correlation testing to determine discriminant ability were not as straightforward. If the two instruments each measure attitudes toward basal reader and language experience programs, one would expect the LE scores on the RAPQ and the CSRA to correlate and the BR scores on each instrument to correlate as well.

In fact, a significant correlation was found between the basal reader components of the two instruments ($r(46) = .263$, $p<.05$). The LE scores, though, did not correlate significantly ($r(46) = -.059$, $p>.05$).

However, when the RAPQ was tested separately for discriminant ability, the results were significant. A negative correlation of -.678 ($p.<.01$) was found between the basal reader activities and the language experience activities.

Reliability of the RAPQ was investigated through test-retest analysis. Initial test scores were found to be significantly related to follow-up test scores ($r(4) = .763$, $p<.05$).

CSRA and RAPQ - Response to Language Experience and Basal Reader Approaches

When comparing both classes' total responses on the CSRA to language experience type activities and basal reader type activities, there was a significantly higher positive response found for the language experience activities. The language experience mean score was 25.0123, SD 1.763, and the basal reader mean score was 23.5532, SD 3.098 ($t(46) = 3.24$, $p<.05$). Similarly, total scores on the RAPQ indicated a significant preference for language experience activites over basal reader activities, L.E. mean being 12.3830, SD 3.842 and B.R. mean being 8.383, SD 6.364 ($t(46) = 2.92$, $p<.05$). See Table 3 for summary of results.

In order to determine whether or not the two classes showed opposing or similar responses, the scores for each class were treated separately on each of the two instruments. The results indicate that in both classes the language experience portion of the CSRA as

Table 3

Response to CSRA and RAPQ on a Combined and Individual Class Basis

Class 1 and 2 combined:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	25.0213	3.106	3.24	.002*
CSRA BR	23.5532			

* Significant preference for LE over BR

RAPQ LE	12.3830	9.404	2.92	.005*
RAPQ BR	8.3830			

* Significant preference for LE over BR

Class 1:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	25.1600	3.086	3.63	.001*
CSRA BR	22.9200			

* Significant preference for LE over BR

RAPQ LE	13.3600	9.387	3.66	.001*
RAPQ BR	6.4800			

* Significant preference for LE over BR

Class 2:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	24.8636	2.955	.94	.359
CSRA BR	24.2727			

No significant preference shown

RAPQ LE	11.2727	8.481	.40	.692
RAPQ BR	10.5455			

No significant preference shown

well as the RAPQ received a higher score, when compared to the basal reader scores. However, this score was found to be significant on both the CSRA and the RAPQ only in Class 1; it was not found to be a significant difference on either instrument in Class 2 (see Table 3).

Apart from examining total test scores, an analysis was also conducted of the breakdown of positive and negative responses to the eighteen activities included in the Comparative Survey of Reading Attitudes. A tally was taken of the number of positive, neutral and negative responses given by both classes for each activity. As a "smiling face" choice may be considered an indication of an activity which is enjoyed by the child who chooses it, the total number of positive ("smiling face") responses for each activity was recorded and placed in rank order. A summary of activities, from most popular (that is, those that received the most "smiling face" responses) to least popular (those that received the least) is provided in Table 4. Each basal reader activity is followed by BR and each language experience activity is followed by LE.

Out of the five highest ranked activities on the list in Table 4, four of them (working together on a group story, how well the child feels he/she reads from his/her own stories, reading from a library book and reading from a classmate's story) are language experience activities. The fifth (reading from your reader) is a basal reader activity.

At the least popular end of the scale, the bottom five activities are: how your friends feel when listening to you read out loud from your reader; the class telling the teacher words or ideas to write down on a chart or on the board (brainstorming); working in a skilpack or on boardwork; doing a reading test; and filling in the blanks on a worksheet or in a workbook. Four out of five of these least popular activities are basal reader and the other is language experience. These results would appear to support the overall finding on the CSRA that language experience activities received significantly more positive responses over the basal reader activities as well as providing a more specific indication of activity popularity for both approaches.

Table 4

Rank Order of Responses on CSRA
(from most preferred to least preferred)

Item	Frequency of ☺
How do you feel about:	
7. working together on a group story	(LE) 45
15. how well you read from something you or a classmate wrote	(LE) 45
14. how well you read in your reader	(BR) 44
10. choosing your own library book	(LE) 43
5. reading something a classmate wrote	(LE) 42
13. being in a reading group	(BR) 41
16. the stories in your reader	(BR) 41
1. reading with the class from a Big Book	(LE) 40
11. reading what you've written out loud	(LE) 39
2. reading out loud in a reading group	(BR) 38
3. writing your own poem or story	(LE) 37
17. how your friends feel when you read your own story out loud	(LE) 35
9. reading in your reader by yourself	(BR) 34
18. how your friends feel when you read out loud from your reader	(BR) 34
8. class telling the teacher words to write on a chart	(LE) 30
4. doing a skillpack or boardwork	(BR) 29
12. doing a reading test	(BR) 25
6. filling in blanks on a worksheet or in a workbook	(BR) 24

A similar tally was conducted for the Reading Attitudes Picture Questionnaire (RAPQ). That is, a frequency count was conducted for the number of times each activity was chosen (either a basal reader, language experience or distractor item). These activities were then ranked from most often chosen to least often chosen (see Table 5). Note that the two distractor items ranked the highest. When considering the two approaches to reading instruction, these results indicate that the four language experience activities follow immediately behind the distractor items in number of times chosen overall, and the four basal reader activities rank the lowest. Once again, this activity breakdown is compatable with the total test score results for the RAPQ which show a significant preference for language experince activities over basal reader activities among these Grade 1 students.

Anecdotal Report on CSRA Follow-up Interview

The follow-up interview for the CSRA was intended as a means of determining some of the reasons for the response choices that the children made on the survey. Many children were not able to explain why they felt positively or negatively about particular reading activities so comments were not forthcoming from all children. However, many children did express opinions regarding the various language experience and basal reader activities and these opinions have been summarized in Table 6. The positive and negative comments have been recorded separately for each activity. Each activity is followed by BR or LE to indicate the reading program to which it belongs.

Upon examination of the information provided in Table 6, there are a number of general observations that can be made regarding children's verbal responses to the reading activities presented to them.

First, the comments recorded under the neutral face symbol clearly indicate that many children used this face, rather than the unsmiling one, to describe a negative feeling about a given activity. This observation would tend to support the scoring system applied to this testing instrument, which awards 3 points to a smiling response, 2 to a neutral response

Table 5

Rank Order of Responses of RAPQ

(from most preferred to least preferred)

Item (accompanied by picture)	Frequency of choice
Watch television (Dis.)	201
Be outdoors (Dis.)	177
Read from a Big Book (LE)	154
Make up a story and write it down (LE)	151
Write a chart story with the class and teacher (LE)	149
Read out loud from a story you have written (LE)	129
Read out loud in a reading group (BR)	99
Do a reading test (BR)	99
Do a skillpack/ answer questions from the board (BR)	98
Fill in the blanks on a worksheet (BR)	97

and 1 to an unsmiling response; in this way the positive and negative reactions are scored equally.

Second, there are occassions where a similar comment was made by two children regarding a specific reading activity, but the way that they felt about this activity was different. For example, activity number 6 (see Table 6) asks children how they feel when filling in the blanks on a worksheet. For some children, doing what they termed "easy" work elicited a positive response, while for others, the fact that filling in blanks on a worksheet is easy for them produced a neutral or negative response because this activity was deemed to be too easy and therefore "boring."

When reviewing the comments given under the "smiling face" category, some interesting differences may be noted between the language experience and the basal reader activities. Reasons for a positive response under language experience activities are: "it's fun", "good stories", "they're funny", "get to share your ideas", "get to read what I want", "the kids are interested", "my stories are more exciting than the reader". These reasons appear to indicate a sense of enjoyment, enthusiasm, interest, and personal involvement with the activities.

Some reasons given for positive responses to the basal reader activities are: "my group is smarter than the other groups", "it's easy", "when you get one done you know the rest", "it's fun", "I like working", "I like reading together", "I'm in the top group", "I know I can read it", "I'm proud of myself". This reasoning appears to reflect a sense of fun and enjoyment as well as a feeling of success, but there is also a note of comparison and competition with classmates, and possibly an absence of challenge.

Negative comments about the reading activities are noted specifically in Table 6. If one groups these activities according to their reference to the basal reader or language experience approach, some differences and similarities stand out. For example, a common

Table 6

Summary of Student Comments on CSRA Follow-Up Interview

Question: Why did you pick the ____ face?

