

Sustained Silent Reading Programs

Chua, S. (2008, January 1). The Effects of the Sustained Silent Reading Program on Cultivating Students' Habits and Attitudes in Reading Books for Leisure. *Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 81(4), 180.

Description:

The article discusses a study that looked at the effect that sustained silent reading programs have on the habits and attitudes of students in reading books for leisure.

Materials:

Reading material to be readily available to students participating in class

A readily agreed upon time slot for which students and staff would read for the selected amount of time

Steps in Implementation:

The Sustained Silent Reading Program

1. First year secondary students were recruited
2. A twenty-minute time slot was agreed upon
3. Teachers started the program in the first period and it was part of every school day
4. Students are free to choose which books to read
5. Students, teachers, and staff do nothing but read book they like
6. Class teachers act as role models by participating in reading
7. Teachers allow no interruption of students' reading
8. Teachers encourage students to write notes and reflections in their reading journals

The questionnaire to assess habits and attitude

1. Three measures were distributed to students by their during school assemblies on three different occasions throughout the school year.
2. Students were briefed on the questionnaire first and provided time to ask any questions.
3. The questionnaire gathered information on the following
 - a. Reading habits during the SSR period

Results:

1. The percentage of students who read books for leisure activity during the SSR period and the percentage of students who estimated reading half or more than half of their classmates increased in reading tasks during the SSR period.
2. The number of students who spent more than one hour reading books for leisure after school decreased
3. The percentage of students who already agreed that reading books for leisure was pleasurable and enjoyable increased after 12 months; however, the percentage of students who agreed that reading books for leisure was useful and meaningful did not change significantly. In other words, the SSR program improved affective reactions but not cognitive reactions