

The Efficacy of Assisted Reading as a Strategy
for Facilitating the Reading Success
of Adult Disabled Readers

by

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DEDICATION

This dissertation is dedicated to my brother, Clarence, who has always inspired me to pursue challenging goals.

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CHAPTER I

INTRODUCTION

Background of the Study

One of the intellectual skills most needed by everyone today in order to function effectively in this sociologically and technologically complex nation is reading. Being able to read assures individuals more opportunity to fully participate in modern society. They gain more information to make their own decisions about matters that directly concern them. Conversely, the inability to read leads to frustration and denial of opportunities for life fulfillment. No one knows exactly how many illiterates there are in the United States. According to a recent study reported by the Roanoke Times & World News (1986), the Census Bureau has found that 13 percent of the U.S. adult population is illiterate. The U.S. Department of Education reveals that the number of illiterates in America is increasing by 2-1/4 million each year. Based on the above statistics, it seems that, in spite of the Adult Education Acts of 1966 and 1969, and the resultant federally funded literacy campaign that began in 1971, under the slogan "Right to Read," (whose purpose was to wipe out illiteracy in the United States

within 10 years), a high percentage of illiteracy still prevails in America. Since the time these Acts came into existence, and the "Right to Read" program was created, \$1,359,623,292 in federal dollars have been spent in hopes of eradicating illiteracy in the United States. The illiteracy statistics cited above would suggest that the efforts put forward by the federal government have had relatively little impact on reducing illiteracy among adults in America.

Otto (1972) considers the presence of large numbers of illiterate adults to be a source of embarrassment to technologically advanced, ostensibly highly literate societies. Veri (1980) states that illiteracy is a shame which this country faces.

Recently, wide media coverage of the illiteracy problem in the United States has been provided by the American Broadcasting Company and the Public Broadcasting System. Moreover, the organization, Literacy Volunteers of America, has increased its efforts to reduce the rate of illiteracy in America. Regular requests are made on local and national television stations, as well as on radio, for volunteers to teach illiterate adults to read.

Illiteracy in state prison systems has apparently become a recent concern. For example, in 1986 the Commonwealth of Virginia passed a law which requires all inmates to show

evidence of being able to read on at least a seventh grade level in order to be eligible for parole (Roanoke Times & World News, 1986). Additionally, a law was recently passed in Maryland extending that state's mandatory education program for prison inmates. The law reads: "As of January 1988, newly admitted inmates reading below the sixth grade level with eighteen months or more to serve must enroll in an education program" (International Correctional Education Association News & Notes, 1988).

While there is a variety of techniques and materials to help eradicate the problem of illiteracy, studies should be continued in this area, particularly with those adults who are unable to read. According to Jones (1981), many adult reading programs are less than maximally effective because they place heavy initial emphasis on subskills (sounds of initial letters, syllabication, etc.). Nieratka and Peachy (1975) state:

. . . educators . . . persist in demanding that illiterate and functionally illiterate adults spend many hours trying to do the task they find most difficult in attempting to become a better reader. The task is the putting together of bits and pieces--letters and their supposed sounds--in order to come up with something that resembles language. (p.138)

Backman (1983) indicates that skills such as speech-sound segmentation, blending and discrimination are not true prerequisites to beginning reading, and Anderson (1981) does not believe that mastery of isolated reading skills

guarantees fluent reading ability. Richardson and Harbour (1982) suggest that adults may not need skill drills on isolated word lists, since this kind of reading instruction tends to make learning to read difficult, confusing, and uninteresting. According to Keefe and Meyer (1980), phonics and word identification instruction promote inefficient and ineffective reading for adult disabled readers because these instructions tend to further impair the already disabled adult's reading abilities by requiring him or her to focus attention on correctly sounding out and identifying every word, rather than directing his or her attention to the construction of meaning from the text. For adult reading programs, Keefe and Meyer believe there is limited evidence that supports the need to shift from a more phonics or whole word approach to a more wholistic or comprehension-based approach. This evidence, obtained with 100 subjects, revealed that readers in adult reading programs who have a meaning model of reading in their heads make significantly greater progress than those who do not.

The premise of this study was that adult disabled readers could become successful readers if the learning to read process were presented in the form of whole language instruction. This instruction was represented in a model that evolved from psycholinguistic research which posits that

reading is a language activity, and readers are language users (Goodman, 1982).

A theory of reading based on psycholinguistics may be one approach to the problem of those who fail to learn to read. Goodman believes that in order to teach initial reading, or to help readers to become more effective readers, one must start from a base of psycholinguistics, the study of the interrelationships of thought and language. Psycholinguists regard beginning readers as skilled and creative users of oral language who can develop their language competence and their language learning ability with proper assistance. It is assumed that learning to read can best be facilitated by introducing learners to interesting and compelling reading materials that rely on whole language. In this way, the learners can bring both their language competence and language learning ability to bear upon the printed materials. Assisted reading (Hoskisson, 1974), which was used in this study, is one instructional reading strategy that uses an individual's natural ability to process language to develop reading fluency, because it involves the learner in the use of whole functional language. Moreover, the reading materials used for instruction need to reflect the background, interest, and language ability of the beginning reader. This study used reading materials which were self-generated by the reader (language experience text), and

regular text that related to specifically stated interests of the reader.

Rationale

Reading Strategy

Assisted reading is based on the assumption that the process of learning to read is comparable to learning to speak. Both processes, according to Smith (1971), are learned to a much greater extent than they are taught. Hoskisson (1974) describes assisted reading as a means to help students "learn to read in a manner similar to the way they learned their natural language, i.e., they are immersed in reading stories from the beginning" (p. 298). For instructional purposes, to create this immersion, Hoskisson (1975) developed the following three stages in the assisted reading process to enable beginning readers to use their language competence constructively.

First Stage: The teacher reads sentence by sentence, phrase by phrase or word by word and the learner reads after him or her.

Second Stage: The teacher reads all the words except the ones he or she thinks the learner knows.

Third Stage: The learner does the initial reading and the teacher provides help when needed.

Limited experimental evidence has been reported regarding the success of assisted reading with children (Beardsley, 1981; Hoskisson, 1975; Hoskisson, Sherman, & Smith, 1974; Miller, 1977). With the exception of a study conducted by Miller (1977) in which assisted reading was used with seven high school students who were problem readers, research on the effectiveness of assisted reading as an instructional strategy for adult disabled readers is nonexistent. Assisted reading may be particularly successful with the adult learner since it occurs in a supportive and nonthreatening teaching-learning environment. The learners progress through the three stages at their own pace. There are no expectations placed on the learners, except repeating words after their assistant. The failures are minimal, and the learners get an immediate sense that they are reading a wide variety of reading material.

During the beginning-to-read period in which assisted reading is used, learners are immersed in reading materials. This allows the teacher to raise the level of awareness of the learners to the fact that our language contains many common words and patterns of expressions. In the process, the learners gain a sight vocabulary of basic words. When the learners begin to recognize some basic words, they gain an awareness that some words seem to be used repeatedly. It is through this awareness that learners begin to move from

recognizing words in their instructional material to recognizing the same words in books that are in their environment. In addition, they begin to make and apply generalizations about the relationships inherent in the graphophonic cue system. These activities are conducted in a context which provides ample assistance which is given to the reader by the teacher when needed.

Texts

Text is an important variable in the learning to read process. What learners are immersed in is critical for their ultimate success. Material must hold learners' interests and respect their developmental status. The use of material found in many reading programs is problematic for the adult reader. The language and content are often not closely related to the language competence or background knowledge of the learner. Such a disparity between the learner and the text can cause motivational as well as processing problems for a developing reader. Texts are needed which recognize the language competence of the reader as well as provide content that is interesting (Jones, 1981).

In teaching reading to beginning readers, the text used should be whole language. Whole language is connected discourse, e.g., stories, poems, songs, in which all three information cueing systems (graphophonic, semantic, and

syntactic) are utilized and meaning is found in the interrelationship of the readers' past experience and the text. Using whole language provides for the development of strategies, such as sampling and predicting which are useful for producing efficient reading. In explaining why sampling and predicting strategies are developed by readers, Goodman (1982) writes:

Readers develop sampling strategies to pick up only the most useful and necessary graphic cues. They develop prediction strategies to get to the underlying grammatical structure and to anticipate what they are likely to find in print. (p. 98)

Goodman believes that in order for the strategies to develop in the reader, the language must be in full context, that is, it must be whole language.

Whole language contains information needed by all three cueing systems and allows readers to utilize their reading strategies. It also makes the fullest possible use of the readers' language competence and the experiential knowledge they bring to the reading task. It is whole language, and not language fragmentation, that helps adult learners use their knowledge and vast background experience. When whole language is used, learners are working in a medium in which meaning can be extracted. Fragmented language may appear meaningless, and perhaps insulting, to adult beginning readers. The readers may feel no sense of accomplishment and subsequently lose interest in the reading task. Adult

beginning readers need to sense immediate success to remain at a task. If they are able to obtain meaning from printed materials, they gain confidence and motivation, powerful assets for beginning readers.

Whole language for instructional use can be either regular text (published material), or language experience (self-generated material). A discussion of both types of materials will follow.

Regular text that is used for instructional material should be fitted to the learners. The material should be of interest and consist of familiar topics which match the background experiences of the learners. It should adhere to the natural language patterns of the learners. The text should be of normal sentence structure and its vocabulary should be appropriate for the topic. It seems that text of this character should reduce the difficulty that adult beginning readers experience in learning to read.

Regular text which is interesting and suitable (first, second, and third grade levels) for teaching reading to adult beginning readers is not readily available in large quantities. Published materials for teaching adults to read can be found; however, their purported suitability is questionable (Orem, 1981; Richardson, 1981). Commercially prepared materials for adult beginning readers appear to be of two basic types; developmental or basal reading, and

programmed reading presenting consistent phoneme-grapheme English patterns. Each of these claims to be supported by sound learning principles and to include content appropriate to the interests and needs of the adult learner (McNinch, Layton, & Noble, 1974).

Developmental material used for teaching reading to adult beginning readers consists of a basic work-text which is generally described by publishers as sequential and functional material based on adult interests and real day-to-day problems. The material is supposedly designed to develop word attack skills in phonics, sight vocabulary, and simple structural analysis through application as directed by the teacher. Through the use of this material learners are expected to learn to mark with an x pictures beginning with given consonant sounds, learn to write lower-case letters as well as a few structural words, use picture clues for associating beginning sounds, learn to circle sound-symbols for consonant letters, and learn to print upper-case letters under pictures of things which begin with those sounds.

It would seem that a high motivation would be necessary to keep adult learners going along in this fashion until they have learned the decoding skills needed to be able to read. Using this material to teach reading to adult beginning

readers may not be the best for learners who expect and need to succeed rapidly.

Programmed material, another type of regular text used to teach reading to adult beginning readers, emphasizes spelling patterns so that learners learn for example, that c-a-t is "cat", r-a-t is "rat", and f-a-t is "fat". The material introduces the learners to cvc, short-vowel patterns first, with very gradual inclusion of basic service words, so that soon the learners are able to read not only, "the cat" and "the rat", but such sentences as "Dan can fan the man." This material provides for the careful control of both vocabulary and sentence patterns. Programmed material supposedly enables the learners to become self-directed and proceed at their own rate through characteristically simple, easy steps requiring continuous response with immediate feedback at each step.

Programmed reading material has been successful with adults. It is self-directed after a minimal amount of teacher direction (McNinch, Layton, & Noble, 1974). Material learned in this manner seems to be well retained. The use of this material, however, has some drawbacks which seem to outweigh the benefits. Some of the disadvantages in using this material are: (1) the content is dull and nonsensical, (2) there is an absence of interaction between teacher and

student, and (3) the mechanical reading process is only slightly linked to a goal or reality.

It is apparent that there are specific disadvantages in using both developmental and programmed materials in teaching adults to read. The problem then becomes one of finding alternative instructional material that is useful, realistic, relevant, and based on sound learning principles. Language experience is a promising method that meets these criteria.

Language experience materials are specifically designed to take advantage of the learners' language competence and experience. The text for instruction is solicited from the learners, thus, the material is compatible with the language competence and background experience of the learners.

The use of language experience materials is predicated upon the notion that reading can be most meaningfully taught when the reading materials accurately reflect the learners own experiences as described by their language. The language of instruction proceeds from the wealth of linguistic, conceptual, and perceptual experience of the learners. It is believed that learners are more likely to learn to read when the instructional materials they are using have a functional relationship with their language, experiences, needs, and desires (Allen, 1963; Ashton-Warner, 1963; Cramer, 1971; Hall, 1976; Stauffer, 1970).

To form the reading materials for initial instruction, the learners' feelings, opinions, and experiences are written down in their actual words by the teacher. From this material, each learner develops a reading vocabulary peculiar to his own capacity, interests, and oral language facility.

In reading from language experience materials, learners learn to read using the meaning-bearing patterns of language. They are exposed to reading materials which do not distort language in an effort to limit vocabulary, or to emphasize phoneme-grapheme relationships (Hall, 1972).

The experience materials provide an ideal bridge between the language of the learners and the language they will be required to read. Thus, using the experience materials circumvents the mismatch between spoken language patterns and published language materials. This provides an optimal system where the language the learners read is in exact correspondence with the language they speak. They gradually acquire a reading vocabulary by identifying words from their self-generated materials which represent the natural flow of written language.

There is empirical evidence which indicates that language experience is a highly successful method for teaching reading to beginning readers, for example, the works of Allen (1967) and Stauffer (1970). However, the method is not without its disadvantages. Several disadvantages in

using language experience materials are: (1) amount of time devoted for dictation and transcription of materials; (2) learners read only their materials, with no chance to read text of others; and (3) text is controlled, but unlike that of basal readers. Even though there are shortcomings in using language experience material, the benefits derived from its use appear to outweigh its disadvantages.

Purpose of the Study

The purpose of this study was to examine the effectiveness of a whole language reading strategy and two different types of texts in teaching adults to read. This study attempted to answer the following research questions:

1. What effects does the use of a whole language instructional strategy, assisted reading, have on the reading performance and development of adult disabled readers?

2. Given the use of an assisted reading strategy, what effects does the use of different texts (regular text and language experience) have on the learning to read process and the reading performance of adult disabled readers?

CHAPTER II

LITERATURE REVIEW

Overview

The process of teaching adult readers to read contains similarities to, and differences from, the process of teaching young children to read. There is extensive literature on the latter but much less on the former. This review attempted to examine both processes with the ultimate goal of adapting useful features from the instruction of young readers to the needs of the adult reader. This review is divided into three sections: (1) assisted reading strategy, (2) regular text, and (3) language experience.

Assisted Reading

Assisted reading was the instrumental strategy used in this study to engage adult disabled readers in whole language. It was assumed that this strategy would allow the disabled readers to utilize their linguistic ability in their attempt toward learning to read. At the heart of the assisted reading strategy, as described by Hoskisson (1974), is the thesis that:

. . . initially children need to see graphic shapes of words, hear them pronounced, and follow their patterning in sentences that contain enough syntactic and semantic context for them to relate their experiences and conceptual knowledge to the material being read . . . Assisted reading provides . . . the means to help . . . children learn to read in a manner similar to the way they learned their natural language, i.e., they are immersed in reading stories from the beginning. (p. 298)

According to Hoskisson (1975), the following three stages comprise the assisted reading process.

First Stage: The teacher reads word by word, sentence by sentence, or phrase by phrase and the learner reads after him or her.

Second Stage: The teacher reads all the words except the ones he or she thinks the learner knows.

Third Stage: The learner does the initial reading and the teacher provides help when needed.

Assisted reading is a means of immersing the nonreader in meaningful reading experiences. It is a method that simulates the environment in which the child learned to speak. Hoskisson (1977) writes:

The child constructs his knowledge of spoken language from his linguistic environment. In a similar manner he should be allowed to construct his knowledge of the written language from a total written-language environment. (p. 49)

According to Hoskisson (1979), it is by being immersed in an environment rich in meaningful language samples (usually stories) that the child is free to develop and refine

hypotheses about the nature of written language. Hoskisson (1977) says:

Assisted reading is a realistic means of providing children with the assistance they need to make hypotheses about the nature of reading . . . (p. 50)

As the child makes and revises hypotheses, he or she is free to utilize strategies that are appropriate and efficient for obtaining meaning from print. The child, in this way, gradually learns to read. Oral language is not divided into skills to be taught; this should not be done to written language. Y. Goodman and Green (1977) write:

Language environment must be available whenever reading instruction is developed for students. That is, reading instruction must draw upon language in context rather than using isolated exercises. (p. 30).

Smith (1971) makes the following statement about reading and learning to read:

A child can only learn to read by reading. Only by reading can a child test his hypotheses about the nature of the reading process, establish distinctive feature sets for words, learn to identify words and meanings within a minimum of visual information and discover how not to overload the brain's information-processing capacity and to avoid the bottlenecks of memory. (p. 185)

As a result of being exposed to assisted reading, an expansion of the child's natural linguistic competence occurs because he or she experiences in a whole language environment the simultaneous interaction of the three interrelated and interdependent language cue systems. Consequently, the child

learns to read in much the same manner that he or she learned to speak, i.e., being immersed in written language as he or she was immersed in spoken language (Hoskisson and Krohm, 1974).

There is somewhat of a paucity of research on the effectiveness of assisted reading as a method for instructing beginning young readers. Research on its effectiveness for instructing adult disabled readers is virtually nonexistent. The following research is presented that investigated assisted reading used predominately with children who were experiencing reading problems.

Hoskisson (1975) used assisted reading in a reading-language program which involved kindergarten children. Ten kindergarten groups, with a range of four to eight pupils each, were involved in assisted reading sessions. The teachers met with their groups for thirty minutes a day, four days a week for a period of nine weeks. The teachers reported that the children enjoyed the assisted reading sessions and evidenced a great deal of enthusiasm about reading. Additionally, the teachers believed that the language enrichment provided by assisted reading helped pupils with poor language backgrounds. All but one of the pupils in the low group began to recognize some words at the end of the nine-week period of assisted reading sessions.

Using 98 kindergarten pupils, Beardsley (1981) conducted a study to determine the measured effects of assisted reading on their reading readiness. She concluded that assisted reading is effective for increasing pupils' ability to read words, in both familiar and unfamiliar materials, in that it is beneficial in developing individual strategies in the process of learning to read.

Hoskisson (1975) reported the use of assisted reading in a cross-grade tutoring study with nine first-grade pupils in Fairfax County, Virginia. These children were identified as "high risk" in reading achievement based on their percentile scores on the Metropolitan Readiness Tests. The pupils were involved in the assisted reading program for a six-month period (October to April). Each of the nine, first-grade, "high risk," pupils was assigned to a sixth grade "buddy" who read to him for fifteen minutes every day. Prior to the initiation of the program, neither the sixth-graders nor the first-grade teachers had been provided training in administering assisted reading instructions. The "buddy" read to the first-grade pupil initially; however, the first-graders soon became dissatisfied with their passive role and requested to read to their "buddies." Additionally, the first-graders requested permission to take their "buddies" to the library to search for books they wanted to read. The first-grade teachers believed that the children

progressed exceptionally well, as compared with similar children with whom they had previously worked. At the end of the program, the comprehension section of the Metropolitan Primary Reading Test was administered. Test results showed a low score of 1.6, and a high score of 2.2. The following additional benefits were reported by the teachers:

the children understood that reading is communication; they regarded reading as fun; they were highly motivated to read to their buddies; and assisted reading helped develop oral language skills in all the "high risk" children. (p. 449)

Research conducted by Hoskisson, Sherman, and Smith (1974) examined two second grade children who had a history of reading difficulties. This study, using assisted reading, was performed during the last four months of school. The parents of the two children involved themselves in this study through their cooperation and willingness to help their children with their reading problems. Measurements, at the end of the four month period, indicated that both children had improved in reading ability and reading rate. The two children's attitude toward reading changed from an initial dislike to a like for reading at the end of the four month period. This was demonstrated by their desire to regularly read books from both town and school libraries. As a notation, the motivational potential of assisted reading was evidenced in this study.

In her investigation, Miller (1977) used assisted reading to help five fourth-grade pupils, who had been labeled as either learning disabled, emotionally disturbed, or educable retarded, overcome their reading failure and low self-image. None of the five could read at a primer level. The pupils' attitude toward reading improved as they were able to participate in reading some stories with the regular fourth-grade reading group. The child who had been labeled as learning disabled and emotionally disturbed performed the lead role in the play Hansel and Gretel. The child's performance not only required reading and memorizing the lines of the play, but developing self-confidence was also required.

Sterling-Anderson (1982) employed assisted reading-language experience in a study with an adolescent in the seventh-grade whose instructional level was first reader level. The purpose of the study was to determine if word recognition could be taught to the student by using song lyrics from recordings, which he knew, and utilizing an assisted reading-language experience strategy. The lyrics were recorded on a chart and the student was told to follow along by moving his finger along under the written lyrics as he listened to the record through his earphones. He was instructed to continue this procedure until he could read some of the words. The student was able to read all of the

words to one recording after the third one hour session. At the end of the semester, the student had learned to read the lyrics to eight recordings.

