



Traditional vs Innovative Leisure Reading Promotional Activities Employed by School Teachers: A Systematic Literature Review

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ABSTRACT

This study conducts a thorough examination of the various traditional and creative methods used by school teachers to encourage school children to develop a habit of reading for leisure. The review conducts a comprehensive search of academic databases to gather and analyze literature that details various methods of promoting reading in school environments. Conventional approaches that have been examined involve incorporating scheduled periods of silent reading, organizing visits to the library, and combining reading sessions with conversations. The study emphasizes the use of digital platforms, interactive storytelling apps, and school-wide reading challenges that utilize technology to actively involve kids. The analysis also takes into account the significance of teacher enthusiasm and personal reading habits as crucial elements that impact students' attitudes towards reading for enjoyment. The results indicate that traditional methods continue to be relevant, but novel approaches, especially those that include technology, have the potential to significantly improve students' engagement with reading. The synthesis of studies intends to provide practical insights for educators who want to foster a long-lasting interest in reading among youngsters, proposing a hybrid strategy that integrates both conventional and new methods. This study highlights the significance of adjusting to current educational requirements while maintaining the fundamental components of successful reading promotion.



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Introduction

Developing a habit of reading for pleasure among school students is an essential component of educational progress that goes beyond academic learning and greatly contributes to personal development and lifelong learning. Encouraging the enjoyment of reading can boost literacy abilities, cultivate a passion for acquiring knowledge, and enhance overall academic achievement. This study intends to evaluate the effectiveness of conventional and novel approaches employed by educators to promote recreational reading among students in schools.

Traditional Reading Promotion Activities

Traditionally, conventional approaches have been the foundation of promoting reading in classrooms. These approaches frequently involve planned library sessions, oral reading activities, and the incorporation of timeless literature within the curriculum. The effectiveness of these conventional methods has been extensively documented in promoting the habit of reading. Gambrell (2011) emphasizes the beneficial effects of permitting children to independently choose books during their frequent trips to school libraries. This practice has been proven to enhance their motivation and involvement in reading.

Innovative Reading Promotion Activities

On the other hand, the emergence of digital technology has brought about creative approaches that can greatly transform the reading environment for young readers. Interactive e-books, reading applications, and online reading challenges provide dynamic and captivating platforms that attract the generation that grew up with technology. These solutions offer both interactive information and accommodate a wide range of learning preferences and demands. According to Jones and Brown (2011), including digital platforms into reading activities can improve accessibility and foster interest in reading among kids who may not be interested in traditional print media.

Combining Traditional and Innovative Approaches

By combining conventional and cutting-edge methods, a comprehensive strategy to promoting reading can be achieved. Combining the immersive qualities and tactile sensations of printed books with the interactive and captivating aspects of digital media has the potential to appeal to a broader spectrum of tastes and learning styles, hence potentially reaching a more diverse student population. The study conducted by Smith and Dwyer (2014) provides evidence that a well-rounded strategy, including the advantages of both traditional and modern approaches, can be more successful in cultivating long-lasting reading habits in school children.

Objective of the Research

This study aims to conduct a comprehensive evaluation of relevant literature in order to investigate the ways in which school teachers utilize both classic and creative tactics to encourage and facilitate leisure reading among students. The review seeks to determine the most effective tactics and their integration into a comprehensive reading promotion program that fosters the development of enthusiastic and lifelong readers.

Research Methods

The study design involves employing a systematic literature review methodology to consolidate and analyze previous studies on the approaches employed by school teachers to encourage recreational reading among students. The objective is to evaluate the efficacy of both conventional and novel initiatives aimed at promoting reading.

Data Sources

The review was carried out by methodically exploring electronic databases such as ERIC, JSTOR, Google Scholar, and the Directory of Open Access Journals (DOAJ). The search was conducted using the following keywords: "reading promotion", "leisure reading habits", "school children reading", "innovative reading strategies", and "teacher influence on reading".

Inclusion and Exclusion Criteria

The inclusion and exclusion criteria for this study were as follows: Only studies that specifically addressed reading promotion tactics for school children were considered. Additionally, the studies had to be published in English and appear in peer-reviewed journals without any restriction of date of publication, in order to include all relevant studies. Studies that were excluded from consideration were those that specifically focused on post-secondary education levels, publications that were not in English, and studies that were not available in their entirety.

Data Extraction and Synthesis

The relevant data extracted from the chosen studies encompassed the specific sort of reading promotion activity, the age group of students participating, the educational setting, and the impact on students' reading habits. The synthesis entailed doing a thematic analysis to uncover recurring themes and methods across the studies, comparing conventional procedures with contemporary, inventive ones.