Item	Comments		
	☺	😐	☹
1. Reading from Big Book	Good stories They're funny	Not altogether Sounds messy	Boring/embarrassing Can't see
2. Reading aloud in reading group	My group smarter than others	Get words wrong Rather just read with a partner.	Some kids are too loud Don't get enough turns No fun/hate reading out loud Taking turns ruins story.
3. Writing poem or story	Fun Just my ideas/write what I want	Don't know some words I want. Hard work	Printing is hard
4. Skilpack or boardwork		Never get done Not too interesting/ ho hum. Don't know the question or answer.	Just don't like it Too simple Too hard
5. Reading classmate's story	Funny Good pictures & words	Only read them if I have to Sometimes too hard	

(table continues)

Item	Comments		
			
6. Filling in blanks on worksheet	When you get one done, you know what the next one is. Easy	Takes too long Boring Too easy I know it already	Boring Get mixed up/so hard Rather print the whole sentence myself. Don't like working much
7. Working on group story	Fun to share ideas	Boring Takes too long	
8. Brainstorming	Like it, but sad when you don't get picked. Get to share your ideas	Takes too long Hard to think of things	Teacher should just do it
9. Reading in reader by self		Hard, too many new words	I get it wrong/hard Don't like reading alone It's lonely/rather have partner. Get stuck
10. Reading library book	Like to read Get to read what I want Exciting	Don't like to read it over and over. Hard words	Mom doesn't read it sometimes.
11. Reading own story to class	Really fun	I'm a bit shy/too many people/nervous. Sometimes forget big words Like partners	
12. Reading test	Fun Easy for me Like working	Hard Might get it wrong Nervous	Frustrated Don't know if it's right or wrong.

(table continued)

Item	Comments ☺	😐	☹
13. Reading in reading group	Like reading together Like it especially cause I'm in the top group.	Like the reading and the friends but not the books so much. Some kids are in smarter groups.	Embarrassing Have to stay together
14. How well you read in reader	Know I can read it Proud of myself	It's hard Might get it wrong	I'm not that good
15. How well you read what you or your friends have written	Fun I know the words It makes sense Good stories		
16. Stories in reader		Boring Stupid words 'is' and 'and'/ too many short words. Don't know how to read them	
17. How friends feel when you read own story	They're interested My stories are more exciting than reader. Fun for them.	Sometimes they clap and sometimes they don't. They'd rather read it themselves. They might think I don't read good Takes time for everyone	
18. How friends feel when you read from reader		Kind of dull They stare at me They don't listen They'd rather read it themseves They might think I don't read good	

complaint from children under both approaches to reading instruction is that the activity is either too easy and repetitive, therefore "boring" or it is too difficult (see Activities 1, 3, 4, 5, 6, 7, 9, 10, 12, 14, 16). A frequent negative comment regarding several of the language experience activities (see Activities 7, 8, 17) is that they take too long to complete and the children therefore get tired or bored. In addition, the children were particularly disturbed that they didn't always "get their turn" at the above activities, although they indicated enjoyment of the activity itself.

A fear of "getting it wrong" surfaced several times with the basal reader activities (see Activities 2, 9, 12, 14). Also, there was a sense of frustration in not understanding the work, not knowing the words, or not knowing whether they were answering the questions correctly or incorrectly (see Activities 2, 4, 6, 9, 12, 14, 16).

Oral reading received a number of negative responses as well, whether it was reading from the basal reader (BR) or reading from something that the child had written (LE). Comments such as: "I get the words wrong", "when you have to take turns it ruins the story", "I'm a bit shy", "so many people to read to", "I get nervous", "sometimes I forget the big words", "sometimes they clap and sometimes they don't", "they might think I don't read good", "they're staring at me", "they don't listen", and "they'd rather read it themselves", all appear to indicate that many children find any kind of oral reading an embarassing and intimidating experience. This contention is supported by the ranking information provided in Table 4; the oral reading activities tend to fall around the low middle area of this scale. Several children have presented their own alternative however, when they state a desire to read with a partner instead of individually or in a large group (see Activities 2, 9, 11).

Case Study Results. All four students who participated in this segment of the study were observed during regular classroom reading activities. Time was roughly divided between language experience and basal reader activities with approximately twenty five minutes

more in each classroom spent on language experience activities. The specific activities observed for each program in the two classrooms were:

Language Experience

writing own story

brainstorming

recording vocabulary in partners

sharing own story with partner

class reading from chart story

class writing sentences together

reading Big Books and library books

reading own story aloud to class

Basal Reader

boardwork (copying sentences)

filling in blanks on worksheet/workbook

reading alone in reader

reading with reading group (silently/orally)

phonics booklets

comprehension questions (from reader)

After completion of the case study segment of the investigation, the researcher's notes were analysed and coded for patterns and specific information regarding the two approaches to reading instruction. All actions of the children under study were summarized in point form and coded as LE or BR activities. These activities were then given a rating as either positive or negative as determined by the researcher and /or reaction of the child during the course of the activity. A number of general observations may be made from the results of this analysis.

First, there were considerably more activities recorded of a positive nature for the language experience approach than there were for the basal reader approach. The total

number of positive experiences (for all four children combined) recorded under LE was 70 and the total negative experiences was 14. Under the basal reader approach, 22 activities were deemed to represent positive experiences and 11 negative. Since more time overall was devoted to the language experience activities in both classrooms it may be more meaningful to consider these results as a percentage. That is, what percentage of activites for both programs was positive and what percentage was negative? Under the language experience approach, 83% of the total number of LE activities were found to be of a positive nature and 16% were found to be negative. When considering the basal reader activities, 67% were found to be positive and 33% negative.

Second, there were many more varied activities and interactions recorded for the language experience approach to reading instruction when compared to the basal reader approach. When the children under observation were involved in a language experience activity, they were seen reading (orally and silently), printing, creative writing, discussing, hypothesising, spelling independently, drawing, moving purposefully around the classroom, helping classmates, working with partners, listening to others read, and reading with the whole class.

When involved in the basal reader activities, they were seen to be engaged in such activities as reading, printing, answering teacher-posed comprehension questions, filling in missing words in sentences, copying from blackboard to notebook, listening to others read, and oral reading in an ability group. These latter activities were more sedentary than the former and there was much less interaction and discussion between the children themselves. The activities tended to be teacher directed (questions and answers pre-determined) and concerned primarily with the reading and writing segments of the Language Arts program. Listening and speaking took up very little of the basal reader activity time; indeed speaking (by the children) tended to interfere with the basal reader activities and the teachers were observed "shushing" the children often at these times;

something that was observed only once (in either classroom) during the language experience activities.

All children were generally co-operative, well-behaved and conscientious when involved in all of the reading activities, whether they were language experience or basal reader. Subjects appeared to be friendly, well behaved students and were seldom (if ever) admonished by the teacher to attend to the task at hand or work more quickly. However, there were occassions when particular expressions of pleasure or displeasure were observed and recorded and these are noted below with an indicator of whether they occurred during language experience or basal reader activities.

David was observed smiling at his partner in anticipation when the teacher indicated that today they would be peer conferencing after story writing (LE). He made a special request of the teacher, asking if he could take his story notebook home so that he could add more to it (LE). He grinned when conspiring with another boy in his reading group to go ahead and read the next story ahead of the rest of the group (BR). He shook his head emphatically when asked if he would like to read the story he had written out loud to the class (LE). He ducked his head when spoken to by teacher about flipping pages in notebook rather than reading during peer conferencing (LE). David read orally from his reader in a stilted, uninterested voice (BR).

Jennifer smiled to herself after she helped a classmate spell a word during story writing (LE). She flopped her hand down on her desk when she had a comment to make about another child's story but didn't get called on (LE). Upon completing her picture and story, Jennifer leaned back, smiled and said to no one in particular "Lookit, I'm finished!" (LE)

Cameron sat open-mouthed and entranced while listening to a tadpole story as a lead-up to story writing (LE). He smiled and threw his arm around his buddy's shoulder when it was time to generate vocabulary with a partner (LE). Upon correctly

spelling a word without his buddy's help, he sat back with a satisfied grin (LE). Cameron yawned loudly when a group brainstorming activity continued for more than ten minutes (LE).

Kirsten smiled and laughed with class when reading from a Big Book (LE). She read with enthusiasm from her reader when allowed to work with a partner- she listened intently to her partner read (BR and LE). She chatted with a classmate when she was supposed to be copying work from the board and consequently didn't finish (BR). Kirsten sighed and held her hand under her elbow while waiting to be called upon during brainstorming; she grimaced when time was up and she didn't get to share (LE).

