

COMPARISON OF TWO METHODS FOR TEACHING READING
TO UNDERPREPARED, READING DEFICIENT
COLLEGE FRESHMEN,

by

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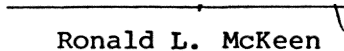
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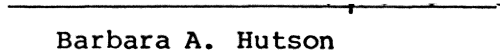
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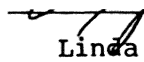
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Chapter I

INTRODUCTION

Need for Instruction of College Students

Of the problems which face many college freshmen, the ability to read and understand as a means of gaining information for college course work has emerged as a nationwide concern (Conference on Compensatory/ Remedial Education, 1975; FIPSE, National Project II, 1976; Remedial-Developmental Studies in Post-Secondary Institutions Conference, 1977). To a large degree, academic progress in school depends upon the ability to read. Greene (1966) estimated that more than 90% of all work taught in school involves the ability to read. If this is true, according to Greene, then a student who has difficulty in reading will be successful only about 10% of his time in school. A student with a reading disability will be severely handicapped in his performance in any subject where reading is an essential ingredient (Greene, 1966).

In the early sixties, colleges were more able to afford to promote elitist admissions policies (Cross, 1976). In the decade of the seventies, however, the rise of community colleges (Cross, 1975), the advent of open-door admissions policies at four year institutions (McIntosh, 1975), and the projected decrease in the number of college aged students for the eighties and early nineties (Neibuhr, 1980) have impacted on the kinds of students who have been, and will continue to be, admitted to institutions of higher education. These students are often underprepared for college work (Wilson and Jerimiah, 1980).

Community colleges have addressed the problem of low-achieving underprepared students since their inception for they were designed to provide an opportunity for higher education to all persons without regard to their previous educational achievement, social class, religion, race, ethnicity or age (Aron, 1976). As a part of this design, students who wanted to transfer to four year institutions in the junior year were to be prepared by successful completion of prescribed courses (Friedlander, 1981). These colleges, therefore, pioneered on a wide scale, the development of remedial programs as a means of student goal attainment (Cross, 1980).

Open-door admissions policies increased academic accessibility (Black, 1972), and colleges/universities that were least selective were also those with the highest dropout rates (McIntosh, 1975). To make the open admissions policy a viable one, reading and study skills programs were a necessity, for without them, the open door would become a revolving door for underprepared students (Aron, 1976). Reading clinics have expanded to almost every campus (Miller, 1978) as a result of more open admissions policies (Call, 1978).

The necessity of these programs is more pronounced with the reports of a shortage of students. The low birth rate which began about 18 years ago is responsible for the predicted lack of college aged cohorts in the eighties and nineties (Higher Education Daily, 8:14, 8:59, 1980). Many colleges, especially small, private institutions, will be fighting for survival by 1990 (Cross, 1980; Higher Education Daily, 8:59, 1980). Three trends have forced community colleges to compete with four year colleges for students: lowered admissions standards, increased emphasis

on recruitment, and programs offered toward associate degrees previously associated with community colleges (Friedlander, 1981).

Whether the open-door policy at four year colleges is a sign of change in philosophy followed by a change in policy, or a change in policy to ameliorate an enrollment difficulty, more students who have academic deficiencies continue to be admitted (Roueche and Snow, 1978). But to open the door, and fail to develop retention procedures for these students would violate the promise of an education which college admission offers (Evans and DuBois, 1972).

Appropriate retention programs necessitates the development and implementation of viable instructional methods as two and four year institutions increase the enrollment of underprepared students (Carnegie Council, 1980). In a recent report to the American College Testing Program (Chandler, 1980), evidence was presented which identified 34% of 47,614 freshmen from public and private two and four year institutions as needing special assistance in reading speed and comprehension, and 37% needing assistance in improving study skills.

College students who have reading deficiencies are inhibited in the study of science, history and literature (Ohles, 1970). Cross (1975) suggested that colleges really concerned about increasing students achievement are utilizing pluralistic routes. Pluralistic routes are defined as lectures, discussions, learning laboratories, media presentations, peer tutoring, project learning, audio-tutorial, printed materials, physical objects, projection visuals, audio tapes and small group activities (Cross, 1975).

Kendricks and Thomas (1970) commented that after a decade there

was still no panacea, no formula, no best plan for instructing the underprepared college student. While there is a high probability that there never will be a so-called best plan, there is a need for developing instructional programs for college students which will combat low academic achievement and encourage the development of alternative, appropriate and effective learning behaviors (Felton and Thomas, 1972).

At two and four year colleges, a variety of reading programs have been developed. These often include remedial work which may be required of students who do poorly on entrance requirements and electives for students in developmental reading. The programs are intended to help capable students increase rate of reading as well as efficiency of study procedures (Harris and Sipay, 1980).

The American Council on Education in Higher Education Daily (8:15, 1980) suggested that first generation college students and those with poor academic records are most likely to leave college. Retention of more than half of these students would offset the search for students to be brought on by the predicted decline in enrollment (Higher Education Daily, 8:15, 1980). Reading programs generally have the largest enrollment of any remedial programs. Such programs offered as an integral part of the college/university program (Baranchik and Ladas, 1979), and taught in the context of academic course work to foster student learning in the area of transfer of skills to the actual reading study situation (McPhail, 1978), would represent a serious effort to increase student retention rates (Carnegie Council, 1980).

The terms disadvantaged, high-risk (Astin, Astin, Bisconti and Frankel, 1972), marginal (Maxwell, 1979), NEW, non-traditional (Cross,

1971), remedial (Harris and Sipay, 1980), low-achiever (Evans and Dubois, 1972), low ability (Schmitt and Reeves, 1975), non-proficient (Jerimiah, 1980) and basic skills (Grant and Hoeber, 1971) will be represented by the terms underprepared or reading deficient in this document. They refer to students with motivational and academic deficiencies which are manifested in the area of reading.

Program Effectiveness

Of the 2.7 million high school students who need special assistance in reading, less than half receive it, according to Smith and Fay (1973). These are the students who are so caught up in the failure syndrome that they have historically had little hope of receiving higher education at the college level. Moreover, these are the students for whom college admission would have been impossible before the rise of community colleges, open-door admissions policies (Baranchik and Ladas, 1971) and the decline in college aged cohorts (Niebuhr, 1980).

Raisner (1978) reported that as the college population changed, institutions were charged with the task of bringing up to college level students who may not have junior high school skills. Raisner further stated that remedial programs at the college level operate with questionable success. Maxwell (1979) contended that traditional college remedial courses were failures, and that such courses were the worst possible way to deal with the problems of academically weak freshmen because they kill student motivation.

As reasons for the questionable success of college reading programs, the literature frequently discussed ineffective methods and

strategies, length of time in remedial programs, insufficient teacher training and lack of credit status for remedial programs.

Astin, Astin, Bisconti and Frankel (1972) reported that one of the most pressing needs in special college programs, like reading classes, for the underprepared student was the development and testing of instructional methods specifically designed to help them exercise and improve in academic performance. Nacke and Culbertson (1976) made the same point four years later in a report which discussed variables in the development of mature reading strategies. They found that there was still a need for more information regarding adult reading strategies which would aid underprepared college students growth toward integration of isolated skills into viable, effective reading processes, transferable to content college courses. McPhail (1978) concluded that instruction in reading/study skills is best delivered in the context of academic course work to insure transfer of skills to the actual reading/study situation.

Moore (1976) took the position that underprepared college students were instead spending considerable time with educational gadgets, self-taught materials and self-taught packages. According to Newton (1977), traditional theories of child psychology as well as public school instructional methods were being utilized in substantial numbers of adult education programs. Such methodologies were reported to be seriously unproductive. Raisner (1978) pointed out that when instructors were assigned to reading classes at the college level, they often employed techniques more suitable to young children because of the paucity of tested methods specifically designed for the underprepared adult learner

who is a college freshman.

According to Pigott's observations (1980) not enough time was allotted to allow students to learn about the process of reading. In another study, Jerimiah (1980) suggested that the length of time spent in remedial reading programs was another reason why college reading programs continued to meet with questionable success. Whether the student learns, according to Cross (1976), was far more important than how long it takes. Jerimiah (1980), working with students at a predominantly black institution which serves a population primarily from inner city school systems, questions whether one or two semesters is long enough to remediate the majority of students who have experienced what Smith (1975) refers to as years of instructional bruising. Jerimiah's report indicated that several colleges under his investigation may opt to extend remedial programs to the number of semesters necessary for the achievement of student reading competency.

Devirian (1975) made Jerimiah's observation five years earlier when she reported that to expect a one or two semester reading course to make up for twelve years of unsuccessful education obviously may be an unrealistic and questionable goal. Just as there was no evidence of "the" method for teaching reading to college students, there was no evidence to support "the" number of semesters necessary for effective college reading programs. There was evidence that the majority of reported studies were one semester courses (Pigott, 1980; Solon, 1980; Frank, 1980; Driskell and Kelly, 1980).

In addition to learning time, teacher education also appears to be a program effectiveness factor. Raisner (1978) reported that after

nearly twenty years of building college reading programs, college faculties which interact with the underprepared student were still not trained in basic reading skills. Ahrendt (1975) reported that many reading teachers at the college level came from English and psychology departments, and that most universities which train reading specialists continue to focus on elementary or secondary education. The State of Maryland has five institutions which offer graduate programs in reading education, however, there is only one proposed program leading to a degree in teaching reading to adults, and there are no certification requirements above the secondary level (Maryland State Department of Education, 1981; State Board for Higher Education, 1981). Teachers in college remedial reading need specialized training, which differs from their colleagues at other levels, to be better equipped to work with the underprepared students who need remedial reading instruction which teachers are not trained to provide (Higher Education Daily, 8:53, 1980).

Closely aligned to the lack of effective teacher training was the lack of firm commitment from higher education institutions that remedial reading programs were viable and worthy of recognition. This recognition, as identified by Cross (1975) would be legitimized by offering credit for remedial courses. At the time of that report, however, Cross found only about 1/2 of the responding community colleges offered credit. Hertz, Gold, Kaufman and Wallach (1974) took the position that a motivation for learning must be found for underprepared students, and that an obvious source was academic credit for remedial courses. They reported that by denying credit, students felt a sense of low personal worth, and their suspicions that remedial courses lack

value were confirmed. Brown (1976), in support of the granting of credit status to remedial courses, suggested that an effective reading skills course may be one of the most important courses a college student takes.

A vast amount of research on methods of teaching reading is available at the elementary and secondary levels. However, when one approached the teaching of reading to underprepared adult, college students, there was a paucity of systematic data. Teachers of adults need be aware of the significant differences between adult and childhood orientations to learning (Newton, 1977). In spite of the fact that educators have recognized for several decades that a child was not simply a small adult, it has been with greater difficulty that they understood that an adult was not merely a large child (Johnson, 1980). Since the 1960's, a science of adult instruction has evolved (Newton, 1977).

Kidd (1973) and Knowles (1970) identified some basic assumptions about adult learning. According to their research, the heart of the adult learner was independence and self-direction. The adult as a learner was pictured as an autonomous, experience laden, goal seeking, "now" oriented, problem centered individual. Any adult learning situation, including college remedial reading classes, must avoid placing the student in the role of dependency, captivity and unquestioning compliance, for this role would only generate resistance and resentment (Newton, 1977).

Maxwell (1971) observed that college reading programs built on the individual needs and goals of students would involve a variety of

techniques. Johnson (1972) commented that the model for instruction rested within the individual learners themselves as did Cross (1976) who suggested that remedial classes should move from education for all toward education for each.

Simmons and Shultz (1973) promoted the use of Individually Prescribed Instruction, an instructional system based on the principles of programmed learning in which each student directed his own program of study from teacher prepared or teacher-student prepared daily prescriptions of study materials and activities. Ohmer (1972) suggested that programs must be implemented which reflect reported research proving that college students learn by using personalized individual instruction, experiential learning and interdisciplinary instruction.

Newton (1977) found that the language experience approach was effective when used with underprepared adults because it capitalized on the background of experiences and made use of the vocabulary of the learner. In using the experiences and vocabulary of the learners, remedial instruction was relatable to activities in content area classes. Ohles (1970) believed that remedial instruction was most effective when related to other class activities, and when special textbooks and materials were used.

Cross (1975) discussed a need to put special emphasis on new programs of learning such as combining self-paced learning and peer tutoring into more sophisticated, personalized systems of instruction and mastery learning which allowed students to spend as much time as necessary to master the area of study. Aron (1976) extended the idea of individualized programs by categorically dividing them into reading

laboratories which promoted individualized instruction through prescriptive techniques, and student goal setting for self-directed, self-selected materials.

Olmstead (1976) reported that small group methods of instruction for twenty-five students or less provided for the type of interaction, reinforcement and feedback necessary for effective learning. Applications of small group instruction in college remedial reading classes were reported as useful by Turner and Parker (1974), Cahn (1969) and McPhail (1978). Cahn (1969) combined small group instruction with the use of films, field trips and photographic essays to achieve maximum student participation in class discussions. Turner and Parker (1974) reported a greater level of student attendance and participation when small group instruction was followed by typed summations of each class session. Each summation included plans for the next class, and was mailed to every student whether or not the student had been present at the summarized session. McPhail (1978) extended small group instruction to include techniques to encourage the transfer of reading skills to content courses by teaching reading skills during the first half of the course and application to content during the second half of the course.

McGlynn (1977) referred to typed summations, the use of films, field trips, photographic essays and teaching students to apply reading skills to content courses as innovative methods. Innovative methods involved using whatever clarified and enriched study. This included audio-visual aids, teaching aids, records, charts, models, games, mock town-hall meetings (McGlynn, 1977), but kept in mind that

instruction does not become innovative simply by being packaged in a modernistic device (Jason, 1965).

Appropriate procedures for teaching reading to the underprepared, adult, college freshman may be most effective if methods are individualized and thoughtfully delivered. In addition, by combining small group instruction with activities that make optimum use of the student's background of experiences and vocabulary, relating instruction to content courses, and allowing students as much time as they need to learn to read effectively and efficiently, students may become independent learners with the motivation to persist in college content courses.

Each of the methods or strategies described above seems to have two basic goals: first to raise the reading ability of the student and second, to accommodate the particular affective needs of the underprepared adult learner who has indicated that students want a college education despite their apparent inadequacies in some of the basic learning skills necessary for successful completion of a program. Clearly, then, an examination of the effectiveness of methods for improving reading skills in underprepared high school graduates admitted to college must include both an academic and an affective dimension.

Purpose of This Study

The purpose of this study was to compare the effectiveness of two methods of reading instruction presented to underprepared, college bound, high school graduates. One method, the pluralistic method, included extensive teacher-student interaction during lessons.

Moreover, the content of lessons was delivered using a wide range of instructional strategies adapted from a variety of print and non-print, multi-media materials. The alternate method, worktext, included a structured and systematic workbook. Lessons, after a brief introduction by the instructor, were primarily conducted through independent workbook activities. Teacher-pupil interaction was kept at a minimum. Additionally, students attitudes toward reading instruction, reading ability and reading in general was compared on an inventory completed before and after treatment. Because both groups were instructed by the same teacher, teacher's instructional style and classroom climate will be examined.

The specific questions for study were as follows:

1. Are there achievement differences in selected reading skills (scanning, skimming and finding main ideas) between students who have received instruction in the pluralistic method and those students who received instruction through the worktext method?
2. Are there any changes in students' attitudes toward or about the instructional method, their reading ability and reading in general?
3. Are there any differences in the classroom climate which can be attributed to instructional methodology?

Chapter 2

REVIEW OF LITERATURE

This chapter examined pertinent literature on (1) the development of college reading programs, (2) identification of reading deficient college students and (3) instructional methods for teaching reading deficient college students.

The Development of College Reading Programs: Historical Perspective

At the beginning of the twentieth century, only a small percentage of Americans could read and write. Of these, only a fraction attended high school at all. The largest colleges had five or six staff members with graduating classes of 15 to 20 students (Clark, 1963). By the seventies, colleges and universities were competing crassly with each other for tuition paying warm bodies, public and private sectors debated acrimoniously their claims for state and federal support, and threatened faculties resorted to the adversarial options of labor law to preserve some of their diluted dreams of security and income (Pusey, 1978).

As early as 1894, Wellesly College introduced the first course in remediation in the academic areas (Cross, 1976). This early course was a how-to-study course designed to assist students in getting the most out of the time which was spent in the act of studying. In the 1930's and 1940's remedial reading courses were added to how-to-study courses. Triggs (1942) reported that in 1942 there were over 200 collegiate

reading programs in operation, and Blake (1955) reported that upwards of 90% of colleges had some type of study skills program as a part of the general curriculum. Roueche (1976) reported that writing courses followed almost immediately the introduction of reading courses into the college curriculum.

The problem of disadvantaged students on college campuses had its impetus in the 1960's (Monroe, 1972). Until that time, students did not go to college, they were sent to college by an unwritten agreement between parents and colleges that if the parents paid the expenses, colleges would produce graduates (Willingham, 1973). College was a time when the young student saw himself as life's finest product, enjoying the crazes of college life (Runkel, Harrison, Runkel, 1969).

Students at black colleges were an exception to the Runkel model, since college for them was a means to a better life (Gladieux and Wolanin, 1976). Since their inception, black colleges were encapsulated systems with the responsibility for black history, literacy and aspirations. In these institutions, more money was spent at an earlier time for remedial education because black students reflected marginal educational backgrounds, and needed support services to succeed (Bowles and De Costa, 1974). In the early 1960's, remedial programs in community colleges and black institutions were the major source of programs provided for students with problems.

