

ABSTRACT

The performance of students in Spanish in Jamaica has punctuated the need for research into ways of motivating achievement. The importance of reading to general academic achievement and linguistic development has prompted this investigation into the effect of additional reading in Spanish on achievement.

A pilot study was undertaken in a few selected high schools. The results showed that the achievement test prepared by the writer was too lengthy and the content somewhat advanced for the grade level. The response of students on the questionnaire administered was proof of the suitability of the reading material used in the experimental group but did not give an indication of students' attitude to Spanish.

The research design was modified for the main investigation which was undertaken in selected secondary schools. Certain items were deleted from the achievement test to provide a more reliable measure of performance. A foreign language attitude scale was administered to assess students' attitude to Spanish. A mental ability test was also administered to establish some comparability between groups. The investigation carried out with second year students of Spanish lasted eight months.

The main results obtained from an analysis of variance showed that the performance of the experimental group was significantly higher than that of the control group. The attitude of students in the experimental group was notably more positive than students in the control group.