In another study, Miller (1977) used assisted reading with seven older students who had a history of reading problems. The study was to determine if the students would use the graphophonic, semantic, and syntactic cue systems more effectively after involvement in whole language reading. The students were all males and attended a small rural high school in Southwestern Virginia. Three of the students were in the eight-grade; two of which were in a regular class, while one was assigned to an educable mentally retarded class. Two were in regular ninth-grade classes, and two were in regular twelfth-grade classes. The students were administered the Reading Miscue Inventory (RMI) (Goodman & Burke, 1972) as a pretest posttest measure. They formed two sections, with four students in one section and three in the other. Six of the students read from paperback books, while one read from content material. Each student attended fifty-five minute reading sessions; however, the number of sessions varied from thirty-three to sixty-three due to absences and differences in individual dates of entry into the research study. Comparison of students' pretest posttest scores indicated that the students were attempting to read

for meaning and were making more effective use of the language cue systems after involvement in whole language.

The results of the study supported the assumption that students with reading problems can be helped if reading is presented in the context of whole language. Thus, Miller concluded that assisted reading, or other instructional techniques akin thereto which use whole language should be incorporated into a reading program.

Although there has not been an extensive amount of research conducted with assisted reading involvement, there is sufficient evidence that has emerged from the limited amount of research performed which suggests that assisted reading is apparently an efficacious strategy for using whole language for reading instruction, in that it offers a unique opportunity for the interdependent use of the three essential language cue systems in reading, graphophonic, semantic, and syntactic.

Repeated Reading. A technique akin to assisted reading was used by Chomsky (1978) with five third-grade children. She required the children to listen to a story recorded on tape and to follow the same printed version of the story until they knew it well enough, via memorization, to read it without difficulty. Language games and written exercises were involved in Chomsky's program. From the study, Chomsky

concluded that the children's passive attitude toward reading had a dramatic decline and their self-confidence increased.

Repeated reading, which was first used by Samuels (1979) as a correction procedure for oral reading errors made by children, is another form of assisted reading. Generally, the procedure involves selecting a short reading passage, 50 to 200 words, depending on the reading ability of the reader, and having each reader reread it several times until a criterion rate of reading speed is achieved. This procedure adapts nicely to the overall assisted reading strategy in that repeated reading of text can aid in the immersion process and provide an additional assistance through the redundancies built-up by the repetition.

Samuels (1979) has used the repeated reading method with a retarded child and poor readers of normal intelligence. He reported the case of a mentally retarded elementary school student who repeatedly read five passages in succession over 27 sessions, with new passages being introduced at sessions 1, 8, 15, 21, and 25. The criterion of fluency was a reading rate of 85 words per minute. The results showed that reading speed increased and word recognition errors decreased and that the number of rereads required to reach criterion also decreased with each new passage.

Dahl (1974) investigated the effectiveness of repeated reading by comparing four poor (undefined) second-grade

readers who received eight months of repeated practice with four poor second-grade readers who did not. Some of the measures collected were comprehension, reading rate, and number of miscues. On a standardized posttest, the repeated readings students significantly increased their rate of reading and significantly decreased the number of miscues; however, comprehension results were not as clear-cut. Results on the standardized test showed no significant differences between the scores for the repeated readings students and the control students.

The research conducted by Gonzales and Elijah (1975) examined the effects of repeated oral reading on the reading performance of third-grade readers. The passages were read twice and it was found that the total number of errors decreased on the second reading.

A recent study conducted by Herman (1985) examined the effect of repeated readings on the word recognition accuracy, pauses, and speed of reading of eight intermediate-grade students attending a large midwestern inner-city elementary school. These subjects had scored the lowest (range: 2nd percentile to 17th percentile) in total reading achievement on the Metropolitan Achievement Tests and were attending a remedial reading laboratory twice a week. The students engaged in repeated reading for five separate stories. Changes in rate of reading, number of speech pauses, and word

recognition accuracy were analyzed for the initial and final reading of the first practiced passage and for the initial and final reading of the last practiced passage. Results of the study showed that the less able, nonfluent intermediate-grade students benefited from repeated readings. The students experienced an improvement in their reading rate, their number of speech pauses dropped significantly, and there was a significant decrease in their total number of miscues.

In an uncontrolled study with learning disabled and behaviorally disordered students at the junior high school level, Neil (1979) found that these students experienced success with repeated reading and their attitudes changed from one of dislike to one of enjoyment. Neil's study supports the findings of Samuel's (1979) work with a retarded child and poor readers of normal intelligence.

In another study, Carver and Hoffman (1981) used a computerized system to investigate repeated reading with high school students who were poor readers. Their results showed an increase in reading fluency which also transferred to new materials, but the use of this technique failed to produce any significant gains in general reading ability.

The only published report on the use of the repeated reading technique with an adult is a case study presented by Moyer (1979). A 30-year-old male patient, whose reading

ability had been severely impaired, was still unable to decode unknown words and read connected discourse after having received instruction in a remedial reading program. With the introduction of the repeated reading technique, the patient's reading rate increased by 40 to 50 percent in twelve weeks and this improvement was maintained over several years.

In summary, assisted reading has been demonstrated to be an effective instructional strategy for children, in terms of improving word recognition ability, reading rate, and attitude. Also, it has been shown to be useful for middle grade and high school students. Analysis of the studies indicates that assisted reading is particularly useful, instructionally, with exceptional children and children of diverse backgrounds. The research offers no evidence which could be construed to mean that assisted reading should not be useful with adults. In fact, the very limited research seems to suggest that assisted reading tends to work well when its application involves mature individuals. If this is the correct interpretation of the literature, then unifying an assisted reading strategy with text closely related to the language competence of adult beginning readers could offer promising results.

Regular Text

While the strategy for offering instruction is important, the type of text used in reading instruction may also be a crucial factor, particularly with adults. The appropriateness of the content of commercially published reading materials has been increasingly questioned. For example, Orem (1981) asserts that published materials which claim to be "literacy" materials do not offer a sound theoretical base by which to judge their purported effectiveness. According to Beam (1972), most regular text materials designed for the specific purpose of teaching adults to read are more suitable for children. Lumsden (1979) suggests that there are no regular text materials that have been designed and scientifically validated for their effectiveness in teaching the adult nonreader. Stitch (1975) believes that materials relating to the reader's career choice and job needs, because of their motivating factor, should be used to teach reading to the adult disabled reader, and Schoenholz and Frenkel (1980) recommend newspapers, weekly magazines, manuals on repairs, and recipes as reading instruction materials for the adult nonreader.

In teaching the adult disabled reader to read, the content and structure of regular text are important factors to consider. Materials should be of the type which relates

to adult experiences, where conversation at an advanced level can be integrated with less reading skill (Richardson, 1979).

Language Experience

The language experience approach views learning to read as a part of language development (Spache, 1973). It stresses the close relationship between listening, speaking, reading, and writing. In this approach, readers dictate their thoughts about a topic (their family, something that they have done, something that they feel strongly about, etc.) directly to the instructor, or indirectly to the instructor via the tape recorder. A transcription of the students' speech text becomes the basis for reading instruction (Thistlethwaite, 1983). According to Bacon (1983), the language experience approach eliminates the "distance" between the author and a reader since the technique uses the student's own language and rich storehouse of experiences as the basic reading material. By casting the learner in dual roles of author and "instant reader," the instructor assures immediate success and satisfaction to the student. Learning to read one's own story is less threatening than attempting to decipher unknown words. Thus, it is an especially helpful process in rekindling the spark of learning in low achievers and adults whose fear of school

stems from past failure (Tindel, 1980). Stauffer (1970) writes:

When the disadvantaged person is given the opportunity to be a producer, however, to use his own interests, to choose his own vocabulary, to articulate his own experiences, he is quick to notice the degree to which his wealth has been recognized and honored. By tapping his experience-language wealth, his thinking is fostered and this, in turn, becomes stimulating to him. (p. 255)

George (1970) believes the best source of reading instruction material is the adult learner himself. The adult, literate or not, has developed the structure of his spoken language. Also, adults who cannot read have nevertheless been exposed to an extensive spoken vocabulary and have acquired a wide experiential and conceptual base from work, television, and interaction with other people (Hoffman, 1980).

The effectiveness of language experience in combating adolescent and adult illiteracy has been increasingly recognized. Edwards (1965) advocated language experience for functionally illiterate adolescents and adults and observed the effective use of this technique with illiterate peasants in Persian villages.

The following review of the literature showed that the major research concerning language experience methodology has been that which involved children. However, there was no

empirical evidence which indicated that this methodology could not be applied to adult illiterates.

Moore (1972) conducted an experimental project using language experience materials, and formal readiness materials from two basal series, with seventy sociologically disadvantaged applicants for first-grade who had been tested and grouped equally, as well as heterogeneously, into two classes, with each class containing three ability groups. The thirty-five children who were instructed with language experience materials were chosen for the experimental group, and the other first-grade class, using formal readiness materials acted as a control group. The results of the project revealed that the language experience group had significantly higher scores on the Word Reading Test and the group's capacity-achievement relationship was also stronger.

Pienaar (1977) used language experience in two experimental classes in Saskatoon schools, a grade one in a public school (English language) and a grade two in a separate school (French). After six months of exposure to the materials, two different reading tests were administered to ascertain and confirm gains. The students in grade one were found to be reading at a grade level of 2.6 and the students in grade two were reading at a grade level of 3.7. The writer concluded that the gains achieved in the two experimental classes would comfortably exceed the gains the

groups would have made on the reading scheme which they would otherwise have used.

Another study, which gives support to language experience was reported by Hahn (1968). The purpose of the study was to determine the effectiveness of three approaches to beginning reading. The study was extended to the second and third-grades to investigate differences in the approaches' effects on reading and related language development. Each of eleven research teams chose three classrooms which used either the Initial Teaching Alphabet approach (i/t/a), the language experience approach (LE), or the basal reader approach (BR). The teachers who participated in the study were assisted by preschool conferences, biweekly meetings, supervision, and consultant services. Standardized test scores, reading records, oral and written compositions, and scores on a test of creative thinking provided data on pupil achievement in reading and related language development. Results showed that the academic achievement of the i/t/a and LE groups equalled that of the BR group. The i/t/a group scored highest on spelling and word study. The LE group was superior to the BR group on word recognition, spelling, and paragraph comprehension. The LE and i/t/a groups read more books than the BR group, but the BR group had better knowledge of the mechanics of English usage. Differences between the i/t/a and LE groups

were negligible. Differences in vocabulary development were inconclusive, and differences in creativity were negligible for the three groups.

The research undertaken by Stauffer and Hammond (1968) compared the effects of a language experience approach and a Basic Reader approach when extended from grades 1 and 2 and applied in 22 third-grade classrooms. The language experience approach utilized children's oral language facility and experiences and their creative writing facility in the development of reading vocabulary, word attack skills, and written communication skills. The Basic Reader approach utilized basic readers, studybooks, and teacher's manuals to develop reading, vocabulary word attack skills, and comprehension. Results of the study were: (1) the language experience students had superior performance on word recognition and oral reading proficiency, (2) the writings of students in language experience showed the correct use of more words, and (3) the children in language experience were more eager to read and made more mature reading choices.

A longitudinal study, involving 1,378 children in 48 first-grade classes, was conducted by Serwer (1969) to evaluate the effectiveness of language experience and the Basal Reader. The language experience method was used in half of the classes and the Basal Reader method was used in the other 24 classes. Comparative results of the subjects'

third-grade reading test scores indicated that the language experience gains were larger than Basal Reader gains in both reading and word knowledge.

Sinatra (1975) reported on the use of a program that integrated language experience outdoor educational activities to assist in the reading improvement of 1,017 educationally disadvantaged black children. These children had completed grades one through eight, and had been identified by evaluative procedures to have severe reading deficits. The subjects were pretested prior to the beginning of the reading program and posttested at the end of the program. Comparison of subjects' pre- and posttesting of 50 randomly selected words taught in seven activity areas revealed that significant improvement in word recognition occurred at almost all grade levels.

Mallett (1977) conducted a comparative study, using language experience materials, and prepared materials used in a typical reading laboratory approach, with sixteen adolescent Native Indian remedial reading students in grades eight and nine. The results of the study indicated that the subjects taught with language experience materials made greater gains in both writing and attitude, and equal gains in vocabulary and comprehension, when compared with a control group in a reading laboratory program. In light of previous research, Mallett was surprised by the results. He concluded

that his findings which indicated that there were no differences in vocabulary and comprehension gain between the two remedial approaches could be due to the short period of time of the study and/or the inappropriateness of the measuring instrument that was used.

In research conducted by Mulligan (1974), he reported using language experience to assist in the reading improvement of a ninth-grader who was a potential high school dropout, and reading at about a third-grade level. As a result of language experience involvement, the student became a prolific writer of essays, engaged in minor scholarly research, and became a positive motivating influence in the classroom.

In a recent study, Eldridge (1985) reported on the use of language experience to provide reading instruction to a junior high school student of average intelligence, who had been diagnosed as a functional nonreader. The student had been in the special education resource program (identified as learning disabled) since kindergarten, in the prefirst program, and in two summer reading programs. During his fourth-grade year, he was evaluated at an Iowa university clinic where his sight vocabulary was estimated at 20 words. For the remainder of fourth-grade and on through sixth-grade, the student received no reading instruction. Upon entering junior high school, the student had an oral reading score of

1.8 on the Spache Diagnostic Reading Scales, no independent reading level, and little or no confidence in attempting to read any material. After three years of instruction, his oral reading score had gone from a 1.8 to a 7.5, and his word recognition score had moved from a 2.3 to a 6.5.

Becker (1970) used language experience to assist in the reading improvement of four young women, 16 to 18 years of age, who were identified as nonreaders. Within an eleven-month period, the gains made by the subjects represented substantial reading achievement. Test results revealed that two of the subjects were being instructed on a third-grade level, one on a fourth-grade level, and the other on a fifth-grade level.

Adult Learning

In the broadest sense, according to Lenz (1982), the learning process follows the same course in all human beings regardless of age. There are certain requisites for learning whether the student is a child or a middle-aged adult. Of these, the most important are curiosity, motivation, and the drive to achieve.

Adult learning is treated under the theory of andragogy. Knowles (1970) defined andragogy as "the art and science of helping adults to learn" (p. 38), and contrasted it with

"pedagogy," which is concerned with helping children to learn. According to Knowles:

Andragogy is premised on at least four crucial assumptions about the characteristics of adult learners that are different from the assumptions about child learners, on which traditional pedagogy is premised. These assumptions are that, as a person matures, 1) his self-concept moves from one of being a dependent personality towards one of being a self-directing human being, 2) he accumulates a growing reservoir of experience that becomes an increasing resource for learning, 3) his readiness to learn becomes oriented increasingly to the developmental tasks of his social roles, and 4) his time perspective changes from one of postponed application of knowledge to immediacy of application, and accordingly his orientation toward learning shifts from one of subject centeredness to one of problem centeredness. (p. 39)

Based on the above assumptions, the adult as a learner can be pictured as an autonomous, experience laden, goal seeking, "now" oriented, problem centered individual.

Knowles (1980) suggests that the most important characteristic of adult learners is that they are capable of self-direction. Self-directed learning, as defined by Tough (1971), is deliberate learning in which the person's primary intention is to "gain certain definite knowledge or skills." (p. 6) Knowles believes that it is important for adults to share in the diagnosis of their needs, to be aware of the goals of the learning experience, and to share in both the planning of learning activities and the evaluation of the learning experience.

Knowles found that adults enjoy assuming responsibility for their learning and view the leader or educator as a co-worker. According to Ulmer (1970), the adult student will learn more quickly by doing and participating than by receiving excessive direction from the teacher. Newton (1977) maintains that any adult education situation involving the student in a role of dependency will generate immediate and deep resistance and resentment. From the perspective of the adult disabled reader, in the effort of improving reading ability, there is the probability that dependency may be avoided and there may be avoidance of resistance and resentment, if the reader is allowed to participate in developing/selecting materials that he/she is required to read. This approach seems logical and personally relevant.

Summary

The review of the literature demonstrated that both assisted reading and language experience are useful means of instruction for children. Moreover the available research seemed to suggest that language experience works well, particularly, with older children, for example, junior high school students. Although the literature showed that the use of both assisted reading and language experience has been limited almost entirely to children, it did not indicate that

neither would be useful with adult beginning readers. In the isolated cases where assisted reading and language experience were used with adults, a degree of success was attained.

The research showed that regular text material presents some difficulty for beginning readers; however, the interest inherent in regular text may outweigh the problem of text difficulty. In addition, combining regular text with an instructional strategy such as assisted reading may help reduce the problems caused by difficult text.

It was not clear how assisted reading and regular text or language experience, if used in concert, would affect the reading performance of adult readers. If a positive effect could be obtained when assisted reading and regular text or language experience were unified and used instructionally with adult disabled readers, it was important that this new information be known, so that informed decisions could be made about the use of appropriate means of instruction to reduce the amount of difficulty adult readers experience in the learning to read process.

CHAPTER III

DESIGN OF THE STUDY

Purpose

The major purpose of this study was to determine the effects of a whole language reading instructional strategy, assisted reading, and the impact of using two types of instructional texts, regular and language experience, on the reading performance of adult disabled readers.

Participants

The participants in this study were 4 prison inmates between the ages of 26 and 28 who had been identified as disabled readers by their performance on the Wide Range Achievement Test (WRAT), and the Adult Reading Placement Inventory at a correctional center in North Carolina. The 4 inmates were randomly selected from 20 inmates who received a reading grade score between 1.0 and 2.0 on the word identification and passage comprehension subtests of the Woodcock Reading Mastery Tests. All participants were volunteers who were aware of their low reading ability and wanted to become better readers.

Description of Treatments

Assisted Reading Strategy

Assisted reading is a three-stage, oral instructional approach for beginning readers. According to Hoskisson (1975), the following three stages comprise assisted reading.

First Stage: The teacher reads word by word, sentence by sentence, or phrase by phrase and the learner reads after him or her.

Second Stage: The teacher reads all the words except the ones he or she thinks the learner knows and the learner fills in the blanks.

Third Stage: The learner does the initial reading and the teacher provides help when it is needed to maintain fluency.

All participants who received instruction via assisted reading were given the following directions:

This is a passage (regular text) that you have selected to read, or this is a lesson (language experience) that we developed at our last meeting. I will begin reading the words and I would like you to follow my finger on the page. Then I would like you to repeat the words that I have read. As you read, point to each word with your finger. I will help you with your finger movements when necessary.

The participants and researcher engaged in reading the passage/lesson until the participants could recognize a large number of words. When the participants demonstrated their ability to recognize a large number of words, and that their

reading appeared to be easier than their initial performance, it was judged that they were ready to enter the second stage of assisted reading. When the participants entered the second stage of assisted reading, they were given the following directions:

Since you have learned to recognize a large number of words, and reading for you now is easier than it was initially, I will leave out words that I think you can supply. I will also increase the speed of reading and I would like you to follow me as closely as possible. Indicate if the reading speed makes you uncomfortable so that an adjustment in speed can be made.

When the participants demonstrated that they could read a large number of the words independently, it was judged that they were ready to enter the third stage of assisted reading. The participants were given the following directions when they entered the third stage of assisted reading:

You have demonstrated that you can read a large number of the words, so now I would like for you to perform some independent reading for me. If some of the words appear to be difficult and you cannot make them make sense within the context of the lesson, I will assist you.

Assisted Repeated Reading. For this study, an adaptation of assisted reading was used. Readers reread various selected passages (only 50 to 200 words), three to four times, or until they knew most of the words. This adaptation was used with one passage per lesson.

All participants who received instructions via assisted repeated reading were given the following directions:

This is a passage that you have selected to read, or this is a lesson that we developed at our last meeting. First we will read the passage together. I will point with my finger to each word that is read. Then I would like you to read and reread the passage, using your eyes as well as pointing to each word with your finger, until you know most of the words.

When the participants showed that they knew most of the words in the passage, they were given the following directions:

Since you have indicated that you know most of the words in this passage, we will continue reading. We will begin reading a new passage. First we will read the passage together; then I would like you to read and reread the passage until you know most of the words.

Materials

Regular text, which was obtained from newspapers, magazines, books, brochures, manuals, etc., was available in large quantity and wide variety. The material, selected by the researcher, were passages that were relevant in subject matter, that were well written, and that had interest appeal. Material such as the above consisted of topics related to shopping, job activities, TV programs, sports, and music. Additionally, controversial topics of concern to adults, such as drugs, AIDS, and homosexuality were included. Participants also contributed materials.

A typical lesson plan using regular text entailed the following. On Thursday of each week, prior to the reading

period, the participants were administered a 20-item word recognition test comprised of words from the previous days' lesson. Then the researcher engaged the participants in a 40 minute reading session. The participants received assisted repeated reading instruction, using a 200 word passage of their choice, which was initially selected by the experimenter prior to the beginning of the study. The assisted repeated reading session lasted for approximately 20 minutes. The remainder of the 40 minute segment was used to provide extended assisted reading for the participants. If, at the end of the 40 minute session, the participants had not finished the passage from which they received extended assisted reading instruction, the passage was continued at the next day's session, or the participants were permitted to select a new passage with which to begin the next reading session. The participants received reading instructions, using this plan, 4 days (Monday thru Thursday) per week for a period of 8 weeks.

Language experience. Text was transcriptions of the participants' discussions of their interests, ideas, feelings, beliefs, etc. For instance, the researcher engaged participants in a discussion about their previous jobs for 20 minutes. During this time, the discussion was recorded on a cassette tape. The participants' comments were later transcribed and a segment of approximately 200 words was

selected as reading material for the lesson. (See Appendices B, D, F, and H for example.)

