A study examined students' perceptions of the nature of literature learning and achievement. Subjects, 1,226 10th through 12th grade students from basic, average, and honors classes in 10 rural and urban schools in the State of New York were asked to write a letter to a younger student explaining how to do well in literature classes. The students were asked to give at least five specific pieces of advice. Results indicated that students saw listening in class and keeping up with homework to be the most important facets of success in school. Results also indicated that the students in the higher track added a concern with reading procedures, particularly the amount of reading and the use of guides and a concern with a personal psychology related to school and reading literature. Results also showed that schools support 2 different approaches to literature, dividing society into two cultural groups: one that takes literature and the life of the mind seriously, and one that sees it as apart from the business of living. (Four tables and two figures of data are included; one appendix, a classification of student advice on achievement in literature, is included.) (PRA)
Student Perceptions of Achievement in School Literature

Alan Purves
Hongru Li
Virginia McCann
Paul Renken

National Research Center on Literature Teaching & Learning
UNIVERSITY AT ALBANY • SUNY
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Achievement in School Literature

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National Research Center on Literature Teaching and Learning

The National Research Center on Literature Teaching and Learning is a research and development center located at the University at Albany, State University of New York. The Center was established in 1987 (as the Center for the Learning and Teaching of Literature), and in January 1991 began a new, five-year cycle of work sponsored by the Office of Educational Research and Improvement, U.S. Department of Education. The Center's mission is to conduct research and sponsor activities to improve the teaching of literature, preschool through grade 12, in schools across the nation.

Center-sponsored research falls into three broad areas: teaching and learning processes, curriculum and assessment, and social and cultural traditions in the teaching and learning of literature. Special attention is given to the role of literature in the teaching and learning of students at risk for school failure, and to the development of higher-level literacy skills, literary understanding, and critical thinking skills in all students.

For information on current publications and activities, write to: Literature Center, School of Education, University at Albany, 1400 Washington Avenue, Albany, NY 12222.
Student Perceptions of Achievement in School Literature

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One strand of research conducted at the Center for the Learning and Teaching of Literature has focused on assessment. In performing these studies, we have been examining the underlying question of how achievement in literature might be defined by the various players in the game of school learning. The research projects have looked at the current state of testing (Brody, DeMilo & Purves, 1989), at the implications of domain-referenced assessment (Purves, Li & Shirk, 1990; Li, Purves & Shirk, 1991), at teachers' perceptions of student learning (Johnston, Afflerbach & Weiss, 1990), and at the theoretical issues surrounding text difficulty and thus at levels of learning and performance (Purves, 1991). These studies have so far neglected one of the major groups of players: the students. What do high school students consider the nature of literature learning and achievement to be? Answers to such a question may help us to understand something of the nature of achievement as it is made operational in the classroom.

There have been virtually no studies focussing on students' perceptions of subject learning in literature, although a few studies have included student questionnaire items (Purves, 1973; Langer, Applebee, Mullis & Foertsch, 1990; and Li, Purves & Shirk, 1991), in order to relate students' perceptions (particularly perceptions of the critical approach that is taught) and interest to achievement. These studies have consistently shown a decrease in interest in reading literature as students proceed through school. This study seeks to focus more directly on the perceptions of achievement and learning that are commonly held by students.

A previous study of composition learning conducted through the International Association for the Evaluation of Student Achievement had developed a novel way of gaining information on student perception (Takala, 1987). In that study, the students were asked to write a friendly letter of advice to a student coming to their school on how to do well in writing. The responses were subjected to a content analysis and tabulated by category. That study showed that internationally students saw success in writing primarily in terms of handwriting, spelling, and neatness. The research team at the Literature Center decided to emulate this approach and look at literature from a similar perspective.

The Pilot Study

In order to develop the content analytic scheme, a judgment sample of ten schools was drawn from around the state of New York to represent urban, rural, and suburban schools. Teachers were asked for their cooperation and two 10th, 11th, or 12th grade classrooms in each school provided the data.