In the 1950's and 1960's, enrollment pressures were being felt by universities and four year colleges as more applications for admissions were received than there were openings for students. It was that era that Cross (1976) called the heyday of educational meritocracy.

Students with even the slightest hint of a learning problem were turned away. Efforts at remediation shifted to the open door of the community college. By the late 1960's practically every two-year institution was making some institutional effort to develop courses in reading, writing and quantitative skills for increasing numbers of students who entered without the basic rudiments of a high school education (Thornton, 1972).

Initially any programs which were designed to provide support services for skills deficiencies were called remedial (Roueche, 1968). By the late 1960's, the term remedial was assigned questionable and negative connotations. These connotations resulted from ineffective programs, stigmatizing labels, prejudiced attitudes and absence of credit for remedial courses (Roueche and Snow, 1977). It was then that the term "developmental", suggesting strengthening and broadening of skills, became more popular. Cross (1976) believed, however, that if the goal was to overcome deficiencies, the program was remedial in nature. For the purpose of this study, the term remedial was used to mean strengthening and broadening of skills to overcome reading deficiencies through instructional support programs.

Programs for the reading deficient college student were reported as ineffectual in the sixties by Roueche (1968) for several reasons: (1) faculty members were assigned to teach remedial courses, often charged only with the task of keeping students quiet, (2) few remedial courses offered the student any academic credit for the time spent, the money paid or the effort put forth, (3) administrators and teachers alike expected students to perform poorly, (4) few institutions had

documented knowledge about the skills and abilities of the students, and (5) materials were often written on the 13th or 14th grade reading level for students in remedial programs who could not pass an eighth grade reading test. The result was a tracking system which generated remedial wards on the fringes of the institution (Rosen, Brunner and Fowler, 1973).

They further pointed out that during the 1960's and early 1970's many students rebelled against institutional tracking systems, absence of credit for remedial courses and prejudiced attitudes of teachers, counselors and administrators. At the same time, the theories of Bruner (1960), Erikson (1963) and Piaget (Ginsberg and Opper, 1969) were revived, from which the concept of intervention emerged and became crucial to a rationale for remedial education. These developmental theorists proposed the idea of a critical period during which the individual was most ready for task-relevant experiences to help him/her successfully facilitate his/her maturational development. The idea of the critical period may be applicable to the reading deficient college student who is seeking a successful college experience.

With input from practitioners in remedial education, many of whom were once remedial students themselves (Moore, 1976), and the projected decline in college aged students through the 1990's (Higher Education Daily, 8:14, 8:59, 1980) remedial programs emerged at a tremendous rate since 1960. In a 1970 survey, Cross (1971) reported that 80% of public and private community colleges were providing some sort of special program for the reading deficient college student. Cross surveyed all community colleges again in 1974 and found that some kind of special

program for disadvantaged students had been developed in 93% of the schools. Roueche and Snow (1977) surveyed all public higher education institutions, and found that 86% of the colleges were providing for the academic needs of the students in attendance. Specifically, according to the survey, 95% of community colleges and 77% of the four year colleges were providing services such as tutoring, counseling and/or financial aid.

The presence of a remedial course, however, did not insure the success of the remedial student, or the effectiveness of the program. With the national decline in standardized test scores, educators and educational administrators have increasingly relied upon remedial reading programs to help arrest the declining trend in reading performance (Moore, 1976). Most of these programs seek to bring students up to acceptable levels for college work. Despite the preponderance of college reading programs, many educators and legislators have very serious doubts about the efficacy of these programs at the college level (Wilson and Jerimiah, 1980).

Wilson and Jerimiah (1980) reported that there are impelling arguments on both sides of the question of efficacy surrounding college reading programs. On the one hand, they report that students who successfully increase reading proficiency to acceptable standards perform no differently than students who did not need remedial programs. On the other hand, there are those who argue that remedial programs are not cost effective at four year colleges, and that students who are not prepared for college should attend community college.

Description of Underprepared Reading Deficient College Students

The characteristics of underprepared reading deficient college students have been reviewed by numerous sources including Jorgenson (1980), Cross (1976), Roueche (1973) and Roueche and Snow (1978). There is considerable variety in the reports about reading deficient college students, but the overriding opinion seems to be that the reading deficient student at the college level was the reading deficient student throughout twelve years or more of schooling (Cross, 1971). Harclerod (1971) defined reading deficient college students as having disadvantages which may stem from either low ability, low achievement, cultural or linguistic isolation, poverty, neglect or delinquency. They were diverse in academic preparation, ethnic origins, socioeconomic status and age. According to Grant (1971) the reading deficient college student was one who had not acquired the verbal skills and full range of cognitive skills required for college level work, whose grades fall in the bottom half of the high school class, who may have been tracked into a general, commercial or vocational high school program. Furthermore, they may have social and cultural value systems which are significantly different in some ways from other college students and from those of their teachers.

In many four year institutions, students were identified to participate in remedial classes on the basis of college entry reading scores. Maryland has proposed standards for college students in the adoption stage. According to the Maryland State Department of Education standards, students will be administered the Nelson-Denny Reading Test: Form C when they enter as freshmen. Those who score

below 10.8 must take a remedial reading course. At the end of the freshman year, Nelson-Denny Reading Test: Form D will be administered. Students must score at least 11.2 (grade equivalent) to remain in college.

Cross (1976) reported that in the 1960's, it was believed that remediation program participation would cater to large numbers of minorities. It was found that women and large numbers of students from blue collar families who were first generation college attendants were primary program participants. Lineberry (1975) reported that students applying for admission to City College of New York were given a standardized reading test as a diagnostic instrument. Of the 19,000 students admitted, over 6,000 of the regularly admitted students needed remediation courses. Lineberry's statistics showed that 1/4 of the entrants who had earned high school grades of 80% or better scored below the national average on a standardized reading test.

Students were usually assigned to remedial reading classes on the basis of individual institutional criteria. Universally, the criteria was based on admissions policies, often determined by a comparison of high school grades and Scholastic Aptitude Test scores (Slack and Porter, 1980). Depending upon the institution, students may be administered a reading test either prior to or immediately following admission, usually the Nelson-Denny Reading Test (Leach, 1980; Jerimiah, 1980; Richard, 1980; Miller, 1980; Johnson, 1980; Bergman, 1980; Flippo, 1980; Magnavita, 1980).

After students were admitted to remedial classes, assessment instruments to determine instructional levels may have been administered

from worktext or teacher made sources. As a result of a study conducted to determine students perceptions of their own reading problems, Artley, Burton and Cook, reporting in Ahrendt (1975), indicated that students were reasonably good judges of their ability, and might exercise options as to the need for improving their reading ability, handling more difficult material or engaging in more challenging tasks. This may imply that students perceptions of their reading proficiency could provide teachers with insight into student attitudes toward reading instruction and reading in general.

From an analysis of tests, instructional needs could be determined in light of student characteristics. These characteristics varied with the individual, but may have included an unsuccessful academic history, possibly with several failures and scores in the lowest third among national samples on traditional tests of academic ability (Cross, 1971). Frequently, students had language deficits which manifested in poor oral and written language usage (Nathan, 1971). They may also have lacked the mechanics of good study skills and had observable deficiencies in reading (Moore, 1976). There may have been severe problems in motivation, the drive necessary to want to learn by putting forth maximum effort, and self-concept, the way in which the student perceives himself or herself as a learner (Ornstein and Vairo, 1969; Monroe, 1972; Roueche and Kirk, 1973; Roueche and Mink, 1974; Moore, 1976).

After nearly ten years, Jorgenson (1980) found that the characteristics by which reading deficient college students were identified as early as 1969 were essentially the same. Jorgenson (1980) and Moore (1976) made the same observation regarding self-concept and self-

confidence and low self-esteem which were manifested in a high degree of dependency on guidance through academic as well as personal activities. Both Jorgenson and Moore agreed with Bakalis (1974) that even with the problems they created, reading deficient college students were resources which society could not afford to lose, and that continuing education for these students was an investment in human development which would benefit the community as well as the individual.

While many educators have suggested counseling for reading deficient college students in addition to instruction, (Cross, 1975; Moore, 1976; Roueche and Snow, 1978; Jorgenson, 1980), it also would seem logical to examine the context of instruction in which these students might succeed. Reason would seem to suggest that these students might benefit particularly from teaching strategies which are high in their pupil-teacher interaction requirements. On the other hand, it can be argued that reading deficient college students might also benefit from a structured program which allowed for a high probability of successful performance. Both instructional contexts were designed in part to help indirectly improve the self-concept of the learner which in turn may have a constructive reciprocal affect on achievement. However, the effectiveness of the interactionalist or structured contexts have yet to be clearly demonstrated.

Instructional Methods

Just as no single factor can be identified as the primary cause for reading deficiencies in college freshmen (Aukerman, 1972), there is no right way to teach reading to college freshmen (Kendricks and

Thomas, 1972). The search is ongoing and, while there is still a need for viable research, more information is available now than when Cross (1971) observed that whatever was in use at that time was inappropriate.

A number of studies have been reported which attempt to determine appropriate methods for teaching the underprepared college student to read (Brown and Thornton, 1971; Turner and Parker, 1973; Alexander and Burke, 1958; Williams, 1970; King, 1972; Fernald and DuNann, 1975; Henderson, 1976; Newton, 1977; Sparks and Davis, 1977; Baranchik and Ladas, 1979; McPhail, 1978; Solon, 1980). The efficacy of a method relies on the recurrent processes within the procedures in the presentation of instructional materials and the content of the activities (Good, 1976). A viable method is applicable to various subject matters, and should be capable of repetition over measured intervals (Gage, 1976). Methods which are appropriate to adult reading/learning orientations are important to college reading programs because these programs concentrate on teaching students how to read a variety of subjects (Harker, 1973; Capuzzi, 1973; Mayfield, 1977; Monteith, 1978; Driskell and Kelly, 1980; Whimbey, 1980).

In another study, Thompson (1980) reported the results of a survey of community colleges and four year institutions to find out which methods were in use for college students. It was found that community colleges used more innovative methods than did four year colleges. Innovative methods were identified as independent study, discovery, guest instructors, experiential learning, programmed instruction and laboratories. These were called innovative because

teachers were allowed to stray from the lecture format to use any media or materials or resources which would help to motivate the students and clarify the material under study. It was found that four year colleges continued to use the lecture method.

Two recent studies reported on methods which were designed and tested to accommodate the unique needs of reading deficient college students. Richard (1980) reported on the influence of two different methods of reading instruction on college reading achievement. The primary purpose was to compare the effectiveness of content structured reading instruction with what the researcher called the artificial traditional method of instruction in an effort to improve academic achievement at the college level. An example of an artificial traditional method may be the use of a worktext designed to teach reading skills. The three subsidiary purposes of this study were to investigate the effect of two methods of reading instruction on comprehension alone, to investigate the effect of two methods of reading instruction on different student reading levels and to investigate students reading achievement gains in the two methods of instruction using the cloze technique. Two different methods of reading were administered to the eighty-three students, and it was expected that the content method would have greater impact because of its relationship to student course work. It was found that there was no significant difference either in the reading achievement or comprehension of either instructional method. The significance was found in reading achievement gains on the cloze test between students who were instructed in the content method and students who were instructed

in the artificial traditional method with the significance favoring the artificial traditional method.

Another recent training effort (Miller, 1980) examined the effects of training college students to analyze text structure as a means of improving their reading comprehension and memory for information from texts. Using a strategy which incorporated the use of knowledge flow charts, the experimenter attempted to raise the students awareness of text structure. It was hypothesized that an identifiable framework for organizing and categorizing information, and the construction of reading flow charts would significantly increase reading comprehension and retention. Students in all sections were taught to locate main ideas in paragraphs, and were to read six articles over a six week period. The sixty-three students were divided into five class sections during the winter term. The control or question group read the articles and answered ten questions on each article. The question-main idea group followed the same procedure, but had to determine the main idea of each paragraph in each selection. The question-main idea-flow chart group answered questions, found the main idea and constructed a reading flow chart for each selection. Three tests of reading comprehension and a questionnaire which probed student reactions were administered: a reading recall test which measured both recall and retention of information, a cloze comprehension test which measured the reconstruction of a selection from which every fifth word had been deleted, and the Nelson-Denny Reading Test, each in pre-test and post-test settings. It was expected that the question-main idea-flow chart group would show the greatest gains. It was found, however, that

the question-main idea strategy may tend to produce the best results, and that the student questionnaire indicated intensive work on main ideas proved to be an effective and useful technique that was easily applied to a variety of reading materials.

Pigott (1980) developed a method which utilized the pre-reading techniques of picture interpretation, surveying and discussion. This method was designed to help honors students learn to write daily essays from assigned articles. The students indicated that they found the articles confusing and boring until Pigott showed them how to read to gain information. The method described aided them in understanding what they read, enabled them to apply effective skills to completing the assigned tasks, and allowed them to utilize their individual competencies to the process of reading. This method has implications for remedial students in that the use of the method encourages students to discuss pictures, find major parts of selections, discover relationships between the pictures and the major headings, and then read the selection with a greater understanding, can stimulate the underprepared student. By developing an interest through the variety which this method employs, it is conceivable that at least one strength of the majority of the students will be tapped. This may give the students feelings of success before beginning to work toward correction the processes in which they show weaknesses.

In the Learning Skills Center at Cayuga County Community College, Craik and Martin (1980) tried to correct the students inability to comprehend reading assignments adequately by conducting a seminar on the topic "How to Underline a Text". They hypothesized first that

students who heard the presentation would improve their study skills as demonstrated by higher test scores than those not exposed to the seminar, and second, that students who were told that the seminar material would be covered on an exam would be more highly motivated to try to understand and retain it than those who were uninformed of this possibility. Only the second hypothesis was supported by the data, and only two of the fifty-two subjects said that they had actually applied the underlining techniques to their regular study.

Based on the premise that remedial education has tended not to utilize innovative instructional practices, that many students spend time with materials which may be misused, and that remedial courses as they are carried out are seldom effective, Moore (1976) took the position that the most innovative thing that could be done for under-prepared students would be to simply teach them using intense, meticulously planned, tightly organized and well presented instruction. McLeish (1976) discussed the knowledge explosion as evidence of more than one way to learn. He further suggested that materials and educational technology could be valuable instructional tools. Moore provided teachers with models to help them to tightly plan for the individual as well as the group needs in an instructional setting.

Thus, there is evidence that a need existed for remedial reading programs and that approximately 90% of all post-secondary institutions provided these programs for underprepared college freshmen as recently as 1980. There is further evidence that program existence did not guarantee program effectiveness, and that investigations of viable methods for teaching reading to underprepared college freshmen is an

ongoing research consideration.

It is apparent from this review of literature related to the underprepared college student that two views of instruction in reading emerge. First, it seems that a method which is multi-dimensional, provides for extensive teacher feedback and is thoughtfully structured would meet the instructional needs of reading deficient college students. The teacher's primary function in this method is to plan all appropriate activities and to participate in extensive interaction with the student to provide a maximum feedback environment. Second, a somewhat different view is that an instructional method can be successfully packaged in a workbook if the competencies are clearly established, appropriately paced and the content of the material allows for maximum transfer of skills by students to their other classroom learning situations. The teacher's primary function in this method is to monitor the learner's progress through the program. The two methods selected for comparison in this study, pluralistic and worktext, represent these two positions. These methods are generally described below in the context of the most pertinent literature. Specific descriptions of the methods are provided in Chapter 3.

Pluralistic Method

Cross (1975) suggested that colleges really concerned about undergraduate learning are offering lessons via pluralistic routes such as lectures, discussion groups, learning laboratories, media presentations, peer tutoring, project learning, audio-tutorial lessons, printed materials, physical objects, projection visuals, audio-tapes

and small group seminars. Pluralistic is a term which appears in the Cross article relating to remedial programs, but the strategies which these instructional efforts represent have been called innovative (Thompson, 1980; McGlynn, 1977), multimedia, (Meirhenry, 1977), and the knowledge explosion (McLeish, 1976).

Adapting pluralistic routes to the teaching of reading to reading deficient college students required the identification of specific competencies, and deciding which procedures were appropriate for teaching, reinforcing and testing these competencies. The difference between the pluralistic route and other routes occurred at the stage where appropriate procedures were determined. At this stage, pluralistic routes emphasized the use of print and non-print as well as content materials. These included, but were not limited to, media presentations, lectures, discussions, small group seminars, written assignments and individualized instruction. The resources included a guest lecturer, teacher-student interaction and student-student interaction. These procedures were designed so that the selection of appropriate materials, format and resources provided for a high probability that reading performance on the part of the student would be enhanced, reading skills pertinent to content area courses would be related to instruction and opportunities for a high level of student reinforcement and extensive teacher feedback would be promoted (Olmstead, 1976).

Because these procedures involved recurrent processes, were suitable for use by teachers in any area of instruction and were applicable to various subject matters, they met the criteria established by Good (1959) to define methods. Because of the extensive use of print

materials, non-print materials, content materials, media, technology and human resources, these procedures met the criteria established by Cross (1975) as pluralistic. Furthermore, these procedures were designed (1) to provide the underprepared student with variety of instructionally related activities and materials and (2) to accommodate their variant learning modes. This set of procedures was, therefore, called the pluralistic method in this study.

