

Student Attitudes Towards Read Alouds

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Chapter 1: Introduction

In a typical elementary classroom, teachers reading aloud are seen on a daily basis. During this time, most young students are sitting wide eyed as the teacher emphasizes words and acts out the major characters within the story. Smiles emerge from the children's faces as they listen to the selected piece of literature. Do these same experiences happen at the middle school level with students? Studies have reported that by the time they (middle school students) reach their middle level schooling, they become disinterested in reading (Ley, Schaer, and Dismukes, 1994; McKenna, Kear and Ellsworth, 1995). Is this loss of interest due to the content of the reading material/instruction being offered to them (Bintz, 1993)?

Middle school teachers continually seek new strategies that will engage their reader to allow wide-eyed appreciation of literature. By having daily read alouds, students will be given the opportunity to be engaged in their learning and share their experiences in reading (Albright, 2002; Ivey and Broaddis, 2001). This research study will examine 7th grade students' attitudes toward reading when exposed to daily read alouds.

Statement of Problem

The purpose of this study was to determine if 7th grade students' attitudes toward reading would be effected if exposed to read alouds daily.

Research Question

Do read alouds on a daily basis have an effect on 7th grade students' attitudes towards reading?

Sub-Questions

1. What factors when demonstrating read alouds, influence students' attitudes towards reading?

First Research Hypothesis

Daily read alouds will have an effect on 7th grade students' attitudes toward reading.

First Null Hypothesis

Daily read alouds will not have an effect on 7th grade students' attitudes towards reading.

Definitions of Terms

Read alouds planned oral reading of a book or selected piece of print.

Attitude a feeling or state of mind; observable action or behavior associated toward reading.

Reading as used in the report, practicing the skill of reading.

7th grade students students that are participating in this report ,who are currently in the 7th grade.

Limitations

1. The sample used in this study was not randomly selected but was chosen for convenience.
2. Students that participated in this study were grouped according to ability.
3. Student journal responses may not be truthful and may not reflect their true attitudes.
4. Conclusions upon data from this study are restricted to the sample and may not be applicable to other 7th grade students.

Chapter 2: Review of Related Literature

Introduction

The purpose of this study was to determine if 7th grade students' attitudes toward reading would be effected if exposed to daily read alouds. There have been numerous studies done on the topic of read alouds and their effects on middle school students. This chapter will be topical in format. The three main questions of focus will be addressing middle school students as readers, effective read aloud instructional components, and effects of read alouds on students.

Middle School Readers

Studies have shown that middle school students' reading habits and attitudes towards reading are a concern. Universally, research shows that middle level readers do not read much for pleasure (Anderson, Wilson, and Fielding 1988), read less than they did in earlier years (Ley, Schaer, and Dismukes, 1994), and continue to develop negative feelings about reading as they move through the middle grades (McKenna, Kear, and Ellsworth, 1995). Along with adolescents being apathetic about reading, studies show they're also poorly skilled readers. Middle school students are shown as being transitional readers, showing a wide range of abilities and habits. Difference in time spent reading may also widen the gaps between students both academically (Anderson, Wilson, and Fieling, 1988) and cognitively (Stanovich, 1986). Studies show that students within this age group do not show higher level comprehension skills and their fluency is still emerging. Students at this level are still learning about word patterns and meanings through the middle grades.

Read Aloud Instruction

There are essential components when an interactive read aloud takes place (Fisher, Flood, Lapp, Frey, 2004). The following components help foster a positive read aloud. First, educators should choose books that have a high interest appeal to students. The books should correlate with student developmental, emotional, and social levels. Research states that teachers should choose texts that matter to students. Teachers need to create contexts in which students find personal reasons to want to read rather than reasons related to external rewards or consequences (Ivey and Broaddus, 2001). Also, it is important to read equal amounts of informational and fictional texts to make sure the instructor is relating to both gender groups in the classrooms. Teachers should provide texts that span a wide range of difficulty levels for their students to choose from. Through students' self-selection of books, they are more prepared and can be challenged to learn (Fisher and Ivey, 2007). The availability of interesting materials for students will also "hook" reluctant readers. By having a wide range of books for students to read, it is possible for the right book to get into the hands of the right reader (Ivey, 1999). Teacher choice in selecting a read aloud was a motivating factor for student reading. The book choices students made were often related to the teacher read-aloud (Gambrell, Palmer, and Codling (1993).