Gender and Achievement Correlations

Results of the CSRA and RAPQ were analysed separately by gender over both classes and by gender within each class. In Class 1, a significant preference was found for language experience type activities over basal reader type activities for both boys and girls on both instruments (see Table 7). Therefore, no difference was evident by gender in Class 1 for LE and BR type activities.

In Class 2, none of the scores representing preference for one approach to reading instruction over the other were found to be significant for either boys or girls. All scores were either almost identical or slightly higher for the language experience approach, but no difference was found by gender for the boys and girls of Class 2 (see Table 7).

When boys from both classes were treated as one group, they showed a significant preference for the language experience approach on the RAPQ (mean difference 5.6000, SD 9.789, $p<.05$) but no significant difference was discovered on the CSRA (mean difference 1.2500, SD 2.989, $p>.05$).

Conversely, when girls from both classes were grouped, they demonstrated a significantly higher positive response to the language experience approach on the CSRA (mean difference 1.6296, SD 3.236, $p<.05$) but no significant difference on the RAPQ

Table 7

Correlation Between Gender and Scores on CSRA and RAPQ

Boys - Class 1 and 2 combined:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	24.3500	2.989	1.87	.077
CSRA BR	23.1000			

No significant preference shown

RAPQ LE	12.6000	9.789	2.56	.019*
RAPQ BR	7.0000			

* Significant preference for LE over BR

Girls - Class 1 and 2 combined:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	25.5185	3.236	2.62	.015*
CSRA BR	23.8889			

* Significant preference for LE over BR

RAPQ LE	12.2222	9.111	1.61	.120
RAPQ BR	9.4074			

No significant preference shown

Boys - Class 1:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	24.9091	3.075	2.55	.029*
CSRA BR	22.5455			

* Significant preference for LE over BR

RAPQ LE	13.6364	9.360	2.93	.015*
RAPQ BR	5.3636			

* Significant preference for LE over BR

(table continues)

Girls - Class 1:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	25.3571	3.207	2.50	.027*
CSRA BR	23.2143			

* Significant preference for LE over BR

RAPQ LE	13.1429	9.609	2.25	.042*
RAPQ BR	7.3571			

* Significant preference for LE over BR

Boys - Class 2:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	23.6667	2.369	-.14	.892
CSRA BR	23.7778			

No significant preference

RAPQ LE	11.3330	9.811	.71	.496
RAPQ BR	9.000			

No significant preference

Girls - Class 2:

	Mean	SD	T Value	2-Tail Prob.
CSRA LE	25.6923	3.303	1.18	.263
CSRA BR	24.6154			

No significant preference

RAPQ LE	11.2308	7.643	-.18	.859
RAPQ BR	11.6154			

No significant preference

(mean difference 2.8148, SD 9.111, $p>.05$) although once again, higher scores fell to the Language Experience approach.

As both boys and girls from the two classes showed preference for the language experience approach to reading instruction as opposed to the basal reader approach (whether or not this difference was found to be significant) there would appear to be no difference by gender in perceived preference for the two programs.

Correlation between reading achievement and reading attitude as determined by the CSRA and the RAPQ was calculated separately for the two classes, as each Grade 1 class was tested for reading achievement using a different measurement technique.

In both classes, correlation was sought between each segment of the two instruments (the segments being language experience or basal reader), as well as the CSRA total score. In Class 1, no significant correlation was found between reading achievement and response to the two approaches to reading instruction on either the CSRA or the RAPQ (see Table 8).

In Class 2, the only significant correlation that appeared was a negative correlation between reading acheivement and basal reader scores on the RAPQ, where $r(21) = -.3840$, $p<.05$ (see Table 8).

Limitations

Care has been taken during the course of this study to minimize the influence of extraneous variables and imprecise research techniques. However, during any research endeavor, particularly one dealing with young children, inconsistencies and unforseen difficulties arise.

First, there are a number of problems inherent in any study which attempts to measure attitude. Thoughts, feelings and opinions are difficult to clinically identify and measure. The researcher always gets second hand information. She must rely on the subjects to tell her exactly what they think and feel (assuming the subjects know, can find the words to

Table 8

Correlation Between Reading Scores and Scores on CSRA and RAPQ

	Class 1			Class 2		
	n	r	p	n	r	p
CSRA LE	25	-.1397	.253	22	.2229	.159
CSRA BR	25	-.0518	.403	22	-.1662	.230
RAPQ LE	25	-.2508	.113	22	.1699	.225
RAPQ BR	25	.1461	.243	22	-.3840	.039*
CSRA TOT	25	-.0935	.328	22	-.0012	.498

*Significant negative correlation

describe these thoughts and feelings, or in fact have the desire to disclose them) or she must rely on indirect measurement techniques that are open to error and misinterpretation. When dealing with young children, these difficulties are compounded by the need to find an instrument that does not require the subject to read or write independently, the need to gain the trust of the subject and to appear non-threatening, and the need to engage the subject's interest.

Details were given earlier as to how the instrumentation development and analysis attempted to minimize problems with the attitude measurement. In addition, the researcher spent some familiarization time with the children in the classrooms and maintained a pleasant, non-judgemental demeanor throughout the course of the testing. Various measures were taken to relax the children and to assure them that there were no right or wrong answers. However, the possibility of imprecise results must be recognized.

Second, problems in identification and isolation of method of instruction have perpetually plagued educational researchers. There is often more difference than similarity in the way in which two teachers deliver a program by the same name. In fact, it was discovered in this study that, although both teachers used the same basal reading program, the way in which they used it was fundamentally different. This likely had an effect on the way in which their students perceived the basal reader activities and could well account for some differing results between classes. The ramifications of this development will be explored in the "Discussion" section.

Third, accurately identifying any method of reading instruction by the activities of which it is comprised could well be interpreted as implying that, in fact, the parts do equal the whole. This assumption rarely applies to anything in life, and certainly not to any endeavor in which children are involved. However, the most common activities of any program are certainly reflective of the philosophy of that program. And when the perceptions of children who interact with that program are in question, it is the activities that they carry out

on a daily basis to which they relate most strongly. They know about the things that they actually do. Even if one is reluctant to accept the findings of this study as representative of a particular approach to reading instruction, then the children's responses to the isolated activities can in themselves provide certain insights into classroom instruction.

Fourth, although a concerted attempt was made by the researcher to remain impartial and objective, it is possible that researcher bias may have influenced results, particularly in the area of "case study observation". All actions of students under observation were recorded as observed behaviours and conversations without value judgements being placed upon them. However, when it came time to interpret these results, the researcher categorized each activity as positive, negative or neutral from the perspective of the student. Corroboration on a representative number of activities was sought from each student during the follow-up interview, but inaccuracies of interpretation may still have resulted.

Fifth, the small sample size (forty nine students) and the possibility of individual teacher influence hamper the generalizability and validity of the results.

Finally, the attempt to correlate attitude scores with reading achievement scores is somewhat weak in design. Each class had a different achievement test and they were administered by two different people in an uncontrolled setting. Two children were absent on the day of testing. Also, the two classes were not treated as one group, so the small sample size may have inhibited the true nature of the attitude/ acheivement relationship.

V Discussion, Conclusions and Implications

The purpose of the present study was to conduct a comparative examination of Grade 1 children's attitudes towards two approaches to reading instruction--language experience and basal reader--in which they are involved on a day-to-day basis. This chapter will review the results of the study in terms of their implications, significance, and recommendations for further research. First to be discussed are the results of the instrument validation portion of the study; second, the implications of the correlation of gender and reading achievement with pupil attitude; and third, the overall findings with respect to student attitude towards the two approaches to reading instruction. Classroom implications, conclusions, and recommendations for further study will follow.

Instrument Validation

The two testing instruments utilized in this study were designed so that the researcher could elicit and measure Grade One children's attitudes towards activities associated with the two types of reading instruction in which they were involved in their classrooms. No previously designed instruments were found to be appropriate to this concern, so creating and implementing two valid and reliable testing measures was a primary undertaking of the present study. The results of the instrument validation portion of the analysis would appear to indicate that the Comparative Survey of Reading Attitudes and the Reading Attitudes Picture Questionnaire are indeed reasonably valid and reliable measures of comparative reading attitude.

Both instruments demonstrated high test-retest reliability. Both were also found to be internally consistent and the significant correlation between the two tests in terms of overall reading attitude would tend to suggest content validity in that they both appear to be measuring the same thing.