Worktext Method

When working with reading deficient college students, reading improvement methods should provide verbal skills development which are relatable to their current life's activities (Nathan, 1976). It is also important that the methods used refrain from placing reading deficient college students in dependency, captivity and unquestioning compliance roles which may generate resentment and resistance on the part of the student (Newton, 1977). For these reasons, methods which emphasized graded materials having a conceptual basis in the perspective applied to teaching children rather than adults may have been questionable. Cooke and Farrow (1975) reported a six year study in which they found that college reading programs tried to teach reading artificially, or unrelated to other interests and courses. In their report, workbooks were cited as vehicles used to teach reading skills in isolation from context, a set of activities which encouraged a kind of labeling behavior by which students circled "a", "b", "c" or "none of the above" without having experienced the ideas which the material was designed to explore. Worktexts provided for the promotion of the same kind of

labeling behavior in self-contained formats, for these not only contained passages to be read, but reinforcement activities and embedded tests, reducing reading to digestible tidbits with a foolproof formula for comprehension (Cooke and Farrow, 1975). Pauk (1973) stated that perfectly packaged study methods, like worktexts, prepared for convenient classroom presentations, containing all that was necessary to success, do not work. According to Pauk, students were not allowed to develop their own unique formulas for reading and study. According to Alm (1981) dependence on workbooks resists the opportunity for independent thinking, creativity, humor variation and promotes a sameness which is stullifying for both teacher and students.

Worktexts can be used in any class, can be used by any teacher in an academic subject area and are designed for almost every content area (Cooke and Farrow, 1975; Pauk, 1973). Thus, worktexts meet the criteria which Good (1959) used to define a teaching method. In the case of worktexts, the materials are primarily the method because they contain skill descriptions, activities designed to teach the skill, activities designed to reinforce the skill and activities designed to test the skill. This set of procedures was, therefore, called the worktext method in this study.

Summary

At the college level, the aim of reading instruction may not only be to improve reading proficiency, but to address students attitudes toward reading. This review suggests that there are two methods which may aid in the attainment of these goals, the pluralistic method and

the worktext method. It further suggests that the teaching of reading is closely related to the status of student's attitudes. Thus, classroom climate and instructor's style are two factors which may affect the success of college reading programs for underprepared students.

Chapter 3

MATERIALS AND METHODS

Introduction

This study was designed to compare the effectiveness of the pluralistic instructional method with the worktext instructional method for increasing reading proficiency among college bound high school graduates. Reading was assessed by the Nelson-Denny Reading Test: Form C (1976) and Scholastic Aptitude Test: Verbal (1973) as pre-treatment instruments for sample selection purposes. McGraw-Hill Reading Test: Form B (1970) and teacher-made interim tests were administered to measure instructional effectiveness in scanning, skimming and finding main ideas. Student Perceptions of Reading Performance inventory was administered in pre-treatment and post-treatment situations to monitor student attitudes. The Purdue Instructor Performance Indicator (1960) and the Climate Index (Withall, 1949) were used to provide an affective description of the learning environment. Finally, a student evaluation form was used to provide additional information about the instructional experience. Analyses were performed using Statistical Package for the Social Sciences (SPSS): Second Edition: Version H, a commercially developed computer program.

Participants

Eighty-one of the students rejected for admission to the University

of Maryland-Baltimore County (UMBC) accepted an invitation to the Learning Resources Center's (LRC) six-week, summer program. Admission to UMBC's fall semester was contingent upon successful completion of these pre-college remedial sessions. From this population, twenty-eight graduates from twenty Maryland high schools and three out-of-state high schools were randomly assigned to two treatment groups of fourteen students each because their NDRT scores were 10.9 or below. The sample population was an average of eighteen years old, 43% male and 68% black.

Procedures

Three types of reading measures were used: a) a general measure as a pretest and for selection/placement in the treatment groups; b) informal teacher-made tests for the assessment of specific targeted instructional competencies and c) a formal, standardized measure as a post-test to examine specific skill performance.

Assessment of Reading

The Nelson-Denny Reading Test: Form C (1976), (NDRT) and the Scholastic Aptitude Test: Verbal (1973), (SATV) were used in the treatment group selection process. The decisions were based on NDRT vocabulary/comprehension total scores converted to grade equivalents of 10.9 or below. As supportive evidence of appropriate selection, the SATV scores of the sample population were examined, and found to be 430 or below.

To detect instructional treatment differences, the sample

population was administered the McGraw-Hill Reading Test Form B (1970), (MHB). Subtests skim-scan and paragraph comprehension were included because of the congruence between the subtest items and the selected reading competencies of scanning, skimming and finding main ideas on which treatment concentrated.

Reading Competencies

As used in this study, reading competencies included scanning, skimming and finding main ideas. These three competencies were selected from five identified by Alexander and Burke (1958) as critical reading for successful college students. The development of all five competencies was not possible during one six-week instructional sequence, thus scanning, skimming and finding main ideas were identified as skills which were most useful for college freshmen.

Aulls (1987) suggested that a "Reading Strategy" was considered to be a series of mental and/or visual-motor operations used during the reading of material to obtain a particular overall outcome. Ekwall (1976) suggests that competencies are reading skills and sub-skills which, if sequentially developed, should have been mastered at various educational points by the majority of all students. Competencies in this study meant reading strategies for which mastery would be demonstrated through appropriate application to a variety of materials.

Scanning, as defined by Alexander and Burke (1958) is checking materials and locating items in a series with the help of mechanical aids like italics. Shafer, Hess and McDonald (1973) suggested that

scanning was a planned, hunt-skip-read way of finding names, dates, numbers and answers to specific questions. A highly useful skill, it may be used whenever answers to specific questions were needed. Robinson (1975) suggested that scanning should be taught on at least two levels of complexity: to find a specific answer to a specific question, and to guide students in finding answers to questions when the answer is broader. Aulls (1978) defined scanning as a very fast rate of reading used to obtain prespecified information. In this study, scanning meant locating specified information at a rapid rate.

Skimming, as defined by Alexander and Burke (1958) is obtaining the main features, thoughts or ideas from reading without seeking full details. Robinson (1975) suggested that skimming should result in a rough appraisal regarding the pattern of the material. Aulls (1978) defined skimming as a fast rate of reading employed to find the general idea of material, used most frequently to answer the question "What is this about?". In this study, skimming meant a fast rate of reading to obtain main features without seeking full details. The resulting product is a rough appraisal of the material. Two types of skimming are most commonly used: overviewing or looking to see what material is about, and previewing or looking more closely at the reading material overviewed (Shafer, Hess and McDonald, 1973).

Aulls (1978) identified main idea as a signal to the reader of the most important statement the writer has presented to explain the topic; the major idea to which the majority of the sentences in a passage refer. Robinson (1975) determined the function of the main idea as the presenter of a full statement about the broadest and most significant

message of the passage, while Alexander and Burke (1958) included finding main thoughts or ideas as a part of skimming, this study considers the identification of main ideas as a distinct process. They are defined as the superordinate idea to which the majority of the sentences in the passage refer.

Treatment groups were introduced to the concept of each skill at instructional intervals of approximately ten instructional hours. Introduction was followed by instructional activities. These activities are described by treatment group.

Instructional Methods

The Pluralistic Method

The pluralistic group was exposed to a wide range of instructional strategies developed by the teacher to promote constant teacher-student interaction. Strategies included the use of multi-media materials such as textbooks, directories, catalogs, guides, schedules, filmstrips, transparencies, a lecture and an art form. While the majority of activities were teacher directed, the activities required constant student participation. Independent activities were always followed with discussions regarding their purpose. The daily plan for scanning, skimming and finding main ideas, as developed in the pluralistic group, is detailed in Appendix A.

1. Scanning

The teacher introduced students to scanning by allowing them to examine textbooks, telephone directories, transportation guides, TV

guides, newspapers, encyclopedias, readers guides and filmstrips to generate a list of mechanical aids such as italics, topics, schemes and dates. From this exercise, they were guided to develop the definition that scanning was a planned, but rapid process in which you first hunt, then skip, then read specific facts such as names, dates, signs, distances and italics which require very little reading. They were then taught to read the sentence before and after the textual aid. They were next divided into four groups (4,4,3,3,) to locate information through scanning textbooks (group 1), phone books (group 2), transportation guides (group 3) and TV guides (group 4). The teacher showed each group how to use assigned material by introducing textbooks to all four groups, phone books to the three groups left after group 1 started to work, transportation guides to the two groups left after group 2 started to work and TV guides to the remaining group. Students were to scan to locate the textual aids listed previously and to add to the list by group consensus. Group activities were conducted in the same manner when newspaper listings (group 1), encyclopedias (group 2), dictionaries (group 3) and readers guides (group 4) were taught, and followed with an activity to be completed by the group and checked with the teacher.

2. Skimming

The teacher introduced students to skimming to locate different kinds and amounts of information by teaching students to ask themselves "What kind of information and how much information do I need?". The levels of skimming taught were overviewing, previewing and skimming for review.

For overiewing, students used books and newspapers from which they were taught to read to get a general idea of the content. Guided reading procedures were applied to pages 57-68 of Success in Reading Book 5. Students were guided to define overiewing as a way to get a general idea of a book, a chapter or an article.

For previewing, students were taught to skim information on transparencies and from chalkboard assignments based on a newspaper page, the chapter of a textbook, a weather map and a road map. A selection from the mathematics section of Be a Better Reader Book 1 was distributed for individual practice in applying previewing skills. This exercise occurred after the teacher and students had read the selection, discussed the textual aids and generated a list of what to look for as a means of defining previewing. Students were then guided to define previewing as a procedure by which information is gained from the title, headings, words in special type, by reading captions, notes and the first and last paragraphs of the selection.

For skimming to review, students were divided into two groups and provided with copies of the mathematics selection which they had read previously. Before group work was assigned, guided reading procedures were applied to the mathematics article. Students were then instructed to skim to review the important points which they may have expected to know if they were quizzed by the teacher. They were to discuss their findings as a group, and to prepare by group consensus, a report of the important ideas in the selection. Students were then guided to define skimming for review as a technique used to recall part or all of material already read carefully for the purpose of retention

and retrieval.

3. Finding Main Ideas

Students were taught to find main ideas by reading pictures to write a language experience story, frame-by-frame reading or paragraphs on a filmstrip, taking notes from a lecture followed by paragraph-by-paragraph search of the text of the lecture, and cartoon interpretation with the dialogue. This preceded a presentation of cartoons for which the students had to write the dialogue. Students responded to predetermined questions for finding main ideas in a newspaper article, a magazine article and a textbook page. These activities were conducted in three groups. Students made montages, a collection of pictures and/or words and phrases cut from magazines which best described the maker. These were called "ME" montages because the maker was the 'main idea', and the words/phrases were the 'supporting details' (Appendix C). Students were guided to define finding main ideas as a process in which one reads to determine the superordinate and subordinate relationships among all other ideas in a paragraph or selection.

Worktext

The primary instructional strategy for the worktext group was a structured, systematic workbook. It involved the assignment of mostly individual, independent, pencil-paper activities and readings contained within the workbook format. The primary workbook for this group was Developing Reading Versatility (DRV). Supplementary workbooks were Success in Reading Book 5 (SR5) and Better Work Habits (BWH). Students were taught how to follow workbook directions before the first

competency, scanning, was introduced. Introduction procedures followed this general structure: Teacher and students read the description of the competency; teacher and students read the directions for completing workbook drills; teacher and students identified drills to be completed; teacher and students clarified when and how drills would be checked. Finally, the majority of instructional time was spent in individual work by the students. The daily plan for scanning, skimming and finding main ideas, as developed in the worktext group, is detailed in Appendix B.

1. Scanning

Students were introduced to the concept of scanning, using the procedure described above, as it was explained in DRV: Scanning telephone directories followed by Drills A1, A2, A3; Scanning newspaper listings followed by Drills B1, B2, B3; Scanning reference materials followed by Drills C1, C2, C3, C4. Scanning exercises in SR5, pages 32-56, were completed and checked prior to the review of scanning which preceded the interim test.

2. Skimming

Students were introduced to the concept of skimming, using the procedure previously described, as it was explained in DRV: Skimming newspaper articles followed by Drills A1, A2, A3, A4; Skimming magazine articles and essays followed by Drills B1, B2, B3; Skimming textbook chapters followed by Drills C1, C2, C3, C4, C5. Skimming exercises in SR5 involving overviewing (pages 57-68), and previewing (pages 69-81) were completed and checked prior to the review of skimming

which preceded the interim test.

3. Finding Main Ideas

Students were introduced to finding main ideas, using the procedures previously described, as it was explained in DRV: Drills A1, A2, A3, A4, A5 followed the introduction. These activities were followed by the completion and checking of finding main ideas in SR5, pages 82-95 and BWH, pages 73-90, prior to the review which preceded the interim test.

The two treatment groups were designed to approach scanning, skimming and finding main ideas through different instructional methods. The worktext method was a predetermined, systematic approach structured so that students would work individually on independent, pencil-paper exercises, drills and activities during most instructional time. The pluralistic method was based on a system of broad categories of instructional activities determined by the teacher. It was structured so that students would work in small groups, using multi-sensory modalities, allowing for flexibility in pacing assignments and selection of materials, and providing for interaction between students with each other as well as with the teacher during most instructional time.

INSTRUMENTATION

Interim Tests

A performance measure was conducted after the instructional sequence for each competency to evaluate student learning. Interim

Test: Scanning (Appendix D) was a thirty-three item instrument including true/false, short answer, fill in blanks and timed application items. Interim Test: Skimming (Appendix E) was a forty item instrument including a table of contents, changing headings to questions, short answers and notetaking. Interim Test: Finding Main Ideas (Appendix F) was a twenty-five item instrument which included: locating main ideas, identifying and stating general thoughts.

Student Perceptions of Reading Inventory

To measure change in student attitudes (attitude shifts) over the six week treatment, a twenty item, Likert-type, forced-choice and short answer inventory (Appendix G) was administered under pre-treatment and post-treatment conditions. Student responses on the post-treatment inventory were compared with pre-treatment responses across treatment groups, within treatment groups and among the sample population. Three subscales were summed across relevant scale items to yield subject scores for each: (1) Items 10, 11, 12, 13, 14, 15 = Attitudes toward reading instruction; (2) Items 5, 6, 8, 9, 20 = Attitudes toward reading ability; and (3) Items 1, 2, 3, 4, 6, 16, 17, 18, 19 = Attitudes toward reading in general. Differences between pre-treatment and post-treatment means within groups, between groups and across groups were computed to detect any potential attitude shifts.

Purdue Instructor Performance Indicator (The Purdue)

The Purdue is a 48 item forced-choice scale which controls for

the tendency toward leniency in subjective observations (Gage, 1963). It was initially designed for students to rate their instructors, and was selected because the item choices were indicative of the attitudes and behaviors expected of the instructor desired for this methods study (Appendix H). For example, low academic achievement was documented on the Nelson-Denny Reading Test: Form C (NDRT) (1976) and Scholastic Aptitude Test: Verbal (1973) (SATV), therefore a teacher who would be willing to provide tutoring seemed appropriate. Items 1a and 1d addressed these qualities. Other examples of preferred behaviors in a teacher for this study were addressed in the following items: 3a - good use of English; 5a - keeps class attention; 11d - class works as a team, neglects no students and 10a - applies subject to everyday life. The Purdue was used to record systematic observations during five worktext and five pluralistic lessons. These observations were made of the teacher's style across treatment groups to determine if any style differences were evident under the two instructional approaches.

The Withall Climate Index

The Withall Climate Index (1949) is used for coding manuscripts of recorded lessons to determine social and emotional behaviors in the classroom using seven established categories (Gage, 1963). According to the author, information from this instrument is relatable to characteristics of the teacher's personality, and enables the rater to decide on the quality of interactions between students and teacher as well as students interactions with each other. Climate Index (Appen-

dix I) is scaled on the basis of numerical values. An average of 1-2-3 scores indicated a student-centered classroom climate.

Numerical values were applied and examined for each of five taped lessons for each treatment group in these author's categories:

1. Learner supportive statements
2. Acceptant and clarifying statements
3. Problem structuring statements or questions
4. Neutral statements
5. Directive statements
6. Reproving or deprecating remarks, and
7. Teacher self-supporting remarks.

Learning Resources Center Summer Program Evaluation Form

An evaluation form was administered to obtain information on how students viewed the effectiveness of the (1) treatment program (reading) and (2) instructional staff. The instrument designed for this purpose was the Summer Program Evaluation Form (Appendix J). Responses to questions and comments under each evaluation area were recorded. Comments were recorded verbatim from students' response sheets.

Data Analysis Strategies

A series of statistical procedures were performed to examine the pre-treatment and post-treatment assessment of reading for student proficiency in each of the three competencies, pre-treatment/post-treatment perceptions which students had formed about their performance and the affect of the teacher's instructional style on the classroom

climate.

To assess prior reading proficiency, a one way analysis of variance procedure was performed upon Nelson-Denny Reading Test: Form C (1976), vocabulary/comprehension total scores and scores on Scholastic Aptitude Test: Verbal (1973) to determine whether pre-treatment differences existed between treatment groups. To determine whether there were differences due to instructional methods, analysis of variance procedures were performed upon the scores from the McGraw-Hill Reading Test: Form B (1970) post-treatment group means. The .05 alpha level was established as an acceptable level of significance.

To assess students proficiency in scanning, skimming and finding main ideas, analysis of variance procedures were performed on each of three interim tests.

