

Boys reading



A school case study

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Scotch College 1998

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FOREWORD

Moir Robinson once said that reading was important for young people because it worked through the imagination to enable them to identify with and better understand others. She was, at the time, referring to their reading of adolescent fiction but I can think of no better way today to characterise the importance of all types of reading for people of all ages and interests.

This study of boys' reading habits in the so-called 'middle years' is chiefly important because of its breadth of focus. While it was conceived within the English Department in the first semester of 1997, the intention was that the information collected might be helpful not only to English teachers but also to a wide cross-section of the educational community - teachers of other subjects; librarians; parents; school administrators; other researchers, at Scotch College and elsewhere, now and into the future.

So, what does it tell us about reading? At the risk of appearing to summarise the report's detailed conclusions, I would point to two salient findings. One is that the reading habit for this group of boys at least is generally alive and well. Secondly, that there is much adults can do to encourage children to read - or not - depending on how they approach the task and their role. Perhaps the most compelling force here is the role model that the reading of adults and peers offers to young people.

Warwick Barry and his research team should be commended for the very great deal of time and hard work he and they have put into this project. Thanks need also to be extended to the students and staff of Scotch College and other schools who ensured the survey's comprehensiveness and accuracy. The extent of their co-operation is testimony to the value of reading for us all, that reading can and does bring people closer together.

ORGANISATION OF THE REPORT

This report describes the results of an investigation into the reading habits and practices of students in Years 7 - 10 at Scotch College.

Scotch College is an independent boys school located in Hawthorn, Victoria, with a total enrolment of some 1,850 students from Primary to Secondary level. Within this population some two hundred students in Years 7-12 make up the boarding house, located at the eastern end of the campus. The school has an open entry policy, though it is necessary to secure enrolment much in advance, as the school offers an interesting and varied co-curriculum program that appeals to a wide range of students.

The report documents the findings of an investigation into reading programs and resources conducted from July to December 1997. The major focus of the report is on the findings from a survey of all available students in Years 7 – 10 (i.e. 877), and from a series of interviews with 17 students from different year levels.

The report comprises four volumes:

1. This volume includes discussion of the research approach; provides a detailed account of the investigation of reading programs and resources; describes the design and conduct of a school-wide survey; analyses and interprets the data from the survey and interviews; makes recommendations on ways in which students' reading at Scotch College might be enhanced;
2. Reports of the statistical analyses carried out by the Australian Council for Educational Research;
3. Transcripts of the interviews with students.
4. Edited Summary.

READING RESEARCH PROJECT: RESEARCH TEAM

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CHAPTER 1

INTRODUCTION

"Reading is informative and sometimes adventurous."

The Reading Research Project was set up in July 1997 to investigate patterns of reading amongst students in Years 7 to 10 at Scotch College.

The project was a response to concerns expressed both by educators and the wider community about the reading abilities of Australian school students.

Anecdotal comments referring to students' reading from within the English Department at Scotch College have suggested that there was need for an investigation of the reading habits and practices of students, both in English and in other learning areas. For example, there is recognition of the need to set comprehension tasks to check on whether students have actually read the text being studied in English. There has been strong interest in determining the extent to which current approaches to the teaching of reading extend students' knowledge of, and interest in, literature.

National studies have indicated that, for some groups of students, low levels of literacy achievement limit their capacity for achievement in schooling. Analysis by the Australian Council for Educational Research (ACER) of data spanning 1975 - 1995 shows that there has been a decline in the percentage of 14-year-old boys attaining mastery of basic reading comprehension. There has also been a widening of the gap between boys and girls, from a 3% gap in 1975 to an 8% gap in 1995 (ACER, 1997a).

The main findings of the National School English Literacy Survey, reported in *Mapping Literacy Achievement* (ACER, 1997b), matched existing research in demonstrating that there are differences in achievement according to socio-economic status and gender, and for students who have a language background other than English.

One of the most striking findings of the National School English Literacy Survey was the high association between reported enjoyment of Reading, Writing, Speaking, Listening and Viewing and higher achievement in literacy (ACER, 1997:viii). This suggests the importance of school reading programs intended to encourage students to read widely, and to enjoy what they read.

The reports from national studies of differences in the reading achievements of boys and girls, and other recent discussion of boys and literacy has been of particular interest to Scotch College. In the UK, a

special working party of the Schools Curriculum and Assessment Authority has been set up to investigate a range of matters in relation to boys and literacy.

Contemporary English curriculum documents, both state and national, place emphasis on the wide range of types of texts which students should be able to read and comprehend. In particular, the nationally developed English Curriculum Statement and Profile (adapted as the Curriculum and Standards Framework in Victoria) proposes that "teachers draw texts for study from three categories: literature, everyday texts, and mass media" (AEC, 1994: 6).

In this context, it was decided to establish a Reading Research Project, focusing primarily on the English Department's reading program for Years 7 to 10.

The following objectives shaped and guided the project:

OBJECTIVES

The overall aim of the project was to conduct research into the reading habits, interests and practices of Scotch College students.

The analysis of the data collected will provide the basis for recommendations for teaching practice in reading, initially in the English Department, and in the longer term, in all curriculum areas.

Specific objectives include:

- to collect evidence of what students in Years 7 - 10 are reading, in and out of school
- to investigate what motivates students at Scotch College to read, and what factors inhibit reading
- to gather evidence of the reading interests of students, Years 7 - 10
- to gather evidence about reading programs in a range of other schools, as a basis for comparison with current approaches at the college
- to undertake some investigation of the links which may or may not exist between
 - the teaching of reading at middle-secondary levels and junior (primary) levels
 - reading patterns in English and other subject areas

- to analyse the data collected from Years 7 - 10 with a view to determining factors which might impede or enhance student reading
- to consider the implications of the data analysis for teaching practice
 - (a) at middle-secondary level
 - (b) of the English Department
 - (c) of teachers in all subject areas.
- to develop recommendations for the reading program and teaching practices throughout the English Department.

THE RESEARCH APPROACH

"I think everyone should broaden their horizons by picking up a book."

Because the central focus of the project was on the reading habits, interests and practices of the students in Years 7 - 10, it was necessary to gather information directly from the students. Given the expected diversity of these habits, interests and practices within such a large cohort of students, it was essential to collect some data from all students.

A survey therefore seemed to be the most appropriate approach, as it could provide both quantitative and qualitative data. The survey was supplemented by interviews with five students from each year level, selected to reflect a range of responses to the survey. The survey provides the core data of the project.

Through the survey, and the interviews, the project collected a broad range of data on:

- student variables (year level, language spoken at home, boarder/day boy)
- students' purposes for reading
- time spent on homework
- time spent watching television
- time spent with computers
- reading of newspapers, magazines and books (fiction/non-fiction)
- students' evaluations of the current reading program

- reading patterns - titles of books students were reading at the time of the survey; the best books read in the past twelve months; favourite authors
- associations between a range of variables.

Further data was gathered from an investigation of the broad area of teaching reading in secondary schools. This included reading of current literature in the field, and the gathering of evidence about reading programs in a range of other schools. This was undertaken by the project leader, in consultation with the project consultant, and continued throughout the duration of the project. This component of the project contributed to the development of recommendations.

The survey was completed by all students in Years 7 - 10. Once the survey questionnaire had been designed and piloted, it was administered in English classes. The data from the first part of the survey was collated and analysed by the Australian Council for Educational Research. A series of related steps were involved in this analysis:

- frequency counts of all variables for all students
- frequency counts of all variables by year level
- cross-tabulations of associations between selected student background variables and outcomes/dependent variables
- cross-tabulations of some associations among predictor variables.

ACER provided advice on the significance of this data to the project leader and consultant.

The data from the second section of the survey (the open-ended questions) was collated by members of the project team.

The series of extended interviews were conducted late in Term 4 with five students from each year level. All interviews were conducted by members of the project team, with their own students. A common set of questions was used for all interviews, the interviews were tape-recorded, and verbatim transcripts were prepared for analysis. Comparison of the interview data with the questionnaire responses enabled further exploration of the reading practices and interests of the student cohort.

The data from all sources provided the opportunity to explore students' reading in some depth, and to develop some recommendations.

An interim report, based on a preliminary analysis of the data, was prepared by the project leader and consultant for consideration by the Head of English, the Director of Education Research and Development, and the Headmaster.

Further analysis and interpretation made it possible to identify the implications of the research project for teaching practice, for the provision and use of school resources, such as the library, for possible future action research studies, and for further investigation. A full set of findings and recommendations was presented in the final report.

Recommendations

- That time be built into teaching and learning programs in school time for reading for enjoyment.
- That students be encouraged to read fiction of their choice and a wide range of non-fiction (magazines, newspapers, biographies, etc.).
- That the wider reading program of Scotch be reviewed in light of the findings of this study.
- That reading aloud is important but caution and thought about the setting for it should be exercised.
- That a broader range of magazine material be considered for the library to encourage middle level students to use the library more frequently.
- That opportunities be investigated to encourage students to purchase their own books.

DESIGNING AND CONDUCTING THE SURVEY

"I think we should have more opportunities to read at school."

The survey was the major data-gathering tool used in the project.

A number of models was considered, including the student questionnaire used in the 1996 National School English Literacy Survey (ACER 1997). A reading survey described by Nancie Atwell in *In the Middle*, interview questions used by Jack Thomson in *Understanding Teenagers Reading*, and the regular reading column in the *Sunday Age* were also considered.

The draft was discussed and revised by members of the project team, and then piloted with one English class. Note was taken of the clarifying questions students asked about aspects of the survey, and of the time it took for them to complete the survey. Students easily completed the survey within one class session, and showed little difficulty with questions. Further revisions were made following the pilot.

It was clear that the survey would provide a large amount of statistical data, which would most appropriately be analysed by computer. The project leader investigated possibilities for such an analysis, and found that the Australian Council for Educational Research was the most appropriate agency to undertake such analysis. ACER was then engaged for this purpose.

Meetings between Lyn Robinson of ACER, the project leader and the project consultant refined the survey form, so that all data which could be analysed by computer was included in the first section, and the open-ended questions were grouped on the last pages. Advice was given on further information to be collected, such as students' self concept of their ability in English, Maths, and in general, and data on homework.

The survey was conducted between October 27 - 29 in English classes. Where students were absent from class, arrangements were made for them to complete the survey when possible. Almost all students in Years 7 - 10 were able to complete the survey.

All survey forms were forwarded immediately to ACER for statistical analysis.

CHAPTER 2

ANALYSING THE SURVEY DATA: STATISTICAL PATTERNS

"I don't think people enjoy reading as much because they find it hard to visualise what's going on, so they watch TV instead."

Frequency counts of all variables in the survey provided descriptive data, across the Years 7 - 10, and by year level. A complete set of tables for this data is presented in Volume 2.

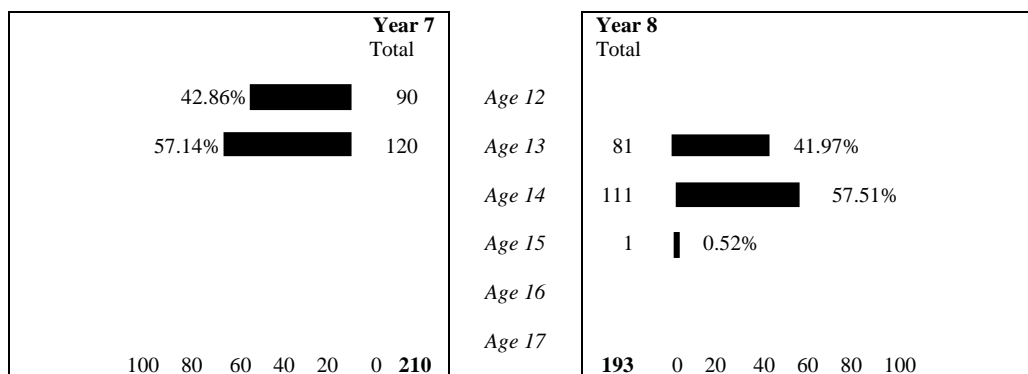
Key aspects of this data are discussed below. Selected statistical tables have been included. All other references to tables below can be found in the appendix.

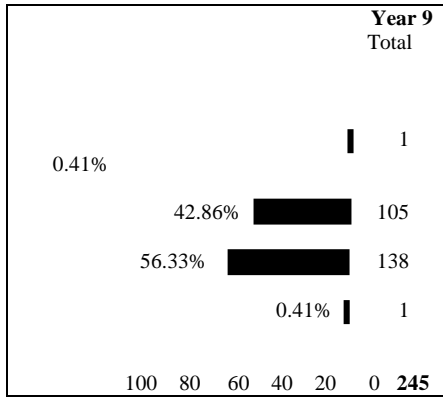
FREQUENCY COUNTS OF VARIABLES BY YEAR LEVEL

Age Range / Students – Years 7 - 10

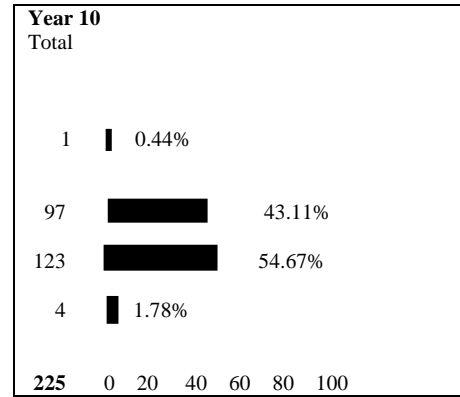
There is a large spread of students in the 12 – 16-year-old range with the biggest group in the 13 – 15-year-old group. Broadly speaking, 90% of 13-year-olds are spread over Years 7 and 8, 90% of 14-year-olds are spread over Years 8 and 9 and 90 % of 15-year-olds are spread over Years 9 and 10. Over 50% of the numbers in each of these clusters occur in the first named year level group. This is the median age for these year groups.

Age and Year Level (V4)





Frequency Total = 873



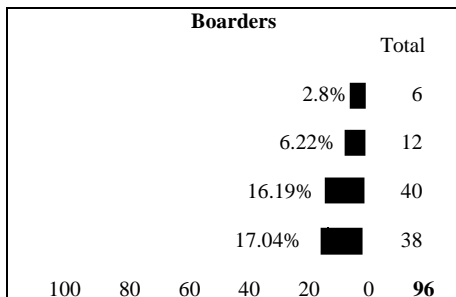
Frequency Missing = 4

Boarders and Day Boys

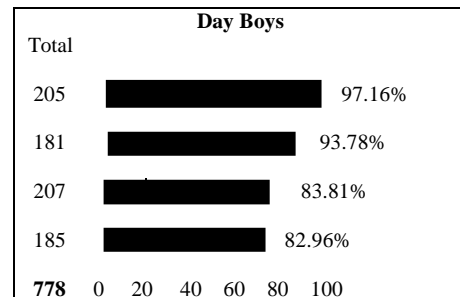
There are 96 boarders in Years 7 - 10 and 778 day students in the survey population. The largest numbers of boarders are in Years 9 and 10, some 85% of the total number.

Boarders and Day Boys (V5 by V2)

V5 (Boarder/Day Boy) V2 (Year Level)



Frequency Total = 874



Frequency Missing = 3

Student's Country of Birth

The largest group in the survey was those born in Australia, ranging from 86% - 90% across the four year levels. There were very few students of European origin, a small number of other English speaking background, and some 12 - 13% in total of Asian origin across the year levels. (Table V6).

Father and Mother's Country of Birth

This data provides further support for the previous table in that most parents are of Australian origin, some 60 -70%. There is a small group of approximately 10% of other English speaking origin and a fairly consistent group of 10 - 15% of Asian origin. (Table V7 - 8).

English at Home

Most students always speak English at home (85-90%) across the four year levels and when these numbers are added to the almost always category it is apparent that this is the major language used. Both of the last two categories barely register. (Table V9).

Learning a LOTE

As course structure has such a marked effect on subject choice at Years 7 and 8 it is not surprising that 98-99% of students learn a LOTE at these levels and a slight decrease occurs in Year 9 (12%). By Year 10 there is a significant decrease, in the order of 40%.

The majority of students learn a LOTE at school (84-94%) across the year levels, with a small number who learn a LOTE both at school and outside (6-9%). The key languages learned are French, German and Indonesian, with the numbers of students still studying these by Year 10 being approximately half the peak numbers in Year 8. Chinese is an exception to the above pattern, as its numbers remain stable for Years 8 and 10, despite a small decrease in Year 9.

Other languages like Greek, Italian, Russian, Hebrew, Cantonese and Japanese are learned outside school by a very small number of students (approximately 12%). (Tables V10 - 20).

Self-concept in English

According to Lyn Robinson at ACER the assessment of self-concept by students is problematical given the varying maturation process and if anything tends to be inflated. Bearing this in mind most students see themselves as falling into the average to very well range, about a quarter at the top, a third in better than average and about a third about average. (Table V23).

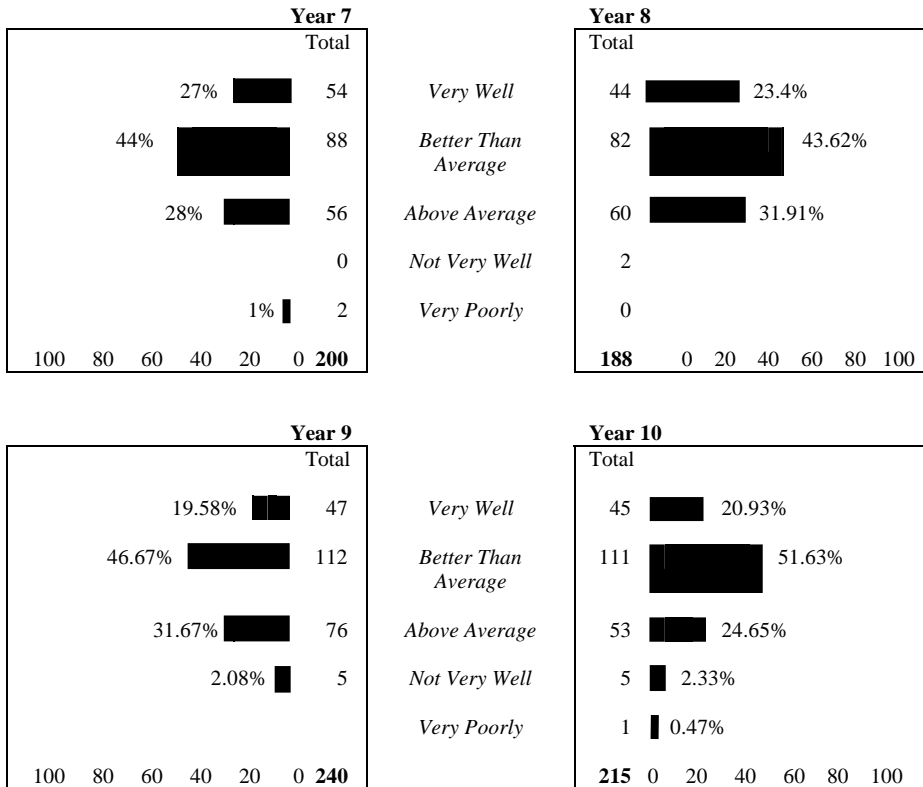
Self-concept in Maths

As with English, most students fall into the average to very well range in much the same proportions as the previous table. Significantly the "not very well" category reflects an increased number of students. (Table V24).

Self-concept in Subjects Overall

As a type of summary table this reflects the trends of the previous tables in that most students fall into the average to very well range again, though with better than average having the greatest numbers.

V25 (Self-concept: Subjects Overall) V2 (Year Level)



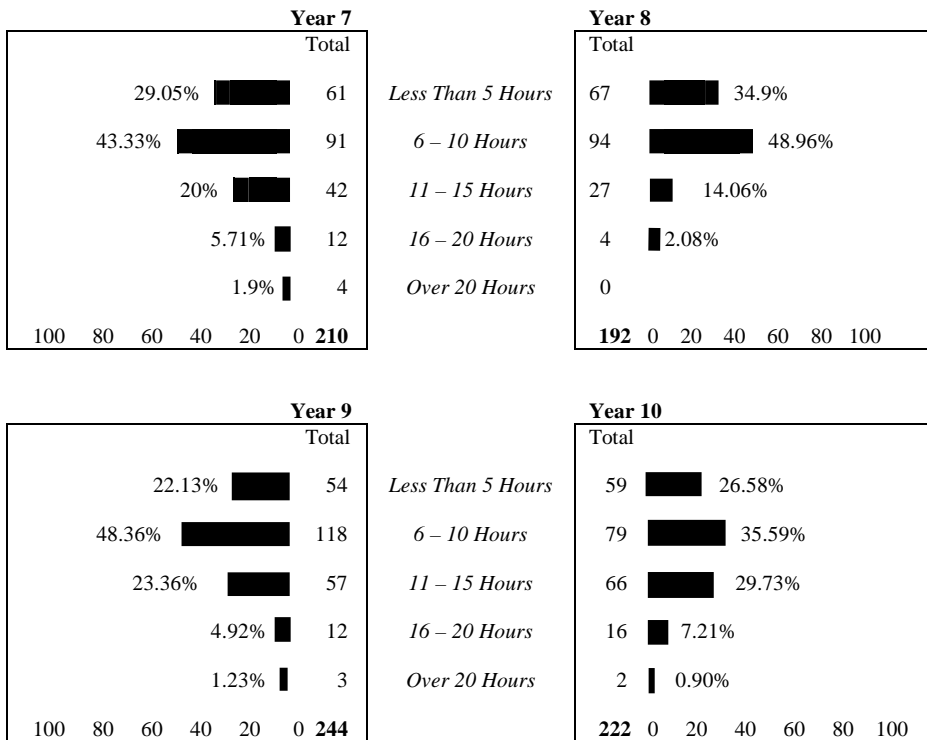
Frequency Total = 843

Frequency Missing = 34

Hours on Homework

Generally speaking a quarter of students in Years 7 - 10 spend less than five hours per week on homework. About half of the total number of students in Years 7 - 9 spend six to ten hours per week on homework and a third of Year 10. Some 20% or more of students spend between 11 - 15 hours on homework.

V26 (Hours on Homework) V2 (Year Level)



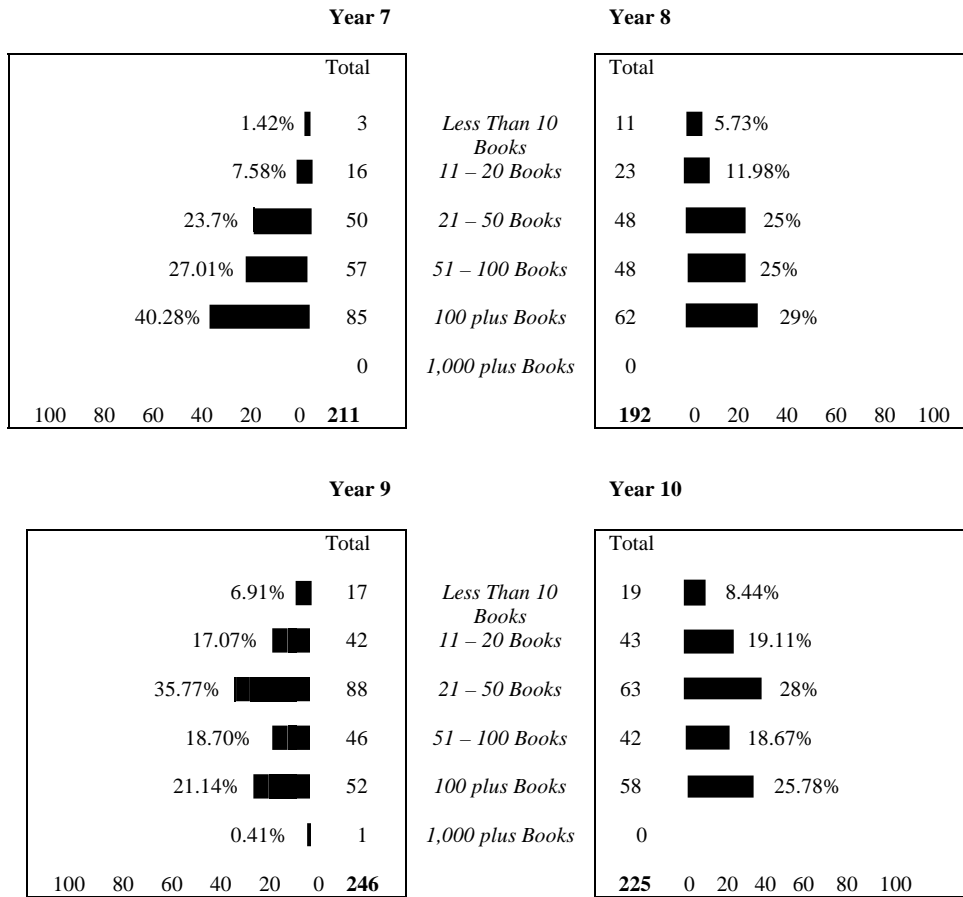
Frequency Total = 868

Frequency Missing = 9

Number of Books Owned

The majority of students in Years 7 - 10 own a significant number of books, ranging from 21 - 50 books (25%), from 51 - 100 books (25%), and the rest in the 100 plus books (20 - 40%).

V27 (Books: No. Owned) V2 (Year Level)



Frequency Total = 874

Frequency Missing = 3

Number of Books in the House

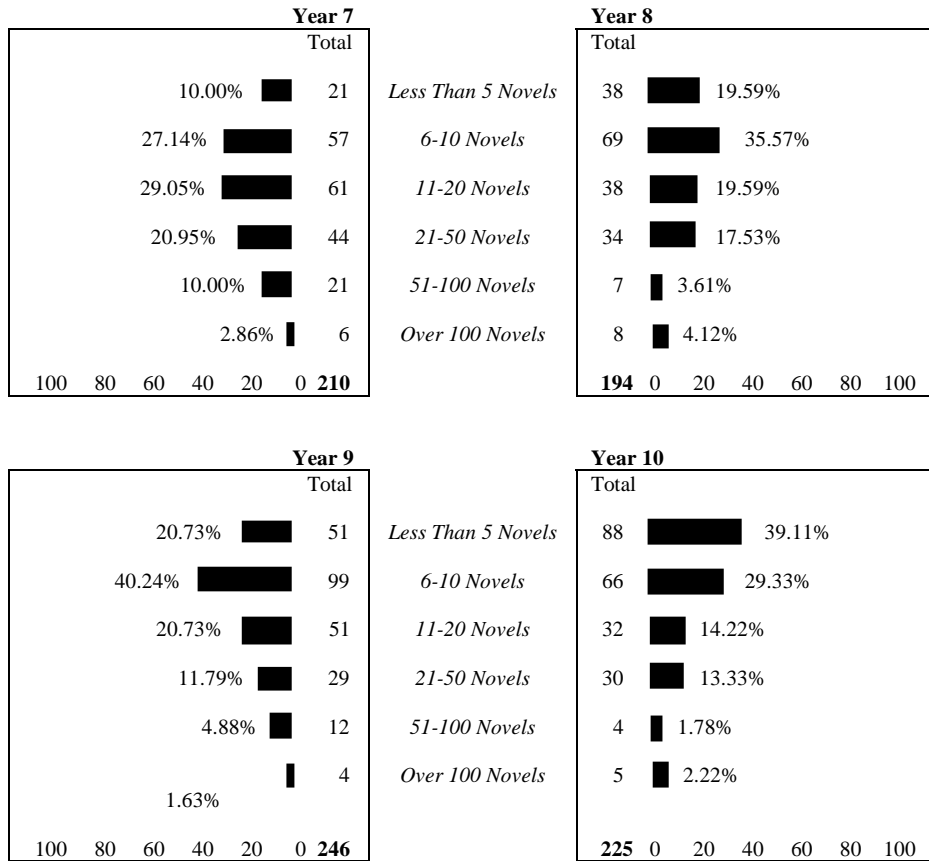
As might be expected most students fell into the final two categories of 100 plus books and the 1000 plus books, approximately 50% in the former and 30 - 40% in the latter. (Table V28).

Number of Novels Read in a Year

Some interesting trends were evident in the various categories across the year levels, though one thing was patently clear. By Year 10 the number of students reading novels had decreased significantly, except for the less than five novels category where in Year 10 it had increased to a massive 40%!

In other year levels there were still significant numbers of students reading less than five novels, ranging from 10-20%. Correspondingly in the categories 2-4 (i.e. from 6 - 50 novels), the remaining majority of students were fairly evenly spread. On the extreme (51-100 and 100 plus), total numbers were 20% and 10% respectively.

V29 (Books: No. of Novels Read in 1 yr) V2 (Year Level)



Frequency Total = 875

Frequency Missing = 2

TV: Hours per Weekdays

It is difficult to gain an accurate picture of viewing time from estimates, as electronic ratings devices have shown in recent years, because people's diaries and estimates often tend to understate the actual time spent. On face value, however, the results suggest that students are generally not watching as much television now as before, as indicated by surveys from the late 70s and 80s. The majority of students fall into the three final categories of 1-2 hours, up to one hour and no hours. (Table V30).

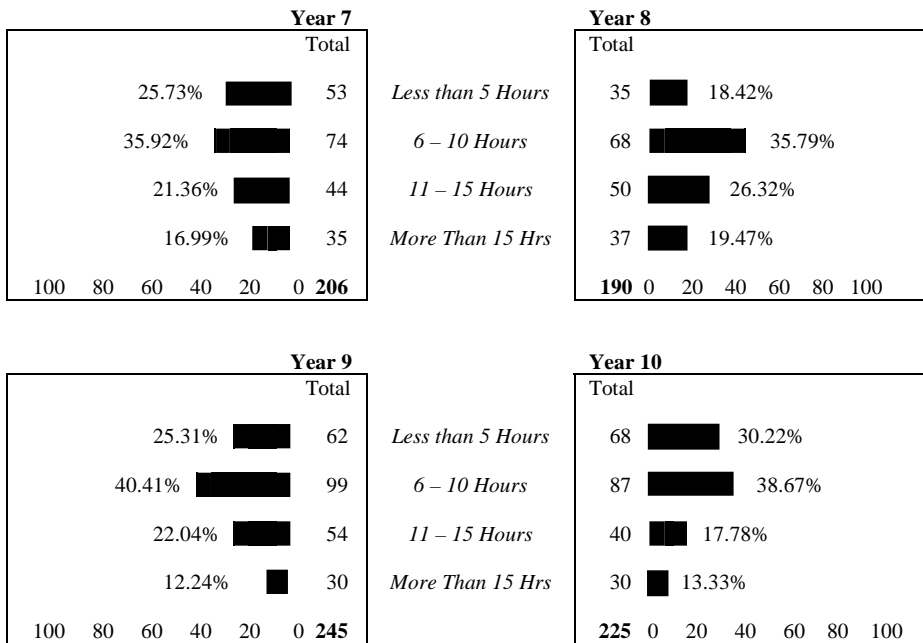
TV: Hours per Weekend

Weekend viewing patterns are more difficult to characterise; the majority of students were spread fairly evenly over all five categories, ranging from five hours plus down to 1-2 hours. (Table V31).

TV: Total Hours Per Week

Given the apparent inconsistency of the previous two tables it is interesting to note that approximately two-thirds of students in Years 7 - 10 fell into the less than five hours category and 6-10 hours group. A significant number of the remaining third watched 11- 15 hours, while a smaller number watched more than 15 hours.

V32 (TV: Total Hrs Per Week) V2 (Year Level)



Frequency Total = 866

Frequency Missing = 11

TV: Programs by Types

At least half of the students in these year levels watch the news and current affairs daily and most others watch these type of shows about once a week. Unexpectedly, only about half the students watch sporting programs about once per week, the remainder are spread relatively evenly in the other categories.

Significant numbers of students do not watch soapies (a third); whilst about half of the students viewed them regularly. Equally popular, along the same lines were situation comedies, cartoons and films. Less appealing types of shows included documentaries, game shows and music programs. (Tables V33 - 41).

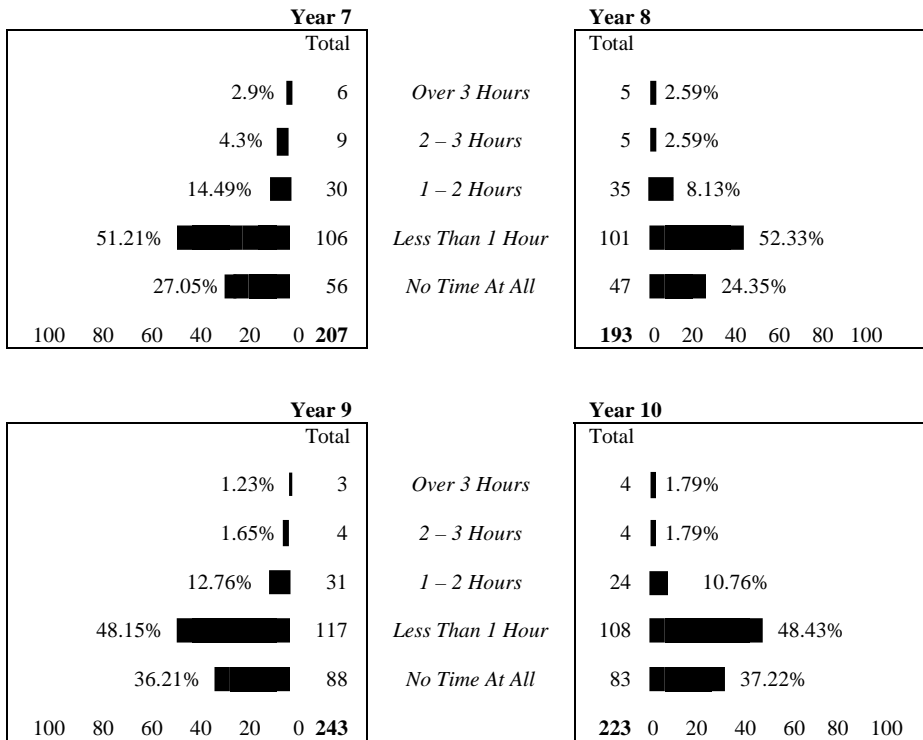
PC: At Home

Not surprisingly the overwhelming majority of students have personal computers, ranging from 91-94%, across the four year levels. (Table V42).

PC: Usage /Purpose

Surprisingly enough most students indicated that they spent less than one hour playing games and a significant number spent no time at all. Overwhelmingly the most popular usage of PCs was for word processing, which half of the student sample used for less than one hour and the next largest group used for between one to two hours. Unexpectedly the remaining categories of usage, which included CD Roms, programming, email and use of the internet, all placed the students in the no time at all category. CD Rom had at least half of the students in the less than one hour category. (Tables V43-48).

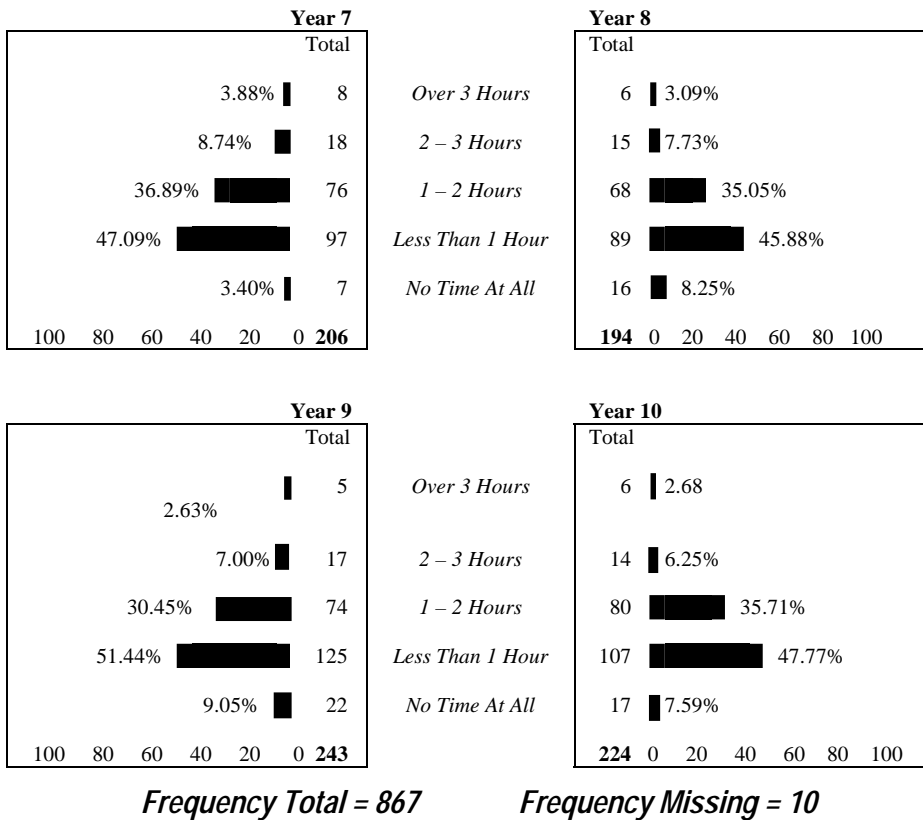
V43 (PC: Hrs Playing Games) V2 (Year Level)



Frequency Total = 866

Frequency Missing = 11

V44 (PC: Hrs Word Process) V2 (Year Level)



Newspapers: Frequency and Types

A clear majority, 93-95% of families, regularly received a newspaper, right across the four year levels.

The majority of students in all year levels received *The Age* (85%), while just under half received the Herald Sun (40%) and about 25% received *The Australian*. A minority (10 - 15%) only obtained other newspapers (local/national). (Tables V49-53).

Frequency of Reading Newspapers at Home

On average about half of the students read the newspapers often, while the remainder read them sometimes.

V54 (Newspapers: How Often Read at Home) V2 (Year Level)



Frequency Total = 833

Frequency Missing = 44

Newspapers: Popularity of Different Sections of the Paper

A number of sections of the newspaper showed that an increasing number of students became more interested the higher the year levels. These sections included local news (60% at Y10), features (58% at Y10), national news (61% at Y10) and world news (61% at Y10). Entertainment information had a fairly consistent readership through all levels (62%). Sections which became less popular as students grew older were amusements/comics (56%), advertisements and classified advertisements (82- 89%), and editorials and letters (86-90%). The business section remained fairly constant in terms of appeal at approximately 20%. (Tables V55-66).

Newspapers: Frequency of Reading at School

The majority of students read the newspaper sometimes (70%), except for a noteworthy variation at Year 8. A significant number of students never read it at school (18 - 38%). (Table V 67).

Newspapers: Purposes for Reading

The frequency of responses missing from this section (217) suggests students found it difficult to discriminate about the reason for their reading. Clearly, however, some subjects dominated the purpose section, such as English (55-83%) and SOSE (43-51%). A majority did not scan them for LOTE, Maths, Technology, Science, Health and the Arts. (Tables V68-75).