It is interesting to note that although the basal reader sections of both instruments correlated significantly, the language experience segments did not.

This may be an indication of weakness in instrument design but since the basal reader segments did correlate significantly, the instrument design would appear to have at least some merit. Perhaps the very nature of the basal reader approach as a more prescriptive and controlled program would imply more commonality between the various activities chosen to represent it. Language experience, on the other hand, is by nature more personal and diversified and therefore the activities themselves may have less in common. The weakness may be in the nature of the CSRA format which allows a "neutral" response instead of one which is either positive or negative.

The RAPQ, however, demonstrated a significant ability to discriminate between the two approaches to instruction ($r(46) = -.678$, $p<.01$). This would appear to indicate that when children are forced to make a choice of one activity type over the other (and have no neutral option as in the CSRA), this instrument is able to measure that distinction. In fact, it lends validity to the premise that the two differing approaches to reading instruction can in fact be identified by the activities of which they are comprised.

Reading Achievement, Gender, and Attitude

No significant, positive correlation was discovered between reading attitude and reading achievement in either of the Grade One classes. There was, however, a significant negative correlation in Class 2 between achievement and basal reader attitude. This would appear to indicate that the poorer readers held a more positive attitude towards the basal reader and the better readers less positive. While this may indeed be a true picture of the attitudes of this class, the problems mentioned under "Limitations" with the design of the achievement testing and the fact that this finding contradicts the bulk of the research in this area, cause the researcher to question the validity of this statistic.

Likewise, the lack of positive correlation between attitude and achievement found in this study contravenes the common belief that reading attitude and reading achievement impact on each other (Athey, 1976). Apart from the questionable statistical validity of this segment of the study, some other factors may be at play.

Generally speaking, most of the research pertaining to reading attitude and achievement has been conducted with older children (Askov, 1973). This is likely due in part to the difficulties mentioned earlier in eliciting information from young children. It is possible that strong negative attitudes towards reading are not formed until the child has had many negative experiences with reading. Indeed, generally, children in lower grades demonstrate more positive reading attitudes than do older children (Johnson, 1964).

A second contributing factor to a lack of correlation could be the language experience activities themselves that have been incorporated into these classrooms. The majority of studies that have examined attitude and reading achievement have been undertaken in traditional basal reader classrooms. This has been and still is the most common form of reading instruction in North America (Hall, 1978). Perhaps the more personalized and non-competetive nature of the language experience approach is able to soften the perception of who is a poor reader and who is a good one. As was noted during the CSRA interviews, some of the children in the present study made negative comments regarding themselves as readers in reference to the basal reader activities but not the language experience activities.

Former research on gender and reading attitude supports the theory that North American boys have been at a disadvantage in literary acquisition and development of positive reading attitudes (Downing, 1982). The non-significant findings in this study could be partly attributed to the two factors noted above; the age of the subjects, and the fact that these classrooms are not traditional basal reader classrooms. Swanson (1982) asserts that "the bulk of the studies [on influence of sex on beginning reader attitudes] have appeared to concentrate more on the intermediate and upper primary grades." (p.42) She also postulates that "perhaps attitude differences between sexes in first graders are not significant until there has been repeated success or failure at the reading task" (p.42).

It is possible that the language experience approach utilized in both these classrooms may have a positive influence on these Grade One boys. Many have posited that a more

active, holistic type of reading program is especially beneficial for young male readers. Austin, et al (1971) recommends that in order to promote more sexual equity in the language classroom, we adopt a "language experience" type of program where the learning is more individualized, dynamic and allows for personal choice. The findings here indicate that girls prefer this as well.

It is possible to hypothesise, as well, that a softening of previously rigid societal attitudes towards gender roles may in fact be influencing the attitudes of these young children. All of the above questions on reading attitudes, gender and achievement are worthy of further study.

Attitudes Towards Two Approaches to Reading Instruction

The information gleaned from these Grade One students on the CSRA and its follow-up anecdotal segment, the RAPQ, and the case study observation is particularly interesting due to the commonality of results. Total overall scores on both the CSRA and the RAPQ indicated a significantly more positive attitude towards the activities associated with a language experience approach to reading instruction compared to that of the basal reader. Results of the case study observation also reveal that those students observed experienced more positive interactions when involved in language experience types of activities than when they were working with the basal reader and related activities.

When treated as separate classes, however, only Class 1 demonstrated significant results on the two instruments (CSRA and RAPQ). The language experience scores for Class 2 on both instruments were higher than those of the basal reader, though not significantly so. This may be attributed to the difference between the approaches of the two teachers in delivering the basal reader program.

As noted earlier, the teacher in Class 2 used a less traditional approach to the basal reader than did the teacher of Class 1. The children did not work in ability reading groups, they read from their readers with a variety of different partners, and they had an additional (teacher-made) book of interesting and colorful stories and poems to which they also

referred as their "reader." An attempt was made by the researcher to specify which "reader" the children were being asked about, but some confusion may still have resulted. It may be therefore, that the children in Class 2 were less definite about their preference for one type of instruction over the other because the basal reader was, in fact, treated with something of a "language experience" perspective by the teacher. If this is true, then it would tend to lend even more credence to the notion that children exhibit distinctly different attitudes toward each of the approaches, and when the approaches begin to merge, so do the attitudes toward them.

Grade One children are often credited with being enthusiastic, compliant, and seemingly keen to involve themselves in just about any school task. The results of this study would seem to indicate, however, that these Grade One children have fairly well-defined preferences and opinions regarding their reading activities; they know what they like, how it makes them feel, and for the most part they know why. The interesting factor is that because they do not often demonstrate these feelings in overt ways in the classroom, the teacher is generally unaware of them. The tendency of most teachers, in fact, is to liken high reading achievement to positive reading attitude, not necessarily a true comparison (Athey, 1976).

The results of the case study observation provide examples of this. Again, general findings appear to indicate that while the four children involved in this segment of the study were generally cooperative and participated willingly in all of the reading activities to which they were exposed, there were considerably more positive experiences associated with the language experience activities than with the basal reader. During the language experience activities, children were observed laughing, smiling, discussing, hypothesising, interacting positively with their peers, questioning, creating their own stories, and directing many of their own activities. While some of these activities also took place during the basal reader lessons, they occurred less frequently; observed behaviours at this time tended to be teacher-directed, non-interactive, seat-work type of activities. As both the "active"

language experience activities and the "quiet" basal reader activities are deemed valuable by most teachers, it is difficult for the classroom teacher to guage student attitude towards these activities without an objective measure such as the two instruments described in this study.

The primary function of this study was to examine these Grade 1 students' responses to the two approaches to reading instruction in an attempt to understand why they responded as they did and what these responses indicate about the nature of reading instruction and student attitude. To do this, direct reference will be made to the students' opinions, behaviours and comments, as well as to previous research in the field.

First, the actual ranking of activities on the CSRA and the RAPQ will be considered. On the RAPQ, when students were asked to choose the activity in which they would rather participate, all of the language experience activities ranked higher than any of the basal reader activities. On the CSRA, where assigning "feelings" to the activity choices made the task somewhat less delineated, language experience activities nonetheless comprised four out of the five most positively regarded activities and basal reader four out of the five most negatively regarded activities. Why would this be? Teachers often comment on how their children enjoy working in readers and workbooks and ask for extra worksheets to take home. As has already been mentioned, the Grade One children observed in this study accepted most reading tasks without complaint. Why then, when given the opportunity to state a preference or opinion on an individual basis, did these students favour the Language Experience approach?

Certainly, the bulk of studies on type of reading instruction and reading attitude support these findings, especially with older children. The skill and drill type of activity and the removal of language parts from their meaningful whole, so common to basal reader instruction, is seen as a major factor in promoting negative reading attitudes (Estes & Johnson, 1979; Holt, 1969; Howard, 1988). These researchers inevitably recommend a more child-centred, holistic, language oriented approach to instruction.

A number of studies has focused on the active, personal nature of the language experience or individualized approach as superior to the impersonal, relatively "non-active" nature of a basal reader program (Warren & Frederick, 1975). Greater pupil interaction with print, self-selection of reading material and the use of language which is meaningful to the child were cited as major factors in the positive attitudes of children discovered in the Barnette (1970) study.