To compare students' responses on pre-treatment and post-treatment Student Perception of Reading Inventories, the t statistic was computed on differences between the two groups on three subscales: attitudes toward reading instruction, attitudes toward reading ability and attitudes toward reading in general.

To measure the teacher's instructional style, each item on The Purdue was tallied and assigned a percentage. To determine classroom climate, each of the seven categories on the Climate Index was rated to determine whether classrooms were teacher-centered or student-centered. To determine how students evaluated the content of instruction and the instructional staff, responses on the LRC Summer Program Evaluation Form were treated descriptively.

Analyses were performed using the Statistical Package for the

Social Sciences: Second Edition: Version H, a commercially developed computer program.

Chapter 4

RESULTS

To facilitate presentation of the data, the major findings for the study were reported according to three specific areas: 1) treatment effect, 2) attitude shifts and 3) classroom climate. Additional findings were included on the student evaluation of instruction. Data were reported in the following sequence: pre-treatment equivalence, interim test scores, treatment effect, students perceptions of their reading proficiency, instructors performance and classroom climate.

Pre-Treatment Equivalence

As evidence that the two groups were equivalent prior to treatment, the instruments used in the selection process were examined.

Pre-treatment mean scores on Nelson-Denny Reading Test: Form C (1976) (NDRT), Table 1, and Scholastic Aptitude Test: Verbal (1973) (SATV), Table 2, revealed that no significant differences were found between treatment groups. The assumption that the two treatment groups were equivalent with respect to reading ability prior to instruction was viewed as tenable. An examination of group means and standard deviations, however, did reveal that the NDRT scores for the pluralistic group were slightly above the worktext group, but that SATV scores for the worktext group were above those for the pluralistic group (Table 3).

Table 1

Summary of Analysis of Variance for Nelson-DennyReading Test: Form C (1976) Total Scores

Source	Sum of Squares	D.F.	Mean Square	F	Sig.
Between Treatment Groups	32.143	1	32.143	.369	n.s.
Within Groups	2265.714	26	87.143		
Total	2297.857	27			

Table 2

Summary of Analysis of Variance for ScholasticAptitude Test: Verbal (1973)

Source	Sum of Squares	D.F.	Mean Square	F	Sig:
Between Treatment Groups	4375.000	1	4375.000	1.272	n.s.
Within Groups	89435.714	26	3439.835		
Total	93810.714	27			

Table 3

Pre-treatment Nelson-Denny Reading Test: Form C (NDRT)
 and Scholastic Aptitude Test: Verbal (SATV) Means,
 Standard Deviations and t Statistic

Test	Total Sample Means (N=28)	Treatment Groups		
		Worktext	Pluralistic	
NDRT				
Total	$\bar{X} = 41.9$	$\bar{X} = 40.9$	$\bar{X} = 43.0$	$t(26) = .61$
Scores	sd= 9.2	sd= 7.6	sd=10.8	$p \leq 0.549$
NDRT				
Grade	$\bar{X} = 9.1$	$\bar{X} = 8.9$	$\bar{X} = 9.2$	$t(26) = .54$
Equiv.	sd= 1.4	sd= 1.4	sd= 1.5	$p \leq 0.270$
SATV	$\bar{X} = 288.2$	$\bar{X} = 300.7$	$\bar{X} = 275.7$	$t(26) = 1.13$
	sd= 58.9	sd= 67.0	sd= 49.0	$p \leq 0.270$

Interim Tests

To determine whether mean differences existed between groups after the instructional sequence for each competency, interim tests scores for scanning, skimming and finding main ideas were examined. There were no significant differences between mean scores of treatment groups on the interim tests for scanning (Table 4), skimming (Table 5) or finding main ideas (Table 6). An examination of means and standard deviations (Table 7) revealed that scores for the worktext group were slightly higher than scores for the pluralistic group for all three interim tests.

TREATMENT EFFECT

Mean scores on McGraw-Hill Reading Test: Form C (1970) indicated that no significant differences existed between the performance of treatment groups (Table 8). This was taken as evidence that neither the pluralistic method nor the worktext method was more effective in teaching reading deficient college bound high school graduates over a six week instructional program. Examination of mean scores and standard deviations for each treatment group, however, revealed that worktext group total scores were slightly above pluralistic group scores on the McGraw-Hill (Table 9).

Table 4

Summary of Analysis of Variance for

Interim Test: Scanning

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Treatment Groups	89.286	1	89.286	.593	n.s.
Within Groups	3913.571	26	150.522		
Totals	4002.857	27			

Table 5

Summary of
 Analysis of Variance for
Interim Test: Skimming

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Treatment Groups	78.893	1	78.893	.437	n.s.
Within Groups	4695.786	26	180.607		
Total	4774.679	27			

Table 6

Summary of
 Analysis of Variance for
Interim Test: Finding
Main Ideas

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between treatment Groups	12.893	1	12.893	.076	n.s.
Within Groups	4395.786	26	169.069		
Total	4408.679	27			

Table 7

Interim Tests: Scanning, Skimming
and Finding Main Ideas Means
 and Standard Deviations

Interim Tests	Total Sample Means (N=28)	Treatment Groups	
		Worktext (N=14)	Pluralistic (N=14)
Scanning	\bar{X} = 62.4 sd= 12.2	\bar{X} = 64.2 sd= 11.0	\bar{X} = 60.6 sd= 13.4
Skimming	\bar{X} = 75.1 sd= 13.3	\bar{X} = 76.8 sd= 12.8	\bar{X} = 73.4 sd= 14.1
Finding Main Ideas	\bar{X} = 68.1 sd= 12.8	\bar{X} = 68.8 sd= 16.4	\bar{X} = 67.4 sd= 8.4

Table 8

McGraw-Hill Reading Test: Form B

(MHB) Means, Standard Deviations

and t Statistic

Test	Total Sample Means (N=28)	Treatment Groups		
		Worktext (N=14)	Pluralistic (N=14)	
MHB				
Skim/Scan	$\bar{X} = 13.9$ sd= 3.8	$\bar{X} = 14.0$ sd= 2.5	$\bar{X} = 13.9$ sd= 4.8	t(26)= .10 p \leq 0.922
Paragraph	$\bar{X} = 16.0$ sd= 4.0	$\bar{X} = 15.9$ sd= 2.9	$\bar{X} = 16.2$ sd= 4.9	t(26)= .23 p \leq 0.816
Total	$\bar{X} = 40.9$ sd= 7.1	$\bar{X} = 41.4$ sd= 5.1	$\bar{X} = 40.5$ sd= 8.9	t(26)= .31 p \leq 0.756

Table 9

Summary of Analysis of Variance for McGraw-HillReading Test: Form B (MHB)

Total Scores

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Treatment Groups	5.143	1	5.143	.099	.7561
Within Groups	1356.714	26	52.181		
Total	1361.857	27			

STUDENT PERCEPTIONS OF READING INVENTORY

To determine whether there was a change in students attitudes toward reading instruction, reading ability and reading in general, the t statistic was computed on three subscales for pre-treatment and post-treatment conditions: (1) Attitudes toward reading instruction, items 10, 11, 12, 13, 14, 15; (2) Attitudes toward reading ability, items 5, 7, 8, 9, 20, and (3) Attitudes toward reading in general, items 1, 2, 3, 4, 6, 16, 17, 18, 19, (Appendix G).

While there were no statistically significant differences between treatment groups on the pre-treatment inventory, (Table 10), the pluralistic group was slightly above the worktext group in attitudes toward reading ability. The worktext group was slightly above the pluralistic group in attitudes toward reading instruction and reading in general.

Examination of post-treatment inventory means indicated that there were no statistically significant differences between treatment groups (Table 11). In all three areas, however, attitudes toward reading instruction, reading ability and reading in general, post-treatment responses for the worktext group were slightly above the pluralistic group.

Pre-treatment/post-treatment comparisons of sample population responses, (Table 12), indicated a significant shift in attitudes toward reading instruction and attitudes toward reading ability. There was no significant difference in response comparisons for attitudes toward reading in general.

Results displayed in Tables 13 and 14 revealed a significant shift in attitudes toward reading instruction, reading ability and reading in general for male students. There were no significant differences indicated in any area for female students.

CLASSROOM CLIMATE

Teacher's instructional style, the affective environment and evaluation of the summer program were examined qualitatively.

The Purdue Instructor's Performance Indicator

To determine instructional style, the teacher was rated from five observed lessons on The Purdue for each treatment group (Table 15). Each item was tallied and assigned a percentage. An inspection of the findings indicates that the percentages were roughly equal for the teacher's instructional style in both treatment groups. It could be noted, however, that the teacher showed more personal interest in subject matter, tried to find and correct teaching loopholes, had good fellowship, had a more informal classroom atmosphere, gave more helpful advice/praise and applied reading to everyday life with the worktext group. With the pluralistic group, the teacher had more help sessions, exhibited more evidence of knowledge regarding the reading process, showed more confidence, had more of a sense of humor, presented materials interestingly, changed lectures and tutored students.

Table 10

Student Perceptions of Reading Inventory Pre-treatment
 Attitudes Toward Reading Instruction, Reading Ability
 and Reading in General: Means, Standard Deviations
 and t Statistic

Subscales	Worktext (N=14)	Pluralistic (N=14)	
Attitudes Toward Reading Instruction	\bar{X} = 14.6 sd= 1.8	\bar{X} = 14.4 sd= 1.8	t(26)= .31 p \leq .756
Attitudes Toward Reading Ability	\bar{X} = 12.1 sd= 1.5	\bar{X} = 12.4 sd= 1.5	t(26)= .38 p \leq .710
Attitudes Toward Reading in General	\bar{X} = 18.5 sd= 2.3	\bar{X} = 17.7 sd= 2.8	t(26)= .82 p \leq .419

Table 11

Student Perceptions of Reading Inventory Post-treatment

Attitudes Toward Reading Instruction, Reading Ability

and Reading in General: Means, Standard Deviations

and t Statistic

Subscales	Worktext (N=14)	Pluralistic (N=14)	
Attitudes Toward Reading Instruction	\bar{X} = 15.7 sd= 1.3	\bar{X} = 15.6 sd= 2.1	t(26)= .11 p \leq .916
Attitudes Toward Reading Ability	\bar{X} = 15.6 sd= 1.6	\bar{X} = 12.7 sd= 1.8	t(26)= 1.48 p \leq .152
Attitudes Toward Reading in General	\bar{X} = 18.3 sd= 2.6	\bar{X} = 18.1 sd= 2.1	t(26)= .16 p \leq .875

Table 12

Student Perceptions of Reading Inventory Pre-treatment and
 Post-treatment Attitudes Toward Reading Instruction,
 Reading Ability and Reading in General: Means,
 Standard Deviations and t Statistic for
 Sample Population

Subscale	Sample Population		
	Pre-treatment (N=28)	Post-treatment (N=28)	
Attitudes Toward Reading Instruction	\bar{X} = 14.5 sd= 1.8	\bar{X} = 15.7 sd= 1.7	t(26)= 2.35 p ≤ .027*
Attitudes Toward Reading Ability	\bar{X} = 12.3 sd= 1.5	\bar{X} = 13.2 sd= 1.7	t(26)= 2.97 p ≤ .006*
Attitudes Toward Reading in General	\bar{X} = 18.1 sd= 2.5	\bar{X} = 18.2 sd= 2.3	t(26)= .22 p ≤ .827

Table 13

Student Perceptions of Reading Inventory Pre-treatment and
 Post-treatment Attitudes Toward Reading Instruction,
 Reading Ability and Reading in General: Means,
 Standard Deviations and t Statistic for
 Male Students

Subscale	Male Students		
	Pre-treatment (N=12)	Post-treatment (N=12)	
Attitudes Toward Reading Instruction	\bar{X} = 15.0 sd= 1.2	\bar{X} = 16.6 sd= 1.2	t(11)= 3.51 p \leq .005*
Attitudes Toward Reading Ability	\bar{X} = 12.2 sd= 1.4	\bar{X} = 13.4 sd= 1.9	t(11)= 2.40 p \leq .035*
Attitudes Toward Reading in General	\bar{X} = 16.8 sd= 2.3	\bar{X} = 18.4 sd= 2.3	t(11)= 3.21 p \leq .007*

Table 14

Student Perceptions of Reading Inventory Pre-treatment and
 Post-treatment Attitudes Toward Reading Instruction,
 Reading Ability and Reading in General: Means,
 Standard Deviations and t Statistic for
 Females

Subscales	Females		
	Pre-treatment (N=16)	Post-treatment (N=16)	
Attitudes Toward Reading Instruction	\bar{X} = 14.2 sd= 2.1	\bar{X} = 15.0 sd= 1.8	t(15)= 1.03 p \leq .318
Attitudes Toward Reading Ability	\bar{X} = 12.4 sd= 1.6	\bar{X} = 13.0 sd= 1.6	t(15)= 1.78 p \leq .096
Attitudes Toward Reading in General	\bar{X} = 19.1 sd= 2.3	\bar{X} = 18.1 sd= 2.4	t(15)= 1.33 p \leq .146

Table 15

Purdue Instructor Performance Indicator: 1960 Edition: Form A:

Frequencies and Percentages for Five Observed Lessons for

Each Treatment Group

Number	Observed Behavior	Worktext (W)		Plural- istic (P)		Group Favored
		#	%	#	%	
1a	Shows personal interest in students	4	80	2	40	W
1b	Likes and understands students	3	60	3	60	-
1c	Doesn't make fun of students responses	3	60	2	40	-
1d	Has help sessions	0	0	3	60	P
2a	Interested in subject matter	4	80	2	40	W
2b	Connects lectures to textbooks	2	40	3	60	-
2c	Willing to help slow learners	3	60	3	60	-
2d	Uses a variety of teaching techniques	1	20	2	40	-
3a	Good use of English	2	40	2	40	-
3b	Knows her subject	2	40	5	100	P
3c	Clear and pleasant voice	3	60	3	60	-
3d	Tries to find and correct teaching loopholes	3	60	0	0	W
4a	Neat and Clean	2	40	2	40	-
4b	Good fellowship with students	4	80	2	40	W
4c	Has confidence	2	40	5	100	P
4d	Tries to be fair	2	40	1	20	-
5a	Keeps class attention	3	60	3	60	-
5b	Explains method of grading	2	40	2	40	-
5c	Accurate grade records	3	60	2	40	-
5d	Knows complications and conflicts of students	2	40	3	60	-
6a	Classroom atmosphere informal	5	100	3	60	W
6b	Sense of humor	3	60	5	100	P
6c	Good posture	0	0	0	0	-
6d	Grades based on work done	2	40	2	40	-

Table 15 - Continued

Number	Observed Behavior	Worktext		Plural- istic (P)		Group Favored
		#	%	#	%	
7a	Makes assignments early in course	2	40	1	20	-
7b	Gives tests not meant to be tricky	1	20	1	20	-
7c	Presents materials interestingly	2	40	5	100	P
7d	Helpful advice and praise on tests	5	100	3	60	W
8a	Talks slowly enough for notetaking	0	0	0	0	-
8b	Students ask questions in class	5	100	5	100	-
8c	Students treated as grown-ups	5	100	5	100	-
8d	Earn grades, no handouts	0	0	0	0	-
9a	Loyal to school	0	0	0	0	-
9b	Difficult words on board	5	100	3	60	W
9c	Changes lectures	2	40	4	80	P
9d	Friendly outside of classroom	3	60	3	60	-
10a	Applies subject to everyday life	4	80	2	40	W
10b	Sticks to subject	2	40	1	20	-
10c	Interesting questions discussion	3	60	3	60	-
10d	Tutors students	1	20	4	80	P
11a	Sticks to grades given	0	0	0	0	-
11b	Grades on curve	0	0	0	0	-
11c	Logical, orderly ideas	5	100	5	100	-
11d	Class as a team, neglects no students	5	100	5	100	-
12a	Institutions grading system	0	0	0	0	-
12b	Well organized course	5	100	5	100	-
12c	High grader	0	0	0	0	-
12d	Good discipline	5	100	5	100	-

Table 16

Summary of Seven Categories Illustrating
Withall's Social-Emotional Classroom
Climate from Five Taped Lessons
for Each Treatment Group

Lessons	Worktext					Pluralistic				
	a	b	c	d	e	a	b	c	d	e
<u>Categories</u>										
1. Learner supportive	1	3	2	1	1	1	1	2	1	2
2. Accepting/clarifying	2	3	2	1	2	3	1	1	2	1
3. Problem structuring	2	1	3	2	1	1	2	2	3	3
4. Neutral	0	2	3	2	0	1	3	0	2	0
5. Directive	1	2	3	2	2	1	2	1	2	1
6. Reproving	4	0	0	0	0	3	0	0	0	0
7. Teacher self-supporting	0	3	0	0	0	0	0	3	0	0

Tally Totals

Legend:	Worktext	Pluralistic
1. Extremely student-centered	7	11
2. Student-centered	11	8
3. Somewhat student-centered	6	6
4. Somewhat teacher-centered	1	0
5. Teacher-centered	0	0
6. Extremely teacher-centered	0	0
0. Unobserved	<u>0</u>	<u>0</u>
	25	25

The Withall Climate Index

To determine the social-emotional climate in the classroom, the Climate Index was scaled from five taped lessons for each treatment group. Each of the seven categories per lesson for each group was tallied. Summarization of the tallies revealed a high incidence of learner supportive, accepting, clarifying and problem-structuring statements or questions. Findings reported in Table 16 indicate that both classrooms were student-centered.