The students were given the following instructions:

Write a letter of advice to someone two years younger than yourself who is intending to attend your school and who has asked you to explain how to do well in literature classes in your school. Write a friendly letter and include in it at least five specific pieces of advice.

In general the student responses were full, many covering two pages of manuscript. Clearly, the task seemed to be one that they enjoyed writing on, and most took it seriously.

The research team read through the responses and developed a coding system. The procedure was one of first isolating the specific pieces of advice (each was usually contained within a separate sentence or independent clause) and then placing them in similar groups. As the team worked through the sample, they found that three levels of specificity seemed to suffice. At a broad level of generality, the advice fell into four categories: reading strategies, writing strategies, student strategies, and general attitudes. Within each category the team grouped a number of pieces of advice on the same topic (e.g. content, structure, style, surface features, procedures, and journals were all grouped within writing strategies). There would be a group of responses within one of those topics that had an even narrower focus (e.g. truthfulness.
The coding scheme, therefore, could employ a three-digit system in which the first digit represented the main category, the second digit the subcategory, and the third the specific topic within the subcategory. This procedure was followed until there were no responses that fell into a miscellaneous group and until the four general categories had very few representatives. The elaborated scoring scheme appears in Appendix 1.

The Current Study

The next phase of the study was to use the scheme with a larger sample. The schools in the sample were selected from the pool of award-winning schools used in a previous study (Applebee, 1990). Ten schools were selected to represent a broad geographic field and a range from rural to urban. The department chairs in each school were invited to participate, and from the pool eight schools agreed. Each school was asked to draw three classes: honors or advanced placement; mixed or college preparatory; and basic. Only four schools returned responses from each type of class and some oversampled from one type, so that the analysis was based on eight schools and 1,226 students with 113 from basic classes, 723 from average classes, and 387 from honors or advanced placement classes. It is unclear whether this imbalance reflects the distribution of students in United States schools.

Two raters were trained to use the scheme. One rater marked off each composition to separate the pieces of advice. In many cases the students gave more than the required minimum, and one provided nearly thirty separate pieces of advice. All pieces were coded. The total number of pieces of advice for coding was 7,890. Each rater then coded the sentences in a portion of the compositions. A check coding of a randomly selected 70 compositions (430 pieces of advice) was performed. The agreement on category was extremely high, there being disagreement on only two sentences. At the subcategory level, the agreement was 84% and at the topic level 68%. This agreement tallies with previous experience at such coding, and prompts the researcher to report results at the category and subcategory levels. In all cases the data were analyzed for the total population, for the schools across tracks, and for the tracks across schools.

Results

In preparing the data for analysis, the figures were based on the proportion of the students selecting one or more of the items from a topic, a subcategory, or a category. The reason for this procedure was that it was deemed better to determine the preponderant message concerning instruction even when students repeated the same piece of advice or related advice from the same subcategory.

The first tally was of the most frequently occurring specific responses, shown in Table 1. The five most frequently occurring pieces of advice come from the broad categories of classroom strategies and general philosophy. The students see listening in class and keeping up with homework to be the most important facets of success in school: no other piece of advice is selected by more than a quarter of the population. It seems clear that this group of students sees success in literature as an affair of the classroom. At the subcategory level, the students in the higher track add a concern with reading procedures, particularly amount of reading and the use of guides and a concern with a personal psychology related to school and reading literature. No specific aspect of writing receives any significant amount of emphasis by any group.

Within this broad picture of school literature learning, we note two sources of variation. One source of variation is by school (Table 2 and Figure 1). It is quite clear that one school (C) emphasizes journal writing to an extent unmatched by any other school in the sample. Schools B and H also appear to emphasize writing. In School C, the students report a strong emphasis on activities complementary to reading, on homework, on classroom strategies and on dealing with teachers and grades. These emphases are, however, matched by the reports from other schools. In only three schools (B, E, and H) do students report that literary foci while reading are constituents of success, and only one (A) reports a noticeable emphasis on test-taking.
Table 1