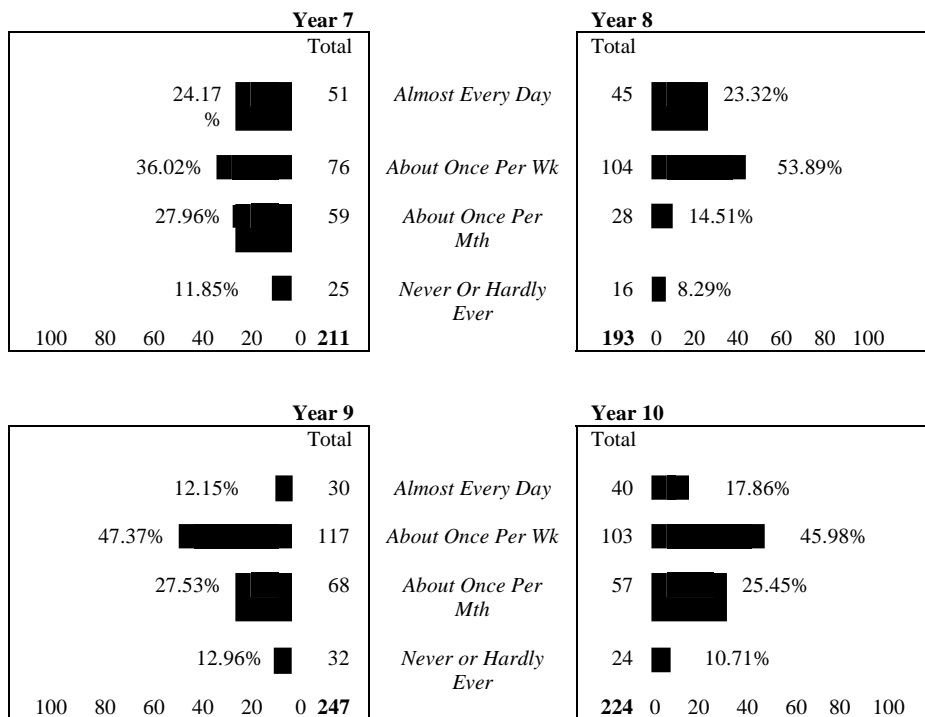
Frequency of Buying Magazines

In both tables the majority of students reported that they "sometimes" bought magazines, with many reporting that they "often" bought them. Interestingly the "often" category in both tables on average was about 25%. (Tables V76-77).

Frequency of Reading Magazines

A large number of students read a magazine about once a week (approximately 40%), while a further 20% on average read them daily. Another 24% of all students read them once per month.

V78 (How Often Read Magazines) V2 (Year Level)



Frequency Total = 875

Frequency Missing = 2

Magazines: Most Popular Types

By far the most popular category of magazines was sports (60%) across all year levels and the next most popular category was the undefined other. Some clue to the type of magazine was provided by the oral interviews, that these often related to recreational interests such as skateboarding, surfing and freewheeling. All other categories of magazine, auto, music, computer and comics, hovered around the 20-25% range across most age groups, with perhaps the occasional exception in Years 7 and 8. Science/nature magazines were a low 10%. (Tables V79-85).

Books Borrowed from the School and Public Library

The patterns of usage for the school library are difficult to characterise across the levels. On the whole most students use it about once a week (on average about 20%). There is some reason for concern as there is a significant number of students in the hardly ever and never category for Years 8 and 9. In particular in Year 10 nearly 40% of students hardly ever used the library whilst totals in the same category for Years 8 and 9 were 25% and 23% respectively. Again a further 14% never used the library in Year 10.

By comparison the public library patterns are much more transparent, as most percentages across the levels are more consistent and indicate that most students borrow books from the library once a month or hardly ever; with a significant number never borrowing from it, on average 23%. Convenience, adequacy of school or home resources may account for this pattern, or a lack of sustained independent reading. (Tables V86-87).

Reading Fiction

Much of the data relating to reading demonstrates a common trend, which may provide some evidence of reading maturation. Often the totals are higher in Years 7 and 8 for the monthly, but correspondingly higher in the never or hardly ever category for Years 9 and 10. The tables also reflect that a wide diversity and range of fiction is being read – a conclusion that is confirmed to a large extent by the open-ended section of the questionnaire.

Mystery/Spy Fiction: the majority of students across the levels hardly read mystery or spy fiction, on averages 53%. A significant number do read this type of fiction once a month (33% on average across the levels). (V88).

Adventure/Survival Fiction: this is a relatively popular genre with most students falling in the daily, weekly and monthly categories, except for Year 10 with 47% in never or hardly ever. (Table V89).

Science Fiction/Fantasy is relatively popular if one adds the percentages for daily, weekly and monthly together. In the never category there are about 40-45% of Years 7 and 8 students and a higher percentage for Years 9 and 10 (52-58%), suggesting a tapering of interest for this genre. (Table V90).

Horror Fiction is most popular at Year 7 (60%), but thereafter the number of students in the never or hardly ever category tells the story (45-63%), thus suggesting a drop in appeal. (Table V91).

War Stories were popular at Years 7 and 9 (55%), but much less popular at Years 8 and 10 (37%), a curious split of year levels. (Table V92).

Growing Up Fiction: similar to the previous table, the extreme category characterises its appeal, with the majority of students in the never or hardly ever band in relation to growing up fiction (61-74%). (Table V93).

Humorous Fiction is relatively popular in the weekly and monthly categories, but by Years 9 and 10 the large numbers in the never or hardly ever category (43-45%) indicate a change in tastes. (Table V94).

Biographical Texts are not as popular with students, who read them about once a month, 25% on average. Most students are in the never or hardly ever category (62-68%), and one suspects that this type of reading is more demanding and books are generally longer. (Table V95).

Non-Fiction Travel Books: the vast majority of students hardly ever or never read non-fiction travel books (74-89%). (Table V96).

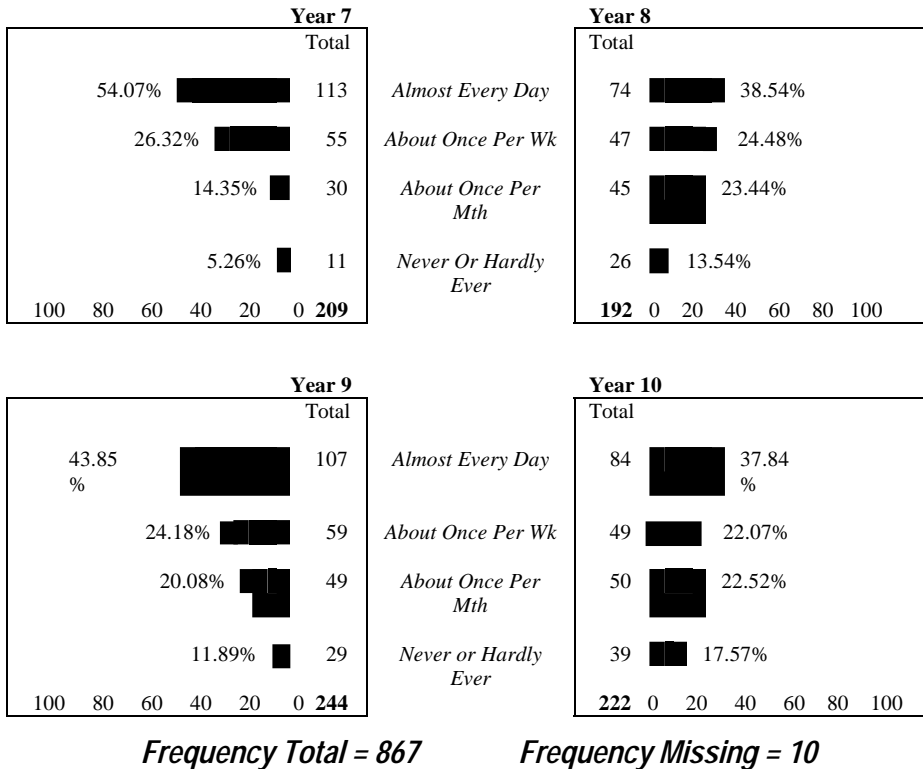
Non-Fiction Reading: Genre based

The patterns in this series of tables are much clearer, in nearly all cases students responses fell into the negative categories of never or hardly ever. Only one genre of non-fiction literature is attractive – sport and recreation, and this is in part supported by a similar trend in the purchasing of magazines. The only somewhat ambivalent genre is history, though the Year 8 percentage for hardly ever varies enormously (70%!). Thus nature, science and technology, computers (except for Year 7), music, letters and diaries appear to be relatively unpopular for students in Years 7-10. (Tables V97-103).

Reading for Pleasure

Encouragingly two-thirds of students responded that they enjoy reading for pleasure if one combines the daily and weekly categories. If one adds the monthly tallies then the percentage is approximately 88%. Still there is cause for concern when some 12% of students on average reported that they never or hardly ever read for pleasure.

V104 (Purpose of Read: Pleasure) V2 (Year Level)



Reading for Instructional Purposes

Generally most students read for instruction if one combines the first three categories (69%), though 31% on average across Years 7-10 hardly read for this purpose. (Table V105).

Enjoyment of Poetry

58% of students enjoy poetry if one combines the yes and sometimes categories, though the latter makes up some 49% of the figure. Still a consistent 42% (Y7-10 total), do not enjoy poetry; obviously there is considerable room for increasing the enjoyment of poetry. (Table V108).

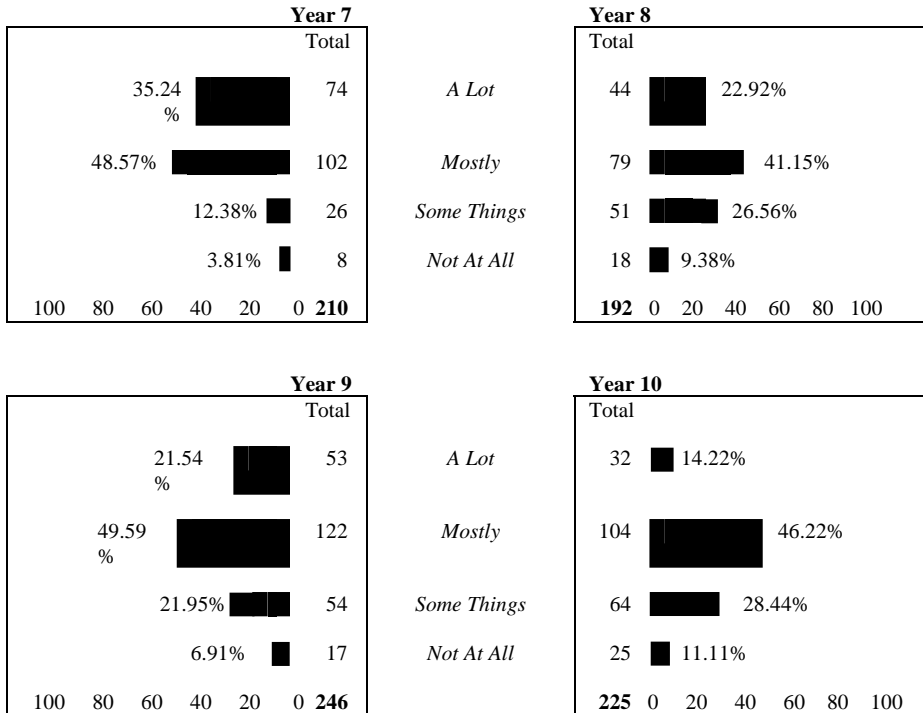
Reading Aloud - Younger Students, Small Group and Class

In all three tables there was a clear message that most students disliked reading aloud, except to a younger person, whereas those who liked it and those who did not were evenly divided. In the other tables the numbers who did not like reading aloud were 58% and 67% respectively. (Tables V109-111).

Reading: Enjoyment at School

Encouragingly about 70% of students enjoyed reading at school (i.e. a combination of a lot and mostly), though the fact that the remaining 30% only enjoy some things and some not at all is of concern.

V112 (Reading: Enjoyment at School) V2 (Year Level)



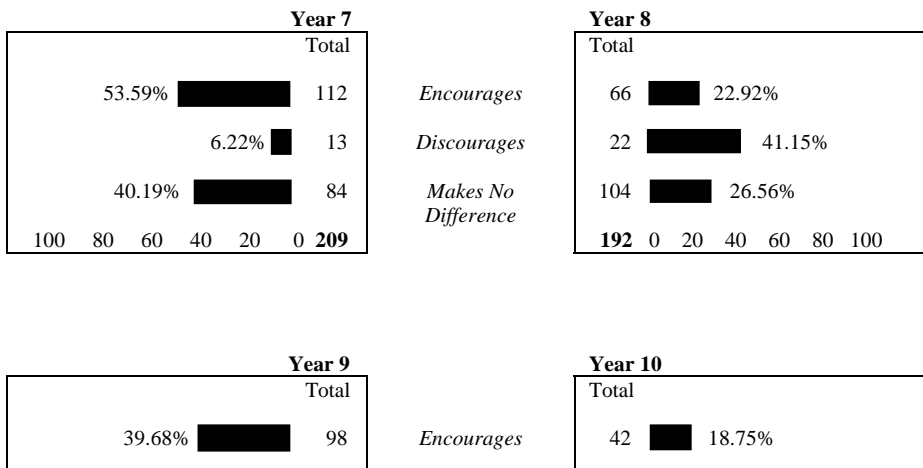
Frequency Total = 873

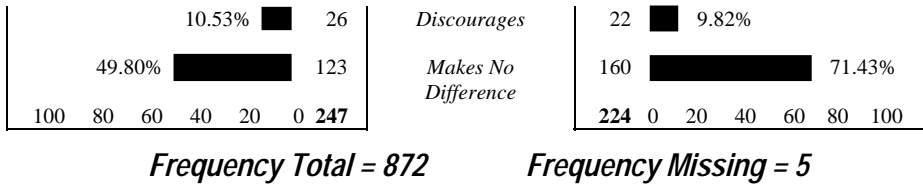
Frequency Missing = 4

Impact of Wider Reading Program

There was an unmistakably clear message; 64% of Years 7-10 students believed that the wider reading program made no difference and some 10% of students believed it discouraged them from reading. This must be addressed.

V113 (Effect of Wider Reading Program) V2 (Year Level)

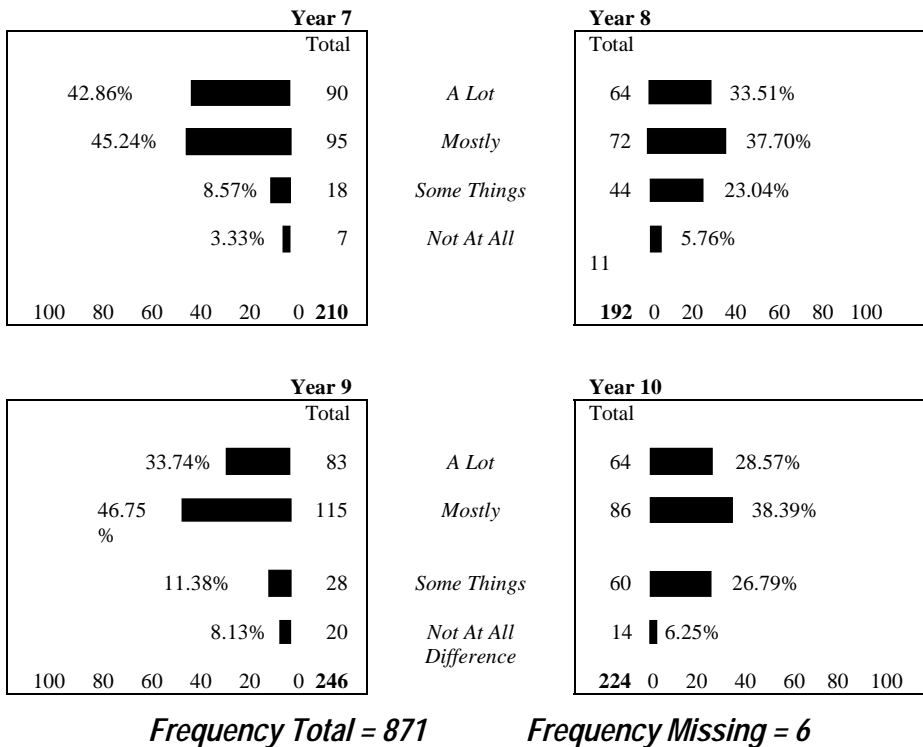




Reading: Enjoyment in General

It is both encouraging and interesting that the majority of students (70% if categories one and two are taken into account), responded that they enjoy reading. The challenge, however, is to shift those in the remaining categories into sharing this attitude. It is noticeable that for those who enjoy reading it does taper off significantly by Year 10 – a number of other elements may explain this.

V114 (Reading: Enjoyment in General) V2 (Year Level)



ASSOCIATIONS BETWEEN VARIABLES

An exploration of the significance of correlations between the range of variables indicated associations and effects, which provided further insights into the reading patterns of the students.

Boarders and Day Boys

Given the relatively small numbers of boarders in Years 7 and 8 it was decided to use Years 9 and 10 for comparison purposes to avoid possible distortion of the findings. Cross tabulations of a number of

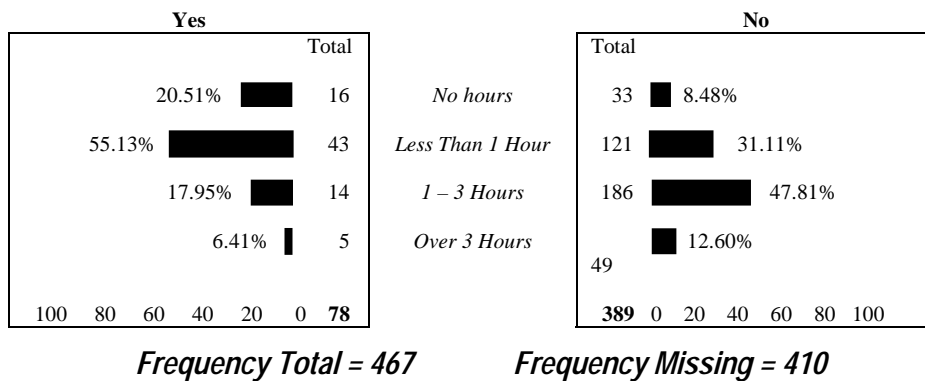
variables – time spent using computers for games, the frequency of public library usage, the frequency of reading any kind of non-fiction material – revealed no statistically significant differences. Comparison of a number of other variables, however, highlighted some interesting differences.

Television Viewing

Both tables provide clear evidence that in general day students watch more television than the boarders, as indicated in all categories from low to high viewing in the first table. In the summary table of the total hours of television viewing (includes weekend hours), it can be seen that more boarders are watching up to ten hours television whilst more day students are watching over ten hours. It must be born in mind that boarders face restrictions on viewing during weeknights though they have less restricted access to programs at the weekend.

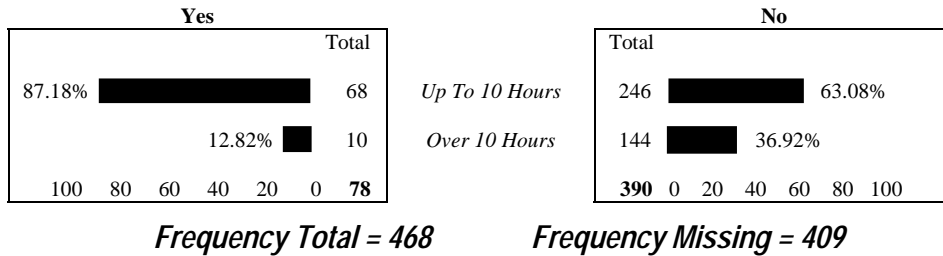
WEEKDAY TV (TV: Hrs Per Day on Weekday)

RV5 (Boarders: Y9-10 only)



TOTAL TV HRS (TV: Total Hrs in Week)

RV5 (Boarders: Y9-10 only)

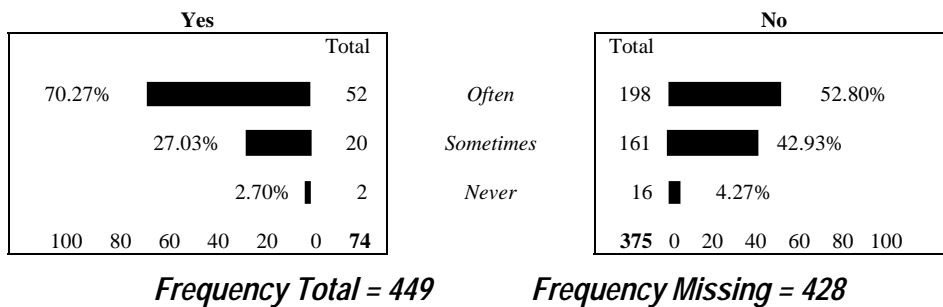


Newspapers - Frequency of Reading at Home

This data shows that boarders read newspapers more frequently than day students (70% compared to 53%), although on an occasional basis day students tend to read newspapers more often.

V54 (Newspapers: How Often Read at Home)

RV5 (Boarders: Y9-10 only)



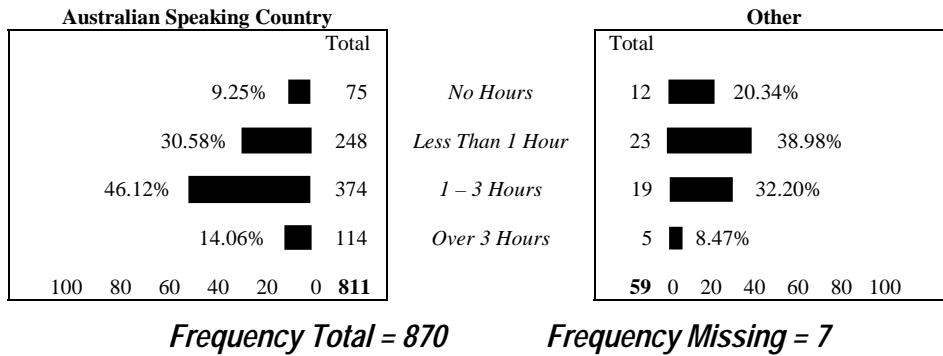
Students' Country of Birth

This factor was considered against a range of variables, however, the relatively small numbers of students who comprise this group (from 7 - 13% of the various year levels) created a significant imbalance between the two groups being compared, and thus the comparisons have limited significance. However, there were some interesting trends in patterns of television viewing.

Television Viewing Patterns

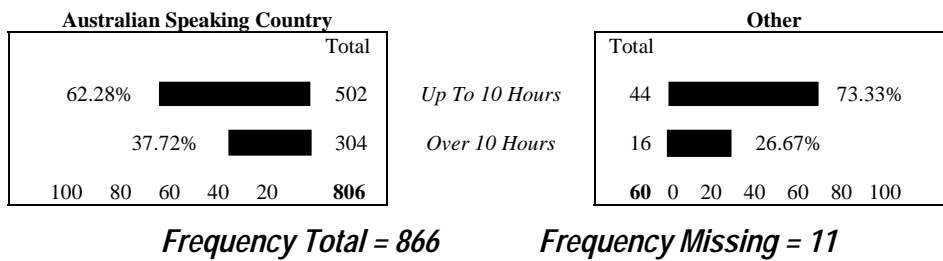
WKDAYTV (TV: Hrs Per Day on Weekday)

VRCOB (Students' Country of Birth)



TOTVHRS (TV: Total Hrs in Week)

VRCOB (Students' Country of Birth)

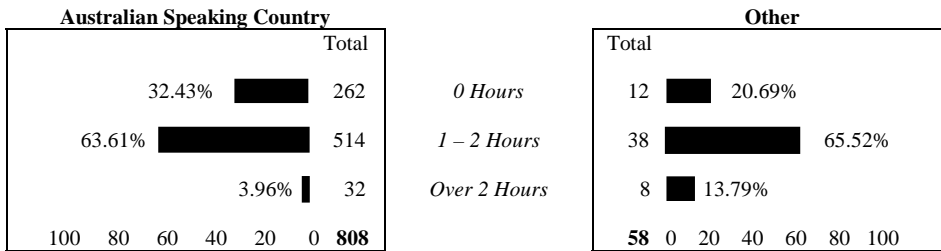


There is a slight indication that students of a different ethnicity watch less television during the week. This is also supported when weekend viewing patterns are taken into account as in the total hours table. Like boarders and day students in the previous tables, in the up to ten hours category their viewing is greater than Australian-born students and lower in the over ten hours category.

The following table suggests that students of different ethnicity have a tendency to spend more time playing games on computers than Australian-born students.

RV43 (PC: Hrs, Games)

VRCOB (Students' Country of Birth)



Frequency Total = 866

Frequency Missing = 11

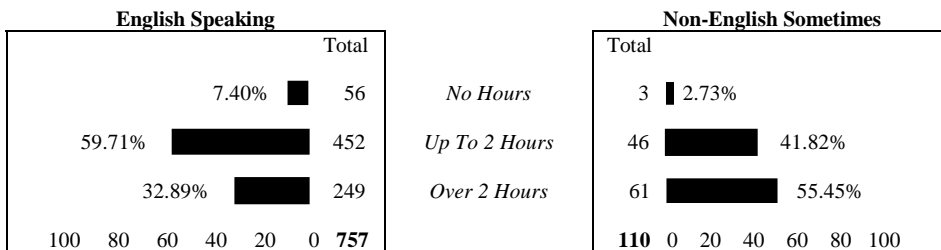
Other variables that were compared but did not reveal significant statistical differences included the frequency of library use (school and public), and the frequency of reading any kind of non-fiction.

Frequency of English at Home

Three variables were compared with the frequency that students reported speaking English at home, including time spent using computers for games or work purposes, the frequency of purchasing magazines and the frequency of library use at school or at public venues.

VCOMPHRS (PC: Hrs, Not Games)

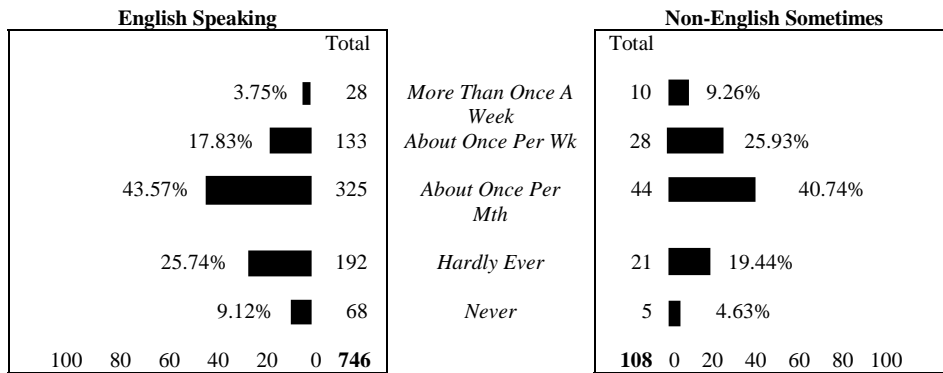
VLANG (Home Language)



Frequency Total = 867

Frequency Missing = 10

**V86 (Books Borrowed: School Library)
VLANG (Home Language)**



Frequency Total = 854

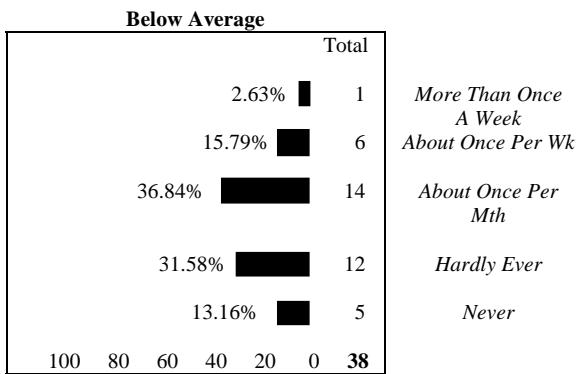
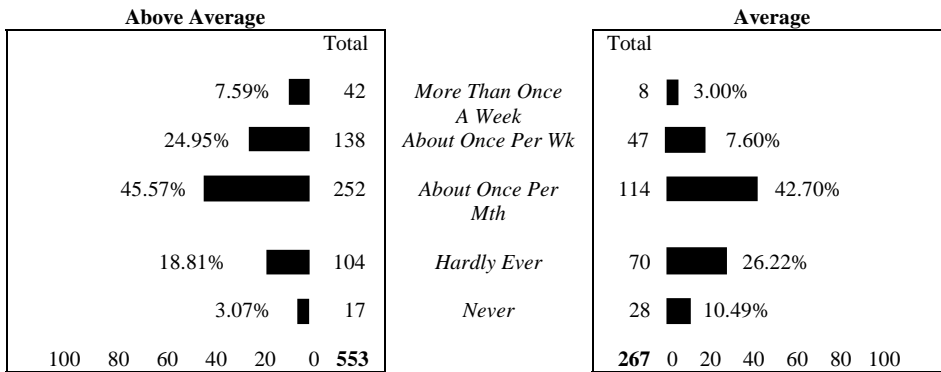
Frequency Missing = 23

Given the large disparity of sample numbers caution must be exercised in drawing conclusions, however there is a slight indication from the first table that non-English speaking students spend more time using computers for work per day. In the other table there is again a slight indication that non-English speaking students visit the school library more often.

Self-concept of Ability in English

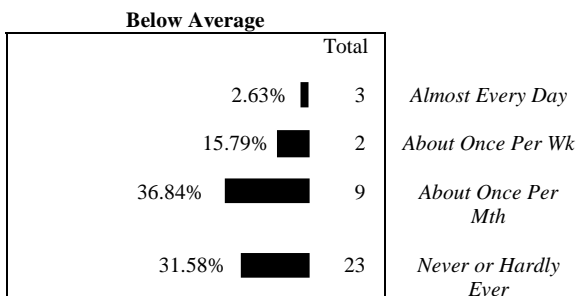
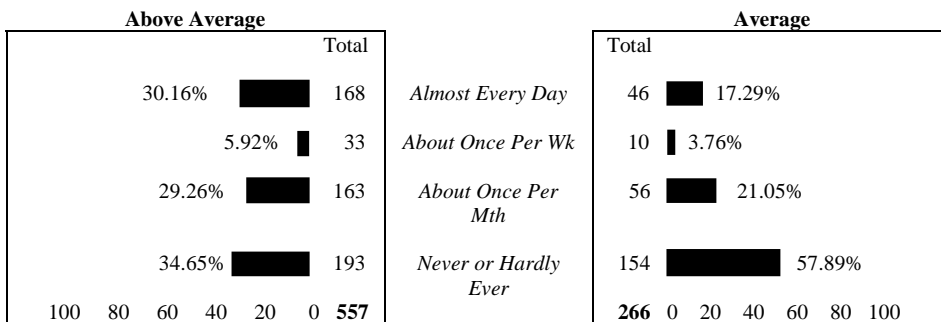
There is a strong association between all the variables compared except that of television viewing which is not really clear though it appears that students who are above average tend to watch more. In general the higher the self-concept the more the student is likely to read. Running through the key tables it can be seen fairly consistently that these students tend to read more regularly, buy books more often and occasionally borrow books on a weekly and monthly basis. They are also likely to use the library more frequently to read fiction and non-fiction and to read for pleasure more often.

LIBRARY (Use Any Library)
RV23 (Self-concept (3 cats): English)



Frequency Total = 858 Frequency Missing = 19

FICTION (Read Any Kind of Fiction)
RV23 (Self-concept (3 cats): English)

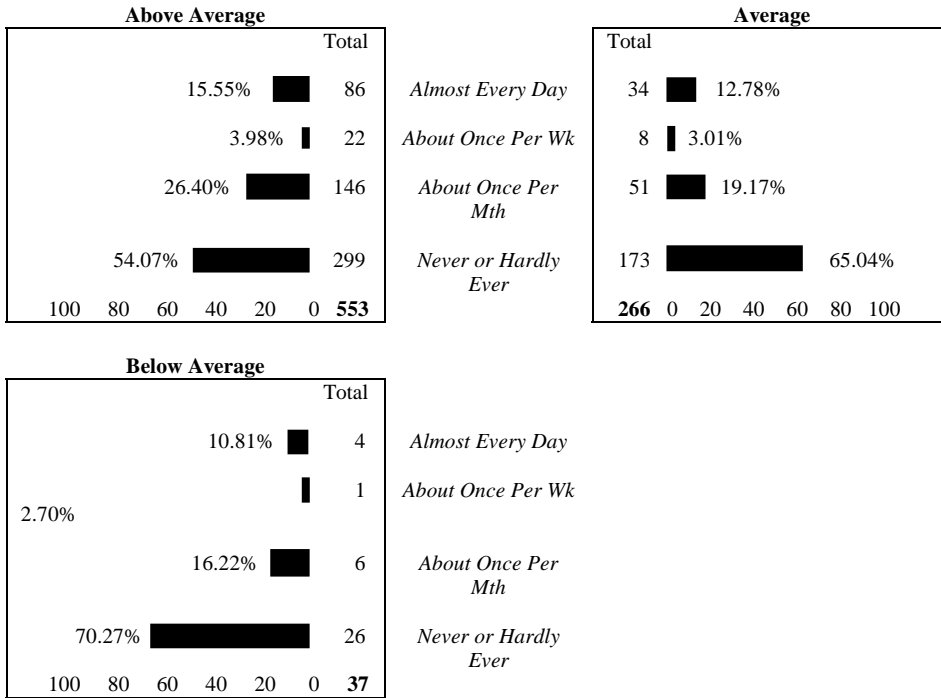


Frequency Total = 860

Frequency Missing = 17

NON-FICTION (Read Any Kind of Non-fiction)

RV23 (Self-concept (3 cats): English)

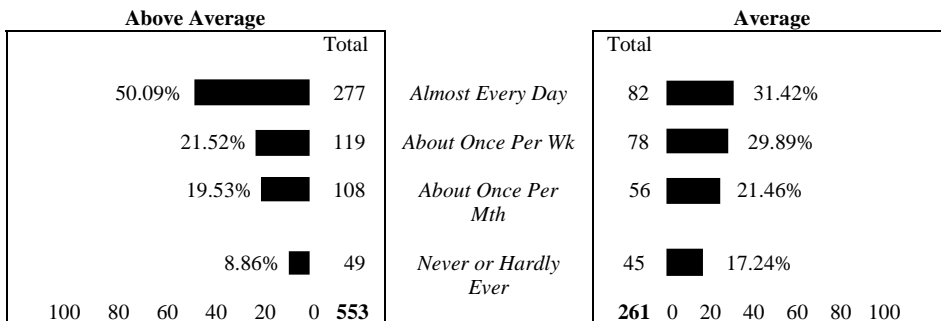


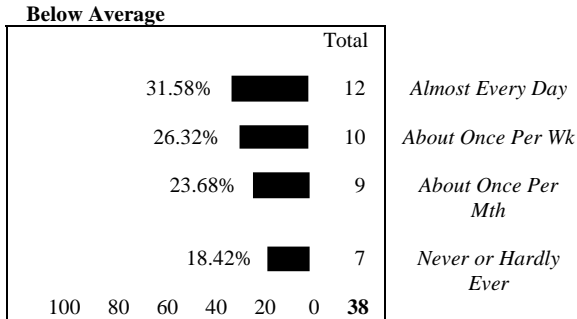
Frequency Total = 856

Frequency Missing = 21

V104 (Purpose of Read: Pleasure)

RV23 (Self-concept (3 cats): English)



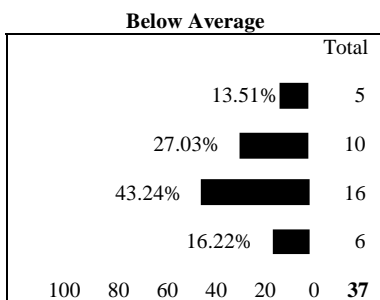
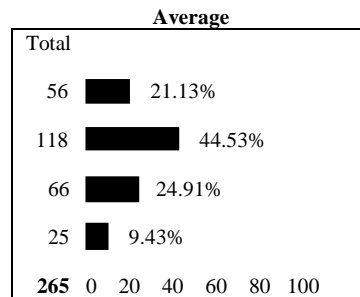
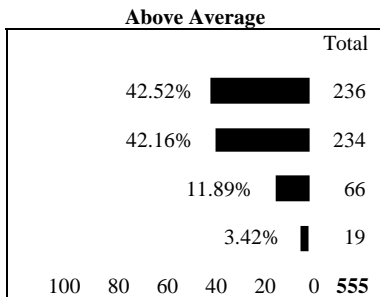


Frequency Total = 852

Frequency Missing = 25

V114 (Reading: Enjoyment in General)

RV23 (Self-concept (3 cats): English)



Frequency Total = 857

Frequency Missing = 20

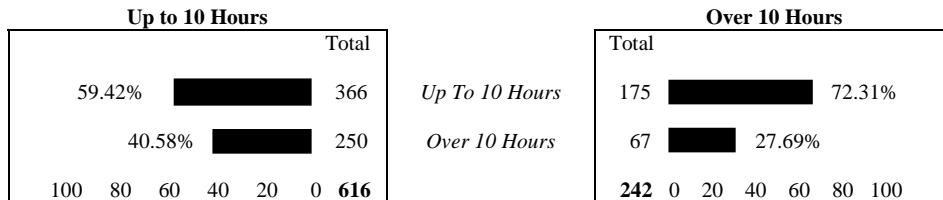
Time Spent Doing Homework Per Week

In this series of correlations the time spent doing homework was compared to the following dependent variables, time spent watching TV during weekdays and weekends, playing games on computers, reading newspapers at home, enjoyment of poetry and enjoyment of reading in general. The only significant

correlation indicated that the majority of students (60%), who do up to ten hours homework or over, watch up to ten hours of television, whilst the rest watch over ten hours of television.

TOTVHRS (TV: Total Hrs in Week)

RV26 (HW: Hrs Per Week (2 cats))



Frequency Total = 858

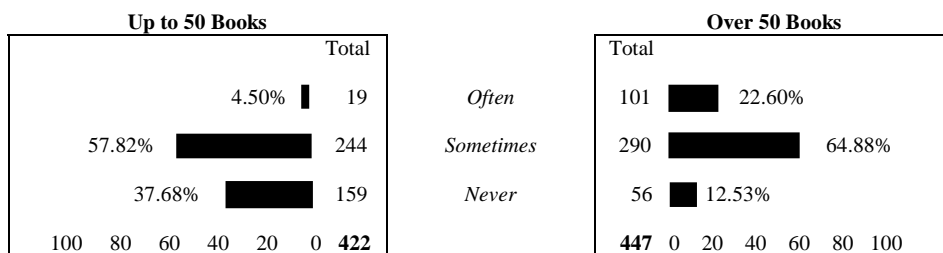
Frequency Missing = 19

Ownership of Books

A variety of correlations were compared to the above factor including the frequency of: buying books; use of the library; reading fiction and non-fiction; reading for pleasure; enjoyment of poetry; and enjoyment of reading both at school and home. The tables show that the more books owned the greater the frequency of all variables examined and significantly that of reading enjoyment.