Learning Resources Center Summer Program Evaluation Forms

To determine the manner in which students perceived the content of the summer (reading) program as well as the style of the instructor, LRC staff developed an evaluation form (Table 17). Students comments ranged from a simple "Good" to more complex responses indicating specific areas of program strengths or weaknesses. Both groups found the teacher helpful, good at her job and understanding. Tallies recorded in part B indicate that the worktext group found the teacher to be much more helpful than did the pluralistic groups.

Summary of Results

An examination of pre-treatment means revealed uniform findings which supported the assumption that pre-treatment groups were equivalent with respect to reading ability. Results reported regarding post-treatment mean differences indicated that neither instructional method was more effective than the other. While the interim tests

Table 17

Learning Resources Center Summer Program Evaluation Form

I. Summary of Students Comments on Content of Instruction

A. Worktext Group (n=14)

<u>Student</u>	<u>Comments</u>
1.	I learned how to do better on tests which require a lot of reading.
2.	This class was very helpful to me. I learned a lot of better ways to study that I think will be tremendously beneficial in the fall. This class, all freshmen (incoming) should have.
3.	I found work helpful because I learned some methods of reading quicker and picking up information. I know that in college working fast and accurate is important and getting correct answers.
4.	Yes.
5.	Help find material faster.
6.	I found it very helpful because I know how to skim and scan.
7.	It was very helpful.
8.	Good.
9.	I never knew how to skim and scan before. I read at a faster rate now.
10.	I learned to find what I am looking for better.
11.	I found this subject very helpful because it helped me with my comprehension of what I read.
12.	I found reading skills very helpful. It helped me to read faster.
13.	I found it helpful because I learned how to read faster and cover more material in less time.
14.	I found the work to be a little helpful because it brushed up my skills a lot. The teacher was very friendly and very into her teaching. I mostly enjoyed this class because of her intense concern.

B. Pluralistic Group (n=14)

<u>Student</u>	<u>Comments</u>
1.	The way to look up information, reading comprehension, pictures, visuals.
2.	Help me to read faster because I know now what I'm looking for.

Table 17 - Continued

<u>Student</u>	<u>Comment</u>
3.	It was helpful because my vocabulary improved and my reading comprehension did also.
4.	It gave me the ability to read and comprehend more easily.
5.	Reading was absolutely boring, but we did have the chance to work with methods of skimming, scanning, and recalling main ideas.
6.	The work helped me a lot, I hope. The teacher was good and I liked her.
7.	The teacher was excellent and very helpful towards her students. She made the class interesting. The work given will prove to be most beneficial to me when I enter school in the fall.
8.	I found it helpful so I could pick out the main idea faster.
9.	Helpful because it was easy and I learned something.
10.	It was helpful because I learned the difference between skimming and scanning. I also learned to scan correctly.
11.	This course was very helpful because I learned to read in a faster way and understand what I have read.
12.	I found it helpful because I had trouble using basic techniques in reading (skimming, scanning and searching for the main idea). I am more familiar with it now.
13.	Very helpful because there was a lot of class participation.
14.	I think the work was very helpful to me. Things I didn't really know I learned.

II. Summary of Students Ratings of the Instructional Staff

Treatment Groups	Helpful		Neutral	Not Helpful	
	Much	Some		Some	Much
	5	4	3	2	1
Worktext n=14	(10)	(4)			
Plural- istic n=14	(6)	(5)	(3)		

indicated no significant differences between groups in regards to scanning, skimming and finding main ideas, the worktext group performed better on all three tests than did the pluralistic group. The perception of reading inventory revealed several significant attitude shifts. Most notable were the post-treatment attitudes of males, which were above pre-treatment in all areas. The post-treatment attitudes of the sample population in regards to reading instruction and reading ability were significantly above pre-treatment. Examination of instructor's performance and the socio-emotional climate in the instructional environment indicated that the teacher's style encouraged a classroom in which students were supported, accepted, and guided to use effective techniques appropriately. With regards to the content of instruction and the performance of the instructor, students found the instructor to be helpful and recommended programs of this kind for all incoming freshmen.

Implications of these findings and suggestions for further research are discussed in Chapter 5.

Chapter 5

DISCUSSION

This study examined the differential effects of two methods of teaching selected reading skills, scanning, skimming and finding main ideas on a group of reading deficient college bound, high school graduates. In addition, the attitudes of the students were monitored for change, and the classroom climate was evaluated for any qualitative difference between methods.

READING PERFORMANCE

As indicated by the analysis of McGraw-Hill Reading Test: Form B post-test scores, there was no significant difference between treatment groups in overall reading skill performance. Since a post-test-only design was used, no definitive statements can be made about the overall effectiveness of either method in terms of pre-post differences. However, some additional quantitative and qualitative information is available in the interim test results for each reading subskill area. While no across method differences were apparent, there was evidence that the majority of students passed the interim tests based on the teacher's criteria. This is in itself an indication of some benefits of remedial programs, though not for differences between two types of programs.

Interim tests, designed for students to apply scanning, skimming and finding main ideas to teacher-developed instruments, do not appear to match the McGraw-Hill in either format or difficulty.

Criteria for scoring was based upon teacher judgment on a scale of 0 to 100, and a passing score of 60. Because interim test performance was measured closer to instruction, students may have been more sensitized to application of the specific skills. On the McGraw-Hill, however, students inability to transfer skills over time is an indication that the stability of the instruction was not satisfactory.

Although the interim test results provided some reasons for optimism concerning the effectiveness of both treatment groups, the results of most students on the McGraw-Hill are cause for concern. Of the twenty-eight in the sample population, seventeen (61%) scored below the 25th percentile on the McGraw-Hill. Of the seventeen, 12 scored below the 20th percentile and three scored below the 10th percentile. Four students from the sample were not allowed to register for class in the fall based upon their summer program performance. These students had reading levels of 7.9, 6.5, and below 6.0 respectively.

There are other variables beyond method which may have been responsible for the depressed performance of the sample population on the McGraw-Hill. Time in program may be an important instructional consideration. According to Wilson and Jerimiah (1980), a large number of students are assigned to corrective college reading who cannot be remediated in a thirteen to sixteen week, one semester reading course. Since 1973, the Learning Resources Center has provided a six-week summer program for students planning to enroll in UMBC's fall term. If one semester is not long enough, six weeks may be of questionable utility for ameliorating twelve or more years of

what Smith (1975) calls instructional bruising, which is manifested in severe academic deficiencies. Moreover, instructional methods may have little or no impact if students are all functioning at drastically low reading levels, and when instruction is provided for these severely deficient students in such a compressed time period. At the end of the six-week course, students may have just learned to trust the teacher, their classmates and themselves. Changes in the participants' attitudes about reading instruction and their own reading ability support this explanation. The end of the summer program may have been the ideal time to begin to implement the instructional methods in conjunction with regularly selected courses, for which tutoring sessions could be designed, under the guidance of LRC staff. In this manner, the purpose for which the summer program was conceptualized might be served, and students would be assigned to the remedial program for the first college year.

Observations of the lessons indicated that both instructional groups required a high frequency of teacher-student interactions. This factor may have resulted in methods which were more similar than different, regardless of the investigator's attempts to keep them distinct. It appeared, from the amount of dialogue which took place between the teacher and the worktext group that those students were reluctant to take the risk of working independently until they had assurance that the assignment outcomes were achievable. The worktext students' questions required the instructor to elaborate the independent assignments extensively. In the pluralistic group, students talked through most assignments either with the teacher, as a class,

in groups or individually, Their questions also demanded extensive teacher elaboration. The program designed for this group was organized to provide for assignment outcomes which would be low in error rate. Thus, each of the groups received a high level of extensive teacher-student interactions originally designed for the pluralistic group alone.

ATTITUDE CHANGE

According to Roueche and Snow (1977), measures of self-concept or attitudes seem to be a crucial element in the assessment of remedial programs. According to Alm (1981), the attitudes of students in any learning situation are of crucial importance. Students embarrassed by a teacher, over a period of years, may develop negative reactions toward reading which may need to be changed before instructional procedures can be successfully implemented. The participants in this study showed a positive shift in attitude toward reading instruction and their own reading ability. This shift was most prominent for males. While there was no differential effect attributable to the two methods, the instructional experience for males was apparently important if one accepts the notion that a positive attitude is an important aspect of learning for a student with a history of school failure.

Harris, (1970) suggests that students respond most often not to the activity, but to the feeling that the adult displays about them in the course of asking them to do whatever it is the adult has in mind. Perhaps in this study, the significant shift in attitudes for male students, occurred because the behavior of the teacher provided a support system which allowed them to perform without fear of failure.

To undertake learning, students must believe there is a probability that they will be successful (Smith, 1975). Thus, if the adult provides students with feedback that assures them of respect for their ideas, concern for their growth and provision for their interests, the level of confidence which students have in themselves may increase so that the instructional objectives are achieved. This, perhaps, is the point where the job of instruction may most effectively start.

CLASSROOM CLIMATE

According to Purdue Instructor Performance Indicator ratings, the teacher's instructional style was roughly the same in both groups. Closer examination, however, revealed a pattern which indicated that the teacher felt more comfortable with the worktext method. This tendency may have existed because she had taught this method over a four year period and was more familiar with its delivery. The pluralistic method was a relatively new experience and incorporated many new features. With the worktext group, the teacher was more informal. She gave more advice and more praise, had more good fellowship with the students, corrected teaching loopholes, showed more interest in subject matter and had more of a personal interest in the students. With the pluralistic group, the teacher was more knowledgeable in the area of reading instruction. She had more help sessions, showed more self-confidence, presented materials in a more interesting manner, changed lectures more frequently and tutored students.

The difference in familiarity with the two methods may have been a factor in creating the equalization of the two methods. Thus, the

task format for each of the two methods did not effect the teacher's style. Both groups were taught in the same way, that is, using a high level of teacher-student interaction, a factor which has impact on whether or not students want to complete assigned tasks (Alm, 1982; Harris, 1970). These factors, attitude shifts and teacher's instructional style, gained further support in an examination of the Withall Classroom Climate Index which indicated that the environment in both classes was student-centered.

SUGGESTIONS FOR FURTHER RESEARCH

A review of the findings in this study indicates that a key to effective reading programs at the college level may rest in a change in students attitudes motivated by the classroom climate established through the teacher's instructional style. Further research might address:

1. The use of case study methodology to determine pre-treatment and post-treatment effects on selected students over time.
2. The time variable to determine how long a remedial program needs to be made mandatory to develop students who can succeed in a college curriculum.
3. The differential effects that instructional programs have on male and female students who have a history of school failure.
4. The levels of proficiency of skill development necessary in such areas as skimming, scanning and main idea to succeed in college performance.

SUMMARY AND CONCLUSIONS

Reading instruction for underprepared college students provided a forum for testing out two instructional methods. The worktext method and the pluralistic method were applied in this study to increase the reading proficiency of twenty-eight college-bound, reading deficient, high school graduates enrolled in a six week summer remedial reading program at University of Maryland Baltimore County. The reward for attending these sessions was unconditional admission to the University upon successful completion of the summer program. Successful completion involved meeting criteria regarding prompt, regular attendance, participation in classroom activities and submitting all assignments. There were no significant differences in reading performance between the participants in the worktext or pluralistic group. Moreover, post test results on the McGraw-Hill indicated that a number of students remained significantly below the norm in reading ability expected of an entering college student.

Attitudes which students brought with them to these classes indicated a lack of confidence in reading instruction, a lack of confidence in their own reading abilities and a dislike for reading in general. The implementation procedures of the worktext method and the pluralistic method allowed the teacher to promote a high level of teacher-student interaction in both groups. Both groups discussed materials before assigned tasks were approached, and took time to discuss student responses to develop specific reasons for why responses were acceptable or not acceptable. As a result, the attitudes of male students in all three of the measured subscales shifted positively at

the end of treatment while the sample population in general changed its attitudes toward reading instruction and attitudes toward reading abilities. Attitudes toward reading in general was the only subscale to which there was no positive attitude shift by the total sample.

In an effort to determine how attitudes were changed, the classroom climate was examined from the standpoint of teacher's style and learning environment. The teacher's style in both groups was basically the same; that is accepting, informal and encouraging. Because of this posture, the classroom climate was found to be student-centered in that students were encouraged to speak up and out about their ideas and concerns, resulting in an atmosphere in which students and teacher shared information. Student evaluations of reading classes supported the conclusion that the reading program was a positive experience by suggesting that classes of this nature be provided for all incoming freshmen.

To develop more effective remedial programs, however, several areas need to be more closely examined. The amount of instructional time required to effect substantial reading ability growth is a significant variable and remains an open issue. Student attitudes, as an influential factor on the teaching/learning process for underprepared college students, and what reading skills need to be mastered as prerequisites for a successful college experience are at least two areas in need of further research.

Next, student attitudes can be changed during a six week instructional period but the long term effects of this change on reading ability must be studied more extensively. Finally, it is clear that

there are a number of reading skills that are related to a successful college experience, but the conditions under which these skills must be demonstrated does not seem to be easily delineated as in the case of teacher made tests, standardized tests, and every day classwork.

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APPENDICES

APPENDIX A

DAILY PLAN - PLURALISTIC GROUP

Instructional Activities and Materials: Pluralistic Group:

Eighteen Two Hour Sessions=Thirty-six Instructional Hours

* = Interim Tests

✓ = Observed Lesson

+ = Taped Lesson

Time: 11 A.M. - 1 P.M. MWF

Teacher References:

Ekwall (1979) Better Work Habits
 Aulls (1987) Success in Reading
 Robinson (1975) Filmstrips
 Cartoons Course Textbooks
 Magazines Newspapers

Ten minutes built into schedule for breaks and/or school business.

Day	Activities and References	Observed or Taped	Time
1 2 hours 1-2	1. SPRP Pre-treatment Inventory 2. Discuss program goals 3. Introduce scanning concept 4. List mechanical aids (italics, colors, etc.)	✓	11:00 11:15 11:30 12:00-12:50
2 2 hours 3-4	1. Review scanning concept 2. Develop technique for moving eyes 3. Find information by reading sentence before and after mechanical aids 4. Break into 4 groups (by colors on desk) Scan and discuss 1-textbooks, 2-phonebooks, 3-transportation schedules, 4-TV guides 5. Discuss, compare, add to first day's list of mechanical aids		11:00 11:15 11:30 12:00 12:40-12:50

Day	Activities and References	Observed or Taped	Time
3 2 hours 5-6	<ol style="list-style-type: none"> Continue group activities: group selection of materials from previous day's choices, individual assistance by teacher; predetermined questions by teacher Continue group activities: add newspaper ads, encyclopedias, readers guide Group assistance by teacher at 15 minute intervals 	✓	11:00 11:40-12:50
4 2 hours 7-8	<ol style="list-style-type: none"> Distribute questions for literal recall: same materials and groups: teacher-group assistance Scan filmstrip with captions: class discussion Add to list of mechanical aids 		11:00 11:40 12:40-12:50
5 2 hours 9-10	<ol style="list-style-type: none"> Review scanning Interim Test 	✓	11:00 11:40-12:50
6 2 hours 11-12	<ol style="list-style-type: none"> Review and discuss test results Introduce concept of skimming Introduce overiewing Apply overiewing to books, chapters, newspapers 		11:00 11:30 11:45 12:15
7 2 hours 13-14	<ol style="list-style-type: none"> Discuss relationship between headings, title, content Discuss overiewing: distribute selection for guided reading and group completion of activities 	✓	11:00 11:40-12:50
8 2 hours 15-16	<ol style="list-style-type: none"> Use newspapers (Morning Sun, News American, NY Times book Review, Washington Post Magazine Section) to reinforce overiewing Introduce previewing Distribute selection for guided reading and group activities to reinforce previewing 		11:00 11:40 12:00-12:50

Day	Activities and References	Observed or Taped	Time
9 2 hours 17-18	1. Apply previewing to material adapted on transparencies and chalkboard (article, chapter, table, map, weather map)		11:00-12:50
10 2 hours 19-20	1. Discuss skimming for review		11:00-12:50
11 2 hours 21-22	1. Discuss skimming for review <ul style="list-style-type: none"> a. complete using 4 group discussion b. complete on board with teacher; cover answers c. distribute clean copies of same assignment for individual, independent completion d. check papers (self-checking from board) 		11:00 11:35 12:00 12:40-12:50
12 2 hours 23-24	1. Review skimming 2. Interim Test	*	11:00 11:45
13 2 hours 25-26	1. Review and discuss test answers + 2. Introduce finding main ideas 3. Identify main ideas through picture interpretation using packets of related pictures from which to develop a theme and details 4. Show captioned filmstrip; discuss frame-by-frame main idea		11:00 11:45 12:00 12:30-12:50
14 2 hours 27-28	1. Preparation for guest lecturer 2. Guest lecturer; determine if speech follows title given by lecturer; take notes to retain information and support main idea 3. Distribute text of lecture; find main ideas to ten paragraphs: relate to title		11:00 11:30 12:00-12:50

Day	Activities and References	Observed or Taped	Time
15 2 hours 29-30	1. Work in 4 small groups on predetermined frames of selections to find main ideas a. Filmstrip c. magazine b. newspaper d. textbooks	+	11:00 11:50-12:50
16 2 hours 31-32	1. Review finding main ideas using cartoon 2. Use cartoon strips to introduce "ME" montages 3. Make "ME" montages (to be completed at home)		11:00 11:45 12:00-12:50
17 2 hours 33-34	1. Present "ME" montages 2. Interim Test		11:00 11:50-12:50
18 2 hours 35-36	1. Review and discuss test results 2. McGraw-Hill Reading Test 3. SPRP Post-treatment Inventory		11:00 11:30 Before leaving