Most Popular Choices By Track
Percentage of Students Selecting Topic

<table>
<thead>
<tr>
<th></th>
<th>Over-All</th>
<th>Basic</th>
<th>Average</th>
<th>Honors/AP</th>
</tr>
</thead>
<tbody>
<tr>
<td>N=1226</td>
<td>N=113</td>
<td>N=723</td>
<td>N=387</td>
<td></td>
</tr>
<tr>
<td>Listening</td>
<td>42.9</td>
<td>47.8</td>
<td>44.3</td>
<td>39.0</td>
</tr>
<tr>
<td>Homework</td>
<td>37.3</td>
<td>50.5</td>
<td>50.2</td>
<td>26.1</td>
</tr>
<tr>
<td>Class Participation</td>
<td>23.4</td>
<td>31.9</td>
<td>22.9</td>
<td>21.7</td>
</tr>
<tr>
<td>Persistence</td>
<td>21.9</td>
<td>17.7</td>
<td>24.1</td>
<td>19.1</td>
</tr>
<tr>
<td>Student Talk</td>
<td>19.6</td>
<td>36.3</td>
<td>16.5</td>
<td>39.0</td>
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<tr>
<td>Note taking</td>
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<td>29.2</td>
<td>15.4</td>
<td>12.9</td>
</tr>
<tr>
<td>Attitude</td>
<td>19.4</td>
<td>11.5</td>
<td>21.8</td>
<td>17.6</td>
</tr>
<tr>
<td>Work ethic</td>
<td>16.4</td>
<td>14.3</td>
<td>14.5</td>
<td>20.4</td>
</tr>
<tr>
<td>Aesthetic Credo</td>
<td>11.4</td>
<td>3.5</td>
<td>10.9</td>
<td>14.5</td>
</tr>
<tr>
<td>Amount of Text</td>
<td>11.8</td>
<td>12.4</td>
<td>10.4</td>
<td>14.5</td>
</tr>
<tr>
<td>Quality of Reading</td>
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<td>21.2</td>
<td>16.1</td>
<td>18.3</td>
</tr>
<tr>
<td>Use of Guides</td>
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<td>10.6</td>
<td>6.6</td>
<td>17.3</td>
</tr>
<tr>
<td>Openness</td>
<td>12.9</td>
<td>6.2</td>
<td>11.8</td>
<td>17.1</td>
</tr>
</tbody>
</table>
Table 2

