

**Joint book-reading and literacy pedagogy:
A socio-semantic examination**

**Volume 2
Appendices**

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A thesis submitted in fulfilment of the requirements for the degree

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Table of Contents

Volume Two

Appendix 1	A Questionnaire for a Preliminary Survey of Home Reading Practices	1
Appendix 2	Some Results from the Preliminary Survey of Joint Book-reading in Contrasted Social Locations	9
Appendix 3	Information Sheet for Mothers on Audiorecording Joint Book-reading Sessions	19
Appendix 4	Letter of Request to Teachers	22
Appendix 5	Letter to Parents Requesting Permission for Children's Participation	24
Appendix 6	A Semantic Network for the Description of Interaction in Joint Book-reading	26
Appendix 7	Transcripts of Family Interaction	34
	LAP Social Group	
	Philip	35
	Dennis	39
	Janet	53
	Rhonda	75
	Angela	94
	Anthony	103
	Paul	107
	Ashley	119
	Robin	134
	Wayne	153
	HAP Social Group	
	Simon	164
	Stephen	178
	Rachel	197
	Benjamin	239
	James	252
	John	288
	Andrew	296
	Glenn	314
	Emily	321
	Michael	348

LAP Social Area

Location 1	K Class 1	369
	K Class 2	380
Location 2	K Class 1	390
	K Class 2	399
Location 3	K Class 1	411
	K Class 2	414
Location 4	K Class 1	420
	K Class 2	425
Location 5	K Class 1	430
	K Class 2	440

HAP Social Area

Location 1	K Class 1	449
	K Class 2	456
Location 2	K Class 1	466
	K Class 2	478
Location 3	K Class 1	482
	K Class 2	487
Location 4	K Class 1	500
	K Class 2	512
Location 5	K Class 1	524
	K Class 2	537

Appendix 1

A Questionnaire for a Preliminary Survey of Home Reading Practices

Appendix 1: Questionnaire: Introductory Letter

1st March, 1988

Dear Mother,

Would you mind spending a few moments filling out the enclosed questionnaire to assist some research into children's reading development?

The research is designed to help with planning of Kindergarten reading programmes and with understanding why some children find it difficult to learn to read at school.

On the enclosed questionnaire you will see that I've asked you to include your child's name on the first page. This is only to assist me with possible follow-up in a second phase of the project. No information from individual questionnaires will be given to the pre-school or school staff, or to any other person and the page containing the child's name will be destroyed when the information is processed. I've included a sealable envelope for you to return the questionnaire.

Would you please return the questionnaire to the Co-ordinator as soon as convenient? I'll collect the questionnaires from her on

.....

A second phase of this project will involve taping some of those times at home when you are reading to your child. If you would be interested in participating in this next phase, or you would be interested in finding out more about it, would you please tick the box on page 5 of the questionnaire?

Thank you very much for your help,

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Geoff Williams', with a long horizontal flourish extending to the right.

Home and School Reading Project
Questionnaire for Pre-School Mothers

Name of Pre-school: _____

Your child's name: _____

(Surname) (Given names)

Appendix 1: Questionnaire: Page 2

Your child's age: _____

Your child's sex: M

F

Would you please indicate the age and sex of other children in the family?

- | | | | | | |
|------------|----------------------|-----------|----------------------|-----|----------------------|
| 1. Brother | <input type="text"/> | or Sister | <input type="text"/> | Age | <input type="text"/> |
| 2. Brother | <input type="text"/> | or Sister | <input type="text"/> | Age | <input type="text"/> |
| 3. Brother | <input type="text"/> | or Sister | <input type="text"/> | Age | <input type="text"/> |
| 4. Brother | <input type="text"/> | or Sister | <input type="text"/> | Age | <input type="text"/> |
| 5. Brother | <input type="text"/> | or Sister | <input type="text"/> | Age | <input type="text"/> |
| 6. Brother | <input type="text"/> | or Sister | <input type="text"/> | Age | <input type="text"/> |

Were you born in Australia Yes

No

Are you now in paid employment? Yes

No

Was the child's father (or the male adult with whom he/she now has most contact in the home) born in Australia?

Yes

No

Did you go to school in Australia? Yes

No

If No, in which country did you go to school? _____

What language do you speak at home? English _____

Other (please specify) _____

Appendix 1: Questionnaire: Page 3

What language does the child's father (or the male adult with whom he/she now has most contact in the home) speak at home?

English _____

Other (please specify) _____

What are your child's main interests at home? (Please tick the items your child **most** enjoys, up to a **maximum** of 5 .)

- ___ sharing household tasks such as cleaning, cooking, shopping
- ___ playing with mobile toys such as trucks, trains, bikes
- ___ building with materials such as lego, constructostraws
- ___ playing in the yard, or somewhere else outside
- ___ dressing up
- ___ pretending to read books
- ___ drawing, painting or colouring-in
- ___ listening to an adult reading to him/her
- ___ watching TV
- ___ playing with other children
- ___ making toys and models out of scrap material
- ___ joining in whatever Mum is doing
- ___ talking on the phone
- ___ other (please specify)

Does an adult read books to your child at home? No

Yes

If your answer was **Yes**, please go on to the next question.

