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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 15 titles deal with the following topics: (1) a hierarchy of purposes for reading assignments applied to secondary school social studies; (2) the effects of sentence combining practice on reading comprehension; (3) the effects of values clarification upon reading achievement, biology content achievement, cognitive levels of development, and expressive language; (4) bisensory memory in disabled and normal readers; (5) the effect of an eclectic reading laboratory program on high school readers; (6) the effects of advance organizers on comprehension of a reading task; (7) the effects of transactional evaluation on reading attitudes and achievement of high school students participating in an interdisciplinary reading program; (8) the syllable or vocalic center group as a factor of word perception; (9) the teaching of content area reading skills; (10) the effect of confirmation of answers on comprehension in reading; (11) the effectiveness of study skills instruction; (12) cognitive operations employed in the reconstruction of text content; (13) the effect of interest on the reading miscues, strategies, and behaviors of high school students while reading American history materials; (14) the effects of training in note taking from written material; and (15) student achievement in selected reading programs and their impact on learning. (FL)

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Reading and Study Skills and Instruction: Secondary

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Candal, Patricia Elaine-Tanner

AN INVESTIGATION OF THE EFFECTS OF SENTENCE-COMBINING PRACTICE ON THE READING COMPREHENSION OF NINTH GRADE STUDENTS

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A COMPARISON OF STUDENT ACHIEVEMENT IN SELECTED READING PROGRAMS AND THEIR IMPACT ON LEARNING

AN INVESTIGATION OF A HIERARCHY OF PURPOSES FOR READING ASSIGNMENTS APPLIED TO SECONDARY SOCIAL STUDIES

Order No. 8004438

BURRION, KENNETH EARL, Ed.D. *University of Northern Colorado*, 1979
138pp.

The purpose of this study was to investigate the existence of a hierarchy of purposes for reading assignments in secondary social studies. The hierarchy which was investigated was postulated as (1) Reading to list simple data (2) Reading to answer data based questions (3) Reading to list group data (4) Reading to rank among data (5) Reading to defend or refute (6) Reading to identify a theme (7) Reading in order to evaluate or react.

The assumption that the levels of the hierarchy were ordered in an order of ascending complexity was explored.

A test passage relevant to social studies content in the target population area was constructed by the investigator. Questions directed at each level of the hierarchy of purposes were developed by the investigator. The validity of the questions was assessed by graduate students in reading. Responses to the questions were developed by the investigator employing a pool of acceptable responses as provided by social studies teachers familiar with the materials of the investigation.

Subjects were fifty-six tenth grade students from the River East School Division in Winnipeg, Canada. Subjects were students at a comprehensive high school in the Division, which was characterized as representative of the socio-economic characteristics of the Division.

The materials were administered to the subjects by classroom teachers in early May, 1979. Subjects read the passage and responded to the questions. Subjects were allowed to refer to the passage as they responded to the questions. Responses were evaluated by the investigator.

Data were analyzed in the following manner. The total number of correct responses at each level was tabulated. The total number of instances where the subject had responded correctly to all preceding questions as well as the question at a given level was then determined. The total number of correct responses consistent with the hierarchy was then compared to the total number of correct responses at each level. If 80 percent of the subjects who responded correctly to a question at a given level had also responded correctly to all of the questions at the preceding levels, that level on the hierarchy was considered supported. Further, if 75 percent of the subjects followed the pattern of the hierarchy, the hierarchy itself was considered supported. Data was illustrated in tables.

The first four levels met the 80 percent criterion and were supported. Levels 5, 6, and 7 did not meet the 80 percent criterion and were not supported. Less than 75 percent of the subjects conformed to the pattern of the hierarchy, thus the hierarchy was not supported.

The following conclusions were drawn. (1) Students who can function at Level 1 of the hierarchy can also function at Level 2 of the hierarchy. (2) Level 3 of the hierarchy represents a transition in the demands placed upon a student's comprehension ability. (3) Level 4 and succeeding levels of the hierarchy place greater demands upon a student's comprehension ability than do Levels 1, 2, and 3. (4) There is an apparent relationship regarding the ability to function successfully at Levels 1 through 4 as ordered in the hierarchy. However, it is questionable whether successful functioning at a given level is contingent upon successful functioning at the preceding levels. (5) Levels 4, 5, 6, and 7 are not functional within the hierarchy in their present order. (6) The last four levels of the hierarchy appear to be equally difficult; however, successful student functioning at these levels does not appear to be interrelated. (7) There is little basis for claiming the existence on the hierarchy of purposes for reading assignments as postulated.