Using language experience text, a typical lesson plan entailed the following. On Thursday of each week, prior to the reading period, the participants were administered a 20 item word recognition test comprised of words from the previous days' lesson. Then the researcher engaged the participants in a 20 minute reading session. The participants received 10 minutes of assisted repeated reading instruction and 10 minutes of extended assisted reading instruction. The reading instruction session was followed by approximately 20 minutes of discussion between the researcher and the participants for the generation of text for the next day's reading session. The participants received reading instruction, using this plan, 4 days (Monday thru Thursday) per week for a period of 8 weeks. Table 1 summarizes the lesson plans for regular and language experience text types.

Pilot Study

A pilot study was conducted prior to the commencement of data collection. Its purposes were to enable the researcher to gain proficiency in using both the assisted reading strategy and the Reading Miscue Inventory, and to find appropriate regular reading materials. The materials

Table 1
 Summary of Lesson Plan
 for Regular and Language Experience Texts

Regular Text		Language Experience Text	
<u>Time</u>	<u>Activity</u>	<u>Time</u>	<u>Activity</u>
5 minutes	Sight Word Test*	5 minutes	Sight Word Test*
20 minutes	Assisted Repeated Reading	10 minutes	Assisted Repeated Reading
20 minutes	Extended Assisted Reading	10 minutes	Extended Assisted Reading
		20 minutes	Discussion Dictation of Material

Duration: 8 Weeks

*Administered Weekly on Thursday

were obtained from books, magazines, pamphlets, brochures, newspapers, record jackets, etc. Various reading selections were used which represented the interests of the participants.

The pilot study also provided the researcher with practice in obtaining language experience materials. The participants dictated language experience stories and the researcher tape recorded and transcribed the same.

Design

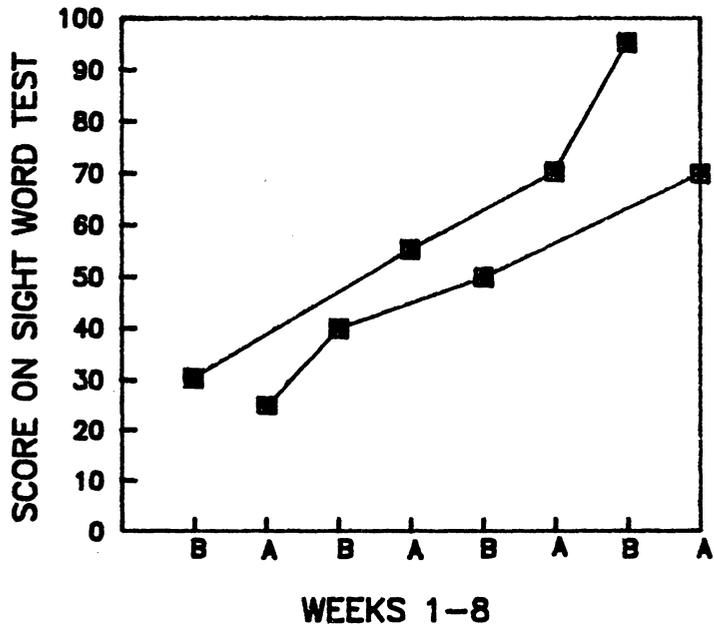
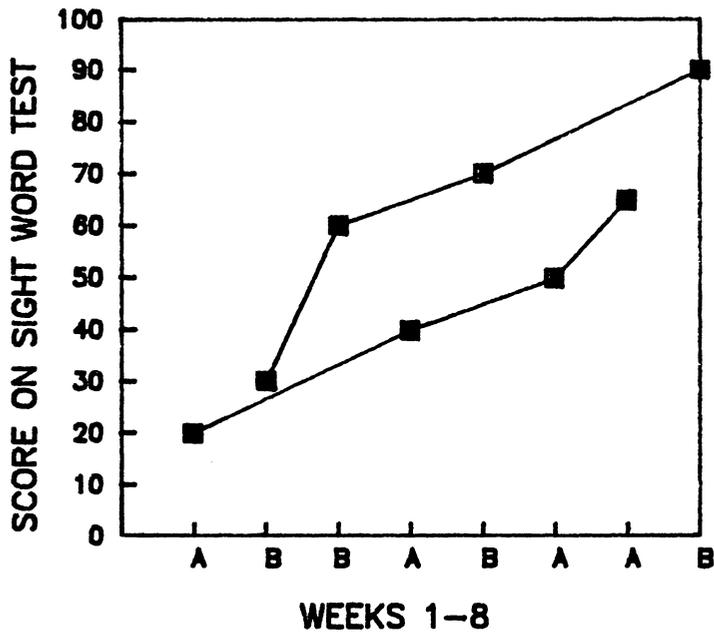
This study was a combination case study and single-subject design. It met the case study criterion in that it was associated with an assisted reading strategy whereby: (1) data were collected, using the Reading Miscue Inventory, on the reading performance of the four participants in the study, (2) interviews were obtained concerning the attitudes of the four participants toward reading, and (3) clinical observations were made on the student-teacher interactions. Observations of student-teacher interactions were recorded on logs.

The single-subject design criterion was met since the design examined the efficacy of two types of texts, regular and language experience, for the teaching of reading to adult readers while using an assisted reading strategy.

The type of single-subject design referred to in this study was the Alternating Treatments Design (ATD) (Barlow & Hayes, 1979), whose purpose was to compare the effectiveness of two distinct treatments, regular text (Treatment A), and language experience text (Treatment B), by introducing them over the same period of time. The researcher administered the treatments using an alternating treatments design (e.g. A-B-B-A-B-A-A-B), to monitor for the sequential confounding, or the possibility that introducing treatment A first, for example, would bias the results in favor of treatment A.

Two of the participants in this study received treatments introduced in an A-B-B-A-B-A-A-B fashion, and the other two participants received treatments administered in a A-B-A-B-A-B-A-B and B-A-B-A-B-A-B-A form to further monitor for confounding effects of administering two treatments. Hypothetical examples of an alternating treatments design comparing treatments A and B, Figure 1, for example show that treatment B produced greater improvement than treatment A. Therefore, it could be said with a moderate degree of certainty that treatment B was more effective or different from treatment A.

The alternating treatments design has several practical advantages when one wants to compare the effectiveness of two or more interventions. First, the ATD requires no withdrawal treatment which is an ethical consideration in any



A = Regular Materials
 B = Language Experience Materials

Figure 1
 Hypothetical Examples of an Alternating
 Treatments Design Comparing Treatments A and B

instructional study. Second, the ATD produces useful data more quickly than a withdrawal design. This is because the relatively lengthy baseline, treatment, and withdrawal phases necessary to establish trends in A-B-A withdrawal designs are not important in the ATD design. Third, the ATD minimizes sequencing problems associated with the multitreatment design by rapidly alternating the interventions. Finally, there is no requirement for a formal baseline phase (Cooper, 1981; Sulzer-Azaroff & Mayer, 1977; Ulman & Sulzer-Azaroff, 1975).

Dependent Measures. In this study, the researcher examined the effects of the two treatments, regular text and language experience text, on a number of dependent variables, sight words learned, miscues, and achievement in word recognition and comprehension.

Sight words learned were indicated by performance on the weekly word recognition test. This test was formed by randomly selecting twenty words from the previous days' instruction.

On the fourth day of each week, miscues were analyzed for the final reading of the practiced passage of the repeated reading segment. This segment was selected because the participants received the least amount of teacher assistance during this particular lesson segment. The miscues were analyzed according to the description provided

in the Reading Miscue Inventory (RMI) (Goodman & Burke, 1972).

During the final week of this study, the participants were administered a posttest. This test consisted of the word recognition and passage comprehension subtests of the Woodcock Reading Mastery Tests. Comparison of participants' pretest posttest scores were made to determine participants' achievement in reading performance.

Analysis. Data are presented in descriptive format. A compilation of results from the RMI, participants' interviews, and the experimenter's log provided the data for the case studies. In addition, data from sight words learned and the analysis of reading miscues (graphic similarity, comprehension, grammatical relationships and corrections), are presented graphically. These data consist of the words learned in the ATD format.

CHAPTER IV

RESULTS OF THE STUDY

The purpose of this study was to determine the effects of a whole language reading instructional strategy, assisted reading, and the impact of using two types of instructional texts, regular and language experience, on the reading performances of adult disabled readers. The participants in this study were four male prison inmates. These participants alternately read orally regular text and language experience text throughout the period of this reading project.

In this chapter, descriptive results are reported on the participants' word recognition and comprehension of regular and language experience texts. The participants' pretest and posttest scores for word recognition and passage comprehension on the Woodcock Reading Mastery Tests are reported. Also reported at the end of each week of treatment are the participants' scores on the researcher's 20-item sight word tests.

In order to gain additional insight into the participants' reading processes during the period of the project, oral reading miscues were analyzed. On the fourth day of each week, a Reading Miscue Analysis profile was

prepared for each participant's final reading of the practiced passage of the repeated reading segment. In particular, the percentage scores on each profile were compared for Graphic Similarity, Comprehension, Grammatical Relationships, and Correction, in regard to the participants' reading performance with regular and language experience texts. These categories were selected for profile development because they provide information on the readers' use of each of the three major cue systems as well as overall monitoring of reading.

The reading performances of four prison inmates were examined under two treatment conditions. The conditions were, reading regular text, and reading language experience text. The reading performances under the two conditions were recorded and assessed. An alternating treatments design was used to determine if the participants reacted differently to the two treatments.

An attempt was made to determine the participants' general attitude toward reading. In this effort their reaction to and comments about reading and reading materials were observed and recorded.

In an effort to protect the confidentiality of the participants their names have been changed, as well as individual cities and specific locations that were discussed in this study.

Word Recognition and Passage Comprehension
Pretest and Posttest Scores

Pretest and posttest scores of each participant's performance on the word recognition and passage comprehension subtests of the Woodcock Reading Mastery Tests are presented in Tables 2 and 3. All of the participants showed a small increase in their reading grade scores on word recognition and moderate increases on the passage comprehension subtests. Victor and Robert developed more reading ability than Chester and Walter initially and maintained this difference over the course of the study. However, Walter and Robert were similar in that they both demonstrated over one year improvement in their comprehension scores.

Sight Words

Mean scores on sight words learned under both regular and language experience materials were obtained to determine if any variation in performance occurred as treatments were alternated. Some differences can be seen in participants' sight word performance under both conditions (see Table 4). In the following section, each participant's sight word performance will be presented within the framework of alternation of treatment conditions.

Table 2

Woodcock Reading Mastery Tests
Word Recognition Grade Scores
Pretest and Posttest

Participants	Pretest Form A		Posttest Form B	
	Raw Score	Reading Grade Score	Raw Score	Reading Grade Score
Victor	43	1.9	59	2.2
Robert	42	1.9	54	2.0
Chester	17	1.6	24	1.7
Walter	18	1.6	37	1.8

Table 3

Woodcock Reading Mastery Tests
 Passage Comprehension Grade Scores
 Pretest and Posttest

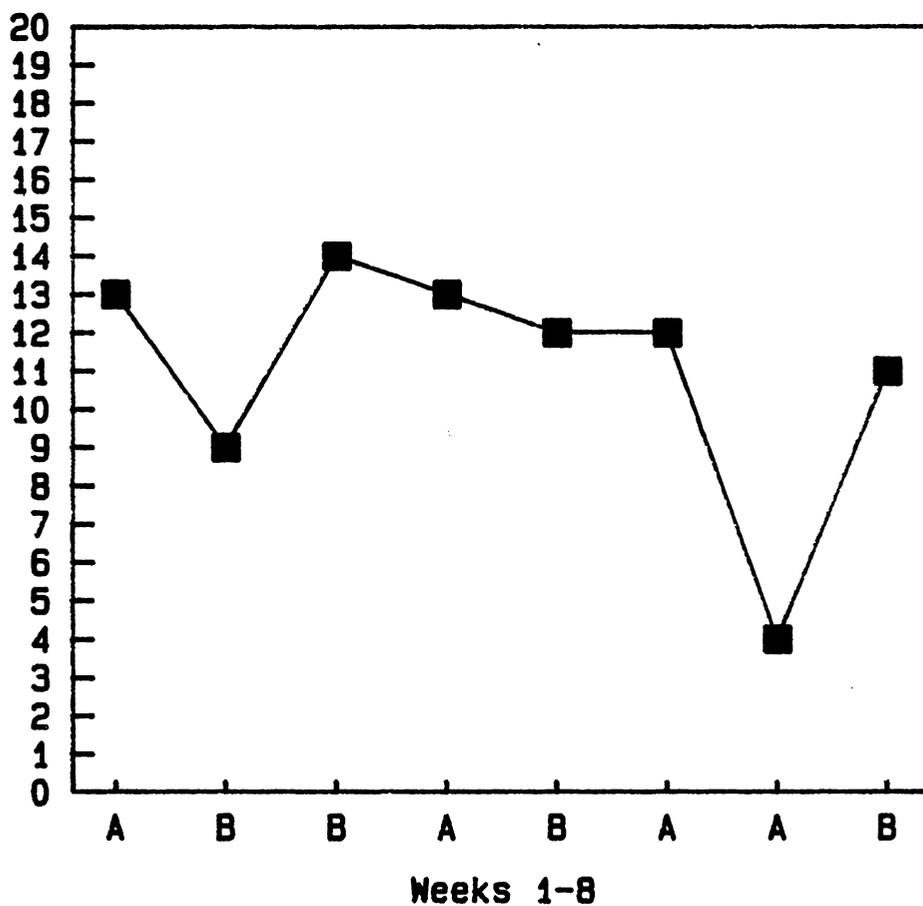
Participants	Pretest Form A		Posttest Form B	
	Raw Score	Reading Grade Score	Raw Score	Reading Grade Score
Victor	25	2.8	34	3.5
Robert	19	2.4	44	4.7
Chester	5	1.6	13	2.1
Walter	4	1.5	24	2.7

Table 4
Sight Word Performance
Mean Scores

Participants	Regular Material	Language Experience Material
Victor	10.50	11.50
Robert	7.50	11.50
Chester	5.50	8.25
Walter	8.75	10.75

Victor. Victor's sight word performance is displayed in Figure 2. It shows that his performance using language experience materials ($M = 11.50$) was slightly higher than his acquisition using regular materials ($M = 10.50$). However, the variation caused by one week of that accounts for much of this difference.

Other differences can be seen in Victor's performance with an alternation of treatments using regular materials and language experience materials. For example, there was a distinct decrease in sight word performance moving from regular materials in week 1 to language experience materials in week 2 (13 to 9 words). However, this decrease in language experience materials is not apparent in week 3, the week of highest performance (14 words), nor in weeks 5 and 8. Similarly, performance with regular materials remained high, and not noticeably different from language experience materials for weeks 4 and 6. Week 7, under regular materials, reflects the most remarkable decrease in performance. During that week Victor's performance dropped to 4 words, which was distinctly different from all other weeks of treatment. Thus, apparently the differences in sight word acquisition are most likely related to variables other than the type of text used as his performance in general is consistent with either material except for weeks 2 and 7.

Sight Words

A = Regular Materials

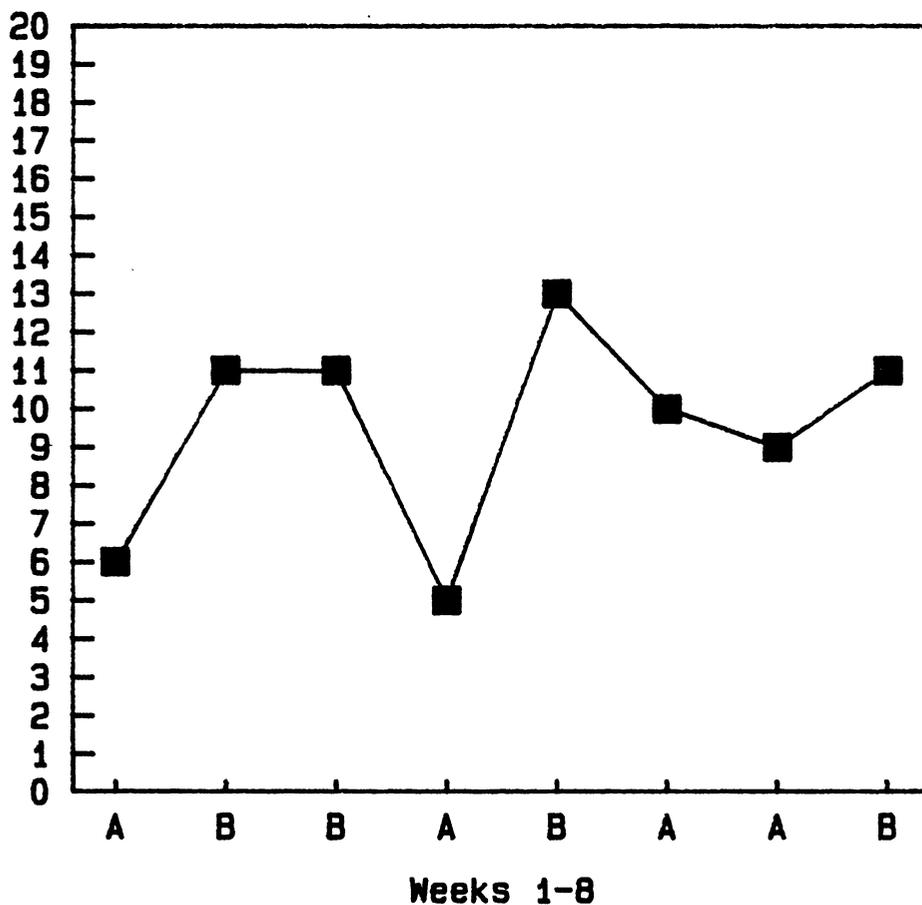
B = Language Experience Materials

Figure 2
Sight Word Data for Victor

Robert. Robert's sight word performance is displayed in Figure 3. It shows that his performance with language experience materials was somewhat greater than his performance with regular materials ($M = 11.50$ and $M = 10.50$, respectively).

For example, there was a distinct increase in sight word performance moving from regular materials in week 1 to language experience materials in week 2 (6 to 11 words), and a continuation in the improved performance in week 3, which was also language experience. Similarly, an increase in sight word performance reoccurs moving from regular materials in week 4 to language experience materials in week 5, where the highest increase can be seen (5 to 13 words), and again from regular materials in week 7 to language experience materials in week 8. On the other hand, there was a distinct decrease in sight word performance moving from language experience materials in week 3 to regular materials in week 4 (11 to 5 words), and again from language experience materials in week 5 to regular materials in week 6. Finally, during all weeks in which either regular materials or language experience materials were used, the participant's performance with language experience materials was greater than his performance with regular materials.