If your answer to this question is **No**, you need not answer any more questions. Thank you very much for your help. Please return the questionnaire to the Pre-school Co-ordinator.

If an adult does read books to your child, about how often:
(Please tick one item only)

- ___ about once a month
- ___ about once a fortnight
- ___ about once a week
- ___ about three times a week
- ___ once a day
- ___ more than once a day

Which adult **most** often reads to the child? (Please tick one item only)

- ___ mother
- ___ father
- ___ older brother or sister
- ___ grandmother
- ___ grandfather
- ___ other (please specify)

Appendix 1: Questionnaire: Page 4

When is the best time for reading to your child? (Please tick no more than two items)

- ☐ when the child wakes up in the morning
- ☐ after breakfast
- ☐ before the afternoon sleep
- ☐ when the child wakes up from the afternoon sleep
- ☐ before bedtime
- ☐ during the weekend
- ☐ when the child requests
- ☐ another time (please specify)

Why is this the best time? _____

Does your child try to read, or perhaps pretend to read, packaging such as breakfast cereal boxes or other household goods?

Yes
No

<input type="checkbox"/>
<input type="checkbox"/>

Does your child try to read, or perhaps pretend to read, books aloud?

Yes
No

<input type="checkbox"/>
<input type="checkbox"/>

Where do the books you read with your child come from?
(Please tick as many items as are relevant.)

- ☐ gifts from relatives and friends
- ☐ purchases from supermarket
- ☐ purchases from bookshop
- ☐ purchases from newsagent
- ☐ borrowed from local library
- ☐ borrowed from the pre-school
- ☐ borrowed from other children
- ☐ purchases through mail order catalogue
- ☐ purchases through a book club
- ☐ other (please specify) _____

Appendix 1: Questionnaire: Page 5

Which of the following kinds of books do you read with the child most often? (Please tick the three you read most often.)

- ☐ picture story books
- ☐ nursery rhymes or simple poetry
- ☐ comics
- ☐ information books such as books on dinosaurs, or nature
- ☐ the Bible or the Koran, or equivalent sacred book for another religion
- ☐ religious stories, or other religious books including catechisms
- ☐ story books without large pictures, such as novels
- ☐ magazines such as The Women's Weekly, New Idea etc.
- ☐ picture encyclopedias
- ☐ recipe books

What are some of your main reasons for reading to your child, or making sure that the child is read to? (Please tick the three most important reasons to you.)

- ☐ helps to keep the child occupied
- ☐ creates an interest in reading
- ☐ helps to calm the child down
- ☐ is an enjoyable activity for the child
- ☐ is an enjoyable activity for the adult who reads
- ☐ helps the child get ready for school work
- ☐ teaches the child new vocabulary
- ☐ helps the child to recognise some basic written words
- ☐ helps to train the child to sit still and listen
- ☐ other (please specify) _____

If requested, would you consider tape recording your child when you are reading together? You would be the one to decide when to do the recording and you would operate the recorder itself. More detailed information would be provided by the University before you were asked to make a definite decision and a tape recorder could be borrowed for the time of the recording.

- ☐ Yes, I would be happy to consider tape-recording our reading at home if requested
- ☐ No, I would prefer not to do this

Thank you very much for your assistance.

Appendix 1: Questionnaire: Letter of Thanks

Dear Mother,

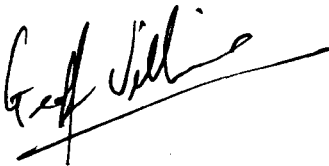
A brief note to thank you very warmly for your help in completing the recent questionnaire on home reading practices. The response has been very positive throughout the Sydney area, and I am most grateful for your time.

Thank you especially to those who expressed interest in knowing more about tape-recording of reading at home. It will only be possible to follow-up some of the offers, but all are very much appreciated. I have to make a selection from those who offered on criteria such as sex of the child, order of birth, frequency of reading and so on.

I will attempt to make contact with those whom I would like to include in the second phase of the study by the end of May, after which all cover pages on which children's names were indicated will be destroyed. If you did offer to record but haven't heard from me by then, it is very unlikely that I will need to seek your further help.

Thank you again, and with best wishes.

Yours sincerely,

A handwritten signature in cursive script, appearing to read 'Geoff Hillier', with a long horizontal line extending from the end of the signature.