Secondly, books had been previewed and practiced by the teacher. Teachers must model fluent oral reading that is both animated and expressive. By both practicing and previewing the text, teachers can read the book with enthusiasm and provide drama by talking in different voices to create excitement for the listeners. By showing pictures from the book and introducing the author before reading the text, the teacher also builds the students' prior

knowledge. Another tool to establishing prior knowledge is preparing a set of starter questions to ask students before reading (Albright, 2002).

Next, a clear purpose for the read-aloud must be established. Books selected for a read aloud should be relevant to the content that is being taught. The book should be of high quality that will once again, appeal to the reader. A book that is written well to demonstrate the qualities of writing is also encouraged.

Last, teachers stop periodically and thoughtfully question the students to focus them on specifics of the text. By carefully choosing discussion questions that will foster interest in a text, the comprehension process will be much earlier for the student. The teacher needs to generate interest through questioning that will connect the book to the students' prior knowledge.

Effects of Read Alouds

When studying the research conducted on read alouds, there are many positive effects shown. When a survey was done with over 1,700 sixth graders about their best reading experiences in school, an overwhelming 62% of students said they had a preference for teacher read alouds (Ivey and Broaddus, 2001). Students both enjoy and value read alouds. Read alouds generate a greater desire in the enjoyment of reading. By teachers performing read alouds, students will have a greater appreciation for literacy as well.

In The Read Aloud Handbook, Jim Trelease also explains that by reading aloud to students, the teacher is conditioning their brain to associate reading with pleasure. It is known that when people find something pleasurable, like going out to dinner, shopping or playing a sport, they will want to experience that task over again. Again, Trelease, associates this with

read alouds,. If students are exposed to positive experiences with reading, they will have the desire to want to do this one their own. However, Trelease also states, "If a child seldom experiences the *pleasures* of reading but increasingly meets its *unpleasures*," then the natural reaction will be withdrawal." (Trelease, 2006 p. 5) Trelease reinforces that read alouds need to provide a positive reading experience for students.

Motivation is also another key factor. Read alouds get students interested in reading. Students explained that by hearing a teacher read a book aloud, it encouraged them to want to read it on their own. Students also may be exposed to books they wouldn't have access to if it wasn't shared by their teachers. Students responded that by a teacher reading aloud, they were able to understand the text more thoroughly and increased their interest in the text. One student stated, "I liked (when teachers read aloud) because it's easier to understand. They use their hands and get into it (Ivey, 2003).

Read alouds also help students by developing their vocabularies, experiential backgrounds, and concepts of print and story. Through reading aloud, teachers are able to model reading strategies and demonstrate the way in which the language of book is different from spoken language (Hedrick and Pearish, 2003). Specially, nonfiction read alouds develops background knowledge, exposes students to patterns of writing and creates links across the curriculum and encourages students' engagement in more reading of nonfiction (Ivey and Broaddus, 2000). Another study from a social studies middle school classroom, used a content focused read aloud in place of regular instruction within the class. Results showed that students who took part in the interactive read aloud displayed critical thinking and were engaged in higher order thinking when responding to teacher and discussions within student

groups (Albright, 2002). Gay Ivey also suggested, that by having powerful read alouds, students display a greater sophistication and informative explanation when discussing the text.

In Janet Allen's book Yellow Brick Roads, she discusses the fact that read alouds provide a "stress-free" zone for students. Allen states, "All students, regardless of age, deserve the opportunity to see the story without struggling with the text." (Allen, 2000, p. 45) She also goes on to say:

For students who have difficulty reading, this time can be one of the few when language and literacy can be enjoyed with no risk. For students who struggle with word-by-word reading, experiences the whole story can finally give them a sense of the wonder and magic of a book. (Allen, 2000, p.45)

Summary

Overall, read alouds can provide a positive reading experience for both teachers and students. Read alouds offer many helpful factors for readers such as, motivation, knowledge and pleasure. However, for an effective read aloud to be displayed, teachers need to know the best practices. The essential teachings for read alouds are best described as: selecting high-interest text, preview and practicing a text, setting a clear purpose to a read aloud and providing and asking relevant questions to students while reading. The practice of read alouds is positive experience for students and must also include teacher preparation for student learning to occur.