The children in this study commented on the pre-determined activities of the basal reader program in which they were involved. When indicating during the follow-up interview reasons for the "face" choices that they had made, some notable similarities occur. The worksheet, workbook, reading test, reader type of activities are often seen as being either too hard or too easy (see Table 6, Activities 4, 6, 12, 14, 16), a typical complaint of approaches that attempt to fit the child to the program rather than the program to the child. One child likes the ease of the worksheet: "When you get one done you know what the next one is." One might question whether there is any educational merit in having such a child continue to complete this type of work. In fact, this is the reason many children give for not liking this type of activity. It is without challenge or interest and, therefore, "boring."

On the other hand, children who are having difficulty become frustrated and uncertain: "I get mixed up," "I don't know whether it's right or wrong," "I never get done." It is unlikely that this child will gain any insight or knowledge from the work he is required to complete. In the words of Dean and Nichols (1974), "we often forget how attractive it is to all of us to solve a problem which is challenging and yet within our capacity" (p. 14). In an attempt to limit the capacity of the activities to suit the needs of that mythical "average" child, we eliminate the challenge for some and miss the mark completely for others. At the same time we perpetuate the myth that reading is a skill to be learned from an authority, outside the realm of the child's own knowledge.

It is not surprising that "filling in the blanks on a worksheet", "doing a reading test" and "working in a workbook or on boardwork" are at the bottom of the lists of preference on both testing instruments. And fear of "work", as these names might imply, is not necessarily the reason. These two comments regarding "filling in blanks on a worksheet" are somewhat revealing. One child feels negatively about filling in the blanks because she would rather "print the whole sentence" herself, while another child indicates that his negative reaction is the result of the fact that he "doesn't like working much." This boy reacted positively, however, to story writing and most of the other types of reading activities. But because he dislikes "fill in the blank" type of activities and is never able to motivate himself to finish, he has come to regard himself as a rather poor "worker".

The way in which reading activities make children feel about themselves and their abilities is an important factor in developing positive attitudes, according to the general functions of attitude as outlined by Lemon (1973). Positive attitudes will likely be developed towards those objects or activities which serve to express and assert one's view of a positive identity, which fulfill rather than frustrate an individual's needs, which serve in facilitating relationships between people, and which provide a frame of reference with which to make sense of one's world.

These criteria would appear to be consistent with the attitudes that have been expressed by the children in this study. The nature of the language experience approach to reading instruction is one that attempts to draw the abilities, interests, and language of the individual child into the reading process, thus inextricably linking the process and the child and serving to further the development of a positive reading identity. In addition, the activities are designed to be relevant and meaningful to the child's world and experiences; previous knowledge is linked with new knowledge in order to help the child make sense of the world around him. Oral language is a major component of the language experience approach and social interaction is encouraged and facilitated.

Many of the Grade One children in this study commented on the positive nature of the above types of activities. During brainstorming, "you get to share your ideas"; reading a friend's story is "fun," the words are familiar and the story "makes sense"; story writing and choosing library books is "fun" and allows for some personal control, "I get to read/write about what I want." The four children under observation were several times observed reacting with smiles and enthusiasm when they were asked to work with a partner; either sharing their stories, generating their own vocabulary, or helping each other spell. The interactive nature of this approach appears to breed enthusiasm. Stauffer (1969) also found that children involved in this type of program were more eager to read and chose more books to read independently (compared to a basal reader group).

A few children refered to a basal reader activity as "fun" or "easy" and indicated that they knew they would "get it right." There were more children, however, who expressed negative attitudes related to a fear of getting the basal reader activity "wrong." Several negative reactions to language experience activities involved not liking words that were too "hard" (i.e. in friends' stories or library books or trying to spell new words), but none of the children expressed concerns about getting any of the language experience activities "wrong." Failure and avoidance of failure has been cited as one of the major factors in the development of negative reading attitudes (Alexander & Filler, 1976; Cooter & Alexander, 1984; Holt, 1969). Covington and Beery (1976) have developed a conceptual model of learning behaviour that incorporates a wide variety of student strategies into the common motivational framework of failure-avoidance. It is theorized that students are motivated to enhance or protect a "subjectively satisfying" level of intellectual ability. The potential for failure, which threatens this ideal of intellectual ability, therefore appears to be a powerful motivational factor. The nature of a prescriptive, relatively inflexible program of instruction like the basal reader is viewed by many as an inequitable situation in which many children are destined to fail (Carbo, 1987). Those children who achieve early success in school appear to be able to cope with successive failures as obstacles to be

overcome and tend to blame the failure on lack of sufficient effort rather than on personal lack of ability. Those students who, at an early age, fail to meet the expectations of themselves, their parents and their teachers, however, tend to blame themselves (Covington & Beery, 1976). Academic situations which are associated with previous failure are therefore highly threatening.

The competitive nature of the basal reading activities was also noted on the CSRA. Several children explained their positive response to being in a reading group with "I like it because I'm in the top group." When asked whether or not they would feel this positively if they were in the "bottom" group they all expressed doubt. The children who indicated a reluctance to read out loud in a reading group or complete a difficult worksheet because they "might get it wrong" appeared convinced of the fact that they weren't measuring up to the standards of their classmates. Covington and Beery (1976) maintain that classroom situations that place children in such direct competition are detrimental to the achievement of both the "good" and the "poor" student.

The type of reading material to which children are exposed has been called into question by many researchers. If we want to "maximize" the interaction of each child with the printed material, then we must acknowledge all aspects of the child (affective, cognitive and behavioural) and use reading material that is inspiring, arresting and meaningful to the experience of the child (Ruddell, 1969). Unfortunately, as noted by Busch (1972) there is often a marked discrepancy between the type of material children choose to read and the content of first grade readers.

These views appear to be supported in the present study. Out of all of the kinds of reading material that children were able to choose to read from (Big Books, their own stories, their classmates' stories, library books and readers) they ranked library books at the top and readers at the bottom. They indicated a more positive attitude towards their ability to read well in the reader and towards the reader stories themselves, but reading in their readers by themselves was not deemed to be popular.

The subjects' comments are revealing. On the subject of reading alone in their readers they said: "it's lonely", "there are too many new words", "I get it wrong", and "I get stuck". Some children viewed the stories in the reader as "boring" and one child complained that there were too many words like "is" and "and" and other "little short words."

Positive comments about library books, on the other hand, were: "I get to read what I want", "they're exciting", and "I can read them". Some children felt the words were too hard or didn't like the way in which the reading was managed (at home or school).

Some teachers have expressed the opinion that oral reading develops positive reading attitudes (Heathington & Alexander, 1984). However, a study by Brackerhoff (1977) states that students reported that oral reading was often an unpleasant experience and in fact may have had a negative impact on them. In this study as well, oral reading held certain negative conotations.

The items "reading out loud from your reader" and "reading out loud from your or a friend's story" fell in the low middle on the CSRA results in terms of positive response. Oral reading fell in the middle of the RAPQ tally as well and was the least often chosen of the language experience activities. The items referring to how they thought their friends felt when they were reading out loud (from their reader and from their own stories) fell even lower on the CSRA list.

It appears obvious from the following comments that some children feel themselves to be in a somewhat vulnerable and uncomfortable position when oral reading. They said: "I'm a bit shy", "I forget the big words", "I don't get enough turns", "It ruins the story", and "They might think I'm not a good reader (see Table 6). On the positive side, some children view oral reading as fun and interesting.

The preceeding discussion has explored some of the reasons why the Grade One children in this study show more positive attitudes toward language experience type

activities than toward basal reader type activities. However, they have also provided a number of insights into less popular aspects of a language experience approach.

The question of oral reading has already been addressed. The activity of reading from a Big Book, which was generally a popular item among the children, also received some specific negative comments. One child didn't like reading with the whole class in unison because it sounded "messy." Another found it boring and several complained that they could never see. However, the books were perceived as being "funny" and comprised of "good stories."

Likewise, frustration was expressed over the activity of "brainstorming" ("telling the teacher words to write on a chart or on the board" and "writing a class story"). Generally, the children in this study indicated that they enjoyed brainstorming because they got a chance to share their ideas but they were frustrated by the procedure involved. Several children expressed displeasure over having to wait so long to "get picked," not getting a turn, and the length of time devoted to brainstorming at one sitting. One child's conclusion was that "the teacher should just do it."

With both of the above activities, awareness on the part of the teacher is required to limit the length of these whole class activities and to provide some variation in their delivery.