Appendix 2

Some Results of the Preliminary Survey of Joint Book-reading in Contrasted Social Locations

Table 3.1 Frequency of focal children who are read to at home

Chi Square Test: $p < .004$

Frequency Row %	No	Yes	Total
PECC	2 1.07	185 98.93	187
DECC	16 6.64	225 93.36	241
Total	18 4.20	410 95.80	428

Table 3.2 Frequency of an adult reading at home to the child

Chi Square Test: $p < .000$

Frequency Row %	PECC	DECC	Total
About once a month	1 0.54	15 6.22	16 3.70
About once a fortnight	5 2.69	22 9.13	27 6.30
About once a week	14 7.53	47 19.5	61 14.30
About three times a week	48 25.81	73 30.29	121 28.30
Once a day	94 50.54	69 28.63	163 38.2
More than once a day	24 12.90	15 6.22	39 9.10

Table 3.3 Frequency of selection of the mother as the family member who most often reads to the child

Chi Square Test: $p < .057$

Frequency Row %	No	Yes	Total
PECC	31 16.76	154 83.24	185
DECC	55 24.44	170 75.56	225
Total	86 20.98	324 79.02	410

Table 3.4 Frequency of mothers who indicate that the father is the person who most frequently reads to the child.

Chi Square Test: $p < .324$

Frequency Row %	No	Yes	Total
PECC	155 83.78	30 16.22	185
DECC	180 80.00	45 20.00	225
Total	335 81.70	75 18.30	410

Table 3.5 Frequency of mothers who regard 'before bedtime' as the best time to read to the child

Chi Square Test: $p < .000$

Frequency Row %	No	Yes	Total
PECC	19 10.27	166 89.73	185
DECC	62 27.56	163 72.44	225
Total	81 19.80	329 80.20	410

Table 3.6 **Frequency of mothers who were engaged in paid employment in the two social locations**

Chi Square Test: $p < .029$

Frequency Row %	No	Yes	Total
PECC	117 63.24	68 36.76	185
DECC	172 73.19	63 26.81	235
Total	289 68.81	131 31.19	420

Table 3.7 **Frequency of mothers citing 'purchases from supermarket' as a source of books read to the child**

Chi Square Test: $p < .000$

Frequency Row %	No	Yes	Total
PECC	83 44.86	102 55.14	185
DECC	56 24.89	169 75.11	225
Total	139 33.90	271 66.10	410

Table 3.8 **Frequency of mothers citing 'purchases from a bookshop' as a source of books read to the child**

Chi Square Test: $p < .000$

Frequency Row %	No	Yes	Total
PECC	45 24.32	140 75.68	185
DECC	137 60.89	88 39.11	225
Total	182 44.40	228 55.60	410

Table 3.9 **Frequency of mothers citing 'purchases from newsagent' as a source of books read to the child**

Chi Square Test: $p < .000$

Frequency Row %	No	Yes	Total
PECC	99 53.51	86 46.49	185
DECC	164 72.89	61 27.11	225
Total	263 64.10	147 35.90	410

Table 3.10 **Frequency of mothers citing 'borrowed from the pre-school' as a source of books read to the child.**

(Chi Square Test: $p < .006$)

Frequency Row %	No	Yes	Total
PECC	166 89.73	19 10.27	185
DECC	217 96.44	8 3.56	225
Total	383 93.40	27 6.60	410

Table 3.11 **Frequency of mothers citing 'gifts from relatives and friends' as a source of books read to the child**

Chi Square Test: $p < .001$

Frequency Row %	No	Yes	Total
PECC	13 7.03	172 92.97	185
DECC	40 17.78	185 82.22	225
Total	53 12.90	357 87.10	410

Table 3.12 Frequency of mothers citing 'information books such as books on dinosaurs, or nature' as a 'kind of book most often read' to the child

Chi Square Test: $p < .000$

Frequency Row %	No	Yes	Total
PECC	76 41.08	109 58.92	185
DECC	132 58.67	93 41.33	225
Total	208 50.70	202 49.30	410

Table 3.13 Frequency of mothers citing 'helps to keep the child occupied' as a 'main reason for reading to your child'

Chi Square Test: $p < .000$

Frequency Row %	No	Yes	Total
PECC	171 92.43	14 7.57	185
DECC	179 79.56	46 20.44	225
Total	350 85.40	60 14.60	410

Table 3.14 Frequency of mothers citing 'helps to train the child to sit still and listen' as a 'main reason for reading to your child'

Chi Square Test: $p < .041$

Frequency Row %	No	Yes	Total
PECC	150 81.08	35 18.92	185
DECC	163 72.44	62 27.56	225
Total	313 76.30	97 23.70	410

Table 3.15 Frequency of mothers citing 'helps the child get ready for school work' as a 'main reason for reading to your child'

Chi Square Test:p < .000

Frequency Row %	No	Yes	Total
PECC	172 92.97	13 7.03	185
DECC	179 79.56	46 20.44	225
Total	351 85.60	59 14.40	410

Table 3.16 Frequency of mothers citing 'creates an interest in reading' as a 'main reason for reading to your child'

Chi Square Test: p < .003

Frequency Row %	No	Yes	Total
PECC	25 13.51	160 86.49	185
DECC	57 25.33	168 74.67	225
Total	82 20.00	328 80.00	410

Table 3.17 Frequency of mothers citing 'is an enjoyable activity for the child' as a 'main reason for reading to your child'