AN INVESTIGATION OF THE EFFECTS OF SENTENCE-COMBINING PRACTICE ON THE READING COMPREHENSION OF NINTH GRADE STUDENTS

Order No. 8011222

CANDAL, PATRICIA ELAINE TANNER, Ed.D. *University of South Carolina*, 1979. 88pp. Major Professor: Dr. Richard H. Kherlopian

This investigation examined the effects of literature-related sentence-combining exercises on the reading comprehension of ninth grade students. The purpose of this investigation was to determine whether sentence-combining practice, utilizing exercises constructed to accompany the literature being studied, would affect reading comprehension ability of ninth grade students. Reading comprehension was defined as measured by Test I of the Stanford Diagnostic Reading Test (SDRT), Level III and a cloze test of fifth word deletion.

The subjects for this study were 86 ninth grade students whose classes were randomly assigned to experimental and control groups. The experimental group contained 41 subjects, the control group contained 46 subjects.

In order to examine the effects of literature-related sentence-combining practice on reading comprehension of ninth grade students, the experimental group received six weeks of intensive practice in combining groups of kernel sentences related to the literature studied by both the experimental group and the control group. A combination of signaled and open sentence-combining exercises were used as stimulus materials for the experimental group. The control group received no sentence-combining practice.

Following the period of treatment, both the experimental and the control group were given Form B of the Stanford Diagnostic Reading Test (SDRT) Level III and Form B of a CLOZE test of fifth word deletion.

The basic experimental design for this study was a Pretest-Posttest Control Group Design. The effect of literature-related sentence-combining practice on reading comprehension of ninth grade students was evaluated using posttest results from SDRT and CLOZE. The two dependent measures were statistically analyzed by analysis of covariance (ANCOVA) with pretest mean scores as covariates. Analysis of variance (ANOVA) was conducted for each dependent variable to determine the degree of similarity between the experimental groups and the control group prior to ANCOVA.

Analysis of the data received from this investigation yielded the following results: (1) Ninth grade students exposed to literature-related sentence-combining practice did not score significantly higher on Test I of the Stanford Diagnostic Reading Test (SDRT) Level III (Form B) than ninth grade students who were not exposed to literature-related sentence-combining practice. (2) Ninth grade students exposed to literature-related sentence-combining practice did not score significantly higher on a cloze posttest of fifth word deletion than ninth grade students who were not exposed to literature-related sentence-combining practice.

Interpretation of the results permitted the following conclusions: (1) Literature-related sentence-combining practice had no significant effect on the reading comprehension of ninth grade students when reading comprehension was measured by Test I of the Stanford Diagnostic Reading Test, Level III. (2) Literature-related sentence-combining practice had no significant effect on the reading comprehension of ninth grade students when reading comprehension was measured by a cloze test of fifth word deletion.

Findings of this investigation suggest a need for further research conducted over a longer treatment period. Correlation results between posttest scores of SDRT and CLOZE suggest the need for further investigation, perhaps utilizing a cloze test deletion pattern other than fifth word.

THE EFFECTS OF VALUES CLARIFICATION UPON READING ACHIEVEMENT, BIOLOGY CONTENT ACHIEVEMENT, COGNITIVE LEVELS OF DEVELOPMENT AND EXPRESSIVE LANGUAGE, AND OTHER FACTORS

Order No. 8004441

COMPTON, MYRNA JEAN NELSON, Ed.D. *University of Northern Colorado*, 1979. 188pp.

Purpose. The purpose of this study was to investigate the contribution of participation in values clarification activities within a subject matter course to the reading achievement scores of high school biology students.

Hypotheses. (1) There will be no difference in the portion of the variance explained by the full model containing all nine predictor variables and the portion of the variance explained by the restricted model when the prereading score variable is deleted from the full model; (2) There will be no difference in the portion of the variance explained by the full model containing all nine predictor variables and the portion of the variance explained by the restricted model when the values clarification activities variable is deleted from the full model; (3) There will be no difference in the portion of the variance explained by the full model containing all nine predictor variables and the portion of the variance explained by the restricted model when the cognitive level of development variable, the age variable, and the sex of the student variable are deleted from the full model; (4) There will be no difference in the portion of the variance explained by the full model containing all nine predictor variables and the portion of the variance explained by the restricted model when the instructor variable, and the biology course type variables are deleted from the full model; (5) There will be no difference in the portion of the variance explained by the full model containing all nine predictor variables and the portion of the variance

explained by the restricted model when the student achievement in content vocabulary variable and the student expressive language variable are deleted from the full model