APPENDIX B

DAILY PLAN - WORKTEXT GROUP

Instructional Activities and Materials: Worktext Group:

Eighteen Two Hour Sessions=Thirty Six Instructional Hours

* = Interim Tests

✓ = Observed Lesson

+ = Taped Lesson

Time: 9 A.M. - 11 A.M. MWF

Reference Code:

DRV=Developing Reading Versatility

BWH=Better Work Habits

SR =Success in Reading

Ten minutes built into schedule for breaks and/or school business

Day	Activities and References	Observed or Taped	Time
1 2 hours 1-2	1. SPRP Pre-treatment Inventory 2. Introduce DRV 3. Develop concept of scanning 4. Develop how to use worktext 5. Introduce scanning telephone directories 6. Begin drills A1, A2, A3, DRV	✓	9:00- 9:15 9:15- 9:30 9:30- 9:45 9:45 10:00 10:15-10:50
2 2 hours 3-4	1. Complete Drills A1, A2, A3, DRV 2. Check drill with teacher 3. Introduce scanning newspaper ads 4. Complete drills B1, B2, B3, DRV 5. Check drills with teacher		9:00 9:20 9:35 9:55 10:35-10:50
3 2 hours 5-6	1. Introduce referencing materials 2. Complete drills C1, C2, C3, DRV 3. Scanning SR 5 4. Review scanning SR 5, pp 32-56	✓	9:00 9:20 10:00 10:40-10:50
4 2 hours 7-8	1. Scanning SR 5 2. Complete exercises - SR 5 3. Check exercises - SR 5, p/ 32-56		9:00 9:30 10:30-10:50

Day	Activities and References	Observed or Taped	Time
5 2 hours 9-10	1. Review scanning 2. Interim Test	✓ *	9:00 9:45-10:50
6 2 hours 11-12	1. Review and discuss test answers 2. Introduce concept of skimming 3. Skim newspaper articles 4. Begin drills A1, A2, A3, A4, DRV		9:00 9:45 10:15 10:30-10:50
7 2 hours 13-14	1. Complete drills A1, A2, A3, A4, DRV 2. Check drills with teacher 3. Introduce skimming magazine articles ✓ 4. Begin drills B1, B2, B3, DRV		9:00 9:30 10:00 10:20-10:50
8 2 hours 15-16	1. Complete drills B1, B2, B3, DRV 2. Check drills with teacher 3. Introduce skimming textbook chapters 4. Begin drills C1, C2, DRV		9:00 9:30 9:50-10:50
9 2 hours 17-18	1. Complete drills C1, C2, DRV 2. Check drills with teacher ✓ 3. Introduce overviewing, SR Book 5, p. 57-68		9:00 9:30 9:50-10:50
10 2 hours 19-20	1. Review overviewing in textbooks and pamphlets + 2. Read selections and complete independent activities, SR 5, p/ 57-68		9:00 9:45
11 2 hours 21-22	1. Review overviewing; check activities with teacher, SR 5, p. 57-68 + 2. Introduce previewing 3. Read selections and complete independent activities, SR 5, p. 69-81		9:00 9:40 10:15
12 2 hours 23-24	1. Check previewing activities with teacher: SR 5, p. 69-81 2. Review skimming 3. Interim Test *		9:00 9:15 9:45-10:50

Day	Activities and References	Observed or Taped	Time
13 2 hours 25-26	1. Review and discuss test answers 2. Introduce finding main ideas DRV 3. Begin drills DRV A1, A2	+	9:00 9:45 10:15-10:50
14 2 hours 27-28	1. Check drills with teacher: A1, A2, DRV 2. Independent activities A3, A4, A5, DRV		9:00 9:30-10:50
15 2 hours 29-10	1. Check BWH activities with teacher 2. Independent activities, Check SR 5, p. 82-95		9:00 10:00-10:50
16 2 hours 31-32	1. Independent activities, Check BWH 73-78 2. Independent activities, Check BWH 79-90		9:00 9:45-10:50
17 2 hours 33-34	1. Check BWH with teacher 2. Review finding main ideas 3. Interim Tests	+ *	9:00 9:15 10:00-10:50
18 2 hours 35-36	1. Review and discuss test answers 2. McGraw-Hill Reading Test 3. Inventory (SPRP Post-treatment)	✓	9:00 9:30 Before leaving

APPENDIX C

"Me" Montage



APPENDIX D

LRC 0101 READING AND STUDY SKILLSINTERIM TEST - SCANNING

I. SCANNING METHODOLOGY

Directions: In this section of the test, you will be asked questions in a variety of formats to determine your knowledge of the scanning techniques. Read each section carefully and answer all questions accordingly.

A. TRUE/FALSE: Write either true or false on the blank.

- _____ 1. Scanning can be used on practically any written material.
- _____ 2. The proper use of the scanning technique requires that the reader's eyes follow a Z movement pattern only.
- _____ 3. Scanning allows the reader to comprehend large amounts of material in a short amount of time.
- _____ 4. The use of scanning implies that reading techniques should vary according to purpose.
- _____ 5. The use of scanning results in 100% comprehension.

B. FILL IN THE BLANK: Read each statement and insert the proper word or phrase in each blank:

1. Scanning is defined as the ability to _____.
2. Effective scanning is dependent upon _____ and _____.
3. When you finish scanning a page you should NOT be able to recall _____ or _____.
4. Before beginning to scan material, the reader should ask, _____.
5. Scanning textbooks allows the reader to _____.

- C. LISTING: In the section below, list two (2) examples for each source and two (2) clues for scanning.

<u>Source</u>	<u>Examples</u>	<u>Clues</u>
PRACTICAL	1.	
	2.	
ACADEMIC	1.	
	2.	

II. SCANNING: APPLICATION

Directions: This section will be timed to determine how well you can apply the scanning techniques to a variety of materials.

A. Practical Material (30 Seconds)

Directions: Scan to find the line in the selection below which indicates whether the statement is true or false. Circle the correct answer and note the line(s). Use the italics to help you.

1. The speed limit for trucks carrying explosives is the same as the speed for school buses.
T F Line(s)
2. The right lane of the freeway should be used by drivers of slow moving cars.
T F Line(s)
3. Motorcycles must park without a wheel or fender touching the curb.
T F Line(s)
4. The removal of an abandoned car is the responsibility of the owner.
T F Line(s)
5. The speed limit for school buses is 45 mph.
T F Line(s)

NEW CALIFORNIA MOTOR VEHICLE LAWS

1. Dimming lights: Headlight beams must be lowered
2. when following another vehicle within 300 feet.
3. Slow Moving Vehicles: On a two-lane roadway where
4. conditions prevent safe passing, a slow vehicle (includ-
5. ing passenger car) being followed by five or more
6. vehicles must pull to the side "wherever sufficient area

7. for a safe turnout exists" to allow the following cars
8. to pass. In a freeway or multilaned highway, drivers
9. of slow vehicles may be cited if not driving in the
10. right-hand lane.
11. Speed Limits: The speed limit for school buses, farm
12. labor buses, trucks and trucks carrying explosives is
13. 50 mph. (It formerly was 45 MPH).
14. Trailer Coaches: Riding in a trailer coach is not
15. illegal. Pedestrians: It is unlawful to leave a curb
16. or other safe place and suddenly walk or run into the
17. path of a vehicle which is so close as to be an immediate
18. hazard.
19. Miscellaneous: Motor vehicles, including motorcycles
20. and scooters, may not use private hiking or horseback
21. riding trails...Driving on a Sidewalk Is Prohibited,
22. Except When Entering or Leaving the Property...Motorcycles
23. must park with at least one wheel or fender touching a
24. curb...The registered owner of an abandoned car is re-
25. sponsible for costs of removing, storing, and disposing
26. of the car.*

B. Reference Material (2 Minutes)

Periodicals

1. Alpert, Hollis. "Sexual Behavior in the American Movies," Saturday Review, 39 (June 23, 1956). 9-10.
2. Anders, Gunther. "The Phantom World of TV," Dissent, 3 (Spring 1956), 14-24.
3. Bagdikian, Ben. "The Newsmagazines," New Republic, 40 (February 2, 16, and 23, 1959), 11-16.
4. Bartlett, Kenneth G. "Social Importance of the Radio," Annals of the American Academy of Political and Social Science, 250 (March 1947), 89-97.
5. Barzun, Jacques. "Kind Words for Pop, Bop, and Folk," The Reporter, 14 (May 17, 1956), 36.
6. Bauer, R.A. and H.A. Bauer. "America, Mass Society, and Mass Media," Journal of Social Issues, 16, No. 3 (1960), 3-66.
7. Bestor, Alfred. "The New Age of Radio," Holiday, 33 (June, 1963), 55-56.
8. Block Mervin. "The Night Castro Unmasked," Columbia Journalism Review, 1 (Summer, 1962), 5.
9. Bogart, Leo. "American Television," Journal of Social Issues, 18 (July 1962), 36-42.
10. Bradshaw, Michael. "Slanting the News," Atlantic Monthly, 174 (August 1944), 79-82.
11. Brucker, Herbert. "Mass Man and Mass Media," Saturday Review, 48 (May 29, 1965), 14-16.
12. Brustein, Robert, "The New Faith of the Saturday Evening Post," Commentary, 16 (October 1953), 367-369.

13. _____ "Reflections on Horror Movies," Partisan Review, 25 (Spring 1958), 288-296.
14. Bush, Chilton R. "The Press, Reader Habits, and Reader Interest," Annals of the American Academy of Political and Social Science, 219 (January 1942), 7-10.
15. Carey, James W. "Harold Adams Innis and Marshall McLuhan," Antioch Review, 27 (Spring 1967), 5-39.
16. Chaffee, Zechariah. "An Outsider Looks at the Press," Neiman Reports, 7 (January 1955), 5.
17. Childs, Marquis. "The Interpretive Reporter's Role in a Troubled World," Journalism Quarterly, 27 (Spring 1960), 134.
18. Coffin, Thomas E. "Television's Impact on Society," American Psychologist, 2 (October 1955), 630.

- a. On what pages of Holiday would you find an article by Alfred Bestor? _____
- b. In what periodical does an article called "The News-magazines" by Ben Bagdikian appear? _____
- c. What is the date of the Journal of Social Issues in which Leo Bogart has an article? _____
- d. Who wrote an article entitled "Reflections on Horror Movies"? _____
- e. What is the oldest date of the periodicals listed?

- f. If you were doing research for a paper on the impact of television on society, what, if any, listings shown might be of value? Give the number of listings.

- g. What is the volume number of the Journalism Quarterly in which Marquis Childs has an article? _____

C. Testbook Material (2 minutes)

Directions: Scan each paragraph or passage below to locate the answer to the question stated at the beginning of each. Underline the sentence which answers the question.

1. Question: How much does a cubic foot of water expand when it changes to ice?

Passage: In general, when a liquid freezes, it contracts, for molecules vibrate less vigorously in the solid than

in the liquid state and so can be closer to one another. But when we remember that ice floats and pitchers of water are often cracked by freezing, we conclude that water is a liquid that expands on freezing. In fact, a cubic foot of water becomes 1.09 cubic feet of ice. Cast iron is another substance that expands a little in solidifying. It is therefore adapted to making castings, for in this way every detail of the mold is sharply reproduced. Allowance has, of course, to be made for shrinkage of the solid in cooling. For making good type, a metal which expands a little on solidifying is needed; hence an alloy of lead,¹ antimony, and copper, which has this property, is used.

2. Question: What instrument is used to measure the velocity of the wind?

Passage: In weather reports, a wind is named according to the direction from which it blows. Thus, a "northeaster" is a wind blowing from the northeast direction. The weather vane is the most familiar instrument for indicating the direction from which the wind is coming. At airfields the direction is indicated by a wind cone, or by a large triangular shaped wind indicator which points into the wind. It is outlined with lights and can be seen easily by day or night. The velocity of the wind is measured by an anemometer, which consists of 3 or 4 metallic cups attached to a metal frame that in turn is mounted on a vertical shaft so as to spin around according to the velocity of the wind.²

3. Question: How does the efficiency of the phototube compare with the solar cell?

Passage: Our sun constantly radiates enormous quantities of heat and light energy to the earth. Numerous, and so far, fairly unsuccessful attempts have been made to harness these energies. The photocube is able to convert the light to electrical energy. But it is able to deliver as power only about 0.5 percent of the light energy it receives.

The scientists at the Bell Telephone Laboratories have developed a solar cell that is about 20 times as efficient as the photocube. It consists of a thin wafer of silicon to which has been added a minute amount of arsenic. An extremely thin layer of silicon containing a trace of boron is deposited on one surface of the wafer. Leads³ connected to the wafer and layer complete the cell.

4. Question: In what two respects does the skull structure of men and apes differ?

Passage: In many ways the skull offers some of the most important contrasts between apes and men. It becomes particularly important when we know that most of our data on prehistoric men are confined to the skull alone, since this part of the human skeleton is most likely to survive the ravages of time. There are two main respects in which differences of skull structure between men and apes are most marked - the shape and capacity of the brain case and the proportions of the face.

Man's brain case is largest in capacity, averaging 1,450 cc. (=cubic centimeters) as compared to averages of 500 cc. for the gorilla, 404 for the chimpanzee, 395 for the orang, and 128 for the gibbon. In other words, the skull of man has roughly three times the capacity of that of the largest brained ape. Even more important is the fact that man's skull is highly developed in the frontal region, his forehead extending almost vertically upward for a considerable distance. In all apes this region is little developed, the head sloping sharply backward from the brow ridges.

5. Question: What is monopoly power?

Passage: Without pure competition, no longer can we say that the price is a true reflection of society's demand for and cost of the product. If one buyer or seller gets large enough to influence the total demand or total supply for a product, he can then influence the price of the product. He can restrict his output and keep the price up high and make big profits. This power to restrict output and hold up the price (as you probably already know) is called market power, or monopoly power.

APPENDIX E

LRC 0101 READING AND STUDY SKILLSINTERIM TEST

- I. Skimming: Methodology: This section will include activities which will assess your knowledge of skimming as a reading technique.
- A. Using the table of contents below, answer the questions that follow:

CONTENTS

Introduction	xiii
1 Overview	1
2 What's On	19
3 The Audience	35
4 Living with Television	141
5 One Highly Attracted Public	173
6 Four Highly Attracted Publics	289
7 Politics and Purchases	311
8 The Psychology of Behavioral Effects	385
9 The Future	453
References	511
Name Index	539
Subject Index	572

1. What general topic area is the book about? _____

2. Write four (4) brief statements which describe four topics that will probably be discussed in this book.
 - a. _____
 - b. _____
 - c. _____
 - d. _____
3. What textbook aides are available which will enable you to manage the book better?

4. What specifically will each of the aides do? Or describe how they will help the reader.

5. Questions 1-4 made use of one type of skimming technique. Which technique was used?

B. Following are chapter and section headings taken from a variety of college texts. Change each into meaningful basic questions, using words like WHY, WHO, WHICH, WHEN, IN WHAT WAYS, or HOW.

1. Business and Economics

a. Types of Economic Systems a _____

b _____

b. Pollution and Business a _____

b _____

c. Taft-Hartley Act a _____

b _____

d. Economic Instability a _____

b _____

e. Regulation of Business a _____

b _____

2. Biology and Other Sciences

a. Characteristics of Living Things a _____

b _____

b. Essential Body Nutrients a _____

b _____

c. Cell Development a _____

b _____

- C. Skim the article to answer the questions. Answer each question as completely as possible. You may look back into the article if you need to.

DISCRIMINATION

Whereas prejudice refers to an attitude or a feeling, discrimination refers to the actions taken as a result of prejudicial feelings. For example, the belief that all Spanish-speaking peoples are sex perverts is a prejudice, but the formation of a committee to prevent them from moving into a neighborhood is discrimination.

THE RELATIONSHIP BETWEEN PREJUDICE AND DISCRIMINATION

Prejudice and discrimination usually go hand-in-hand. But they can also occur independently of each other.

Now you are displaying discrimination without prejudice.

In general, prejudice and discrimination are mutually reinforcing.

KINDS OF DISCRIMINATION

Discrimination, not prejudice or a racist ideology alone, is the principal method used by the powerful majority to protect its privileged status, ensuring that minorities have unequal status.

Individual discrimination refers to discriminatory behavior that is prompted by the personal prejudice of a majority group member.

Institutionalized discrimination refers to discriminatory behavior prompted not particularly by personal prejudice but by the knowledge that such prejudice exists on a societal level.

Structural discrimination refers to the system of inequalities at work within a society, separate from the prejudices and attitudes of majority group members.

Of the three kinds of discrimination, institutional and structural discrimination are the most common.

Lest we think that these forms of discrimination are exclusively American, one of our articles amply demonstrates that we have no monopoly on them. Judith P. Miller, in her article, "Israel's Black Panthers," describes the plight

of dark-skinned, Eastern-oriented, Oriental Jews who are trying to live with their light-skinned, Western-oriented neighbors in Israel. The article points to striking similarities among individual, institutional, and structural discrimination in the United States and Israel.³⁴

- a. What is the chapter about?
- b. What is the general point or main idea of the chapter?
- c. What is discrimination?
- d. What is prejudice?
- e. What skimming technique was used?