Chi Square Test:p < .000

Frequency Row %	No	Yes	Total
PECC	36 19.46	149 80.54	185
DECC	83 36.89	142 63.11	225
Total	119 29.00	291 71.00	410

Table 3.18 Frequency of mothers citing 'is an enjoyable activity for the adult who reads' as a 'main reason for reading to your child'

Chi Square Test:p < .002

Frequency Row %	No	Yes	Total
PECC	139 75.14	46 24.86	185
DECC	196 87.11	29 12.89	225
Total	335 81.70	75 18.30	410

Table 3.19 Percentage frequency of selection of nine items representing a child's main interests at home

Item	DECC%	PECC%
sharing household tasks	31.84	27.81
playing with mobile toys	52.65	46.52
building with materials	46.53	40.64
pretending to read books	42.86	38.50
drawing and painting	65.31	63.10
watching TV	49.80	50.27
playing with other children	62.04	62.03
making toys and models	5.71	9.63
joining in with Mum	25.31	24.60

Table 3.20 **Frequency of mothers selecting the option
'playing in the yard, or somewhere else
outside' as a main interest at home for their
child.**

Chi Square Test: $p < .003$

Frequency Row %	No	Yes	Total
PECC	73 39.04	114 60.96	187
DECC	61 25.71	180 74.29	241
Total	134 31.50	294 68.50	428

Table 3.21 **Frequency of mothers selecting the option
'talking on the phone' as a main interest at
home for their child.**

Chi Square Test: $p < .002$

Frequency Row %	No	Yes	Total
PECC	164 87.70	23 12.30	187
DECC	184 75.92	57 24.08	241
Total	348 81.00	80 19.00	428

Table 3.22 **Frequency of mothers selecting the option
'dressing up' as a main interest at home for
their child.**

Chi Square Test: $p < .028$

Frequency Row %	No	Yes	Total
PECC	130 69.52	57 30.48	187
DECC	191 78.78	50 21.22	241
Total	321 68.80	107 31.20	428

**Table 3.23 Frequency of mothers selecting the option
'listening to an adult read at home' as a main
interest at home for the child.**

Chi Square Test: $p < .019$

Frequency Row %	No	Yes	Total
PECC	84 44.92	103 55.08	187
DECC	136 56.33	105 43.67	241
Total	220 51.40	208 48.60	428

Appendix 3

Information Sheet for Mothers on Audiorecording Joint book- reading Sessions

5th May, 1988.

Dear Parent,

Thank you for your continuing interest in the Home and School Reading Project. The next stage of the project involves the gathering of tape recordings of occasions when mothers read to four year old children at home and it is for this purpose that I'm seeking your co-operation. The tapes will be used to help us understand more about the language development of young children, especially as they approach the beginning of their school lives. From this material, we hope eventually to plan better experiences for all children in beginning to read and write at school.

The identity of all mothers who agree to participate and their families will be kept confidential. Only Robyn, a Research Assistant of the Project, and I will ever know the identity of people who agree to record. I have given a written undertaking to the N.S.W. State Privacy Committee to this effect.

Some important points to guide your recording are set out below.

1. The reading time should be as natural as possible, just ordinary occasions whenever they may occur in your home.
2. There is no required length of time for the reading session. Some may be as short as five minutes, and some much longer. The important thing is to retain the naturalness of the situation. Each side of a tape allows up to 30 minutes of recording.
3. You will always control the recording. If for some reason you would prefer not to give me a tape of a particular session, you can decide to wipe it and record another occasion.
4. For this research it's important that you tape only reading with the four year old in your family. Sometimes families read to several children at once, but for the present purpose I would ask you only to record reading times with one child.
5. We'd like to obtain tapes of eight sessions, and to have these available by 30th June. This timing will allow us to begin processing the information during the second part of the year.

5th May, 1988.

6. After our discussions today, we'll consider the information different families have given us from across Sydney and then call you back within a few days to let you know if we will go ahead with the recording in your home. If we decide not to proceed, please understand that this is only because we have to build in such a wide range of factors such as the sex of the children, age, position in the family, family backgrounds and so on.
7. Should we wish to proceed, and you agree to do so, Robyn will deliver the tapes and a sheet for you to record the titles of the books you read during the next two weeks.
8. Robyn will then ring you towards the end of June to arrange a convenient date to pick up the tapes. If in the meantime you have any questions, you are very welcome to call Robyn on 938-2338 or me on 692-3687 or 692-2614.

Thanks again, very much, for your interest and help.

Yours sincerely,

A handwritten signature in dark ink, appearing to read 'Geoff Hill', with a long horizontal flourish extending to the right.

Appendix 4

Letter of Request to Teachers

Dear K teacher,

I'm conducting some research into children's language and early literacy development and have been given the kind permission of the Principal to ask you for your assistance. In the long term, I hope the research might help us to understand why some children experience difficulty in early literacy development.

The research would involve taping approximately 8 occasions of book-reading involving the whole class. The book might be a picture story book, an information book or some other category of text that you would normally read to the children in a whole-class situation.