Chapter 3: Procedures

Research Design

The purpose of this study was to determine if 7th grade students' attitudes toward reading would be effected if exposed to read alouds daily. The design of the study was quasi-experimental, action research that produced both qualitative and quantitative data. The goal of the study was to see if students experiencing daily read alouds showed enthusiasm and positive attitudes toward reading when responding through pre and post surveys and open-ended worksheet questions.

Students in two classes were given a pre-survey (Appendix A) designed by the researcher to determined attitudes toward reading. First, the pre-survey was given January 5th, 2009. Then following the survey, a treatment was given to two classes over a two month period. Treatment consisted of the researcher reading aloud high interest fiction chapter books for the first ten to fifteen minutes of class each day. After the treatment concluded, the researcher gave a post-survey (Appendix A) on students' attitudes toward read alouds. The researcher also collected two open-ended worksheet questions and observations for qualitative data within the study.

Sample Description

The sample in this research study included two seventh grade Literature classes at Pulaski Community Middle School in Pulaski, Wisconsin. The sample consisted of fifty-one students, twenty-eight males, and twenty-three females in the treatment group. The seventh grade students were between the ages of twelve and thirteen years old at the beginning of the study. The majority of the students were Caucasian with two special education students.

At the time of the study, Pulaski Community Middle School has been operating for the past ten years. The school consisted of grades sixth through eighth. The school had approximately 938 students. Pulaski, Wisconsin is located in a rural community, northwest of Green Bay, Wisconsin. The majority of the students are bused in from surrounding rural towns such as Sobieski, Hobart and Oneida.

Pulaski is a small, rural farming community, with a population of approximately 3,502 people. Farming, Carver Yachts and the school district itself employs a moderate amount of the working population within the town. Due to the economic situation within the city and nation however, Carver Yachts has decreased the amount of workforce they had once employed.

Instruments

One main instrument used to obtain data for this study was a nine question attitudinal pre-survey rubric and nine question attitudinal post-survey rubric designed by the researcher. The survey was designed to measure student attitudes about reading both before and after the treatment was given. Along with looking at quantitative data, the researcher looked at qualitative data, which consisted of two open-ended worksheet questions and observations during read aloud time. The researcher recorded major ideas, thoughts and behaviors that were shared in student entries and teacher observations at the end of the treatment.

Data Analysis

The research question of this study asked if 7th grade students' attitudes toward reading would be affected if exposed to read alouds daily. The quantitative data from the pre and post surveys was analyzed using tallies and percentages from the two class periods. The qualitative

data was collected from the two classes using the two open-ended worksheet questions. This data was explored to find common ideas/thoughts shared by the students in their journals.

Calendar: Timeline for this study.

Date	Procedure
January, 2009	Pre-survey will be given (Appendix A) and collected.
January 5th-February 27th, 2009	Implemented read alouds at the beginning of the class daily (10-15 minutes).
Week of March 2nd, 2009	Post-survey will be given (Appendix A) and collected. Two open-ended questions will be given for analyzing.
March 2 nd - March 16th, 2009	Analyzed data and reported findings.
April 2009	Submitted draft to advisor.
May 15 th , 2009	Submitted final paper to advisor for approval.

Budget:

The cost of this study was minimal.

Chapter 4: Results

Introduction

The purpose of this study was to determine if 7th grade students' attitudes toward reading would be affected if exposed to read alouds daily. The study consisted of both qualitative and quantitative data from a sample of 51 students in two Literature classrooms, which were taught by the researcher.

The treatment for both classrooms was 10-15 minutes at the beginning of class, of a daily read aloud read by the instructor. While the instructor read aloud, students wrote down reading strategies in their notes. The following reading strategies were taught to the students at the beginning of the school year and were integrated through-out many reading lessons. The students knew these strategies well. The strategies consisted of: summarizing, evaluating, predicting, questioning and connecting (text to text, text to world, text to self). While the teacher read, each row of students was given a different strategy to write about/model. Every two days, the students would rotate strategies. For example, row one started with summarizing and then moved on to evaluating and so on. At the start of each Literature class, students would share reading strategies from the previous days' read aloud.