Conclusions

This study was directed at answering the following questions:

1. Do children significantly prefer the activities of one approach to reading instruction over the other?

2. How do specific reading activities rank in order of preference?

3. Do children exhibit more positive feelings towards the activities of one approach over the other?

4. Does gender correlate with student preference of the activities of one approach over the other?

5. Does academic achievement correlate with student preference of the activities of one approach over the other?

6. What are some of the reasons that children give for these opinions and how do these relate to research in the field?

Given the shortcomings of this study as outlined in the "Limitations" section (difficulties of operationalizing and measuring constructs of attitude and approach to reading instruction; possibility of researcher bias; individual teacher influence and small sample size; and the weakness in the collection of reading achievement scores), the following conclusions are noted:

1. On both the CSRA and the RAPQ, students demonstrated a significant preference for the activities of the language experience approach to reading instruction. Results of the Case Study Observation tended to corroborate these findings.

2. The specific reading activities were ranked in order of preference on the RAPQ and on the CSRA. On the RAPQ, all of the language experience activities ranked higher than any of the basal reader activities (from "Reading from a Big Book" as most often chosen to "Filling in blanks on a worksheet" as least often chosen). The top four out of five activities ranked on the CSRA were language experience (working together on a group story, how well you read from something you or a classmate wrote, how well you read in your reader, choosing your own library book, and reading something a classmate wrote, respectively). The bottom four out of five were basal reader (how your friends feel when you read out loud from your reader, class telling the teacher words to write on a chart, doing a skillpack or boardwork, doing a reading test, and filling in blanks on a worksheet, respectively).

3. More positive feelings appear to have been associated with the language experience activities over the basal reader. On the CSRA, more happy face responses were given to language experience activities than to basal reader activities and, during the case study observation, a higher percentage of positive interactions were observed in association

with the language experience activities. Negative feelings were also associated with some language experience activities (i.e. brainstorming, reading aloud).

4. No correlation between gender and preference for the activities of one program over the other was found in this study.

5. No significant correlation between reading achievement and preference for the activities of one approach over the other was found in this study.

6. The Grade One children in the present study commented positively on activities which allowed them to feel successful, to choose or create their own reading material, to interact positively with their peers, and which were deemed to be "fun", regardless of whether they were basal reader or language experience. They commented negatively on activities which they didn't understand, which made them feel unsuccessful or embarassed in front of their peers (i.e. being in a low reading group, oral reading), or were "boring" (too easy, too hard, took too long).

The children in the present study appeared to respond most positively to active, varied, meaningful, and non-competitive activities which allowed them to learn, develop, and interact with their peers in a self-directed manner. The nature of these activities appears to be condusive to the development of positive reading attitudes as has been supported by numerous researchers. Many researchers have also noted that the nature of a typical basal reader approach, with its ability grouping, highly controlled readers and teaching of skills outside of a meaningful language context is a contributing factor in the development of negative reading attitudes. This study supported these conclusions.

Recommendations For Further Study

The questions raised in this study hold obvious implications for parents and educators. Certainly further exploration in a number of areas is necessary if we are to continue to enhance our understanding of the relationship between reading, attitude and method of instruction. Future studies on the correlation between reading attitude and gender as well

as reading attitude and achievement (perhaps as a longitudinal study to determine how and if attitudes change throughout the course of schooling) are necessary. Additional work with the testing instruments developed here on a different or larger sample or with instrument modifications for a slightly different instructional approach might also yield worthwhile results. It might be interesting to conduct such a study at different times of the year to see whether attitudes change. A replication of this study in classrooms where the basal reader is one of the new genre of commercially produced "whole language" programs could provide insight into the nature of these programs and whether in fact teachers are utilizing a truly holistic approach, or whether they are simply teaching old methods with new materials.

The debate over which approach to the teaching of reading is the most effective and positive for children will continue. In the meantime, educators of young children need to consider, most seriously, the child's perspective. No matter which approach to instruction is utilized, inclusion of activities such as those noted above, which further children's sense of themselves as active, successful, valued learners can only enhance the development of positive attitudes towards reading.

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APPENDIX A

READING ATTITUDES PICTURE QUESTIONNAIRE (1987)

Pupil Information Box

Name _____ Grade _____ Birthdate _____

Teacher _____ School _____

City _____ Date _____

Male ☐ Female ☐

Summary Box

L.A. ☐

B.R. ☐

Dis. ☐

Total ☐

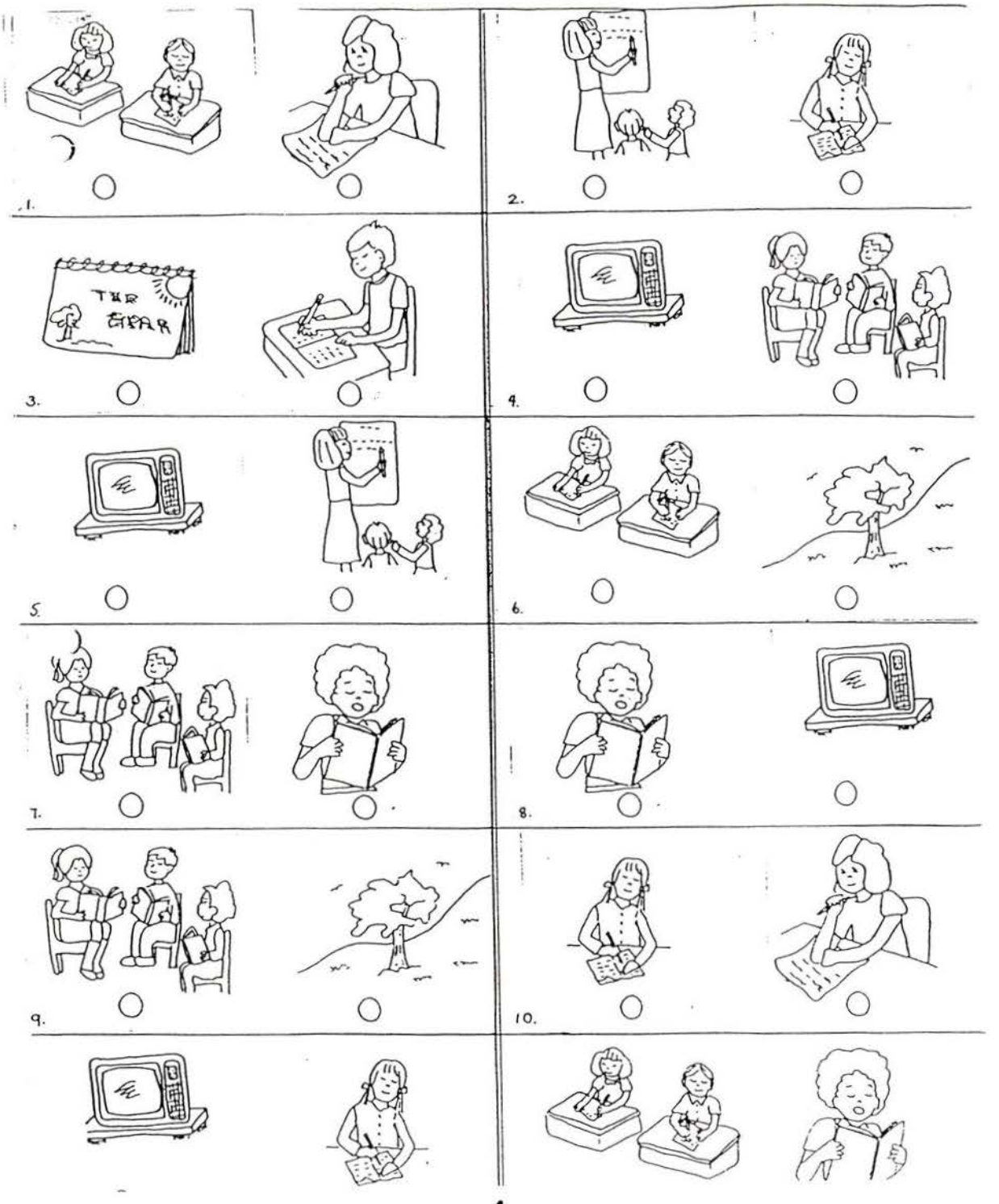
Other Information

Samples

A

B

STOP



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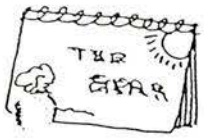

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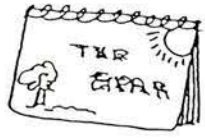

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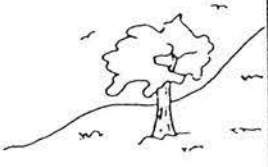

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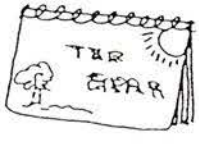

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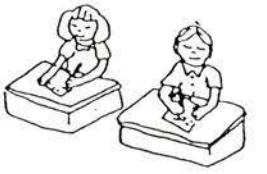

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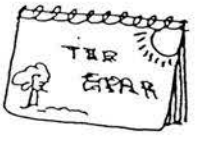
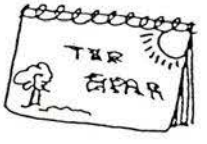
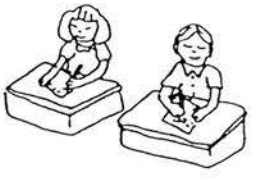


31.