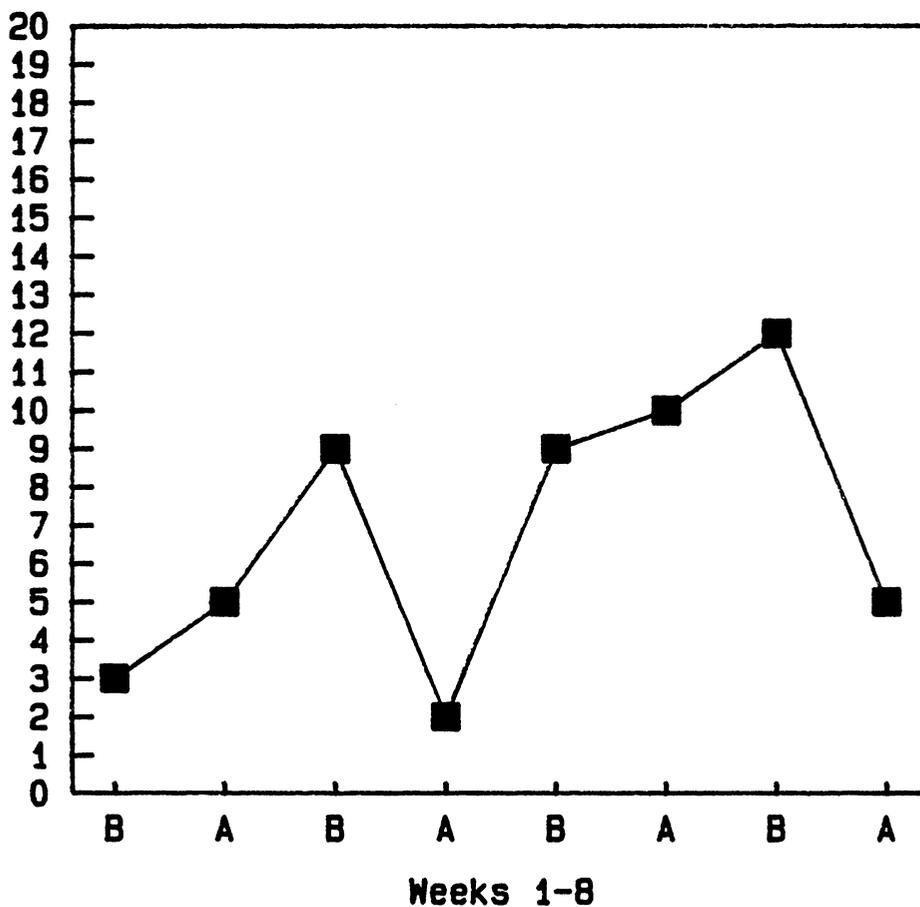
Chester. Chester's sight word performance is displayed in Figure 4. It shows that his performance with language

Sight Words

A = Regular Materials

B = Language Experience Materials

Figure 3
Sight Word Data for Robert

Sight Words

A = Regular Materials

B = Language Experience Materials

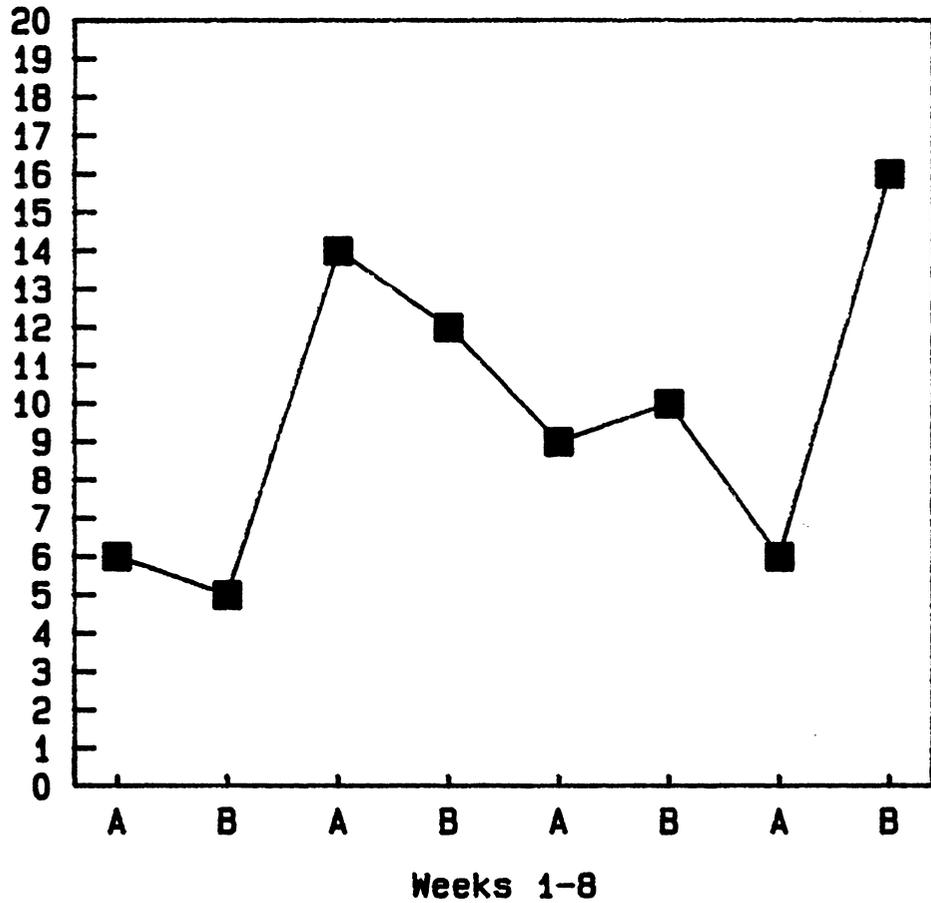
Figure 4

Sight Word Data for Chester

experience material was greater than his performance with regular material ($M = 8.25$ and $M = 5.50$, respectively). However, his performance was also characterized by great variation. Chester's performance had several sharp increases and decreases. Generally, his variable performance can be related to the alternating treatments.

He had an increase in performance as treatment alternated from language experience materials to regular materials in weeks 2 and 6, as well as when treatment alternated from regular materials to language experience materials in weeks 3, 5, and 7. The participant also had a distinct decrease in performance when treatment alternated from language experience materials to regular materials. The best examples of this decrease can be seen in weeks 4 and 8. There was never a decrease in performance when treatment alternated from regular materials to language experience materials. In summary, Chester had three weeks (3, 5, and 7) of high sight word performance with language experience materials, and three weeks (2, 4, and 8) of low performance with regular materials.

Walter. Walter's sight word performance is displayed in Figure 5. It shows that his performance with language experience materials was somewhat higher than his performance with regular materials ($M = 10.75$ and $M = 8.75$, respectively). However, his sight word performance was

Sight Words

A = Regular Materials

B = Language Experience Materials

Figure 5
Sight Word Data for Walter

variable; some of this variation in performance can be seen as a function of alternation of treatment with regular and language experience materials. For example, there was a distinct increase in sight word performance moving from language experience materials in week 2 to regular materials in week 3. Likewise, a distinct increase in performance can be seen moving from regular materials in week 7 to language experience materials in week 8, where Walter's performance was remarkably high.

From week 4 of treatment to the end of the treatment activity, Walter's sight word performance with language experience materials remained higher than his performance with regular materials. During this period, a decrease can be seen in his sight word performance each time treatment alternated from language experience materials to regular materials. Examples of this decrease can be observed in weeks 5 and 7. In summary, Walter had three weeks (4, 6, and 8) of high sight word performance with language experience materials and three weeks (1, 5, and 7) of low sight word performance with regular materials. Thus, his sight word acquisition overall seems to be promoted best by the language experience materials.

Summary

With some variation, Victor's sight word performance with regular materials was equal to his performance with language experience materials. The sight word performance of Robert, Chester, and Walter was higher when language experience materials were used. However, some differences can be seen in their performance. Whereas Robert was consistent in his high performance whenever regular materials alternated to language experience materials, Chester and Walter were less consistent in performance. While Chester showed great variation in performance, Walter displayed only a slight performance variation. In some instances, variation in the participants' performance may be explainable by other than the text alternation. Chester for example experienced a personal problem, death of a family member, during the treatment conditions. Thus, some of his variation in performance may be attributed to this occurrence. On the other hand, some differences are unexplained such as Walter's unusual drop in performance in week 7, which equalled his low performance in week 1.

Analysis of Miscues

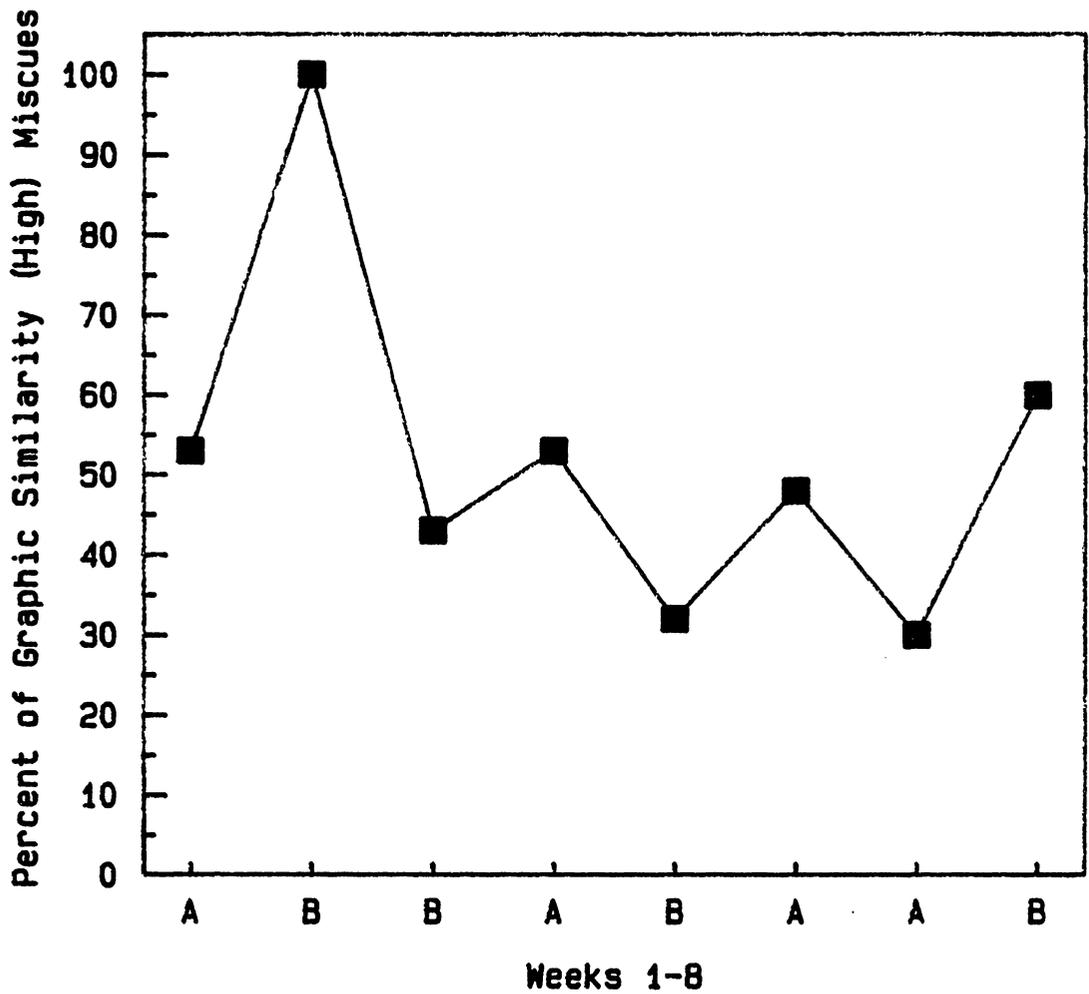
Miscue analysis is a diagnostic procedure that is deeply rooted in the psycholinguistic view of reading. It reveals the reader's strengths and weaknesses and allows the user to continuously monitor the reading process. Miscue analysis involves its user in examining the observed behavior of oral readers as the readers construct or reconstruct meaning from written material. The reader's use of phonographic, syntactic and semantic information is considered (Goodman, 1982).

An analysis of the readers' miscues was conducted to provide an indepth profile of the use of the three primary cue systems. In the following section the analysis of miscues will be presented for each participant within the framework of graphic similarities, a comprehension pattern, grammatical relationships and corrections. The results of the full miscue data for each participant can be seen in Tables 5 thru 8 (See Appendix I).

Victor

Graphic Similarity

Victor's "high" graphic similarity scores are displayed in Figure 6. It shows that his overall "high" graphic similarity score with language experience materials was slightly higher than his overall "high" graphic similarity score with regular materials (M = 59.25 and M =



A = Regular Materials

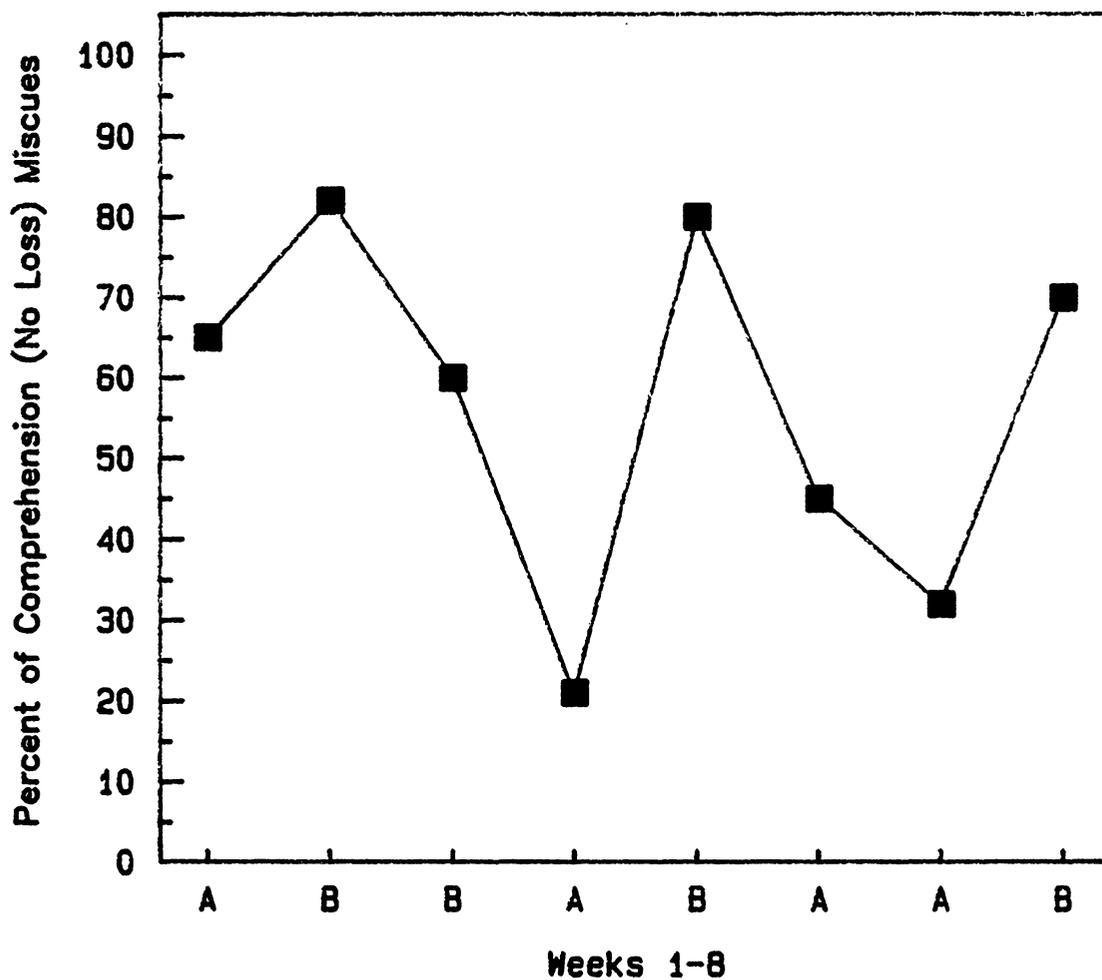
B = Language Experience Materials

Figure 6
Graphic Similarity (High) Data for Victor

46.25, respectively). While graphic similarity scores tended to be higher overall for language experience materials, Victor's scores showed much variation. For example, there was a distinct increase in score moving from regular materials to language experience materials in weeks 1 to 2 and 7 to 8. In the same manner, an increase in score can be observed moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. In summary, Victor had two weeks (4 and 6) of high and two weeks (1 and 7) of low scores with regular materials, and two weeks (2 and 8) of high and two weeks (3 and 5) of low scores with language experience materials. Given this variation it is difficult to determine any consistent impact that type of text had on his performance.

Comprehension

Victor's "no loss" scores on comprehension are displayed in Figure 7. It shows that his "no loss" scores with language experience materials were higher than his "no loss" scores with regular materials ($M = 72.50$ and $M = 41.25$, respectively). Each week treatment alternated from regular materials to language experience materials there was an increase (meaning gain) in score. For example, there was an increase in score moving from regular materials in week 1 to language experience materials in week 2. An increase in score can be seen again moving from regular materials to



A = Regular Materials

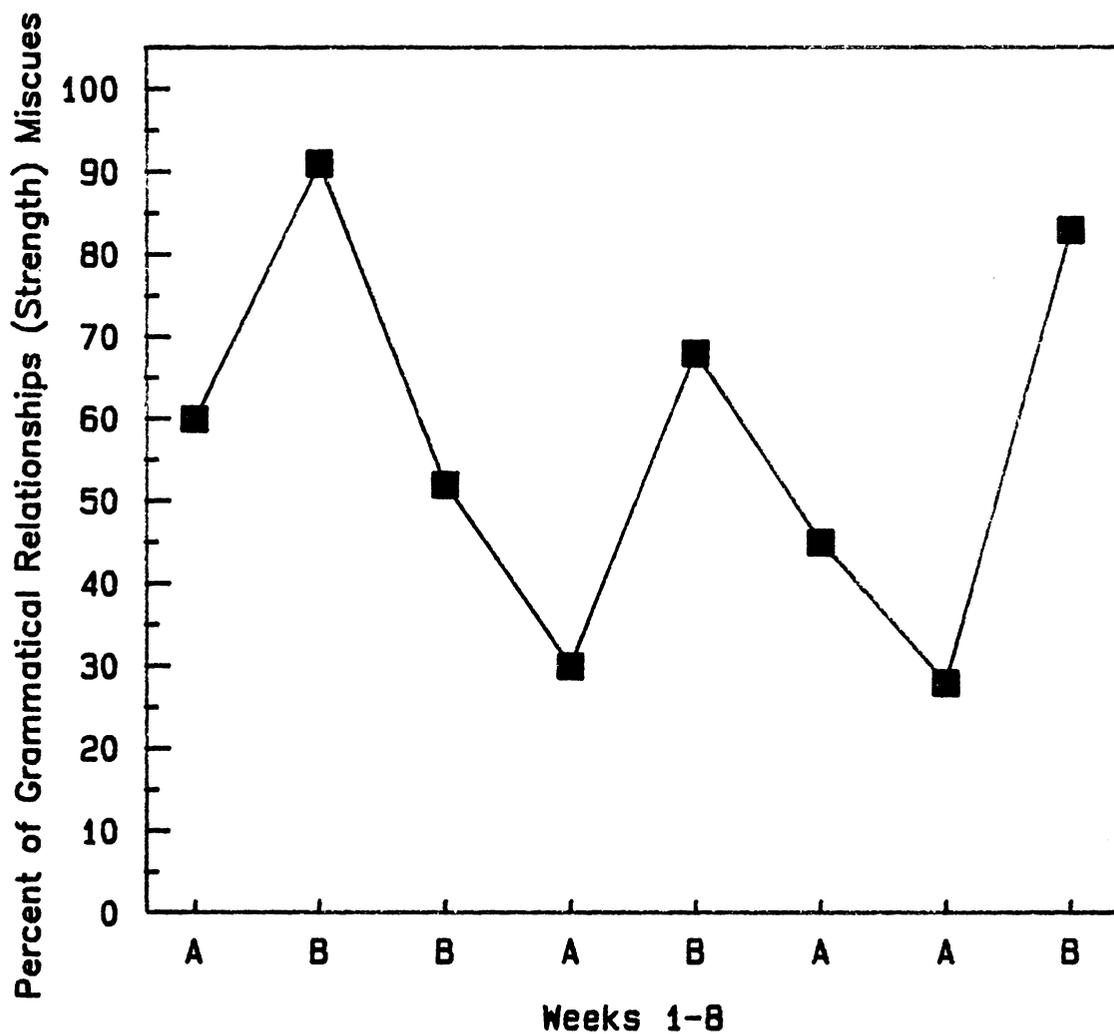
B = Language Experience Materials

Figure 7
Comprehension (No Loss) Data for Victor

language experience materials in weeks 4 to 5 and 7 to 8. On the other hand, a decrease in score can be observed moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. In conclusion, Victor had three weeks (2, 5 and 8) of high "no loss" scores with language experience materials and two weeks (4 and 7) of low "no loss" scores with regular materials.

Grammatical Relationships

Victor's "strength" scores on grammatical relationships are displayed in Figure 8. It shows that his "strength" scores with language experience materials were higher than his "strength" scores with regular materials ($M = 73.50$ and $M = 37.75$, respectively). For example, there was a distinct increase in "strength" score moving from regular materials to language experience materials in weeks 1 to 2, 4 to 5 and 7 to 8. On the other hand, there was a distinct decrease in "strength" score moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. In conclusion, Victor had three weeks (2, 5 and 8) of high "strength" scores with language experience materials and three weeks (4, 6 and 7) of low "strength" scores with regular materials.