Students were also given a choice of several books to have read aloud to them. Final selection of the text was determined by majority student vote. During the treatment, the teacher read from two different books. The first selected book was a realistic fiction novel called The Red Kayak by Priscilla Cummings. The second selection, Stormbreaker by Anthony Horowitz, was an action packed adventure novel about a teenage spy. Stormbreaker was read aloud during the last month of the treatment.

Before and after the 2-month treatment was implemented, students were given an anonymous nine question survey (Appendix A) that addressed their attitudes toward read alouds. During the survey, the researcher made sure to explain the different feelings the responder may have in response to the questions. The researcher also gave specific examples from her teaching for the students to connect their responses with. The researcher explained that both “love and like” choices were considered positive responses. “Love it” meant that the responder was completely passionate about that specific activity/idea. “Like it” meant that the responder enjoyed the activity. The researcher also added that if the responders answered with “indifferent”, they really had no opinion on the question being asked. If the student(s) responded with “dislike it,” they didn’t like the activity/idea that was addressed. This study was then calculated and analyzed for quantitative data.

In addition to the quantitative data, the teacher examined students’ responses to two open-ended worksheet questions of student attitudes towards read alouds. The qualitative data was collected at the end of the treatment. When collecting this data, the researcher looked for trends and common attitudes. The researcher also observed behaviors displayed by the students when the treatment was being conducted. The researcher looked for common behaviors and reactions across the treatment group. The responses to the two open-ended worksheet questions and observed behaviors provided qualitative data for the researcher.

The researcher also conducted analysis of the quantitative data with a student t-test at the .05 level of significance to test the hypothesis. The achievement scores of the students were analyzed. The calculated value of the statistic for this text was -0.74. The critical value

was 2.01. The degrees of freedom were 50. From this analysis, the researcher concluded that the data was insufficient to reject the null hypothesis.

Findings: Pre and Post Survey Results from a sample of 51 students

Survey Questions	Love it (pre/post)	Like it (pre/post)	Indifferent (pre/post)	Dislike (pre/post)	Positive Ranking Pre and Post	% Gain
1. How do you feel when your teacher teaches a lesson through a read aloud?	9/20	26/24	13/7	3/0	68.6% to 86.2%	+17.6%
2. How do you feel when a teacher read alouds so you're able to understand the text better?	12/27	29/21	9/3	1/0	80.3% to 94.1%	+13.8 %
3. How do you feel when the teacher lets you choose what read aloud book you want to listen to?	35/38	8/10	8/3	0/0	84.3% to 94.1%	+9.8%
4. How do you feel when about your reading experience after a teacher read a book aloud?	7/12	24/29	19/10	1/0	60.7% to 80.3%	+19.6 %
5. How do you feel when the teacher stops and models/reviews reading strategies during a read aloud?	4/7	14/19	21/19	12/6	35.2% to 50.9%	+15.7%
6. How do you feel about a new book after a teacher has read part of it aloud (book talk)?	14/12	21/31	13/7	3/1	68.6% to 84.3%	+15.7%
7. Do you enjoy your teacher reading a variety of genre's aloud to you?	16/21	15/17	16/11	4/2	60.7% to 74.5%	+13.8%
8. How do you feel when a teacher uses different voices or expression when reading aloud to you?	28/30	17/14	6/6	0/1	88.2 % to 86.2%	-2%
9. What is your overall opinion of read alouds?	23/31	21/16	7/4	0/0	86.2% to 92.1%	+5.9%

Within the 9 question survey, it was shown that 7th grade students' attitudes towards reading was affected positively when exposed to a daily read aloud. The pre-survey showed that 68.6% both loved and liked the experience of a lesson being taught during a read aloud. In the post survey 86.2% both loved and liked the experience of a lesson being taught through a read aloud. There was a 17% increase in students' attitudes from pre to post survey. A t-test analysis was also conducted with this data resulting in a t-value of -4.47, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was insufficient to reject the null hypothesis.