32.



Appendix B

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Comparative Survey of Reading Attitudes
(CSRA)

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designed by Nancy DeVuono
MA Candidate,
University of Victoria

Administration Manual

The Comparative Survey of Reading Attitudes (CSRA) has been designed to measure Grade 1 students' attitudes towards two approaches to reading instruction--Language Experience and Basal Reader. It is meant to be administered on an individual basis to grade one children who are currently enrolled in a classroom where some Basal Reader and some Language Experience instruction is taking place. The tester therefore assumes that each child is familiar with and has had some exposure to all of the activities referred to in this survey.

It is possible that this survey format may be deemed adaptable to small group administration (as opposed to individual) and may be used in that form in the schools.

The CSRA is to be accompanied by three 4" by 4" cards, each depicting a face: one that represents "happy", one that represents "not sure" or "don't care" and one that represents "unhappy".The child will be asked to indicate a response to the statement posed by the survey administrator by pointing to the face which most represents his/her feelings on that statement.

Administration of the Questionnaire

Materials needed:

1. Three face cards, upside down on table in front of child and tester.
2. Administration manual.
3. Score sheet and pencil for tester.

To begin:

1. Sit beside child at table of comfortable height for child to see cards on top.(Room should be as quiet and distraction free as possible).
2. Ensure that child's correct name and other required information is accurately recorded on individual score sheet.
3. Help child to relax by smiling and speaking in a calm reassuring manner throughout the administration of the questionnaire.

Say to child:

Today I would like to find out a little bit more about how you feel about some of the things that you do at school. This is not a test. I'm just going to ask you some questions about what you think and feel, so there aren't any right answers; just tell me what you think. O.K.?

(Turn over face cards)

Say: Here are some faces that are going to help us today. (Point to smiling face) This face shows how people feel when they are happy about something and feeling good. Can you think of a something that you like that makes you feel like this? (Allow child time to respond. If he/ she is having difficulty thinking of something, volunteer a suggestion that makes the tester feel happy ,i.e. going for a hike, and then allow child time for input.)

(Point to unsmiling face)

Say: This face shows how people feel when they don't like something or are feeling unhappy. Can you think of something that you don't feel happy about doing? (Again, encourage child to respond and give suggestion of own, i.e.eating liver, or agree with input that child gives.)

(Point to middle face)

Say: This face shows how people feel when they don't really care about something one way or the other. Can you think of something that you feel that way about? (Allow time for response and contribute suggestion of own if appropriate).

(Note: The main purpose of this introduction is to set the child at ease and to ensure that he/she is fully aware of the feelings that each face card is intended to represent. The tester is allowed some lee-way in accomplishing these goals, based on personal judgement, but is asked not to deviate too markedly from the general guidelines offered here.)

Say: Now let's do a question for practice. I would like you to point to the face that shows how you feel
when you are eating birthday cake. (Accept response. Ask the child why he/she made that choice in order to clarify any misconceptions. Thank child)

Say: How about another practice question? Show me how you feel when mom or dad tells you it's time to go to bed. (If it is known that the child is living with a guardian, make the necessary adjustment to the question. Briefly discuss reason for response.)

Say: Let's do one more for practice. Show me how you feel when you wash your face in the morning. (Accept response and briefly discuss. This may be a "neutral face" choice which will likely be the hardest for children to interpret. Make sure that child knows that this means that they don't feel particularly happy or unhappy, that they are ambivalent about that activity.)

<u>The Questionnaire</u>

Say: Now we're ready to try some more questions. I won't ask you about why you made your choice, I'll just mark it on my sheet so that I can keep track of your answers. Any questions? (Answer any queries).

1. Show me how you feel when the class is reading together from a Big Book.

2. Show me how you feel when you are taking turns reading out loud with your reading group.

3. Show me how you feel when you are writing your own poem or story.

4. Show me how you feel when you are working in your skilpack/on boardwork. (whichever child is familiar with)

5. Show me how you feel when you are reading something one of your classmates has written.

6. Show me how you feel when you are filling in the blanks on a worksheet or in a workbook.

7. Show me how you feel when the class is working together on a group story.

8. Show me how you feel when the class is telling the teacher words or ideas to write on a chart or on the board.
(change the order of the cards)

9. Show me how you feel when you are reading a story from your reader by yourself.

10. Show me how you feel when you are reading a library book you have chosen.

11. Show me how you feel when you are reading out loud to the class, something you have written.

12. Show me how you feel when you are doing a reading test.

13. Show me how you feel about being in a reading group.

14. Show me how you feel about how well you read in your reader.

15. Show me how you feel about how well you read what you or your classmates have written.

16. Show me how you feel about the stories that are in your reader.

17. Show me how you think your friends feel when you are reading out loud , something that you have written.

18. Show me how you think your friends feel when you are reading out loud from you reader.

(Thank the child for his/her help).

Appendix C

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READING ATTITUDES PICTURE QUESTIONNAIRE
(RAPQ)

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designed by Nancy DeVuono
MA Candidate
University of Victoria

The Reading Attitudes Picture Questionnaire (RAPQ) has been designed to measure preferences of Grade 1 children for Basal Reader-type activities or Language Experience-type activities. It was developed for use with children presently enrolled in a grade one classroom where some Basal Reader and some Language Experience instruction is taking place. The tester therefore assumes that each child is familiar with and has had some exposure to all of the activities referred to in this questionnaire.

Materials include an instruction booklet for the "test" administrator and an individual "test" booklet for each child. The student booklet is comprised of pictures representing various reading activities. No reading on the part of students is required.

Administration of the RAPQ

The questionnaire is designed to be administered in one sitting of approximately twenty tothirty minutes in duration. The children are given an opportunity to "stretch" at the bottom of each page. It is recommended that children be tested in small groups of ten or twelve, but the instrument may be used with an entire class if children are closely monitored. At some time before administration of the questionnaire, enter each student's name and other required information in the Pupil Information Box on the front cover of the booklet. It would be useful if each child were provided with a plain marker card. This is placed under each row of pictures as they are being discussed and aids the child in focusing on the appropriate picture at the appropriate time.

First Sitting

Ensure that the desks are cleared and all students have the appropriate booklet and a sharp pencil. Additional pencils should be available at the front. Ask the students to keep their booklets closed and their pencils down until they are instructed to begin. If a marker card is to be used, pass these out as well. During administration of the test, where the instructions require the tester to ask the child to "move your finger to the next box", simply replace these instructions with "move your marker under the next box."

Say to the pupils:

Each of you has a booklet which has many interesting pictures in it. There are no right or wrong answers in this booklet. The questions I will be asking you will be about things that you like to do. Different people like different things, so don't be concerned about choosing the picture that everyone else has chosen. What we want to find out today is how you feel about the things that are described in this booklet.

The way in which you will show which thing you like best is to use your pencil to fill in the circle under it. Here is how I would like you to fill in the circles: (Demonstrate on the blackboard. Fill in the circle quickly but distinctly. Tell the children that they don't have to

worry about going outside of the lines or filling in the circle perfectly, so long as it is obvious which circle has been chosen. Answer any questions.)

Say:
Let's practice with the pictures on the front of your booklets. Put your finger on (or your marker under) the box with the letter "A" in it.

(Check to see that everyone has the right place)

Say:
Look at the two pictures in Box A. The first picture shows an ice cream cone and the second picture shows someone washing the floor. I would like you to think about which you would rather do; eat ice cream or wash the floor. With your pencil fill in the circle under the picture that shows which you would rather do.

(Circulate to see that all of the children have correctly filled in one of the circles. Answer any questions that the children might have.)

Say:
Very good. Now look at the two pictures in Box B. The first picture shows someone painting a picture and the second one shows someone singing a song. Think about which you would rather do, paint a picture or sing a song. Fill in the circle under the picture that shows which you would rather do.

(Pause while children fill in circles.)

Say:
Who would like to tell us which one they chose?
(Accept several answers. Note that all answers aren't likely to be the same. Different people like different things and all answers are acceptable.)