Procedures To meet the purposes of this study, comparisons were made between the vocabulary and comprehension raw scores attained on the Gates MacGinitie Reading Tests, Survey F, Forms 1 and 2, 1969 by students in the experimental group who were taught with the addition of values clarification activities and by students in the control group who were taught in the same manner without values clarification activities

Eight classes participated in a unit of instruction that incorporated the practical application of reading and focused on the development of factual concepts concerning human reproduction and the use of drugs

Conclusions (1) The reading achievement test functioned better as a predictor of reading achievement which included vocabulary and comprehension than did any one of the other predictor variables. However, the combination of the other predictor variables functioned better as predictors of reading achievement including vocabulary and comprehension than did the pretest alone; (2) Participation in values clarification activities within a subject matter course had no effect upon the prediction of reading achievement; (3) The combination of student cognitive level of development, student age in months, and the sex of the student had no effect upon the prediction of reading achievement; (4) The combination of the instructor of the course and the biology course type had no effect upon the prediction of reading achievement; (5) The combination of student achievement in content vocabulary and student cognitive level of expressive language had no effect upon the prediction of reading achievement.

BISENSORY MEMORY FOR CONCRETE AND ABSTRACT NOUNS IN DISABLED AND NORMAL READERS

GOLDBERG, KAY ELLEN, PH.D. *University of Southern California, 1979.*
Chairman: Gerald S. Hasterok

This study had two principal purposes. The first was to determine whether differences in recall accuracy and/or response style exist between disabled and normal readers on a task requiring the free recall of bisensory presentations of concrete and abstract nouns. The second purpose was to investigate the possibility of an interaction of presentation modality with the level of rated concreteness of stimulus words in a bisensory presentation.

Subjects were 23 disabled readers and 23 normal readers in the 10th and 11th grades. Each subject viewed a slide-tape presentation in which simultaneous auditory and visual lists of nonredundant nouns were presented in trials of four audiovisual pairs. The lists were presented at a rate of one audiovisual pair each 2.5 seconds, with the level of concreteness of nouns varied across modalities. Subjects were free to report the items of the stimulus presentation in any order.

The dependent measures for recall accuracy were the frequency of auditory words, visual words, concrete words, abstract words, and total words correctly recalled by subjects. These data were statistically analyzed using a 2x2x2 mixed repeated measures analysis of variance. Additionally, the response style of subjects was assessed by recording the order of report of words for each trial. The subject's entire response for a particular trial was then classified as (a) a pair order response (characterized by the report of items in the temporal order of arrival to the two senses in audiovisual pairs), (b) a modality order response (characterized by the report of items from one modality followed by the items from the other modality), or (c) a mixed order response (where the order of report could not be classified as either pair of modality). Separate one-way analyses of variance were calculated to compare group means for each of the three response types.

The statistical analysis for recall accuracy indicated significant main effects for the three independent variables of presentation modality, word concreteness, and reading group. More auditory words than visual words were recalled by subjects. Concrete words were recalled more accurately than abstract words. Group differences between disabled and normal readers were also found with regard to recall accuracy. However, none of the interactions between the independent variables reached significance. From the statistical analyses for response style it was determined that disabled readers produced significantly fewer pair order responses but a significantly greater number of mixed order responses than normal readers.

These data were considered as confirming the facilitative effect of concreteness on recall, and also as corroborating the evidence from the majority of bisensory studies that auditory presentation is more efficient than visual presentation for short-term verbal memory. Although the conflicting evidence from bisensory digit span studies does not permit the conclusion of a general bisensory memory deficit of disabled readers relative to normal readers, the group differences in recall accuracy found in the

present study were interpreted as pertaining to the use of nouns rather than digits as stimulus items. Group differences in the production of pair order responses were considered to reflect the disabled reader's differentially greater difficulty in the integration of auditory and visual information.

THE EFFECT OF AN ECLECTIC READING LABORATORY PROGRAM ON SECONDARY SCHOOL STUDENTS

Order No. 8003090

KLEIN, ADRIA EAY, PH.D. *The University of New Mexico, 1979. 153pp.*

A secondary school reading project involving the tenth grade of a large high school was undertaken in the Fall, 1972. The clear need was to evaluate this project and to assess significant, measurable data. The number of students in the project was about 300, which were drawn from the total population of 1,200 in two years of the project on the basis of completing pre- and post-tests.

The nature of the reading skills program was varied, with one hour per week taken from the regular English class (for the entire year in each of two years of the project) being the instructional time. An eclectic group of materials was used, with a serious attempt to individualize to each student's needs using available materials. Each student kept a folder with a record of his work and a checklist of specific skills in reading that were mastered.