Furthermore, students both loved and liked that a read aloud was able to help them understand the text better. In the post survey, 94.1% of students (compared to 80.3% pre-survey) felt that a read aloud helped them understand the text better. The qualitative data also provided further evidence that read alouds help students understand the text better. Common responses to the open-ended worksheet question, *What is the best part of listening to a read aloud? were:*

- Student were able to understand what was going on in the story better
- Students could visualize what is going on with the character.

One student quote said, "I like how I can understand the text better and when she tells us what hard words are." Another student responded with, "You get to feel like you're inside the story." A t-test analysis was also conducted with this data resulting in a t-value of 6.41, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was sufficient to reject the null hypothesis.

Students also had positive responses when asked how they felt about their reading experience after a teacher read a book aloud. In the post survey, 80.3% of students both loved and liked their reading experience. It should also be added that there was a 19.2% gain from the pre-survey of 60.7% of students loving and liking their reading experience. The qualitative data from the student open-ended question worksheet also showed that students enjoyed their reading experience. One common response from students was:

- It was the one time of day when the students could sit back and relax.

The researcher also observed moans and groans from the students when the researcher ended the read aloud time for the day. Students asked questions such as “Can’t you read longer?” “Is it time already!” A t-test analysis was also conducted with this data resulting in a t-value of 4.78, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was sufficient to reject the null hypothesis.

The research also shows that 84.3% of students both loved and liked a new book after a teacher read a part of the book aloud to them. Let it be noted that this was an increase of 15.2% from the pre-survey of 68.6% of students having a positive attitude when a teacher read a part of the book aloud to them. In addition to this, students overall thoughts on read alouds was that 92.1% of students had positive experiences when exposed to read alouds on a daily basis. The researcher also observed students responses when she had the read aloud book in her hand for the day. Student responses consisted of: “Yes!” “You’re reading today!” “I know what is going to happen!” Overall, read alouds had a positive effect on students’ attitudes towards reading. A t-test analysis was also conducted with this data resulting in t-values of 2.42

and 3.71, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was sufficient to reject the null hypothesis.

There were also factors that influenced students' attitudes towards read alouds. For example, when students are able to choose what book they could listen to during a read aloud, 94.1% of students both loved and liked that choice. The qualitative data showed that students also had strong opinions on the choices of books they liked to listen to. For example, when asked what types of books they liked to listen to students common thoughts were:

- I like books that have action/adventure
- I like mystery and suspenseful read alouds.

One student response was "Suspenseful books are the best to listen to because when we get to the suspenseful parts, Ms. B stops reading so we have to wait until the next day." Another student said "I love the read alouds where there is lots of action!" It should be noted that the students were able to vote on the read alouds they wanted to listen to during this study and that both books chosen were action and suspenseful books. To go along with this, 74.5% of students loved and liked when a teacher reads a variety of genres to them aloud. Again, there was a 13.8% gain in positive responses from the pre-survey of 60.7 % of students loving and liking a variety of genres that was read aloud to them. A t-test analysis was also conducted with this data resulting in t-values of 3.03 and 4.35, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was sufficient to reject the null hypothesis.

Another important factor, when reading aloud, is when the teacher used different voices or expressions. In the survey, 86.2% of students had positive attitudes, both loved and

liked, this practice. When going over the qualitative data, one student remarked “I like mysterious read alouds because I think it is cool and interesting when the reader uses a dark and mysterious voice for a character.” A t-test analysis was also conducted with this data resulting in a t-value of 5.0, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was sufficient to reject the null hypothesis.

A final factor that may influence students’ attitudes towards read alouds is the teacher’s approach to stopping and modeling reading strategies as they read. In the post survey, it was found that only 50.9 % of the students loved and liked this practice being done by the researcher. In the pre-survey however, 35.2% of students loved and liked this and there was an increase of 15.2% in the post survey. A t-test analysis was also conducted with this data resulting in a t-value of 1.0, with the critical value of 2.01, degrees of freedom of 50. From this analysis, the researcher concluded that the data was insufficient to reject the null hypothesis.

