The literacy lives, perceptions of teaching reading, and classroom practices of second-career preservice teachers
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Abstract

This study investigated the effects of recorded reading materials as a support in accelerating the reading development of beginning first grade students. The areas examined were global reading development, reading fluency, writing, and the reading of high frequency words selected from a first grade curriculum. The study included a six-month program of treatment where students were randomly divided into three treatment groups and a control group. The treatment groups listened to one of three types of recorded materials as part of their daily classroom center activities. The control group received no exposure to recorded reading materials during the study and instead spent that time in independent reading. Students in treatment groups showed no significant differences in reading growth as measured globally by Rigby PM Benchmark (2000), or specifically in reading as measured by reading fluency, writing, spelling, and the reading of high frequency words. The treatment groups also showed no significant differences in the growth of attitudes towards reading. This study would suggest that classroom teachers review their use of recorded materials as a listening center activity.