All students were given the Comprehensive Test of Basic Skills, vocabulary and comprehension sections, and the Botel's Word Opposites Test both as pre- and pre- and post tests. Data gathering was done on a systematic basis. The two experimental groups were compared with each other and were found to be equivalent. These groups were then analyzed longitudinally using the same students' eighth grade CTBS scores, and the scores from the fall of tenth grade and the scores from the spring of the tenth grade. It was found that the students gained significantly more in reading scores during the one year of the tenth grade laboratory reading program than in the total of the two previous years of traditional English instruction. No correlation was found between the number of skills mastered and gains on the CTBS comprehension section. No correlation was found between the gains on the Word Opposites Test for the two groups.

The study concluded that the addition of reading skills instruction using an eclectic set of materials in a regular English program produced significant gains on standardized tests.

A COMPARISON OF THE EFFECTS OF TWO TYPES OF ADVANCE ORGANIZERS ON COMPREHENSION OF A READING TASK

Order No. 8002821

KNEEN, MARY JANE, PH.D. *The University of Toledo, 1979. 115pp.*

The purpose of this dissertation was to compare the effects of two types of advance organizers, guide material and the structured overview, on comprehension of a reading task. The subjects were seventh graders from the Washington Local School District. The topic of the readings was the nullification crisis of 1828. The guide material was a 500 word passage centering around the key words included in the reading task. The structured overview was a graphic representation of the key words included in the reading task. The reading task was 2500 words in length.

All instruments were designed and implemented by the experimenter. After the subjects received the treatment (one of the advance organizers), they had the opportunity to ask questions. Next, they received the reading task, which was followed by the twenty-five item comprehension test.

The purposes of this study were to determine: (1) Which form of advance organizer resulted in greater comprehension of a reading task as evidenced by comprehension of a reading task as evidenced by comprehension test performance. (2) Which form of advance organizer was most effective for high, middle, or low ability readers. (3) Which form of advance organizer was more effective for boys and which form was more effective for girls.

Ninety-six subjects were involved in this study. A three way completely crossed ANOVA was used to analyze the data. Each cell was of equal size. The independent variables were instruction, reading ability, and sex. The two levels of instruction were guide material and the structured overview.

The three levels of reading ability were high, middle, and low. This was based on student performance on the Stanford Diagnostic Reading Test Brown Level Form A which was administered to all seventh graders in the Washington Local School District in February 1979 by school officials. Next, means were compared by treatment, sex, and reading ability. Finally, student questions were examined and considered, although not statistically analyzed.

The findings and conclusions of this study were as follows: (1) The structured overview resulted in significantly greater comprehension of the reading task than did guide material as evidenced by comprehension test performance. (2) The structured overview was more effective in facilitating comprehension of the reading task than guide material for all reading ability groups as evidenced by comprehension test performance. (3) There was no interaction among sex, treatment, and reading ability. Combinations of reading ability and sex did not reveal differential performance in the two groups. Further, two and three way combinations of effects did not significantly change the pattern of performance differences. (4) Student questions asked by the guide material group were for definitions of non content specific words while questions asked by the structured overview group frequently exceeded the scope of the structured overview.

EFFECTS OF TRANSACTIONAL EVALUATION ON READING ATTITUDES AND ACHIEVEMENT OF HIGH SCHOOL STUDENTS PARTICIPATING IN AN INTERDISCIPLINARY READING PROGRAM

Order No. 8011068

LIVINGSTON, ROBERTA ANN McCLARIN, Ed.D. *New Mexico State University*, 1979. 274pp. Chairman: Professor Jerald L. Reece

Purpose. The purpose of this study was to investigate the attitudinal changes and concomitant gains in reading achievement of high school students utilizing the transactional evaluation process in an interdisciplinary reading program.

The process of transactional evaluation (TE) involves program participants (students) in program change or modification through the development of and responses to the Transactional Evaluation Instrument (TEI).

Procedures. Ninth, tenth, and eleventh grade students enrolled at Socorro High School were pre- and post-tested with the Semantic Differential attitude scale and the Stanford Diagnostic Reading Test. Pupils were categorized according to their enrollment in classes instructed by either experimental (TE), project control (C-1) or nonproject control (C-2) teachers. One hundred eighty-eight students who qualified as either experimental or control subjects completed pre-/post test instruments which measured the amount of gain in reading attitude and achievement obtained during the seven-month experiment.