D. Identify the type of skimming not described in any of the examples used; explain its purpose and describe the technique.

1. Type of skimming: _____

2. Purpose: _____

3. Technique: _____

- II. Skimming: Application: This section will be time to determine how well you can apply the skimming technique to reading materials. You will have 20 minutes to take notes on the main points in a chapter taken from a speech textbook. The chapter will be collected, and you will be given questions to answer by referring to your notes. (Notes will not be graded).

APPENDIX F

LRS SUMMER PROGRAMINTERIM TEST

FINDING MAIN IDEAS -- PART I

Name _____

DIRECTIONS: Read each paragraph below and identify the topic and the main idea. Hint: In some paragraphs the main idea is not directly stated.

1. Products purchased mainly for Christmas, such as toys, Christmas tree lights, and yuletide candies, have a marketing program different from that for products sold uniformly throughout the year. The marketing executive, in order to plan his sales effort successfully, must determine when the consumer wants to buy the product. Timing is of particular importance in promotional activities and can sometimes influence other plans. Special packaging may be called for if the product is purchased for a holiday. Special seasonal pricing may be wise if the item is sold at one time of the year. If a firm's demand occurs only for a short time in the year, it may be impossible for it to maintain its own sales force, thereby creating the need for agents.³⁶

Topic: _____

Main Idea: _____

2. The computer can perform any computations that have, in the past, been made by hand or by mechanical calculator. In addition, the stored program used by a computer permits complex problems to be prepared for computer analysis, and the electronic speed of the computations means that problems which could not be solved because of the time required for manual computation can not be solved in minutes by the computer. Not only the time, but also the cost of computation has been dramatically reduced. A popular, large computer system can do computations in one minute that it would take about five years to do manually. Yet the commercial rental cost for using such a system is only about \$8 a minute. A

man-year of computation, on this basis, costs less than \$2.³⁹

Topic: _____

Main Idea: _____

3. Traffic is directed by color. Pilot instrument panels, landing strips, road and water crossings are regulated by many colored lights and signs. Factories use colors to distinguish between thoroughfares and work areas. Danger zones are painted in special colors. Lubrication points and removable parts are accentuated by color. Pipes for transporting water, steam, oil, chemicals, and compressed air, are designated by different colors. Electrical wires and resistances are color coded.⁴⁵

Topic: _____

Main Idea: _____

4. The rapid rate of innovation during the last two decades has greatly expanded consumer desires for new products. Today many companies are doing the majority of their business in products that were unknown 20 years ago. Before World War II an appliance manufacturer had only relatively few products available for distribution; mechanical refrigerators, washing machines, stoves, and vacuum cleaners were the mainstays of their volume. Today, clothes dryers, automatic washing machines, dishwashers, garbage disposals, electric skillets, rotisseries, television, hi-fi sets, and many other products are standard items in the appliance manufacturer's line.⁴²

Topic: _____

Main Idea: _____

5. On the average, babies pronounce recognizable syllables by the third month. As a child matures, his syllables become sharper, clearer, and more distinct. Cooing and babbling, repeating the same sound over and over again, like "da da da" and "ga ga ga," begin at about this time and continue until about the end of the first year. Early babblings are probably not attempted imitations of adults' speech, but rather sounds the child makes for his own amusement. Toward the end of the first half year, the infant is likely to "talk" to his parents and

other familiar people when he is being played with or talked to. Imitation of sounds made by others generally begins after approximately nine months.⁴⁸

Topic: _____

Main Idea: _____

6. Overweight children are frequently rejected by their peer group because they do not do well in sports and because they may be ungainly. A teen-age girl who is overweight, unless she has an unusual personality, may be ostracized by her peers. She is not asked to dance at parties and may not have dates. The results can be very serious, for these social activities are a normal part of growing up. Both men and women may become the butt of jokes by their friends because of their obese condition. Although they⁴⁴ may appear to take it good naturedly, the sting remains.

Topic: _____

Main Idea: _____

7. The newspaper is still the primary source of news. It has decided advantages over television: it can provide perspective; it has the authority of the printed word; it is constantly at hand, rather than requiring, as television does, presence at stated hours. But newspapers, in too many instances, are not performing their true function, and an improvement in journalism is a prime need. But, even if that betterment is achieved, television has an important role to play. It cannot supplant the newspaper, but, because of its immediacy and its dramatic impact, it can supplement it to a significant degree. Yet⁴⁹ television's news performance is far from satisfactory.

Topic: _____

Main Idea: _____

8. Alcoholism can be caught and successfully treated long before it reaches final phases. For specific information, one can consult the local Medical Association, the local branch of Alcoholics Anonymous, or the Yale Center of Alcohol Studies. In general, the first step in treatment is to stop the patient's drinking. Next, his personality must be rebuilt to

excludē the maladjustive mechanism of drinking, and to include the adjustive mechanism of direct problem solving. Voluntary associations like Alcoholics Anonymous often can help with the first and second step, and interview therapists with the third step. Thus, far, however, no method has been successful in every case.³³

Topic: _____

Main Idea: _____

9. The Spanish speaking communities in the United States constitute, numerically and culturally, the most important ethnic minority group. Approximately 80 percent of the 5 million Americans of Mexican ancestry live in California, Arizona, New Mexico, Texas and Colorado. The tenacious preservation by the Mexican-American of his language and culture is little understood by most other Americans. The Mexican-American, like many immigrant Jews, migrated to this country. Many, but not all, Mexican-Americans preserve their contacts with the people and institutions of old Mexico and take great pride in the history and culture of their ancestors. In recent years, there has been a great deal of interest among young Mexican-American intellectuals in promoting this sense of identity and pride among Mexican-Americans. The term *la raza*, for example, means race, but it evokes far more in feelings of brotherhood and comradeship.³⁴

Topic: _____

Main Idea: _____

10. In what important respect does the employment letter differ from other business letters? It differs in that it must first of all pass scrutiny as a letter, whereas other letters succeed better when they are not thought of as letters at all. That is, the regular sales letter focuses attention on the electric razor or the set of books for sale; the collection letter on the balance of \$16.23 that is three months overdue; the adjustment letter on the broken lawn mower and how to get it to run again. The reader of these letters is likely not interested in the person who wrote the application letter - if the letter succeeds. He actually reads character in the letter; its very correctness and neat appearance tell him about the writer.⁴¹

Topic: _____

Main Idea: _____

LRC SUMMER PROGRAMINTERIM TEST

FINDING MAIN IDEAS - PART II

Name _____

I. Paragraph Comprehension

Read the following paragraphs and answer all questions choosing the best answer from those provided.

- A. It would be a mistake to assume that primitive societies are mentally backward - unable to realize the potentials of their environments or understand how to cope effectively with them. Given the general level technology available, they do adapt to and manipulate their environment in a sophisticated and understanding manner. Countless examples can be cited to illustrate this point. Among some Eskimo groups, wolves are a menace - - a dangerous environmental feature that must be dealt with. They could perhaps be hunted down and killed, but this involves danger as well as considerable expenditure in time and energy. So a simple yet ingenious device is employed. A sharp sliver of bone is curled into a springlike shape, and seal blubber is molded around it and permitted to freeze. This is then placed where it can be discovered by a hungry wolf, which, living up to its reputation, "wolfs it down." Later, as this "time bomb" is digested and the blubber disappears, the bone uncurls and its sharp ends pierce the stomach of the wolf, causing internal bleeding and death. The job gets done! It is a simple yet fairly secure technique that involves an appreciation of the environment as well as wolf psychology and habits.

1. Which organizational pattern is used in this paragraph?
 - a. Cause-Effect
 - b. Definition
 - c. Sequence of Events
 - d. Illustration-Example
2. Which sentence best expresses the main idea of this selection?
 - a. Primitive societies are unable to cope with the demands of their environment.

- b. Eskimos are able to control wolves.
- c. With increased technology, primitive societies should be able to cope even more effectively with their environment.
- d. Primitive societies show they can adjust shrewdly and effectively to the demands of their environment.

B If neglect, cruelty, or constant criticism indicate to the child he is the least precious object in the world, he will learn to see himself as no good. It may happen because the child is often neglected, left uncared for, unfed. Or no one takes time for the child or every time the child wants to help wash dishes, they say, "Go away, dishes are not for you, you just make a mess." This may happen thousands of times between his second and sixth year. And one day his mother decides he is now old enough to help, and she calls him in - - but now he has learned "Dishes are not for me." He refuses to help wash the dishes, or gets a headache, or has to go to the bathroom. More extreme situations, such as the parent's leaving the child alone for days at a time, or beating him frequently, convey to him a sense of his worthlessness or undesirability.

1. The paragraph is organized by

- a. Description
- b. Cause-effect
- c. Comparison-Contrast
- d. Illustration-Example

2. The main idea of the paragraph is:

- a. Parents play a crucial role in socialization.
- b. Children who are neglected will most likely develop into distrustful adults.
- c. Neglected children are often uncooperative.
- d. Inadequate parents reflect back to the child an image of failure and inferiority.

C The effort to completely exterminate a people by killing all of them is called annihilation. It is ironic that the greatest annihilation in recorded history was conducted by a highly civilized Christian State. Between 1933 and 1945, the German Nazis killed about 4.5 million European Jews (Reitlinger, 1968, p. 546), marching many of them into gas chambers with a systematic bureaucratic efficiency. (The frequently cited figure of 6 million was based upon early estimates which were hastily prepared for the Nuremberg trials in 1946. Subsequent research has produced a somewhat lower estimate, which nonetheless

still documents a monumental example of mans inhumanity to man.) Other cataclysms in history may have produced more deaths, but we have no comparable example of such a deliberate, premeditated mass slaughter carried out as a government policy. Several instances of mass slaughter have transpired since then, perhaps the greatest of which accompanied the Hindu-Moslem clashes in India and Pakistan in 1948. Others include the slaughter of the Ibos in Northern and Western Nigeria in 1966 and of the Communists in Indonesia after their unsuccessful attempt to seize power in 1965.

1. The writing pattern used in this passage is

- a. Cause-effect
- b. Definition
- c. Comparison-Contrast
- d. Details-Illustration

2. Which sentence best expresses the main idea?

- a. The greatest act of annihilation was committed by the Germans.
- b. The deliberate destruction of a people has been repeated throughout history.
- c. Annihilation is the attempt to completely destroy a people by murder.
- d. Annihilation happens during times of war.

D. Symonds matched 28 parents who "dominated" their children in an authoritative way with 28 who permitted the child much freedom and who usually acceded to the child's wishes. He found the children from stricter homes more courteous, obedient, and neat, but also more shy, timid, withdrawing, docile, and troubled. The more permissive parents brought up children who were more aggressive, more disobedient, and who had more eating problems, but who also were more self-confident, better at self-expression, freer, and more independent.

1. What is the paragraph about?

2. How did the writer organize the information?

II. Passage Comprehension

Read the following passage and answer all questions that follow.

STATUS OF WOMEN

The conditions of American pioneer life had fostered equality of the sexes, even to the franchise in New Jersey and Virginia. After the Revolution, however, the dependent and protected status of women was emphasized. In a legal sense a woman was a perpetual minor, with her property and wages at the absolute disposal of her husband. Also he had the right of chastisement: halfway through the century he had the legal right to beat his wife with a reasonable instrument, which in one case was adjudged to be a stick no thicker than a man's thumb. Widows and unmarried women had more extensive rights over their own property and their own actions, but courts were not inclined to favor them.

WOMEN AND REFORM

It would seem natural that women should from the first have been interested in reform movements, but to the overwhelming majority of nineteenth-century men such activities should have been the property solely of males. Mary Wollstonecraft and Frances Wright led their British sisters in the demand for equal rights in social and political life, and the latter carried the revolt to America where as Fanny Wright D'Arusmont she scandalized the public by openly flouting the conventions. Quaker acceptance of sex equality (especially by the liberal Hicksite branch) promoted the rise in the reform movements of Lucretia Coffin Mott, Abigail Kelly Foster, Susan B. Anthony, and the Grimke sisters of South Carolina, Sarah and Angelina. The transcendentalist wing was represented by the wives of a number of the great New England reformers, but particularly by Margaret Fuller, whose *Women in the Nineteenth Century* was a powerful argument for equality. Other champions of reform among women were Sarah Buell Hale, authoress of "Mary's Little Lamb," who cautiously preached equality in her fashion magazine *Godey's Lady's Book*; Jane Grey Swisshelm, a belligerently reformist editor of *Pittsburg* and *St. Cloud*, Minnesota; Anne Royall, grim and eccentric writer of Washington City, who had statesmen shaking in their boots; Elizabeth Blackwell, who devoted her life to winning for women a place in the medical profession; and Amelia Bloomer, who championed the combination of skirts and Turkish trousers which became known as the bloomer costume.

WOMEN'S RIGHTS

These women persevered in their work despite abuse and insults not only by the public but by many smug male reformers who sought to refuse them the right to speak in public. The crisis came in 1840 when in London the World's Antislavery Convention refused to seat American women delegates; as a result, some of the American male delegates refused to take their seats but watched proceedings from the gallery with their womenfolk. It was now apparent that the root of the trouble was the unequal status of the sexes, and

the result was increased interest in the movement for equal rights for women. Better-balanced reformers lost interest in those movements which refused to receive women, and perhaps to this may be attributed the damaging emotionalism of the temperance movement. The advocacy of votes for women began its active phase in 1848 in the Seneca Falls Convention called by Lucretia Mott and Elizabeth Cady Stanton. Close to them in leadership was Lucy Stone, a great soul in a tiny body, and the redoubtable spinster, Susan B. Anthony, who hurled the thunderbolts that Mrs. Stanton forged. Horace Greeley, the liberal editor of the New York Tribune, headed a growing list of journalistic advocates of women's rights, and from 1848 onward the state legislatures began to modify the married woman's property laws. The decisive phase of the movement, however, did not come until well after the Civil War.

A. What is the general subject: _____

B. Write a complete statement which expresses the central thought of the passage.

C. Write these complete statements which prove, explain, or support the central thought.

1. _____

2. _____

3. _____

D. List any words that function as directional words in column A; in column B, write the type of directional word used.

A
Word(s)

B
Type

APPENDIX G

STUDENT PERCEPTIONS OF THEIR READINGPERFORMANCE INVENTORY

To be completed on day one and the last day of class.

NAME _____ DATE _____

A. Follow directions given for each item.

1. What was the name of the last book you read?

2. Was the book listed in #1 read for fun or school?

Check One. _____ fun _____ school

3. How many hours do you spend reading daily?

Check One. ___ less than one hour ___ 1 hour ___ 2 hours

___ 3 hours ___ 4 hours or more

B. Circle the number which is closest to what you think about the way you read.

	Strongly Agree	Agree	Dis- agree	Strongly Disagree
4. I enjoy reading.	1	2	3	4
5. I read as fast as I would like.	1	2	3	4
6. I read in my free time.	1	2	3	4
7. When I study, I look for main features of the book first	1	2	3	4
8. I find answers to questions quickly	1	2	3	4

	Strongly Agree	Agree	Dis- agree	Strongly Disagree
9. I find the newspaper easy to understand.	1	2	3	4
10. I enjoy working in small groups.	1	2	3	4
11. I would rather work alone.	1	2	3	4
12. I like to talk over what I have read with my classmates.	1	2	3	4
13. I like to use workbooks.	1	2	3	4
14. I like to do different activities in class.	1	2	3	4
15. I prefer classes where there is very little talking.	1	2	3	4

C. Write a short ending for each statemnet.

16. I am attending college because _____

17. I go to the library when _____

D. Circle yes or no.

18. I take books to read when I go on vacation. Yes No

19. I get bored or sleepy when I have to read. Yes No

20. I have a hard time finishing home assignments. Yes No

APPENDIX H

THE PURDUE INSTRUCTOR PERFORMANCE INDICATOR (GAGE, 1963)

Name of Instructor _____

Source _____

1960 Edition Form A

From each group choose two statements.

- | | | | | |
|--|---|---|---|---|
| 1A Shows personal interest in student's work | A | B | C | D |
| 1B Likes and understands students | | | | |
| 1C Doesn't make fun of students responses | | | | |
| 1D Has help sessions | | | | |
| 2A Is interested in subject matter she teaches | A | B | C | D |
| 2B Connects lectures with textbooks used | | | | |
| 2C Willing to help those slow to learn | | | | |
| 2D Uses a variety of teaching techniques | | | | |
| 3A Neat and clean in appearance | A | B | C | D |
| 3B Good fellowship exists between her and students | | | | |
| 3C Has confidence in herself | | | | |
| 3D Tries to be fair | | | | |
| 4A Good use and command of the English Language | A | B | C | D |
| 4B Knows her subject | | | | |
| 4C Clear and pleasant voice | | | | |
| 4D Tries to find loopholes in her teaching
and correct them | | | | |
| 5A Keeps class attention | A | B | C | D |
| 5B Explains method of grading | | | | |
| 5C Keeps accurate record of grades | | | | |
| 5D Realized the complications and conflicts
met by students | | | | |
| 6A Keeps classroom atmosphere rather informal | A | B | C | D |
| 6B Has a sense of humor | | | | |
| 6C Good posture | | | | |
| 6D Grades based on work done not personal feeling | | | | |
| 7A Makes assignments at the beginning of the
course | A | B | C | D |
| 7B Gives tests that are not meant to be tricky | | | | |
| 7C Presents materials interestingly | | | | |
| 7D Encourages students by helpful advice or
praise on tests | | | | |

8A	Talks slowly enough for note-taking	A	B	C	D
8B	Lets students ask questions in class				
8C	Treats students as grownups				
8D	Makes you earn grades, no handouts				
9A	Is loyal to school and faculty members	A	B	C	D
9B	Writes difficult words on blackboard and explains them				
9C	Doesn't give same lectures all the time				
9D	Friendly outside the classroom				
10A	Applies subject to everyday life	A	B	C	D
10B	Sticks to subject				
10C	Stimulates students by raising interesting questions for discussions				
10D	Tutors student in his lessons				
11A	Sticks to the grade given	A	B	C	D
11B	Grades on a curve				
11C	Puts ideas across logically and orderly				
11D	Keeps class a team, neglects no students				
12A	Sticks to the institutions grading system	A	B	C	D
12B	Well organized course and assignment				
12C	She is a high grader				
12D	Has good discipline				

The Purdue Instructor Performance Indicator (a forced-choice rating scale).