Percent of Students Giving Any Comments within a Subcategory by School

<table>
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<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
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<th></th>
<th></th>
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<tbody>
<tr>
<td><strong>Reading</strong></td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Physical</td>
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<td>1.6</td>
<td>2.8</td>
<td>0.5</td>
<td>11.6</td>
<td>6.8</td>
<td>5.8</td>
<td>1.8</td>
<td>0.04</td>
</tr>
<tr>
<td>Procedures</td>
<td>31.8</td>
<td>51.6</td>
<td>50.0</td>
<td>42.7</td>
<td>36.4</td>
<td>35.4</td>
<td>68.1</td>
<td>36.8</td>
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<td>Complement</td>
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<td>12.9</td>
<td>33.3</td>
<td>14.6</td>
<td>9.8</td>
<td>10.9</td>
<td>8.7</td>
<td>8.8</td>
<td>0.08</td>
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<td>31.8</td>
<td>34.9</td>
<td>25.5</td>
<td>23.2</td>
<td>22.8</td>
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<td>5.6</td>
<td>13.0</td>
<td>14.5</td>
<td>7.8</td>
<td>13.0</td>
<td>15.8</td>
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<td>9.4</td>
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<td>5.8</td>
<td>15.8</td>
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<tr>
<td><strong>Writing</strong></td>
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<td></td>
<td></td>
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<tr>
<td>Content</td>
<td>0.0</td>
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<td>13.0</td>
<td>4.2</td>
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<td>5.8</td>
<td>11.4</td>
<td>0.09</td>
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<td>4.8</td>
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<td>0.0</td>
<td>0.7</td>
<td>2.4</td>
<td>0.0</td>
<td>2.6</td>
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<td>Style</td>
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<td>6.5</td>
<td>12.0</td>
<td>2.1</td>
<td>3.6</td>
<td>3.4</td>
<td>8.7</td>
<td>8.8</td>
<td>0.04</td>
</tr>
<tr>
<td>Surface</td>
<td>7.3</td>
<td>25.8</td>
<td>2.8</td>
<td>4.7</td>
<td>9.8</td>
<td>5.1</td>
<td>7.2</td>
<td>17.5</td>
<td>0.08</td>
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<tr>
<td>Procedures</td>
<td>6.4</td>
<td>25.8</td>
<td>23.1</td>
<td>5.2</td>
<td>8.4</td>
<td>22.8</td>
<td>18.8</td>
<td>30.7</td>
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<tr>
<td>Journal</td>
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<td>0.0</td>
<td>47.2</td>
<td>0.0</td>
<td>0.4</td>
<td>1.4</td>
<td>14.5</td>
<td>6.1</td>
<td>0.16</td>
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<td><strong>Strategy</strong></td>
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<tr>
<td>Classroom</td>
<td>57.3</td>
<td>45.2</td>
<td>64.8</td>
<td>75.5</td>
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<td>Oral Work</td>
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<td>54.6</td>
<td>56.8</td>
<td>17.1</td>
<td>35.0</td>
<td>56.5</td>
<td>33.3</td>
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<td>63.3</td>
<td>36.0</td>
<td>71.4</td>
<td>71.0</td>
<td>61.4</td>
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<td>20.3</td>
<td>20.2</td>
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<td>Teachers</td>
<td>37.3</td>
<td>40.3</td>
<td>48.1</td>
<td>38.5</td>
<td>22.5</td>
<td>42.5</td>
<td>44.9</td>
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<td>0.08</td>
</tr>
<tr>
<td>Course</td>
<td>11.8</td>
<td>8.1</td>
<td>15.7</td>
<td>14.1</td>
<td>7.6</td>
<td>8.2</td>
<td>5.8</td>
<td>14.9</td>
<td>0.04</td>
</tr>
<tr>
<td><strong>Attitudes</strong></td>
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<tr>
<td>Reading</td>
<td>4.5</td>
<td>19.4</td>
<td>14.8</td>
<td>12.5</td>
<td>15.3</td>
<td>15.0</td>
<td>17.4</td>
<td>28.1</td>
<td>0.07</td>
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<td>PersonalPsych</td>
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<td>22.2</td>
<td>42.2</td>
<td>57.1</td>
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<td>40.6</td>
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<td>35.7</td>
<td>29.0</td>
<td>52.6</td>
<td>0.14</td>
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</tbody>
</table>
When we examine the responses by the three tracks, we note clear differences (Figure 2 and Table 3). The most striking difference is the comparatively infrequent mention of writing by the basic track students. Interestingly, none of them mention journal writing, which seems to be an activity, if assigned, that is denigrated by the students as having little to do with success in literature. Basic track students refer to oral presentations (formal and informal), to doing homework, and to test-taking more than do students in other tracks. By contrast, students in honors and advanced placement classes mention writing the most often and in the greatest variety. They also mention a focus on the literary
aspects of reading (e.g. looking at character, language, plot, and tone). It would appear that reading literature as literature and writing about literature are most clearly the road to success for the students in the higher track. The low road to success focuses on managing oneself in the classroom.