A = Regular Materials

B = Language Experience Materials

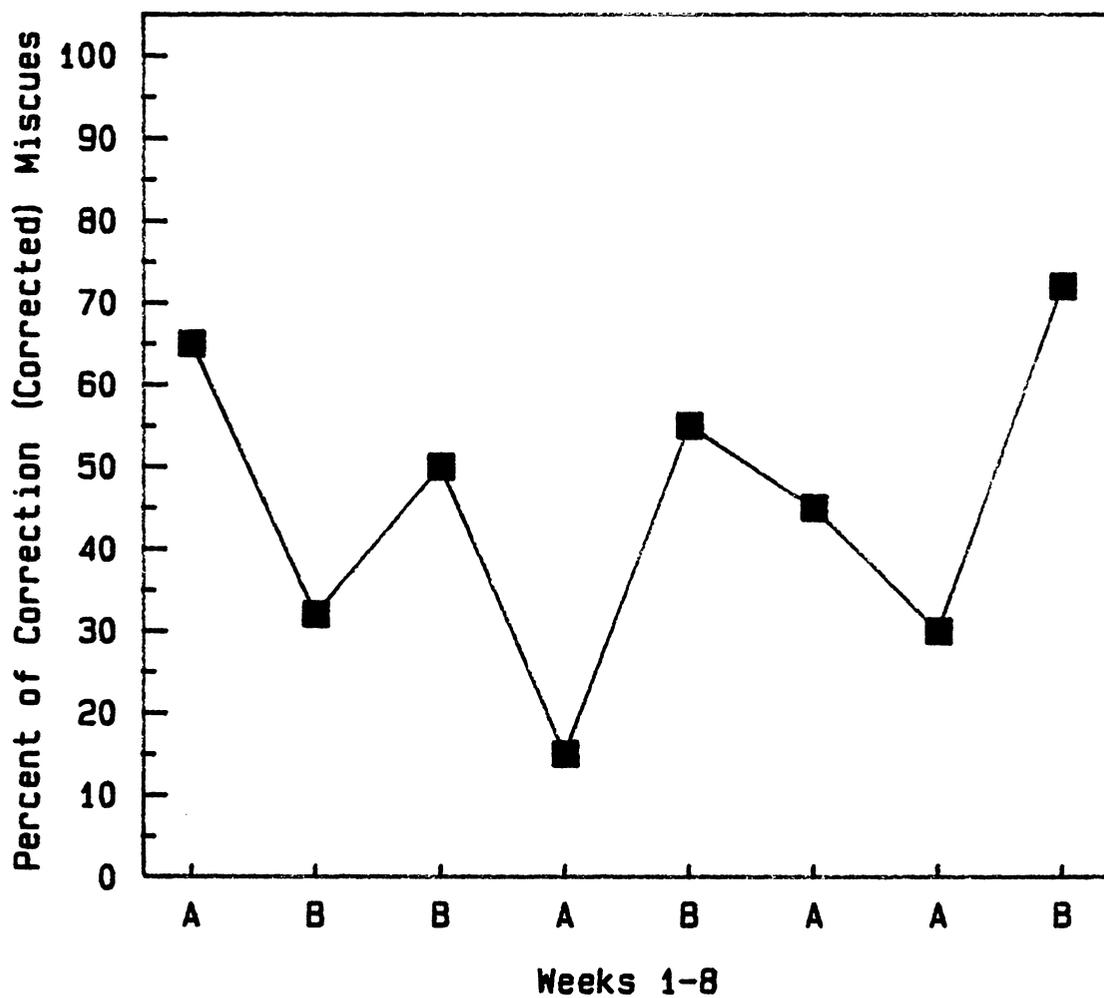
Figure 8
Grammatical Relationships (Strength)
Data for Victor

Correction

Victor's "corrected" scores are displayed in Figure 9. It shows that his overall tendency was to correct more successfully with language experience materials than with regular text ($M = 51.75$ and $M = 39.25$, respectively). With the exception of week 1, each week treatment alternated from regular materials to language experience materials there was an increase in score. For example, an increase in score can be seen as he has moved from regular materials to language experience materials in weeks 4 to 5 and 7 to 8. However, there was a decrease in score when treatment alternated from language experience materials to regular materials. For example, a decrease in score can be observed moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. Overall, Victor had three weeks (3, 5 and 8) of high "corrected" scores with language experience materials and two weeks (4 and 7) of low "corrected" scores with regular materials.

Summary

Victor's overall "high" graphic similarity score was higher with language experience materials; however, his graphic similarity scores did not follow the pattern of the alternating treatments. He had higher "no loss" scores on comprehension and higher "strength" scores on grammatical



A = Regular Materials

B = Language Experience Materials

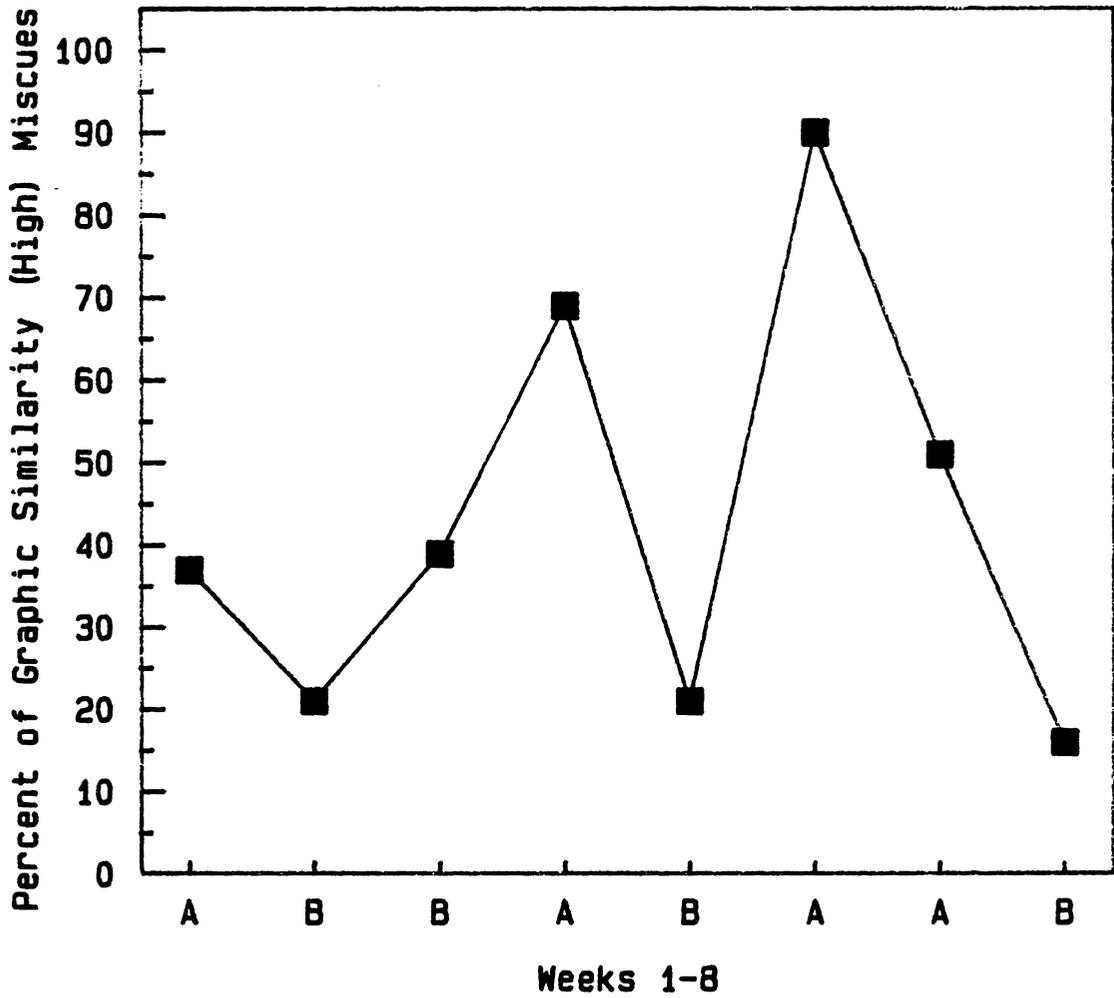
Figure 9
Correction (Corrected) Data for Victor

relationships when language experience materials were used. In these cases, his "no loss" scores and "strength" scores followed the pattern of the alternating treatments. Similarly, Victor corrected more miscues with language experience materials and his variations followed the pattern of the alternating of treatments.

Robert

Graphic Similarity

Robert's "high" graphic similarity scores are displayed in Figure 10. It shows that his overall "high" graphic similarity score with regular materials was greater than his overall "high" graphic similarity score with language experience materials ($M = 62.00$ and $M = 24.75$, respectively). In addition, the effect of the regular materials was highlighted by each alternation of treatment. Some specific differences can be observed in Robert's scores with an alternation of treatment using regular materials or language experience materials. For example, there was a distinct increase in score moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. On the other hand, there was a distinct decrease in score moving from regular materials to language experience materials in weeks 4 to 5 and 7 to 8. Comparatively, Robert had two weeks (4 and 6) of high "high" graphic similarity scores with regular materials and three weeks (2, 5 and 8)



A = Regular Materials

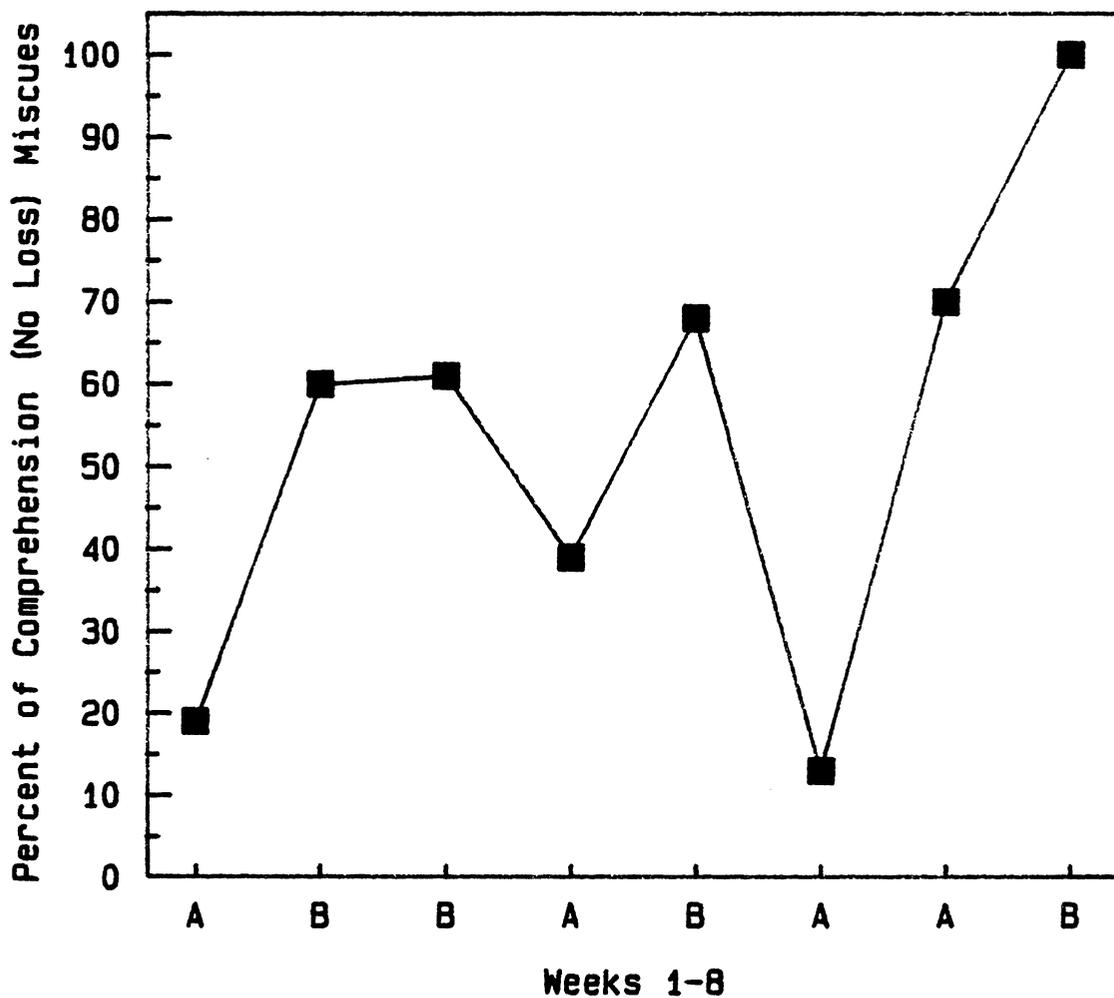
B = Language Experience Materials

Figure 10
Graphic Similarity (High) Data for Robert

of low "high" graphic similarity scores with language experience materials.

Comprehension

Robert's "no loss" scores on comprehension are displayed in Figure 11. It shows that his "no loss" scores with language experience materials were higher than his "no loss" scores with regular materials ($M = 70.50$ and $M = 32.00$, respectively). The pattern from the alternating treatments also verifies this difference. For example, there was a distinct increase (meaning gain) in score moving from regular materials in week 1 to language experience materials in week 2, and a continuation of increase in week 3. Additionally, an increase in score can be seen moving from regular materials to language experience materials in week 4 to 5, and again in week 7 to 8. A decrease (meaning loss) in the "no loss" score can be observed moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. In particular, Robert had four weeks (2, 3, 5 and 8) of high "no loss" scores with language experience materials and three weeks (1, 4, and 6) of low "no loss" scores with regular materials.



A = Regular Materials

B = Language Experience Materials

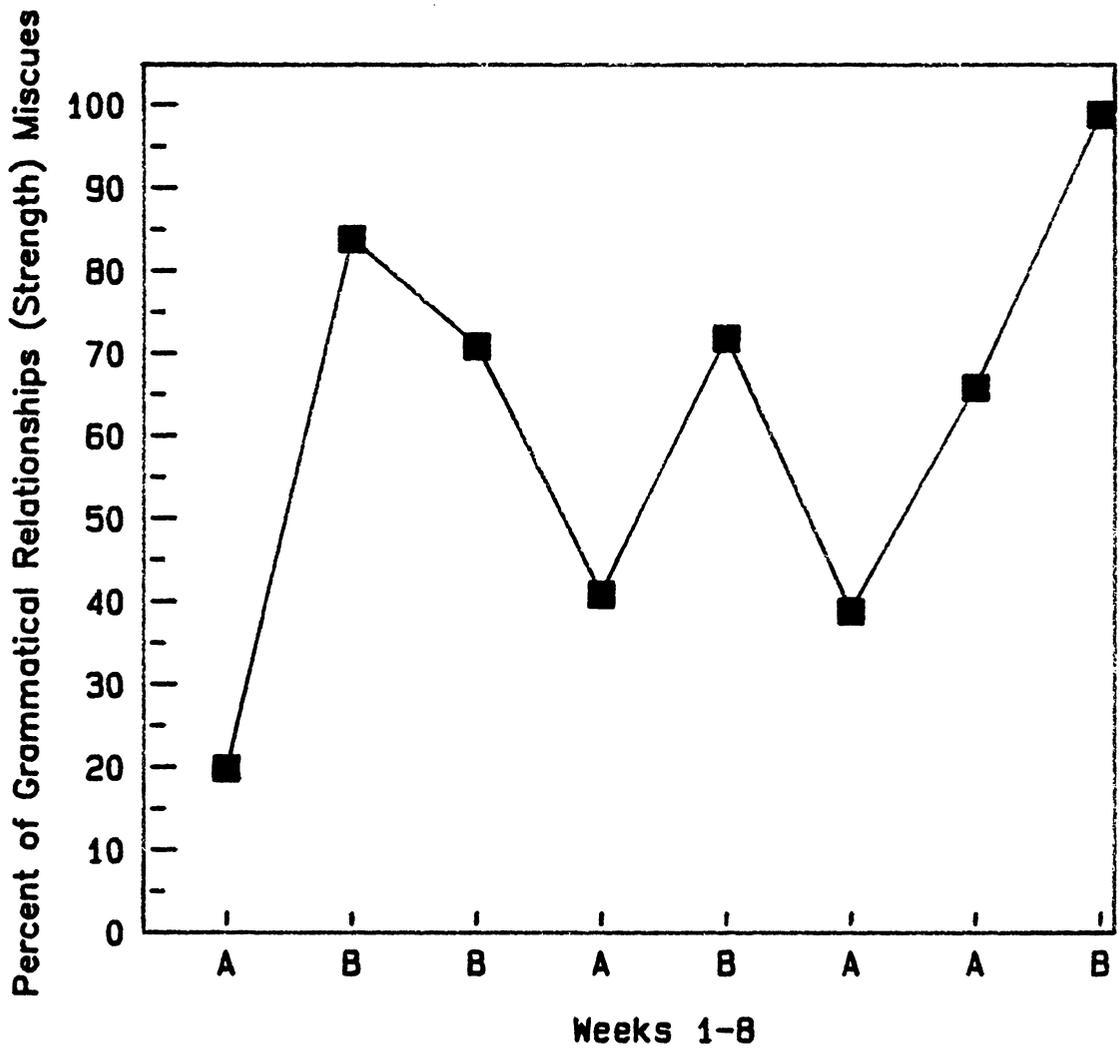
Figure 11
Comprehension (No Loss) Data for Robert

Grammatical Relationships

Robert's "strength" scores on grammatical relationships are displayed in Figure 12. It shows that his "strength" scores with language experience materials were higher than his "strength" scores with regular materials ($M = 81.50$ and $M = 41.00$, respectively). This difference is verified by the pattern from the alternating treatments. For example, there was a distinct increase in "strength" score moving from regular materials to language experience materials in week 1 to 2. An increase in "strength" score can be seen again moving from regular materials to language experience materials in weeks 4 to 5 and 7 to 8, where the largest increase occurred. Conversely, a decrease in Robert's "strength" score can be seen moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. Summarizing, Robert had four weeks (2, 3, 5 and 8) of high "strength" scores with language experience materials and three weeks (1, 4 and 6) of low "strength" scores with regular materials.

Correction

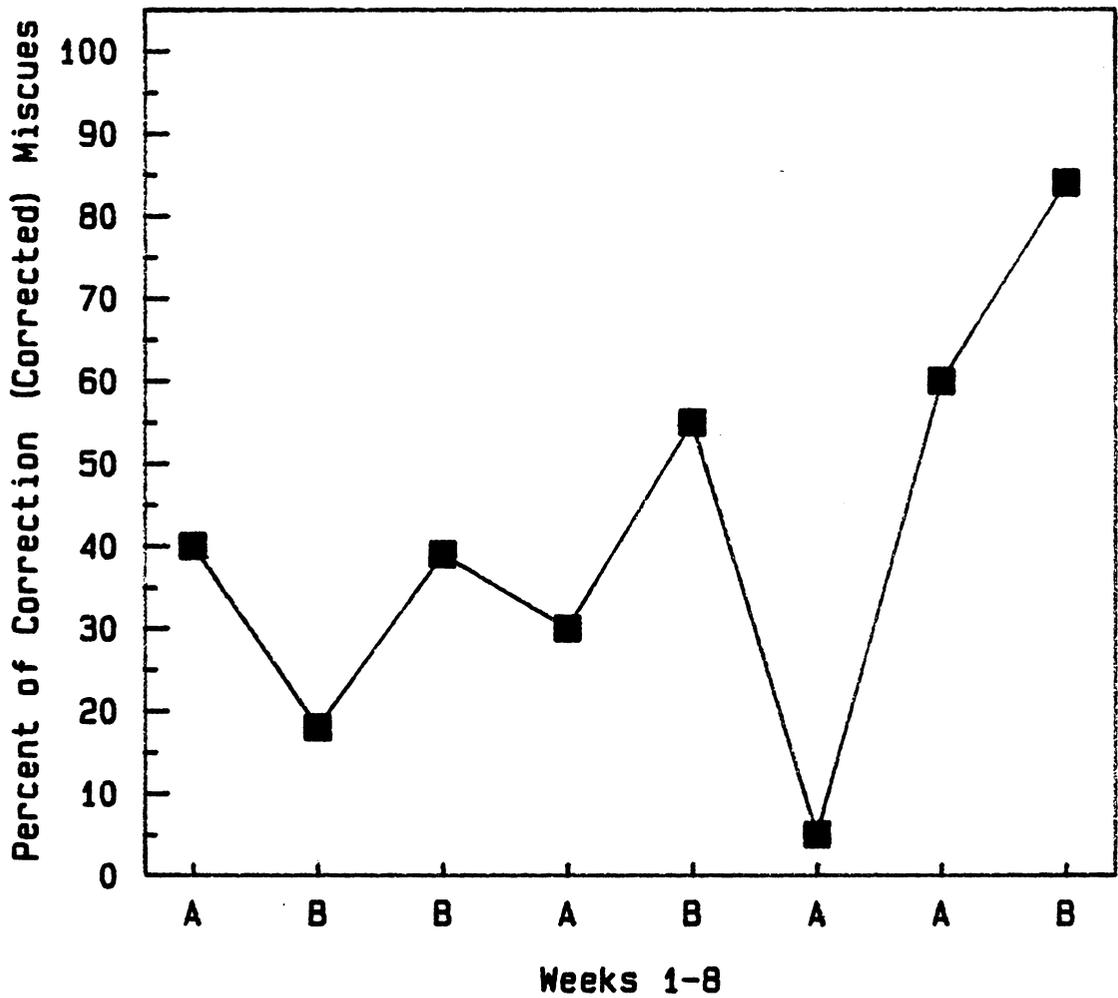
Robert's "corrected" scores are displayed in Figure 13. It shows that his overall "corrected" score with language experience materials was higher than his overall "corrected" score with regular materials ($M = 48.75$ and $M =$



A = Regular Materials

B = Language Experience Materials

Figure 12
Grammatical Relationships (Strength)
Data for Robert



A = Regular Materials

B = Language Experience Materials

Figure 13
Correction (Corrected) Data for Robert

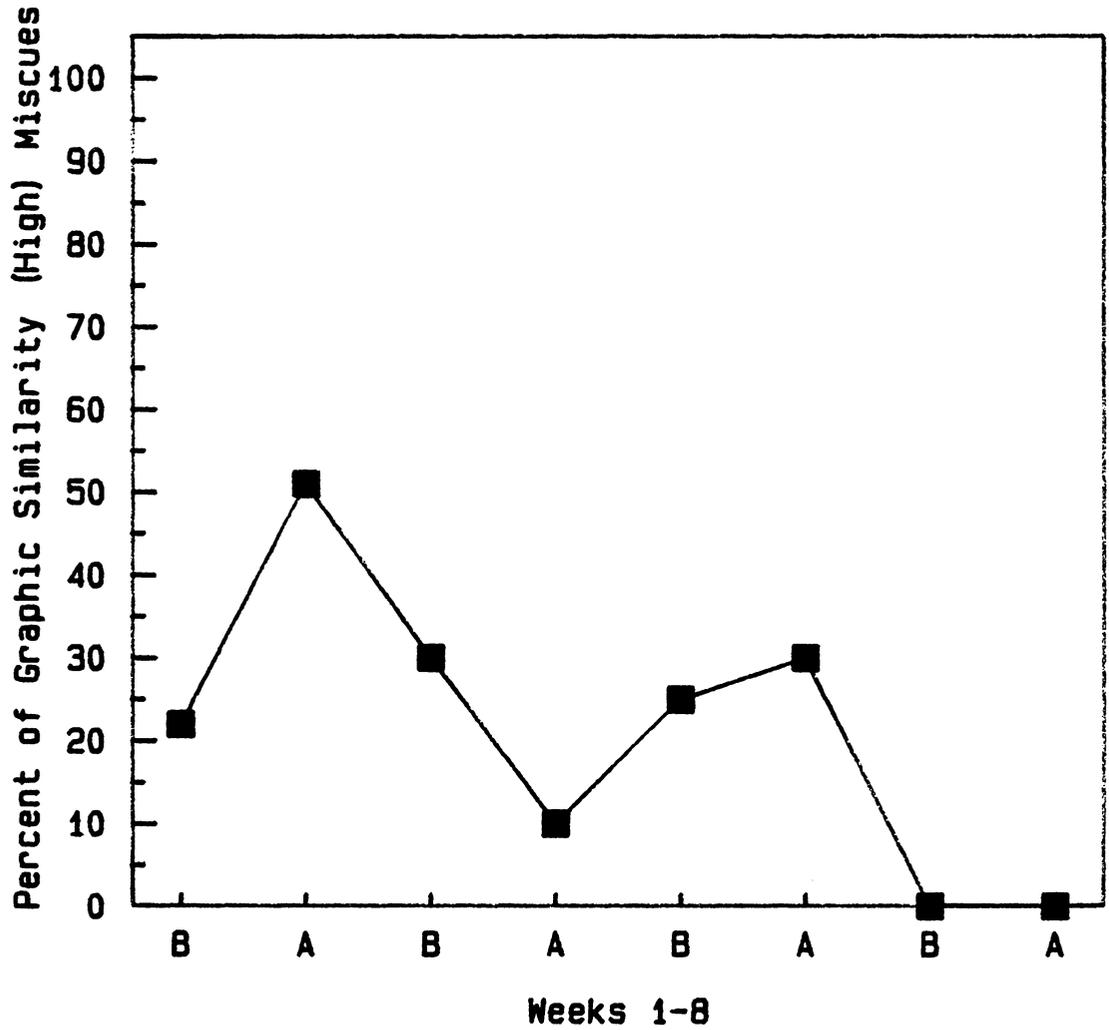
33.75, respectively). Except for week 1, each week treatment alternated from regular materials to language experience materials there was an increase in score. For example, an increase in score can be observed moving from regular materials to language experience materials in weeks 4 to 5 and 7 to 8. On the other hand, there was a decrease in score when treatment alternated from language experience materials to regular materials. For example, a decrease in score can be seen moving from language experience materials to regular materials in weeks 3 to 4 and 5 to 6. In conclusion, Robert had three weeks (3, 5 and 8) of high "corrected" scores with language experience materials and two weeks (4 and 6) of low "corrected" scores with regular materials.