You would control the recorder and decide on the occasions of recording. No outside observer would be present, and only I and a research assistant would have access to the tapes. The University will supply tapes and if necessary, a tape-recorder. Apart from making the recordings, you would be asked only to complete a brief record of the date of recording, the time and the title of the book.

Transcripts of the tapes will be used only to make comparisons between children's language at home and at school in occasions of book-reading.

I would like to obtain the recordings during March next year, as soon as the children have settled into the class after the resumption of school in 1988.

I do hope you might be willing to participate. Would you mind giving your response to the Principal, whom I will contact in the next few days? If you have any queries, please don't hesitate to ring me on 692.3687, or if necessary at home on 660.5621.

With best wishes,

A handwritten signature in dark ink, appearing to read "Geoff Willis", with a horizontal line drawn underneath the name.

Appendix 5

Letter to Parents Requesting Permission for Children's Participation


3rd February, 1988

Dear Parent,

I am a Senior Lecturer at Sydney University. I am interested in how children can best be helped to read and write when they first enter school. For this reason I would like to record eight sessions of Kindergarten classroom talk in March. Your child is a member of this class. I seek your permission to have his/her voice on the tapes to make use of his/her sayings strictly for the purposes of my research. I shall at no time need to interview your child specifically and it is highly likely that I shall not even know the child's name. All that is needed is for the child to be present in the class and to behave exactly as she/he normally would. The entire class session will be tape recorded by the teacher. No outsiders will be present. In any event, I am committed not to reveal the name of the school, the teacher or the children who take part in my project.

I should also point out to you that your child's participation in this venture is purely voluntary, and that there is no necessity for you to accept my request. However, I very much hope that you will allow me to collect a recording of the classroom talk with your child participating in it. Kindly indicate your position on the section below the dotted line as appropriate, and please return this slip to the school office or your child's teacher at your earliest convenience.

Yours sincerely,



Child's surname: _____

Child's given names: _____

Do you permit a recording of the classroom talk while your child is present in the class? Please tick only ONE box.