Table 3

Percent of Students Giving Any Comments within a Subcategory by Track

<table>
<thead>
<tr>
<th>Subcategory</th>
<th>Basic</th>
<th>Average</th>
<th>Honors/AP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>0.0</td>
<td>7.2</td>
<td>3.1</td>
</tr>
<tr>
<td>Procedures</td>
<td>43.4</td>
<td>38.6</td>
<td>43.4</td>
</tr>
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<td>Complementary</td>
<td>13.3</td>
<td>12.2</td>
<td>14.5</td>
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<td>Alternative Sources</td>
<td>21.2</td>
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<tr>
<td>Mental Strategies</td>
<td>9.7</td>
<td>9.5</td>
<td>14.7</td>
</tr>
<tr>
<td>Literary Foci</td>
<td>8.8</td>
<td>6.2</td>
<td>20.4</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Content</td>
<td>1.8</td>
<td>6.8</td>
<td>14.5</td>
</tr>
<tr>
<td>Structure</td>
<td>0.0</td>
<td>1.7</td>
<td>2.1</td>
</tr>
<tr>
<td>Style and Tone</td>
<td>0.9</td>
<td>4.1</td>
<td>6.7</td>
</tr>
<tr>
<td>Surface Features</td>
<td>2.7</td>
<td>6.6</td>
<td>13.4</td>
</tr>
<tr>
<td>Writing Procedures</td>
<td>3.5</td>
<td>15.1</td>
<td>21.4</td>
</tr>
<tr>
<td>Journal Writing</td>
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<td>6.2</td>
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<td><strong>Student Strategies</strong></td>
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<tr>
<td>Classroom Strategies</td>
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<td>66.1</td>
<td>60.2</td>
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<td>Oral Presentations</td>
<td>62.8</td>
<td>38.9</td>
<td>39.0</td>
</tr>
<tr>
<td>Homework</td>
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<td>62.1</td>
<td>46.8</td>
</tr>
<tr>
<td>Test-taking</td>
<td>33.6</td>
<td>20.9</td>
<td>17.8</td>
</tr>
<tr>
<td>Dealing with Teachers and Grades</td>
<td>34.5</td>
<td>39.6</td>
<td>30.7</td>
</tr>
<tr>
<td>Course Selection</td>
<td>9.7</td>
<td>11.9</td>
<td>8.0</td>
</tr>
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<td><strong>General Attitudes</strong></td>
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<tr>
<td>Reading Habits</td>
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<td>Personal Psychology</td>
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<td>40.8</td>
</tr>
<tr>
<td>Philosophical Outlook</td>
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<td>32.6</td>
<td>40.6</td>
</tr>
</tbody>
</table>

In order to confirm the univariate results, an analysis of variance was performed using schools and tracks as the sets of variables. The results can be seen in Table 4. By far, the strongest source of variation is the school. The schools in the sample appeared to have clear policies concerning achievement that were apparent to students across tracks. This phenomenon appears most strikingly with writing, although there are clear track differences as well. Track differences occur most notably with respect to the focus on literary matters when reading although they were also apparent in the emphasis on content in writing.
### Table 4

Analysis of Variance

<table>
<thead>
<tr>
<th></th>
<th>School Effects (DF 7)</th>
<th>Track Effects (DF 2)</th>
<th>Interaction (DF 9)</th>
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* = Significant (0.001 or better)

What is also noteworthy in this analysis is the number of significant school by track interactions. In the subcategory of mental strategies while reading, basic and average tracks are similar across schools, but there is variation in the importance of the item for advanced track students. With respect to writing generally and content, surface features, and procedures in writing, again there are school differences for the advanced track but not for the two lower tracks. Classroom strategies are uniformly important for the lower two tracks but there is school-by-school fluctuation for the advanced track. Test-taking, course selection, general attitudes, and philosophy show a strong school influence; apparently some schools emphasize tests more and some allow for course selection to a greater degree than others. Issues of general approach to the role of being a student are also influenced by where one goes to school as well as in what track one is placed. One can conclude that when it comes to what students see as the key to success in literature learning, tracks make a major difference, but so do schools.

**Conclusion**

This study provides us with a tantalizing look at the literature classroom as perceived by one group of those who inhabit it. The consumer's view of the students complements that of the purveyors: test-makers, teachers, and
outside observers (Brody DeMilo & Purves, 1989; Applebee, 1990; Marshall, 1989). Success in literature is generally a matter of what goes on in the classroom, rather than in the reading of the texts or the writing about them. Literature is read to recite and take tests about, and it would seem that the focus is generally on what Rosenblatt (1977) refers to as efferent rather than aesthetic reading.

