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ABSTRACT

This instrument was designed to determine whether by structuring and sequencing monosyllabic English words in two different patterns--administered with the same control procedures--first-grade children would be aided in detecting, identifying, and discriminating among single vowels and their combined forms; in associating them with their specific pronunciations; and in transferring this knowledge to other words and other compound vowels after a limited but intensive period of treatment. This instrument consists of two pretests, two experimental treatments, and two posttests. Content validity was assured by the use of frequency and utility data in the selection of the test items, and by correlations between the scores on the English words and on the synthetic words. [This document is one of those reviewed in The Research Instruments Project (TRIP) monograph "Measures for Research and Evaluation in the English Language Arts" to be published by the Committee on Research of the National Council of Teachers of English in cooperation with the ERIC Clearinghouse on Reading and Communication Skills. A TRIP review which precedes the document lists its category (Reading), title, author, date, and age range (primary), and describes the instrument's purpose and physical characteristics.] (JH)

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The attached document contains one of the measures reviewed
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Measures for Research and Evaluation
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CS 201370

Category: Reading
Title: Identification of Simple and Compound Vowels by First Graders
Author: Ouida T. Wright
Age Range: Primary

Description of the Instrument:

Purpose - To determine whether by structuring and sequencing monosyllabic CVC, CVVC, and CVCe English words in two different patterns, administered with the same controlled procedures, boys and girls in grade one would be facilitated in detecting, identifying and discriminating among single vowels and their combined forms; in associating them with their specific pronunciations; and in transferring this knowledge to other words and other compound vowels after a limited but intensive period of treatment.

Date of Construction - 1970

Physical Description - Basically there were two pretests, two experimental treatments and two posttests (one pretest and posttest being common). The first pretest was designed to test knowledge of simple vowels. This criterion was devised and administered on the assumption that knowledge of simple vowels is a reliable index of a pupil's readiness to learn compound vowels and may even be a prerequisite of this skill. All the vowels (a, e, i, o, u) were included in CVC words which formed minimal pairs for a total of 40 words.

The second pretest also served as one posttest and was the prime criterion for selection of the sample and evaluation of the treatments. The words for this pretest were selected on the basis of their frequency of occurrence and their utility in current usage in the American English lexicon.

The compound vowel units (digraphs) ea, ai, ee, and oa were used. The last of these was not included in the treatments and was intended to serve as a means of testing the ability of the pupils to apply any generalization they may have formed to other compound vowel units.

A wide variety of consonants was included. As the reading programs which the children were following emphasized consonants in the first grade, it was possible to vary the environments of the simple and compound vowel units in order to test precise knowledge of the appropriate pronunciations. However, "r" and "w" in final position and "r" in disjunctive (CVCe) forms were excluded because of the well known modification of vowel sounds in such environments. The children were, therefore, exposed to a sample of words which were highly regular in structure as well as in pronunciation. In other words, there was an almost perfect orthographic-sound relationship. Four words were selected for each simple and compound vowel and for the a-e, i-e, o-e patterns for a total of 48 words.

There were two posttests. The pretest of 48 monosyllabic CVC, CVVC and CVCe words (described above) was used as the prime criterion for evaluating the treatments. In addition, a separate test of 24 synthetic words was devised to include all the vowels and vowel combinations on the first list. Only two words in each category were selected and the list was made only half as long as the first posttest to reduce the incidence of inattention during the testing period. The same constraints were used as for the regular English words.

Treatment materials consisted of sequences of CVC, CVVC, and CVCe words arranged so as to help the pupils to observe the similarities and differences in the structure and pronunciation of each type of word and to arrive at a generalization to aid in pronouncing other words like them. Two series of materials were devised, one for each of two experimental treatments. There were two sessions in each experimental treatment condition and two sequences were devised for each session. The words for each session were arranged in sets of four pairs. The words were typed in lower case to prevent the children from including the capital letter as a difference in the words presented to them.

All the words used in the tests and treatments were typed double-spaced on white bond paper or on 8" x 5" white file cards, with an Underwood primer typewriter having a typescript very similar to that of the print used in the schools in which the experiment was conducted. The letters were retraced with a fine felt-tipped black pen to produce a clear legible appearance.

Validity, Reliability, and Normative Data:

Content validity was assured by the use of frequency and utility data in the selection of the test items. As another measure of validity, correlations were calculated between the scores on the English words and on the synthetic words - the assumption being that if the tests are measuring skill in identifying and pronouncing the vowel combinations in monosyllabic CVC (mat), CVVC (soap), and CVCe (bone) words, rather than, for example, memory of certain aspects of the training sessions, then the scores on both tests should correlate highly. The correlations for the scores for the Control and two Experimental groups,

respectively were .90, .88, .80. The reliability coefficients for the pretest - posttest scores for the English words for the Control and two Experimental groups were respectively .97, .93 and .94; similar coefficients for the synthetic words were .79, .78 and .79. Data on the difficulty of particular items on the Posttests are reported in the findings.