Summary

Robert's overall "high" graphic similarity score was higher with regular materials. However, his "no loss" scores on comprehension and "strength" scores on grammatical relationships were higher with language experience materials. Also, with language experience materials, his "no loss" scores and "strength" scores followed the pattern of the alternating treatments. Robert corrected more miscues with language experience materials.

ChesterGraphic Similarity

Chester's "high" graphic similarity scores are displayed in Figure 14. It shows that his "high" graphic similarity scores with regular materials or language experience materials were similar and somewhat low. However, his overall "high" graphic similarity score with regular materials was higher than his overall "high" graphic similarity score with language experience materials ($M = 22.50$ and $M = 19.50$, respectively). Also, his scores did not consistently follow the pattern of the alternation of treatments. For example, there was an increase in score moving from language experience materials to regular materials in weeks 1 to 2 and 5 to 6. However, a decrease can be seen in the participant's score moving from language experience materials in week 3 to regular materials in week 4. In week 7, moving from language experience materials to regular materials in week 8, the score remained constant at its lowest point. Similarly, an increase as well as a decrease can be observed in Chester's score moving from regular materials to language experience materials. Under this treatment condition, week 5 reflects an increase in score and weeks 3 and 7 reflect a decrease in score. The most distinctive aspect of Chester's performance is his overall limited use of graphic information.



A = Regular Materials

B = Language Experience Materials

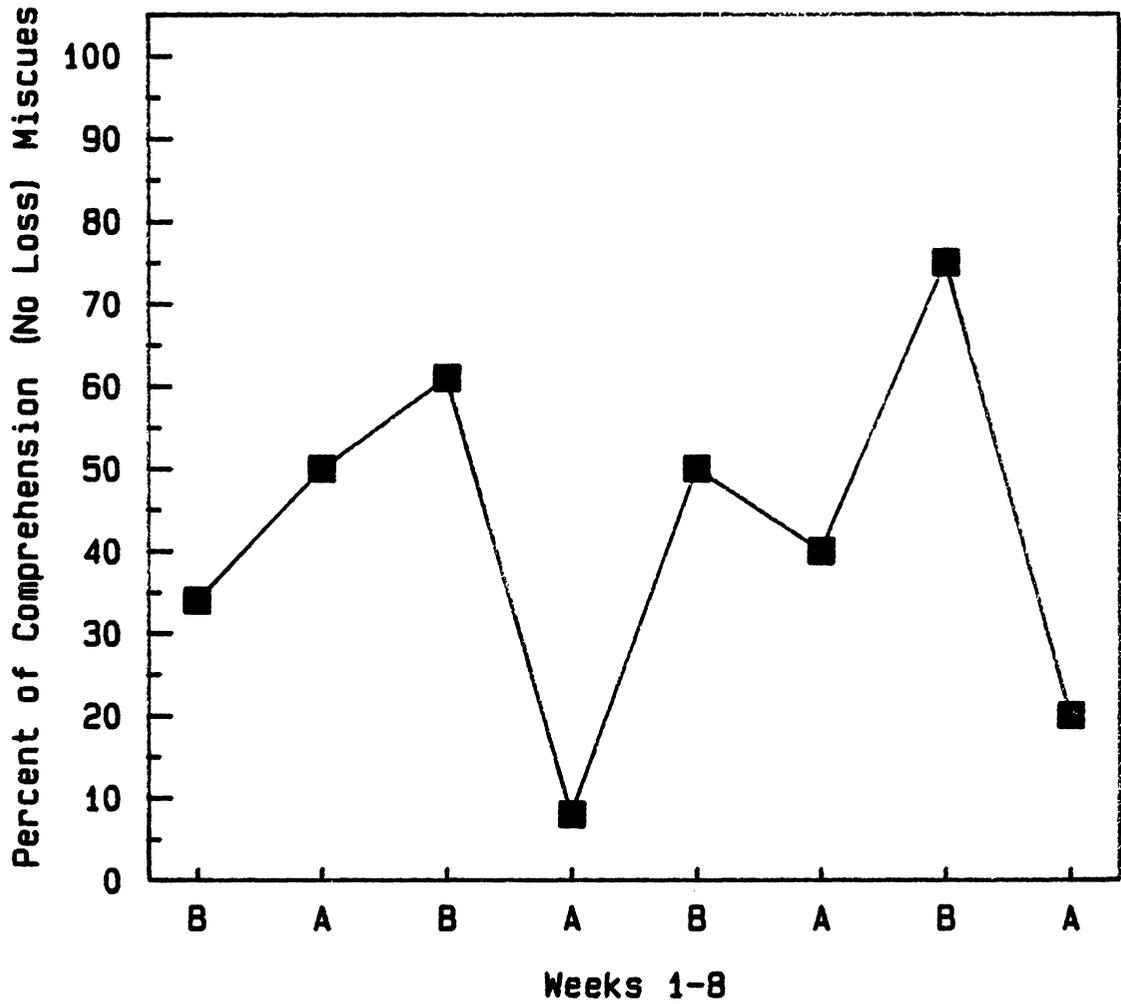
Figure 14
Graphic Similarity (High) Data for Chester

Comprehension

Chester's "no loss" scores on comprehension are displayed in Figure 15. It shows that his overall "no loss" score with language experience materials was higher than his overall "no loss" score with regular materials ($M = 55.00$ and $M = 28.75$, respectively). Each week treatment alternated from regular materials to language experience materials there was an increase (meaning gain) in score. For example, there was an increase in score as he moved from regular materials to language experience materials in weeks 2 to 3, 4 to 5 and 6 to 7. Except for week 1, each week treatment alternated from language experience materials to regular materials a decrease (meaning loss) in score occurred. A decrease in score can be seen moving from language experience materials to regular materials in weeks 3 to 4, 5 to 6, and 7 to 8. In conclusion, Chester had three weeks (3, 5 and 7) of high "no loss" scores with language experience materials and three weeks (4, 6 and 8) of low "no loss" scores with regular materials.

Grammatical Relationships

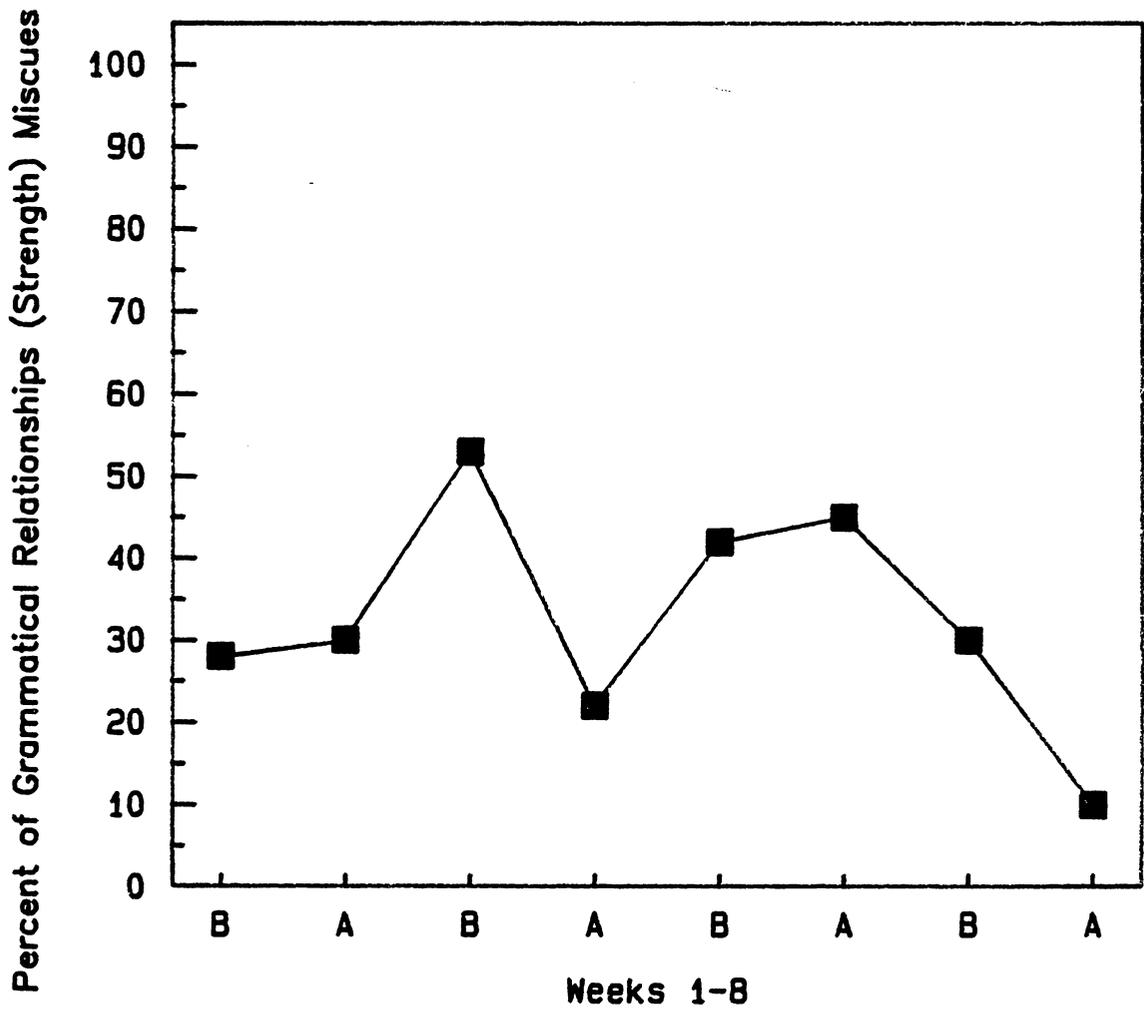
Chester's "strength" scores on grammatical relationships are displayed in Figure 16. It shows that his overall "strength" score with language experience materials was higher than his overall "strength" score with regular materials ($M = 39.00$ and $M = 28.00$), respectively). Even



A = Regular Materials

B = Language Experience Materials

Figure 15
Comprehension (No Loss) Data for Chester



A = Regular Materials

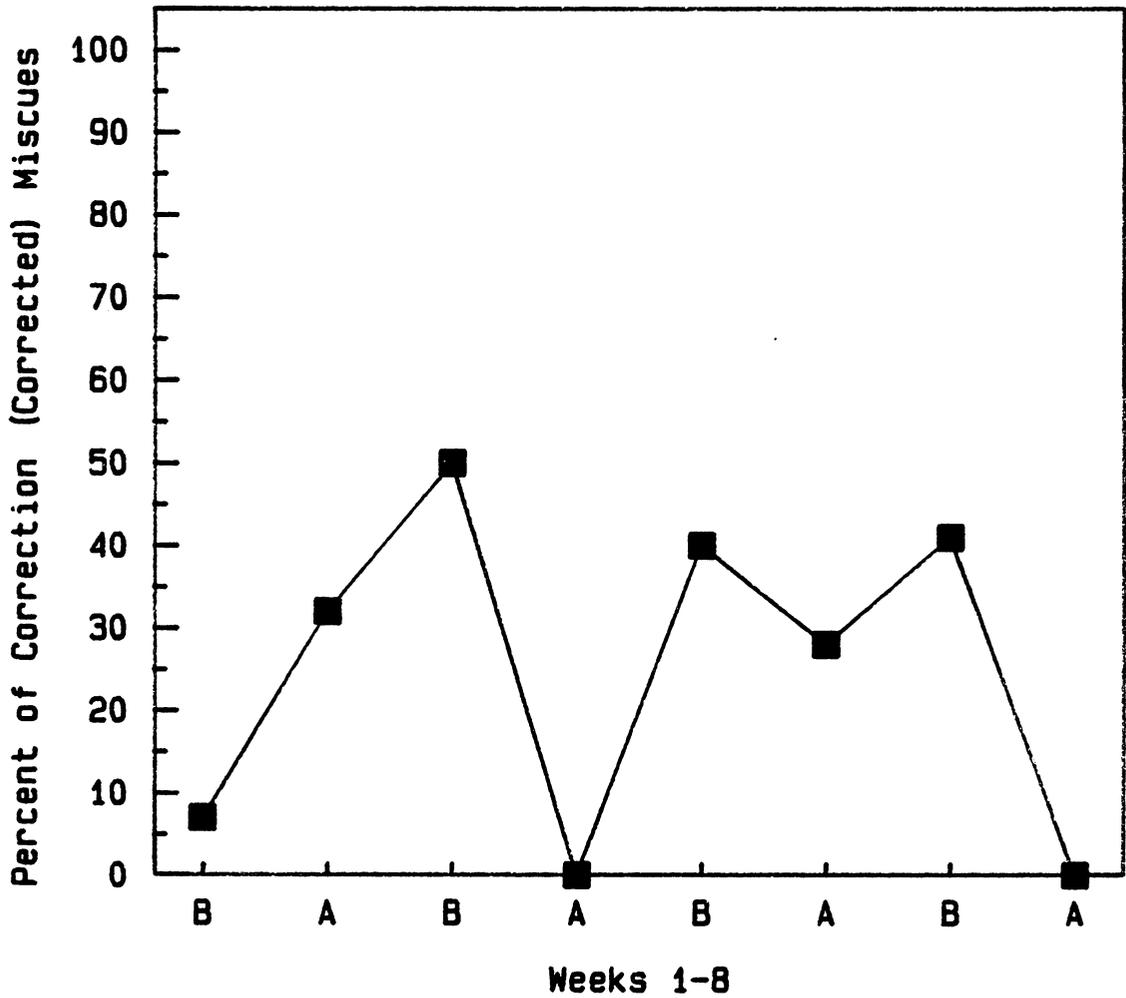
B = Language Experience Materials

Figure 16
Grammatical Relationships (Strength)
Data for Chester

though his overall "strength" score with language experience materials was higher, both scores were somewhat low. Additionally, his scores were variable with alternation of treatment using regular materials or language experience materials. For example, there was an increase in score moving from regular materials to language experience materials in weeks 2 to 3 and 4 to 5. But, a decrease in score can be observed moving from regular materials in week 6 to language experience materials in week 7. Conversely, an increase can be seen in the participant's score moving from language experience materials to regular materials in weeks 1 to 2 and 5 to 6. However, in weeks 4 and 8 under regular materials, a decrease can be observed in score. In summary, Chester had two weeks (3 and 5) of higher "strength" scores with language experience materials and three weeks (2, 4 and 8) of lower "strength" scores with regular materials.

Correction

Chester's "corrected" scores are displayed in Figure 17. It shows that his overall "corrected" score with language experience materials was higher than his overall "corrected" score with regular materials ($M = 35.25$ and $M = 14.00$, respectively). Although his overall "corrected" score with language experience materials was higher, both treatment conditions produced relatively low scores. With the exception of week 1, each week treatment alternated from



A = Regular Materials

B = Language Experience Materials

Figure 17
Correction (Corrected) Data for Chester

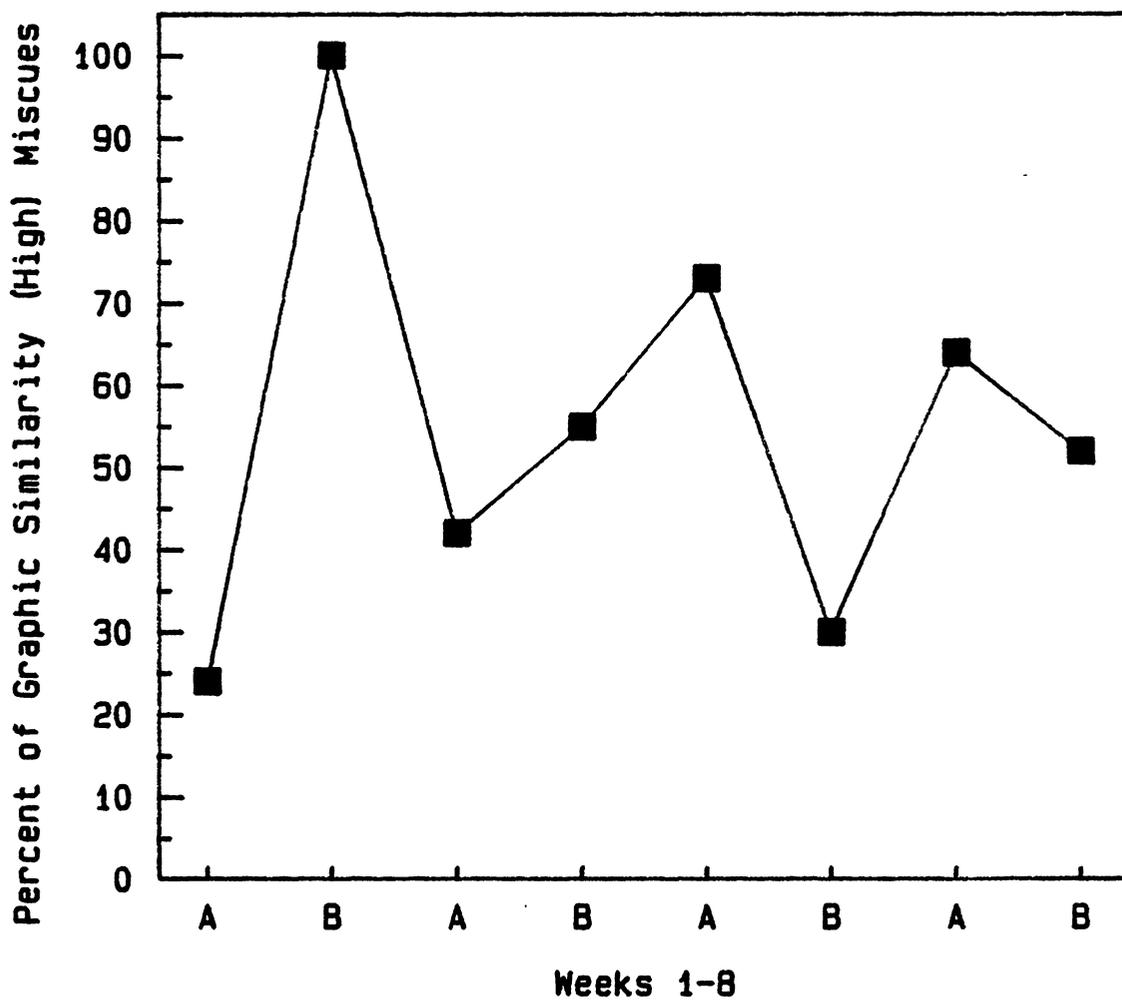
language experience materials to regular materials there was a decrease in score. For example, moving from language experience materials to regular materials in weeks 3 to 4, 5 to 6 and 7 to 8, a decrease in score can be seen. On the contrary, an increase in score occurred each time treatment alternated from regular materials to language experience materials. The most distinguishing aspect of Chester's performance is his limited ability to successfully correct his miscues and/or to make sound judgment about his miscues that should be corrected.