But this general picture masks the fact that there is a two-tiered system of teaching literature as the students see it. One is for the "best" students, who appear to be encouraged to read literature aesthetically and who are also encouraged to write and to consider writing as a serious event in their lives. For the students who are considered the worst, none of these matters is important to avoiding failure. More important are such matters as taking tests and surviving in the classroom. The students in the middle tracks are, frankly, in the middle. Some of them may be in schools where reading literature and writing about it are considered important indices of success; others find themselves in schools where all literature is reading for test-taking.

The schools in this sample, then, suggest that there are two types of students with clearly different criteria for success. Whether these students are reporting the ways in which they view the world of the literature class or the ways in which their teachers shape that class is not clear. It could be that the teachers are responding to their perception of the students and not that the students are responding to their perception of the teacher. This study cannot unravel that complex question. The studies by Applebee and Marshall are also unclear as to whether the differences between tracks are differences caused by the teacher in response to the students, or out of prejudice concerning those students. There is some evidence (Willis, 1977) that lower-performing students do indeed shape the classrooms they are in and themselves determine the nature of success and failure. There is also evidence that it is the teachers and the nature of the institution that does the shaping.

Whatever the cause, it appears evident that the schools support two different approaches to literature. The end result would appear to be the division of our society into two cultural groups: one that takes literature and the life of the mind seriously, and one that sees it as apart from the business of living. This situation appears to be a continuation of a cultural and educational situation that has persisted for at least two centuries.
References


Appendix 1
Classification of Student Advice on Achievement in Literature

100 READING STRATEGIES - GENERAL

110 Physical situation of reading - General

111 Seating
   ex. "Sit on a hard chair."
   "Get comfortable."

112 Lighting

113 Noise/Quiet
   ex. "Avoid distractions."
   "Turn down the radio."

114 Accompaniments
   ex. "Have plenty of foods."

120 Reading procedures - General


121 Amount of text to be read
   ex. "Read the whole book."
   "Read selected sections of the book."
   "Skim."
   "Read ahead."
   "Don't read the night before it's due."

122 Order of text to be read
   ex. "Read the introduction and back cover first."

123 Pace of reading
   ex. "Read slowly."
   "Read at your own pace."
   "Do the reading in one sitting."
   "If you get confused, stop and go back to it later."
   "Budget your time."

124 Rereading
   ex. "Review readings periodically."
   "Reread the book."

125 Memorization

126 Oral reading
   ex. "When reading a poem or play read it aloud."

127 Quality of reading
   ex. "Read carefully."
   "Read for understanding."
   "Concentrate when reading."

130 Complimentary activities to reading - General
Marking text
ex. "Underline passages as you read."
"Write comments in the margin."

Note-taking
ex. "Take notes on what you read."
"Make lists of the main characters and their significance."

Use of textual aids
ex. "Answer study questions."
"Check the footnotes"/refer to pictures and maps."

Use of alternative sources - General

Use of people
ex. "Seek help from parents, teachers or friends."
"Talk to older people about the book before you read it."
"Have someone else read the book and tell you about it."
"When reading a play, get 2 or 3 friends and divide up the parts."
"Discuss the work."

Use of source materials about text
ex. "Find out background information on author."
"Look up unfamiliar words in the dictionary."

Use of guides
ex. "Use Cliff's notes."

Use of alternative versions
ex. "Read the comic book version."
"See the video."
"Listen to tapes or record."

Use of general literary knowledge
ex. "Look for examples of literary terms."

Mental strategies when reading - General

Predicting
ex. "Make predictions and reject or confirm this."
"Make up an ending to the book."
"Come up with your own ideas."

Questioning
ex. "Ask yourself questions as you read."

Imagining/Visualizing
ex. "Picture the character in the story."
"Imagine what a normal day would be like for the character."
"Think of a different voice for each character."

Projecting
ex. "Imagine that you are there."
"Put yourself in the characters' shoes."

Interjecting
ex. "Relate the reading to your life."
"Put words into everyday speech."