V76 (How Often Buy Books)

RV27 (Books Owned (2 cats))

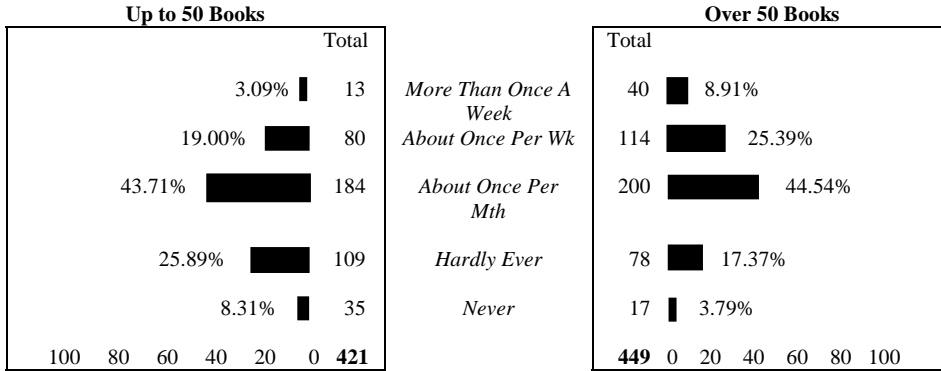


Frequency Total = 869

Frequency Missing = 8

LIBRARY (Use Any Library)

RV27 (Books Owned (2 cats))

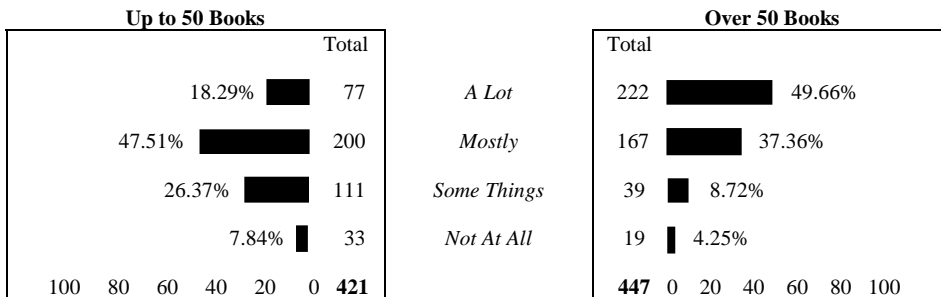


Frequency Total = 870

Frequency Missing = 7

V114 (Reading: Enjoyment in General)

RV27 (Books Owned (2 cats))



Frequency Total = 868

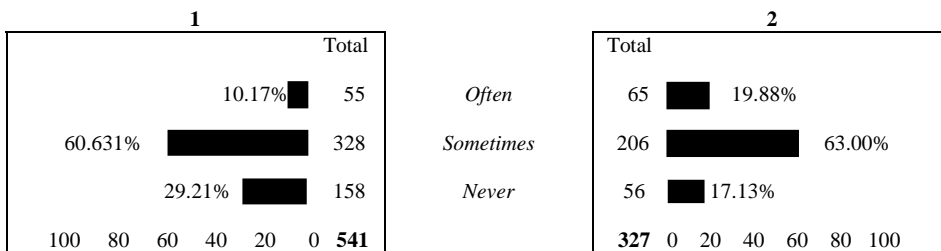
Frequency Missing = 9

Number of Books in the Home

This element was compared against the following dependent variables: the frequency of buying books; reading fiction; reading for pleasure; the enjoyment of poetry; time spent watching television; and the enjoyment of reading at school and home. With the exception of poetry and television viewing it was found that there was a significant relationship between having books at home and being more likely to buy, read for pleasure and enjoy reading in both environments.

V76 (How Often Buy Books)

RV28 (Books in House (2 cats))

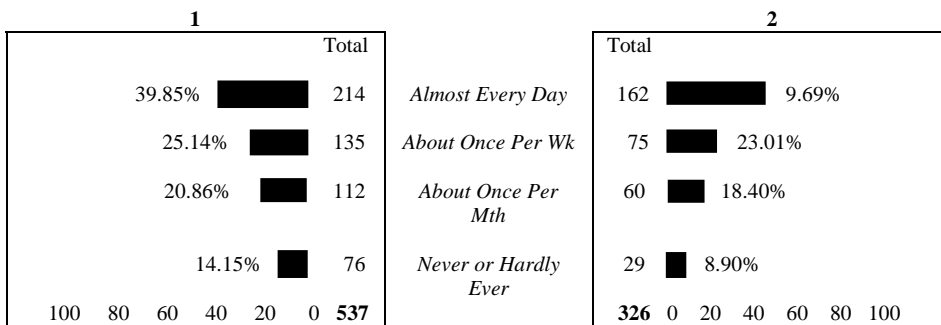


Frequency Total = 868

Frequency Missing = 9

V104 (Purpose of Read: Pleasure)

RV28 (Books in House (2 cats))



Frequency Total = 863

Frequency Missing = 14

Number of Novels Read in the Last Year

This background variable was compared against a large number of dependent variables and a number of strong correlations emerged. The list included:

- Time spent watching TV each weekday
(No hrs, Less than 1 hr, 1-3 hrs, Over 3 hrs)
- Frequency of buying magazines
- Time spent watching TV each weekend day
(No hrs, Less than 1 hr, 1-3 hrs, Over 3 hrs)
- Frequency of buying books
- Time spent watching TV per week
(Up to 10 hrs, or More than 10 hrs)
- Frequency of use of library:
 - (a) school library
 - (b) public library
 - (c) either
- Frequency of buying books
- Time spent using computers per day
- Frequency of reading any kind of fiction
- Frequency of reading newspapers at home
- Frequency of reading any kind of non-fiction
- Frequency of reading for pleasure, self-concept of ability
- Enjoyment of poetry
- Hours of homework per week
- Enjoyment of reading at school
- Enjoyment of reading in general

- Number of books owned
- Number of books in home.

All of the above, with the exception of time spent on computers and enjoyment of poetry, showed a strong relationship between the amount of reading done and a greater frequency in all other dependent variables. The more reading done the greater the frequency of the dependent variable.

Recommendations

Library

- That a broader range of magazine material be considered for the library, to encourage middle level students to use the library more frequently.
- That opportunities be investigated to encourage students to purchase their own books.
- That the extent and range of reading reflected in the survey be acknowledged as a strength within the school community.

English Department

- That time be built into teaching and learning programs in school time for reading for enjoyment.
- That students be encouraged to read fiction of their choice and a wide range of non-fiction (magazines, newspapers, biographies, etc.).
- That the extent and range of reading reflected in the survey be acknowledged as a strength within the school community.
- That the wider reading program at Scotch College be reviewed in the light of the findings of this study.

CHAPTER 3

ANALYSING THE SURVEY DATA: THE OPEN-ENDED QUESTIONS

"Starting a book is my main problem ... I have to tell myself that once I get into it I'll enjoy it."

The data from the open-ended questions were recorded by members of the project team.

Initially, the most striking finding from this section of the survey was the extremely wide range of titles which students reported for their current reading, the best book they had read in the past twelve months, and the book which had influenced them most. Reports of favourite authors also yielded an impressively wide range.

The project team members who had recorded the data summarised their overall impressions of the students' responses.

Year 7: Overall Impressions

1. Students were currently reading a wide range of titles. The John Marsden series *Tomorrow When the War Began* were by far the most popular books read in the last twelve months, but many other authors featured in these lists, including books by authors as diverse as John Grisham and Gillian Rubenstein. Biographies – often of sporting figures – were also frequently noted.
2. The best in twelve months category reflected many of the books either listed in the currently reading or favourite authors and again showed a broad range of fiction books.
3. While John Marsden was overwhelmingly the most often mentioned favourite author, many other authors were frequently nominated, including Dahl, Grisham, Kelleher, Gleitzman, Jinks, Crichton, Winton, Crew, Maloney, Tolkien, Westall, Hemmingway, Jacques, Eddings, Dixon, Stine, Blyton, Pike, Clancy, Clarke and Lewis.
4. It is difficult to characterise which books were the biggest influence as over a hundred titles were mentioned, several of John Marsden's titles being prominent. There was something of a pattern to the key quotations about influential books in that they fell into three loosely collective areas: feelings, lessons/realizations about life and attitudes to reading enjoyment.

Statements that are indicative of feelings include:

Book	Quote
<i>Of Mice and Men</i>	“It was really sad”
<i>E.J. Whitten</i>	“I wanted to try my hardest all the time”
<i>Possum Magic</i>	“Inspirational”
<i>Noddy</i>	“It makes me happy”.

Some examples of lessons/realisations include:

Book	Quote
<i>Unspecified</i>	“Taught me to have more confidence”
<i>Unspecified</i>	“Nothing is impossible”
<i>Anne Frank</i>	“Her courage and determination is touching”
<i>Tomorrow series</i>	“Made me think what humans are capable of”
<i>Unspecified</i>	“Changed my point of view on how safe a country we are”
<i>Unspecified</i>	“Our lives are important”
<i>Blabbermouth</i>	“It’s what’s inside that counts”
<i>Kelp</i>	“The importance of seeing the bigger picture”
<i>Getting Even With Dad</i>	“I do a lot more things with my father”
<i>I Am David</i>	“You have to be tough and pursue your dreams”.

Amongst quotations related to reading and enjoyment were these gems:

Book	Quote
<i>You Be The Jury</i>	“Made me think about what I’m reading”
<i>Smiley’s People</i>	“Made me want to understand obscure passages”
<i>Tomorrow When The War ...</i>	“Marsden and Jennings’ books have encouraged me to read more”

<i>The Hatcher</i>	“It started to get me into the habit of reading”
<i>Magician</i>	“Encouraged me to read fantasy”
<i>Earthsea</i>	“Because it put excitement back in reading”.

- Many students responded very positively to books read when younger, showing an established reading history with plenty of diversity. The most popular books and authors included Enid Blyton, Paul Jennings, Morris Gleitzman, Roald Dahl, R.L. Stine, Mr. Men series, Grug Series, Dr. Seuss, Thomas the Tank Engine, Fairytales, Where’s Wally, Asterix and Tinn Tinn.
- In books meant to read, students nominations contained many popular titles, including some that were part of a series or a longer book. The Darkness Be My Friend series, particular books from the Tolkien range (Hobbit, Silmarillion, Lord of the Rings) and history books figured prominently. However, there was evidence of more challenging books like Homer’s Odyssey, The Power of One, Sequel to the Maltese Falcon, Spike Milligan’s books, and autobiographies (e.g. Nelson Mandela, Simon Paidoven, Rex Hunt, etc.).
- In terms of book choice, Year 7 students indicated that they most often chose books on the basis of blurbs and friends’ recommendations, with cover appeal, reading a book by the same author, and reading the first few pages being seen as significant.
- As regards re-reading of books, 60% of students re-read whilst the remaining 40% chose not to. As to why, reasons were varied but included some of the following:
 - “because it was so good”
 - “I want a blast from the past”
 - “to refresh my memory”
 - “to understand a book better”
 - “to get more out of them”
 - “for homework/book assignments”.
- Most reported no difficulty with reading at home or school, apart from scientific texts, encyclopaedias, and texts in 'old English' (e.g. Shakespeare). Preferred reading at school was fiction especially adventure, humour, horror, war, mystery/suspense, fantasy, biographies and short stories. More silent free choice reading was requested.

10. Approximately half the students responded to the final question which invited additional comments on reading. Most of these comments were positive.
11. A large number of students indicated that they experienced difficulty with reading at school. They included science, maths and technical books, history books, long books, old English books, complicated books, fantasy or science fiction books, books with small print and poorly set out; also difficulty in concentrating due to others talking.
12. In the final section on additional comments on reading most comments reflected a positive or negative attitude to reading and its value. Some of those that stood out included:

“Wider reading assignments should have less questions – these assignments discourage reading in the school”

“Outdated books should be chucked away”

“Reading is a great way to escape from everyday life”

“Reading is a good experience”

“I like it ... but ... I don't do it enough”

“It takes a long time to choose a book”

“I enjoy reading but I do not like to be made to read”

“I find it easier to read at night”

“People can't make you – you have to want to read”

“Up until last year I hated it, now I like it a lot”

“I never finish boring books, only interesting ones”

“Some books can be addictive”.

Year 8: Overall Impressions

1. Some students reported that their current reading was the set class text, but apart from these, a huge variety of titles were mentioned, including non-fiction, sporting autobiographies (V. Richards, S. Warne, J. Platten, B. Lara), and film tie-ins. Some fairly sophisticated titles were noted, such as Cornwell and Wodehouse. There were also some challenging non-fiction (e.g. History of the U.K., Parliament, American Civil War, Reviving the Death Penalty, Battle Flag – Naval Battles of the Civil War, How to Play Bridge and Encyclopaedia of Jewish Humour).

2. The best books read in the past twelve months included some set titles, but otherwise a great variety. Adventure and fantasy titles appeared to predominate, with some autobiography. John Marsden's series was the most often mentioned and many other challenging novels were evident such as works by Isabella Carmody, Bernard Cornwell, David Eddings, Bryce Courtney and Wilbur Smith.

3. Favourite authors covered four and a half pages. Marsden was overwhelmingly the most popular, but many other authors received multiple mentions: R. Dahl, P. Jennings, R. L. Stine, J. R. Tolkien, S. King, M. Crichton, M. Gleitzman, J. Grisham, T. Clancy, V. Kelleher, C. Pike, T. Winton, B. Jacques, S.E. Hinton, D. Adams, R. Feist, W. Smith and R. Sutcliff.

4. Marsden's books from the *Tomorrow When the War Began* series were most often noted as having been an influence, but there was a wide range here, including *The Hobbit*, and some non-fiction and biographical texts.

Reasons for having been influenced by books included:

- Gaining insights into particular contexts or situations

- Lessons about life

- Lessons for future action

- Encouragement to read more, enjoy reading.

Some quotes that illustrate these reasons are:

Book	Quote
<i>Dear Miffy</i> (Marsden)	“Has made me realise how tough life can be”
<i>Belgariad</i> (Eddings)	“Made me want to read more from the series”
<i>Great Gatenby</i> (Marsden)	“I could relate with it”
<i>Tomorrow When the War Began</i>	“Courage and the effects of war”
<i>Rebel</i> (Cornwell)	“It got me really interested in the American Civil War”
<i>Time to Kill</i> and <i>Sphere</i>	“Taught me tolerance and life isn’t fair ... and to see things in a non-physical sense, surrealism”
<i>The Hobbit</i>	“First book that made me want to read more”.

5. Many students recalled that when they were younger they had read *Grug*, *Spot*, *Mr Men*, Dahl, Jennings, Enid Blyton, Miffy series and Dr Seuss. A wide range of titles included: *Master of the Grove*, Aesop's fables, *Treasure Island*, and series such as the Hardy Boys.
6. Many titles were mentioned amongst books students had always meant to read: volumes from the Marsden series, classics such as *Great Expectations*, *Treasure Island*, and currently popular fiction. They included generally longer books and more challenging or sophisticated ones: Tolkien (*Lord of the Rings*), *Lord of the Flies*, Bryce Courtney, Shakespeare (*Hamlet*), *Papillion*, and several autobiographies.
7. Most students chose books from blurbs, friends' recommendations, preferred authors. A significant number chose from the cover, or reading the first few pages, titles, size of book (no. of pages) and interest in that genre.
8. Approximately 60 -70% noted that they re-read books, for various reasons: hadn't understood, had forgotten the plot or characters, nothing better to read, had previously enjoyed the book, anticipation of knowing what is going to happen and experiencing it all over again. Some re-reading was done for school purposes, but much was for pleasure.
9. Reading at home and school which created difficulties included: old English, long boring books, small writing and no pictures, technical books, parents' choices, poetry, set novels. Reading preferred at school ranged across adventure, horror, comedy, science fiction, action books, mystery, short stories and magazines. Fiction predominated.
10. In terms of books students found difficult to read at school there were marked similarities to books at home. They included science fiction and fantasy, set texts, long, boring books, research books, biographies, old English texts and books written in dated language.
11. In terms of books students found difficult to read at school, there were marked similarities to books at home. They included science fiction and fantasy, set texts, long, boring books, research books, biographies, old English texts and books written in dated language.

Key Quotes of Interest

Most comments were predominantly positive, though many pleaded for more wide reading time, less set activities and greater personal choice. Some comments were very perceptive:

“I don’t think people enjoy reading as much because they find it hard to visualise what’s going on, so they watch T.V. instead. A lot of people see reading as a chore, especially those who are more sports minded”.

“I think we need at least two periods a week to read at school”.

“I don’t talk about what I read much because I get called a geek”.

“Being forced to read bad books discourages you”.

“More emphasis by English teachers in getting people into reading”.

“It helps you get to sleep and widens your vocabulary and you also learn a lot”.

“It is very enjoyable when you have the right book and environment”.

“The school library should be updated”.

“I really enjoy reading, you should ask the kids what they want to read, not tell them”.

Year 9: Overall Impressions

At least sixty students were reading the *Tomorrow When the War Began* series, otherwise a very wide range of titles was noted. The Marsden series was most popular as the best book read in twelve months. Marsden was most often mentioned as a favourite author, but Dahl, Jennings, Tolkien, R.L. Stine, Stephen King and M. Crichton also featured.

The biggest influence was often the Marsden series, but multiple mentions were made for *The Diary of Anne Frank*, *A Fortunate Life*, *Bravo Two Zero*. Reasons given for having been influenced included:

- understanding life, growing up, future
- encouraging reading in general
- encouraging specific interests.

Dahl was most often remembered as childhood reading, and Spot and Grug were often noted.

Many students reported that they intended to read the Marsden series.

1. John Marsden was the most popular author with the *Tomorrow When the War Began* series, otherwise a wide range of novels was noted. Other popular authors included Tolkien, Kelleher, Wilbur Smith, Jeffrey Archer, Stephen King, Agatha Christie, Michael Crichton, Gillian Rubenstein, Frederick Forsythe, Dick Francis, Tom Clancy and Patricia Cornwall. A few biographies appeared including Angela's Ashes (F. McCourt), Jimi Hendrix, Unbelievable Memoirs (Clive James), Don Bradman, Outback Legends (Peter Brock) and the James Herriot Collection.

Some relatively challenging books were also being read, such as *Mental and Astral Projection* (R.E. Mosen), *My Brilliant Career*, *To Kill a Mockingbird*, *The Prince* (Machiavelli), *First Man in Rome* (C. McCulloch), *Robbery Under Arms*, *A Brief History of Time* (S. Hawkins), *Mein Kampf* (Hitler), *Catch 22* (Heller) and *A History of Jazz Music*.

2. Best in twelve months included the John Marsden series, *The Diary of Anne Frank*, *A Fortunate Life*, *Bravo Two Zero* and a host of adventure type fiction and some sporting autobiographies.
3. Favourite authors included: J. Marsden, C. Pike, P. Jennings, Stephen King, John Grisham, Wilbur Smith, Alistair MacLean, Roald Dahl, J.R. Tolkien, R.L. Stine, M. Crichton, Victor Kelleher, Tom Clancy, Isobel Carmody, Clive Cussler, Frederick Forsythe, Agatha Christie, Isaac Asimov, Bryce Courtney, Terry Pratchett and Morris Gleitzman.
4. No clear pattern emerged in terms of a trend, as over seventy books were listed, with a broad range of genre. Quotations generally fell into three categories:
 - Understanding life, growing up, future.
 - Encouraging reading in general.
 - Encouraging specific interests.

Book	Quote
<i>Fortunate Life</i>	"Because I saw how hard life could be for some people and how it is better to be optimistic"
<i>Contact</i>	"Thought provoking – science, life, religion, God and the human race, what it is and what it can be"
<i>Storming Heaven</i> (Forsythe)	"It got me interested in military books"
<i>BFG</i> (Dahl)	"Showed me the joys of reading".

5. A wide range of books was noted in this category with the following being seen as most popular: The Grug series, Enid Blyton books, Thomas the Tank Engine, The Hardy Boys, Mr. Men series, R.L. Stine, Dr. Seuss, Little Golden Books, Where's Wally, Roald Dahl and Willard Price.
6. Books meant to read followed the trend of other year levels, with many longer/more challenging reads, such as The Theory of Relativity, Lord of the Rings series, Schindler's List, Power of One, R.M. Williams autobiography, The Bible, and Dr. Jeckyll and Mr. Hyde and War and Peace.
7. In terms of the reasons for choosing books the most popular were friends recommendations, blurbs, authors, covers and favourite genres. Sequels also rated significantly.
8. Approximately 70% of students re-read whilst the remaining 40% chose not to. Reasons were varied, but included some of the following:
 - “To pick up things I missed last time”
 - “Because I enjoyed them”
 - “Because I know what is going to happen”
 - “Just to remind me of something”
 - “Better the second time”
 - “When I can't find any decent new ones”.
9. Most reported no difficulty with reading at home or school, apart from scientific texts, encyclopaedias, texts in “old English”. Preferred reading included adventure, war, horror, comedy, fiction and silent reading.
10. Students indicated difficulty with reading at school with similar texts to other year levels. They included science, maths and technical books, long books, old English texts, poetry, science fiction and some set texts.
11. A large number of quotes about reading were recorded (60+). Of these a number stood out:
 - “I prefer to write – too much emphasis on grammar, reading books and poetry”
 - “Should consult students more”
 - “More people should curl up with a book at night”
 - “I read for intellectual stimulation as well as enjoyment”
 - “I find it hard to read in the boarding house”

“I think the school should cater more for people’s tastes”

“Reading softens the mind”

“I enjoy reading but I never find the time”

“We should have more wider reading periods”

“Reading is only good if I’m in the mood”.

Year 10: Overall Impressions

1. Apart from John Marsden’s series and a few set texts (Macbeth/T.H. White) there were few other authors who stood out as much as in other year levels. Authors that did gain a repeat mention included J. Grisham, T. Clancy, Stephen King, Frederick Forsythe, Jeffrey Archer, Victor Kelleher, Bryce Courtney, Mark Twain, Alistair MacLean and C.S. Lewis.

Some relatively challenging books were also being read such as *The Universal History of Infancy*, *Clan of the Cave Bear* (J. Auel), *Prometheus Bound*, *Tales of Mystery and Imagination* (E. Poe), 1984, *Falling Leaves* (A. Y. Mah), *Cicero*, *A Brief History of Love*, *The War with Hannibal* (Livy), *The Potatoe Factory*, *Moby Dick* (Melville), *Slaughterhouse 5* (Vonnegut) and *Surprised by Joy* (Lewis).

2. The best in twelve months included Marsden’s series, the set text *The Once and Future King*, *The Power of One*, *Magician* (R.E. Feist), M. Crichton’s books, Wilbur Smith’s books, *Lord of the Flies*, *Lord of the Rings*, a large range of fantasy titles, some film texts (*Godfather*, *Silence of the Lambs*), and a range of modern adventure writers.
3. Apart from John Marsden who topped the list, it included John Grisham, J.R. Tolkien, Robert Jordan, Roald Dahl, Paul Jennings, Wilbur Smith, Stephen King, Victor Kelleher, Agatha Christie, Jeffrey Archer, Bryce Courtney, Michael Crichton, Margaret Weiss, David Eddings, Raymond Feist, Tom Clancy, Anne Rice, T.H. White, Robert Ludlum and R.L. Stine.
4. As with Year 9, a wide range was noted, with little of a pattern connecting them. Quotations generally fell into three categories:
 - Understanding life and growing up
 - Encouraging reading in general
 - Encouraging specific interests.

Book

Quote

<i>The Power of One</i> (Courtney)	“The writing was very beautiful and powerful”
<i>Del-Del</i> (Kelleher)	“Fabulous book. Made me think about a lot of family issues”
<i>Lord of the Rings</i>	“Started me reading fantasy”
<i>All Quiet on the Western Front</i>	“Introduced me to the emotional horror of war”
<i>The Black Death</i>	“Terrifying event, remaining realistic”
<i>Memories</i> (Gibson)	“Opened up a new style of writing – interesting look at life”
<i>To Kill a Mockingbird</i>	“Don’t judge a book by its cover”.
<i>The Silmarillion</i>	“It is sad, romantic and very dramatic”.

5. A very positive and extensive series of responses to this question, the most popular books being: Enid Blyton books, Dr. Seuss books, Paul Jennings’ stories, *The Twits* (Dahl), Grug series, Hardy Boys, Mr. Men books, Spot the Dog, C.S. Lewis (Narnia series), W.E. Johns (Biggles).
6. In books meant to read a number of longer and more challenging books stood out: *Lord of the Rings* series, *Power of One*, *The Fall of the Roman Empire* (Gibbons), books from the Marsden series, biographies, Edwin Rommel’s *War Memories*, *Wheel of Time* (fantasy series), *Finnegan’s Wake* (Joyce), *The Odyssey* and *David Copperfield*.
7. In terms of the reasons for book choice the following stood out: friend’s recommendation and blurbs were outstanding, followed closely by favourite authors. Also significant were covers and reading of first few pages.
8. It would appear that not as many students re-read books as in previous year levels, and most quotations followed the patterns indicated for Year 9.
9. In terms of reading difficulty both at home and school, similar themes emerged, long books, overly descriptive books, technical books, poetry, science-fiction, Shakespeare, set texts and classics. School preferred reading included history books, adventure fiction, newspapers and magazines, novels, fantasy, horror and war.
10. Many students reflected a concern that there was little time to do any reading after completing homework and doing sport. Some relatively negative comments emerged about particular aspects of reading.

Those that stood out included:

“No time to read after homework and other commitments”

“It is enjoyable to pass free time”

“I wish I could read faster”

“Will not benefit and interest the reader unless it is in a comfortable environment involving a subject the reader is interested in”

“The class books often don’t interest me and prevent me reading good books I enjoy”

“To read a good book is to take a great journey. It is like having a good friend”

“In spite of pressure to read from parents and others, I have not read a lot and don’t feel any sense of loss”

“Reading – a necessity and the fact that some people don’t read is distressing”

“I feel that I don’t read enough and that it is also representative of the year level as a whole”

“Reading makes my speaking”

“A good way to pass time in the boarding house”

“I only discovered reading this year and I’m really enjoying it”.

Recommendations

Library

- That librarians and teachers take into account a range of suggestions on literature, made by students.
- That teachers and librarians should encourage the widespread practice of sharing of book titles by students.
- That re-reading of books be encouraged (perhaps even some dated titles).
- That the extensive range of boys’ reading reported in this survey be taken into account in future planning of English programs and library acquisition policies.

English Department

- That librarians and teachers take into account a range of suggestions on literature, made by students.
- That teachers and librarians should encourage the widespread practice of sharing of book titles by students.
- That the implication of the repeated call for more silent free choice reading be considered.
- That re-reading of books be encouraged (perhaps even some dated titles).
- That the extensive range of boys' reading reported in this survey be taken into account in future planning of English programs and library acquisition policies.
- That the year level resource lists of favourite authors and titles be made available to students.

CHAPTER 4

INTERVIEWS WITH STUDENTS

"I think I'm reading more as in harder work and understanding different ideas and the texts I read, the way they're explained and the way they deal with ideas are a lot more complex."

A further probe into the reading practices of the boys at Scotch College was made by interviewing a small number of students. The interviews were carried out late in Term 4 by members of the Reading Research Project team. All interviews were recorded and transcribed. The transcripts are presented in full in Volume 3 of this report.

A set of questions was drafted by the project team, and trialled in an interview with a Year 10 student. The draft questions provided a useful structure for the interview, and with minor revisions, were used in all interviews.

Seventeen interviews were conducted, with three to five boys from each year level. Boys who, in the survey, had shown different patterns of reading interests and behaviour were selected for the interviews.

The interviews commenced with reference to the recently-completed Reading Survey, and the plan to talk with a few students to find out more about their ideas and feelings about reading.

Interviews began with a variety of introductory questions, designed to open up the conversation. "Have you been reading much lately?" "What are your favourite kinds of reading?"

The structure for the interview was designed to focus on the following key aspects of reading:

- Enjoyment
- Understanding
- Feelings
- Learning identity

Enjoyment

This section of the interview was linked to the survey, picking up on whether the students had suggested that they enjoyed reading, or didn't like reading at all. Overall, the survey data indicated that 77% of students enjoyed reading a lot, or mostly. 23% of students either enjoyed reading some things, or did not

like reading at all. It seemed important to probe the matter of enjoyment, given the strong association between students' self-concept of ability in English and enjoyment of reading in general. 85% of students who described themselves as being above average ability in English reported that they enjoyed reading a lot or most times.

A number of prompting questions were used to explore this aspect:

- What kinds of things do you like to read?
- Do you like to have other people read to you?
- Do you read more or less than you did (three years ago/when you were younger/when you were in primary school?)

Understanding

In the interviews, the broad issue of understanding was raised, through questions such as:

- Would you describe yourself as a good reader?
- What is a good reader?
- How do teachers decide which students are good readers?
- Do you ever read things which you find difficult to understand?
- Do you ever experience disappointments or problems when you're reading?
- Do you finish things (books) you start to read? Do you still manage to enjoy them despite the difficulties?
- How important do you think it is to be able to read well?

Feelings

More reflective responses to reading were explored through the following set of questions:

- Are you ever surprised by what you read?
- What feelings do you have when you're reading?
- When you read a novel, do you ever feel you would like to be in the action, helping the character?
- Do you ever think what you would do if you were in the character's situation?

Learning, Identity

Questions relating to learning and identity were another major focus of the interviews. The interviewers used the following questions to prompt the students to consider the impact of what they read on their own lives:

- What do you learn from your reading?
- Have you ever learned anything important about the world we live in from your reading?
- Do you think your understanding of other people has developed from your reading? In what ways? How?
- Has anything you have ever read influenced what you believe in, what you think is right and true? What? How? Examples?
- Do you think your reading in general has helped you to understand other people or the world better?
- Do you expect reading to play an important part in your future life?

The interviews concluded with an invitation for open, extended comment: "In general, how do you feel about reading ...?".

Interviews: Year 7

Recent reading

The interviews confirmed the finding from the survey that the range of individual reading was extremely wide. One student was reading *Falling Leaves*; another indicated that he read every night, usually books, sometimes magazines; a third responded by saying that if he read at all, he preferred fiction.

Enjoyment of reading

"Adventure stories, history things" were the preferred choice of one student. By contrast, another said: "I don't really have a sort of favourite type of book, my favourite books are sort of very different genre, nothing really in particular stands out." The third student, an unenthusiastic reader, noted that "It's better if you enjoy the book because you can relate to it better."

Changes in reading patterns

In response to a question about reading more or less than at primary school, two of the students interviewed indicated that they read more:

- "Probably during school, I probably read less because of homework commitments but on the holidays I probably read more because I've got time to catch up on all the time I couldn't read during school."
- "I probably read more because it's more important when you get older."

What is a good reader?

Understanding and speed of reading were suggested as characteristics of good readers.

- "A good reader is someone that can pick up a book and read straight through and understand every word."
- " Well, people who understand what they're reading and read at a reasonable pace."
- "Somebody who can read quickly ... finds it really easy."

It is interesting to note that none of these students identified good readers as those who achieved particular purposes by reading, and that none commented on enjoyment in relation to good readers.

Difficulties with reading

"Really hard words" were agreed to be an impediment to reading. Poetry was noted as requiring particular effort: "... there are some types of poetry I find quite hard, so I like reading them but it takes a long time to find out what they're trying to say, it's an effort." Particular text types presented difficulties for another student: "some non-fiction books sound pretty crazy sometimes."

The importance of reading

All students agreed that reading is important.

- "Very important because if you can't read then you can't do most things. ... If you have to present a speech or something then you have to be able to read it properly."
- "It's quite important, because if you're like studying ... more important than when you're younger."
- "I think it's probably very important especially in life and stuff, but there is no subject where you don't need to read, English and history you have to understand things."

Being surprised by reading

Two of the students answered this question in terms of structures of texts; the third referred to specific content:

- "... if like something weird happens ... in those stories where something happened at the end like something drastic."
- "I think often that's the aim of the author to surprise you so he leads you along one end and at the ending you will find totally different things have happened."
- "I was surprised that he just goes around collecting wild animals and puts them in a cage and brings them back."

Feelings about the characters in stories

Students spoke of their feelings in relation to characters in fiction:

- "I think about that sometimes, especially the more real life settings or even if it's a fantasy setting if you're really into it you can see what's really going on, that's often sort of what you do, getting frustrated that they're doing the wrong thing."
- "... he's trying to catch an animal and it's really hard and keeps on moving so he can't take it out and it's frustrating."

Learning from reading

The students' responses to this question varied. One replied that what he learnt most from reading was "just spelling and grammar and how to put sentences together and stuff". When pushed to comment on what he learnt about life in general, and learning about people, he dismissed fiction, but said that "in non-fiction they can tell you stuff about people".

Another student explained that his understanding of people had developed from his reading "because if you get to read about someone, you get to know them and about other people, you learn more about them".

The importance of learning information, from fiction and non-fiction, was identified by one student who also referred to learning about the reading process: "Obviously if you're reading non-fiction just learning facts, ... but I suppose it's just practising learning to read and practice in reading faster, just generally the more books you read ... you tend to be able to use the information somehow. ... historical settings ... totally fictional novels ... you get the sort of feeling of that time which you probably wouldn't get in a lesson book if you wanted to find out something about that period."

Reading in the future

Responses to the question about the part reading might play in future life, even for three students, varied, although all linked reading to career aspirations.

- "... I want to do Law and I know there's a huge amount of time spent going through and finding precedents and virtually any career you pick is going to involve a lot of reading anyhow."
- "Adults like to read newspapers and stuff, so you can see what's happening ... [I probably want] to be a sport teacher ... You'll have to know stuff about physical education and stuff about the body and stuff."
- "If you read and practise it, if you keep on reading, it's just easier if you need to do it later ...".

Exploring individual reading patterns

The interviewer talked with each student about particular aspects of their survey responses.

One student had noted that his mother made him read each night, because "she thinks it's good to practise". He compared this with TV watching: "Well I like watching TV but usually I have to read for half an hour each night ...". This contrasted with a stronger response from the student who thought "reading is both entertaining and worthwhile but I've never had enough time to do as much reading as I'd like."

Another student clearly indicated that it was important, as far as the wider reading program was concerned, that teachers "see what the class wants to read instead of just ... giving them a book to read.". This seemed to be linked with his feeling that much reading at school was "just a waste of time", and that he would rather be "playing basketball." This was in marked contrast to this response: "I think reading is encouraged [at school] even if we don't have as many wider reading programs as we could have, it is encouraged especially in English class where you have to sort of read to get by, and the more reading you've done the better, ... but it's sort of up to the individual to read, you can't force someone to read. ... the people who want to read are going to read anyway; the ones who don't will probably find an excuse not to, so it will probably turn out the same no matter what happens."

Interviews: Year 8

Recent reading

One student responded to this question in terms of not having "a really good book at the moment." Two students indicated that their recreational reading had recently been limited because of the need to attend to school work: "not as much for recreation, mainly for schooling".

Favourite kinds of reading

Science fiction and adventure were noted by several students. One student, who had indicated in the Survey that he didn't enjoy reading described his preference for short stories: "... I find them more

interesting because they sort of move quickly... and they keep going and I just find when it's a short book I pick it up and think I can read it, because I'm interested in it".

Reasons for enjoying reading

Students put forward a variety of responses to this question:

- "Well it helps me with English, helps me to write better, my creative writing, and it's nice and relaxing, a good pastime."
- " ... but now that I've sort of been reading more and it's sort of been compulsory it's been mainly easier and I sort of do it more for recreation than television when it's possible."
- " ... you can be taken away into a different world and be drawn out of reality and so it's different from what you experience in real life."

A student who had reported not enjoying reading indicated that he "hadn't found many books that I like, most of them I get bored with or I feel as though it takes too much of my time, I take too long to read it."

Changes in reading habits

The interviewer asked students to think back to primary school and to consider whether they were reading more. All indicated that they were reading more. One student was able to be explicit about this development: "... I'm reading more as in harder work and understanding different ideas and the texts I read, the way they're explained and the way they deal with ideas are a lot more complex."

Perceptions of good readers

Several ideas were put forward in response to the question, "what makes a good reader?"

- "If they understand the text and read fairly quickly."
- " ... probably someone that can read fairly quickly and understand all the context of the story."
- "Somebody that can read without hesitation, that's not scared to read but that can pick up a book and can just start reading it and not scared to read ahead and not put it down if it's a really boring novel because it can get better in the end and that can understand the interaction between characters and how they change."
- "Somebody who reads occasionally every night, well, not every night, but every few nights and just keeps trying, try harder books".
- "A person who reads frequently".

Persistence, being a quick reader, and understanding the text were main themes of these responses.

When asked, "How do you think teachers might decide which students are good readers?", one student answered "Generally, by what books they're reading and it comes out a bit in their writing, too." Another student tentatively suggested "it's probably the good spellers, read more because they know the words that could be a way of seeing who reads or so ... I'm not really sure."

Reading difficult texts

The interviewer asked students to comment on reading things which they found difficult to understand.

One student indicated that he was not "wandering into books that are too hard or difficult for me yet". Another indicated an awareness of texts beyond his reach "my sister's chemistry books", but also that his own reading was not "too hard, or too long". Another did not "like certain words that I don't understand".

One student replied in terms of a particular author, "Douglas Adams' books, they're a bit confusing". He elaborated the difficulty: "they've got hard words and stuff like that, he's a bit weird, his comedy is different, they're crazy those books."

Difficult, unfamiliar language was pinpointed by another student: "Mainly novels ... [in] old English, where it's a bit hard to comprehend what the words are." *Dragon Slayer* was cited as an example of this kind of book.

Being surprised by books

Responses to the question, "Are you ever surprised by what you read?" varied.

One student commented in terms of the content of the book: "The *Power of One* gave me a better view of the racism in South Africa, I really didn't know much about it".

By contrast, another dealt with this question by referring to structure and characterisation: "... there are some twists that are put through the plot that nobody expects sometimes, so they're interesting. ... I like the character changes to be kind of gradual so I get a bit annoyed when characters are very sudden, I find that a bit unrealistic and pointless."

Confronting the unexpected was something "that happens in probably about half the books I'm reading" for one student. *Tomorrow When the War Began* was one book which surprised: "Even though the title says 'war' I just didn't expect it to turn out the way it did".

Feelings about the characters in stories

One student identified how he thought he might have done things differently from the characters in a novel: "... when they were hiding out and when they sent to attack and scout around I probably would have stayed put". Other students' comments reflected similar experience: "every so often you think, if I was there I'd do something a different way." "... especially if you can tell the character is going to make a

stupid decision and you get a bit annoyed." " ... if they're getting in trouble you feel like, don't go in there, or something like that."

Another agreed that there were times when he felt he would like to be part of the action: "I thought it would be good to be one of the characters out of Brian Jacques' book because I like the way they live, it's simple, they're happy, there's goodwill and stuff like that".

One student explained his feelings about characters by the closeness the reader feels to main characters: " ... you're next to them like you're reading all about them, so it feels like you're there with them, you know a lot about them."