YES

NO

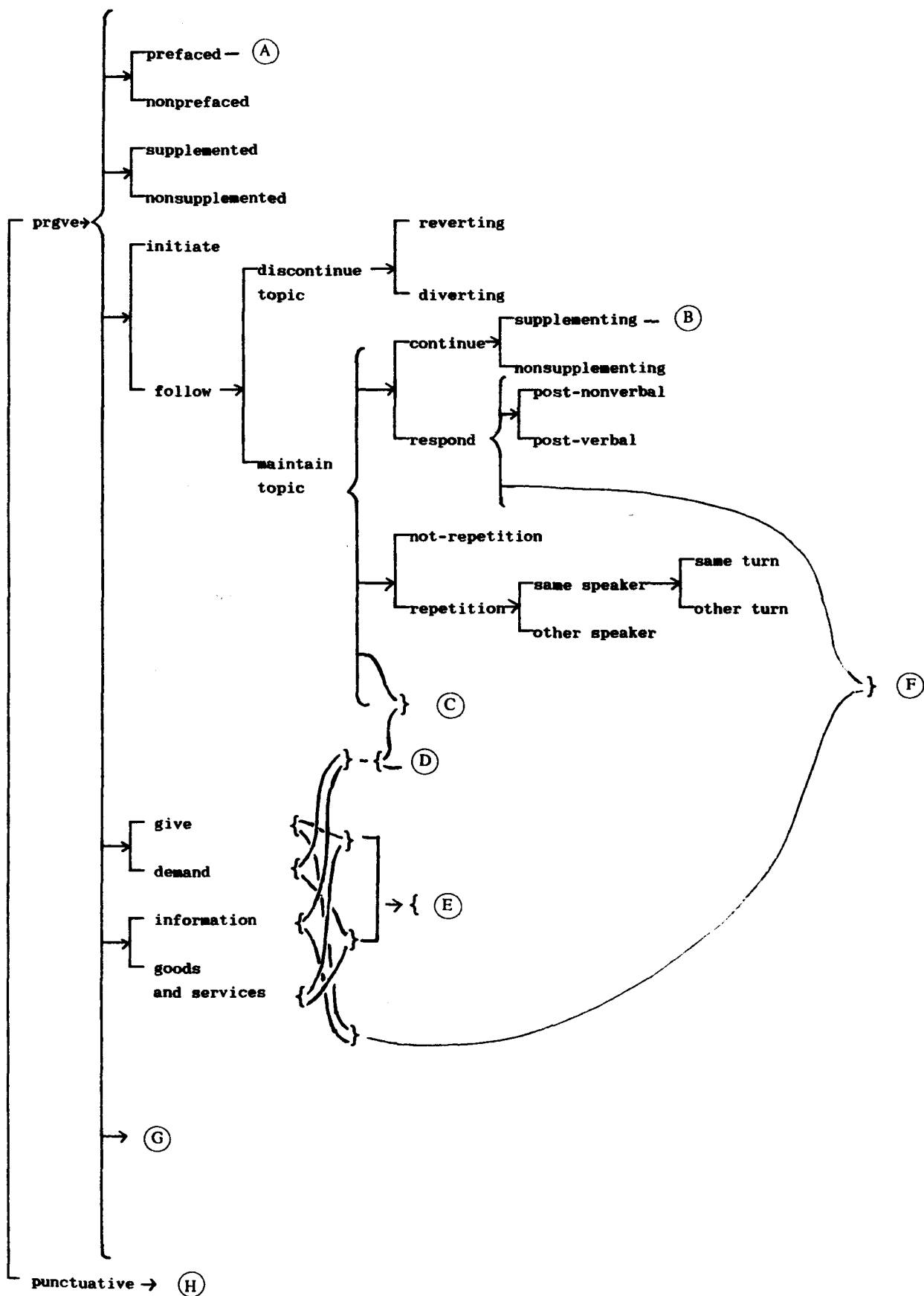
Signature of parent(s): _____

Appendix 6

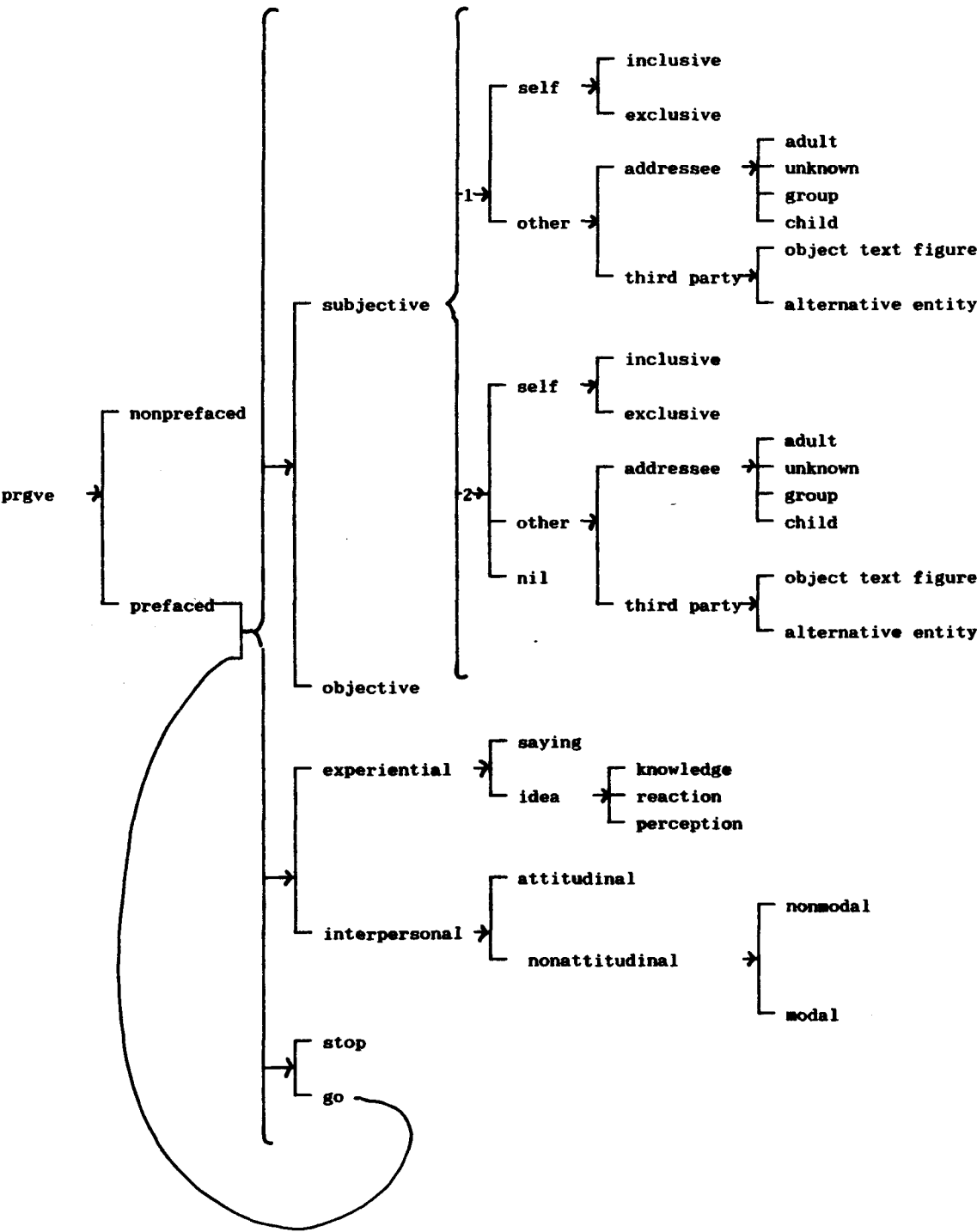
A Semantic Network for the Description of Interaction in Joint Book-reading

For ease of reading the semantic network has been divided into fragments. Using certain primary features as a point of departure, an overview of relations between fragments is presented first. The position of fragments is indicated by an uppercase letter enclosed in a circle, thus A . Presentation of these fragments then follows in alphabetic order.