Ordering Information:

EDRS

Related Documents:

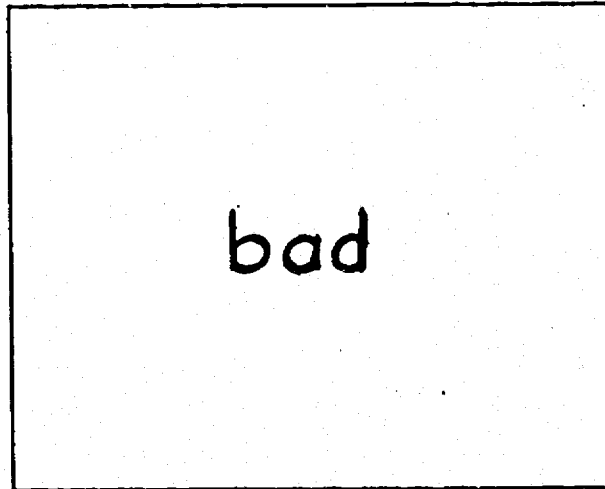
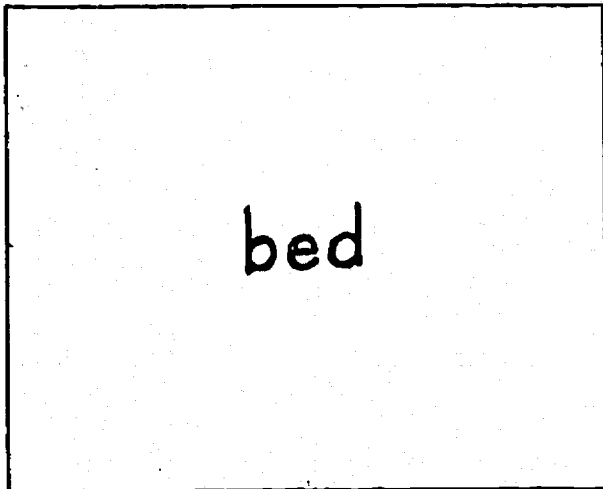
Wright, Ouida T. Identification of Simple and Compound Vowels by First Graders. Unpublished Doctoral Dissertation. Cornell University, Ithaca, New York, 1970.

Directions for Administering Pretest of Simple Vowel Units

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Part 1: Each child was shown two cards with the dimensions and script as illustrated in the model below:

Model



Sequence of Questions and Directions

Here are two words. How are they different?

Show me where they are different. *
Tell me where they are different.

Here is a pack of cards with words on them.

Lay them out in pairs under these so that each pair is different in the way you showed me.

Lay them out so that they look like the ones I put out for you.

How are they different? (Repeat * if required).

Repeat the entire sequence for each set.

Part 2: Here are the same words which we had on the cards.

Point to each word and pronounce it. *

-
- * One or other was used when the preceding answer was incomplete. Usually, the question was unnecessary.
 - * Usually the pupils read without pointing but were required to do so if they missed their place or seemed confused.

Pretest - Simple Vowel Units Only

mat
bat
pat
vat

met
bet
pet
vet

den
pen
fen
ten

din
pin
fin
tin

lip
tip
hip
sip

dun
tun
run
sun

jut
rut
nut
hut

jot
rot
not
hot

sod
pod
rod
god

sad
pad
rad
gad

Administration of Pretest and Both Posttests

Materials: Typed list of words, tape recorder

Procedure: Tape recorder on:

Introduction: First, I am going to ask you your name and then I will give you some directions.

Directions: Here is a list of words.

Read each word aloud as clearly as you can.

Try each word as best you can.

Read right on till you come to the end.

Here is a card which you may use as a marker, if you wish.

Note: The marker was a blank, white 5" x 3" card which the reader moved down the page as he read. Only a few children discarded it.

If children seemed hesitant or spent a considerable time with one word, or spoke too softly to be picked up by the microphone they were encouraged to proceed by repeating one of the appropriate sentences in the directions.

Pretest - Posttest

fig
safe
fail
time
peak
fat
need
cod
size
road
ran
dive
him
rode
soap
rub
led
job
map
fun
keep
cut
beef
dip

beg
wait
log
deal
cove
date
boat
sit
bone
game
bean
bag
make
life
sum
pain
set
raid
pole
seat
pot
seen
coal
reed

Synthetic Words: Posttest Only

lin

pode

cabe

pag

bine

ped

neem

jup

coaf

dep

mipe

vab

sade

keat

fid

nog

teep

boke

laip

wug

foad

paik

gop

leam

Directions for Administering the Treatments

First Session

Part 1

Model: pan pane

Sequence of Questions and Directions

Here are two words. How are they different?

Show me where they are different. *

Tell me where they are different.

Here is a pack of cards with words on them.

Lay them out in pairs under these so that each pair is different in the way you showed me.

Lay them out so that they look like the ones I put out for you.