**Focusing**
- "Read for details."

**Planning ahead for writing**
- "Be planning the paper you will write."
- "Start planning your thesis statement as you read."

**Mental strategies - Literary foci - General**
- **Objectivity** - "Be able to pull yourself away from the story."
- **Settings** - "Be aware of the setting."
- **Plot/Structure**
- **Character**
- **Point-of-view/Tone/Mood** - "Find out what the author thinks."
- **Linguistic and literary devices** - "Pay attention to symbolism."
- **Theme** - "Find the hidden points of the author."

**Writing strategies - General**
- "Write a lot."

**Content - General**
- **Truthfulness** - "Don't make up the story."
  - "Write as much as you know."
- **Topicality** - "Stay on the subject."
- **Clarity** - "Write clearly."
- **Source material** - "Use quotes."
- **Thoroughness** - "Write enough so the teacher knows you read the book."

**Structure - General**
- **Length** - "Be concise."
- **Opening** - "Pick an opener that gets the reader's attention."
- **Closing**
230 Style and tone - General
   ex. "Figure out what type of essay the teacher likes. Adjust your style accordingly."

231 Vividness
   ex. "Be descriptive."
   "Put some adventure in your writing."
   "Show how you feel."

232 Details
   ex. "Be thorough and detailed."

233 Language/Vocabulary
   ex. "Use fancy language."
   "If you don't know much, use a lot of big words and baloney."

240 Surface features - General
   ex. "Leave the correct writing format."

241 Neatness
   ex. "Write neatly."

242 Spelling
   ex. "Spell correctly."

243 Punctuation
   ex. "Punctuate properly."

244 Grammar
   ex. "Be aware of proper grammar."

250 Writing procedures - General
   ex. "Consult books that show you how to write a good essay."
   "Follow the format that the teacher gives you."

251 Invention
   ex. "Be creative."
   "Read another person's work to get ideas."

252 Topic selection
   ex. "Make a list of possible topics and select the one you know."
   "Brainstorm for ideas with friends or teacher."
   "Write about what you know best."

253 Pre-writing
   ex. "Think out what you want to say."
   "Write an outline first."

254 Drafting
   ex. "Concentrate while writing."

255 Editing/Revising
   ex. "Write many drafts before you turn in the final one."
   "Have a parent or friend proofread for you."
   "Get teacher feedback on your first draft."

256 Final form submission
   ex. "Type all papers."
   "Use ink."
"Learn a word processing program."

257 Timing/Planning ahead
ex. "Don't wait 'til the last night to start."
"Be planning paper you will write."
"Start writing early."

260 Journal writing

261 Relating to reading
ex. "Write as you read."
"Plan your thesis statement as you read."

262 Precision/Support for opinion
ex. "Use quotes."
"Use plenty of detail."
"Use a dictionary to get just the right word."

263 Inventiveness
ex. "Teacher like it when you say something really different."

264 Timeliness
ex. "Hand your journals in on time."
"Don't get behind."

265 Questioning/Teacher feedback
ex. "Ask the teacher questions in your journals."
"You get a lot of information from the teacher."

266 Personalization
ex. "Say what you really think."
"Put yourself into your journals."

267 Value of journals
ex. "They help sort out your feelings."
"They improve your writing."
"They're the best part of Literature class."

268 Resource
ex. "Use them when you're studying for tests."

300 STUDENT STRATEGIES - GENERAL

310 Classroom strategies - General
ex. "Use class time wisely."

311 Seating
ex. "Pick a good seat near your friends and toward the front of the class."

312 Demeanor
ex. "Stay alert."
"Stay awake."
"Pretend your interested."
"Use your cute smile."
"Be able to concentrate in open classroom situation."
313 Attendance
   ex. "Go to class everyday."
   "Be on time."

314 Listening
   ex. "Listen to the lecturer."
   "Listen to other students during the class discussion."
   "Pay attention."