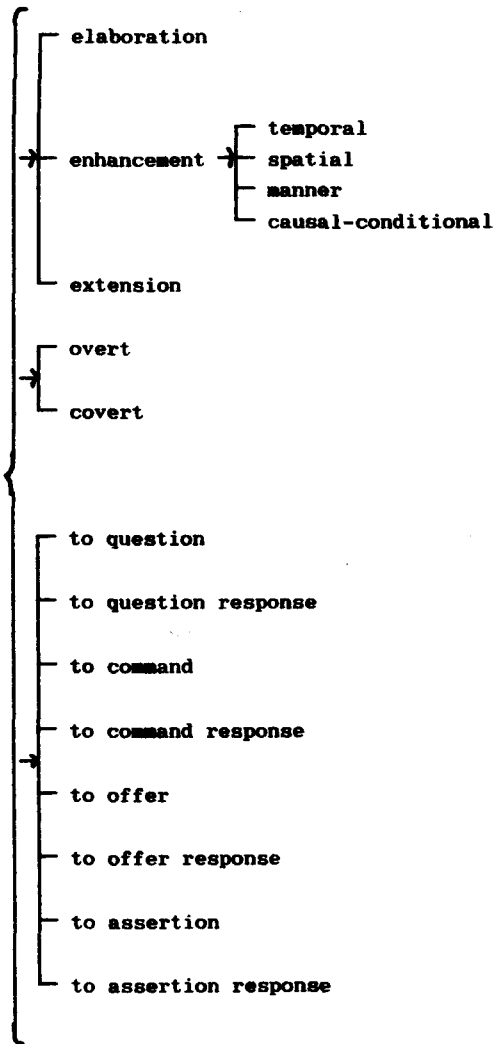
6.1 Overview of relations between fragments of the network