Learning from reading

Students gave a range of responses to questions about what they might learn about the world from reading, or how they might think differently about things after reading, or re-consider attitudes.

"Todd (*Tomorrow When the War Began*) made me think, that could happen here one day, if it did happen it may happen here."

"People's characters and why people do things the way they do and their motives behind things, generally. ... Probably the interaction between people just watching them and not so much their physical gestures but the way they talk and how they respond."

"I think *The Power of One* helped me to understand South Africa more, races ...".

" ... because you'll probably go to jail for that or if you think that will never happen in real life, the cops would probably catch you ...".

"I think that understanding people plays a big part in what books you're reading."

Reading in the future

Students tended to agree that reading would play a part in their future. One student offered the view that "Most of the information nowadays comes from books". "I think that no matter what job I take there's always things to learn, there's always things you can find out and reading is a great part of that."

Exploring individual reading patterns

The interview provided the opportunity for some extended exploration of the different reading patterns of the selected students.

A student who, in the survey, had indicated that he didn't like reading in general also indicated that he watched up to 3 - 4 hours of television per day, and this was discussed at some length in the interview.

"I watch *Neighbours* every night and after that I just watch the news or *The Simpsons* and then I either do homework or if there's another show on at 7.30 I watch that. ... sometimes, but not usually, every Thursday night me and my sister have a sort of movie night, where we have a movie and watch it. ... I don't mind what I watch really. I used to watch all the action movies ... but I don't enjoy them any more."

This student had a keen interest in skateboarding, and read widely about this, on the Internet and in specialist magazines. "I look up all skateboarding things, mainly, and I chat on the Internet sometimes." He spoke about buying both American and Australian skateboarding magazines, and of the variety of information in these magazines: " ... letters written about people's experiences and it's just got pictures and riding, and about people who went to what companies and that. ... Usually when I get into bed I spend like 10 - 20 minutes reading skateboarding magazines."

He expanded on his survey response about borrowing books once a week from the school library, saying that the books he borrowed were "... normally thin ones, ... or just for work, studying and stuff."

At the other end of the spectrum, the student who had reported reading more than 100 books in the past twelve months talked about the time he spends reading. "It really depends on how much work, over the summer holidays and the winter holidays more because the weather is disgusting and you stay inside there's not much to do because the TV programs are really boring around midday, so you just sit down with a book and if you really like a plot you can just read and read for hours and you wouldn't know what time it is. ... A typical week that's pretty far from exams, probably you'd go home, do your homework and whatever you have to do and probably settle in bed and read for a couple of hours or whatever until you feel like you are going to fall asleep. ... I try to [self limit how much TV watched] because I don't think it's particularly great to watch hours and hours of TV at a time."

Interviews: Year 9

Reasons for enjoying reading

"Relaxation and enjoyment. ... I like fantasy because it's sort of different from all the other books, not real, and I like sport because I play tennis, and like keeping up to date with what tennis people are doing, equipment ... and adventure ... I'm reading "*OE Centre*" at the moment by Tom Clancy, and that's about North Korea and bombing and that's interesting."

"I just find it fun and if the book is really good it's more fun than just watching television."

" ... it gives me time to relax when I'm reading and most of the books I read are very interesting, I like reading any books. I like reading comics - they're really relaxing when you're tired and stressed out from work, and sometimes I like reading novels which are interesting ... when I'm a bit more concentrated and not so tired."

"In general I like reading because it helps you to learn and expands your mind."

Changes in reading habits

Some students noted that they were reading more than in primary school: “... in primary school more of the teachers read to the class, now I sort of read to myself.” “... at primary school I just hated reading, I just preferred to watch television.” Another commented on an increase in enjoyment. “I do enjoy it. I didn’t up till a couple of years ago, but now I’ve started reading and found the type of book I like, I find I started to like it more and more ... in primary school the teachers encouraged you to read a certain type of book, and I’m more into realistic, non-fiction type.”

Time, and the relative complexity of texts, was mentioned as a factor in changes in reading habits: “I read more in term of novels and things, but I read less books now because [novels] are a lot more time-consuming than like little picture books.”

Perceptions of good readers

As with the Years 7 and 8 students, the kinds of texts read, amount of reading, and comprehension were key factors in being considered a good reader. One student elaborated this view: “Someone who reads a book that’s over 100-200 pages because many kids in Year 9 read books that have big letters and are not really complicated in plot, someone who reads a reasonable book by a reasonable author, not a child author”.

Speed was not seen as a factor: “Speed is not really the case. ... it’s the quality of the book ...”. “You can be a good reader without speed.”

The view that students’ writing will provide evidence of good reading was expressed: “... what comes out in their essay, what words they are using.”

The wide reading program

All these interviews included a focus on students’ views on the current wide reading program. The views were mixed, several positive, although some reservations were expressed:

- “I like the fact that you get to choose a book to read but I think it’s a bit of a waste of time wasting your time in the library when you can do it at home.”
- “I think it’s fine because the boys who don’t like it are probably the ones that don’t find reading very interesting.”
- “... it gives me chance to ... I like the way teachers encourage people to read different sorts of books, too, but still allowing me in my own time ... I’ve been allowed to read the books I enjoy which is good.”

- One student commented on the standard of what was read: “People read books that are not really meant for their level and I mean, in Year 12 when they have to read hard books they’re not going to be able to do it, quite a few kids in our year, the reading is really not very high quality standard books.”
- Some suggested possible improvements:
- “Having books recommended, so that you don’t have to go to the library and find what you want.”
- “They should ask us the students more.”
- “Probably give them the highest standard of books, reading, that are probably 4 books a year, or maybe 5 or 6, so kids actually have to read faster and learn how to be able to read higher books, rather than Paul Jennings. ... I think [students] should be guided because most kids, if they’re not guided, they’ll just pick the easiest books and go for the easy option.”

Being put off reading

Several factors were identified as being likely to put students off reading, or completing a book:

- “ ... if I’m not enjoying it ... if it’s difficult language and difficult to understand, then not the genre I like; some books appear to be the book I’d like to read but then don’t turn out.”
- “ Mostly, if I don’t enjoy a book I probably won’t finish it ... Maybe how predictable it is or how humourless it is, the language, if it’s easy to read.”
- “Most of the time if I read a book and the first 100 pages or 50 pages and I don’t like it I just put it down, I can’t read it anymore.”
- “If there’s no action, I usually like action.”

Feelings about the characters in stories

Comments on this matter reflected similar experiences to those of Year 7 and 8 students.

- “I put myself in how they would feel and actually think about their feelings.”
- “I get involved, I imagine everything but I don’t actually pretend that I’m that person.”
- “I can understand what they do and how they feel.”
- “I’ve read a number of books about people’s lives - certain aspects of them ... I read Billy Thorpe’s book and I’m not saying I want to be at all like that but there were certain bits in his life, his attitude to certain things then you read a book about Nelson Mandela and then I read another book about an entrepreneur in America so you kind of ... pick certain aspects of their life and their personality.”

Learning from reading

Some students made connections between reading and writing: “the books I’ve read influence my creative writing a lot ...”; “... it’s given me a greater vocabulary.” A longer comment also linked reading with writing: “I’ve started to write a diary, a daily journal ... from reading some books I find that I’ve started to write ... when I read a couple of John Marsden’s books last year I kind of got his style, and then my style and the way I write depends on the book I’ve just read.”

One student was able to articulate more specific learnings: “... they’ve made me sort of not think that governments are not as really good as they say they are, maybe there are conspiracies in the world that have been covered up. ... some which have got me more interested in, like, medieval times by reading Brian Jacques, or Robert Jordan.”

Reading in the future

Responses to questions about the role reading might play in students future lives were vague, “for recreation”; “... as I get older around the 40s but not in between”; “because it’s a good hobby and I enjoy doing it”. Some ideas on the impact of computers were expressed, such as “I think [computers] will influence how people read and I think they read less now than what they used to because of the Internet and stuff, I do think it affects the reading.”

Exploring individual reading patterns

One student noted that he read newspapers every morning before breakfast: “newspapers are relative to life.” Another also referred at some length to newspaper reading: “I just started commerce this year so I find the stock market a good introduction, sport and usually just the first section of the paper that has all the up-to-date things.”

Another commented on his preference for mystery and fantasy: “I find it can take me to a place where the average person, well you’re not going to get it and so in the book it takes you to a different reality. Anything you wish could happen to you but doesn’t.”

Interviews: Year 10

Recent reading

The range of recent reading, as with the students in Years 7, 8 and 9, is very wide. One of the students reported reading between 100 -150 books in the past year, "mainly fantasy books, though I do read a little bit of mystery and adventure and survival type books". A student who "like[s] to read a lot, actually," was "reading a bit of horror right now, but I read a bit of just general novels about mystery, murder. Well, I read a lot of magazines, some political magazines, and some just general information about music and fashion."

The student who had indicated that he did not enjoy reading - "I guess the appeal of reading has just sort of worn off" - did, however, report that he read magazines, such as *Popular Mechanics* and that he collected comics, "Mostly *Marvel* comics".

Reasons for enjoying reading

"History, a lot of history, that's pretty interesting and just some fiction books, that are quite exciting and always something happening rather than being boring." This comment sums up some reasons for enjoying reading - interest, action, and excitement.

Freedom of choice was cited as a reason for enjoyment, in contrast to school reading: "Well, I think one of the main things I like about reading is the freedom to choose my own book, what sort of subject I'm interested in, but at school we don't seem to have that option."

Another student drew an interesting distinction between levels of enjoyment in reading poetry, and general reading: "I find poetry harder to understand, you know, you need to read it and you just spend a great deal of time contemplating if you like, to understanding its full value, whereas your novel is much more straightforward, you follow the story, and every few chapters you stop and think about what has happened, and what you think will happen. You know, it's much easier to read novels than poetry."

Changes in reading habits

The students reported various changes in their reading habits, due to other activities in their lives.

- "A couple of years ago, like in Years 7 and 8, I probably read more than I do now, because now I usually cut back on my reading so that I can go to bed earlier, and do more of my homework because in previous years I used to go to bed later than I do now, and get very little sleep and read a great deal, now if I cut down on the reading I do a lot more homework, get a lot more sleep, get a lot more of everything else."
- "... I went out a lot and my social life was a lot bigger then and now I'm coming back to reading."
- "I probably read more now because of school, but in leisure time, not as much actually."

Perceptions of good readers

Reading quickly, reading a lot, understanding and being good at writing were seen as attributes of good readers, but one student offered this more developed description of a good reader: "... someone who can decipher any sort of novel, can look for the meaning behind the book, and what the author is really trying to explain to you."

Reading difficult texts

Poetry was seen as difficult to understand. "Because I find when they write sentences and ... stanzas, they've got a double meaning and it's sometimes harder to pick those up whereas novels ... are straightforward, whereas in poetry they deliberately make it so it's , you know, you look at the surface meaning, that's fine, then you look at it again, then you see there's none of really deep meaning underneath it, and it's hard to pick those up ... and it takes a great deal of concentration to do so."

Some newspaper articles were seen as difficult: "... political and international issues are quite hard to understand especially if you don't know the situation or what's going on, it's sort of hard to pick up what's going on just from reading a newspaper article one day."

Another student saw difficult texts as a challenge: "... it's enjoyable to find a challenge in what you've read because you feel you've accomplished something once you've read the book."

Being surprised by reading

Student answered this question in terms of being surprised by the content, plot and ideas: "I read a book recently about the 1920s in America after WWI, how all the patriots were forcing Germans to roll around in tar and stick feathers on them and things like that. That's pretty surprising actually". "... I thought the heroes were supposed to come out not hurt at all ... but this wasn't the case." "... new ideas, new philosophies of life...".

Feelings about the characters in stories

Comments on responses to characters were similar to those made by students in Years 7, 8, and 9. "I think that's the good part of reading, you can actually put yourself in the situation if a good writer has written the book."

Learning from reading

Many aspects were commented on in relation to what is learnt from reading, as seen in this rather discursive comment:

"How to read quickly and pick up information real easily, you learn a lot of sayings sometimes, all these quotes of wisdom from other people. Fiction, you don't really learn that much, particularly fantasy ... you don't really learn anything that's useful in life, you see in fantasy books the situation is always fantastic, you know it will never happen here, so it's like you drop away from this world, imagine you are in another, so it's good to take your mind off things, but it doesn't have any practical applications."

Another perspective related to learning about writing from reading: "... you learn a lot of sort of language ... different words like 'arsenal' and what it means, you learn out of that and maybe how to express yourself in writing...".

Reading in the future

As with the younger students, responses to this question were brief, relating to information and knowledge. One student referred to computers: "I don't think there'll be much of a computer revolution where computers replace books in my lifetime."

Exploring individual reading patterns

It is interesting to note the following comment on the influence of parents on reading: "They've always tried to help me, what that's done is if I have to read, and I realise I have to read, then I do read, and I try and read quite quickly and understand it and rather sort of without trying to really understand it, but it all comes down to my choice whether I want to read or not."

Conclusion

The transcripts of the interviews both extend and reinforce the evidence from the statistical data in the survey, and the open-ended survey questions.

The interviews with selected students from each year level highlighted a number of aspects evident in the other data.

Students, in the interviews, put forward a range of ideas about the importance of reading, and reasons for enjoying reading. This is interesting in view of the connection between self-concept of ability and enjoyment of reading. More explicit attention to reading, taking account of students perceptions of the value of choice and enjoyment, would help to support the group of students who reported minimal levels of reading enjoyment.

The extent and diversity of reading interests is as striking in the interviews as it is in the other data. When questioned, even students who claimed not to enjoy reading reported purposeful and engaged reading of texts other than fiction, such as skateboarding magazines. The extent and diversity of current reading amongst the boys at the school is one of the major findings of the study.

Recommendations

The response to the interview questions, and the students capacity to deal thoughtfully with these questions, provided many insights into the reading interests and habits of the boys who were interviewed. While it would be too time-consuming to interview all students in a class, the use of these interview questions as prompts for reading journals should be considered.

Teaching Staff

Recommendation: That teachers in all learning areas be encouraged to provide support for students reading of texts, which contain unfamiliar or specialist language.

Recommendation: That further work be done to develop teaching strategies in all learning areas to enhance students' capacity to deal with increasingly complex texts.

English Department

Recommendation: That questions similar to those used in the reading interviews be used, from time to time, as prompts for students' writing in reading journals.

Recommendation: That the high quality of the reflection and exploratory comments in the interviews, and the open-ended questions in the survey, be considered in planning the use of reading journals directed towards supporting students to become more critical, reflective readers.

Recommendation: That when teachers observe students experiencing difficulty with reading, or not enjoying reading, they conduct interviews using a similar approach to that adopted for this study, and use the interviews for diagnostic purposes.

Recommendation: That in planning the wide reading program, matters of choice, time for reading, and the types and complexity of texts read be considered.

Recommendation: That explicit attention be given in English classes to broadening the notion of 'good readers' to include attributes of critical evaluation and response to the content and form of all texts read, including print, viewed and Internet texts.

It is interesting to note the frequency with which students referred to vocabulary, hard words, and difficult language when responding to questions about the kinds of reading they found difficult. This reflects similar comments on the open-ended questions in the survey responses. There are implications here for all learning areas, not only English.

School

Recommendation: That further work be done to develop teaching strategies in all learning areas to enhance students' capacity to deal with increasingly complex texts.

Finally, the response to questions about "what is a good reader?", at all year levels, focused strongly on speed, vocabulary, and number of books read. This suggests a need for exploration of ways of broadening students appreciation of a wide range of attributes of good readers.

CHAPTER 5

CURRENT SCHOOL READING PROGRAM AND RESOURCES

"I really enjoy reading; you should ask the kids what they want to read, not tell them."

Consultations with schools and other educational institutions

Consultation 1

Penguin Australia, Ringwood
Nancy Mortimer, National Educational Consultant

Consultation 2

Star of the Sea Catholic Girls School, Gardenvale
Ralda Ansons, English Co-ordinator, a librarian and two members of the English Department.

Consultation 3

MLC, Kew
Laura Derriu, Year 8 English Co-ordinator

Consultation 4

Melbourne High School
Sue Bell, Senior English Teacher; Kerry Ball, Year 9 English Co-ordinator; and Rosalind Kentwell, Teacher /Librarian.

Consultation 5

Tintern Anglican Girls Grammar School, Ringwood
Nola Read, Senior English Co-ordinator
Sue, Director of the Library

Consultation 6

Fiona Gordon, English Teacher at St. Catherines, Toorak

Consultation 7

Trinity Grammar, Kew.

Jill Linley, Head of English

Consultation 8

Children's Literature Seminar on Selecting Books and Encouraging Reluctant Readers. Mercer House, Jolimont.

- Moira Robinson, Writer, Bookseller/Consultant on Children's Literature.
- Bronwyn Bennett, Junior School Librarian at Carey, author of Guide to Australian Children's Literature and director of Tournament of Minds, Librarian of the Year.

Recommendations and Findings

After considering the range of ideas that arose from the school visits, and reading analyses from the survey, the open-ended student responses and some of the research reading at this point of time, I decided that the information fell into three distinct categories. Therefore I have broken the findings down into Resources, Programs and Recommendations specific to the English Department, the library and all staff.

Resources

- Make time to keep up-to-date with what is coming out.
- Educate the parents by holding parent evenings that focus on how they can assist students to move into other reading areas, such as book buying strategies and giving them a picture of young adult literature at the time.
- Generate a pro-active response as part of a whole school commitment to the importance of literature within curriculum.
- Provide a physical environment conducive to enhancing reading.
- Make literature relevant to special social events, by having displays with apt literature available, eg. like the Grand Prix, Olympics, festivals, etc.
- Viking Whole Story books have a larger type face and illustrations and info like a CD ROM approach, especially for classics but with appealing covers too.
- Keep literature in the forefront of teachers' resource information.
- Use picture books for study/analysis, even for Maths.

- The library staff should direct books of interest to particular staff. They should also be vitally involved in curriculum planning within departments and literature should be slotted in to as many units as possible.
- Book Journals for each student - there is a book waiting for every child.
- Book Boxes – to allow students to choose from a range of popular titles.
- Create a school culture by having books everywhere, start book clubs for students and staff and advertise the staff book club so that students are aware of it. Male role models are vital to help dispel the idea that reading is only for girls.
- Educational Consultants at Publishing firms for available bookstock (eg. Penguin, etc.).
- Promotional Posters from publishers for Young Adult fiction.
- Literature fiction reading lists categorized by theme.
- Activity lists for different year levels.
- Teacher-Librarian to promote literature and liaise closely with English Department.
- Multiple copies of short-listed Children’s Book Council books.
- Displays, activities organised by the library.
- Reading logs updated by students.
- Australian Standing Orders – resource material on recent adolescent literature each month.
- Author book talks and selling of fiction at discounted prices.
- Displays of new books and theme page updating.
- Library database report on borrowing patterns at year levels and the most popular text borrowed.
- Colleen O’Sullivan – Reading 1 and 2 – Excellent adolescent anthologies.
- St. Martin’s Theatre – Book Gigs – Youth Literature Promotion Person Agnes Nieuwehuizen.
- CD Rom – Book Power – Heinemann Activities for Students (Networkable).
- Chalkface Press (WA) Catalogue provides a range of interesting approaches to Literature.
- Writing Workshops by top authors, eg. Marsden/Carmody, etc.
- Well-resourced library with adolescent literature (multiple copies), comfortable environment to read in.

- Collection of popular fiction in talking books.
- Colourful thematic display posters with pockets for registering student response to books and colour photocopies of the texts. One per classroom at junior levels.
- Picture book study/writing exercise.
- Student personal reading histories leading to class reading history.
- Fiction holiday reading guides for Year 11/12 students.
- Reading aloud of parts of stories or whole stories.
- Bookclubs for staff and students.
- Response/review proformas with staff impressions – displayed prominently.
- Viking Whole Story books/fiction, CD Rom style.

Programs

- Role modelling is vital and honesty in feelings about books, not all should be seen as good.
- Allow time for a variety of reading every school day, e.g. shared class texts, personal free choice.
- Encourage informal discussion and sharing of responses to fiction.
- Try to break down the idea that reading = English.
- Work the peer group network by getting the ringleaders (extroverts) to read books using any amount of bribery or flattery.
- Get them to read popular books and to give their considered opinions, so that they feel they own the task. Many others will follow their lead.
- Get students to adopt a book not borrowed for five years. If they still feel it is worth keeping they must design a new cover that will be placed on the book. If not they must write one A4 page explaining why it is no good.
- Book blitz at the end of term where students bring a book or get one from the shelves and after a brief promotion throw the book in to the centre of a growing pile, so that when it is finished students can borrow books that appeal to them.
- Literature quizzes using authors, titles, or ten first pages from novels and get them to identify them.
- Hold coffee and croissant lunches for staff to showcase new additions and recommended reading.

- Share successes and failures with fiction to students.
- Encourage all staff to be seen as readers, especially PE, Administration, specialists and Maths/Science teachers.
- Show you value what books/fiction has to offer.
- Read and share your reading with other students and staff.
- Peer recommendation and oral talks in a fairly unstructured fashion.
- Small group discussions based on the Aidan Chambers model. Insist that students must read the first thirty pages before giving up.
- Quiz students about books that have different narrators and the effect this has on particular books.
- Principal support and expectation is important too and consider the possibility of trying a reward-based reading scheme.
- Teachers should read aloud parts or whole books at both primary and secondary levels as it provides instant gratification and demonstrates that words make sense, as well as advertising good books.
- Talk about books you really like to students to distil your passion and commitment, invite the same from them.
- Thematic reading lists Years 7-10, minimum number of books to be read per term, different genre each term, student record sheet (teacher initialled). Varied writing activities, one per term.
- Library period once per cycle or block series of lessons (Star of the Sea).
- Student bookclub, once per fortnight (CBC shortlisted books). Staff book club met once a month in different homes to discuss books read.
- Bookweek displays and special activities with staff participation.
- Broad range assessment sheet, based around the CSF with descriptive comment on wide reading.
- Year 9 literary magazine production classes leading to increased enrolments for senior literature (Star of the Sea).
- Year 11 literature electives – ballot system for student preferences, teachers offer a range of texts, including a non-print one. Range of creative/analytical oral activities on the text were undertaken for a set time by groups and a group reading log was submitted at the end.
- Staff encouraged to read books, adolescent fiction too, with response proformas displayed in public places.

- Response activities oral/written, with a minimum number of books set for reading at Year 9. Students awarded certificates also.
- Year 10 Thematic wide reading linked to set class texts. Response activities were linked with information/research skills, often in a group work format (Fiction/Non-fiction).
- Staff commitment to reading adolescent literature and flexibility over student choice of literature.
- Oral work, dramatic readings, author talks, writers in residence, the establishment of a book talker's club and an Age Literary Dinner.
- Staff professional development – lectures at Monash University by Professor Threadgold.
- Chalkface Press (WA) – Challenging approaches to literature for staff professional development.
- Publications included instruction information on story structures, readers theatre, creative poetry activities, visual literacy in picture books, exploration of gender in fiction.
- Year 9 – Fourth set text, students were able to choose from a range of modern literature offered by staff. Spent a fixed amount of time in temporary classes.
- Writing workshops conducted by J. Marsden, I. Carmody and M. McCarthy.
- Well-stocked adolescent reading section of library, and extensive talking book section and much literature promotion; both in terms of library displays and theme book posters for classrooms.
- Reality displays related to themes of set novels or non-print texts.
- Purchase by students of discounted books.
- Portfolio assessment using the main strands of the CSF, reading, writing, speaking and listening.
- Writing/Publishing a novel on the Internet.
- Study of Children's Literature.
- Game-based literature study, that included student samples as well as good and mediocre samples. Students to write imitative pieces after each study.
- Student/Class reading profiles from past to present.
- Holiday-wide reading guides for Year 12 students – follow up with informal discussion at beginning of next term.

Recommendations

Library

- That the library seeks to establish a staff and student bookclub on a regular basis, with occasional book purchase opportunities and author talks to appeal to a wider audience.
- That the library be encouraged to provide special activities such as Book Week and CBC Awards and occasional displays of new and popular books.
- That the library consider making one of the existing classroom areas a wider reading environment with comfortable furniture and improved insulation from noise within the general area.
- That the library be encouraged to use a modified database to give a brief report on borrowing patterns of fiction and non-fiction at Year 7-10 and to evaluate the thirty most popular fiction books at each level.
-
- That the library consider making one of the existing classroom areas a wider reading environment with comfortable furniture and improved insulation from noise within the general area.
- That the library be encouraged to use a modified database to give a brief report on borrowing patterns of fiction and non-fiction at Year 7-10 and to evaluate the thirty most popular fiction books at each level.

English Department

- That the English Department seek to develop varied oral and written personal response activities for each year level.
- That the English Department consider some of the less familiar resources, i.e. listed in the chapter, particularly new approaches to teaching literature.
- That the English Department investigate the benefits of portfolio assessment in conjunction with the CSF aims.
- That the English Department and the library run parent information sessions for the different year levels, perhaps at official parent information nights.

Teaching Staff

- That all staff, not only members of the English Department, be encouraged to read adolescent fiction and give brief feedback.

School

- That the school consider the possibility of employing an additional teacher-librarian with the specific responsibility of literature promotion amongst students and staff.
- That the school consider setting up a budget for resourcing this growth area over the next two to three years.

CHAPTER 6

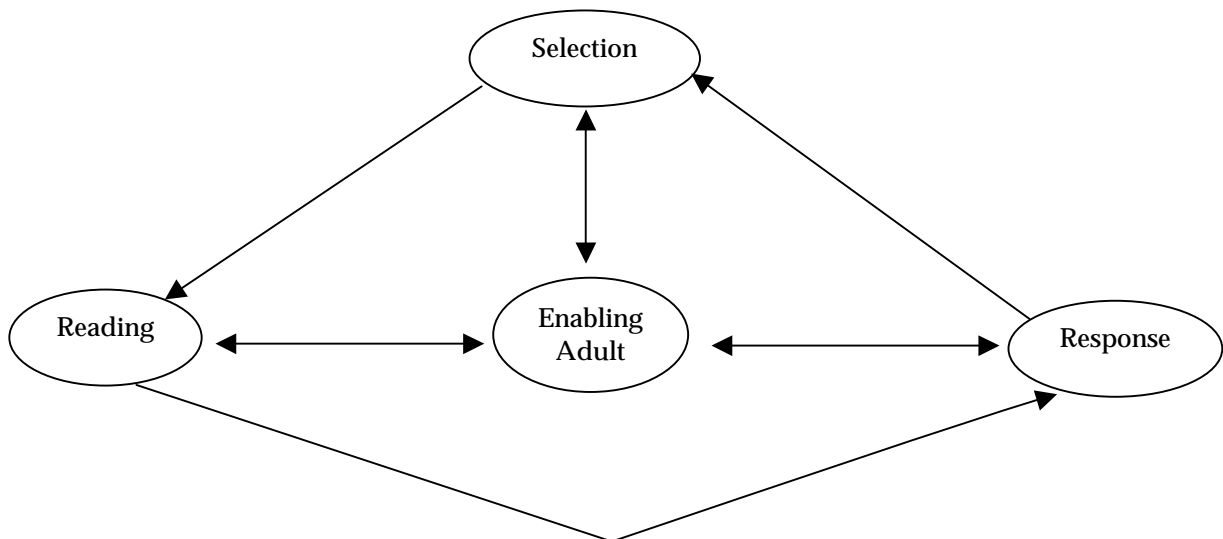
SELECTIVE REVIEW OF PROFESSIONAL READING

"I always enjoy it, especially when I can stop and start and there is no deadline for it and there is no rush."

The key elements of wide reading schemes, approaches to teaching literature, response activities, assessment and other comparative studies of the reading habits of boys and girls will be examined in this survey of literature on reading.

READING ENVIRONMENT AND THE PROMOTION OF WIDE READING

Aidan Chambers in his book *The Reading Environment* identifies four vital factors that influence readers.



- Reading is closely affected by the where and how factors including the setting, choice of books, mood and time frame.
- The enabling adult can provide the optimum setting, resources and be both an interested respondent and participant in the process.
- The enabling adult could be either a teacher or librarian.
- Teachers need to make time to protect time to read, keep in touch with the latest literature, information about books (i.e. *Magpies*, etc...).

- They should make recommendations and keep their own reading diary or journal.
- The greater the selection of books available, the greater the chance of a student finding a book.
- Getting students to respond either in writing or orally, both informally and formally, takes the reader back into the reading circle and with other students.
- Creating a comfortable, enticing setting both in the classroom and the library is also important, alongside minimising distraction.
- Cushions, soft furnishing, beanbags make a space comfortable and inviting.
- Displays of new books and posters relegate teachers to the background and make key visual appeal to students who are browsing.
- Teachers need to provide time for browsing and to give assistance to students who are having difficulty in finding books.
- Reading cannot be simply left to recreation times as many home environments have serious obstacles to reading.
- Teachers must read during school reading times and ensure, with librarians, that a wide range of book stock is maintained.
- Students need to evolve their own reading tastes and teachers should not always be involved in responses to books.
- Discussion groups should be a viable alternative.
- Students and staff should keep a brief record of books read and their impressions.
- Remembering what we may have forgotten is one of reading's pleasures, thus re-reading or going over brief notes relives the enjoyment factor.
- Reading aloud important, not necessarily to a large class.
- It aids readers to discover the drama of print, master the next level, pick up the rhythm of sentence structures and develop intonation, together with the social aspect of drawing a group, together (absorption).
- It is important that teachers should read to students to aid the development of the above elements and to draw out the strengths of the long-standing appeal of storytelling.
- Sounds accustom people to the music of language and are part of the fabric of everyone's lives.
- Keen readers tend to be book buyers.

- Variety of methods that can be used to sell books in school, such as mail order schemes through book clubs, holding a mobile or permanent bookshop or by holding a book fair.
- Arrange for star authors or illustrators to run a series of talks or workshops.
- Encourage a flow of information between friends and peers by various means, such as setting time aside for 'have you read' sessions, informal or planned.
- Have book graffiti boards, displays of book covers or blurbs.
- Students should have some acquaintance with book magazines and be able to make recommendations concerning literature.
- Display up-to-date information on book club activities or reading club feedback.
- Have a 'try these' session once a week where a few books are recommended, or colourful broadsheets on popular books.

From a more gender-based perspective in *Boys in Schools*, Gwenda Sanderson provides evidence that boys don't read as much as girls, although they are just as capable as girls are, just less experienced. Many factors account for this such as too many competing interests (TV, sport, videos, computers, etc...), male role models who don't value reading and see it as a threat to masculine identity, the tendency to see reading as sissy or 'uncool' activity.

She makes a wide range of suggestions to help overcome boy's resistance, which is well supported in much of the other reading material.

- The teacher needs to be a reader himself or herself and to read the types of books they want them to read.
- Scour Magpies and Ripper Readers type magazines to keep abreast of the latest offerings.
- Teachers need to talk at times about their own process as a reader and to try to focus on habits and the story, not on the skills or literary structures.
- Share the best books, those that are funny, show emotion, are related to real life and experiences and are accessible, or even those that contain action and surprises.
- Adult book awards reflect adult perspectives and authors who haven't earned awards should be considered, Paul Jennings being a case in point.
- Boys need to be walked into books by reading aloud the first few pages, the first chapter and sometimes the whole book.

- They need to hear good writing, read enthusiastically, emotionally and to experience authors they have not read before.
- Arranging for them to meet authors and write to them.
- Set up book chat in groups to enthuse others about reading.
- Students shouldn't have to read to others or a teacher if they do not wish to.
- Parents need to read to their sons and to read some of their son's books themselves.
- Teachers should send home lists of favourites or recommended books.
- Parents need to be encouraged to reward students who are reading with books or book vouchers.
- Boys need to know that parents place value on books by seeing them read a variety of reading material such as newspapers, novels and magazines.
- Teachers must challenge male stereotypes in stories and talk about the value systems in books and male characters who act beyond the stereotypes.

In a comprehensive and informative article entitled *Connecting Adolescents and Reading: Goals at the Middle Level*, Nancy Farnum explores what the goals should be for the middle school. She examined student responses on why they had become better readers and considered factors such as the quantity of books read, pronunciation of words, teachers reading to students, their introductions to books and organising classrooms around time to read.

She identified goals that should characterise these classrooms.

- Firstly, as readers students will be active constructors of meaning, both individually and in socially structured settings.
- Reading is both a process before, during and after the act and provides an interrelationship between a reader, text and context.
- Texts are reinvented as readers construct understandings for them.
- Teachers should encourage students to think beyond the literal and to consider the big ideas in reading, not simply for the sake of identifying but to allow reflection.
- Secondly students will learn about themselves and others through a variety of genres and cultural perspectives.
- "Literature is a window through which readers learn about other people, places and times, while at the same time it provides readers with reflections that mirror their own lives and worlds."

- Students should strive to become strategic readers across a variety of genres and content areas.
- Strategic readers mobilise cueing systems that help them monitor their understandings and make sense of the text.
- Teachers need to teach developing readers how to use these cues through a variety of individual and group activities.
- Students should embrace reading as an enjoyable experience.
- Attitude, motivation, and interest are interrelated terms we associate with feelings that all too often are treated as irrelevant in schools.
- Meaningful learning only occurs when thoughts and feelings work in tandem to provide insight.
- As Nancy Atwell discovered teachers must help students to own their own reading, to provide time to read and participate with students in conversation about what they are reading, to connect their own experience to new ideas.

In *The Reading Solution*, Paul Krop and Wendy Cooling write more for concerned members of the general public in England, in particular parents of students at different stages of reading development. They have produced a very readable book directed to a variety of readers. There is a comfortable mixture of anecdotal material and research-based data laid out in appealing format. Their overall philosophy is to stress their three Rs:

- Read with your child every day
- Buy books, magazines and join a public library
- Rule the TV and put reasonable limits on it and allow time for reading.

They, like many others, consider the many distractions students face today and stress the importance of parental modeling and involvement in reading.

- From the ages of 12 – 16 there is a marked decline in adolescent reading, 20% continue to read and 55% will do minimal reading, whilst 25% of adolescents will hardly bother to read at all.
- A school reading policy should be linked to every subject area.
- Students who can read well, but choose not to, are termed ‘aliterate’.

From a different perspective, Janice Gallagher advocates in the article *Pairing Adolescent Fiction with Books from the Cannon*, that adolescent novels should be read in conjunction with a more challenging classic or advanced novel.

- The teachers should select an adolescent novel to use as a springboard to the adult novel.
- Students will find it easier to relate theme to theme and book to book and to make connections and associations. Evidence suggests that they will become life-long readers if this practice is adopted and these connections will foster a concern for the world and more empathy for others.
- A reading program for a secondary school could be organised along these lines, so that by the end of their schooling they would have “an invisible web connecting their reading from grade school to high school.”
- All teachers would know what books were taught previously and they would come to know both the adolescent fiction as well as the adult works.
- Books can be paired by theme, style and dominant literary trait such as characters, setting, tone or mood.
- An adolescent novel could be paired with an adult play, poem or essay.
- List of pairings of a reasonably broad range of literature of both categories included. Students would analyse, synthesise and evaluate work but find the work easier given the adolescent work used for comparison.

At the other end of the reading scale a study of 195 older adults in America has found that those who read for pleasure were less lonely than those who did not. In *Pleasure Reading, other activities, and loneliness in later life* the authors point out that reading is totally free of such limiting factors such as physical function, financial resources and social contacts.

- The ability to engage in a pleasurable activity in the middle of the night when less sleep is required can be a real advantage.
- Self-directed activities enhance a persons sense of wellbeing and can be done when alone.
- Enjoyment is essential and for something to be enjoyable it must have clear goals, permit feedback instantly, require effortless involvement and have a chance of being done.
- Reading contains all these elements.
- Reading scored high amongst the various factors considered and was only rivalled by taking trips and playing games, whatever the type of material read.
- Socialisation played less of a role than reading.
- Research suggested that the habit of reading for pleasure must begin early in life, the earlier the better for wellbeing throughout life.

APPROACHES TO TEACHING LITERATURE

(1) *Aidan Chambers – Tell Me*

Whole book advocates strongly the value of oral work between students, teacher and class, teacher and individual students.

Methods include:

- Sharing enthusiasms, likes, dislikes and favourite parts.
- Sharing puzzles/difficulties, strange parts.
- Sharing connections – motifs, events, characters, patterns or even comparing texts.
- Four kinds of saying:
 - (i) saying for yourself
 - (ii) saying to others
 - (iii) saying together (joining in)
 - (iv) saying the new (understanding).

Overriding principle is to start with the obvious, accept their comments as natural respondents, then use well-chosen questions to help them move beyond this level.

- Avoid why/meaning questions initially – too threatening, limiting and restrictive.
- Teachers must hold back their own views till late in a discussion – pick up other students remarks.
- Key importance of “How do you know?” question.
- Text selection – very important to success of these sessions – honour children’s tastes.
- Use different types of reading – aloud, serialized reading, independent reading, homework reading/re-reading.
- Highlighting questions (for group work):
 - (i) Was there anything you liked/disliked about this book?
 - (ii) Was there anything that puzzled you?
 - (iii) Were there any patterns/connections that you noticed?

Allow for headline replies and lists on board in reader's words.

- Make connections with lists by joining lines and always bring readers back to the text to justify ideas/Sum up.
- List of Tell Me questions broken up into general/specific questions. Never be too mechanical in use of these.

Tell Me Games

- The Sentence Game – (3-5) Each group needs a different book, then shares four basic questions – then each person has to write one thing to say to a person that hasn't read the book. Review each sentence/change. Then read all in the form of a paragraph to the class.

Responsibility Game

- Older readers read aloud to younger readers.
- Conduct a have you read this session with a class.
- Look at some reviews/biographies (authors).
- Students construct an anthology program for authors.
- Word Association Game – using book titles.

Question Game

- Each student writes three questions he/she would like answered.
- Then select a partner and each tries to answer the others questions.
- Two sets of partners join together and answer each others questions.
- Settle on one question to present for class discussion from each group.

(2) Nancy Atwell – *In the Middle – (Writing, Reading and Learning with Adolescents)*

Nancy's philosophy of teaching revolves around the central empirical conviction that reading and writing require freedom of choice and time to do both in school.

- Three basics of Reading Workshops are time, ownership of book choice and variety of response.
- Each lesson begins with 5 minutes talking about an author, genre or reading a poem/short story.

There are a number of key rules for Reading Workshop Time.