Ten teachers voluntarily participating in the Title IV-C federal innovative program, "Teaching Reading in All Disciplines" (TRIAD), were selected as either experimental (TE) or project control (C-1) through a stratified randomization process according to content area. Five teachers were placed in each group. TRIAD project teachers participated in a transactional evaluation process as part of their 48 required hours of group and individual inservice sessions focused on teaching reading in content areas and integrating reading skills into their instructional techniques. Nonproject teachers received no training.

Furthermore, the five TE teachers conducted a TE in one of their own classrooms while simultaneously integrating reading-study skills. The project control teachers conducted no TE's.

Findings. (1) The mean pretest/post-test differences on attitude scores were significantly greater for the experimental group (TE) and project control (C-1) than for the nonproject control group (C-2). (2) No significant differences were found among the three groups on Decoding, Vocabulary, and Comprehension. The TE group gained significantly more than the C-1 group on Reading Rate (Skimming and Scanning, and Fast Reading). Although the differences were not significant at the .05 level, Comprehension gain scores favored the experimental groups. (3) Although sex and grade level were not controlled variables within the parameters of this study, interesting trends were observed favoring experimental males. (4) Student Attitude toward reading was positively correlated to a significant degree with eleventh-grade project control Comprehension gain scores and with TE tenth-grade Decoding gain scores. (5) The experimental teachers' evaluation of conducting the TE in their content classes yielded these important teacher perceptions: (a) Teachers gained valuable understanding of students' needs and feelings; (b) students benefited--especially in attitude toward classroom management and heightened interest in the subject matter; (c) each teacher expressed optimism about conducting future TE's as a means of obtaining greater insight for instructional improvement and as a motivational strategy.

Conclusions. Transactional evaluation had a significant effect upon participating teachers' and students' attitudes toward reading. Although the differences were not always significant, the reading achievement results favored the experimental group. The greatest differences occurred between project and nonproject students, involvement with TRIAD seemed to exert a strong, positive influence on the results of this study.

THE SYLLABLE OR VOCALIC CENTER GROUP AS A FACTOR OF WORD PERCEPTION

Order No. 8007396

MENDAK, PEGGY ANN, Ph.D. *Northwestern University*, 1979. 100pp.

The nature of word perception was investigated as it relates to the variables of the number of syllables or Vocalic Center Groups (VCGs) contained in a word, the number of letters comprising a word and the age of the reader. It was predicted that the number of VCGs and number of letters in a word would affect perceptual accuracy and that the number of VCGs would have more of an effect on perceptual accuracy than the number of letters. Younger students were predicted to be less accurate in their perception of tachistoscopically exposed words than older students.

Subjects included 17 eighth-grade students from a suburban Chicago junior high school and 17 students from Northwestern University. Test words were chosen from the Thorndike-Lorge word count (1944) and included words with 8, 10 and 12 letters and 2, 3, 4 and 5 syllables or VCGs. Categories of words resulted from letter/VCG combinations, e.g., 8 letters/2 VCGs, 10 letters/2 VCGs, etc. Results were analyzed according to data gathered on 7 words per category which were controlled for frequency. Each subject was shown the series of test words tachistoscopically for 20 msec and asked to report verbally what was seen.

Age was found to be the only significant factor. A possible cause for the difference in expected and actual outcomes was attributed to the possibility that configuration and featural characteristics of words might have interfered with perceptual accuracy.

AN INSERVICE MANUAL FOR TEACHING CONTENT READING SKILLS: GRADES TEN TO TWELVE

Order No. 8005132

NIELSEN, KAREN ELVA JACOBSEN, Ed.D. *Brigham Young University*, 1979. 284pp. Chairman: Earl L. Grossen

This dissertation consisted of developing and writing an inservice teacher training manual of functional models and strategies for teaching reading in the content area, secondary school, grades ten to twelve. Since inservice training manuals are generally not available, a need existed for a well-organized manual of strategies and procedures for teaching those reading skills. The manual focused on skills lessons in the areas of work identification, vocabulary, literal and interpretive comprehension, and critical and applied comprehension, and reading study skills, along with evaluation and information related to the reading deficient student. The manual was field tested in college classes and with inservice teachers in a rural high school in New Mexico. Surveys of attitudes and competency to teach reading skills were given students in college classes and inservice teachers following the training. All results were positive.

THE EFFECT OF CONFIRMATION OF ANSWERS ON COMPREHENSION IN READING

Order No. 8002068

PATERRA, Mary Elizabeth Cecelia, Ph.D. *University of Maryland*, 1979. 467pp. Supervisor: Dr. Robert V. Duffey

This experimental study provided information on the achievement of junior high school students on a criterion measure consisting of higher order and lower order questions following story parts when three different conditions for answering questions were used. The conditions were: (1) reading story parts and answering questions following by review of the story material to locate the answers, (2) reading story parts once and

answering questions following by recall of the story material, and (3) reading story parts twice and answering questions following by recall of the story material. Students in conditions (2) and (3) received answers to the questions following recall.

