
Title	Reading time: Protocols for analysis of reading time in reading lessons (OER 29/08 RS & OER 09/10 RS)
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Reading time:

Protocols for analysis of reading time in reading lessons

OER 29/08 RS & OER 09/10 RS

Jessie Png Lay Hoon

Overview

The protocols describe the analysis for 'reading time' for OER 20/08 RS and OER 09/10 RS projects. The analysis was designed and conducted by the Co-Principal Investigator of both projects, Dr. Jessie Png.

The purpose of the analysis was to look out specifically for the time spent reading during the lesson. The analysis was done by noting the starting and ending time of reading episodes (when reading was being done) from the time stamp shown on the video-recording. Reading times were totalled by type (e.g. reading aloud, reading silent). For example

Start Time	End Time	Total Time for Episode
4.57	6.32	1.50

To avoid problems with calculating seconds (which have little impact on the study as a whole), time was rounded to half minutes as shown in Table 1.

Table 1. Rounding of times for analysis*

0:15 - 0	2:15 - 2:00
0:16 - 0:30	2:16 - 2:30
0:44 - 0:30	2:44 - 2:30
0:45 - 1:00	2:45 - 3:00

*times shown in seconds (e.g. 0:15 = 15 seconds)

Due to differences in the project purposes and participants, the analyses have some differences as follows:

- For OER 20/08 the analysis was done by lesson, reading type, and by participant grouping: Lesson-as-Usual, Structured Reading Comprehension, and Experimental. See Silver, et al, 2009, for further explanations of the project groups.

- For OER 09/10 RS, the analysis was done by lesson, reading type and lesson type: reading lessons, QtA lessons, whether the lessons were characterised as ‘reading lessons’, ‘QtA lessons’ or some other type of lesson. See Silver, et al, 2104 for details.

Reading Types

The duration of reading time was calculated for the following reading types:

1. Reading Aloud

1.1. Teacher

1.1.1. *Individual*

The time was noted when the teacher started reading the text, either being flashed on the screen or from the book or worksheet. All reading aloud by the teacher was included (e.g. reading of Mathematics or reading comprehension questions aloud was also noted).

The time was noted when the teacher stopped and started talking to the class. That was not regarded as ‘reading’ time.

1.1.2. *With students*

Sometimes the teacher would read aloud the text or questions together with the students. This reading time was noted.

1.2. Student

1.2.1. *Whole Class*

This was when students read the text aloud in unison.

1.2.2. *Small Group*

This was when students read the text aloud as a small group or in pairs.

1.2.3. *Individual*

This was when students were observed to be reading aloud to themselves. They could be seated in pairs, yet reading aloud individually, or taking turns to read aloud with their partners.

2. Reading Silently

2.1. Teacher

2.1.1. *Individual*

This was intended to code for when the teacher read silently on her/his own (e.g. modelling silent reading). None of the teachers was observed doing this and so there are no calculations for this reading type.

2.1.2. *With students*

Duration of time was noted when there was teacher-student discussion about the text, and the teacher directed attention to the text to read something. It included time when students appeared to be reading from the screen, looking for answers to the questions asked by the teacher. When the teacher directed the discussion to something not found in the text, calculation of reading time was suspended.

2.2. Student

2.2.1. *Individual*

This included

- when the teacher told the whole class to read silently on their own.
- when students read silently when in groups or pairs,
- when students were doing their worksheets which required reading on their own.

In instances when the video-recording ended in the midst of the students still doing their worksheets, a maximum time of 10 minutes was allocated as 'individual silent reading'.

Information from this analysis was presented at the Redesigning Pedagogy International Conference 2013 (Png, 2013).

References

Png, J. (2013). *Shouldn't there be reading in reading comprehension lessons?* Paper presented at Redesigning Pedagogy International Conference 2013, Singapore.

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Silver, R. E., Png, L. P. J., Kogut, G., Huynh, T. C. D. 2014. *Comprehending Reading Comprehension: An intervention in P4 reading.* Final report. Singapore: National Institute of Education.