315 Note taking
   ex. "Take down what the teacher says."

316 Use material
   ex. "Be organized; keep a folder of all work."

317 Preparation
   ex. "Always come to class prepared."
   "Be physically prepared too."

320 Student talk - General

321 Class participation
   ex. "Participate in class discussions."

322 Content of class participation
   ex. "Always be able to support your opinion."

323 Student-initiated talk
   ex. "Always ask questions."
   "Don't be afraid to ask questions."

324 Teacher questioning
   ex. "Answer a question every so often so that the teacher won't call on you."

325 Formal presentations

330 Homework - General
   ex. "Do homework."

331 Timing
   ex. "Do homework right after school."
   "Hand work in on time."

332 Colleagues
   ex. "Make friends with a smart person."

333 Persistence
   ex. "Don't fall behind on reading assignments."
   "Make up assignments when you're out."

334 Review
   ex. "Review notes periodically."

335 Techniques
ex. "Write homework corrections on your paper to use for studying."

340 Test-taking - General
ex. "Study for the test."
"Find out how the teacher tests."

341 Preparation - Tactics
ex. "Don't cram for the test."
"Avoid all nighters."

342 Preparation - Emphasis
ex. "Focus on major characters and themes."

343 Preparation - Use of aids
ex. "Use flashcards to learn vocabulary."

344 Preparation - Use of friends and colleagues
ex. "Stay home and call a friend who took the test that day."
"Get old tests from a friend."

345 Test-taking strategies
ex. "Take your time during the test; be sure to finish."
"Remain calm."
"Read the questions carefully."

346 Cheating
ex. "Write words on your body for vocabulary quizzes."

347 Make-ups

350 Dealing with the teachers and grades - General
ex. "Befriend the teacher."
"Be polite to the teacher."
"Be nice to the teacher."

351 Teachers as interpreters
ex. "Find out what the teacher's interpretation is and be prepared to accept it."

352 Teacher's criteria
ex. "Teachers put more emphasis on effort than on quality."
"Get to know what the teacher likes and dislikes."

353 Payoff of student actions
ex. "Always do extra credit."
"Bribe the teachers."
"Butter up the teacher."

354 Teacher qualities/Caring adult
ex. "Some teachers really care and want to help you with your problems."

356 Teacher/Student conferences -- self-evaluation
357 Teacher as resource
ex. "Go to the teacher when you don't understand things."
360 Choosing a course

361 Ability
   ex. "Not too easy or not too hard."

362 Advice of others
   ex. Other students, counselors, other teachers

363 Interest

364 Teacher
   ex. "Get a teacher who brings literature to life."

365 Supplemental courses
   ex. "Take a Speed Reading Course."
   "Take a reading or writing skills course."

400 GENERAL ATTITUDES

410 Reading habits - General

411 Amount of reading
   ex. "Read as much as you can."

412 Purpose of reading
   ex. "Read to widen your vocabulary."

413 Text selection criteria
   ex. "Pick a book that interest you and has the fewest pages."

414 Mental attitude to text
   ex. "Think of reading the book as a new obstacle to conquer."
   "Read the book as you do when you read for pleasure."
   "Don't think of reading as the enemy."

415 Study vocabulary to improve reading

420 Personal psychology and outlook - General
   ex. "Be mature in class."
   "Stay calm and relaxed."

421 Patience
   ex. "Don't give up."
   "Stay in school."

422 Openness
   ex. "Keep open mind."
   "Be open to criticism."
   "Give the book a chance."

423 Diligence
   ex. "Be willing to work."
   "Don't think of the class as free time."
424 Attitude

ex. "Try to enjoy the literature."
"Try to have fun in class."
"Have a positive attitude."

430 Philosophical outlook - General

431 Work ethic

ex. "Always work to the best of your ability."
"Work hard."
"Be proud of the work you hand in."

432 Belief systems - General

ex. "Explain what is going on and draw your own conclusions."
"Believe in yourself."
"Don't panic about grades."

433 Aesthetic credo

ex. "Literature is like life, it is what you make of it."
"Knowledge can be gained through reading books."
"Skills can be gained through reading."

434 Mentor/Voice of experience