Research questions concerned students' achievement in the three conditions and the extent to which performance differences were related to the sex of the students, students' achievement in answering higher order questions, students' achievement in answering lower order questions, and students' performance on the criterion measure related to comprehension and aptitude subtests scores from the Iowa Tests of Basic Skills.

To answer the research questions within the limitations of the study, 47 boys and 60 girls attending a suburban junior high school were selected as subjects. Subjects read four stories taken from the Houghton Mifflin Reading Series for Fourth Grade. These stories were divided into parts suitable for lower order and higher order questions to be asked. Each story part was preceded by a guiding question and was followed by the guiding question repeated, two lower order questions, and two higher order questions. Students' responses to the guiding questions were not included in the data. For the two conditions providing answers to the questions, the answers were in the test booklets following the questions. Students were randomly assigned to conditions in their regularly scheduled English classes. Time spent reading and answering questions was recorded for each student.

Analysis of covariance with homogeneity of regression test was used to answer the questions relative to student performance on the test materials in the three conditions. Bivariate correlations were computed to ascertain the relation of student performance on the criterion measure to comprehension and aptitude.

Conclusions

1. Significant differences in performance on the criterion measure, higher order questions, and lower order questions were within the comprehension score range of one standard deviation below the county grade level equivalent mean, 6.8, and within the aptitude percentile range between 2 and 95.

2. Within these ranges, girls performed significantly better than boys. Girls who read story parts twice achieved significantly higher scores than girls in the other two conditions. Boys who used locate achieved significantly higher scores than boys who used recall.

3. Correlations between students' performance on the criterion and reading comprehension and on the criterion and aptitude ranged from .31 for girls to .70 for boys.

4. There were no significant differences in the time spent reading and answering questions in the three conditions.

For Theory

Confirmation achieved through locate and through access to correct answers was differentially effective for less able students and performance differences were related to the sex of the student.

For Teaching

(1) Structured reading activity format is appropriate for silent reading assignments. (2) Able readers use recall and locate with facility. (3) Less able readers need systematic instruction in locate to enable boys to use this skill efficiently and to enable girls to use both recall and locate efficiently. (4) Reading comprehension and aptitude subtest scores from the Iowa Tests of Basic Skills must be interpreted differently for boys and girls.

For Research

(1) Research should include a larger sample, elementary students, high school students, and a longer period of time. (2) Research should be made into able and less able readers' preference for locate and recall.

THE EFFECTIVENESS OF STUDY SKILLS INSTRUCTION FOR SEVENTH GRADERS

Order No 8003016

SLANSKY, JILL ANN NEWMAN, Ed.D. *University of Colorado at Boulder*, 1979. 287pp. Director: Donald F. Carline

One hundred and forty-eight seventh graders at Nevin J. Platt Junior High School, Boulder, Colorado participated in this study's skills research study during the 1978-1979 academic year. Seventy students received study skills instruction (treatment) seventy-eight students did not receive instruction. Selection of students to receive this treatment was based upon assignment to a geography class of the school master schedule.

Scripts, sets of student handouts and sets of transparencies were developed and used in the study skills course. Each session was administered during a 47 minute geography class period by the geography teacher and an assisting teacher.

Multiple choice questions were incorporated into a cognitive test of study skills information. A study habits questionnaire was administered to assess changes in study habits. Grade point averages and geography grades were used to determine academic achievement.

This study employed a $2 \times 2 \times 3 \times 3$, mixed model, analysis of covariance design to test hypotheses numbered 1, 3, 4, 5, and 6. The California Test of Basic Skills was used as the covariate. A modification of this design, a $2 \times 2 \times 3$, mixed model, analysis of covariance was used to test hypothesis number 2. Student prediction of their own first semester grades was the covariate. The subject classification factors (independent variables) were treatment, teacher, student ability level and sex. The dependent variables were: knowledge of study skills, study habits, grade point average (at the end of the first and second semesters) and geography grades (at the end of the first and second semesters).

Six hypotheses were formulated in the null form and tested by analysis of covariance.

A significant method effect was found on the students' measured knowledge of study skills. No other significant method effects were found for the other dependent variables. Thus, the study skills instruction (treatment) was definitely superior to the control method in the effect on the knowledge of study skills. It was not found to be any more effective than the control in terms of changing students' study habits or enhancing their academic achievement.