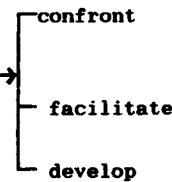
Semantic Network Fragment A



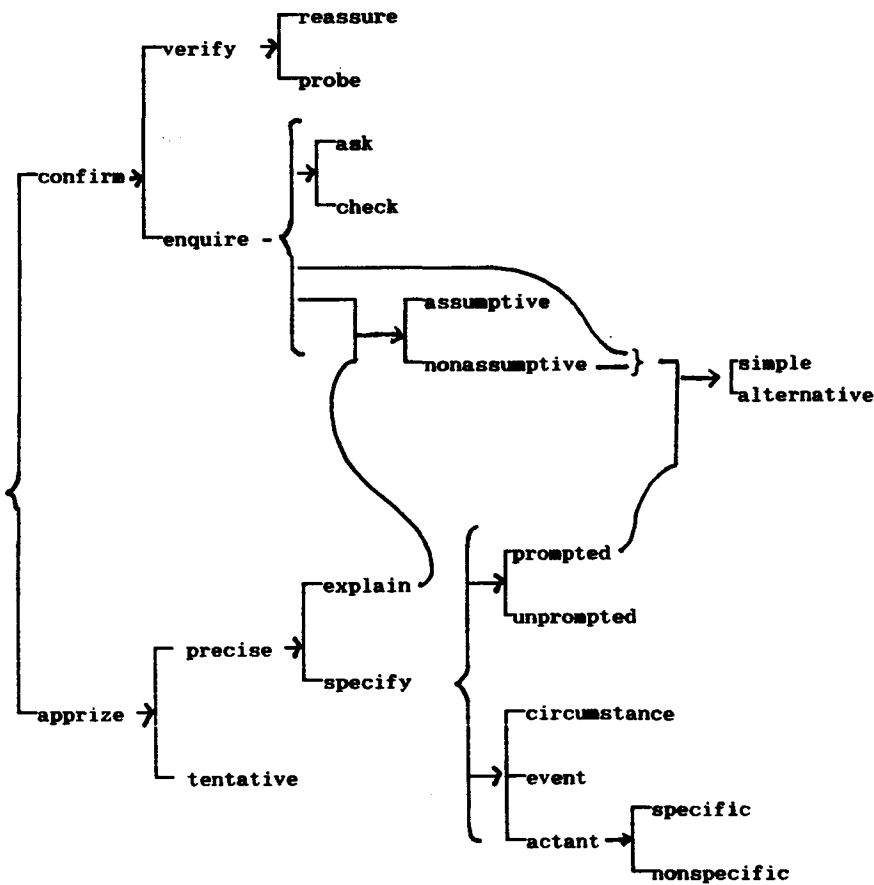
Semantic Network Fragment B



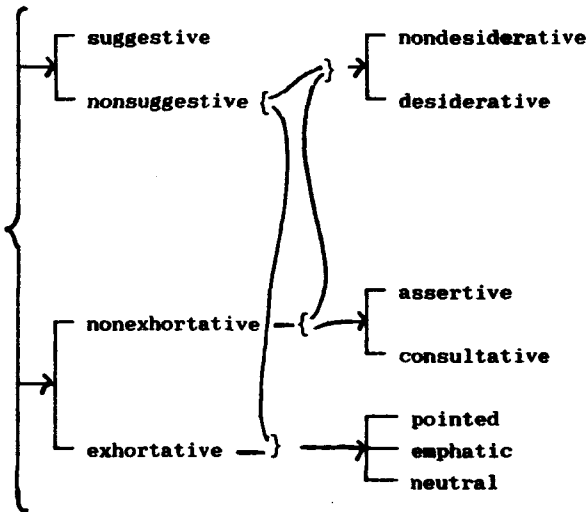
Semantic Network Fragment C



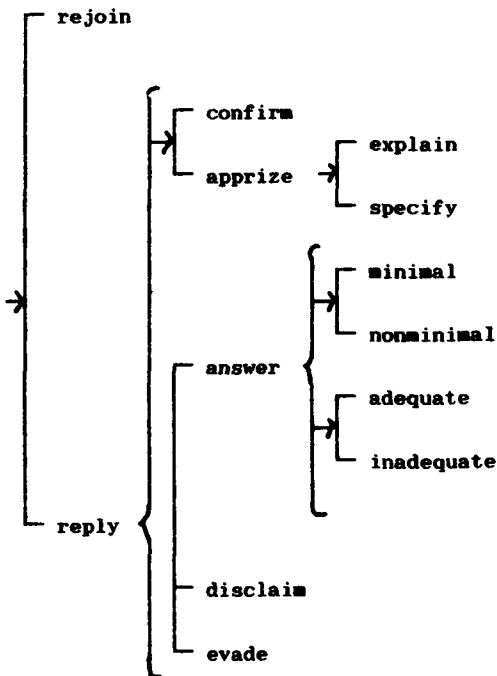
Semantic Network Fragment D



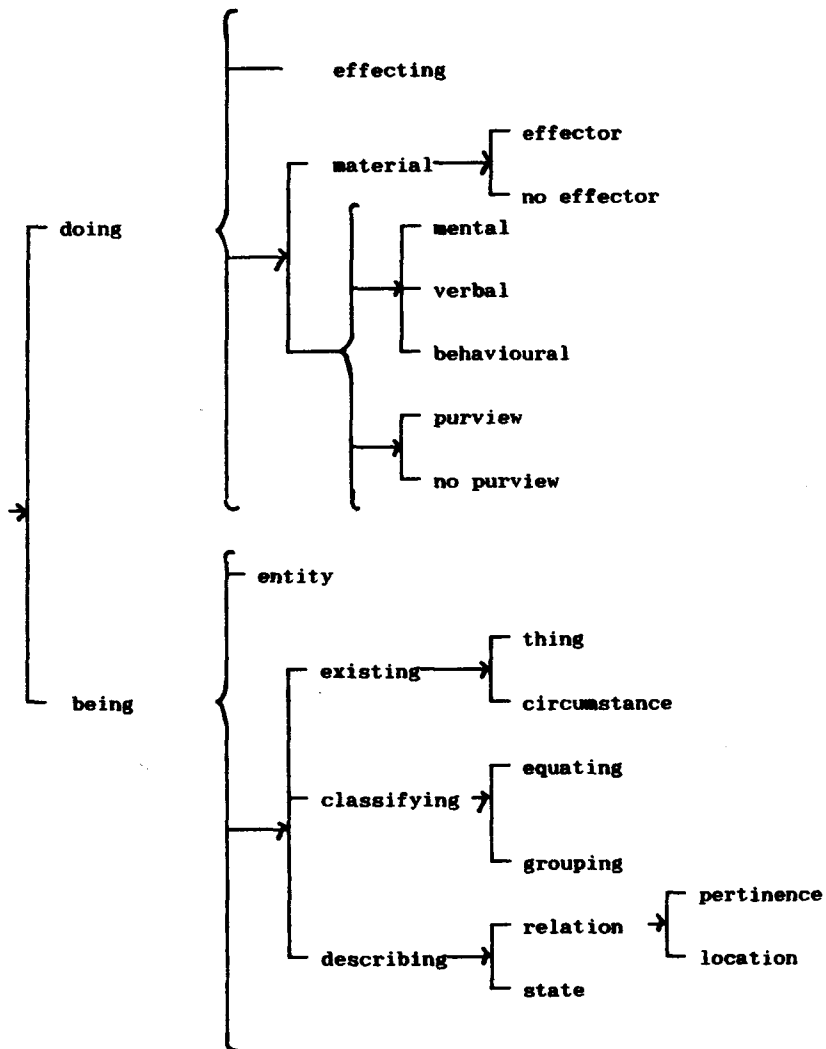
Semantic Network Fragment E



Semantic Network Fragment F



Semantic Network Fragment G



Semantic Network Fragment H