- Students must read for the entire period.
- They cannot do homework or read any material for another course. Reading workshop is not a study hall.
- They must read a book (no magazines or newspapers where text competes with pictures), preferably one that tells a story (e.g. novels, histories and biographies rather than books of lists or facts where readers cannot sustain attention, build up speed and fluency, or grow to love good stories).
- They must have a book in their possession when the bell rings; this is the main responsibility involved in coming prepared to this class. (Students who need help finding a book or who finish a book during the workshop are obvious exceptions).
- They may not talk to or disturb others.
- They may sit or recline wherever they would like as long as feet do not go up on furniture and rule #5 is maintained. (A piece of paper taped over the window in the classroom door helps cut down on the number of passers-by who require explanations about students lying around with their noses in books).
- There are no lavatory or water fountain sign-outs to disturb me or other readers. In an emergency, they may simply slip out and slip back in again as quietly as possible.
- A student who is absent can make up time and receive points by reading at home, during study hall (with a note from a parent or study hall teacher), or after school.
- Along with reading there must be time for readers to engage in literary talk.
- Written Journal dialogues between teacher and students, in personal and contextual style prose, very successful.
- Reading evaluation conferences at the end of each term between each student and the teacher to set new goals.
- Student surveys for purchases of new books.
- Lots of information from publishers that have free flyers on authors.

(3) *Taking a Closer Look at Literature Based Programs* – V. Nicholls/V. Roberts

Although this looks at ideas at the primary level of schooling, many of the ideas related to components of an effective reading program applied to middle school levels.

- Teachers should read aloud, as there are many benefits, though diversity of literature is important.
- Independent wide reading is important too.
- In-depth reading of a class text beneficial with the focus on particular tasks, possibly group work or in pairs.
- Group work could comprise 3-5 students with each group reading a different book.
- Group work (3-5 students) where each student reads a different book that is related by theme/genre and discussion exercises provided.
- Paired reading of the same book with conferencing potential.
- Individual reading with range of written activities.
- Books can be grouped by theme, genre, author, narrative voice, or language – a balance of approaches is needed.
- Book talk can take place within a variety of settings/texts:
 - (i) Whole class texts
 - (ii) Pairs sharing ideas
 - (iii) Small group discussions
 - (iv) Individuals to class
 - (v) Teacher led discussions.
- Teachers need to assess books carefully in advance and consider whether the class is ready and whether the book will challenge the class sufficiently.
- Variety, balance and narrative voice are important.

(4) *Literature Programs - Debates and Demands in a Cultural Context* - Peter Freebody/Allen Luke

The authors explore the various components of reading and argue that literacy is a multifaceted set of social practices with a material technology entailing:

- Code breaking
- Participation with the knowledge of the text
- Social uses of the text
- Analysis and critique of the text.

All of these aspects need to be taught at all developmental points, systematically and explicitly.

(5) *Knowledge in the Making – Challenging the Text in the Classroom* – B. Corcoran, M. Hayhoe, G. Pradl (Editors) (Heinemann 1994)

This book is organised into a series of chapters by different authors.

(i) *Balancing Reader Response and Cultural Theory and Practice*

The authors advocate the reader response journal as one of the best ways to approach a text.

- Using a series of questions to move students from active personal responses to ‘resistant or cultural responses’.
- Questions cover feelings, perception of events, associations with memory or attitudes.
- Thoughts and ideas aroused, major phrase, image word or idea, most difficult/disturbing word or passage.
- Whether the response was emotional/intellectual. How their response might differ to other students and
- If the text reminds them of other books read and what the connection might be.

They argue it is necessary to create space for diversity of individual response to the socio-political context of literature.

(ii) *Alone But Not Alone*

The author argues that reading isn’t a purely solitary pursuit anymore.

- Advocates class discussions and exploration of their own questions/responses.
- Provides students with a way of being able to connect their own voices, perceptions with those of others.

- Ultimately they will be rewarded with a more objective and self-aware perspective.

(iii) Every Newsstand Has Them – Teaching Popular Teenage Magazines

The author argues that “Magazine reading is the only un compelled reading of point text that many students do”. He argues that this is due to the fact that magazines provide the following:

- They feel the fantasy we have of being (i.e. image).
- They offer space for self-definition (i.e. letters).
- Intimate knowledge of personalities/stars.
- An uncomplicated emotional journey.
- Colourful riot of information and pictures.
- Short accessible news items splashed around a page.
- Main interest magazines for both sexes are music, fashion, personal care and relationships.
- Boys read them for fads, whilst girls read them for pleasure and excitement.

The approach he advocates is:

- Explore the general magazine culture/structure.
- Examine the layout features of some.
- Invite students to explore assumptions about audience/gender.
- Invite students to present their own magazines (interviews, info, etc.).
- Consider a range of subject matter and your limitations.

(iv) Unfixing Meaning

- Lee argues that critical literature approaches close off the possibilities of other readings and support institutional positions.
- More open-ended questioning is needed.
- Proceeds to demonstrate this by exploring ‘antagonistic’ (alternative) readings of B. Dawes poem *Elegy for Drowned Children*.

(v) Read it Once, Read it Twice

Explores the relationship between repetition and enjoyment of stories, then goes on to consider why many students like to read and others don't.

- In a U.K. based survey it was found that a two-thirds majority enjoyed re-reading.

The reasons for re-reading were categorized thus:

- Familiarity/anticipation (38%)
- Greater understanding (29%)
- More detailed awareness (20%)
- Different readings and perceptions (18%).
- The practice of re-reading was commonest amongst those who read most and who read a variety of genres.

(vi) Scenes from the Reading Workshops and Stories of Reading

In these two shorter articles the authors, who are both teachers, explore two related aspects of reading.

- In the former article the author relates his philosophy 'there is no penalty for honesty'.
- He advocates sending students who haven't read a text to do so, whilst others discussed the section read in small groups.
- Many interesting interpretations resulted and more students gained the needed incentive to read in advance.

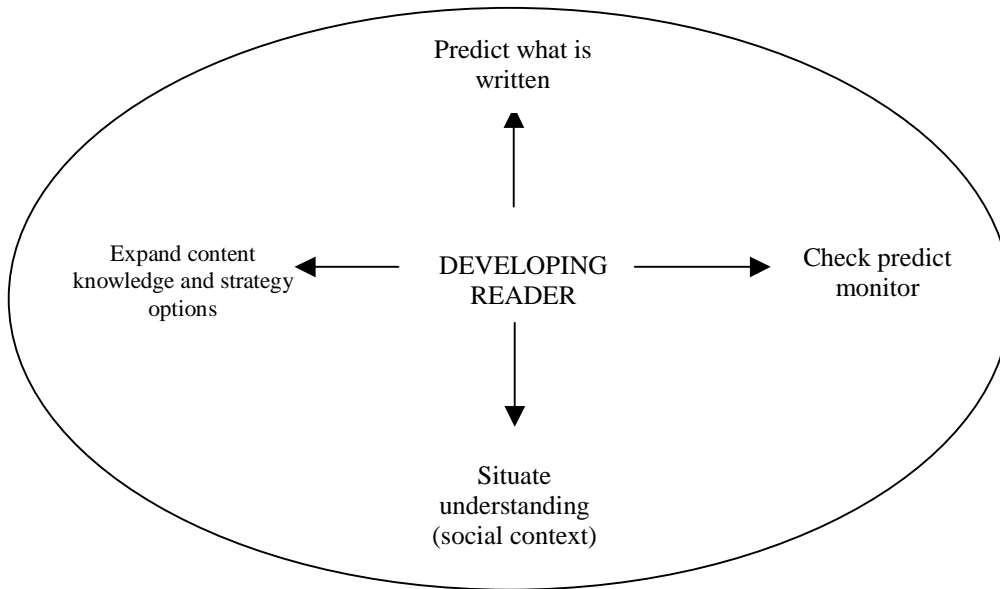
In the latter article the other author related her experience of selecting texts and experience of reading.

- She advocated students being given more freedom to make their own choices of text and make personal connections.
- After interviewing students entering secondary schooling she recognised many positive reading strategies they used.
- She asserted that students should be encouraged to pursue independent reading and that their choice of book would be refined by experience and maturation.

(6) *Supporting Struggling Readers* – (Barbara Walker)

Though the book is aimed at teachers assisting struggling readers, there is much of value both in terms of a framework of reading development and in terms of assessment activities for developing readers.

Walker bases her work on the diagrammatic foundation of what reading entails.



She classifies literacy development into five ascending stages:

- *Emergent Literacy* – recognition of printed symbols, patterns of letters, words and meanings.
- *Grounded Literacy* – dealing with new words and the use of textual conventions.
- *Expanding Literacy* – learning to read/write fluently/confidently.
- *Strategic Literacy* – self-directed questioning.
- *Reflective Literacy* – thinking about meaning, connections/sharing them.

For each of the above she devotes a chapter where she provides a range of suitable activities to help developing readers.

The final three stages of reading have the most relevance to adolescent readers.

For *Expanding Literacy* she advocates:

- Use of readers theatre (dramatic play readings)
- ‘Clunking’ a part of a story into a poem
- Say Something – a personal response model
- Directed Sharing using a reading thinking model
- Request technique
- Variation of Literature Circles idea.

For *Strategic Literacy* she suggests:

- Self-directed questioning exercise
- K.W.L. Technique – Know, Want, Learn(ed)
- Semantic mapping (brainstorming)
- Strategy instruction
- Reciprocal teaching (formula approach)
- Readers workshop – use response journal.

For *Reflective Literacy* she suggests:

- Learning logs in a column format (Opinions/Evidence for/Significance of ...)
- Write an essay (personal mode and share it)
- Graphic organisers, e.g. Graph of characters feelings/actions
- Network trees, cycle frames
- Continuums and Venn diagrams
- Questioning technique.

Of equal value are the ideas advanced for helping teachers to monitor progress in these three areas.

A. Assessment of Expanding Literacy

- Anecdotal records using the DRTA Evaluation (p. 79) – Predicting, Monitoring Extension/Summarising. Scale of 1-4 : 4 Always, 1 Never.

- Oral Reading – Fluency scale (p.80).
- Observing Book Selection. (Number and kinds of books.) Checklist p.81.

B. Assessment of Strategic Literature

- Process Evaluation of Retelling Stories (p.82).
- Self Assessment using I-statements (p.83).
- Discussion Group Assessment – statements (p.83).

C. Assessment of Reflective Literacy

- Portfolio Assessment (Drafts/Content).
- Journal Assessment Checklist (p.84).
- Teacher Interviews (p. 85).
- Role of Parents as Partners (p. 87).

(7) Using Visuals to Enhance Secondary Students Reading Comprehension of Expository Texts (JAAL Sept '95)

The author argues that visual literacy is too often forgotten as an aid to memory and comprehension. Visuals include:

- Charts
- Maps
- Drawings, Sketches
- Graphs
- Photographs
- Flow Charts, Diagrams

People are very visually orientated and retention of information presented in visual form outperformed oral information.

Here are three aims of visually presented information:

- (i) To direct learners to critical information
- (ii) To help learners make connections between key ideas
- (iii) To build links between text and learner information.

Teachers should use cueing strategies to direct attention to key information and provide written/oral directions.

- Study questions is an alternative method, though avoid being too explicit, so thinking is done.
- In practice those who create their own illustrations learn more than those who simply read the text.

The author provides a range of possible activities:

- Have students pause in their reading and draw a picture.
- Use an illustration to summarise a text.
- Semantic mapping helps students focus on key ideas in the text and the relationships.
- Teachers can provide partial drawings and have students complete them.
- Students can trace a text illustration.
- Construct a flow chart showing the direction of ideas.
- Construct maps, charts, graphs with a small amount of information.
- Create icons that symbolise or represent the main ideas.

- Draw sketches, diagrams – mental imaging of a concept does help recall.

(8) *Engagement in Reading for Young Adolescents* (JAAL March 1997) (Guthrie, Alao, Rhinehart).

The article examines the issue of motivation to read in American middle and secondary schools and advocates an instructional framework to enhance literacy engagement. The framework is Concept – Orientated Reading Instruction (CORI), an approach for engaging students in literacy events.

Unmotivated students are:

- Inattentive.
- Fail to complete homework tasks.
- Resist getting involved in reading.
- Develop ingenious strategies for avoiding work.

In a study organised by the National Assessment of Educational Progress in 1994 the following facts were found:

- Students spent little time in free time reading.
- A typical middle school student reads for less than five minutes a day.
- A few students (10%) read voluntarily for 30 minutes per day or more.

Engaged readers exhibited the following traits:

- Deep-seated motivational goals.
- Commitment to subject matter.
- Desire to learn content.
- Belief in their own ability.
- Desire to share understandings from learning.

Two kinds of motivations influence students to become engaged readers, intrinsic and extrinsic.

Intrinsic motivations include:

- Interest in content.
- Learning for its own sake.
- Immersion in literacy tasks.

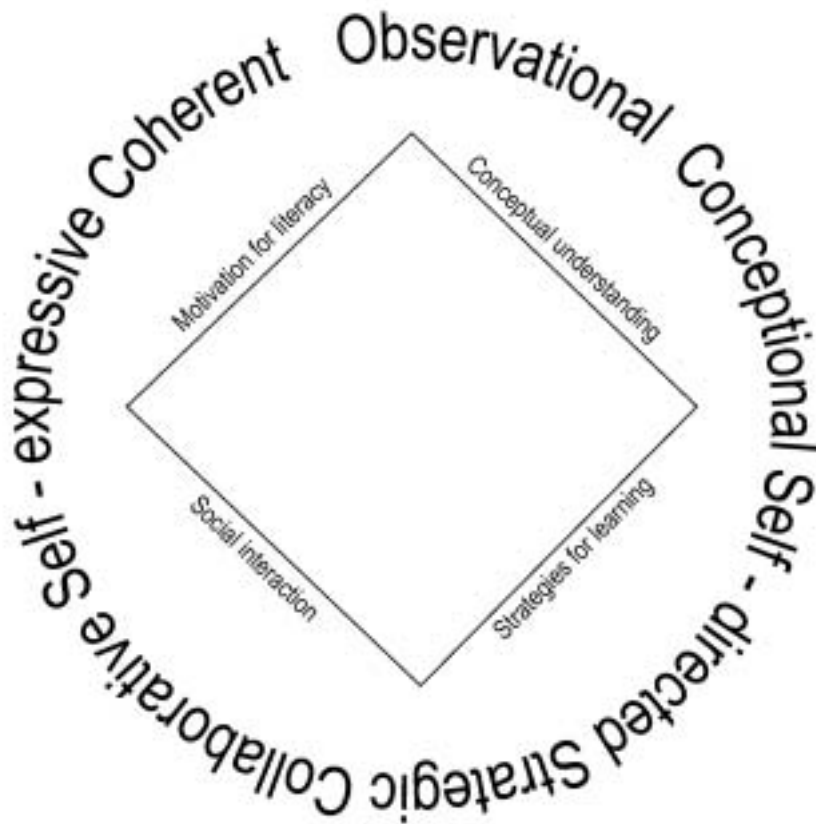
Extrinsic motivations include:

- Competition.
- Avoidance of negative evaluation.
- Desire to obtain rewards, grades and social approval.

NB – These motivations can lead to reading avoidance and use of weak strategies.

The authors established the fact that the intrinsic motivation for literacy and other academic subjects declines at middle grade levels. This is possibly due to competence beliefs and expectations, failure at tasks and the fact that competition is more salient.

Seven themes define this instructional framework:



Explanation of Above

1. Real World Observation
 - Field trips, lab activities
 - Models, exhibits arouse curiosity
 - Leads to questions and desire to read/write.
2. Conceptual – formalising of questions.
3. Self directed – students begin research.
4. Teacher provides strategy instruction on research skills.
5. Students work in pairs/teams to retrieve information from multiple services.
6. Produce diagrams, writing (video, etc.) of their findings.
7. Pool findings and agree on key responses.

A complete range of instructional strategies is listed in tabular form (photocopy).

(9) *Understanding Teenagers' Reading* – Jack Thompson

While establishing a positive reading environment is foundational to help encourage students to want to read more it cannot be isolated from the teaching of literature, which must complement the aims and practices of the environment if students are going to appreciate the interdependence of textual studies and wide reading.

Nearly a decade ago Jack Thompson, in his book *Understanding Teenager's Reading*, argued that a radical change from the existing approaches to teaching literature was needed. As an experienced teacher he related his growing unease with the game of studying literature and how many teachers failed to adequately teach students the rules of the game. The gap between what teachers claimed they taught for, and what students experienced, was huge.

His research, conducted by means of surveys and interviews, found:

- Teenagers spent a lot of time watching TV, videos and very little time reading.
- 30% read no books outside school, 20% read regularly and only a fraction read good literature.
- Mental passivity was the key feature of the majority and this was supported by the findings of the English School's Council Project in 1977.
- There was a need to avoid comprehension and tedious written exercises and a need for a comprehensive, well-organised and attractive wide reading scheme in each school, supported by teachers as good role models.

Thompson distinguishes between satisfied and dissatisfied readers:

- Those in control and those controlled by other things.
- At any level students who are dissatisfied readers can be helped to become good readers.
- Teachers must begin where pupils are at and build on their own experience and tailor literature to this.
- Literature can teach people to learn from experience, develop personal sensitivity, develop social and moral awareness and be pleasurable.
- Reading and writing are mutually interactive and supporting activities that should go hand in hand.
- The Bullock Report showed reading becomes more effective when a reader becomes an active interrogator of the text rather than a passive receiver of literary theory about it.

- The reader must make contact with the implied author of a book and construct images, setting and voice in his own mind.
- Above is useful for teachers when choosing appropriate texts as books.
- Reading is a continual process of constructing meaning and self-correction.
- Students need to be helped by supplying the questions initially to generate expectations, modify them, correct and extend impressions, solve puzzles and, ultimately, to actively question and argue with a text themselves.
- Responses to questions that are assessed as being right or wrong, including textual puzzles and problems, become sources of anxiety rather than pleasure.
- Teachers must help students to continually make connections between the texts and their lives, also to make predictions about plot development and character.
- They must encourage and nurture personal responses to literature and the pleasure associated with making them.
- Teachers must make explicit from the outset what the students are expected to gain from their study of literature.
- Interpretations offered by critics, teachers and pupils should all be respected and examined as provisional. Teachers are not omnipotent, rather they are an experienced partner in exploring a text.
- Students in a remedial situation can be encouraged to find reading enjoyable, and use the same processes as expert readers.
- The stages of reading are empathising, evaluating characters, accepting or rejecting the values of an author, comprehending events, analysing motives and forming mental images.
- In adolescence emotional responses come more easily than cognitive ones.
- When readers become reflexively interested in their own reading processes they can be helped to progress into higher levels of reading.
- Promote reading enjoyment as the priority.
- “Many students experience alienation from both literature and school approaches to it because of the gulf that existed between their personal feelings and thoughts about texts and what they believed their teachers valued as a response and expected from them.”
- If reading experience is enjoyable then more reading takes place, the more students read the more their confidence and competence develops and so they turn to more complex books for satisfaction.

- Reading enjoyment makes them more curious about how books work; thus literature shouldn't only operate at the high level of distanced evaluation.
- Teachers need to start where their students are, with their tastes in reading and their attitudes to it.
- Students should be encouraged to evaluate and reflect on their own learning.

He identifies the hallmarks of wide reading as:

- The reading habit needs to be developed in all students, especially those who haven't gained it at home.
- Marks could be awarded to elevate the status of wide reading but activities shouldn't destroy the pleasure of reading, they shouldn't become a means to an end, where reading becomes routine.
- Programs must allow students personal choices and the reading environment should be appealing.
- Books could be organised under genre or theme and class libraries with multiple copies can also be useful.
- Accompanying the individual responses, some group work and oral sharing are very important.
- Teachers need to read during reading times too, not do other work.
- They must aim to become well acquainted with adolescent literature.
- Students should be encouraged to make a contract, read from several categories of books, keep a reading log and be awarded incentives or levels of achievement based on the number of books read.
- Where such reading schemes are used the number and quality of the books read grows dramatically.

Important adjuncts to reading include:

- Reading journal, small group discussion questions, notemaking techniques, diagrams and extended group work.
- A series of questions that encourage reflective evaluation.
- Less transactional writing forms (i.e. reporting, recording, argumentative, highly structured) and employ the full range of expressive writing.
- Pupils who did mainly transactional writing would come to believe that their own writing and feelings were less important.
- In English the main form of writing was shown to be the critical literary essay, where writing was seen in terms of a finished product rather than a process of facilitating development.

- Students would only learn to write expressively when they were able to explore a topic in their own way so they became interested in it and thus responsible for their own learning.
- The respect given to transactional writing at the highest levels should be extended to expressive writing at all levels of school.

WIDE READING SCHEMES

(1) *Literature Circles and Adolescent Boys* (Access Vol. 11 No. 1, March 1997 – Yvonne Jenkins (Trinity Grammar))

Based on a program developed by Anne Simpson from the University of South Australia.

Aims of Program

- To assist in the development of a structured Wide Reading Scheme.
- To promote reading for enjoyment.
- To promote an ongoing exchange of ideas whilst reading.
- To set time frames for reading sections and for completion of a text.
- To get students to promote texts to other literature circles.

Requirements

- Multiple copies (5-6) of five to six titles.
- A readers journal for each student.
- Library/classroom space for discussion.
- Bookmarks with space for writing.
- Choice of six popular texts critical.
- Teacher-Librarian to assist teacher by moving around the discussion groups.

Lesson Procedure

1. Explain unit and requirements.
2. Distribute books, circle negotiated reading, begin reading.

3. 15 minutes discussion of 'book marks' by each member
 - 5-10 minutes write up journal
 - Reading plan and reading.
4. (Same as for third) – Agree to finish.
5. Discussion of book marks
 - Write up final entry in journal
 - Hand in journals.
6. Presentation of Readers Theatre
 - Presentation of selected readings
 - Collect books and redistribute to form new literature circles.

Explanation of Bookmarks

Bookmarks enable discussion of a section to get underway. Each student must arrive with at least three points in the text marked.

Examples

- A shared enthusiasm or dislike for an event or a character.
- May be a memory starter, shared human experience.
- May be a comparison/contrast between word to text or comparing it with another text.
- May be clarifying a puzzle or pattern that is appearing in the text.
- May discuss a point of language.

Reader's Journal

- Is a journal of jottings and ideas, not something marked for errors or edited.
- It is for public reading (generally) and should be read by the teacher during text reading and then at the end.
- Interesting comments should be published on charts or in a folder.

(2) ***Choosing to Read – Wide Reading Programs to Secondary Schools*** (A. Simpson/I. Purcell)

(a) **Rabbit (Murray Bridge – Year 8)**

(Read a book because it's trendy)

- Equipment – boxes of books (30-40).
- Class reading program.
- Theme-based book boxes.
- Students aim to read one from each theme group.
- Books graded in difficulty (coloured dots).
- Activity sheets for each book box.
- One lesson per week.
- Incentives – reward based (stars/frogs, etc).
- Significant rise in the number of books borrowed from the library.

(b) **ICRA (Davies Road High School) (Y8)**

(I Can Read Anywhere)

- Book arranged by theme, teacher selects them.
- One lesson per week devoted to reading or 2-week block.
- Students have to read a minimum of one book per theme.
- Students have to devise three questions on a book read and record them on their reading sheet.
- Certificates are presented for every 5 books read.
- Class progress sheet maintained by students.
- Stickers placed on reading sheet, each time a book is read.
- Allow 3-day period for return of books.
- ICRA folders kept by each student, with reading sheets, activity sheets and sheet for parental comment.
- Generally possible to cover 2 themes per term.
- Borrowing rate trebled! Ran out of stickers/certificates.

(c) JiB (Penola High School – Y8/10) (200 students)

(Jump into Books)

- Community library – parents informed by letter.
- 2 fortnightly periods for each student.
- Library central to system, all folders and assessment responses kept in library.
- Worksheets are coded, two written/two oral responses.
- Students recommendations re new books.
- Awards for books read are presented in assemblies.
- Prizes are book vouchers, novels donated by local book seller.

(d) Bob – St. Paul’s College (Catholic – 700 students)

(Binge on Books)

Aims

- To promote desire to read.
- Broaden the range of literary experiences.
- Develop selection skills as readers.
- Encourage the idea that reading is fun.
- Involve students in the selection of books.
- Monitor changes/growth of individual reading patterns.

Structure of Program

- Bob books marked by bright orange stickers on shelves.
- One lesson per week for whole year.
- Students bring a book and keep their own record sheets.
- One activity for each book read.
- Each student has a bookmark with spaces for up to ten stickers.
- Reward for each bookmark completed.
- Class competition with a day off at end of term – trip to movies etc.
- Prizes presented in assembly. Australian bookmarks (commercial).

- NB – As time passed, the competitive aspect became less important.

(e) Rage – (The Barton High School – Y8, 9, 10)

(Read and Get Enjoyment)

- Books are colour coded under themes.
- Students make recommendations for book selections.
- Conferencing with teachers takes place. Students must complete activity sheets after each book.
- Three types of activity sheet: Comprehension, Creative and Language.
- Class record sheet maintained.
- Awards – certificates for each five books read.

(f) Grant – (Grant High School) (Y8/11)

(Go Read a Novel Today)

- Similar to other schemes in terms of the fact that books are thematically arranged.
- Students expected to read minimum of two books per term.
- Written, oral responses required for each book.
- Different response sheet for each text chosen.
- As for other schemes, record sheets and guidelines are kept in folders.
- Teachers are expected to read whilst students are.
- Rewards offered for progress made.

(3) ***Ribit: How Using a Structured Reading Program in the library can affect student borrowing*** – J. Pittman (Access Vol. 10, No. 2, May 1996)

(Read in Bed, it's Terrific)

- Program for Year 8 students.
- One period per cycle, Terms 1 & 2/3 & 4.
- 500 fiction books set aside in the Ribit area, with stickers, related to theme.
- Not all classes use the system each term.
- Fact that not all classes used the system allowed for some interesting statistical evidence of borrowing habits between various classes.
- Students complete certain activities after reading books.
- Rewards for reading 'x' numbers of books (chocolate frogs to commendations) in school assembly.
- Completed activities kept in a file with marked work were added towards a student's term assessment.
- Displays mounted of various genres and student oral responses in Ribit sessions.
- No pressure put on students who don't read many (any) books.
- All activities are short and varied.

Results of borrowing patterns

- Over 85% of Y8 students who were part of Ribit borrowed books regularly.
- 66.66% of students not booked into the library did not borrow books at all.
- On average Ribit students borrowed 4.5 books per term (3 fiction, one non-fiction).
- On average non-Ribit students borrowed 2.5 books per term (1.5 fiction, 1 non-fiction).

Conclusion: Three key factors to promote reading

- Students booked into library regularly.
- Actively encouraged to read fiction, especially by some kind of literature program.
- Teacher/librarians need to cater for students less inclined to read, by having some high interest fiction.

COMPARATIVE STUDIES OF READING HABITS OF STUDENTS

(1) *Girls Read; Boys Read – Workshop Paper (1995)* – Anne Crawford, Helen Knight and Robin Wake

In the paper the authors refer to a 1994 survey of recreational reading of lower secondary students, in an all boys school in the western suburbs of Sydney, referred to in the *Sydney Morning Herald*, March 1994. (Numbers unspecified) (Y8-10). A number of aspects emerged:

- 45% of students enjoyed recreational reading.
- 36% read only for school purposes.
- 8% for information.
- 10% didn't read at all.

Many students indicated a desire to have more time to read.

- 46% indicated they read for less than 15 minutes.

The results were then compared against a very similar all boys school where some staff opted to participate in a Ribit program and some didn't at Year 8.

These were the findings:

- 93% of students booked into the library regularly borrowed books.
- 66% of those not booked in did not borrow books at all.

In terms of the average number of fiction books borrowed per student it was found that:

- 4-8 books in Ribit classes per term.
- 1-5 books in non-Ribit classes per term.
- 72% of students showed a strong preference for fiction (consistent for Y8-10).

(a) *Favourite authors nominated included*

- Paul Jennings, Roald Dahl, Brian Jacques (8).
- Tim Winton, Paul Jennings, Stephen King, Roald Dahl, Margaret Weiss and J.R. Tolkien (9).
- Gary Crew, Stephen King, Tim Winton, Tom Clancy, Robert Cormier, Paul Jennings, Michael Crichton, Victor Kelleher, Gary Paulsen.

(b) Most popular books

- *Redwall* (Brian Jacques) (8).
- *Lockie Leonard* Titles (Winton) and *Hatchet* (Paulsen) (9).
- *Jurassic Park* (Crichton), *The Gathering* (Carmody) (10).

(c) Boys' choices for texts relied on

- Subject.
- Length of book.
- Cover (including title and blurb).
- Friend's recommendations (lesser degree).
- NB. Similar trends were noticed in MacMahon's study of girls' reading in 1995.
- There was a marked distrust/avoidance of teachers' recommendations/librarians.
- Boys choices reflected a heavy reliance on a plot with an associated rejection of character.
- Adventure, fantasy, humour were very popular.
- Girls expressed a clear preference for humour, fantasy, mystery, suspense and romance.

The authors argued that both girls and boys can become very fixed in their reading interests and challenged teachers to work with students, by starting with their current reading tasks and suggesting other follow-on fiction that may broaden their tastes.

(d) For horror addicts of R.L. Stine and C. Pike

The perennial problem of alternatives to R.L. Stine and Christopher Pike was addressed recently on the Internet.

Contributors suggested:

- Joan Aiken, Jay Bennett, Ambrose Bierce, Robert Cormier, Lois Duncan, Joan Lowry Nixon, Mary Shelley, Robert Westall, and many others.
- To students who currently enjoy books because "they're scary" or "they keep you in suspense", try offering Swindell's *Stone Cold*; Marsden's *Letters From the Inside*; Parry's *Monster Man*, McRobbie's *Mandrogora* or Taylor's *The Weirdo*.
- Others may become committed readers of such adult murder/mystery writers as G.K. Chesterton, Agatha Christie, Arthur Conan Doyle, P.D. James, John Le Carre and Ruth Rendell.

(e) For formula adventure stories

Students can be encouraged to move on from formula adventure stories with lots of action and highly predictable plots to perhaps Baillie's *Hero*, Cormier's *After the First Death*, Cross's *Wolf*, Marsden's *Tomorrow When the War Began*, Maloney's *Crossfire*, Paulsen's *Dogsong* or Westall's *A Place for Me*.

(f) For humour (beyond Jennings, Dahl, Gleitzman and Pratchett)

Titles that work include:

- Margaret Clarke's *Hold my Hand or Else*, Judith Clarke's *Al Capsella* series, Jinks' *Pagan's Crusade*, McRobbie's *Wayne* series, McSkimming's *Cairo Jim* series.

Include too:

- Adams' *Hitchhiker's Guide to the Galaxy*, Herriot's *Vet* books, Naylor's *Red Dwarf* and even old favourites like Durrell's *My Family and Other Animals* and Milligan's *Hitler: My Part In His Downfall* (Don't forget *The Goon Show* tapes).

(g) For students who find long books off putting

Publishers are recognising this difficulty with Ashton Scholastic's new *Shorts* and the visual approach of Angus & Robertson's *Masterpiece* series. The old standbys like Coerr's *Sadako and the Thousand Paper Cranes* and Gallico's *The Snow Goose* are now supported by a wealth of short but worthy titles including McViety's *Fifty Dollar Fall*, Stewart's *Bubble and Shriek*, Caswell's companion stories *Mike*, *Lisdalia* and *Maddie*, Moloney's *Dougy* and Paulsen's *The Car*.

Authors mention an innovative idea from Scotch College, Swanbourne, W.A. (Y8):

Book auction program (Library)

- Library staff meet with students once a fortnight, 12-15 students in a group.
- Each session or genre is promoted and an appropriate bookmark is made available.
- For example, Science Fiction promotion offers 10 bonus points for reading from a given list and in a minimum of 50 words writing on the difference between the world of the book and our world.
- Students record authors and titles of books read and individual tallies are kept on a bar graph and total graph points are displayed in the library.
- Over two terms boys accumulate points to be used as currency in the final book auction.
- Purchase books that are auctioned at discount prices.

(2) *Boys and English - School Curriculum and Assessment Authority - London - 1995/1996*

Large number of teachers recruited to observe, run interviews and administer questionnaires on boys' achievement.

An extensive series of graphs and information was presented, comparing boys performance to girls in a range of English skills.

The results of the package showed:

- Boys read significantly less than girls.
- Boys had considerable difficulty reading independently, reading a wide range of fiction and with several categories of writing tasks.
- Boys who were readers read both fiction and non-fiction – they often found it easier to make links between the two compared to girls.
- A declining number of boys were choosing to do humanities subjects at higher levels (A levels).

In a report from the Office of Her Majesty's Chief Inspector of Schools (1993) the following points were made:

- The influence of the teacher was the crucial factor in boys' attitude towards English and their performance.
- In all year groups girls read more fiction books than boys and had different tastes in reading.
- When reading was taught well and pupils' private reading successfully encouraged, the distinctions between girls' and boys' reading interests was less sharp than usual.
- Boys made less use of school libraries than girls and took less part in English-related extra-curricular activities.
- Boys benefited in terms of performance and attitude to a subject, when well-managed oral work was central to English.

(3) *Recipe Fictions – Literacy Fast Food Reading Interests in Year 8* - From Oxford Review of Education – March 1995 (EB5LO host – Internet)

Article reports on the findings of a survey of student reading habits undertaken with 728 - Year 8 students in 14 comprehensive schools in southern central England.

Initially the article considered the obstacles that stood in the way of children reading and why visual media seemed to appeal more. Indeed many educators classified much recent fiction in the words of Benton and Fox as “*recipe fictions ... offering blatant tastes to satisfy adolescent appetites – a kind of literary fast food*”.

Comparisons were then drawn with a well-publicised comprehensive survey of children’s reading habits in 1977, published by Whitehead and entitled *Children and their Books*.

Findings of the 1995 survey showed:

- 86% of Y8 girls and 70% of Y8 boys had read a book.
- Girls read 3 books a month, boys 1.5 (cf Whitehead survey 76% girls/66% boys).
- None of the Whitehead 24 top titles appears in the first 46 of the 1994 list.
- Later common books include *Black Beauty*, *Wind in the Willows*, *Treasure Island*, *The Hobbit* and *The Lion, The Witch and The Wardrobe* read by very small number of students in 1994).
- Popular 1994 authors included Stine, Cusack, Athkins Hob (American horror series) and some common in 1977 (Blume, Dahl and Townsend).
- NB The authors decry these type of books due to “*limited vocabulary, banal storylines and unhealthy preoccupations, also they are easy read books*”.

Favourite 1994 authors included:

- | | |
|--------------------|---------------------|
| 1. Roald Dahl | 5. R.L. Stine |
| 2. Judy Blume | 6. Stephen King |
| 3. Terry Pratchett | 7. R.T. Cusack |
| 4. Enid Blyton | 8. Christopher Pike |

Others included:

S. Townsend, A. Bates, Grant & Naylor (*Red Dwarf*), M. Crichton, D. Hoh.

- NB. 30% of boys had read no books in the previous month.
- Alistair West (author) remarked:
“*Readers are made not born, and they are made or unmade, largely at school*”.

(4) *Student Voices: What Works in Literature-Based Developmental Reading* (Stewart, Paradis, Ross/Lewis) – JAAL, March 1996

- Basically this was a write-up of an extensive longitudinal evaluation of the Laramie Junior High School in Wyoming, involving 1,000 students in grades 7-9, from diverse socio-economic levels over the course of a year. Two teachers and two professors of reading supervised the study. Students at all levels were tested at the beginning and end of the year, using a MAT (Metropolitan Achievement Test) and Gates/MacGinite Reading Tests to corroborate an extensive series of taped interviews and examination of student portfolio work.
- All three levels operated different approaches to reading, in Year 7 the program emphasised positive self esteem and attitudes, students selected their own material and worked at their own pace using a variety of creative activities. In Year 8 reading is eclectic, students cover some whole class texts, thematic units and free reading and response journals were used. More focus on underlying skills.
- Year 9 focused more on genre-based free reading. Students kept inventories exploring their reading habits, records of goal setting between teachers and students and end of year self and program evaluations (including reading logs, response journals and anecdotal teacher notes).

From all of the above students identified the following benefits in reading:

- (i) Improvement in reading speed
- (ii) Greater fluency
- (iii) Improvement in understanding/remembering
- (iv) Improvement in School Performance (Grades/Tasks)
- (v) Reading better orally.

In terms of the factors that fostered this improvement students identified the following:

- (i) The power of free choice
- (ii) Interest in books
- (iii) Time to read in school
- (iv) Practice led to improvement.

The researchers concluded the following from the evaluation:

- Too many reading programs still emphasise skills/drills when they should foster free reading, flexibility and choice.
- Teachers needed to spend more time reading at their desks or conferring with students.
- Teachers need to listen to students to find out what they need.
- Reading won't be a panacea for all students. Some students would need specialist help and more structure in their programs.

RESPONSE ACTIVITIES & ASSESSMENT

(1) *Reader Response Journals: You make the meaning ... and how.* (L. Berger) JAAL – February 1996.

- The article recounts something of the return to teaching experience by the author of the reader response journal set up by the author.
- Students had to choose their own novel, read in class and at home.
- A four question approach was designed in consultation with students.

Directions: Read your novel for fun! After every two chapters write a response to your book in your journal. Date each journal entry and be sure to mention your book's title, author, and character names often for reader identification. I will collect the journals periodically and write back to you. Your novel and journal should be completed by . Make sure that each of your journal entries talks about one or more of the following points:

- **What do you notice?** Examples: Do you notice any changes in the personality of your protagonist or antagonist? Do you notice any emphasis on an object or minor character that might later be important? Do you notice any repeating patterns in the book? Do you notice the significance of the title in the chapter you are reading? Is there anything unusual about the book's beginning or ending?
- **What do you question?** Examples: Do you question any of the decisions that a character has made? Do you wonder what a certain passage in the book might mean? Do you question whether the author realistically presented a certain part of your book? Do you question if something that happened in the author's life might have influenced the writing of this novel?
- **What do you feel?** Examples: Does any part of this book make you feel scared, annoyed, sad, frustrated, happy, or horrified? Which part and why? Do you feel differently about a character or

situation in the novel now than you felt before? Why have your feelings changed? Do you want to read another novel by this author? Why or why not?

- **What do you relate to?** Examples: Does anything in this book remind you of something from your own experience, or a movie, a TV program, a song, or another book you have read? Talk about that relationship.
- These questions changed the nature of student reading responses.
- Oral discussions improved, journals became a form of written discussions.
- Students began to self-monitor their reading a lot more.
- Students showed feelings more frankly and their involvement in reading deepened.
- Journal encouraged students to make connections with their own life more.

Conclusions

- The journal guide works well for advanced and less able students.
- The four questions are versatile enough for all kinds of texts – poetry, short stories, movies/novels.
- The journals greatly enhance group discussion of common texts.
- Students can publish them and display them in the library to promote reading.
- Journals can be easily graded (i.e. following directions, sufficient content, developing ideas and quality of writing).

(2) *Portfolio Assessment – Some Questions, Some Answers, Some Recommendations.* (C. & R. Gillespie, Ford, Leavell) JAAL March 1996

The format of this paper examines a range of teachers' questions about portfolio assessment and some responses. Then a series of critiques and resources and recommendations follow.