Quality Assessment

We evaluated the methodological quality of each study using established critical evaluation instruments that are appropriate for educational research. This was done to ensure that the findings of this review are reliable and valid.

Ethical Considerations

This study, being a literature review, did not entail direct engagement with human participants. Nevertheless, all the papers that were examined were handled with utmost regard for the intellectual property of the original writers, and appropriate citations and acknowledgments were provided.

This methodological approach is to offer a thorough examination of the techniques utilized by educators to improve recreational reading among school students, emphasizing the shift from conventional to modern practices driven by technology. The purpose of the results is to provide educators with evidence-based insights to enhance their efforts in promoting reading.

Results and Discussion

Numerous research studies have been carried out in order to investigate the reading habits, preferences, and reading interests of school instructors in a variety of settings. A number of studies have also investigated the influence that the reading habits of instructors have on the academic achievement of their students and the instructional strategies that they use in the classroom. Several of them have been discussed in the paragraphs that follow:

Traditional Strategies Employed by School Teachers

The traditional methods that are utilized by educators in the classroom. It has been noted that the majority of school instructors are adopting techniques that are both dull and traditional, despite the fact that there is a greater emphasis on the implementation of new and creative teaching approaches in the classroom by school teachers. The authors Gonen et al. (2011) expressed their regret that the instructors in schools did not use the appealing and forward-thinking tactics such as book day, book club, and book exchange in order to inculcate a habit of reading. Instead, they utilized the conventional and ineffective strategies. In addition, they pointed out that the majority of instructors read books to their kids in order to fulfill the requirements of the curriculum, while just a small percentage of teachers read books to children in order to entertain and calm them. It was pointed out by Ogunrombi and Adio (1995) that there was a widespread lack of reading skills among Nigerian pupils as a result of teaching approaches that were monotonous and showed little enthusiasm in being taught. In their study from 1986, Morrow and Weinstein expressed their dissatisfaction with the scenario in which instructors had the intention of making schoolchildren readers without also developing in them a desire to read.

Innovative Teaching Methodologies

There are a variety of tactics, classroom approaches, and best practices that have been utilized by teachers in secondary schools over their careers. There are a few of them that are given here;

Social Methodologies

A variety of approaches, some of which require a more social and appealing atmosphere in which students may connect with one another. These methodologies include:

Literature Circles

Through the reading of a wide range of literature, the exchange of ideas, and the sharing of experiences based on what they have read, literary circles are an excellent way to encourage people to develop a consistent reading habit. A literary circle is a small group in which students are given a variety of roles to play within the group. In the role of a leader, a conversation director is responsible for posing questions, while a summarizer is responsible for providing an overall summary of what the group has read. According to DeVault and Stone (2009), the function of a vocabulary keeper is to establish a record of new and significant words or phrases, while the artist is responsible for creating the flow chart or story map. It is recommended that this be a consistent activity in which responsibilities are switched around (Wilfong, 2009). Literature circles provided students with the opportunity to develop their reading skills by allowing them to select their own leisure reading material, connecting with their classmates, and exchanging thoughts with them, all of which unquestionably stoked their innate need to read more (DeVault & Stone, 2009; Wilfong, 2009).

Book clubs

It has also been assessed as an educational, social, and motivating method, an approach that is extensively utilized by school instructors to instill reading skills in their students. Book clubs have been studied. It is common practice to hold book clubs both within and outside of the classroom, both before and after school, and even during lunchtime on occasion. According to Whittingham and Huffman (2009), they assist educators in encouraging kids to read outside of school for their own enjoyment. Book clubs are made up of a group of students that get together on a regular basis and take part in book discussions. These talks often enable students to choose their reading material based on their individual interests. Students take pleasure in discussing books that are of interest to them, and they provide their perspectives on the matter. According to Whittingham and Huffman (2009), on page 131, the students perceived book clubs as a social gathering and social interaction activity that involves "lively conversations among groups of students and their peers."

Passive Methodologies

The use of social activities to stimulate kids to read has been shown to be effective; yet, there are some educators who prefer to utilize methods that are not as social, such as the following:

Read-aloud Storytelling

According to Duffy (1967), read-aloud is a strategy that is particularly effective in generating engagement, enthusiasm, and a love of literature among youngsters. This approach is employed by many teachers in schools. Through the use of read-alouds, the educator need to introduce students to a variety of written works and writers (Miller, 2012).