How are they different? (Repeat * if required).

Repeat the entire sequence for each set.

Part 2

Here are the same words which we had on the cards. We are going to try to read them aloud.

Sequence of Questions and Directions for Conditions EI and EII

How are these words different from those? (E points to each group of the first set).

Point to the first word and pronounce it.* (Pupil continues down for each CVC word in the set, aided by the E, as required).

E points to "pane" and pronounces it. (Pupil repeats after E).

Pronunciation procedure is repeated horizontally and the entire sequence is repeated for each set, E assisting as required.

*One or other was used when the preceding answer was incomplete. Pupils required less and less assistance as the treatment progressed.

*The pupils' need for pointing lessened with increasing familiarity with the materials and procedures.

Treatments

The First Treatment Condition (EI)

For the first session of the first treatment condition, EI, CVC words were presented in contrast with CVCe words, for example, "pan-pane". There were three sets of such words and four contrasting pairs in each set, arranged so as to rhyme when pronounced in vertical position and to contrast horizontally. These words were followed by a second sequence in which only CVCe forms were presented but the vowels were varied in each set with the greatest contrasts occurring first.

In the second session of the first treatment condition, CaCe forms were contrasted with CeeC forms in each of the three sets, using a large number of different consonants. While the first two sets rhymed as before, the third set used the same consonants in each contrasting pair but did not rhyme. This was intended to give the pupils practice in noting words in irregular sequence. In the last three sets, CVVC forms using the compound vowel units ea and ai were arranged in a similar fashion.

The Second Treatment Condition (EII)

For the first session of the second treatment condition, EII, CVC words were presented with CeaC words, for example, "pat-peat", so as to rhyme when pronounced in vertical position and to contrast horizontally. As before, several different consonants were used. In the second sequence of the first session, ea was presented with ai. The distinctiveness of these compound vowel units was considered to be less marked than the combinations used in condition EI in which the marker "e" was assumed to provide greater contrast than the vowel combinations in condition EII. While the first two sets rhymed as before, the third set used the same consonants in each pair but did not rhyme.

For the second session of the second treatment condition, EII, CeeC words were contrasted with CaCe words followed by CVCe forms with varying vowels and consonants in a manner similar to that in the second half of the first session of treatment condition, EI. Word lists appear in the Appendix.

The same vowels and vowel combinations are presented in each treatment condition but in a different order. In EI, CVCe forms are followed by CVVC forms and the sequence ends with the compound vowel units ea and ai. In EII, the compound vowel units ea and ai are presented first and the second session concludes with CVCe forms. Each series begins with CVC forms but while in EI the long sound of "a" is contrasted with its short sound, in EII, the long sound of "a" is contrasted with the long sound of another vowel, "e". Though "a" is present, it does not represent a sound.

(Please note: Second Treatment Session to be set out as the First).

Word Lists Used in the First Treatment Condition (E1)

First Treatment Session

	<u>List 1</u>			<u>List 2</u>	
Model:	mad	made	Model:	dome	dime
	pan	pane		rope	kite
	ban	bane		mope	bite
	can	cane		hope	mite
	man	mane		lope	site
	din	dine		wade	sole
	pin	pine		lade	hole
	fin	fine		fade	role
	tin	tine		jade	dole
	not	note		bide	mate
	dot	dote		ride	sate
	tot	tote		side	pate
	rot	rote		hide	rate

Second Treatment Session

	<u>List 1</u>			<u>List 2</u>	
Model:	bate	beet	Model:	lean	lain
	pale	peel		seal	sail
	hale	heel		peal	pail
	sale	seel		meal	mail
	kale	keel		heal	hail
	wake	week		teal	tail
	rake	reek		beal	bail
	sake	seek		weal	wail
	lake	leek		real	rail
	wane	ween		mean	main
	fate	feet		weal	wail
	wade	weed		lead	laid
	tame	teem		peal	pail

Word Lists Used in the Second Treatment Condition (EII)

First Treatment Session

	<u>List 1</u>			<u>List 2</u>	
Model:	hat	heat	Model:	lean	lain
	pat	peat		seal	sail
	mat	meat		peal	pail
	bat	beat		meal	mail
	nat	neat		heal	hail
	jan	jean		teal	tail
	dan	dean		beal	bail
	man	mean		weal	wail
	wan	wean		real	rail
	bam	beam		mean	main
	ram	ream		weal	wail
	sam	seam		lead	laid
	tam	team		peal	pail

Second Treatment Session

	<u>List 1</u>			<u>List 2</u>	
Model:	beet	bate	Model:	dome	dime
	peel	pale		rope	kite
	heel	hale		mope	bite
	seel	sale		hope	mite
	keel	kale		lope	site
	week	wake		wade	sole
	reek	rake		lade	hole
	seek	sake		fade	role
	leek	lake		jade	dole
	wean	wane		bide	mate
	feet	fate		ride	sate
	weed	wide		side	pate
	teem	tame		hide	rate