Summary

Both the quantitative and qualitative data displayed that students had a positive attitude when exposed to read alouds on a daily basis. The survey showed there was both a love and liking to specific factors that influence students’ attitudes toward read alouds. The open-ended worksheet questions and behaviors observed by the researcher also reinforce that students had a positive attitude when exposed to read alouds on a daily basis.

Chapter 5: Conclusions

Introduction

The purpose of this study was to determine if 7th grade students' attitudes toward reading would be effected if exposed to read alouds daily. The study consisted of both quantitative and qualitative data from a sample of 51 students in two Literature classes, which were taught by the researcher. This chapter will focus on discussion on this study, what is means and analysis of the results. Based on the results found, conclusions will be made and recommendations will be given.

Discussion

Studies have shown that middle school students' reading habits and attitudes towards reading are a concern. The research shows that students don't read for pleasure and read less than they did at a younger age. Furthermore, as the student moves into the middle grades, they develop a negative feeling about reading. However, there is also research that shows the effectiveness of read alouds in the middle level setting. The researcher in this study wanted to know if read alouds would have a positive effect on 7th grade middle school students. Along with this, the researcher wanted to know what components or teaching methods help foster a positive reading experience while doing a read aloud.

The researcher began her study with read aloud instruction for two Literature classes at the beginning of class, for 10-15 minutes. While the instructor read aloud, students wrote down reading strategies in their notes. At the start of each of each Literature class, students would share strategies aloud. Before and after the 2-month treatment was implemented, students were given an anonymous nine question survey (Appendix A) that addressed their

attitudes towards read alouds. The surveys were then calculated and analyzed for quantitative data. In addition to the quantitative data, the teacher examined students' responses to two open-ended worksheet questions on their attitudes toward read alouds. Along with this, the researcher analyzed student behaviors during and after the read alouds was presented. Finally, the researcher conducted a t-test at the .05 level of significance, to test the hypothesis.

When Ivey and Broaddus conducted a survey with 1,700 sixth graders about their best reading experiences in school, an overwhelming 62% of students said they had a preference for a teacher read alouds. In addition to this, in Jim Trelease's book, The Read Aloud Handbook, Trelease explains that by reading aloud to students, the teacher is conditioning the students' brains to associate reading with pleasure. In the study done by the researcher, the quantitative data showed that 92.1% of the students both loved and liked their overall read aloud experience. In all survey questions asked, the majority of students showed a positive liking to read alouds and the factors that influence them. Students also commented in their open-ended worksheet responses, "I love the read alouds that have lots of action." Ivey also mentions motivation as a key factor in why read alouds can have a positive effect on students. Students said that by hearing a teacher read a book aloud, it encouraged them to want to read it on their own. Students also mentioned that by a teacher reading aloud, they were able to understand the text more thoroughly and increased their interest in the text. In the researcher's study, students also had positive responses to read alouds. 84.3% of students had a positive response (loved and liked) when asked if they enjoyed a teacher reading part of a new book aloud to them. It was also found in the qualitative data that students would choose a book by that same author of the read aloud for their own independent reading. In addition to

this, 94.1% of students had positive responses when asked if read alouds helped them understand the text better. One student commented, “I like how I can understand the text better and when she tells us what hard words are.” In Janet Allen’s book Yellow Brick Roads, she talked about the fact that read alouds provide a “stress-free” zone for students. The qualitative data collected by the researcher also showed that students felt that when a teacher read aloud to them, it was a time in their day where they could sit back and relax. A student stated, ““You understand the book better, and you get to relax.”

There are essential components when an interactive read aloud takes place (Fisher, Flood, Lapp, Frey, 2004). One of these components was choosing high interest books for students. In the study done by the researcher, it was shown that 94% of the students surveyed had a positive response when getting to choose the book they wanted to listen to. Furthermore, 74.5% of students had a positive response when they read from a variety of genres. The researcher also found out in the qualitative data that students enjoyed high interest texts, such as mysteries, suspense and action/adventure books. A student explained, “I like action stories because they always keep you guessing to what is going to happen next to the main character.”