Summary

Chester had relatively low "high" graphic similarity scores with both regular materials and language experience materials. However, his overall "high" graphic similarity score was higher with regular materials. He had a higher overall "no loss" score on comprehension with language experience materials. His overall "strength" score on grammatical relationships was somewhat low under either treatment, but his overall "strength" score was higher with language experience materials. He corrected more miscues with language experience materials, but both treatment conditions produced relatively low "corrected" scores.

WalterGraphic Similarity

Walter's "high" graphic similarity scores are displayed in Figure 18. It shows that his overall "high" graphic similarity scores were approximately equal with language experience materials and regular materials ($M = 58.50$ and $M = 52.50$, respectively). Moreover, his scores were variable; that is, large increases and decreases in scores can be seen with alternation of treatments with either regular materials or language experience materials. Further, a distinct change can be observed in scores from weeks 1 to 4 and 5 to 8. For example, there was an increase in score moving from regular materials to language experience materials in weeks 1 to 2 and 3 to 4. Similarly, there was an increase in score moving from language experience materials to regular materials in weeks 4 to 5 and 6 to 7. However, moving from regular materials to language experience materials in weeks 5 to 6 and 7 to 8 noticeable decreases in scores can be observed. A sharp decrease in score can also be seen moving from language experience materials in week 2 to regular materials in week 3. In summary, Walter had one week (2) of high "high" graphic similarity score with language experience materials and two weeks (1 and 3) of low "high" graphic similarity scores with regular materials.



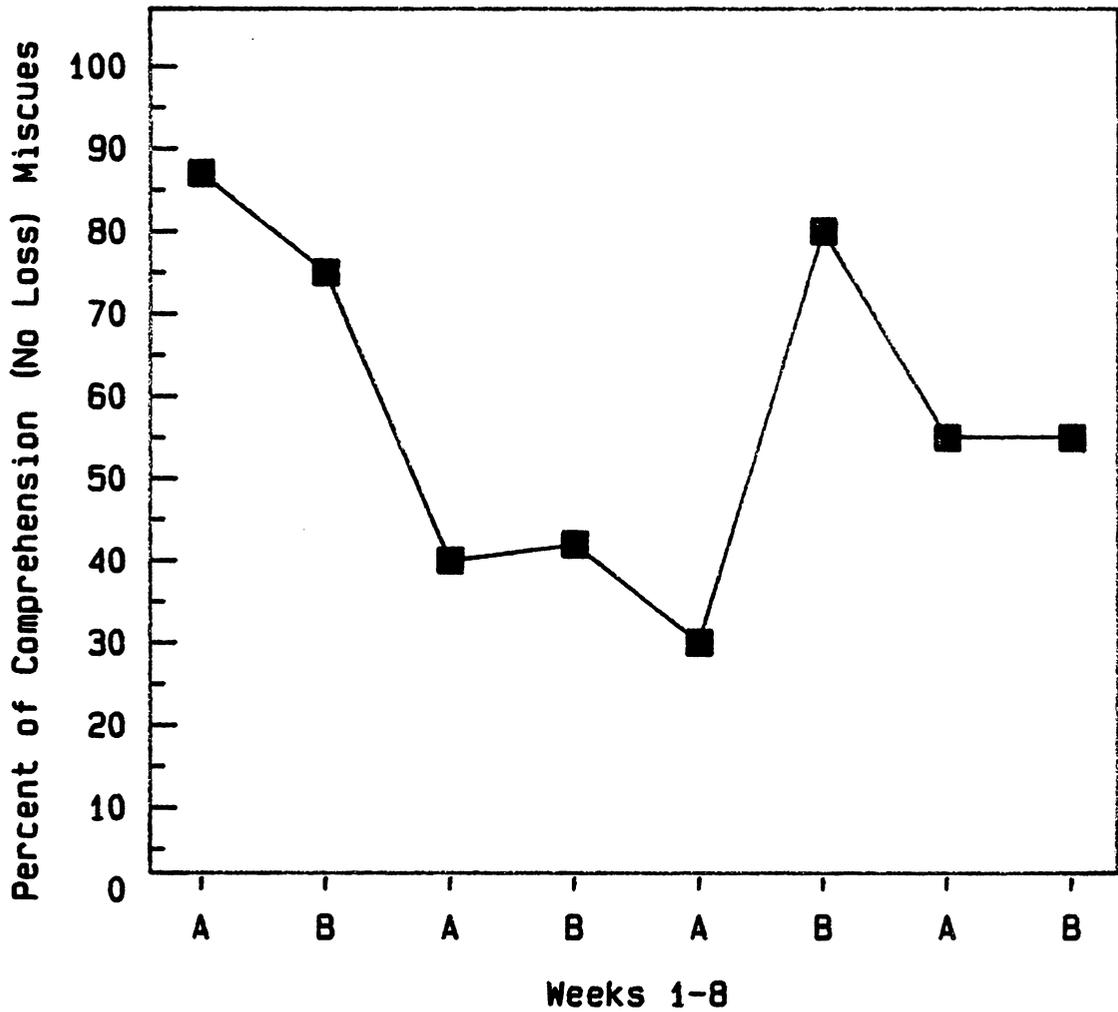
A = Regular Materials

B = Language Experience Materials

Figure 18
Graphic Similarity (High) Data for Walter

Comprehension

Walter's "no loss" scores on comprehension are displayed in Figure 19. It shows that his overall "no loss" score with language experience materials was higher than his overall "no loss" score with regular materials ($M = 60.50$ and $M = 50.25$, respectively). Further, his scores were characterized by variation. He had increases and decreases in scores as treatments alternated. However, alternation of treatment from language experience materials to regular materials tended to produce larger decreases. For example, there was a decrease in score as he moved from language experience materials to regular materials in weeks 2 to 3, 4 to 5 and 6 to 7. A decrease in score can also be observed where he moved from regular materials in week 1 to language experience materials in week 2. On the other hand, an increase in score can be seen where he moved from regular materials to language experience materials in weeks 3 to 4 and 5 to 6. In summary, Walter had three weeks (2, 4 and 6) of high "no loss" scores with language experience materials and two weeks (3 and 5) of low "no loss" scores with regular materials.



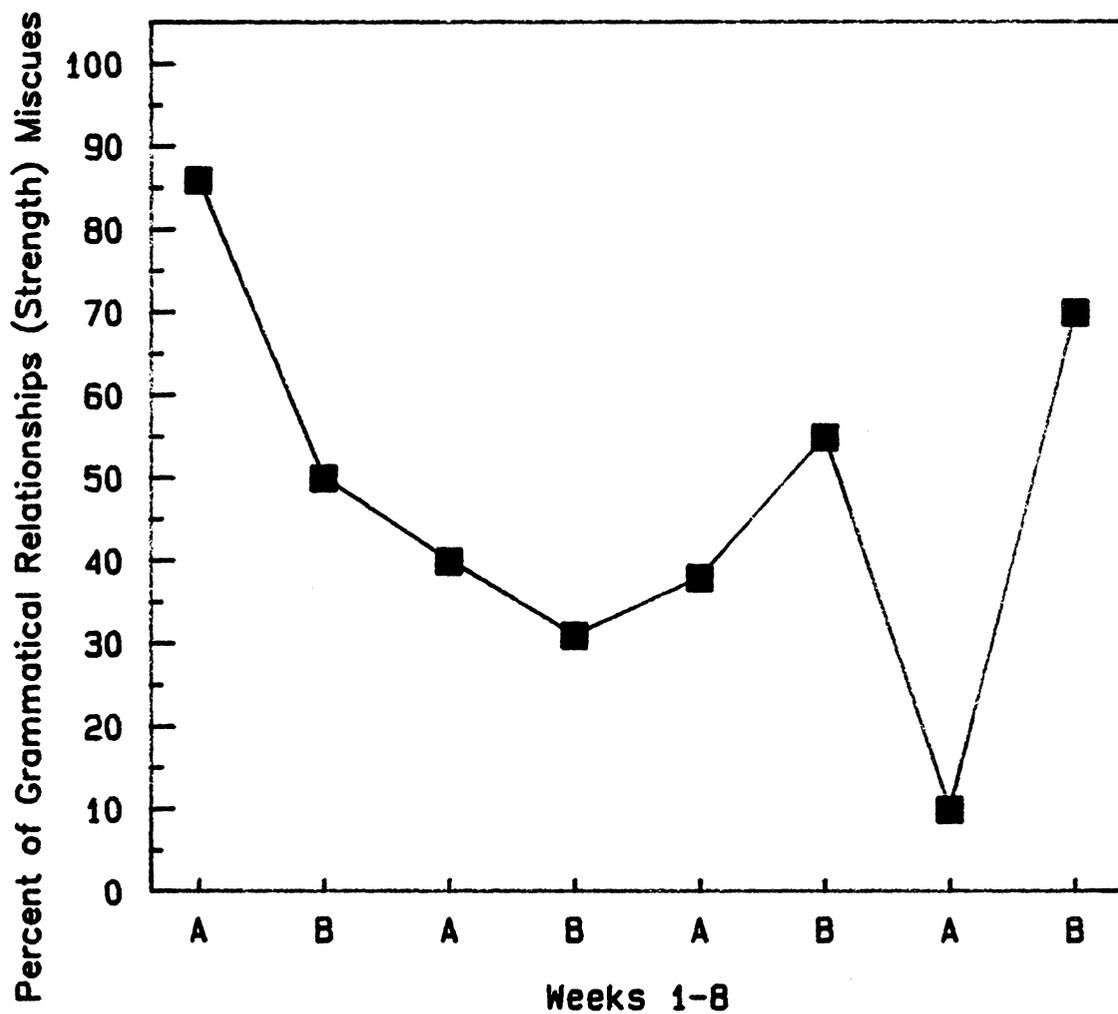
A = Regular Materials

B = Language Experience Materials

Figure 19
Comprehension (No Loss) Data for Walter

Grammatical Relationships

Walter's "strength" scores on grammatical relationships are displayed in Figure 20. It shows that his overall "strength" score with language experience materials was slightly higher than his overall "strength" score with regular materials ($M = 50.25$ and $M = 42.00$, respectively). Additionally, his scores were variable. Several large increases and decreases in scores can be observed with alternation of treatments using either regular materials or language experience materials. For example, there was an increase in score moving from regular materials to language experience materials in weeks 5 to 6 and 7 to 8. However, a decrease in score can be observed moving from regular materials to language experience materials in weeks 1 to 2 and 3 to 4. Likewise, a decrease in score can be seen moving from language experience materials to regular materials in weeks 2 to 3 and 6 to 7. But, a small increase in score can be observed moving from language experience materials in week 4 to regular materials in week 5. Finally, Walter had two weeks (6 and 8) of high "strength" scores with language experience materials and one week (7) of low "strength" score with regular materials.



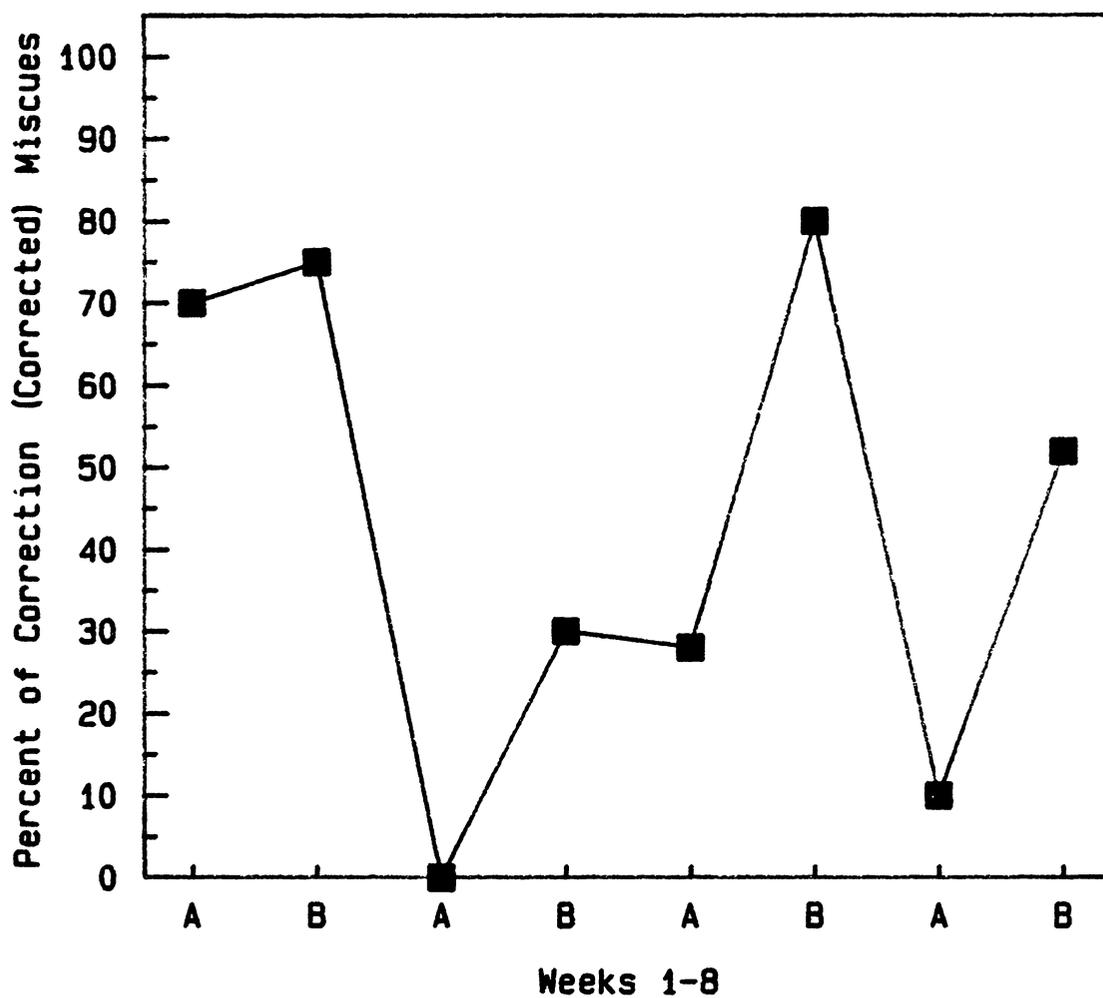
A = Regular Materials

B = Language Experience Materials

Figure 20
Grammatical Relationships (Strength)
Data for Walter

Correction

Walter's "corrected" scores are displayed in Figure 21. It shows that his "corrected" scores with language experience materials were higher than his "corrected" scores with regular materials ($M = 57.75$ and $M = 26.50$, respectively). The pattern from the alternating treatments also verifies this difference. Each week treatment alternated from regular materials to language experience materials there was an increase in score. For example, an increase in score can be seen moving from regular materials to language experience materials in weeks 1 to 2 and 3 to 4. Additionally, an increase in score can be observed moving from regular materials to language experience materials in weeks 5 to 6 and 7 to 8. Conversely, when treatment alternated from language experience materials to regular materials a decrease in score occurred. Examples of decrease in scores are weeks 3, 5 and 7. In conclusion, Walter had four weeks (2, 4, 6 and 8) of high "corrected" scores with language experience materials and three weeks (3, 5, and 7) of low "corrected" scores with regular materials.



A = Regular Materials

B = Language Experience Materials

Figure 21
Correction (Corrected) Data for Walter

Summary

Walter had a slightly higher overall "high" graphic similarity score with language experience materials. His "high" graphic similarity scores did not follow the pattern of the alternating treatments. He had a higher overall "no loss" score on comprehension with language experience materials. Also, his "no loss" scores did not adhere to the pattern of the alternating treatments. His overall "strength" score was slightly higher with language experience materials, but his scores under either treatment condition did not follow the pattern of the alternating treatments. He corrected more miscues with language experience materials. Moreover, his "corrected" scores followed the pattern of the alternating treatment conditions.

General Reading Performance

Victor. Before treatment Victor's reading ability was minimal. He was only able to read selected short sentences consisting of one- and two-syllable words. He could easily recognize words like: is, come, the, big, something, books, him, and man. He was unable to recognize words like: fly, cake, sit, away, paper, ship, better, and until. Victor used spelling and phonics as strategies for identifying some words that appeared somewhat difficult for him. For example, he spelled words piece, white, long, and things, and pronounced

them as, place, with, light, and thinking, respectively. He encountered the words, stage, and pronounced the part that he recognized, age. Then he pronounced the letters s and t, and finally the word stage. When he came upon the word, broke, he reasoned with it in the following manner: "bro, put the c to that (oke) and that will be cake. No, c (ku) coke. If the c was on there that would be coke. So, br wouldn't be broke, would it?" (The participant initiated and followed through with this reasoning activity without any assistance from the researcher.) These strategies were more pronounced when working with the word list (words out of context) than when reading whole language material. As the reading treatment continued Victor's word recognition ability showed improvement. For instance, he demonstrated his ability to identify multi-syllabic words like, relationship, communication, environment, and transportation in context.

Victor also demonstrated ability to use more effective reading strategies as his involvement in the reading sessions continued. He engaged in word substitution when unfamiliar words posed a problem for him. For example, he substituted the word conversation for correspondence in the sentence, "And when I said something to her, she gave me some correspondence back on what I had said to her." Another example was his substitution of the word sentence for charge in the sentence "I have been writing to her since I've been

down on this charge because she caught three years." However, at times Victor's strategies became overly analytical and got in his way such as when he would look for little words (words with a smaller number of letters) inside of big words (words with a larger number of letters). As an example, in the word heat, Victor found the two words, he and at. Then, he proceeded to pronounce heat as, "he," "at."

Additionally, Victor used context as a useful reading strategy. For example, he would skip words that he did not know, and would return to them when he had obtained sufficient information with which to decode them. He would often return to the beginning of the sentence when he encountered a difficult word. Victor tried to make sense out of the reading material. When the material did not appear to make sense to him, he would reread it and make, or attempt to make, corrections. On one occasion he said, "I'll go back over it if it don't sound right; you know that." At another time he stated, "You know that if it don't sound right I'm going to go over it anyway. I've got to make sure that it makes sense."

Robert. Prior to treatment Robert demonstrated minimal reading ability. He was only able to read a very few short and simple sentences. Robert's sight word recognition ability was limited to words like: man, away, rabbit, night, food, walk, street, duck and always. He was not able to

identify words like: what, water, mitten, farm, could, high, wife, city, and once. His word recognition ability improved as the reading sessions continued. For example, he began to easily recognize multi-syllabic words such as supermarket, disciplinary, and universal. He also began to read sentences of longer length. As an example, he read the following sentence:

There is a lot of pressure on your heart when you are playing basketball and running hard and shooting that stuff in your arms.

Robert seemed to use spelling as a strategy for word identification. When he encountered unfamiliar words, he would hesitate a few seconds before making a response. When the researcher asked him what was he doing, he said, "I was spelling the word to myself."

Further, he demonstrated ability to employ context as an effective reading strategy. Whenever he read a line of print that did not make sense to him, he would reread it. As an example, while reading a passage about his grade-school teachers, he read the sentence, "I didn't dislike any of that." He realized that the sentence, as he had read it, did not make sense, so he reread it, "I didn't dislike any of them." At times he would omit an unfamiliar word and return to it when he had obtained enough information with which to decode it. For instance, he read the sentence, "Fred was talking funny because he had _____ on his breath."

By reading to the end of the sentence, he realized that the omitted word, the one that he could not identify initially, was alcohol.

Whenever Robert encountered a difficult word he would use a string of words to see if one would fit and give meaning to the print. By way of example, in reading the sentence, "Take a few from one side, then a few from the other, until you have gotten the right weight down to where you want it," he had trouble with the word, where, and he proceeded to use the string, what, when, with and where, in search of a proper fit for meaning. If Robert recognized a troublesome word after he had passed it, or if he received assistance from the researcher in word identification, he would return to the beginning of the sentence, or phrase, and reread it.

Chester. Chester did not demonstrate an ability to employ effective reading strategies prior to treatment. Furthermore, he seemed unwilling to make any attempt at identifying unfamiliar words. He would look at the troublesome words in silence. With his limited reading ability, Chester could identify words like: is, the, she, my at, him, man, and up. He was unable to identify words like: look, that, jump, of, work, was, fly, and water.

Chester needed assistance with basic concepts of print such as observing left-to-right and top-to-bottom sequences in reading print. His limited word recognition ability

caused the reading activity to be extremely slow. Upon engaging in the reading sessions Chester experienced an increase in word recognition ability. Some of the words that he was able to identify using language experience materials are the following:

hospital, someone, blackberries, take,
friend, Monday, brother, home, together,
radio, anymore, phone, front, anywhere,
people, Saturday, picture, accident,
yesterday, officer, and bathroom.