- Purpose of good assessment is to inform, instruct and at the same time provide students, parents and administrators with accurate, meaningful information in relation to students' progress.
- Valid assessments should provide students with multiple opportunities to apply their reading skills to a variety of real-life texts and tasks.
- This requires a move from traditional quantifiable tests to a portfolio system.
- Information within this article is based on journal articles from the past 5 years.

Definitions of Portfolio and Portfolio Assessment

Portfolio = a meaningful collection of students work over time; or

Tangible evidence of accomplishments and skills that must be updated as a person changes and grows.

- The collection should include student participation in selecting content, the criteria for selection, the criteria for judging merit and evidence of self-reflection.

Portfolio Assessment = a system which allows teachers to both observe and document a students performance through multiple methods, over time.

Advantages of Portfolio Assessment

- Active participation of students with teachers in the evaluation process.
- Portfolios allow students to reflect on the development/growth/progression of their strengths and weaknesses as readers and writers.
- Facilitate students' understanding of the relationship that exists between reading, writing and thinking.
- Assist in creating a collaborative climate among students, through peer collaboration and peer critiques.
- An opportunity for students to assume responsibility for their own learning and to become more independent.
- Contribute to the development of self-esteem, self-awareness and a more positive attitude towards reading and writing.

For teachers the advantages of Portfolio Assessment are

- Provide teachers with a more meaningful picture of student growth.
- Generate data which may be useful for teachers in instructional decision making.
- Offers teachers a wide range of information from tests, tasks, settings and multiple skills.
- Allow for the integration of assessment and instruction.
- Help define what constitutes high quality work.
- Provide a sound base from which to engage in meaningful student/teacher conferences.
- Provide concrete/tangible evidence for parents.

Apparent weaknesses of Portfolio Assessment

- Greatest weakness is increased workload for the teacher.
- May interfere with teaching and learning by decreasing instructional time.
- May lead to teachers avoiding conferences, restricting student choice in materials, less continuous feedback.
- May lead to grading controversies.
- Require a high level of pre-service, in-service or consultant support to acquaint teachers with data gathering, as well as ways of interpreting data.
- Present unique data that may be ignored or criticised by school-related groups.

What data should be included in Portfolios?

- A broad sample of students' literacy-related activities.
- Writing samples such as a creative piece, a student's favourite piece and a required piece.
- A variety of genres should be demonstrated.
- Logs and journals should be included such as reading logs.
- Also non-print data such as audiotapes, videotapes, photographs/special projects.

How are Portfolios assessed

- There is little consensus as to how portfolios should be evaluated.
- Teachers should evaluate according to some.
- Use of checklists, point systems and rubrics was reported.
- 5 Criteria Idea – purpose, organisation, details, voice/tone, usage (mechanics/grammar).

Are they valid and reliable?

- Some argue that it cannot be confirmed.
- Providing adequate criteria are formed in advance, explained to students and a range of different types of assessment are included (including performance type), there is no reason why it can't be valid.
- Abruscato (1993) in an article highlights the real issue well when he says, "*Success will depend on whether the teachers involved believe that it is important, useful and capable of being implemented efficiently. The real challenge to its success will be the support of teachers*".

(3) ***Picture Books, Young Adult Books, and Adult Literacy Learners*** - (Bloem & Padak – JAAL September 1996)

Article examines the practices and findings of the Ohio Literacy Resource Centre in relation to the use of picture books with adults. Again the structure of the article is based around a series of typical questions from other teachers.

Aren't these books meant for children?

- Yes many are, but not all.
- Many are meant to be read and enjoyed by a widely diverse age group.
- Picture books often raise issues that demand maturity and life experience.

Will using children's books offend adult students?

- Not as long as titles are appropriate and presented carefully.
- Students can be encouraged to browse through them, if they are theme related and to share learnings.
- They can be used as vehicles for exploring genres of writing.
- Also stimulus for writing of a personal nature.
- Stories can be powerful.

What are the benefits of using children's literature?

- They offer the pleasure of a good story, the experience of knowing other people and places.
- The opportunity to reflect or examine ideas and values.
- Picture books are suitable for short periods of instruction.
- Multicultural texts can build awareness of other perspectives.
- Appeal of the conciseness of text length.
- Wide availability of this literature.

How can they be used in the classroom?

- Wonderful writing prompts and can provoke good journal writing.
- Offer wordless texts and get students to create their own texts.
- Offer good writing models for students.
- Distinct advantages for ESL students for oral presentations/cultural presentations, or class discussion.

How should books be selected?

- Books that address theme topics or handle themes in complex ways (examples given).

- Books that present quality art that is not childish. (Examples provided).
- Books that employ point of view creatively (examples listed).
- Most suited to inquiry-based learning.

(4) *Portfolios – ARK (ACER)* (M. Foster/G. Masters, 1996)

The booklet is broken up into four main sections:

- Working Portfolios
- Documentary Portfolios
- Show Portfolios
- Designing Portfolio Assessments.

Definition of a Portfolio

- A collection of artifacts of students learning experiences over time.
- There are many different types of portfolios, depending on the educational context.

Portfolio Purpose

- Key question – is the portfolio for formative (diagnostic) assessment or for summative assessment (formal assessing of student achievement)?
- Some portfolios focus on the process of student development.
- The purpose of the portfolio determines the design of the portfolio, including what should go into it and who should make the selection.
- Some portfolios are selective, whilst others include everything.
- Interview with a teacher and ongoing self-evaluation are an important part of portfolio development.

Judging Portfolio Evidence

- The greater the requirement for comparability of portfolio assessments, the more tightly the portfolio criteria are likely to be specified.
- Developmental assessment requires an on-balance decision (inference) about a student's location on a progress map, based on available evidence.
- A teacher may use portfolio evidence along with anecdotal records and other evidence to make holistic judgements of students' locations on a map.

Working Portfolios

- A working portfolio is the equivalent of the artists studio: the sketches, the notes, the bits of stimulus, the half-finished drafts and the completed works.

Benefits – for Students:

- Students take control of their work
- Feel pride in their work
- Reflect on strategies
- Set goals
- Monitor progress.

For Teachers:

- Provide an opportunity to rethink the meaning of their work
- Increased motivation
- Renewed sense of commitment
- Portfolio conferences provide teachers with regular planned contexts for encouraging students.

Other Considerations

- Self assessment an important part of the portfolio
- Portfolio logs (reading, writing, viewing) help teachers to monitor a range of language activities
- Judging and recording portfolio evidence can be done in a variety of ways, one very positive way is by using a frame of reference or continuum, which can be broken up into stages – beginner to advanced
- Progress maps can also be used.

Documenting Portfolios

- Contain collections of student work assembled mainly for assessment.
- They contain not only final products of student work, but also evidence of the processes that students use to develop those products.
- Educational standards that specify what students should know and be able to do should be clearly defined before assessment procedures and exercises are developed (i.e. learning outcomes).
- Sample CSF/Portfolio Information guide is supplied on p.24.
- This type of portfolio might include evidence of a students effort and application. For example:
 - (i) behaviour
 - (ii) participation in class
 - (iii) initiatives
 - (iv) co-operation
 - (v) perseverance at task.
- Teachers should use a variety of methods to judge and record portfolio contents.
- Two approaches are exemplified - holistic marking guide/generic scale (p.30-31).
- Class record sheets can also be used to map progress.
- DART provides teachers with a map which links writing scenes to levels with English Profile for Australian Schools.

Show Portfolios

- Reflect the best of student work and contain only finished products.
- They must reflect curriculum goals and the students own work.
- Two samples of show portfolio contents are illustrated (US and South Australian) (p.38).
- Authentication of student work is especially important in high stakes assessment.

- Criteria-based assessment similar to the VCE can be used where criteria have a numeric rating, or
- Holistic assessment based on components of the task and then making a judgement (p.44).

Designing Portfolio Assessments

- This is a do-it-yourself, step-by-step guide to designing portfolios and assessment (p.49-51).
- A useful summary of the process is given on p.52.

Recommendations

Teaching Staff

- That teachers be encouraged to make time to read a wide range of current fiction.
- That all staff need to be encouraged to promote oral work when working with fiction/non-fiction text
- That staff be encouraged to help students develop under a variety of responses including personal responses.
- That staff encourage students to use a variety of visual representations of information.

Library

- That posters and book displays are needed as viable alternatives to teacher/peer recommendations.
- That prepared lists of favourite books or recommended ones should be prepared to assist students and parents in choosing books.

- **English Department**

That prepared lists of favourite books or recommended ones should be prepared to assist students and parents in choosing books.

- That the English Department be encouraged to consider trying to pair popular adolescent novels with a classic/more adult novel. That the use of reader response journals needs to be encouraged across all year levels.
- That the English Department encourage the exploration of magazines and the general culture and structure from a critical literacy perspective that teachers need to recognise the importance of time

to read, ownership of book choice and variety of reading response. That the English Department be encouraged to explore a modified wide reading program such as Literacy Circles, Ribit, etc.

- That English Department staff be encouraged to make more use of picture books in teaching literature.
- That portfolio assessment ought to be considered not only by the English Department but in a range of departments.

That value be placed on wide reading through assessment practice and through recognition of individual achievements.

Chapter 7

MAIN FINDINGS

The analysis of the survey and subsequent interviews reveals much of a positive nature concerning reading amongst the students at Scotch College. The extent and range of reading reported needs to be acknowledged as a strength within the school community.

The dominant call for more free choice silent reading by students needs to be considered and allowed for within the English program. Equally clear is the need for the English Department to carefully review the current wider reading program with a view to adopting a range of strategies that will encourage more students to read for enjoyment. Support of the significant group of students who only enjoy reading sometimes or very rarely needs to be considered, both in terms of library resources and activities that will encourage them to see reading as less threatening.

Another pleasing aspect to emerge was that students were engaged in a variety of fiction and non-fiction reading (i.e. newspapers, magazines and biographies); and that the influence and distraction of more visual media (such as television and computers), wasn't seen to be as significant as originally thought.

There is considerable scope for change in the promotion of literature, approaches to teaching literature and in terms of the rewards and assessment of responses to literature. Fundamental to all of the above is the need for all staff to protect time for reading themselves and where possible to draw on the enormous appeal of stories to students by making use of short stories and texts in a variety of subjects, as a way of complementing the need for non-fiction study. The challenge is to try to provide a means for staff to give brief but visible feedback on their reading as a further point of contact and inspiration for students on their reading journey.

The recommendations fall mainly under the following headings:

- The School (Administration)
- English Department
- Library
- Teaching Staff.

Each recommendation is cross-referenced to the chapter it arose from, to allow referral to the reasons for it arising.

RECOMMENDATIONS – CHAPTER 2

Library

- That a broader range of magazine material be considered for the library, to encourage middle level students to use the library more frequently.
- That opportunities be investigated to encourage students to purchase their own books.
- That the extent and range of reading reflected in the survey be acknowledged as a strength within the school community.

English Department

- That time be built into teaching and learning programs in school time for reading for enjoyment.
- That students be encouraged to read fiction of their choice and a wide range of non-fiction (magazines, newspapers, biographies, etc.).
- That the extent and range of reading reflected in the survey be acknowledged as a strength within the school community.
- That the wider reading program at Scotch College be reviewed in the light of the findings of this study.

RECOMMENDATIONS – CHAPTER 3

Library

- That librarians and teachers take into account more a range of suggestions on literature, made by students.
- That teachers and librarians should encourage the widespread practice of sharing of book titles by students.
- That re-reading of books be encouraged (perhaps even some dated titles).
- That the extensive range of boys' reading reported in this survey be taken into account in future planning of English programs and library acquisition policies.

English Department

- That librarians and teachers take into account more a range of suggestions on literature, made by students.
- That teachers and librarians should encourage the widespread practice of sharing of book titles by students.
- That the implication of the repeated call for more silent free choice reading be considered.
- That re-reading of books be encouraged (perhaps even some dated titles).
- That the extensive range of boys' reading reported in this survey be taken into account in future planning of English programs and library acquisition policies.

RECOMMENDATIONS – CHAPTER 4

English Department

- That questions similar to those used in the reading interviews be used, from time to time, as prompts for students' writing in reading journals.
- That the high quality of the reflection and exploratory comments in the interviews, and the open-ended questions in the survey, be considered in planning the use of reading journals directed towards supporting students to become more critical, reflective readers.
- That when teachers observe students experiencing difficulty with reading, or not enjoying reading, they conduct interviews using a similar approach to that adopted for this study, and use the interviews for diagnostic purposes.
- That in planning the wide reading program, matters of choice, time for reading, and the types and complexity of texts read be considered.
- That explicit attention be given in English classes to broadening the notion of 'good readers' to include attributes of critical evaluation and response to the content and form of all texts read, including print, viewed and Internet texts.

Teaching Staff

- That teachers in all learning areas be encouraged to provide support for students reading of texts, which contain unfamiliar or specialist language.

- That further work be done to develop teaching strategies in all learning areas to enhance students' capacity to deal with increasingly complex texts.

School

- That teachers in all learning areas be encouraged to provide support for students reading of texts which contain unfamiliar or specialist language.
- That further work be done to develop teaching strategies in all learning areas to enhance students' capacity to deal with increasingly complex texts.

RECOMMENDATIONS – CHAPTER 5

Library

- That the library seeks to establish a staff and student bookclub on a regular basis, with occasional book purchase opportunities and author talks to appeal to a wider audience.
- That the library be encouraged to provide special activities such as Book Week and CBC Awards and occasional displays of new and popular books.
- That the library consider making one of the existing classroom areas a wider reading environment with comfortable furniture and improved insulation from noise within the general area.
- That the library be encouraged to use a modified database to give a brief report on borrowing patterns of fiction and non-fiction at Year 7-10 and to evaluate the thirty most popular fiction books at each level.

English Department

- That the English Department seek to develop varied oral and written personal response activities for each year level.
- That the English Department consider some of the less familiar resources, i.e. listed in the chapter, particularly new approaches to teaching literature.
- That the English Department investigate the benefits of portfolio assessment in conjunction with the CSF aims.
- That the English Department and the library run parent information sessions for the different year levels, perhaps at official parent information nights.

Teaching Staff

- That all staff, not only members of the English Department, be encouraged to read adolescent fiction and give brief feedback.

School

- That the school consider the possibility of employing an additional teacher-librarian with the specific responsibility of literature promotion amongst students and staff.
- That the school consider setting up a budget for resourcing this growth area over the next two to three years.

The Project Model

The value of projects like this is difficult to quantify from my perspective as project co-ordinator. I gained an enormous amount of inspiration, knowhow and resources of significant professional benefit. In particular the consultations with staff at other schools, though often time consuming and difficult to arrange due to mutual commitments, were a real highlight. The interest, insight and creative programs being run in other schools were a sound foundation to build on. Time and time again many of the activities and directions employed by these schools were reinforced by the reviews of professional reading undertaken. Innovation and extension of current reading ideas was plainly evident in many school programs.

Equally valuable was the current practice in terms of approaches to teaching literature, particularly in terms of units designed to provide students with a range of sample literature and a degree of student choice in undertaking them, encouraging a widening of horizons, a sense of ownership, and responsibility. The shift also to the use of more oral and group work, culminating in presentations to the class at the end of such units, was more evident, developing a social dynamic to reading under-utilised previously.

None of this could have taken place without the valuable support given to me by the school administration in providing a consultant, secretarial help, professional data analysis and time release to undertake the project. As near as my diary records allow I estimate that I have spent some 600-700 hours (70-80 days) in terms of the time spent preparing, carrying out, writing up and producing the final report. I believe that the school might wish to consider a modification to this valuable model for future projects. The idea of enabling a teacher to work together with a consultant experienced in the field, provides both a terrific opportunity and working platform for tackling this type of investigation. In terms of time release I believe that it may be better to provide the teacher with full release for one semester, particularly to enable the valuable component of school consultations to occur more easily and to allow more rapid progress on varied project tasks. All too often daily curricula and co-curricula demands forced project demands to one side, and more could often be achieved away from the school environment.

The Future

The recommendations and report should be referred to the appropriate groups for consideration and further action, with the potential for review of progress by the end of the year.

Given the implications of this study for reading across the curriculum, a number of possible future projects could well be considered. A number of anecdotal comments by students, both in the open-ended section and the interviews, suggest there is a need to investigate the readability of texts and unit materials currently used across the curriculum, particularly in the Science/Maths areas.

Also, there is enormous potential to harness the intrinsic value and appeal of fiction across the curriculum, not only in related humanities subjects, but also in commerce, maths and science. By looking at the existing units across each subject it would be possible to formulate fiction resources pertinent to them for incorporation and enrichment.

The process of examining ideas from the report, trialling appropriate ones and modifying models to our school context, then reviewing them, will take time and be an ongoing one. It will demand from teachers a willingness to keep abreast of current fiction and to share with students in a partnership of responding to books, in a variety of contexts. There is no doubt that the benefits of reading for enjoyment have lasting benefits as testified by the majority of students.

As Nancy Farnum in her article on adolescents and reading says, "Literature is a window through which readers learn about other people, places and times, while at the same time it provides readers with reflections."

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APPENDICES

1. SURVEY FORM

2. INTERVIEWS

Semi-structured interview: Questions

Introduction

A little while ago, you completed a Reading Survey. We'd now like to talk with a few students to find out more about students' ideas and feelings about reading.

Warm up

Have you been reading much lately?

What are your favourite kinds of reading?

Enjoyment

1. In your survey, you said you enjoy reading a lot ... don't like reading at all (check Survey response) - why did you say this?

Prompts

- refer to comments on Survey
 - refer to reading listed on Survey response
 - is reading at home different for you than reading in school?
2. What kinds of things do you like to read?
 3. Do you like to have other people read to you?
 4. Do you read more or less than you did (three years ago/when you were younger/when you were in primary school?)

Understanding

1. Would you describe yourself as a good reader?

Prompts

- What is a good reader?
- How do teachers decide which students are good readers?

2. Do you ever read things which you find difficult to understand?

Prompts

- for example...?
 - what do you find difficult to understand?
3. Do you ever experience disappointments or problems when you're reading?
4. Do you finish things (books) you start to read? Do you still manage to enjoy them despite the difficulties?
5. How important do you think it is to be able to read well?

Feelings

1. Are you ever surprised by what you read?

Prompt

Can you give an example?

2. What feelings do you have when you're reading?
3. When you read a novel, do you ever feel you would like to be in the action, helping the character?

Prompt

Do you ever think what you would do if you were in the character's situation?

Learning, identity

1. What do you learn from your reading?
2. Have you ever learned anything important about the world we live in from your reading?

Prompt

For example ...?

3. Do you think your understanding of other people has developed from your reading? In what ways? How?
4. Has anything you have ever read influenced what you believe in, what you think is right and true? What? How? Examples?

5. Do you think your reading in general has helped you to understand other people or the world better?
6. Do you expect reading to play an important part in your future life?

Prompts

- For the rest of your time at school?
- When you leave school?
- In the work you think you might do?

Conclusion

(Inviting open, extended comment)

In general, how do you feel about reading ...?

Reading Questionnaire – Year Level 7

Extended Responses 36-38

Reading Now (36)	Best in 12 Months (37)	Favourite Authors (38)
100 Years of Football	#199 Valley	A.B. Facey
A Fortunate Life	A Bridge to Wisemans Cave	Agatha Christie
A Fortunate Life	Aliens	Aidan MacFarlene
A Hole in Space	Amazan Adventure	Alister MacLean
A Hooded Crow	Amazan Adventure	Allan Baillie
A Time to Kill	Angela's Ashes	Andy McNab
Adrian Mole – The Wilderness Years	Animorphs	Ann Martin
Adventure Stories (unspecified)	At Ardilla	Ann McPherson
Airframe	Belly Flop	Ann Rice
Alexander the Great	Belly Flop	Anne McCaffrey
Alien 3	BFG	Anthony Masters
All Creatures Great & Small	Biggles flies East	Anthony Masters
Animorphs	Blind Date	Antony Smithen
Animorphs	Boyz 'R' Us	Brian Caswell
Archie Comics	Burning for Revenge	Brian Jacques
Arctic Adventure	Cairo Jim in Search of Martenarten	Bruce Coville
Armor Trap	Canyons	C.S. Lewis
Assassins apprentice	Carrie	C.S. Lewis
Asterix & Cleopatra	Chain Letter	Captain W.E. Johns
Atoll	Chain Reaction	Catherine Jinks
Axeman	Checkers	Charles Dickens
Behind Locked Doors	Chocolate	Chris Grant
Belly Flop	Come Back Gizmo	Christobel Mattingley
Biggles	Cool School	Christopher Pike
Blubber	Courtship of Princess Leia	Colin Thiele
Body Parts	Crown of Swords	Dale Brown
Boy	Darkness Be My Friend	Dave Duncan
Boyz 'R' Us	Debt of Honour	David Eddings
Burning for revenge	Drink with the Devil	David Gemmel
Burning for Revenge	Escape from Sarajevo	David McRobbie
Canyons	Eternity	Diane Hoh
Capricorn One	Firedancer	Doug Wilhem
Carrie	First Contact	Douglas Adams
Chained Together	Flight 116 is Down	E.G. Bale
Charlie and the Great Glass Elevator	Foxspell	E.J. Whitten
Checkers	Freedom's Landing	Emily Rhodda
Chess	Getting Even with Dad	Enid Blyton
Chess puzzles	Goodnight Mr. Tom	F.W. Dixon
Creep Street	Ground Zero	Francine Pascal
Crimson Dawn	Guns Australia	Frank McCourt
Crossfire	Hamlet	Gary Crew
Darkness be my friend	Hard Corps	Gary Paulsen

Reading Now

(36)

Darksaber
Davie
Dear Miffy
Dear Miffy
Deucalion
Dirk Gently's Holistic Detective Agency

Dongy

Down to a Sunless Sea
Dreamslip
E.J. (Ted) Whitten
Easy Magic
Fall into Darkness
Farewell to Cricket
Fathom Five
Free Willy
Gary Ablett Biography
Getting Even With Dad
Great Expectations

Greek Myths & Legends
Green Mars
Green Mile
Greenmantle

Guinness Book of Records
Hardy Boys
Hardy Boys
Hatchet Returns
Helicopters at War
Hit and Run
Hound of the Baskervilles
I'm a Health Freak Too
Ice Race
If Thoughts Could Kill
Immediate Action
Inca Gold
Iron Man
It Ends with a Touch of Magic
It's not fair
Jess & the River Kids
Journey

Jughead

Jurassic Park
Keanu Reeves Biography

Kerry Packer's Biography
Last Vampire
Left Hand of Darkness
Letters from the Inside
Lion Adventure

Best in 12 Months (37)

Hatchet

Hold my Hand
I Can't Wait
Immediate Action
Inca Gold
IT
Kelp
Klondyker (A. Masters)
Last Vampire – Creatures Forever
Legend of Zagon
Letters from the Inside
Lion Adventure
Lochie Leonard – Human
Torpedo
Lockie Leonard, Scumbuster
Lord of the Rings series
Love Lucy
Magin the Gathering (Whispering Woods) by Clayton Emery
Matilda
Monster
Moss Flower
Napoleon
No Guns for Asmir
Notre Dame de Paris
Old Man and the Sea
Pagan's Crusade
Pagan's Scribe
Past Imperative
Patriot Games
Pet Cemetery
Quirky Tails
Rage of a Demon King
Rain Maker
Ransom
Ravan & the Keeper of the Crystal
Rebound – Odyssey of Michael Jordan
Redwall
Redwall – The Outcast
Roadus
Salom's Lot
Secret Seven Series
Shadows of the Empire
Sleepers
Space Demons

Favourite Authors (38)

Geoffrey
McSkimming

Gleitzman
Glenn Parry
Goseinny & Udelzo
Ian Fleming
Ian Livingstone
Isaac Asimov
Isobelle Carmody
J.R. Tolkien
J.R.R. Tolkien
Jack Higgins
Jack London

Jackie French
James Herriot
James Maloney
Jean Ure

Jerry Seinfeld
Jim Stynes
John Grisham
John le Carre
John Marsden
John Steinbeck
John Wyndham
Judy Blume
K.A. Applegate
Kellerman
Ken Piese
Kevin J. Anderson
Kevin j. Anderson
Larry Niven
Les Martian
Maggie Gee
Margaret Bruce

Margaret Clark

Margaret Pike
Mario Puzo
Marjorie Margorian
Marvin Miller
Michael Crichton
Morris Gleitzman
Nicholas Pine
Paul Jennings

Reading Now**(36)**

Lives of the Monster Dogs
 Lockie Leonard – Scumbuster
 Lockie Leonard Human Torpedo
 Lockie Leonard Legend
 Lord of the Flies

Lord of the Rings Trilogy
 Machine gunners
 Magazines

Magazines
 Magic Tricks
 Mars Attacks
 Matilda
 Midnight Chess Game
 Mosh
 Mysterious Island
 Nathan's Run
 Night Fire
 Night of the Living Dummy
 Nintendo Magazine Systems
 No Guns for Asmir
 Nobody's Boy

Now I got my Shrunken Head
 Octagon
 Old Friend of Mind
 Old Man and The Sea
 Oliver Twist
 Othello
 Pagan's Crusade
 Pagan's Vow
 Pagan's Vows
 Parkland

Partisans

Pawn of Prophecy
 Pegasus in Flight
 Petrol Car Magazines
 Polly Farmer's Biography
 Quirky Tails
 Rain Maker
 Red Dwarf
 Redwall
 Remember Me
 Rowan and the Travellers
 Safari Adventure
 Satura
 Scene of the Crime
 Science Textbook
 Selby's Secret

**Best in 12 Months
(37)**

Spaghetti Legs
 Spellbinder
 Spellbound
 Starlight Crystal
 Starring Sally J. Freedman as herself

Storyman
 Taronga

The Barking Ghost
 The Car
 The Cay
 The Client

The Day of the Triffids
 The Diamond Throne
 The Eartsea Series
 The Gary Ablett Story

The Gathering
 The Graduation
 The Great Gatenby

The Half Men of O
 The Hitchhiker
 The Hobbit
 The Hunted
 The Hunting of Shadroth
 The Lion, the Witch and the Wardrobe

The Long Dark Tea Time of the Soul

The Lost World
 The Maltese Falcon
 The Odyssey
 The Outcast
 The Outsiders
 The Outsiders
 The Runaway Jury
 The Silver Sword
 The Takeover
 The Third Day the Frost
 The Thorns and Eyes of Night
 The Time Keepers
 The Voyage of the Frog
 The Wayne Dynasty
 Tomorrow When the War Began

**Favourite Authors
(38)**

Paul Zindel
 Peter Carter
 Piers Anthony
 R.L. Stephenson

R.L. Stine
 R.L. Stine
 R.M. Ballantyne
 Rachel Flynn
 Raymond E. Feist
 Roald Dahl
 Robert Jordan
 Robert Ludlum
 Robert Swindells
 Robert Westall
 Robin Klein
 Roy Pond
 Rudyard Kipling
 Ruth Park

S.E. Hinton
 Shakespeare
 Shakespeare
 Simon Hawke
 Spike Milligan
 Stephen Frey
 Stephen King
 Steve Perry
 Terry Pratchett
 Tim Winton

Tim Winton

Time Life
 Timothy Zahn
 Tom Clancy
 Ursula le Guin
 Victor Kelleher
 Victor Kelleher
 Wilbur Smith
 Willard Price
 William Corbett

Reading Now**(36)**

Shane Warne – Sultan of Spin
 Shane Warne – The Art of Spin
 Short Story collections
 Smashing Pumpkins, Biography
 Soldier on the Hill
 Star Wars Trilogy
 Starring Sally J. Freedman as herself
 Strange Objects
 Sun on the Stubble
 Swarillion
 Taffy & Melissa Molisses
 Take My Word For it
 Taronga
 The Blue Feather
 The Boarder Years
 The Chrysalids
 The Dance
 The Dark Secret
 The Dead of the Night
 The Diamond Throne
 The Field Marshall's Memoirs
 The Firm
 The Graduation
 The Great Gatenby
 The Growing Pains of Adrian Mole
 The Hobbit
 The Indian in the Cupboard
 The Iron Man
 The Journey
 The Kraken Wakes
 The Legend of Death Walker
 The Lost Battle
 The Lost Mind
 The Lost World
 The Makers
 The Moving Finger
 The Odyssey
 The Other Facts of Life
 The Oxford Dictionary of the Mind
 The Party
 The Pimpernel Plot
 The Red King
 The Restaurant at the End of the Universe
 The Rodwell Trilogy
 The Scarlet Inheritance
 The Secrets of Waldren Rising
 The Silver Sword
 The Third Horror
 The Trading Post
 The X Files
 Think Big
 Thinning the Predators
 Third Day the Frost
 Thrilling Adventure Stories

**Best in 12 Months
(37)**

Trading Post
 Truckers
 Two for Zachariah
 Uncovered
 Waugh Deceased
 Weekend
 Winter Warriors

X-Files

**Favourite Authors
(38)**

Reading Now

**Best in 12 Months
(37)**

**Favourite Authors
(38)**

(36)

Time Snack
Tomorrow When the War Began
True Crime
Two Weeks with the Queen
Uncovered
Underwater Adventure
Unmentionable
Unreal
Unreal
Volcano
War Game
War Stories
Water Wings

Watership Down
Waugh Declared
When Hitler Stole Pink Rabbit
Wicked
Wicked Part 5
Willard Price books
Winter Hatchet
Witchwood
Wolverine
Wreck
X-Men

Reading Questionnaire – Year Level 7

Extended Responses 39-41

Biggest Influence

**Key Quotes on Influence
(39 – Part B)**

**Books Meant to Read
(41)**

(39)

A Hole in Space

Made me think ... what humans are capable of.

Remember me

Angela's Ashes
Back on Track
Belly Flop
Biggles

Because of friendship.

The fifth John Marsden ' War Began
Waterwings
Moby Dick
Darkness be my Friend
Adventure Around the

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
Blabber Mouth	It's what's inside that counts.	World Hatchet – The Return (Paulsen) Sphere
Boyz 'R' Us Brian Jacques books Burning for Revenge Cairo Jim Charlotte's Web Checkers	It makes you think if any of your friends are like this.	Nainia series Nicked Dead of the Night Lockie Leonard Rage
Confessions of a Teenage Baboon Darkness be my Friend	Made me realise a different life.	Automatic Weapons Space Demons and its sequel Dear Miffy Cairo Jim
Darkness be my Friend E.J. Whitten Earthsea	Because it put excitement ... back in reading.	Lord of the Rings series
Escape from Sarajevo Eternity Firedance Firedancer Flight 116 is Down Foxspell Getting Even with Dad Gizmo	I do a lot more things with my father.	Mosk IT Lord of the Flies Burning for Revenge Blind Man's Bluff Homer's Odyssey The Great Gatenby Tomorrow When the War Began series
Greg Norman's Life Story Hatchet		Cairo Jim – In Search of the Questras Queen Star Wars series The Half Men of O Part II
Herbie's Place Huckleberry Finn	It demonstrated all things in life.	The History of USA (unspecified) Redwall – The Long Patrol
Hunting World Wide	You shouldn't shoot endangered species.	Spike Milligan books
I am David	You have to be tough ... and pursue your dreams.	Winston Churchill's Autobiography My Grandfather's Autobiography
I am David	Taught me to appreciate opportunities ... story of spirit and survival	Hardy Boys The Acid House Letters from the Inside
I am David	Taught me to have more confidence.	
I Can't Wait		
Imagination Kelp Klondyke	Importance of seeing the bigger picture. Informs about deals between countries and ships, determination to get what you want.	The Hobbit
Magician Matilda Napoleon Noddy Of Mice and Men Parkland	Encouraged me to read fantasy.	Transformers Hatchet series The Bible Dear Miffy
	Because it made me happy. It was really sad.	

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
Peter Matera Story	If you want something badly enough you can get it.	Parkland
Planet Adventure Possum Magic	Inspirational.	Third Day of the Frost The Nelson Mandela Autobiography John Marsden series Crime Busters
Rain Maker Rebound – Odyssey of Michael Jordan	You should always keep working at your personal goals. I wanted ... to try my hardest all of the time.	Waxing with Wayne Bravo 2 Zero Rowan of Rin
Remember Me Schindler’s Ark Smiley’s People	Made me want to understand obscure passages.	The Hogfather (T. Pratchett) The Dead of Night
Star Wars – A New hope		The Visitor Shakespeare (unspecified) Majestic Warhammer
Taronga The Battle of Long Tan	You have your own choice to make. Made me think about how ostracised soldiers were when they came back. Helped me live a Christian life. Showed me aspects of life and how hard it is to control it. How lucky I am to have a living family.	To Catch a King Mosh The Great Gatenby
The Bible The Car		Rising Sun
The Carpet People The Day of the Triffids The Diary of Anne Frank	Her courage and determination is touching.	The Party Courtship of Princess Leia
The Don	Gave me a sense of courage because he was a great cricketer.	The Prodigal Sorcerer
The Graduation The Great Gatenby		Red King The Swarillion The Tommy Knockers X-file books Matilda The Lost World National Geographics The Butterfly has Steel-
The Hatchet	It started to get me into the habit of reading.	Tipped Wings Burning for Revenge Hardy Boys series
The Hitchhiker The Hobbit The Hobbit The Hobbit The Hunting of Shadroth The Iceberg Hermit The Last Vampire Series The Lord of the Rings		The Power of One Asterix & the Golden Sickle
The Lost World The Lost World The Makers The Odyssey	Made me think about what I’m reading.	Checkers Biography of Simon Paidoven Sky Maze The Stand
The Paw Thing The Red King		
The Silver Sword		

Biggest Influence**Key Quotes on Influence
(39 – Part B)****Books Meant to Read
(41)****(39)**

The Voyage of the Frog The World of Architecture Third Day the Frost	It showed team morale and trust between friends.	Rex Hunt The Vampire Lestat
Thrasher Skateboarding		Shocker Street (R.L. Stine)
Tomorrow When the War Began	Taught me that war can be horrible, friends can be killed and you can be killed.	The Red King
Tomorrow When the War Began	Our lives are important.	Amazon Adventure (W. Price) The History of Middle the East
Tomorrow When the War Began	J. Marsden's books have encouraged me to read more, ditto P. Jennings	Carrie
Tomorrow When the War Began	It changed my point of view on how safe a country we are.	Dark Saber
Tomorrow When the War Began series	You can do anything, nothing is impossible.	David Edding's books The Iron Man The Treasure Keeper Animalia
Two Weeks with the Queen	It made me sad ... I try to be a better person.	Sequel to the Maltese Falcon
Uncanny	Because you should be nicer to other people.	Gizmo Again
White Fang Winter Warriors X-Files You be the Jury		Lord of the Rings A magic trick book Tomorrow When the War Began

Reading Questionnaire – Year Level 7

Extended Responses 42-44

Re-Reading – Key Quotes (Why)

(43)

Pleasure.

Yes – to understand book better.

Yes – if it's a good book.

Only if I don't understand a chapter.

Sometimes I forget the plot but know I enjoyed it.

Yes because I don't like many books so I re-read good ones.

Refresh my memory.

Only comics.

I remember they were good and I want a blast from the past.

If I can't be stuffed finding another one.

To relive the experience.

Because I love the adventures.

If it's hard to understand.

For book assignments.

It can be fun and I know the story.

I have read 'Of Mice & Men' 7 times because it was really, really good.

Usually reread manuals – novels, no.

Because some books have so many feelings involved.

For reviews.

To get more out of them.

No – it's better to ask other people's opinions about the book and discuss them than reread a book.

For homework.

Reading Questionnaire – Year Level 7

Extended Responses 45-47

Other – Key Quotes of Interest

(47)

I like it ... but ... don't do it enough.
More people should read.
It helps me with my spelling.
A good experience.
We should read more documentaries.
I like the reading program.
Wider reading assignments shouldn't have similar questions and there should be less questions. These assignments discourage reading in the school.
I enjoy the challenge of difficult books.
Outdated books chucked away.
Reading has improved my word power.
Reading is a great way to escape from every day life ... a great pastime.
I just like it.
Should be more time because I find it hard to read at school and it's too long between each reading and you forget what has happened.
It's an important educational pastime.
It improved my general knowledge.
Reading ... one of my favourite things in life.
I love ... Fantasy and Sci Fi.
It takes a long time to choose a book.
Reading is enjoyable when you have a good book.
Like it because the book can ... take you away ... picture setting and characters.
I enjoy reading but I do not like to be made to read.
I wish we could do more of it in class.
I like books that range from 100 – 170 pages.
I don't like R.L. Stine books because they are so predictable.
I find it easier to read at night.
People can't make you You have to want to read.
Some books can be addictive.
I don't like it but the school makes me.
Up until last year I hated it and now I like it a lot.
I think reading is more fun than TV and radio because it lets you use your mind.
I never finish boring books, only interesting ones.
A great way to use your imagination and you can learn a lot ... morally or an improvement in your vocab. And grammar.
There should be more wider reading periods.
It's important ... it provides information you can't get on TV.
It's a great hobby because it lets you do things you normally can not do.

