

Students Perceptions Of Reading

The importance of creating lifelong readers has been always been a value to all teachers because it is critical factor that contributes to a student's academic success. Accelerated Reader has been implemented among schools across the nation to engage students into reading and used as a tool to measure student learning in reading achievement. Research on Accelerated Reader reveals that the reading program has contradictory findings of having a positive and negative effect on students. A qualitative research design was used to investigate whether and how Accelerated Reader effects students' perceptions as reader and attitudes towards reading. A total of 25 second graders provided qualitative data with responses to a survey and interview. Classroom observations were also made over the six-week period of the study. Analyses of student behaviors, responses, and comments led to identification of important themes related to the students' experiences with Accelerated Reader. The results showed that Accelerated Reader did affect students both positively and negatively.

This dissertation, "The Explicit Teaching of Reading Strategies: Students' Perceptions" by Wing-yee, Lau, ???, was obtained from The University of Hong Kong (Pokfulam, Hong Kong) and is being sold pursuant to

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Creative Commons: Attribution 3.0 Hong Kong License. The content of this dissertation has not been altered in any way. We have altered the formatting in order to facilitate the ease of printing and reading of the dissertation. All rights not granted by the above license are retained by the author. DOI: 10.5353/th_b3196303 Subjects: High school students - China - Hong Kong - Attitudes Reading (Secondary) - China - Hong Kong Junior high school students - China - Hong Kong - Attitudes

This dissertation examines students' perceived and actual use of strategies for reading and writing, through both qualitative and quantitative lenses. It compares and investigates what students say they do and what they actually do when they read and write about what they have read. A single quantitative tool, a survey about reading and writing strategy use, was administered to 75 students in grade 9 English classes. A range of qualitative tools and analyses were employed with four focal students: (a) reader and writer identity interviews, and (b) a series of reading-writing tasks for each of three different genres--the literary narrative, persuasive article, and history text. In each genre, the reading-writing task set consisted of a reading think aloud protocol on one text, writing in response to the text and a prompt, and participating in a writing retrospective interview. The study draws upon cognitive and socio-cultural perspectives, applying genre theory to the literature on strategies for reading, writing, and reading-to-write in order to frame the ways in which context, identity, and

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audience affect how students think about and use strategies for reading and writing. Reading and writing in different genres entail affordances and constraints that affect students' perceptions and enactments of strategies. Furthermore, students' identities, including their background experiences and motivations, affect their decisions to prioritize some strategies over others. Students think differently about strategies for the two interrelated processes: reading and writing about reading. Students perceive that writing about a text is a more strategic process than reading alone; but this perception does not necessarily translate into a greater sense of student ownership and authority over their writing. The public nature of writing in comparison to the more private nature of reading leads students to prioritize strategies for addressing an audience over strategies that demonstrate their understanding of content when they write about what they read. Students perceived that the most useful strategies for reading were ones that related either to invoking or to building background knowledge. The genre of the text also influenced the strategies that the focal students claimed to enact. Students related that strategy use acted as a motivating factor by making texts more interesting and accessible. They described how the genre, context, and purpose for reading, affected which strategy they opted to adopt in order to best fit the reading situation. Students' enactments of reading strategies were full of complexity, and single strategies were hardly ever used in isolation. Strategies intersected and overlapped as students employed them together during the process of reading

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and making inferences, which aided in the construction of their situation models (Kintsch, 1998). At times, certain strategies played a more central role than others. Although the focal students tended to use many of the same stock strategies such as visualizing, rereading to clarify one's comprehension or understand new vocabulary, paraphrasing, summarizing, and questioning, how, why, and in what manner they used the strategies was highly specific and tended to be almost idiosyncratic to the individual's background as a reader and his or her purposes and aims for reading. Genre especially influenced the strategies that students actually used. The focal students' knowledge and impressions about how to read a genre impacted which strategies were privileged and how they were used. Although students used similar strategies across genres, how these strategies were used differed based on the utility of the strategy in each genre. Students' knowledge about how to read and approach a genre helped them choose the best strategies for aiding their comprehension. Comparing students' perceptions about reading to their perceptions about writing about what they have read, students reported that they were likely to use more strategies for writing about reading than for reading alone. As students described themselves as writers, they revealed that their perceptions about audience and genre requirements influenced the strategies they used when they wrote. Students' interpretations of the purpose for writing and their ideas about what a piece of writing in a specific genre should look like influenced the strategies that they thought were

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most useful in that genre. The findings regarding students' actual use of strategies for writing about reading indicated that the disciplinary subject matter and genre of each of the readings impacted how students responded to the texts and prompts. Students' actual use of strategies revealed their overarching concerns about audience, genre, and what it means to write in school. These concerns echoed the findings related to students' perceptions about writing. Furthermore, how students approached writing their responses to each of the texts they read for the study (i.e. the literary narrative, persuasive article, and history text) depended on their identities, which influenced students' interest and motivation for writing about what personally mattered. Regardless of genre, what tended to stand out for students during reading somehow made its way into students' written responses. Students' perceptions and enactments of strategies differ across genres, purposes, and contexts. Implications from this study suggest that strategies for reading and writing need to be taught and learned in relation to disciplinary and genre-specific ways of thinking.

This authoritative book covers qualities and practices of engaged readers; practices for elementary, middle, and high school classrooms; the influence of family literacy beliefs and interactions; the range of methodologies used by literacy researchers; and policy implications of the engagement perspective."--BOOK JACKET.

During the 1970s there was a rapid increase in interest in metacognition and metalinguistics. The impetus came from linguistics, psychology, and psycho linguistics. But with rather

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unusual rapidity the work from these scientific disciplines was taken over in education. This new direction in these various areas of academic study was taken simultaneously by several different investigators. Although they had varying emphases, their work sometimes appears to be overlapping; despite this, it has been rather difficult to find a consensus. This is reflected in the varying terminology used by these independent investigators "linguistic awareness," "metacognition," "metalinguistic ability," "task awareness," "lexical awareness," and so on. For educators these developments presented a glittering array of new ideas that promised to throw light on children's thinking processes in learning how to read. Many reading researchers and graduate students have perceived this as a new frontier for the development of theory and research. However, the variety of independent theoretical approaches and their accompanying terminologies has been somewhat confusing. Language Awareness and Learning to Read Springer Science & Business Media

This open access book describes the Reading Success project, in which a 5-step, assessment-to-intervention process, based on the Simple View of Reading, was used within a primary school setting in Australia to better support those students who struggle with reading. It provides an easily accessible overview of each step of the process involved in implementing this approach and highlights the crucial importance of collaboration between professionals involved in the teaching of reading within a school setting. It focuses on the decision-making processes used, such as rich

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dialogue with the leadership team and teachers, and shares participants perspectives gathered throughout the project. Using case studies, the book describes how the 5-step approach assists in creating detailed profiles of students strengths and weaknesses in spoken and written language skills that can be used to guide targeted intervention This book offers valuable insights for educators, speech pathologists, researchers, and pre-service teacher education students interested in the teaching of reading.

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