LEARNING FROM READING AT THE SECONDARY LEVEL: AN INVESTIGATION INTO COGNITIVE OPERATIONS EMPLOYED IN THE RECONSTRUCTION OF TEXT CONTENT

Order No. 8000622

SMITH, Sharon Lynn, Ed.D. *Indiana University*, 1979. 184pp. Chairperson: Dr. Carl B. Smith

The purpose of this study was to investigate the effects of differential instructions on verbal reconstructions of text content by tenth grade students and to test the applicability of an integrated three-way model of responses to reading representing cognitive operations performed on content held in memory. This research was based upon reconstructive theories of comprehension and learning, which suggest that the type of instructions given to students before reading will affect the degree to which they engage in schema-integration of new and existing information.

A total of 111 students participated as subjects, of whom 95 completed the three tasks of the study: an unprobed oral retelling of content immediately or one day after review, and a written reconstruction of content ten days after review. Subjects were divided into three experimental groups differentiated by instructions to (1) prepare for an oral discussion of material, (2) prepare for an objective test, or (3) prepare for an unspecified assessment. Half of each group did the retelling task first, and half the objective test first. Retelling protocols and written reconstructions were scored for number of recall, inference and supplementation responses. Written reconstructions were also rated for coherence. Students also completed attitude and interest measures, the results of which were correlated with the scores of all dependent variables.

A series of two-way ANOVAs for fixed effects design showed no significant effect of task order (retelling or objec-

tive test first) on any of the dependent variables, two significant effects of instructions, and no significant interactions. Instructions to prepare for an objective test resulted in significantly more oral supplementation responses, reversing the prediction of the working hypothesis. Instructions to prepare for a discussion resulted in significantly greater coherence of written reconstructions, confirming the prediction that instructions to prepare for discussion leads to more organized representation of information in long term memory. These results were interpreted cautiously in view of the strong evidence that instructions as given did not significantly affect the retelling strategies of these students.

It was concluded that some support for a schema-based view of comprehension after reading was achieved. Students at this level tend to integrate recall and inference responses but do not venture far into the area of supplementation, indicating a need for guidance in making associations between new and prior knowledge. Interest and recall scores both correlated most highly with recall measures, suggesting a need for further investigations along these lines. Further research into the nature of supplementation was suggested, as well as studies featuring greater elaboration of instructions with some provision for feedback to determine how well students understand the intent of differential instructions. Also recommended were studies controlling for the variable of mode of expression or comparing written and oral modes within a single time frame. This study also suggests the need for examination of patterns of responses over different age groups.

THE EFFECT OF HIGH AND LOW INTEREST ON THE READING MISCUES, STRATEGIES AND BEHAVIORS OF SECONDARY STUDENTS WHILE READING AMERICAN HISTORY MATERIALS

Order No. 8004477

TANNER, MICHAEL LOWELL, ED D *University of Northern Colorado*, 1979 191pp

The Problem The purpose of this study was to investigate and describe the effect of high and low reader interest in what is read on reading strategies and reading behaviors selected by the reader while reading U.S. History materials.

Questions Four questions were formulated to guide this study. They were: (1) What is the quantitative effect of high and low interest on miscues in U.S. History materials? (2) What is the qualitative effect of high and low interest reading on the three cueing systems: graphophonic, semantic, and syntactic in U.S. History materials? (3) What is the effect of high and low interest on what is remembered from reading? (4) What is the effect of high and low interest reading on the type of reading behaviors used to read the material and their effectiveness?

Procedure Two Interest Inventories were administered to identify U.S. History topics of high and low interest to students. One was administered to teachers and one to sophomores and juniors. Passages for Reading Miscue Inventories (RMI's) were developed for the two topics identified as high interest and the two topics identified as low interest. Two testing sessions were scheduled for each student. Within the first testing session, each student ranked the four topics identified in the Interest Inventories from most interesting to read to least interesting to read. Based on their choice of topic of high and low interest, an RMI passage was selected and administered. Then a Reading Behavior Checklist (RBC) was administered. In the second testing session, each student read the RMI of opposite interest and filled out a second RBC.

Treatment of the Data All miscues made by each student while reading with high and low interest were recorded and coded. Students' retelling scores were calculated based on their verbalization of what was remembered from their reading in high and low interest material. The pattern of retelling was also noted. From the Reading Behavior Checklist, the total number of reading behaviors used by students when reading in high and low interest materials was tabulated. T-tests for correlated samples were computed to test the significance of difference between mean percentages ascertained for miscue analysis, retelling, and reading behaviors in reading material of high and low interest.