A reciprocal relationship between a school teacher and their pupils may be developed by the act of reading aloud. This is accomplished by sharing a variety of stories, characters, and writers while having the same responses and experiences. It has been demonstrated that students are able to increase their vocabulary and comprehension abilities via the use of read-aloud sessions (Primamore, 1994, as cited by Oueini et al., 2008). Doiron (1994), as cited by Doiron (2003), states that read-aloud helps school teachers engage students in order to assist them comprehend the most important aspects of the material and to foster cognitive development in their brains. According to Oyler and Barry (1996), as cited by Doiron (2003), read-aloud reading provides a

reading paradigm that allows children to browse, investigate, and discuss books so engaging them in the act of reading.

Oueini et al. (2008) proclaimed that it is important to correctly prepare read-aloud sessions, which should include a daily routine that includes a healthy conversation, an acceptable style of reading, and a decent selection of books. On the other hand, it has been noted that instructors in schools do not care about activities before reading a book, and they even engage in inappropriate behaviors while they are reading a book (Gonen et al., 2011).

Sustained Silent Reading (SSR)

It was first referred to as USSR (Uninterrupted Sustained Silent Reading), then McCracken (1971) abbreviated it to SSR. Ramulu et al. (2013) were the one who first presented the concept of Sustained Silent Reading. This strategy is extensively utilized in schools because it gives students the opportunity to choose what they want to read, gives them time to read, and creates an environment that is unobtrusive and soothing for them to read in. The duty of the school teacher is to serve as an example for the students, to offer reading material when it is necessary, and to encourage reading by sharing and discussing what the students have read. When youngsters are not subjected to the stress of making mistakes or failing, they are more likely to enjoy reading for leisure. youngsters' attitudes about reading are directly influenced by the SSR technique, which also helps youngsters become more interested in reading and encourages them to read on their own will.

Providing Reading Choice

When children are allowed the flexibility to choose books based on their interests, they have the opportunity to develop a feeling of self-sufficiency. Free reading that kids are permitted to read in anything they want or want to read may be an effective way for teachers to teach pupils the ability to read for the rest of their lives (Lesesne, 1991). Miller (2012) stated that the chance for my pupils to select their own books is the single most effective method for motivating them to participate in reading. (p. 90). This statement was made in reference to student reading. According to Edmunds and Bauserman (2006) and Miller (2012), a number of scholars have proposed a variety of instructional approaches in order to encourage children to develop a habit of reading. Perhaps the most common and significant of these approaches is the provision of children with a selection of reading materials to choose from. It has been demonstrated via study that children's self-selection has a beneficial influence on their drive to read more (Edmunds & Bauserman, 2006).

It has been recommended that the role of the school teacher in the classroom should be transformed into that of a facilitator and supporter by giving students the ability to choose what they wish to read (Hammon & Hess, 2004). This would undoubtedly increase the students' intrinsic incentive to read more. The fact that the kids were given the option to read books of their own choosing was recognized as a foundation for their development into independent readers. On the other hand, the direction provided by the school instructor was of utmost significance in order to guarantee that the kids were reading books at the right level. According to Bland (2019), it was also the job of the school teacher to be able to offer reading material and encourage students to read a diversity of literature.

Providing Time for Reading

It is important to make time for reading. Due to the fact that technological gadgets are having a significant impact on the reading habits of school instructors and consuming their leisure time, it is essential that there be time set aside in the classroom for students to read without interruption. It has been demonstrated that there is a significant connection between reading for pleasure and the amount of time spent reading (Greaney & Hegarty, 1987), which has a direct impact on the reading success of pupils (Greaney, 1980). According to Lessene (1991), a school teacher may assist kids in developing the ability to read for a lifetime by providing them with free reading, scheduling time in school for leisure reading, and offering a comprehensive curriculum. It has

been proposed that a school teacher should provide time in the school day for children to read for pleasure in order to instill a habit of reading in students that is not naturally acquired (Duffy, 1967). By making time for students to read while they are in school, teachers have the opportunity to convey to students the message that reading on their own time is an essential component of the educational process (Sanacore, 1992). According to the report of the Commission on Reading, however, it has been observed that the provision of time for free reading has become a luxury owing to the strain of curriculum and exam preparation (Anderson et al., 1985 as quoted by Miller, 2012). According to Sanacore (1989), as cited by Sanacore (1992), it is extremely challenging to make time for self-directed reading because of the demands associated with societal trends, testing, and examinations.