Reading Questionnaire – Year Level 8

Extended Responses 36-38

Reading Now**(36)**

A Time to Kill
 A Wrinkle in Time
 Agatha Christie
 Air Force One
 Amazon Adventure
 Animal Farm

Australian Aviation
 Banco
 Battle Flat (Naval Battles of American War)
 Battletech
 Beasts in my Bed

Black Forces
 Blitz Cat
 Brian Lara Biography
 Burning for Revenge
 C. Pike

Catweazal
 Champions of the Force
 Chapelli has the last laugh
 Choose Your Enemies Carefully
 Code Name Quick Silver
 Computer/Electronics Magazines/Books

Congo/Lost World (Crichton)
 Critical Judgement
 Darkness be my Friend
 Dawn Wind
 Debt of Honour. Tom Clancy
 Desperation – Stephen King
 Dr. Jekyll & Mr. Hyde
 Earthsong
 Encyclopaedia of Jewish Humour
 End of the Road
 Escape from Sarajevo
 Famous for Five Minutes

Final Victim
 Four Past Midnight – Stephen King
 Ghost in the Mirror
 Greenfire
 Hardy Boys
 Haymeadow
 History of Parliament in the UK
 Hit and Run – R.L. Stine
 Hitting Across the Line (Vic Richards)
 Horror
 Hunt for Red October (T. Clancy)
 In search of the Double Helix, John Gribbon
 Flash for Freedom – George McDonald Fraser

**Best in 12 Months
(37)**

A Clear and Present Danger (T. Clancy)
 A Fear St – Book
 A Secret Path
 A Time to Kill (J. Grisham)
 A Time Without Shadows

A Wrinkle in Time

Air Frame
 Airliners in Australian Service
 Amazon Adventure (Wilbur Smith)
 Apocalypse Watch
 Apollo 13
 Battleflat (Bernard Cornwell)
 Beating the Field (Brian Lara)
 Belgarath – An Autobiography (D. Eddings)
 Boy (Dahl)
 Burning for Revenge
 Cantana the King
 Checkers
 Chopper Reid (Serial Killer)
 Con the Fruiterer's Guide to Australia
 Congo
 Dark Sabre
 Darren Malane
 Dear Miffy
 Desperation – S. King
 Diesel
 Dingo Boy
 Disclosure
 Dracula
 Elephant Song
 Fear Street : The Thrill
 Firepoint

Firestarter (S. King)
 Flying Solo
 For Kicks (Dick Francis)
 Great Gatenby
 Great War Escapes
 Guns of Navarone
 Hard to Die
 Haymeadow
 Hold my head or else!
 I am David
 Jason Dunstall's Biography
 Johnny My Friend

**Favourite Authors
(38)**

Agatha Christie
 Alistair MacLean
 Andrew Landsdown
 Arthur Clarke

Authors of Point Fiction
 Barnes
 Bernard Cornwell
 Brian Jacques
 Bryce Courtenay
 C. Pike

C.S. Lewis
 Captain W.E. Johns
 Carolyn Keene
 Chris Stanford
 Claire Carmichael

Clive Cussler
 D.E. Athkins
 David Eddings
 David McRobbie
 Dean Koontz
 Douglas Adams

Douglas Hill
 Earnest Hemingway
 Elizabeth Howey
 Emily Rhodda
 Engle & Barnes
 Enid Blyton
 Frank Parretly
 Franklin Dixon
 Gary Crew
 Gary Paulsen
 Geoffrey Archer
 George McDonald Fraser
 Gerald Durrell
 Gillian Rubenstein
 Henri Charviere
 Hugh Melvin
 Hugh Scott
 Ian Fleming
 Ian Livingstone
 Irvine Welsh
 Isaac Asimov
 Isobelle Carmody
 J.R. Tolkien
 James Herriott

Reading Now**(36)**

Instructions for Playing Bridge
 John Grisham (The Client, etc)
 John Marsden
 Letters From the Inside
 Life Sketch of Booroondara
 Limits
 Lochie Leonard Legend
 Lord Foul's Bane
 Lord of the Rings
 Lord of the Rings trilogy
 Love & War
 Martin Rattler
 Master and Fod (J.V. Jane?)
 Men in the Black
 Mirror Mirror – D.E. Athkins (sic)

 Misery, S. King
 Monster Man

 My Life is a Toilet
 Nancy Drew
 Nightmare Hall/The Experiment
 No Guns for Asmir
 None – 1
 Not a Penny More, Not a Penny Less
 Of Tigers and Men (T. Woods Biog)
 One Way Out
 Op-Centre Mirror Image – Tom Clancy
 Out of Time
 Pagan's Scribe
 Papillion
 Parkland (Kelleher)
 Patriot Games
 Pearls of Lutra, Brian Jacques

 Phoenix Sub-Zero
 Post Mortem (P. Cornwall)
 Privateer (S. Brown)
 Redwall, Brian Jacques
 Reviving the Death Penalty
 Rise of the Triads
 River God (Wilbur Smith)
 Ruins, X-files
 Runaway Jury
 Sea Shores and Shadows
 Secret Diary of Adrian Mole
 Shane Warne, Autobiography
 Shinkei – G. Rubenstein
 Snowboarding/Skateboarding, Freestyle Bike,
 Motor Cross Magazines
 Speed 2 – Cruise Control
 Sphere
 SSN & Red Storm Rising (T. Clancy)
 Star Wars

**Best in 12 Months
(37)**

Kidnapped/Treasure Island
 Kurt Cobain autobiography
 Letters From the Inside
 Lion Adventure
 Lockie Leonard (Legend)
 Lord of the Rings
 Lost World
 Mandragora
 Men in Black
 Monster
 My Life is a Toilet
 Nightes and Dreamscapes
 No Guns for Asmir
 No Guns For Asmir
 Obernewtyn Chronicles
 (Carmody)
 Op Centre – T. Clancy
 Op-Centre Mirror Image – Tom
 Clancy
 Out of Time
 Outcast of Redwall
 Outsiders
 Pagan's Scribe
 Papillion
 Penguin Book of Australian Jokes
 Pigeon Port – Arthur Tasmania
 Reach for the Sky (Paul Brickhill)
 Rose Madder (S. King)
 Sea Horses & Shadows
 Secret Diary of Adrian Mole
 Shane Warne – Sultan of Spin

 Sleepers
 Someone Came Knocking
 Speed 2 – Cruise Control
 Spellbound (C. Pike)
 Sphere
 Superstitious (R.L. Stine)
 Surprise Party
 Take My Word for it
 Tandia
 Taronga
 The Amtrack Wars
 The Babysitter (R.L. Stine)
 The Best World
 The Carpet People

 The Chamber – J. Grisham
 The Colour of Magic
 The Dead of the Night
 The Elfstones of Shannara/Sword

**Favourite Authors
(38)**

Jean Ure
 John Grisham
 John Marsden
 Jules Verne
 Ken Follet
 Ken Piesse
 Kevin J. Anderson
 Libby Hathorne
 Lorezo Shardley
 M. Medley
 Madelain d'Engle
 Margaret Clarke
 Margaret Weiss
 Mary Stewart
 May Sutcliffe

 Michael Crichton
 Michael Dobbs

 Michael Hardcastle
 Morris Gleitzman
 Patricia Cornwell
 Patrick Tilley
 Paul Jennings
 Paul Kockbure
 Paul Symmington
 Peter Benchley
 Peter Corris
 R.L. Stine
 Raymond Feist
 Richard Ives
 Roald Dahl
 Robert Jordan
 Robert Lois
 Stevenson
 Robert Ludlum
 Robert Swindells
 Robert Westall
 Robin Cook
 Rosemary Sutcliffe
 Roy Pons
 Rudyard Kipling
 S.E. Hinton
 Sanyika Shakur
 Shaun Hutson
 Stephen King
 Stephen Lawhead
 Stephen Leather

 Steve Jackson
 Sue Townsend
 Ted Ottley
 Terry Brooks

Reading Now**(36)**

Sticks
 Stone Cold
 Strange Matters
 The Alchemist
 The American Civil War
 The Andromeda Strain

The Barn
 The Bent Back Bridge
 The Boggit
 The Carpet People
 The Dam Busters
 The Deckchair Detectives
 The Electric Kid
 The Elfstones of Shannara
 The Feral Kid, L. Hawthorn
 The Final Cut, Michael Dobbs
 The Floating Island – Jules Verne
 The Godson – Les Norton
 The Great Gatenby – John Marsden
 The Hitchhiker’s Guide to the Galaxy)
 The Jungle Book
 The Last Vampire/The Vampire
 The Night Hunters
 The Oath
 The Party (Fear St book)
 The Rat (J. Platten)
 The Red King
 The Return
 The Rich Girl (Fear St book)

The River Kings
 The Road to Carilann
 The Secret of the Tomb
 The Sword and the Circle (Sutcliffe)
 The Talisman, S. King
 The Third Day the Frost
 The Third Reich
 The Wheel of Time Series (Jordan, R.)
 To Kill a Mockingbird
 Tomorrow When the War ...
 Trainspotting
 Vintage Wodehouse
 Vortex
 War Horse
 Warhammer
 X Zone

**Best in 12 Months
(37)**

of Shannara
 The Fellowship of the Ring
 The Firm/Client (J. Grisham)
 The Gates of Tharbladain
 The Gizmo
 The Great Gatsby
 The Hitch Hiker’s guide to the Galaxy
 The Hatchet – G. Crew
 The House of Cards
 The Hunt for Red October
 The Jungle Book
 The Keeper
 The Last Vampire
 The Last Vampire (series) C. Pike
 The Northwest Passage
 The Oath
 The Outsiders – S.E. Hinton
 The Partner
 The Partner
 The Place Between
 The Power of One
 The Red King
 The Rising Sun – M. Crichton
 The Shimmering
 The Stand (S. King)
 The Talisman – King
 The Third day of the Frost
 The Third Reich
 The Vampire
 The War Lords of Nin – S. Lawhead
 Tomorrow When the War Began
 Torus (Follet)
 Trainspotting (Irvine Welsh)
 Voyage of the Frog
 Where the Red Fern Grows
 Wild Justice – Wilbur Smith
 Without Remorse
 X Files

**Favourite Authors
(38)**

Terry Pratchett
 Tim Winton
 Tom Clancy
 Tracy Hickman
 Ursula La Guiri
 Victor Kelleher

Wilbur Smith
 Willard Price
 William Golding
 William Hornwood
 P.G. Wodehouse

Reading Questionnaire – Year Level 8

Extended Responses 39-41

Biggest Influence (39)	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
Tomorrow When the War Began Desperation – S. King The Heckers	Courage, effects of war Made me scared – it just did Tells about problems that could be faced by us	Last Vampire Tom Clancy books James Bond 007, Casino Royale The Hobbit Dune Tomorrow When the War (series) Op-Centre by Tom Clancy Diary of Adrian Mole Wheel of Time series (R. Jordan) David Eddings
The Last Vampire The Third Day of the Frost The Great Gatenby	Don't know None I could relate with it	Some John Marsden books Monster, C. Pike The Dead of the Night The Green River The Hard Caves/Cores The Lord of the Flies My Life is a Toilet
Lord of the Rings	Because of normal teens	Charlie and the Glass Elevator The Lord of the Rings Mosh The Stand Sir Sydney Kidman
The House of Cards The Motor Car	Surviving a war Lots of books influence my imagination	The Firm The Power of One
Kurt Cobain's Autobiography Story of a Record Breaking Year, Brian Lara John Marsden (Dear Miffy) Jurassic Park The Power of One The Dead of the Night It's Okay to Say No George's Marvellous Medicine The Keeper	Showed me how to get power, power always corrupts Has made me realise how tough life can be Want to play cricket at a high level War can be very bad Great and so interesting Made me enjoy reading Wondering what I'd do in that situation Taught me not to be foolish when out by myself It made me want to be a weird scientist ... could be real life ... I was at a gullible age Encouraged me to read more from the series Made me want to be a lawyer He was a great footballer Showed what people with cancer go through	The Long Patrol (Brian Jacques) Stephen Lawhead
Paul Jennings The Rainmaker (Grisham) Darren Malane David Eddings (Belgaria/Molaria) The Midnight Club – C. Pike The Hobbit	Made me think of medieval times - Made me write in that style Influenced me to get along with my family – be strong and try hard all the time Told me how life is tough on the street	Letters From the Inside
Buddy		
The Outsiders	Influenced me not to get into any trouble and keep out of danger	
Lockie Leonard	Surfing is cool It told me to value life and live life to the fullest because you can lose it so easily	
Nowhere to Run		Congo

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
The Chamber	It showed me how horrible it was to be on a witness protection scheme	Stalking and Co
The Housekeeper Factual Survival Stories	Told me about what happens on Death Row They leave a lasting impression It was really spooky	The Machine Gunners Gallipoli
Rebel (B. Cornwell)	It got me really interested in the American Civil War	The Great Gatenby
No Guns for Asmir	It opened my eyes to what was happening in Bosnia	Space Demons
Redwall	How I love fantasy books	The Runaway Jury
Dawnwind Rise and Fall of the DC10	Because I could relate to a lot of it Shows how the American Govt didn't want to investigate and spend money to find the problems in the DC10	The Gathering Great Expectations
The World is Made Out Of Class	It started me reading at night just before I went to sleep	The Bible
The Feral Kid	Made me think about all the street kids and me Because it made me cry	Pulp Fiction
Congo The Devil Latch The Lost World	Gratuitous scenes Taught me about dinosaurs and their behaviour and it was well written	Hamlet Insomnia (S. King) Silmarillion
A Secret Path	It was illusional and made me sit and think after it	Desperation
That was Then, This is Now I am David A Time to Kill/Sphere	Made me think we can change First book that made me want to read more Taught me tolerance and life isn't fair ... and to see things in a non physical sense, surrealism	Darkness be my Friend Kim The Andromeda Strain
The Client All Creatures Great & Small	It furthered my ambition to become a vet Made me want to keep reading it	Sphere Wild Swans
The Eagle has Landed	Book of courage and determination. Taught me that you dream, you believe, you create, you succeed	To Kill a Mockingbird
Double Tap Guard Watch	It was a very powerful and emotional book	Treasure Island A Clear and Present Danger The Silmarillion
The Gathering (I. Carmody)	Life can change very suddenly and our lives are easy compared to some people	
Checkers	It made my writing a lot more creative and gave me new ideas. I'm writing a novel myself at the moment	Casino Royale
Go Ask Alice	Made me depressed because the girl was wasted	They're Back (Latest Marsden) Papillion
Bad as I Wanna Be (D. Rodman) Sleepers Rama II	The main character had lots of things in common with me Couldn't put them down Humans aren't strong enough to destroy the world with pollution	Monster Hot Zone
Papillion	It was an amazing story of survival during WW2.	Tripods Trilogy (J. Christopher)
Watership Down (R.	It made me feel what it was like to be a rabbit –	War and Peace

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
Adams) The Atrack Wars	it was so vivid and lifelike Makes you realise you are vulnerable The world would be a better place if we could create the infrastructure	Merv Hughes His True Story
Jason Dunstall’s Biography The Thrill Club See you Simon	Made me realise how many people are kind in the world and ... taught me to never give up Before I read it I had no idea it was like that Made me appreciate how lucky we are to have some things	A Sequel to Boldness Dragonlance Trilogy
Duncton Chronicles	To get better health and try to do what he did. Duncton Chronicles - a great set of books and rewarding.It opened my eyes to the suffering of disabled people	Air Disaster Star Trek Chronology
The Secret of Happy Children	Shows how a group of kids can be wise, courageous and self-independent with the snap of a finger. Secret of a Child – it showed me why my parents do what they do sometimes	King Solomon’s Mines
Rowan of Rin	It got me more interested in sailing and the outdoors. Can’t get that rhyme out of my head	To the Wild Sky
The Last Vampire Waugh Declared One Way Out Gallipoli The Silver Sword	It made me like the Waughs. It had a strong power over me	Martin the Warrior Crimson Tide Inca Gold Dunlop Star Wars Book
Shake Hands with Beef	Books don’t influence me much, magazines influence me sometimes. Shake Hands with Beef – now I am a vegetarian.	Shane Warne – Sultan of Spin Golden Rendezvous Cyclops
The Enemy You Killed Johnny My Friend	Influenced me to kill people. Lord of the Rings – concentration because I read for long periods of time.	The Godfather New Testament of Bible
Newspaper! X Zone	Great Gatenby – it’s what really happens at school.	The Books of Silence The New Duncton Chronicles The Pearls of Lutra
The Bible X Files	Bible – it taught me to believe Because it was exciting, weird and easy to follow. It had an even greater impact the second time I read it.	The Exorcist Sleepers Jason Dunstall – The Goal King More Australian Jokes Patriot Games Alan Border’s Biography Dr. Jeckel & Mr Hyde Pet Cemetery The Revenge

Reading Questionnaire – Year Level 8

Extended Responses 42-44

Re-Reading – Key Quotes (Why)

(43)

Because I might like it a lot and wanting to understand it better.

Because I remember them being really good.

Because you know what's going to happen.

Better the second time.

Better understanding.

Find something new every time.

For school purposes.

For school reasons.

Good – refresh my memory.

Good books and favourites.

Haven't read it in a while.

I find them interesting.

I get sick of it.

I know they're a good book and I feel like reading it again.

I like knowing what's next, and because they're good.

I'd rather start a new book.

If I forget the story.

If it was a really good book or I have forgotten the plot.

If it's for a test.

If nothing else.

If there is nothing else to read.

If they are capable of holding my interest from beginning to end.

If they're really good.

If well written.

If I've forgotten what happened earlier in series, or lost the page.

It's awesome.

Not straight away – always pick up new subtleties and suspense not there, still interesting.

Only if really liked them.

Only if studying it.

Only very good ones – have enjoyed them.

Plenty of other good books to read.

Short books – because I haven't read them in a while.

Some are so good that you want to read them again.

You might forget about it.

Reading Questionnaire – Year Level 8

Extended Responses 45-47

Other – Key Quotes of Interest

(47)

It would be good to have more wider reading time.

I enjoy it.

It's alright if you have a good book and the time.

I don't think people enjoy reading as much because they find it hard to visualise what's going on, so they watch TV instead.

A lot of people see reading as a chore, especially those who are more sports minded.

I think we should have more opportunities to read at school.

More lessons set aside for silent reading so more students read.

I like reasonably true novels, history books and politics.

Magazines are mainly all liked, some books are ok.

More time reading in library.

I don't talk about what I read much because I get called a geek.

I enjoy and I think we need at least two periods a week to read at school.

It's really good to waste time – I always read in my spare time – I love reading.

If I have a good magazine or a good poetry book I like reading, but otherwise it sucks.

Can be useful as a good source of information.

Always enjoyable and it wastes time/

It is good, but most people don't like it, I get very bored when I have nothing to read but there is a shortage of good books although I am very picky.

I wish we didn't have to do comprehension work afterwards, I love reading but hate comprehension.

It is very enjoyable when you have the right book and environment.

Reading gives you a wider imagination and more knowledge ... but less homework would be nice.

All the books we've read at school are quite boring which makes it a heavy task to get through – reading should be fun, not task.

School library should be updated.

Being forced to read bad books discourages you.

Is fun most of the time.

I have reading, I'm also very slow and I get myself into trouble in tests, because I'm so slow.

Reading is fun and interesting, everywhere you go you read.

I like it a lot.

More emphasis by English teachers in getting people into reading.

I really enjoy reading, you should ask the kids what they want to read, not tell them.

I think kids need to read more instead of spelling.

Reading makes you bored because there is nothing good around, or nothing that has been recommended to me.

I read about one big novel per month, finish it in three days and spend the rest of the month reading light material.

It lets you escape reality.

A really good experience.

I would read more if I could read faster.

I enjoy reading in bed.

It helps you get to sleep and widens your vocabulary and you also learn a lot.

Doing book reports, questions and summaries always discourages me from reading.

I think that reading helps you in life, but only specific books .. give suggested books.

Don't have time to read because of all the sport I play.
 I find a lot of the books I read as w/reading are not as interesting.
 It gives me something to do every night and every holiday ... going to help me when I'm older.
 It opens up my mind.
 It's informative and some times adventurous.
 I love reading and I think the English Department should enforce a weekly reading program so one period a cycle in for wider reading and make sure that everyone is reading all the time.
 It's good.
 If you read a lot you get better at English.
 I prefer reading books which I choose myself.
 I like non-fiction books about facts and knowledge.
 I have a lot of spare time on public transport, which I fill reading a novel.
 I would prefer less writing.
 Less writing and more pictures.
 It's better than doing other schoolwork.
 I didn't have a TV until I was ten and I'm sure this has improved my reading standards.
 I don't really read except when I have to.

Reading Questionnaire – Year Level 9

Extended Responses 36-38

Reading Now (36)	Best in 12 Months (37)	Favourite Authors (38)
Tomorrow When the War Began Checkers Jeffrey Archer books Sequel to The Woven Path The Great Gatenby – Marsden Caravan to Vaccores – Alistair MacLean Power of the Sword – Wilbur Smith Rage – Wilbur Smith A clockwork Orange – Anthony Burgess Mental & Astral Projection – Robert E. Mosen Secret Diary of Adrian Mole aged 13¾ Star Trek – Dark Mirror Third Day of the Frost – Marsden Bibliography of Jimi Hendrix Burning for Revenge – Marsden The Shadow Rising – Robert Jordan Winter Warriors – David Gemmel Fire Dancer – Victor Kelleher	Tomorrow When the War Began Silver Sword The Client – Grisham Ivanover Rage – Wilbur Smith A Clockwork Orange – Anthony Burgess Burning for Revenge – Marsden Marsden series Dead of Night – Marsden Jimi Hendrix Electric Gypsy Third Day the Frost – Marsden The Magician – R.E. Feist A Book of Dogs – Stephen Riville The Gathering Hatchet Kiss Kiss – Dahl Tommy Knockers Not a Penny More ... Less	Marsden Christopher Pike Paul Jennings Stephen King John Grisham Jeffrey Archer Ben Elton Ian Livingstone Steve Jackson Wilbur Smith Alistair MacLean Robert Ludlum David McRobbie Roald Dahl J.R.R. Tolkien Jack Higgins David Hagenberg Jules Verne

Reading Now**(36)**

Alanna Series

Stephen King novels
Gorky Park
Not A Penny More, Not a Penny Less
Air Frame
Shall We Tell the President
Connily Connily – Simon Frued
The Eye in the door – WWI book

Contact
Station rage
Murder mystery

Sky Maze – Gillian Rubenstein
Playing Beattie Bow
Red Dwarf – Lost Human
Don Bradman Autobiography
Backwords – Red Dwarf series
Infinity welcomes careful drivers – Red Dwarf series

Assumption of risk – Tactics of duty

The Hatchet
Body Form – Patricia Cornwell
The Road Ahead

Voyage of the Dawn Treader –C.S. Lewis
The Sapphire Rose
Murder on the Links – Agatha Christie

Lord of the Rings – Tolkein
War & Fantasy books
The Dead of the Night – Marsden
War Stories
Class novels
Wilderness
The Fist of God – Fredrick Forsythe
Sophie's World
Hitchhiker's Guide to the Galaxy
Romeo & Juliet
My Brilliant Career – Miles Franklin
The Third Twin – Ken Follett
Angela's Ashes – Frank McCourt (a biography)
The Body Form

The Stand – Stephen King
The Terminal Man – Michael Crichton
Matilda Waltzing
Straight – Dick Francis

**Best in 12 Months
(37)**

The Chamber

The Machine Gunners
The One That Got Away
Contact
Watership Down
Strange Objects – Garry Crew
Copperhead
Better Than Life – Red Dwarf series
Last Human – Red Dwarf series
Natural Selection
Green Monkey Dreams – Isobel Carmody
My Uncle Oswald – Roald Dahl
Gary Ablett Autobiography
All the Green Year
Sacrifice
Ripper
The Fist of God

Power or One

Suddenly one Sunday
The American Night
Body of Evidence – Patricia Cornwell
Sophie's World
The Ruby Knight
And Then There Were None – Agatha Christie
Blood and Circuses
A Fortunate Life – A.B. Facey
Dead Man Walking
Bravo Two Zero – Andy McNab
Amtrak War series
Miss Smilla's Looking for Snow
Desperation – Stephen King
Asteria
Certain de Thirty
Romeo & Juliet
Roll of Thunder
X Files – Book of the unexplained
Sleepers

African Adventure – Willard Price
Neanderthal
The Lost World
Shockwave
Storming Heaven – Fredrick Forsythe

**Favourite Authors
(38)**

Sir Arthur Conan Doyle
R.L. Stine
Chris Solewics
Feist
Jordan
Weise
Eddings
Victor Keleher

David Gemmel
Tim Winton
Michael Crichton

Chris Ryan
Sue Townsend
Grant Naylor
Arthur C. Clark
Tom Clancy
Michael Stackpole,
Robert Thwon,
Andrew Keith
Bernard Cornwell,
W.E. Johns, John Christopher
Isobel Carmody
C.S. Lewis
Agatha Christie

Clive Cussler
Fredrick Forsythe
Terry Pratchett

Jim Morrison
Patricia Cornwall
Brian Jaques
Bryce Courtney
Anne Rice
J.R. Salvatore
Ken Follett
Lewis L'amour
Issac Isimov
Andy McNab
Douglas Hill
Dean Koontz
Margaret Weiss &
Tracy Hickman
Shakespeare

J.M. Dillard
Colin Forbes
Dickens
Jim Davies

Reading Now**(36)**

Beyond the Labyrinth
Lies of Silence
Darkness be my Friend

The Great Gatsby
None
Non-fiction – for school projects
OMNI, Where, How, Why – Readers Digest
Jurassic Park
To Kill a Mockingbird
The Mimic
Storming Heaven – Fredrick Forsythe
Lord of the Rings
Desperation – Stephen King
A Quiver Full of Arrows – Archer
The Prince – Marchiavelli
Marquesra Kor-Thon – D. Perry
Murder on the Orient Express
Adventure
Star Wars Sequel
The Dead of Night – Marsden
Unreliable Memoirs – Clive James
Ashling
The Restaurant at the end of the Universe
X-files – explained
A Brief History of Time
Without Remorse – Tom Clancy
Robbery Under Arms
Inca Gold – Clive Cussler
Azaria
First Man in Rome – Colleen McCulloch
Sparrows Fall – Terry Lane
Outback Legends – Peter Brock
Lochie Leonard – Scumbuster
Sci Fi book
1016 Penalty – Dick Francis
Dove
Odessa File
The Fourth Protocol – Forsythe
The German Generals Tale – Liddell Hort
Red Storm Rising – Clancy
A Glasgow Gang – Shaun Patrick
Hitler
Magician's Gambit – Eddings
The Runaway Jury
Midget
Elephant Song – Wilbur Smith
Catch 22
Tandia
Footy Year Book 97
Catcher in the Rye
Jazz Music History
The Stone of Farewell

**Best in 12 Months
(37)**

Lord of the Rings
David
The Doom Brigade – Margaret Weiss
Knights of the Sword – M. Weis
Darkness be my Friend – Marsden
Murder of Mr. Ackroid
Chopper
Where's Wally
Sapphire Rose
Deano – My Call – Dean Jones
The Catcher in the Rye
The Atlanta Olympic Diary
The Return
Gridlock
Sahara – Clive Cussler
Peter Brock
Nighfall – Issac Asimov
Steve Waugh – Ashes tour
Us – The Story
Lochie Leonard – Scumbuster
Red Storm Rising
The Odessa File – Forsythe
Nathan's run
Wages of Wayne
Lord of the Flies
Pagan's Vows
The Sheik in the Dustbin
Moss Flower
Two Weeks with the Queen
Red Dwarf
Catch 22
Inca Gold – Clive Cussler
Christine
Core Factor Zero
Wizards & Warriors
Queen of Serury – Eddings
The Stoud
Biography of Him Stynes
Gracey
Pet Cemetery – Stephen King
All the Green Year
Hamlet

**Favourite Authors
(38)**

Kim Newman
Christie Goldman
Len Deighton

Ken Follett
Chopper Reid
Gary Paulson
Willard Price
Timothy Zahn
Kevin J. Anderson
S.E. Hinton
Dean Jones
Dianne Corey
Maggie Fourey
Steve Waugh
Enid Blyton
Dick Francis
Ian Fleming
John le Carre
Brian Jagne
George Lucas
Cornelius Ryan
Gary Crew
Morris Gleitzman
Catherine Jinks
G. Karmin
R. Sue
Todd Williams
Feist
Herriot
Paulsen
Gillian Rubenstein
Shakespeare

Reading Now**Best in 12 Months
(37)****Favourite Authors
(38)****(36)**

Wizards & Warriors
 Arctic Adventure / Absolute Power
 Monster of the Grove
 Mein Kampf
 The Turning Option
 Doomsword
 Death
 James Herriot Collection
 The Hobbit
 Quickdraw

Reading Questionnaire – Year Level 9**Extended Responses 39-41****Biggest Influence****Key Quotes on Influence
(39 – Part B)****Books Meant to Read
(41)****(39)**

	Books don't influence me	#6 & #5 in Marsden series
A Fortunate Life	Because I saw how hard life could be for some people and how it is better to be optimistic.	A Time to Kill
A Time to Kill	Understands why a black killed two whites because they raped his daughter.	Advanced Mathematics
Absolute Power	Influenced understanding of U.S. Government.	Adventures of Marco Polo
All Quiet on the Western Front	Learnt about wars from a German view.	Alien 3
All the Green Year	Can relate to some of the things	Animal Farm
Anne Frank diaries	Made me realise how hard it was for some of the Jews in WW2	Asimov series
Archer	Interested me in world and business.	Batman
Aurian (Maggie Furey)	It tends to resemble my life with its ups and downs.	Bravo Zero
Autobiographies & biographies	Because I can relate to them.	Catcher in the Rye
Better than life – Red Dwarf series	Previously disliked sci fi, encouraged to read more. I read for enjoyment, not to change my life.	Chopper

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
BFG Biographies and Autobiographies Bravo Two Zero	Showed me the joys of reading. Because you learn things about other people.	Christopher Pike Clear & Present Danger
Bravo Two Zero Brother Might	It's a true story of how some men in the Gulf War were tortured and through sheer will power survived. Shows how bad war is and to appreciate life. Friendship and loyalty between two different characters.	Contact Das Kapital – Marx Day of the Jackal
Cage of Butterflies	Attacks blind research with belief. Know thyself first.	Dead of Night
Catcher in the Rye	Made me think about what I'm doing with my life.	Dinotopia
Chopper	It helped me pave the way that I want my future to be like.	Dr. Jeckel & Mr. Hyde
Contact	Thought provoking – science, life, religion, God, and the human race, what it is and what it can be.	Enigma – Robert Harris
Desperation Diary of Adrian Mole	A good view on religion and good is evil Could relate to it.	Federation Fist of God – Fredrick Forsythe
Dragons of Autumn Twilight Electric Gypsy	It started me on the road to fantasy, which is my favourite genre. Given me a good view of the 60's	Four Past Midnight – Steven King Gracey – All the Green Year
Elle Fantasy books Feral Cat	Concentration camps. Real life books. Broadened my imagination. Taught me about growing up.	Grug has a Party Guide to Noosa Hitchhikers Guide to the Galaxy
Forest Gump	Don't waste your opportunities.	Hounds of the Baskervilles
Fortunate Life Gaz	Made me enjoy reading a lot more. About a boy the same age as me and I could relate to him.	Hunt for Red October In the Dead of Night
Gracey Gracey	Realise aboriginal life It made me realise Aboriginals are no different to whites.	IT – Stephen King James Bond series
Grug	Encouraged me to grow a monobrow.	John Grisham
Grug	Taught me life lessons – digging holes, going to the beach, shopping and swimming.	Jurassic Park
Hobbit House of Hell – Livingstone & Jackson How to have safe sex and best cigarettes for your money	New perspective on imagination	Lord of the Flies Lord of the Rings
Indiana Jones and the Fate of Atlantis Ivanhoe John Marsden Jungle Books Jurassic Park	Made me read more Different - in Australia	Marine Men are from Mars, Women are from Venus Newnoch – The Devil Pagan's Crusade Patriot Games Power of One

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
Letters from the Inside	Live my life to the full. Lots of people worse off than me.	Quantum Physics
Lord of the Rings	It influenced a lot of my writing when I was younger.	R.M. Williams
Lord of the Rings	Opened my mind.	Autobiography
Mein Kampf	Teaches you to relax and expand your mind	Reach for the Skies
Mental – Astral Projection	Influenced the way I think of growing up.	Red Wall
Mole Diaries	Showed life wasn't so easy.	Runaway Jury
Neuromancer – William	As a vision of what things could be.	Schindler's List
Gleeson		Sword
None	No book has any influence on me	Sleepers
Nothing	I consider books to be fiction – that's it	Snow Falling on Ceders
Parkland	Made me think about what is in the future for the human race	Tandice
Peter Brock	Makes me get the most out of life.	The Bible
Played out	Cope with stress and full time sport.	The Chrysalides
Power of One	Made me want to be a better person.	The Client
Probably all of them in		The Cuckoo's Nest
different warp		
Romeo & Juliet	Opens eyes	The Fires of Heaven
Runaway Jury	Started me reading again.	The Hobbit
Sci Fi/Fantasy	Helped develop my imagination.	The Home Coming
Sword	Realise life during war	The last book of the
		Redwall series
Someone like you	Made me think about the future and what it would be like.	The Legend of Zort
Sphere	Made me think about the future and what it would be like.	The Life & Music of
Star Wars	Got me reading on a regular basis.	Bob Dylan
Steve Waugh diaries	Want to achieve more.	The Lost World
Steve Waugh in South	Everyone's the same.	The One That Got Away
Africa		The Power of One
Storming Heaven – Fredrick	It got me interested in military books.	The second book of Red
Forsythe		Dwarf
Tandia	Facing hardships and making the best of what she has.	The Silmarillion
The Atlantic Olympic Diary	Inspiring	The Stand
The Bible	A lot of influence	Theory of Relativity
The first book read by an		Third Day the Frost
author I like		
The Hatchet	Because when things get so bad for survival, he kept on going and ended up being saved.	Titan or Detective
	Very educational and I learned a lot.	Stories
The Power of One	Want to be in a band	To Kill a Mockingbird
The Road to Nirvana	I felt that it said a lot about human nature.	To Kill a Mockingbird
The Roma Series – Arthur		To Kill a Mockingbird
C. Clarke		
The Smith Family Robinson	It made me want to go out camping.	Tomorrow When the
		War Began
Tom Brown's Schooldays	I laughed at them	War & Peace
Tomorrow When the War	Showed that Australia couldn't handle an invasion if we had one.	Where Eagles Dare
Began	Lifelike. I could imagine it happening to me.	Whirlpool – Forbes
Tomorrow When the War		
Began		

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
Tomorrow When the War Began	Exciting and made me want to read more	Whole Marsden series
Tomorrow When the War Began	It got me reading a lot.	Wizard's First Rule
Tomorrow When the War Began	So relatable.	
Tomorrow When the War Began	Because it made me feel as though I was in the book.	
Tomorrow When the War Began	Taught me about what it is like to trust your friends.	
Tomorrow When the War Began	Proud to be Australian.	
Tomorrow When the War Began	Made me want to kill those bastards that invaded the land at Wirrawee.	
War & aircraft books – Fiction and non-fiction	I plan to become a pilot	
When the Lion Feeds – Wilbur Smith	Made me think about nature and the wild.	
Wilbur Smith books	Would love to see Africa because he describes it well	
Willard Price	All the adventure books I found were very interesting from him.	
Wizards & Warriors	Wish it could happen to me.	

Reading Questionnaire – Year Level 9

Extended Responses 42-44

Re-Reading – Key Quotes (Why)

(43)

I know what's going to happen.
 Pointless
 So I can remember facts for exams.
 Because I know what's going on and can think after a bit.
 All the time. Try to forget what happens then reread them.
 Not understood first time.
 Because I enjoyed them.
 Forgotten the plot and loved the book.
 Nothing else to read or do.
 Not often, but for exceptionally good books.
 Can't be bothered.

I get bored.
Other books I want to read first.
I don't like them.
Pick up things I missed last time.
If they are fantastic.

They will always be the same the second time.

Because I hate reading.
Long books.
To enjoy the book again and find the inner meaning.
Because the teacher advises us to.
Because I liked or enjoyed it.
Don't need to.
Parts of the book, not the whole book, just to remind me of something.
For school to get the right perception.
Never as good the second time.
Gain feel of author again.
Sometimes pick up things.
Better the second time.
Exams/school.
You know what is going to happen.
Not understood first time.
Enjoyed.
Don't have time.
Exams/school.
When I can't find any decent new ones.
Yes, interesting. Makes me feel good.
Yes because It's like dreaming, going into fantasyland.

Reading Questionnaire – Year Level 9

Extended Responses 45-47

Other – Key Quotes of Interest

(47)

Reading a way of relaxing, but find it hard to do up in the boarding house.
I think books on recommendation for different year levels in the library are quite helpful.
English Department needs a better range of books ... should consult students more.
Relaxing and enjoyable.
Only enjoyable if interesting
I prefer to write ... too much emphasis on grammar, reading books and poetry than writing ... The poetry book contains some good poems, but Gracey and All Green Year sucked. Please get some good books.
I enjoy reading ... think that Scotch could improve its wider reading program ...
More people should curl up with a book at night ...
Get kids more interested in reading by choosing more interesting books.
Good when you get hooked, but usually boring.
Gives you a better understanding of something you don't know about.
Good, but I hardly have time.
Always something else which needs to be done.

As soon as you read one book that you really enjoy, you continue on enjoying reading.
 I read for intellectual stimulation as well as for enjoyment.
 Sometimes it can be very rewarding and educational.
 Books are only enjoyable when you read what you want to read. Thought provoking books are the best, however analysis should be done by the individual, not questions set by others.
 Reading is a good way to relax ... I read comics at school, and all my novels up at the boarding house.
 Reading absolutely sucks and I would like to cave the guy's head in who invented novels.
 I really enjoy reading but find it hard to read up on the hill [boarding house]. Reading isn't really pushed up on the hill and time is scarce to read. Also reading isn't really pushed down at school.
 I love it.
 I love reading a lot. It's my favourite spare time activity and I'm good at reading.
 The library needs a supply of new books, new releases.
 Good stuff.
 It is good.
 I like reading about cricket and Australian Rules.
 I think school should give harder books ... than All the Green Years.
 I think Scotch is not encouraging reading of sophisticated books, but books I read when I was in Grade 6.
 It's a lot more boring than watching TV.
 Select more interesting novels, not All the Green Year or Gracey. These books were very boring.
 It can be ok but most books 15 years old or more can be really boring.
 I think reading lost its appeal when TV came in. Forcing people to read also sometimes makes them dislike it. I think the school should also cater more to people's tastes.
 Only read for fun, eg. Sport. I hate it so I don't do it. Reading is for nerds.
 Good Fun.
 Reading feeds the brain and expands vocabulary.
 TV has taken over, and there's not much we can do to stop it. I suppose this is "The First Step".
 It takes too long if it's a boring book.
 I like reading big books. They are put together a lot better.
 Andy McNab should write a second book.
 I think everyone should broaden his or her horizons by picking up a book.
 Reading softens the mind.
 Can be fun and exciting.
 It's boring.
 School puts people off reading by choosing really bad and boring books.
 Broadens imagination. The more you read, the better you get.
 Not enough time. Always got homework or tired.
 I find it a really good way to get to sleep.
 Reading should definitely be encouraged more. The book a term for wider reading is not enough.
 I don't like it. Furthermore, I was never taught how to read properly and Scotch has a terrible reading department.
 I enjoy reading but usually I don't because I'm watching TV.
 I enjoy reading but never find the time.
 I always enjoy it, especially when I can stop and start and there is no dead line for it and there is no rush.
 Important and influential, reflecting upon your attitudes and opinions toward life and other complex concepts.
 Poetry sucks.
 We should have more wider reading periods, to encourage us to read more.
 Can be enjoyable when there is time for it.
 Reading is only good if I'm in the mood.
 It's good for a change.
 I don't like set amounts to get a grade.
 Don't read to please. Read what you want to read. So if you like picture books, read them. Otherwise you're not going to keep reading it because you want to enjoy them.