APPENDIX I

WITHALL'S CLASSROOM CLIMATE INDEX (GAGE, 1963)Categories

1. Learner supportive statements that have the intent of reassuring or commending the student.
2. Acceptant and clarifying statements having an intent to convey to the student the feeling that he/she was understood and help him/her elucidate his/her feelings.
3. Problem structuring statements or questions which proffer information or raise questions about the problem in an objective manner with intent to facilitate student's problem solving.
4. Neutral statements which comprise polite formalities, administrative comments, verbatim repetition of something that has already been said. No intent inferable.
5. Directive or horative statements with intent to have students follow a recommended course of action.
6. Reproving or deprecating remarks intended to deter pupil from continued indulgences in present "unacceptable" behavior.
7. Teacher self-supporting remarks intended to sustain or justify the teacher's position or course of action.

APPENDIX J

LEARNING RESOURCES CENTERSUMMER PROGRAM EVALUATION QUESTIONS

GROUP _____

Please answer each question as completely and as honestly as possible.

DO NOT SIGN YOUR NAME.

I. CONTENT OF INSTRUCTION. Please indicate why you found the work helpful or not helpful in each of the categories listed below.

A. Reading/Study Skills: _____

B. English: _____

C. Math/Science: Problem Solving & Science Survival: _____

D. Math/Science: Skills Review - Circle one (Arithmetic, Introductory Algebra, Intermediate Algebra)

II. INSTRUCTIONAL STAFF: How would you describe the kinds of help you received from staff members in each area? Circle appropriate number and give comments

	Helpful		Neutral	Not Helpful		Comments
	Much	Some		Some	Much	
English	5	4	3	2	1	
Reading Study Skills	5	4	3	2	1	
Math and Science	5	4	3	2	1	

APPENDIX K

ANALYSIS OF VARIANCE TABLES

Analysis of Variance Table 1.

McGraw-Hill Reading TestForm B by Sex Groups

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	5.003	1	5.003	.096	.7593
Within Groups	1356.854	26	52.187		
Total	1361.857	27			

Analysis of Variance Table 2.

McGraw-Hill Reading Test: Form B (MHB)

Total Scores by Race

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	99.436	1	99.436	2.048	.1643
Within Groups	1262.421	26	48.555		
Total	1361.857	27			

Analysis of Variance Table 3.

Interim Test: Scanning by Sex

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	69.670	1	69.670	.461	.5034
Within Groups	3933.187	26	151.276		
Totals	4002.857	27			

Analysis of Variance Table 4.

Interim Test: Scanning

by Race Groups

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	202.226	1	202.226	1.383	.2502
Within Groups	3800.632	26	146.178		
Total	4002.858	27			

Analysis of Variance Table 5.

Interim Test: Skimming

by Sex Groups

Source	Sum of Squares	DF	Mean Square	F	Sig.
Between Groups	20.012	1	20.012	.109	.7434
Within Groups	4754.667	26	182.872		
Total	4774.679	27			

Analysis of Variance Table 6.

Interim Test: Skimming

by Race Groups

Source	Sum of Squares	DF	Mean Squares	F	Sig.
Between Groups	157.720	1	157.720	.888	.3546
Within Groups	4616.479	26	177.575		
Total	4774.479	27			

Analysis of Variance Table 7.

Interim Test: FindingMain Ideas by

Sex Groups

Source	Sum of Squares	DF	Mean Squares	F	Sig.
Between Groups	291.574	1	291.574	1.841	.1865
Within Groups	4117.104	26	158.350		
Total	4408.678	27			

APPENDIX L

MEANS, STANDARD DEVIATIONS AND t STATISTIC TABLESMcGraw-Hill Reading Test: Form B (MHB) Table 1.

Means, Standard Deviations and t Statistic

by Sex Groups

Test	Total Sample Means (N=28)	Sex		
		Males (N=12)	Females (N=16)	
MHB				
Skim/Scan	$\bar{X}=13.9$ sd= 3.8	$\bar{X}=14.1$ sd= 3.8	$\bar{X}=13.8$ sd= 3.4	t(26)= .18 p \leq 0.855
Paragraph Compre.	$\bar{X}=16.0$ sd= 4.0	$\bar{X}=16.3$ sd= 4.1	$\bar{X}= 15.9$ sd= 4.0	t(26)= .24 p \leq 0.809
Total Scores	$\bar{X}=40.9$ sd= 7.1	$\bar{X}=41.4$ sd= 8.2	$\bar{X}= 40.6$ sd= 6.4	t(26)= .31 p \leq 0.759

McGraw-Hill Reading Test: Form B Table 2.

Means, Standard Deviations and t Statistic

by Race

Test	Total Sample Means (N=28)	Race		
		Black (N=19)	White (N=9)	
MHB				
Skim/Scan	$\bar{X}=13.9$ sd= 3.8	$\bar{X}=13.4$ sd= 4.3	$\bar{X}=15.0$ sd= 2.2	t(26)=1.04 p \leq 0.310
Paragraph Compre.	$\bar{X}=16.0$ sd= 4.0	$\bar{X}=15.6$ sd= 4.3	$\bar{X}=16.9$ sd= 3.1	t(26)= .78 p \leq .443
Total Scores	$\bar{X}=40.9$ sd= 7.1	$\bar{X}=39.6$ sd= 8.0	$\bar{X}=43.7$ sd= 3.6	t(26)=1.43 p \leq 0.164

Pre-treatment Nelson-Denny Reading Test: Form C (NDRT)and Scholastic Aptitude Test: Verbal (SATV) Means,

Standard Deviations and t Statistic Table 3.

Sex Groups

Test	Total Sample Means (N=28)	Sex		
		Males (N=12)	Females (N=16)	
NDRT Total Scores	$\bar{X}=42.0$ sd= 9.2	$\bar{X}=42.4$ sd= 8.5	$\bar{X}=41.6$ sd=10.0	t(26)= .24 $p \leq 0.814$
NDRT Grade Equiv.	$\bar{X}= 9.1$ sd= 1.4	$\bar{X}= 9.2$ sd= 1.6	$\bar{X}= 9.0$ sd= 1.3	t(26)= .39 $p \leq 0.700$
SATV	$\bar{X}=288.2$ sd= 59.0	$\bar{X}=299.2$ sd= 69.0	$\bar{X}=280.0$ sd= 51.1	t(26)= .85 $p \leq 0.405$

Pre-treatment Nelson-Denny Reading Test: Form C (NDRT)

and Scholastic Aptitude Test: Verbal (SATV) Table 4.

Means, Standard Deviations and t Statistic

by Race Groups

Test	Total Sample Means (N=28)	Race		
		Black (N=19)	White (N=9)	
NDRT Total Scores	$\bar{X}=41.9$ sd= 9.8	$\bar{X}= 42.1$ sd= 9.8	$\bar{X}=41.6$ sd= 8.5	t(26)= .14 p \leq 0.886
NDRT Grade Equiv.	$\bar{X}= 9.1$ sd= 1.4	$\bar{X}= 9.1$ sd= 1.4	$\bar{X}= 9.0$ sd= 1.6	t(26)= .10 p \leq 0.923
SATV	$\bar{X}=288.2$ sd= 58.9	$\bar{X}=277.4$ sd= 54.0	$\bar{X}=311.1$ sd= 66.0	t(26)=1.44 p \leq 0.161

Interim Tests: Scanning, Skimming,

Finding Main Ideas Table 5.

Means and Standard Deviations

by Sex Groups

Interim Test	Total Sample Means (N=28)	Sex	
		Male (N=12)	Female (N=16)
Scanning	$\bar{X}=62.4$ sd=12.3	$\bar{X}=64.3$ sd=12.3	$\bar{X}=61.1$ sd=12.4
Skimming	$\bar{X}=75.1$ sd=13.3	$\bar{X}=76.1$ sd=11.3	$\bar{X}=74.4$ sd=15.0
Finding Main Ideas	$\bar{X}=68.1$ sd=12.8	$\bar{X}=71.8$ sd=15.3	$\bar{X}=65.3$ sd=10.2

Interim Tests: Scanning, Skimming,

Finding Main Ideas Table 6.

Means and Stansard Deviations

by Race Groups

Interim Tests	Total Sample Means (N=28)	Race	
		Black (N=19)	White (N=9)
Scanning	$\bar{X}=62.4$ sd=12.1	$\bar{X}=60.6$ sd=12.2	$\bar{X}=66.3$ sd=11.8
Skimming	$\bar{X}=75.1$ sd=13.3	$\bar{X}=73.5$ sd=13.1	$\bar{X}=78.6$ sd=13.7
Finding Main Ideas	$\bar{X}=68.1$ sd=12.8	$\bar{X}=69.3$ sd=11.3	$\bar{X}=65.5$ sd=15.9

Student Perceptions of Reading Inventory - Pre-treatment
 Attitudes Toward Reading Instruction, Reading Ability,
 and Reading in General: Table 7. Means, Standard
 Deviations and t Statistic by Sex

Subscale	Males (N=12)	Females (N=16)	
Attitudes Toward Reading Instruction	$\bar{X}=15.0$ sd= 1.2	$\bar{X}=14.9$ sd= 2.1	t(26)=1.21 p \leq .237
Attitudes Toward Reading Ability	$\bar{X}=12.1$ sd= 1.4	$\bar{X}=12.4$ sd= 1.6	t(26)= .51 p \leq .615
Attitudes Toward Reading in General	$\bar{X}=16.8$ sd= 2.3	$\bar{X}=19.1$ sd= 2.3	t(26)=2.55 p \leq .017*

Student Perceptions of Reading Inventory - Post-treatment

Attitudes Toward Reading Instruction, Reading Ability,

and Reading in General: Table 8. Means, Standard

Deviations and the t Statistic by Sex Groups

Subscale	Males (N=12)	Females (N=16)	
Attitudes Toward Reading Instruction	$\bar{X}=16.6$ sd= 1.2	$\bar{X}=15.0$ sd= 1.8	t (26)=2.62 p \leq .014*
Attitudes Toward Reading Ability	$\bar{X}=13.4$ sd=1.9	$\bar{X}=13.0$ sd= 1.6	t (26)= .63 p \leq .531
Attitudes Toward Reading in General	$\bar{X}=18.4$ sd= 2.3	$\bar{X}=18.1$ sd= 2.4	t (26)= .39 p \leq .699

Student Perceptions of Reading Inventory Pre-treatment
 Attitudes Toward Reading Instruction, Reading Ability,
 and Reading in General: Table 9. Means, Standard
 Deviations and t Statistic by Race Groups

Subscale	Black (N=19)	White (N=9)	
Attitudes Toward Reading Instruction	$\bar{X}=14.5$ sd= 1.7	$\bar{X}=14.7$ sd= 2.1	t(26)= .26 p \leq .794
Attitudes Toward Reading Ability	$\bar{X}=12.3$ sd= 1.5	$\bar{X}=12.1$ sd= 1.5	t(26)= .34 p \leq .740
Attitudes Toward Reading in General	$\bar{X}=18.3$ sd= 2.5	$\bar{X}=17.8$ sd= 2.7	t(26)= .47 p \leq .642

Student Perceptions of Reading Inventory Post-treatment
 Attitudes Toward Reading Instruction, Reading Ability
 and Reading in Genreal: Table 10. Means, Standard
 Deviations and t Statistic by Race Groups

Subscale	Black (N=19)	White (N=9)	
Attitudes Toward Reading Instruction	$\bar{X}=15.7$ sd= 1.9	$\bar{X}=15.6$ sd= 1.4	t(26)= .25 p \leq .803
Attitudes Toward Reading Ability	$\bar{X}=13.0$ sd= 1.6	$\bar{X}=13.6$ sd= 1.9	t(26)= .80 p \leq .430
Attitudes Toward Reading in General	$\bar{X}=18.3$ sd= 2.3	$\bar{X}=18.0$ sd= 2.6	t(26)= .33 p \leq .745

Student Perceptions of Reading Inventory Pre-treatment
and Post-treatment Attitudes Toward Reading Instruction;

Reading Ability and Reading in General: Table 11.

Means, Standard Deviations and t Statistic

for Black Students

Subscales	Black Students		
	Pre-treatment (N=19)	Post-treatment (N=19)	
Attitudes Toward Reading Instruction	$\bar{X}=14.5$ sd= 1.7	$\bar{X}=15.7$ sd= 1.9	t(18)=2.14 p \leq .047*
Attitudes Toward Reading Ability	$\bar{X}=12.3$ sd= 1.5	$\bar{X}=13.0$ sd= 1.6	t(18)=1.79 p \leq .091
Attitudes Toward Reading in General	$\bar{X}=18.3$ sd= 2.5	$\bar{X}= 18.3$ sd= 2.3	t(18)= .09 p \leq .931

Student Perceptions of Reading Inventory Pre-treatment
and Post-treatment Attitudes Toward Reading Instruction,

Reading Ability and Reading in General: Table 12.

Means, Standard Deviations and t Statistic

for White Students

Subscales	White Students		
	Pre-treatment (N=9)	Post-treatment (N=9)	
Attitudes Toward Reading Instruction	$\bar{X}=14.7$ sd= 2.1	$\bar{X}=15.6$ sd= 1.4	t(18)= .185 p \leq .635
Attitudes Toward Reading Ability	$\bar{X}=12.1$ sd= 1.5	$\bar{X}=13.6$ sd= 1.9	t(18)=2.73 p \leq .807
Attitudes Toward Reading in General	$\bar{X}=17.8$ sd= 2.7	$\bar{X}= 18.0$ sd= 2.6	t(18)= .25 p \leq .807

Student Perceptions of Reading Inventory Pre-treatment
and Post-treatment Attitudes Toward Reading Instruction,

Reading Ability and Reading in General: Table 13.

Means, Standard Deviations and t Statistic

for Worktext Group

Subscales	Worktext Group		
	Pre-treatment (N=14)	Post-treatment (N=14)	
Attitudes Toward Reading Instruction	$\bar{X}=14.6$ sd= 1.8	$\bar{X}=15.7$ sd= 1.3	t(13)= 1.55 p \leq .145
Attitudes Toward Reading Ability	$\bar{X}=12.1$ sd= 1.5	$\bar{X}=13.6$ sd= 1.6	t(13)=3.86 p \leq .002*
Attitudes Toward Reading in General	$\bar{X}=18.5$ sd= 2.3	$\bar{X}=18.3$ sd= 2.6	t(13)= .35 p \leq .728

Student Perceptions of Reading Inventory Pre-treatment
and Post-treatment Attitudes Toward Reading Instruction,

Reading Ability and Reading in General: Table 14.

Means, Standard Deviations and t Statistic

for Pluralistic Group

Subscale	Pluralistic Group		
	Pre-treatment (N=14)	Post-treatment (N=14)	
Attitudes Toward Reading Instruction	$\bar{X}=14.4$ sd= 1.8	$\bar{X}=15.6$ sd= 2.1	t(13)=1.70 p \leq .122
Attitudes Toward Reading Ability	$\bar{X}=12.4$ sd= 1.5	$\bar{X}=12.7$ sd= 1.8	t(13)= .79 p \leq .444
Attitudes Toward Reading in General	$\bar{X}=17.7$ sd= 2.8	$\bar{X}=18.1$ sd= 2.1	t(13)= .55 p \leq .590

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COMPARISON OF TWO METHODS FOR TEACHING READING
TO UNDERPREPARED, READING DEFICIENT
COLLEGE FRESHMEN

by

Mabel L. Murray

(ABSTRACT)

This study examined differential effects of two methods of teaching selected reading skills, scanning, skimming and finding main ideas, on 28 high school graduates who were to enroll in a four year institution of higher education in the coming fall. In addition, the attitudes of the students were monitored for change. The classroom climate was evaluated for qualitative differences between methods.

One method, pluralistic, included extensive teacher-student interaction during lessons. Lesson content was delivered using a wide range of instructional strategies and materials. The alternate method, worktext, included a structured, systematic workbook. After a brief introduction, lessons were primarily conducted through independent workbook activities, keeping student-teacher interaction at a minimum.

No significant differences were found for performance between instructional groups on the selected reading skills. While no group differences were apparent for attitude shifts, there were clearly positive changes in attitude for the entire sample towards reading instruction and the participants personal reading ability. Systematic observation of teacher's style indicated that a pupil-centered

classroom climate was evident in both classrooms. Implications were drawn regarding future instructional programming for underprepared college bound students.