Say:
Please wait until I ask you to turn the page. We will do the rest of the booklet in just the same way. I want you to think carefully about each question and answer as best you can. It may be difficult for you to choose between some of the activities because you like them both or you don't especially like either one. But please make your best choice for each question. I want to make sure you know exactly what each picture means, so wait for me to tell you what the pictures mean before you fill in a circle. Are there any questions?

(Answer any questions)

1. Say:
Good. Now let's begin. Turn the page and put your finger on Box number 1 at the very top of the page. Look at the two pictures in Box number 1. The first picture shows some people filling in a worksheet and the second picture shows someone making up a story and writing it down. Fill in the circle under the picture that shows what you would rather do; fill in a worksheet or write your own story.

(Check to make sure that there are no problems. Pause long enough between questions for children to finish.)

2. Good. Now look at Box number 2. The first picture shows some people writing a chart story with the teacher and the second picture shows someone working in a skillpack. Fill

in the circle under the picture that shows what you would rather do; help to write a chart story or work in a skillpack.

3. Move your finger down and over to Box number 3. The first picture shows a Big Book and the second picture shows someone doing a reading test. Fill in the circle under the picture that shows what you would rather do; read a Big Book or do a reading test.

4. Very good. Let's look at Box number 4. Here you see a picture of a television set and some people taking turns reading out loud in a reading group. Fill in to show what you would rather do; watch or read out loud in a reading group.

5. Look at the pictures in Box number 5. Here you see a television set and some people writing a chart story with the teacher. Fill in the circle that shows what you would rather do; watch T.V. or help to write a chart story.

6. Move over to Box 6. Here is a picture of some people filling in a worksheet and a picture of the outdoors. Would you rather fill in a worksheet or be outdoors? Fill in the circle to show this .

7. Good work. Now put your finger on Box number 7. The first picture shows some people taking turns reading out loud in a reading group and the second picture shows someone reading out loud from a story he or she has written. Choose the activity that you would rather do; read out loud in a reading group or read out loud something you have written. Fill in the circle to show this.

8. Look at the pictures in Box 8. First you see someone reading out loud from a story he or she has written, then you see a television set. Would you rather read out loud something you have written or watch T.V.? Fill in the circle.

9. Now move to Box 9. The first picture shows some people reading out loud in a reading group and the
second picture shows the outdoors. Fill in the circle under the picture that shows what you would rather do; read out loud in a reading group or be outdoors.

10. Well done. In Box number 10 there is a picture of someone working in a skillpack and a picture of someone making up a story and writing it down. Fill in the circle under the picture that shows what you would rather do; work in a skillpack or write a story.

11. Now look at the pictures in Box 11. There is a television set and someone working in a skillpack. Fill in the circle to show if you would rather watch television or work in a skillpack.

12. Let's look at Box 12. First are some people filling in a worksheet and next is someone reading out loud from a story he or she has written. Fill in the circle to show which you would rather do.
(If children appear to be restless at the bottom of page one, ask them to close there booklets and allow them a brief break.)

13. Please turn to the next page in your booklet so that you are looking at Box number 13 at the top of the page.

(Ensure that all children are on the correct page.)

In Box 13 you see a picture of a Big Book and a picture of some people reading out loud in a reading group. Think about which you would rather do; read from a Big Book or read out loud with a reading group, then fill in the proper circle.

14. Look at the pictures in Box number 14. The first picture shows someone making up a story and writing it down. The second picture shows a television set. Fill in the circle under the picture that shows what you would rather do; write your own story or watch T.V.

15. Very good. Now move to Box 15 where there is a picture of someone doing a reading test and someone reading out loud from a story he or she has written. Would you rather do a reading test or read out loud from a story you have written? Fill in the circle.

16. Next look at the pictures in Box 16. Tfhe first is a Big Book and the second is someone working in a skillpack. Think about which you would rather do, read from a Big Book or work in a skillpack and fill in the circle to show your choice.

17. Look now at Box 17. First you see some people writing a chart story with the teacher and next you see someone doing a reading test. Mark the circle that shows if you would rather help to write a chart story or do a reading test.

18. In the next Box, number 18, you see someone doing a reading test and a picture of the outdoors. Would you rather do a reading test or be outdoors? Fill in the proper circle.

19. Now move down to Box number 19. Here there is a picture of someone reading out loud from something he or she has written and a picture of the outdoors. Fill in the circle that shows if you would rather read out loud from something you have written or be outdoors.

20. Next, in Box 20 is a picture of some people writing a chart story with the teacher and some people taking turns reading out loud in a reading group. Fill in the circle that shows which you would rather do; help to write a chart story or read out loud in a reading group.

21. Good work everyone. Now move down to Box 21 where you see someone making up a story and writing it down you see a picture of the outdoors. Would you rather write your own story or be outdoors? Fill in the circle.

22. In Box 22, the first picture shows someone doing a reading test and someone making up a story and writing it down. Fill in the circle that shows which you would rather do, a reading test or write your own story.

23. Now move your finger over to Box 23. Here you see a television set and a Big Book. Would you rather watch television or read from a Big Book? Fill in the circle that shows this.

24. Look at Box number 24. First there is a picture of someone working in a skillpack and next there is a
picture of someone reading out loud from something he or she has written. Think; would you rather work in a skillpack or read out loud from something you have written? Fill in the proper circle.

Now we need to turn our booklets to the last page. You will see the number " 25" in the box at the top.

(Write the number25 on the board where all children can see it, then check to be sure that all children are ready to begin. If children appear to be restless, allow them to stand up and have a stretch before continuing on to the last page.)

25. In the first box on this page, we see a picture of some people taking turns reading out loud in a reading group and a picture of someone making up a story and writing it down. Think about which you would rather do; read out loud in a reading group or write your own story. Then fill in the circle to show this.

26. Now look at Box number 26. First there is a picture of some people writing a chart story with the teacher and next is a picture of some people filling in a worksheet. Would you rather help to write a chart story or fill in a work sheet? Fill in the box that shows your choice.

27. Move over and down to Box 27. The first picture shows a television set and the second shows someone doing a reading test. Think; would you rather watch T.V. or do a reading test? Fill in the circle to show your choice.

28. Next is Box 28. Here there is a picture of the outdoors and a picture of some people writing a chart story with the teacher. Fill in the circle to show if you would rather be outdoors or help to write a chart story.

29. Over and down is Box 29. The first picture shows someone working in a skillpack and the second picture shows the outdoors. Fill in the circle to show if you would rather work in a skillpack or be outdoors.

30. Please move over to Box number 30. The first picture shows a Big Book and the second picture shows some people filling in a worksheet. Think about whether you would rather read from a Big Book or fill in a worksheet, then fill in the circle.

31. Now look over and down at Box number 31. The first picture shows the outdoors and the second picture shows a Big Book. Would you rather be outdoors or read from a Big Book? Fill in the circle to show this.

32. Now look at the pictures in the last box, number 32. First you see a television set and next you see some people filling in a worksheet. Think about whether you would rather watch television or fill in a worksheet and then mark the circle that shows this.

Please close your booklets as soon as you have finished.

(Collect the booklets immediately.)

Identification of Pictured Activities

Number	Description of picture	Type of program
1	Someone working in a skillpack	Basal Reader
2	Some people filling in a worksheet	"
3	Some people taking turns reading out loud in a reading group	"
4	Someone doing a reading test	"

5	Some people writing a chart story with the teacher	Language Experience
6	Someone making up a story and writing it down	"
7	a Big Book	"
8	Someone reading out loud from a story he or she has written	"
9	a television set	Distractors
10	the outdoors	"

Order of paired activities on Forced Choice Questionnaire: They have been randomly arranged by position and reading program.

1. 2 6	12. 2 8	23. 9 7
2. 5 1	13. 7 3	24. 1 8
3. 7 4	14. 6 9	25. 3 6
4. 9 3	15. 4 8	26. 5 2
5. 9 5	16. 7 1	27. 9 4
6. 2 10	17. 5 4	28. 10 5
7. 3 8	18. 4 10	29. 1 10
8. 8 9	19. 8 10	30. 7 2
9. 3 10	20. 5 3	31. 10 7
10. 1 6	21. 6 10	32. 9 2
11. 9 1	22. 4 6	

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Title of Thesis: ATTITUDES OF GRADE ONE CHILDREN TOWARDS TWO APPROACHES TO READING INSTRUCTION--Basal Reader and Language Experience

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April, 9, 1993

ISBN 0-315-90091-1