Another effective component of read alouds is that texts should be practiced and previewed by the teacher. Teachers should model fluent oral reading that is both animated and expressive. In the study done by the researcher, 86.2% of students had a positive response when asked if they enjoyed the teachers using different voices while reading. One student comment stated, “I like mysterious read alouds because I think it is cool and interesting when the reader uses a dark and mysterious voice for a character.”

The results of this study show that read alouds are seen as having a positive effect on students' reading experience. Overall, read alouds provide an opportunity for students to understand text better, enjoy high-interest literature and be in a "stress-free" environment. Although students may be apathetic about reading at the middle school level, read alouds, as shown in the study, provide a positive experience for students to enjoy literature. Read alouds is a beneficial teaching method for teachers at the middle level to still practice and not to put to the wayside. Read alouds should be done daily for students to experience the full benefits of them. The components of an effective read aloud also are essential tools that teachers need to incorporate, not only in read alouds but their everyday reading practices. With integrating specific components of a read aloud, such as giving students choices, modeling read strategies and using different voice techniques, teachers will have a stronger read aloud experience with their students. Furthermore, these components can be used by teachers in their everyday reading instruction as well.

To further the value of read alouds, a t-test analysis was conducted with this data resulting in t-values of 6.41(Question 2), 3.05(Question 3), 4.78(Question 4), 5.0(Question 5), 2.42(Question 6), 4.35(Question 7), and 3.71(Question 9), with the critical value of 2.01, degrees of freedom of 50. This data was sufficient to reject the null hypothesis. To go along with this data, two t-values of -4.47(Question 1) and 1.0(Question 8) displayed, with the critical value of 2.01, degrees of freedom of 50. This data was insufficient to reject the null hypothesis. From this analysis, the researcher concluded that the majority of the data, 89%, was insufficient to reject the null hypothesis. This data shows that read alouds have a significant impact on students during this study.

Overall, the study showed the researcher the true benefits of the daily read aloud. Currently, the researcher practices read alouds daily within her classroom and will continue to play a strong role in her teaching. The researcher also found that student choice was something that stood out greatly in the study and has incorporated that component within her reading classroom. The researcher just finished a reading unit where students were able to choose the book they wanted to read. The researcher found that students were reading more and enjoying class because of the choices they were given.

In the development of this research, some limitations may have been a factor. Both Literature classes were taught in the morning, where students were more alert. If classes were taught in the afternoon, students may have less energy after lunch and may not be as focused listening to the read aloud. One question the researcher had was, does the time of day influence the treatment being given? Another factor to contemplate was that the researcher chose both a high-interest adventure and a realistic fiction book. If another genre was selected, would the students have been as interested? During the study, the researcher also had the students writing reading strategies as they listened. If the researcher would have allowed students to sit back and listen only, would they have answered any of the survey questions differently? Specially, would they have answered this question differently?: How do you feel when the teacher stops and models/reviews reading strategies during a read aloud?

Further research on this topic would include questions on specific genres that students would be interested in listening to in addition to the genres presented in the study. Or, what genres are more effective in specific classroom? Another question worth studying would be, when incorporating reading strategies during read alouds, are students effectively using them

while listening to the story? Finally, to the students who answered “dislike” to the read aloud survey questions, what is it about a read aloud that they dislike? How is it possible for educators to change students’ attitudes from “dislike” to “like or love?”

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Appendix A

Student Survey

Put an X in the box that best describes your reading experience. Make sure to be honest!

	Love it!	Like it.	Indifferent (no opinion)	Dislike it.
1. How do you feel when your teacher teaches a lesson through a read aloud?				
2. How do you feel when a teacher read alouds so you're able to understand the text better?				
3. How do you feel when the teacher lets you choose what read aloud book you want to listen to?				
4. How do you feel about your reading experience after a teacher reads a book aloud?				
5. How do you feel when the teacher stops and models/reviews reading strategies during a read aloud?				
6. How do you feel about a new book after a teacher has read part of it aloud?				
7. Do you enjoy your teacher reading a variety of genre's aloud to you?				
8. How do you feel when a teacher uses different voices or expression when listening to a read aloud?				
9. What is your overall opinion of read alouds?				

Open-ended worksheet questions:

1. What is the best part of listening to a read aloud?
2. What types of read alouds do you like to listen to?