Conclusions (1) Students made more miscues when reading in U.S. History material they ranked as low in interest than they made when reading in U.S. History material ranked as high in interest. (2) Material of high and low interest did not seem to effect the use of the readers' cueing systems. Only six of the fourteen mean percentages in subcategories of miscue analysis showed significant differences between their means. Readers who ranked themselves as "good" or "average" in reading ability, as the readers in the study did, consistently relied on the same cueing systems for

reading in material with high interest as for reading in material of low interest. Even though some aspects of miscue analysis varied, the cueing systems most effectively used in both types of material were the syntactic and semantic. (3) Students remembered more literal level information during retelling from material they ranked as being of high interest than they remembered from material they ranked as low interest. (4) Students' reading strategies were classified as more effective when reading with high interest. (5) Students manifested a greater number of reading behaviors and a greater number of effective behaviors in material ranked as high in interest.

A STUDY OF THE EFFECTS OF TRAINING IN THE SKILL OF TAKING NOTES FROM WRITTEN MATERIAL ON SEVENTH GRADE STUDENTS

Order No. 8005603

WILEY, MARY LU DEATON, ED D *University of Houston*, 1979 99pp
Chairperson: Dr. Douglas Tomas

The purpose of the study was to examine the influence of training in the study skill of notetaking on notetaking performance by seventh grade students, and further, to ascertain what influence this training had on the students' performance on tests of literal recall. This investigation focused on the demographic variables of age and sex, as well as research hypotheses considering class level, material prepared according to readability level, and the effect of training on the scores of literal recall for the material from which notes had been taken. Pretest-posttest quasi-experimental design was used to compare the performance of experimental and control groups.

Six classes, with a total of 84 students, from Spring Branch Junior High School, represented the three achievement groupings of the suburban school district, two accelerated (K), two average (L), and two slower (M).

All subjects (three control groups and three experimental groups) took two pretests in taking notes. One passage was administered to all classes and at the median reading level for all classes; the other tests were prepared at the median class reading level. The experimental classes worked at least 12 lessons from Unit V "Notetaking and Outlining" in addition to Skill Starter lessons from the Science Research Associates *Organizing and Reporting Skills* (1978) program. Students independently worked, checked, and recorded their work. Teacher involvement was minimal. The control classes had no formal training.

After the period of training for the experimental groups, all groups took notes from passages similar to the pretests: one passage prepared for readability and the other common to all classes. Notetaking Efficiency Quotients were calculated.

Four days after the two posttests of notetaking, all students were allowed to review their notes prior to taking a multiple choice test of literal recall. The percentage of ideas found in the notes was correlated with the score on the test of recall.

The data were analyzed using statistical calculations of frequencies, breakdowns, t-tests, ANOVA, and Pearson Product Moment Correlation.

The following conclusions were drawn: (1) Seventh grade students who received training in notetaking scored higher on a test of notetaking efficiency on both common passages and passages prepared for readability. (2) No significant difference was found due to sex. (3) No significant difference was found due to age. (4) Group membership was significant in improving scores of notetaking efficiency. The accelerated group improved most, the slower group improved second best, the average group improved but not to a significant degree. (5) There was a high positive significant correlation between the number of ideas found in the notes and scores on tests of literal recall on the Common Test. Although there was a positive correlation between ideas and recall on the Level Tests, the correlation was not significant. (6) Both the accelerated group and the average group showed significant correlation between their literal recall test scores and the number of ideas found in their notes, on tests controlled for readability. The slower group showed the lowest correlation between the number of ideas found in notes and scores on tests of literal recall.

A COMPARISON OF STUDENT ACHIEVEMENT IN SELECTED READING PROGRAMS AND THEIR IMPACT ON LEARNING

Order No. 8003711

WINN, WYNONA OIELA, PH D. *Kansas State University*, 1979. 236pp.

This dissertation examines two different approaches to teaching reading to seventh grade students who were experiencing difficulties in reading content area materials. One of the reading programs was described as a

traditional basal approach to reading instruction. The other reading program was described as an experimental individualized approach to reading instruction in the content areas.

The participants in the program were 104 seventh grade remedial readers. Fifty nine were randomly assigned by ability strata to the experimental reading program and forty-five were randomly assigned by ability strata to the traditional reading program. The subjects were pre and post tested using the California Achievement Test. The achievement test covered three areas: reading, English and mathematics. The pre and post test scores were analyzed using a two-way analysis of variance.

The results indicated the experimental group made higher mean scores at the .10 level in all three tested areas than did the students enrolled in the traditional program.

The findings from this study indicated reading skills can be fused with content area subject materials. Through direct instruction, remedial reading students can transfer reading skills to other subject matter.

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