Reading Questionnaire – Year Level 10

Extended Responses 36-38

Reading Now

(36)

Wheel of Time series
The Bruce Lee Story
Bury Me Deep – Chris Pike
The Rat – John Platen Autobiography
Pappilon
Tom Carrol (famous surfer) autobiography
The Devil's Alternative – Forsythe
The Analyst – Parnal Cullan
Insomnia – Stephen King
Hunt For Red October – Tom Clancy
Macbeth
Third Day of the Frost – Marsden
HMS Ulysses – Alastair MacLean
The Power of One

Once and Future King

Keeper of the Zeneziz
The Family Frying Pan – Courtney
Tales of the Unexpected
The Runaway Jury – Grisham
Burning for Revenge – Marsden
On My Brother's Shoulders
Mother Theresa's autobiography
The Wheel of Time 3 –

Clan of the Cave Bears
Dragonlance
Servant of the Bears – Ann Rice
Zaronga
The Universal History of Infamy
On Dreams
Drometheus Bound
The Art of Breaking Glass – Robert Wall
Beast in the Shadow – David Genwel
Master of the Grave
A Delusion of Satan
The Mummy
Brave to Zero
Final Victim
As the Crow Flies
Tales of Mystery and Imagination – Poe

War Day and the Journey Onward
Kane & Abel
Schindler's Ark
The Runaway Jury
1984
Nausea
Marxism
The Bible
Labyrinth
Chronicle of a Death Foretold
A Fortunate Life

Best in 12 Months (37)

Lord of Chaos by Robert Jordan
The Pelican Brief – John Grisham
Unlimited Power
Romeo and Juliet
The Spike
Tomorrow When the War Began
Hung Le's autobiography
Once and Future King
The Dogs of War/Ruci God
The Analyst
Once and Future King
The Pines
The Fourth Dimension
Hunt For Red October – Tom Clancy
Darkness Be My Friend – Marsden
Third Day of the Frost – Marsden
A Time to Kill – Wilbur Smith
The Power of One
The Day of the Triffids
Magician – Raymond E. Feist
The Hobbit
Operation Jackhammer
The Encyclopaedia of Modern Warplanes
Plague Dogs – Robert Adams
The Firm
White Goolies – Betty Jeffreys
Elephant Song
The Lost World
The Wheel of Time
You Will Never Go Home Again
Labyrinth
Gypsy Hearts – Robert Ertz
The Great Commanders
Master of the Grove
Michael Linear (Biog)
Servant of the Bones
X-Files
Final Victim
A Matter of Honour – Jeffrey Archer
The Andromeda Strain – Crichton
The Cross and the Switchblade
The Power of One
Necromancer
Lord of the Rings
Dingbat Spies
On the Road – Jack Kerr

Lord of the Flies
Dear Miffy – Marsden
The First Time

Favourite Authors (38)

Robert Jordan
W.E. Johns
Ina Fleming
John Grisham
Chris Pike
Anthony Robins
R.A. Salvatore
J.R.R. Tolkein
J. Zahn
Roald Dahl
Victor Kelleher
John Marsden
Paul Jennings
Paul Clitherow

Nigel Ridgeway

Wilbur Smith
Frederick Forsythe
Charles Dickens
Ian Livingstone
Stephen King
Henry Lawson
R.L. Stine
Agatha Christie

Tom Clancy
Dr. Zeuss
Alastair MacLean
Dorothy Simson
Stephen Frey
Raymond E. Feist
Dean Koontz
Geoffrey Archer

Bryce Courtney
Isaac Asimov
Clive Cussler
J.M. Avel
Michael Crichton
Richard Sealey
Margaret Weiss

Tracey Rickman
David Eddings
Dyer Sheldon
Borge
William Blake
Aesdrylus
David Gemmel
Katherine Kerr
Willard Price
Judy Blume
Anne Rice

Reading Now**(36)**

The Ruby Knight
 Ghost in the Shell
 Dragons of Summer Flame
 Battle Angel Alita
 Domes of Fire
 The Bombing of Darwin and Cyclone Tracey
 Falling Leaves – Adeline Yen Mah
 The Last Days of Cicero

The Courtship of Princess Leia
 Provo
 Polxxx – Eddings
 Robots and Empire – Asimov

Courage Triangle

Lord of the Rings
 Not a Penny More, Not a Penny Less
 The Partner – John Grisham
 The Lost World
 Phantoms of the Jungle (History of the SAS)
 Bravo Zero Zero (SAS)
 A Brief History of Time

Chaos
 The War with Hannibal– Livy
 Gridlock – Elton
 Outrage – Dale Dye
 Fatal Terrain – Dale Brown
 Op Centre: Mirror Image – Clancy
 The Cross and the Switchblade
 Tomorrow When the War Began
 The Potato Factory – Courtney
 The Screwtape Letters – C.S. Lewis
 A Hell of a Life – John Dickson
 The Adventures of Tom Sawyer
 The Red Dwarf – Naylor
 The Third Day the Frost – Marsden

The Oaken Throne
 Moby Dick – Melville
 The Complete Saki – Munro

The Rebel – Albert Camus
 The Holecroft Covenant – Ludlum
 Slaughterhouse 5 – Vonnegut
 The X-Files – Eve
 Dragonlance xxx
 Executive Decision – Clancy
 The Amazon Past, Present and Future
 Trading Reality – Redpath

**Best in 12 Months
(37)**

Dragon of Summer Flame
 Lord of Chars
 To Kill a Mockingbird
 Indiana Jones
 The Poet – Michael Connolly
 Belgarath the Sorcerer
 Konrad
 Larry Bird autobiography

Livin Large
 The Courtship of Princess Leia
 Chicken Hawk
 The Hunt for Red October
 Level 4 Virus Hunters of the CD –
 C. McCornech

The Eagle Has Landed
 Better Times Than These –
 Groom

2001 Trilogy – Arthur C. Clarke
 Sinner
 Executive Orders – Clancy
 Go Ask Amy
 Dolphin Boy
 Tandia
 On Her Majesty’s Secret Service
 – Fleming

The Silence of the Lambs
 The Red Dwarf – Naylor
 Lethal Heritage
 The Blood of xxx
 Battletech
 Steppenwolf
 The Godfather
 Hatchet – John Paulsen
 The Sphere
 A Time to Die – Wilbur Smith
 Wheel of Time series
 The Hot Zone
 Q squared
 Trading Reality – Michael
 Redpath

Misery
 Firestarter
 Clear and Present Danger –
 Clancy
 Hiroshima
 The Dawning of a New Age
 In the Middle of the Night –
 The Bourne Identity – Ludlum
 Pyramids – Pratchett
 Seinlanguage
 Mud and Blood
 Jurassic Park

**Favourite Authors
(38)**

Franklin Dixon
 Stephen Conell

E.R. Braithwaite
 Arthur C. Clark
 Terry Pratchett
 Ian Watson
 Kim Stanley
 Robinson
 Gerald Durrell
 William Gibson
 Paul Samuel
 Leon Garfield
 Jack Kerouac

David Holdings
 John Cook

H.P. Lovecraft
 Brian Lumley
 Michael Connelly
 Michael Grunt
 Lara Douglas
 Isaac Asimov
 J.D. White

Robert Colxxx
 Isabelle Carmody
 Andy Macnab
 Stephen Hanking
 Richard Feynman
 Richard Preston
 Simon Carter
 Robert Ludlum
 Jack Higgins
 Morris Glitzman
 Tim Winton
 Arthur C. Clarke
 Dale Brown
 Frederick Forsythe

Ray Logan
 Douglas Adams
 John Dickson

Leo Tolstoy
 Mark Zumin
 Robert Westhall
 Grant Naylor
 Robert Thruston
 D.M. Munro
 Albert Camus
 George Orwell

Reading Now**Best in 12 Months
(37)****Favourite Authors
(38)****(36)**

Blood Sport – Dick Francis
 Taylor of Panama – Le Carre
 Rumpel Fish – Hinton

Feet of Clay – Pratchett
 Don't Stand Too Close to a Naked Man
 Seinlanguage
 Looking for Alibrandi
 Surprised by Joy – C.S. Lewis
 A Grief Observed – C.S. Lewis
 Watership Down
 Tommyknockers
 Dragonlance 2
 Iron Fist
 Live and Let Die
 A Crown of Swords – Jordan
 Burning for Revenge – Marsden
 Operation Iceberg
 James Bond series
 Misery
 The Silmarillion
 Clear and Present Danger
 Interview With The Vampire
 Dear Miffy – Marsden
 With A Tangled Skin Piers Anthony
 Bad as I Wanna Be – Rodman

April Fools Day – Courteney
 Shadowlands
 Letters From the Inside –
 Marsden
 Lord of Chaos – Jordan
 Driving Force – Francis
 The Belgaria – Eddings
 The Mallorem
 The alchemist – Paulo xxx
 The 39 Steps – Buchan
 The Day of the Jackal
 Inca Gold – Cussler
 Fallen Idol – Green
 The Seventh Scroll
 Christine – King

Terry Pratchett
 Edgar Allen Poe
 John Paulsen

 Frank Peretti
 C.S. Lewis
 Conan Doyle
 Martin Middleton
 Michael Redpath
 Dick Francis
 Bill Waterson
 Shakespeare
 Len Deighton
 Kurt Vonnegut
 Tom Stoppard
 Rudyard Kipling
 Clive James
 Marchiavelli
 Milton

 Jane Austen
 D.H. Lawrence
 Judith Krantz
 Steve Perry
 Tom Sharpe
 Rob Grant
 Paulo xxx
 E.J. Livingstone
 C. Cussler
 James Clavell
 R.L. Stevenson

Reading Questionnaire – Year Level 10**Extended Responses 39-41****Biggest Influence****Key Quotes on Influence
(39 – Part B)****Books Meant to Read
(41)****(39)**

All Quiet on the Western
 Front
 Wheel of Time

... introduced me to the emotional horrors of
 war.
 ... contemplating the possibilities of other
 worlds and ambition.

Journey to the Centre of
 the Earth – Jules Verne
 Charles Dickens

Biggest Influence

Key Quotes on Influence (39 – Part B)

Books Meant to Read (41)

(39)

Book by Anthony Robins The Rat – John Platten autobiography How to Retire Early	... a book about enriching your mind.	Silence of the Lambs The Bible
I Can Jump Puddles – Marshall Parkland – Victor Kelleher The Analyst	Showed how proper management of finances can make early retirement a reality.	Lord of the Ring War and Peace
Chuck Yager autobiography E.J. – Whitton Junior	It shows what might happen to society. Very powerful and a dangerous book.	Great Expectations Clear and Present Danger – T. Clancy Lost of the Mohichans The Firm – John Grisham The Time Machine – Wells The Power of One
The Life of an Olympian	Inspired me to get best out of everything.	
The Bible	It was involving and I felt an affinity with the issues on the human condition ... it represents through metaphors and fantasy.	Interview with the Vampire The Necronomian The Third Day of the Frost The xxx The Koran Suitable Boy Survival Run 3 The Fall of the Roman Empire – Gibbons The Long Walk - King
Buddhist Scripture		
The Power of One Del- Del – Kelleher	The writing was very beautiful and powerful. Fabulous book. Made me think about a lot of family issues.	
The Firm Postman Pat Where's Goldxxx Thomas The Lord of the Rings	Made me think differently about things. Encouraged me to take an interest in books. Started me reading fantasy.	
Jimi Hendrix – ultimate experience Indecent Proposal The Client	It was a sad book and helped me have confidence in myself. It was cool. Opened me up into lawyers and their lives in a corrupt country.	Darkness Be My Friend Sword In The Stone
Crime and Punishment The Black Death To Sir With Love	Terrifying but remaining realistic. Because he was able to get his students and peers to respect him.	Arc Light Honour Among Thieves Red Mars
Necromancer – Gibson	It opened up a new style of writing ... interesting look at life.	Wheels of Time (fantasy series) Going Solo – Dahl
The Bible	It is the story of the son of the Lord and his influence on the world.	
Children of the Dust	It gave me a whole new dimension on where to look at things.	Schindler's List
On the Road	Because it was burning with spontaneity and excitement.	Tale of Two Cities
Lord of the Flies	It taught me that justice in today's society is around for peoples wellbeing.	The Lost World
David Boon's autobiography Dear Miffy	It inspires you to live life to the fullest.	Jim Stynes biography
Of Mice and Men	It opened me up to a different sort of life in a mental institution.	Tandia The Silmarillion

Biggest Influence	Key Quotes on Influence (39 – Part B)	Books Meant to Read (41)
(39)		
To Kill a Mockingbird Dawn of Prophecy – Edding Bravo Two Zero All Quiet On the Western Front The Chocolate War	Don't judge a book by its cover. It started my interest in reading. It informed me that war was not fun.	Catcher in the Rye The Bourne Ultimatum Xxx Tomorrow When the War Began
Larry Bird autobiography See You Later	Interesting storyline. Because it was inspiring. Made me think about life.	In the Name of the Father Chariots of Fire Erwin Rommel's war memoirs
The Years of Marx A Brief History of Time	Jurassic Park Rose Marten - Keng It made me realise a lot of things I never would have.	The Rainmaker – John Grisham
The Hot Zone	It was a non-fiction informative book. Got me interested in Virology and Epidemiology. It's sad, it's romantic and very dramatic. ... you get an empty feeling of helplessness and fatality xxx.	It – King Confessions of an English Opium Eater In the Dead of Night The Eagle has Landed
The Silmarillion Better Times Than These – W. Groom Dragons of Krymn Patriot Games – Clancy	It made me aware of what some organisations are like.	Dragon Lane Chronicles 4
Tandia – Courtney	It made me feel as though I was in the journey through the characters life as well.	David Copperfield
Tomorrow When the War Began The Machine Gunners Braveheart	I began to take an interest in war stories. This book really made me think about loyalty to my country, friends and school.	Cop Shooter The Hunt for Red October The Hot Zone
Steppenwolf	Anything existential that alters my view of the world.	The Hunt A Clockwork Orange
The Outsides Hatchet – John Paulsen	An adventure book depicting a story of hope and courage. It made me think that I could be like that.	Grant Fox autobiography Finnegan's Wake – Joyce The Fugitive
Great Expectations		Feet of Clay – Pratchett The Run Away Jury The Odyssey The Potato Factory
Nicholas Nickleby	They have given me and confirmed ideas about real life.	Tropic of Cancer
The Secret Diaries of Adrian Mole Seinlanguage Mud and Blood And Then There Were None Rare Air	Put some humour into all situations. It influenced me because it's a true story.	The Stand The Pilgrimage
Shadowlands	Biography of Michael Jordan influenced me to do what I want and how to go about it. Emotionally on death and life's troubles. Influence of trying to love Christ but despising him for what has happened.	Julius Caesar – Shakespeare The Adventures of Tom Sawyer
The Great Gatsby Lost in Nepal – Scott Peeling the Onion	Amazing story of courage. I realise how fortunate I am to have all my body parts working.	
The Throwback	Could actually happen in real life.	

Biggest Influence**Key Quotes on Influence
(39 – Part B)****Books Meant to Read
(41)****(39)**

The Eye of the World –
Jordan
With the Old Breed

Made me want to read more of the series.

Brought out the horror of the Pacific War and soldiers feelings.

The Silver Sword/ I am
David

Moving old time stories.

The Hunting of Shandroth –
Kelleher

Interest/suspense.

Patriot Games

Positive influence about politics.

When the Lion Feeds –
Smith

It shows that money does not mean happiness and the world is a wondrous place.

A Time to Kill –
Grisham
Needful Things – King

Warne – Sultans of Spin

Clear and Present
Danger – Clancy

Crown of Swords –
Jordan

King Solomon's Mines

Shogun

Chopper Reid

Reading Questionnaire – Year Level 10

Extended Responses 42-44

Re-Reading – Key Quotes (Why)

(43)

Previously enjoyed and later forgotten.
... to get information about improving your life.
For further study.
When the writing is exceptional.
Already know what happens.
To reaffirm information.
I like to be unsure of the ending.
Relaxation, funny parts.
For school purposes.
To gain info at a deeper level of the psyche.
When I cannot be bothered to get into a new book/read.
It sometimes brings out elements of the books I haven't observed.
Discover new things.
I will never finish a book unless all the details down to the last full stop are memorised.
Never read a full book.

Reading Questionnaire – Year Level 10

Extended Responses 45-47

Other – Key Quotes of Interest

(47)

More opportunity for self-directed reading.
No time to read after homework and other commitments.
No time – read newspapers, magazines.
Enjoyment related to new skills.
It is enjoyable to pass free time.
Reading is great – evening after work.
I wish I could read faster.
Waste of time except for research.

We should have a couple of periods for reading.
Boring, not worth doing.
Will not benefit or interest reader unless it is a comfortable environment and on a subject the reader is interested in.
Enjoy thoroughly and wish I spent more time on.
The class books often don't interest me and prevent me reading good books I enjoy.
The school library should get more popular books – Marsden, Grisham.
Reading is fun when I understand.
Should be taken more seriously at school ... be more interesting, enjoyable and exciting.
Shouldn't be forced – more interesting.
It takes me away from the problems of life, just like marijuana does for others ... it relaxes me.
The easiest books to read are the ones with a simple storyline.
I don't read novels because if I started and get bored, I have to finish it. limited by pressure of homework.
Set texts shouldn't be studied so thoroughly as it detracts from enjoyment.
Most fantasy books fall short of expectations therefore I read so few books.
To read a good book is to take a great journey. It's like having a good friend.
I am a smart reader but the Owl Service and All the Green Year were really pushing it.
Slow reader who would like to be taught to read more quickly.
Reading novels is often fun and very enjoyable.
There are a lot of great authors out there.
In spite of pressure to read from parents and others he has not read a lot and does not feel any sense of loss.
T.V. film and computers are taking over reading.
... some schoolbooks could be better chosen, more from appreciation.
Good, enjoyable but why read when you can go out and get mad adrenaline rushes?
In the library they need some more current and interesting sporting magazines.
98% of all books are boring rubbish. They have no plots, no characters and aren't worth reading.
Reading is a necessity and the fact that some people don't read is distressing.
I feel that I don't read enough and this is also represented by the year level as a whole.
Starting a book is my main problem. I have to tell myself that once I get into it I'll enjoy it.
Learning at your own pace ... teachers should only suggest books to read.
It opens the doors of perception.
Reading makes my speaking language improve as English is my second language and I am not that good at it ...

Too many reading assignments – we should read more plays.
I only truly discovered reading this year and so far I am enjoying it. I am motivated and enjoy books more than TV.
Reading is fun and an escape.
A good way to pass time in the boarding house.
More student input needed.

4. SCHOOLS/PLACES VISITED

Melbourne High School

Mercer House, Jolimont.

MLC, Kew.

Penguin Australia, Ringwood

St Catherines, Toorak.

Star of the Sea Catholic Girls School, Gardenvale.

Tintern Anglican Girls Grammar School, Ringwood.

Trinity Grammar, Kew.

5. Boys Reading (Edited Summary)

A School Case Study - Scotch College 1997

Part 1 – INTRODUCTION

This summary is an attempt to provide a brief overview, more suitable for a wider audience, of the main conclusions (findings) of the investigation into the reading habits and practices of students in Years 7-10 (i.e. 877) from July to December 1997.

The report comprises four volumes; such was the abundance of information that was generated.

1. The Full Report, containing four sections: The Introduction (Process and Methodology), Reading Patterns (The Survey Data), The Wider Context (Other Schools Reading) and Conclusions (including references and appendices).
2. Reports of the statistical analyses carried out by the Australian Council of Educational Research.
3. Transcripts of the Interviews with Students.
4. Edited Summary of the Report.

BACKGROUND

The project was a response to concerns both by educators and the wider community about the reading abilities of Australian school students, in particular boys and their reading. Several national studies, including the ACER analysis 1997, the National School English Literacy Survey (1997) and a working party in the UK set up by the Schools Curriculum and Assessment Authority, all demonstrate there is a basis for concern.

Given the directions of the national English curriculum statement and profile (adapted as the Curriculum and Standards Framework in Victoria), it was decided to establish a Reading Research Project in conjunction with the English Department at Scotch College.

The specific objectives of the project included:

The overall aim of the project was to conduct research into the reading habits, interests and practices of Scotch College students.

The analysis of the data collected will provide the basis for recommendations for teaching practice in reading, initially in the English Department, and in the longer term, in all curriculum areas.

Specific objectives include:

- to collect evidence of what students in Years 7 - 10 are reading, in and out of school
- to investigate what motivates students at Scotch College to read, and what factors inhibit reading
- to gather evidence of the reading interests of students, Years 7 - 10
- to gather evidence about reading programs in a range of other schools, as a basis for comparison with current approaches at the college
- to undertake some investigation of the links which may or may not exist between
 - the teaching of reading at middle-secondary levels and junior (primary) levels
 - reading patterns in English and other subject areas
- to analyse the data collected from Years 7 - 10 with a view to determining factors which might impede or enhance student reading
- to consider the implications of the data analysis for teaching practice
 - (a) at middle-secondary level
 - (b) of the English Department
 - (c) of teachers in all subject areas.
- to develop recommendations for the reading program and teaching practices throughout the English Department.

RESEARCH TEAM

Co-ordinator

Warwick Barry

Consultant

Marion Meiers

Data collation and statistical analysis

Lyn Robinson, Australian Council for Educational Research

Working Group

Faye Leong
Laurie Humphries

Sam a'Beckett

Acting Head of English

Barrie Burton

Other data collation

Warwick Barry
Laurie Humphries
Faye Leong
Sam a'Beckett
Jennifer Rowland

Clerical assistance

Sophie Musci
John Hewitt
Chris Taylor

As the central focus of the project was on the reading habits, interests and practices of the students in Years 7-10 it was necessary to gather information directly from students.

A survey was designed during term three to provide both quantitative and qualitative data. The survey was supplemented by interviews with three to five students from each year level, selected to reflect a range of responses to the survey.

A range of data was collected on:

- student variables (year level, language spoken at home, boarder/day boy)
- students' purposes for reading
- time spent on homework
- time spent watching television
- time spent with computers
- reading of newspapers, magazines and books (fiction/non-fiction)
- students' evaluations of the current reading program
- reading patterns - titles of books students were reading at the time of the survey; the best books read in the past twelve months; favourite authors
- associations between a range of variables.

The project leader, in conjunction with the project consultant, gathered further data from interviews with ... in the field.

Part 2 – Reading Patterns

[insert quote p 29 of original]

In terms of the students surveyed

Approximately 11% were aged 12 (Y7)

25% were aged 13 (7/8)

25% were aged 14 (8/9)

25% were aged 15 (9/10)

13% were aged 16 (10).

- There were ninety-six boarders who took part in the survey, the majority of whom (85%) were in Years 9 & 10.
- Most students were born in Australia (86-90% across the four year levels), with about 12-13% in total of Asian origin across the levels.
- Similarly most parents were of Australian origin (66-70%), with 10% of other English speaking origin and 10-15% of Asian origin.
- Most students speak English at home (85-90%) and most use it at home as the main language.
- In terms of students learning a LOTE the picture is closely related to course structure:

Year 7 - 98%

Year 8 - 99%

Year 9 - 86%

Year 10 - 60%

- A small percentage of students learn a LOTE outside school as well (6-9%). The main languages learned are French, German and Indonesian. Languages learned outside school include Greek, Italian, Russian, Hebrew, Cantonese and Japanese.
- Most students identified themselves as being in the average to very well range for English, Maths and their subjects in general (66%), with about 20% above these.

Some Specific Findings

Homework

- 25% of students (Y7-10) spend less than five hours per week on homework, 50% in Y7-9 spend 6 to 10 hours per week and about 30% of Year 10s. About 20% or more of students spend between 11-15 hours on homework.

Book Ownership

- The majority of students owned a significant number of books:
21-50 books (25%) 100+ books (20-40%) 51-100 books (25%).
- The pattern for household ownership was much the same.

Novels Read in Year

- By Year 10 the number of students reading novels had decreased significantly. 40% were found in the less than five category.

In the 6-10 Category (27% - 40%)

In the 11-20 Category 14% (Y10) – 29% (Y7)

In the 21-50 Category 13% (Y10) – 20% (Y7)

In the 51-100 Category 1% (Y10) – 10% (Y7)

TV Hours Per Weekday /Computers

- At face value, students are generally not watching as much TV as in the 80s. Most students fall into the final three categories of 1-2 hours, up to one hour and no hours.
- 50% of students watched soapies, sit coms, cartoons and films. 50% of students watch news and current affairs daily, most watch them once a week.
- 90% of students own personal computers across the year levels. The most popular usage of them was for word processing, for about less than an hour per week. Few used them for CD purposes, email, Internet or games.

Newspapers/Magazines

- 93-95% of families regularly received a newspaper, in many cases several. 85% - Age, 40% - Herald Sun, 25% - The Australian, 10-15% - Other local national papers.

- 50% of the students read them often, while the remainder sometimes (at home).
- In terms of section popularity, results were as follows:
 - 60% - Local News (Y10), 58% - Features (Y10), 61% - National (Y10)
 - 61% - World News (Y10)
 - 62% - Entertainment (all levels), Business (20% - across all levels)
 - Amusements & Comics (only 56% by Y10).
- Magazines (25% of students bought them often). 40% of all students read them once per week. 24% of all students read them once per month.
- Most popular types of magazines were sports (60%) across all year levels. Recreational interests (skateboarding, surfing, freewheeling, etc.) 20-25% across the year levels.

Fiction

- Most popular genre is Adventure/Survival.
- Horror popular at Y7 (60%), less so beyond that level.
- Science Fiction/Fantasy popular at about 50-60% across most year levels.
- War stories seem only popular at Y7 and Y9 (55%).
- Humorous fiction is popular in the weekly and monthly categories (40-50%), but less so in Y9/10.
- Biographies are not as popular (25%) on average.

Reading and Purposes

- Most students enjoy reading for pleasure regularly – 66%. Add this to the monthly total, then 88%.
- Most students read for instruction (69%) though 31% (Y7-10) hardly read for this purpose. Indeed 40% of Y10 students claim they hardly use the library for this purpose.
- Most students disliked reading aloud, except to a younger person.
- 70% of students enjoyed reading at school. 30% only sometimes.
- 64% of students believed the wider reading program made no difference, 10% believed it discouraged them.

Analysing the Survey Data : The Open Ended Questions (Y7-10)

The data from this section was recorded by members of the project team and typed lists of resource material have been prepared for use by the English Department.

- In terms of current reading, best book in twelve months most influenced students at all levels were reading an extremely wide range of titles.
- The John Marsden series *Tomorrow When the War Began* were by far the most popular books read.
- Biographies of sporting figures were popular at a number of levels.
- Other favourite authors included Dahl, Tolkien, Crichton, Grisham, Kelleher, King, Clancy, Smith, Gleitzman, Jennings, Winton, Courtney, Carmody, Cornwell, Feist, Eddings, Ludlum, MacLean, Pike, Stine, Cussler, Forsythe, Pratchett.
- In terms of the influence of books on students, most comments fell into three categories:
 - understanding life, growing up, future.
 - encouraging reading in general.
 - encouraging specific interests.
- Many students listed longer, more challenging books that they meant to read.
- There was broad consensus across the year levels that students most often chose books on the basis of cover blurbs and friends' recommendations. 66% of students re-read books across the year levels.
- Most students reported no difficulty with reading at home or school apart from scientific texts, old English texts and technical books (including maths).
- Preferred reading at school was fiction, short stories, adventure and humorous stories. More silent free choice reading was requested at all levels.
- A wide range of both positive and negative comments about reading were made by students at all levels.

Interviews with Students

Seventeen individual students from Years 7-10 were interviewed by members of the research team, based on data from the reading survey. They ranged from students who enjoyed reading or who disliked it through to students who enjoyed reading extensively. Interview questions were based around four key aspects of reading:

- Enjoyment
- Understanding
- Feelings
- Learning Identity

In general the transcripts and interviews both extend and reinforce the evidence from the statistical data in the survey. They showed, in particular, that teachers in all learning areas need to provide support for students reading texts with unfamiliar or specialist language and that English teachers need to help students broaden the notion of 'good readers' beyond criteria of simply speed and fluency.

Part 3 – THE WIDER CONTEXT - Current School Reading Programs

Consultation 1

Penguin Australia, Ringwood
Nancy Mortimer
National Educational Consultant

Consultation 2

Star of the Sea Catholic Girls School, Gardenvale
Ralda Ansons, English Coordinator, a librarian and two members of the English Department.

Consultation 3

MLC , Kew
Laura Derru , Year 8 English Coordinator

Consultation 4

Melbourne High school
Sue Bell Senior English teacher, Kerry Ball Year 9 English Coordinator, and Rosalind Kentwell , Teacher /Librarian.

Consultation 5

Tintern Anglican Girls Grammar School, Ringwood
Senior English Co-ordinator, Nola Read

Sue, Director of the Library

Consultation 6

Fiona Gordon, English teacher at St Catherines, Toorak

Consultation 7

Trinity Grammar, Kew.

Jill Linley – Head of English

Consultation 8

- Children's Literature Seminar on Selecting Books and Encouraging Reluctant Readers. Mercer House, Jolimont.
- Moira Robinson, Writer, Bookseller/ Consultant on Children's Literature.
- Bronwyn Bennett, Junior School Librarian at Carey, author of Guide to Australian Children's Literature and director of Tournament of Minds, Librarian of the Year.

Key Findings

- In many schools, Teacher-Librarians were responsible for promoting literature, through displays, posters, author talks, book sales and bookclubs (staff and student).
- Fiction reading lists were provided by theme or genre.
- Multiple copies (5-6) of popular books were kept on library shelves.
- Reading response activity lists were drawn up for each year level at different schools.
- Many schools had adopted elements of existing wide reading programs.
- Key visual displays often coincided with Bookweek or Children's Book Council Awards.
- Several schools had adapted assessment to include descriptive comments on reading, some based on portfolio activities.
- Several schools provided student self-selected literature units with emphasis on group activities.
- All schools encouraged a wide range of staff to read books, including adolescent fiction, and in some cases encouraged feedback from staff on short, displayable proformas.

- A lot more emphasis was placed on oral activities that allowed sharing of ideas.
- Some English departments had undergone professional development by attending postgraduate lectures.
- Picture books were seen to be a valuable and under-utilised resource for literature teaching.

Selective Review of Professional Reading

It would be difficult to characterise the diversity and detail of the resources looked at, the full report has done this in summary form already.

The following recommendations arising highlight the main points to emerge.

Part 4 – CONCLUSIONS

Main Findings

The analysis of the survey and subsequent interviews reveals much of a positive nature concerning reading amongst the students at Scotch College. The extent and range of reading reported needs to be acknowledged as a strength within the school community.

The dominant call for more free choice silent reading by students needs to be considered and allowed for within the English program. Equally clear is the need for the English Department to carefully review the current wider reading program with a view to adopting a range of strategies that will encourage more students to read for enjoyment. Support of the significant group of students who only enjoy reading sometimes or very rarely needs to be considered, both in terms of library resources and activities that will encourage them to see reading as less threatening.

Another pleasing aspect to emerge was that students were engaged in a variety of fiction and non-fiction reading (i.e. newspapers, magazines and biographies); and that the influence and distraction of more visual media (such as television and computers), wasn't seen to be as significant as originally thought.

There is considerable scope for change in the promotion of literature, approaches to teaching literature and in terms of the rewards and assessment of responses to literature. Fundamental to all of the above is the need for all staff to protect time for reading themselves and where possible to draw on the enormous appeal of stories to students by making use of short stories and texts in a variety of subjects, as a way of complementing the need for non-fiction study. The challenge is to try to provide a means for staff to give brief but visible feedback on their reading as a further point of contact and inspiration for students on their reading journey.

The recommendations fall mainly under the following headings:

- The School (Administration)

- English Department
- Library
- Teaching Staff.

Each recommendation is cross-referenced to the chapter it arose from, to allow referral to the reasons for it arising.

RECOMMENDATIONS – CHAPTER 2

Library

- That a broader range of magazine material be considered for the library, to encourage middle level students to use the library more frequently.
- That opportunities be investigated to encourage students to purchase their own books.
- That the extent and range of reading reflected in the survey be acknowledged as a strength within the school community.

English Department

- That time be built into teaching and learning programs in school time for reading for enjoyment.
- That students be encouraged to read fiction of their choice and a wide range of non-fiction (magazines, newspapers, biographies, etc.).
- That the extent and range of reading reflected in the survey be acknowledged as a strength within the school community.
- That the wider reading program at Scotch College be reviewed in the light of the findings of this study.

RECOMMENDATIONS – CHAPTER 3

Library

- That librarians and teachers take into account more a range of suggestions on literature, made by students.
- That teachers and librarians should encourage the widespread practice of sharing of book titles by students.

- That re-reading of books be encouraged (perhaps even some dated titles).
- That the extensive range of boys' reading reported in this survey be taken into account in future planning of English programs and library acquisition policies.

English Department

- That librarians and teachers take into account more a range of suggestions on literature, made by students.
- That teachers and librarians should encourage the widespread practice of sharing of book titles by students.
- That the implication of the repeated call for more silent free choice reading be considered.
- That re-reading of books be encouraged (perhaps even some dated titles).
- That the extensive range of boys' reading reported in this survey be taken into account in future planning of English programs and library acquisition policies.

RECOMMENDATIONS – CHAPTER 4

English Department

- That questions similar to those used in the reading interviews be used, from time to time, as prompts for students' writing in reading journals.
- That the high quality of the reflection and exploratory comments in the interviews, and the open-ended questions in the survey, be considered in planning the use of reading journals directed towards supporting students to become more critical, reflective readers.
- That when teachers observe students experiencing difficulty with reading, or not enjoying reading, they conduct interviews using a similar approach to that adopted for this study, and use the interviews for diagnostic purposes.
- That in planning the wide reading program, matters of choice, time for reading, and the types and complexity of texts read be considered.
- That explicit attention be given in English classes to broadening the notion of 'good readers' to include attributes of critical evaluation and response to the content and form of all texts read, including print, viewed and Internet texts.

Teaching Staff

- That teachers in all learning areas be encouraged to provide support for students reading of texts, which contain unfamiliar or specialist language.

- That further work be done to develop teaching strategies in all learning areas to enhance students' capacity to deal with increasingly complex texts.

School

- That teachers in all learning areas be encouraged to provide support for students reading of texts which contain unfamiliar or specialist language.
- That further work be done to develop teaching strategies in all learning areas to enhance students' capacity to deal with increasingly complex texts.

RECOMMENDATIONS – CHAPTER 5

Library

- That the library seeks to establish a staff and student bookclub on a regular basis, with occasional book purchase opportunities and author talks to appeal to a wider audience.
- That the library be encouraged to provide special activities such as Book Week and CBC Awards and occasional displays of new and popular books.
- That the library consider making one of the existing classroom areas a wider reading environment with comfortable furniture and improved insulation from noise within the general area.
- That the library be encouraged to use a modified database to give a brief report on borrowing patterns of fiction and non-fiction at Year 7-10 and to evaluate the thirty most popular fiction books at each level.

English Department

- That the English Department seek to develop varied oral and written personal response activities for each year level.
- That the English Department consider some of the less familiar resources, i.e. listed in the chapter, particularly new approaches to teaching literature.
- That the English Department investigate the benefits of portfolio assessment in conjunction with the CSF aims.
- That the English Department and the library run parent information sessions for the different year levels, perhaps at official parent information nights.

Teaching Staff

- That all staff, not only members of the English Department, be encouraged to read adolescent fiction and give brief feedback.

School

- That the school consider the possibility of employing an additional teacher-librarian with the specific responsibility of literature promotion amongst students and staff.
- That the school consider setting up a budget for resourcing this growth area over the next two to three years.
- .

RECOMMENDATIONS – CHAPTER 6

Teaching Staff

- That teachers be encouraged to make time to read a wide range of current fiction.
- That all staff need to be encouraged to promote oral work when working with fiction/non-fiction text
- That staff be encouraged to help students develop under a variety of responses including personal responses.
- That staff encourage students to use a variety of visual representations of information.

Library

- That posters and book displays are needed as viable alternatives to teacher/peer recommendations.
- That prepared lists of favourite books or recommended ones should be prepared to assist students and parents in choosing books.
- **English Department**

That prepared lists of favourite books or recommended ones should be prepared to assist students and parents in choosing books.

- That the English Department be encouraged to consider trying to pair popular adolescent novels with a classic/more adult novel. That the use of reader response journals needs to be encouraged across all year levels.
- That the English Department encourage the exploration of magazines and the general culture and structure from a critical literacy perspective that teachers need to recognise the importance of time to read, ownership of book choice and variety of reading response. That the English Department be encouraged to explore a modified wide reading program such as Literacy Circles, Ribit, etc.
- That English Department staff be encouraged to make more use of picture books in teaching literature.
- That portfolio assessment ought to be considered not only by the English Department but in a range of departments.

That value be placed on wide reading through assessment practice and through recognition of individual achievements.

The Project Model

The value of projects like this is difficult to quantify from my perspective as project co-ordinator. I gained an enormous amount of inspiration, knowhow and resources of significant professional benefit. In particular the consultations with staff at other schools, though often time consuming and difficult to arrange due to mutual commitments, were a real highlight. The interest, insight and creative programs being run in other schools were a sound foundation to build on. Time and time again many of the activities and directions employed by these schools were reinforced by the reviews of professional reading undertaken. Innovation and extension of current reading ideas was plainly evident in many school programs.

Equally valuable was the current practice in terms of approaches to teaching literature, particularly in terms of units designed to provide students with a range of sample literature and a degree of student choice in undertaking them, encouraging a widening of horizons, a sense of ownership, and responsibility. The shift also to the use of more oral and group work, culminating in presentations to the class at the end of such units, was more evident, developing a social dynamic to reading under-utilised previously.

None of this could have taken place without the valuable support given to me by the school administration in providing a consultant, secretarial help, professional data analysis and time release to undertake the project. As near as my diary records allow I estimate that I have spent some 600-700 hours (70-80 days) in terms of the time spent preparing, carrying out, writing up and producing the final report. I believe that the school might wish to consider a modification to this valuable model for future projects. The idea of enabling a teacher to work together with a consultant experienced in the field, provides both a terrific

opportunity and working platform for tackling this type of investigation. In terms of time release I believe that it may be better to provide the teacher with full release for one semester, particularly to enable the valuable component of school consultations to occur more easily and to allow more rapid progress on varied project tasks. All too often daily curricula and co-curricula demands forced project demands to one side, and more could often be achieved away from the school environment.

The Future

The recommendations and report should be referred to the appropriate groups for consideration and further action, with the potential for review of progress by the end of the year.

Given the implications of this study for reading across the curriculum, a number of possible future projects could well be considered. A number of anecdotal comments by students, both in the open-ended section and the interviews suggest there is a need to investigate the readability of texts and unit materials currently used across the curriculum, particularly in the Science/Maths areas.

Also, there is enormous potential to harness the intrinsic value and appeal of fiction across the curriculum, not only in related humanities subjects, but also in commerce, maths and science. By looking at the existing units across a subject it would be possible to formulate fiction resources pertinent to them for incorporation and enrichment.

The process of examining ideas from the report, trialling appropriate ones and modifying models to our school context, then reviewing them, will take time and be an ongoing one. It will demand from teachers a willingness to keep abreast of current fiction and to share with students in a partnership of responding to books, in a variety of contexts. There is no doubt that the benefits of reading for enjoyment have lasting benefits, as testified by the majority of students.

As Nancy Farnum in her article on adolescents and reading says, "Literature is a window through which readers learn about other people, places and times, while at the same time it provides readers with reflections."