Having a Good Knowledge of Children's Literature

In order to encourage students to develop a habit of reading, the instructor at the school should pay close attention to the reading interests of each individual student. Due to the proliferation of many forms of media, the reading habits, interests, and attitudes of youngsters are always evolving. It has been suggested that the teacher of children should have a very great awareness of children's quality literature and should be able to recommend and apply a variety of children's literature in the classroom rather than relying just on fiction, narrative, or picture books. This is expressed in the belief that the teacher should have this expertise. This is as opposed to relying solely on picture books, picture books, or image books. When teachers regularly provide new books to their pupils, those children develop a passion for reading and become keen readers (Chen, 2008).

In a study conducted by Burges et al. (2011), When compared to instructors who were not familiar with children's literature, it was demonstrated that teachers who had a solid comprehension of children's literature were more successful in adopting the most effective literacy methods within their classrooms. As Burges et al. (2011) pointed out, Jim Trelease asserted that a class instructor is comparable to a matchmaker since he or she consistently creates connections between the students and the literature that they are reading. The statement that when she has a deeper understanding of both her pupils and the writers or books they read, the matchmaking process will be more effective was also made (Trelease, 2006, page 102, as referenced by Burges et al., 2011). This was a statement that was made.

Providing Effective Classroom Environment

According to Guthrie et al. (2004), the educational experiences that children have in the classroom have a significant impact on the degree to which they are motivated to read. There is a substantial correlation between the curricular and reading approach of the school instructor and the level of reading motivation that pupils exhibit (Duffy, 1967). This has been demonstrated via research. There are a variety of activities that may be used in the classroom to encourage students to read. One example is the utilization of bulletin boards to display books that have been suggested, novels that have won book awards, and reviews of children's books. A setting that is abundant in books, a school teacher who serves as a reading model, the chance for students to choose their own reading material, and the teacher's expertise with children's literature should all be components of the classroom culture that encourages students to read. It has been reported by a number of youngsters that they chose books from the classroom library rather than from the school library, the home library, or the community library (Gambrell, 1996). It is important for the instructor to fill the classroom with a wide range of resources so that they may cater to the various interests of the pupils. In order to create a valuable collection, the educator at the school ought to collaborate with the librarian or media expert. By giving students the option to choose what they want to read, teachers can encourage students to read more by giving them the opportunity to choose what they want to read (Sanacore, 1992). According to the research that was conducted on the topic of the role of school instructors in the process of encouraging children to develop a habit of reading, it was discovered that teachers mostly employed

conventional and tedious tactics such as "chalk and talk." Instead of encouraging students to read for pleasure, they focused on preparing them to pass quizzes and examinations that were relevant to the curriculum. In order to encourage students to develop a habit of reading, there is an urgent requirement to investigate novel and engaging instructional strategies. The investigation of the pertinent literature reveals that it appears that Pakistan has not been the location of any study of this kind. School teachers, librarians, educationists, educational policy makers, and government officials will all benefit from the findings of this study since they will provide them with practical approaches to build programs that promote reading and teacher training among students.

Conclusion

The material that was discussed above made it quite evident that the majority of instructional staff members are not ardent or enthusiastic readers. It is not in their free time that they engage in reading. Not only are they saying that they are not provided with reading materials, library hours, or access to resources, but they are also alleging that the educational system is placing pressure on them to focus only on completing their assignments and taking exams. When they have leisure time, the majority of instructors spend it watching television, performing chores around the house, and working on things that are related to their homes. The authority and the management of the library did not make any efforts to cultivate a culture of reading among the instructors in the schools. The vast majority of research have supported the notion that the reading habits of educators have a significant influence on the methodology, practices, and instructional techniques that they use in their classrooms. The instructors who are not excellent readers are utilizing techniques that are low and uninteresting in their classrooms, but the teachers who are passionate readers are using strategies that are novel and suggested in order to instill a habit of reading in their children. They are offering themselves as examples of exemplary reading behavior. Due to the fact that they have a strong understanding of the literature that their students read, they are suggesting popular writers and novels to their pupils. The literature that was stated above shown that there is a significant connection between the reading habits of instructors and the approaches and practices that they use in the classroom. It has been discovered through an exhaustive search of relevant databases such as Emerald, Elsevier, and Eric, there does not appear to be any study that has been undertaken to analyze the link between reading habits among school instructors and the classroom techniques that they deploy, particularly from a Pakistani point of view. This is, in addition to other published and unpublished material, the fact that there is no study that has been conducted.

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