Chester's involvement in the reading project produced several useful reading strategies. For example, at the early stage of the reading project he seemed to rely primarily on whole word identification by repeating words several times to himself. Also occasionally he would spell out troublesome words before attempting to pronounce them aloud. To cite an example, he came upon the word, died, and immediately began the spelling procedure, "d i e d," and then he pronounced the word. After the third reading session, Chester attempted to identify words through predicting. For instance, he read, "a few minutes later," for "a few minutes after" In this effort, it appeared that he was employing graphophonic semantic and syntactic cue systems. As the sessions continued, Chester substituted words when he could not identify the author's words. By way of example, he substituted the word make for earn in the sentence, "After Bessie began to earn money, they all moved north and made

their home in Philadelphia." Other examples are his substitution of the word care for mind in the sentence, "He didn't mind," and his substitution of the word music for song in the sentence, "The sound of his song. . . ." Chester also demonstrated ability to use context for monitoring his reading by frequently returning to the beginning of the sentence whenever he encountered a difficult word within the sentence. He would also repeat the whole sentence after a troublesome word within the sentence had been identified. Additionally, Chester often repeated phrases after reading them correctly.

Walter. Walter demonstrated little, if any, systematic and/or useful reading strategies prior to treatment. He also demonstrated minimal word recognition ability. He recognized words like: is, come, the, look, big, my, man, away, and duck. He was unable to identify words like: that, on, at, be, as, fly, water, name, and sit. While attempting to identify words, he would engage in irrelevant activities such as table-tapping and finger-snapping. He would often say to the researcher, "I have seen that word," or "I know that word, but it won't come to me." Walter required help with basic concepts of print such as observing left-to-right and top-to-bottom sequences in reading print. His deficit in word recognition ability caused the reading activity to be tremendously slow. After he had engaged in several reading

sessions there was evidence of an increase in word identification ability. The following are some of the words that Walter was able to identify:

weekend, sometimes, work, everything, before,
always, shop, buy, warm, temperature,
thermometer, cake, spoon, undercrust, knife,
fork, roof, job, brick, and paste.

When Walter encountered an unfamiliar word and it was identified by the researcher, he would repeat it several times before continuing the reading activity. As the reading sessions continued, Walter demonstrated the ability to use context for word identification. For example, whenever he encountered a troublesome word, and if he could or could not identify it, he would return to the beginning of the sentence and reread it. Additionally, whenever he came upon a difficult word that he had previously identified, but could not remember, he would return to it and reread that part of the passage in an attempt to reidentify the difficult word. For instance, in reading the language experience passage below, he identified the word, chairs, when he first encountered it, but when he came upon it for a second time he could not immediately reidentify it, so he returned to that part of the passage where the word, chairs, first appeared.

They took the long tables out and put some small tables in and gave us some better chairs to sit in. You can take them and unhook them and hook them up and make them longer. They are orange. The tables are red and have

stainless steel on the top. The _____ are plastic.

Walter tried to make sense out of what he was reading. For example, he read the sentence, "Concrete is a mixture of cement, sand, gravel, and water that is between together by a chemical reaction between the water and the cement." He said to the researcher, "That didn't sound right there." Then he reread the sentence, "Concrete is a mixture of cement, sand, gravel, and water that is bonded together by a chemical reaction between the water and the cement." As Walter's reading ability improved, he would skip over difficult words and return to them when he received sufficient contextual information that would enable him to identify the words.

Walter recognized words in the extended assisted reading sessions that he encountered in the assisted repeated reading sessions. As his reading ability increased, he developed sufficient confidence to take the lead in the reading sessions.

Materials

Regular

Victor. The regular materials that were used for Victor's reading instructions pertained to activities in which he had been engaged. Since he had performed masonry work, engaged in sport activities, participated in drug

related crimes, and followed the Muslim religion, he selected and read materials related to these topics. These materials were obtained from books, magazines, pamphlets, newspapers, and brochures. (See Appendix A for a list of regular materials Victor read during the project.) The materials were selected because of the participant's expressed interest in them. Victor seemed to enjoy working with the materials. After reading an article in a Sports Illustrated magazine he said, with a tremendous amount of zeal, "I'd like to have this book here. I like this book here." He also asked for other reading materials that were used. Although Victor was interested in the content of the regular materials, some of the content was difficult for him. During the reading sessions in which regular materials were used, words had to be explained to him. For example, in a reading session in which a newspaper article about the death of Len Byas, the basketball star, was read, Victor encountered the phrase, analytical chemist, and asked the meaning of it. Other words such as, paramedic and immunity, with which he had some familiarity, but of which he lacked an adequate understanding, also required explanations.

Language Experience

Victor. Victor's self-generated materials were about work, family, friends, drugs, school, sports, music, and religion. He seemed to enjoy reading language experience materials and did not encounter difficulty in providing language experiences. In this regard, he stated, "I always have something to tell you."

Victor always seemed to have enjoyed the dictation periods. His dictation of the experiences and reading them seemed to have provided therapy for him. He said, "To be able to come and get that type of stuff out of your mind, you know, to just talk to somebody about it and then maybe read about it, that's a big relief within yourself." (See Appendix B for a sample of Victor's language experience materials.)

In addition to his positive attitude towards language experience materials, Victor also seemed more successful. He demonstrated greater reading ease with language experience materials. For example, in working with a language experience passage consisting of 200 words, his reading time was two minutes, whereas his reading time for a 200-word regular passage was five minutes.

All of the topics contained in Victor's regular materials were the same as those in his language experience materials. In addition, the number of general topics in his language experience materials exceeded the number of topics

in his regular materials. He appeared to like both regular materials and language experience materials. However, language experience materials seemed to be easier for him. Victor required less assistance with language experience materials. Concepts contained in some of Victor's regular materials had to be defined for him. Specifically, some of the material was meaningless to Victor until explanations of concepts were provided.

Regular

Robert. The regular materials that were used for Robert's reading instructions pertained to activities in which he had participated. Since Robert had performed masonry work prior to his imprisonment and engaged in athletic activities while in grade school and prison, he read materials related thereto. These materials were obtained from books, magazines, and newspapers. (See Appendix C for a list of regular materials Robert read during the project.) The materials were selected because Robert had revealed an interest in them. Robert indicated that he enjoyed the materials even though the materials were not easy for him. Many of the words that were included in the materials were neither in his sight vocabulary nor in his speaking vocabulary, and therefore had to be defined for him. Examples of such words are:

factor, dilute, hazard, stride, flop, flap, offensive, network, temporarily, excessive, capacity, and revenue.

Language Experience

Robert. Robert's self-constructed materials were about prison activities, sports, family, friends, teachers, traveling, school, work, and driving experiences. (See Appendix D for a sample of Robert's language experience materials.) He indicated that he enjoyed dictating his experiences. Moreover, he demonstrated more success with language experience materials. For example, his reading a 200-word language experience passage was performed in three minutes, whereas his reading a regular passage of the same length was performed in five minutes.

Robert's regular materials and language experience materials consisted of the same topics. Additionally, the number of general topics in his language experience materials exceeded the number of topics in his regular materials. Robert seemed to like both regular materials and language experience materials. However, he seemed to find language experience materials easier.

Regular

Chester. The regular materials that were used for Chester's reading instructions pertained to music and personalities in the music profession. These materials were obtained from various books and jackets of record albums.

(See Appendix E for a list of regular materials Chester read during the project.) The materials were selected because Chester had indicated an interest in them. However, he did not read the regular materials as easily as he read the language experience materials. For the materials that Chester read, he stated, "The hardest lessons was in the book."

Language Experience

Chester. Chester's self-authored materials were about childhood experiences, prison experiences, and also about past employment. (See Appendix F for a sample of Chester's language experience materials.) Reading the materials that he produced seemed to bring him pleasure, and he demonstrated his feelings through facial expressions during the sessions in which he read his dictated materials. Chester seemed to think that language experience materials were easier for him to read than were regular materials. He said, "What I told you, you recorded. I find that to be easier than what I was reading out the book." Chester read a 200-word language experience passage in six minutes. His reading a regular passage of the same length required ten minutes.

The topics contained in Chester's regular materials and language experience materials were dissimilar. However, the general topics for both types of materials were nearly equal

in number. Chester appeared to like both regular materials and language experience materials. But, he was more successful with language experience materials.

Regular

Walter. The regular materials that were used for Walter's reading instructions pertained to jobs with which he had been associated. Specifically, Walter read about cooking, baking, masonry, building, roofing, and heating. These materials were obtained from various cook books, masonry books, and construction books. (See Appendix G for a list of regular materials Walter read during the project.) Although the materials were selected because Walter expressed an interest in them, they were not easy for him. The composition of some of the regular materials was unlike Walter's self-constructed materials; that is, the sentences in the regular materials generally contained more words than the sentences in Walter's self-generated materials. The following is an example of the regular materials that were used for Walter's reading instructions:

If your oven has a pilot light, it will be warm enough. Otherwise, set the mixing bowl in a cold oven with a pan of water on the shelf beneath it.

An example of Walter's self-constructed materials is:

We did brick mason work. We built houses for people. I used to work at Carolina Trace.

Language Experience

Walter. Walter's self-generated materials were about school experiences, prison experiences, male/female relationships, and family relationships. (See Appendix H for a sample of Walter's language experience materials.) Even though Walter appeared to find language experience materials somewhat easy to work with, the task of generating the materials appeared somewhat difficult for him. He said, "Thinking things for me to work with is about the hardest thing there is." Walter read a 200-word language experience passage in three minutes, whereas his reading a regular passage of the same length required six minutes.

The topics contained in Walter's regular materials and language experience materials were not the same. In addition, the number of general topics in his language experience materials exceeded the number of topics in his regular materials. Walter appeared to like both regular materials and language experience materials. Although he seemed to find language experience materials easier to work with, at times he had some difficulty generating experience materials.

Summary

The general topics contained in Victor and Robert's regular materials and language experience materials were similar. On the other hand, the general topics contained in Chester and Walter's materials were dissimilar. For all participants, the general topics in their language experience materials exceeded the number of topics in their regular materials.

All participants liked reading both regular materials and language experience materials. Language experience materials seemed easier for the participants, and the participants appeared more successful with the language experience materials.

Attitudes

Victor. Victor had a positive attitude toward reading and appeared to be confident in his ability to learn how to read well. The researcher did not detect any signs of anxiety in relationship to Victor's reading ability. He was motivated and did not exhibit negative feeling toward himself due to his inability to read well.

Victor was cooperative and interacted well with the researcher. For example, he would often enter the classroom to converse with the researcher before the reading sessions began. Topics which he talked about were: immature

attitudes of prison inmates, the manner in which the prison was operated, the intellectual ability of some of the prison officials, and life after prison. He learned the schedules of other inmates who participated in the reading project and informed the researcher when the participating inmates were not available to attend the regularly scheduled period of instruction. He also assumed the responsibility of searching for project participants when it appeared that they might be late for their reading instructions.

Victor was always ready to begin the reading session at his scheduled time. If the researcher exceeded the time period working with another participant, and it was time for Victor to receive his instructions, he would enter the classroom and remind the researcher that it was time for him to come in. He would not hesitate to tell the researcher that a fellow participant was, "taking up some of my time." The fact that he was reluctant to end the sessions, and indicated that, "The reading sessions are too short," would seem to suggest that he found the sessions fulfilling, if not useful and/or enjoyable.

Victor disliked anything interfering with this reading instructions. For instance, on one occasion while instructing Victor, a prison official interrupted the reading session to inquire about one of the inmates who was participating in the reading project. After the official

left the room Victor said, "That was wrong. That wasn't necessary. He could have waited until you was through with me." In this same vein, whenever Victor was ill, he would sign up for early sick call, or miss it altogether, in order to keep his scheduled appointment with the researcher.

Victor seemed to recognize his reading accomplishment and felt good about it. He stated, "Since the first day that we started this class, I have made some improvements because I can read a lot of work in school and out of school, and I see a lot of progress." At another time he said, "it (the project) has really helped me grow and I see the progress that I have made out of it." He appeared to be appreciative of the researcher's efforts. He commented, "I think that they should grant you some license so that you could continue to do this here, because it's (the project) a great success." He also said, "This here is the best thing that the schools can ever have. I mean, this here is the best thing the schools can ever have in 'em today because this wouldn't only help a person learn how to read, but it would also help a person in all other angles."

Initially, Victor did not seem to understand the repeated reading strategy. After reading a passage several times at one session, he asked, "Is this all I'm gonna read? I ain't reading it good enough." He did not seem to understand why he should be asked to reread a selection on

which he had made only a few miscues and required minimal assistance. He, however, accepted and adjusted to the strategy after it was further explained to him. An indication of his acceptance and/or adjustment is the response he made at the next reading session when the researcher asked him to reread a passage. Victor smiled and responded, "I ain't gonna say nothing; I ain't gonna say nothing." He then proceeded to reread the passage.

Robert. Robert possessed a very positive attitude toward reading and appeared to be confident in his ability to become a better reader. He seemed to be glad that he had an opportunity to become involved in the reading project. He wanted to improve his reading ability and appeared to be aware of the importance that is placed on one's ability to read in our society. He interacted well with the researcher and appeared interested, motivated, and enthusiastic about learning to read better. He said, "I wish we had longer to do it. You know, I like coming in her working with you." As he began to experience success in reading, his confidence in his ability to learn to read better became stronger. He stated, "I feel good about it (reading) since I know now that since I've been into it I've improved my reading."

Robert attended the reading sessions with promptness and demonstrated a readiness for classroom instruction. He even attended the reading sessions when he could have easily

qualified for bed rest. He never voiced any negative opinions about the reading sessions. He would become disappointed and upset whenever the reading sessions were interrupted. To cite an example, on one occasion during the period of the project, a power outage occurred in the prison and all inmates had to remain in their cells. When the power was restored, Robert rushed to the classroom for reading instructions and found the classroom empty. He inquired into the researcher's whereabouts, and continued to be persistent in his inquiry until he was told that the researcher had been to the prison earlier that day, but had left due to the outage, and would not return until the following day. Upon receiving this information, Robert dejectedly returned to his cell block. Robert did not want the reading project to end; therefore, he requested additional reading sessions after the termination of the project.

Chester. Although Chester indicated the absence of doubt regarding his ability to learn to read well, the researcher sensed the presence of fear when Chester encountered the printed page. For example, he was not attentive to print, he would not attempt to read independently, and he was often late for reading instructions. On several occasions, it was necessary for a prison official or a fellow inmate to search for him and accompany him to the classroom. Eventually, Chester became

more composed and cooperative, showed more interest in reading, and seemed more motivated and a little more enthusiastic about the reading project. For example, he would arrive at the reading sessions on time and would want to continue the reading activity after the scheduled time for the sessions had expired. However, he demonstrated an uncertainty about his word recognition ability. He wanted his word recognition to be confirmed. For instance, he would identify words and say, "right?" He would not continue the reading activity until he received confirmation from the researcher.

Chester seemed to be appreciative of the opportunity to improve his reading ability. He said, "It will mean a lot for me to be able to read. I feel bad about not being able to read." Chester attributed his inability to read well to his teacher and family. He stated, "When I was in school on the street, I didn't have nobody to really sat down and make me git into reading." In regard to his teacher he said, "The teacher that we had when I were going to school, she wasn't really into it herself, to tell you the truth. She used to wouldn't give us nothing to do. All we'd do was play games like ball and stuff like that there. She never would give us no reading, or nothing like that." With respect to his family concerning reading, he indicated that he didn't receive help from his parents because they worked, and his

brothers and sisters would not take time to help him learn to read. Of his siblings he stated, "I would ask them, but they would say, 'I ain't got time.' So, I didn't argue with them."

Chester's reading improvement seemed to have produced self-respect and respect for others. His prison conduct seemed to improve with the improvement in reading ability. For instance, he became more attentive to prison rules and procedures, and more conversant with prison officials and inmates. When he became aware of his success in reading, he demonstrated a more positive attitude toward reading, and more confidence in his potential to learn to read better. For example, he commented, "If I put my mind on it and just really git into it, I could learn to read well. I be rushing. I've got to slow down a little bit." Such comments demonstrate that he was thinking about and concerned with his performance.

During the reading project, Chester experienced a period of regression. He appeared not to have a great amount of interest, motivation, and enthusiasm about improving his reading ability. One example of this was the requirement of help with those words that he had recognized readily in previous sessions. Another example was his statement, "I'm more interested in using my hands than my mind. I'm used to working with my hands; that's what I'm used to." While

Chester regained some of his interest, motivation, and enthusiasm, he did not seem to participate in the instruction as productively as the other participants who were in the reading project. However, as the reading sessions progressed, Chester did become more interested in printed matter. He became especially attentive to wall posters that contained a caption, and also posted signs.

Upon completion of the project, Chester commented, "I feel good about learning how to read. I feel better than I did when I first came up here. When I first came up here I didn't know nothing. I liked all that we did 'cause I know it was helping me."

Walter. Walter did not appear, initially, to be interested in learning to read better. Obtaining language experiences from him at the outset of the project was not an easy task. For example, when the researcher asked him to tell him about the things in which he was interested, or something about which he knew; namely, sports, building a house, laying bricks, carpentry, automotive repair, driving a car, automobile racing, family, friends, etc., he commented, "I don't know." He stated that he had done nothing during his twenty-six years of life and that it (26 years) was, "a long waste." When the researcher questioned him about employment and travel, he indicated that he had not held a job nor traveled. Walter said that he watched

television, but when the researcher asked him to tell about some programs he had viewed on television he said that he did not remember any programs that he had seen. He stated, "I just can't rememorize them. I just sit there and look at it, but it done gone away from me."

Walter appeared to have negative feelings toward himself. For instance, when the researcher asked him about things that he could do well, he said, "I can't do anything."

After several reading sessions, and as Walter began to achieve success, his attitude toward reading became more positive. Walter commented, "I like reading now since I'm in the program. I can build myself up (improve himself) if I want to." He began to demonstrate more interest, motivation, and enthusiasm about reading. He approached the reading materials with increased confidence, and demonstrated more eagerness to begin reading sessions. For example, he became the initiator of the reading sessions, and would arrive at the classroom 15 to 20 minutes prior to the time that he was scheduled for his reading instructions. Additionally, Walter asked if he could continue reading lessons after the termination of the reading project.

Language experiences became easier to obtain from Walter; that is, he became more willing to provide dictations about things of interest to him. Also, his self-concept improved. For instance, he became more communicative and

more social. In fact, he became the initiator of conversations. As an example, the counselor at the prison indicated that Walter began stopping by his office to tell him about the progress he was making in the reading project, and also about how he felt his ability to read would benefit him after his release from prison. The prison counselor indicated that prior to Walter's engagement in the reading project, his conversations with Walter had been limited only to matters pertaining to prison life. That was a vast improvement over Walter's previous behavior. At the beginning of the project, Walter was virtually uncommunicative. As his reading ability increased, his conduct as a prisoner became more positive. According to prison officials, Walter became more receptive to prison rules and procedures.

Walter seemed to be aware of the importance that is placed on reading and on one's ability to read in our society. He did not feel good about his inability to read well and he commented that he wanted to become a better reader so that, "when I see things, like reading the newspapers, books, magazines." He felt that by becoming a better reader he would be able to "get a better job, improve myself and not come back in a place like this."

Summary

Analysis of the data indicated that all of the participants showed an increase in their reading grade scores on both word recognition and passage comprehension after participating in the reading project. Results also showed that participants recognized the highest number of sight words with language experience materials. However, only Robert's and Chester's performances were linked specifically to the alternating treatments for sight word acquisition. Additionally, it was observed that all participants employed useful reading strategies during their involvement in the reading project.

Analysis of miscue data showed the following: (1) For graphic similarity two of the participants produced higher "high" percentage scores using regular materials, and two produced higher "high" percentage scores using language experience materials. (2) All participants had higher "no loss" scores using language experience materials. (3) All participants had higher grammatical relationship (strength) scores using language experience text. (4) The participants engaged in more correction activity when language experience materials were used.

There were strong indications that all participants found language experience materials easier to read. However, they all seemed interested in both types of materials.

CHAPTER V

SUMMARY, CONCLUSIONS AND IMPLICATIONS

Summary of the Study

The purpose of this study was to examine the effectiveness of a whole language strategy and two different types of text materials in teaching adults to read. The participants for the study were 4 prison inmates ranging in age from 26 to 28. They had all been designated disabled readers based on the results of their low scores on the Wide Range Achievement Test (WRAT), and the Adult Reading Placement Inventory. To verify the low reading scores, the researcher tested the participants using the word identification and passage comprehension subtests of the Woodcock Reading Mastery Tests.

Two instruments were used to monitor the participants' reading activity. A weekly 20-item sight word test constructed by the researcher was used to monitor the participants' sight word growth, and the Reading Miscue Inventory was used to analyze the participants' reading proficiency in qualitative as well as quantitative terms. The selections for regular materials were obtained from books, magazines, pamphlets, newspapers, brochures, and

jackets of record albums, depending on each participant's interest. The participants dictated language experiences, which were recorded and transcribed. The participants also read selections with assistance from the researcher. The researcher listened to a playback of the tape-recorded reading sessions and recorded miscues that were detected in the playback.

The questions which the researcher attempted to answer were:

1. What effects does the use of a whole language instructional strategy, assisted reading, have on the reading performance and development of adult disabled readers?

2. Given the use of an assisted reading strategy, what effects does the use of different texts (regular and language experience) have on the learning to read process and the reading performance of adult disabled readers?

The findings of the investigation are provided in the following participant summaries.

Participant Summaries

Victor. Victor began the project reading with a 1.8 word recognition score and a 2.8 passage comprehension score. After his involvement in the reading project he showed a small increase in his reading grade scores. His word

recognition score increased to 2.2 and his passage comprehension score moved to 3.5.

Since attitude tends to influence reading ability it is considered an essential element in the reading process. A positive attitude toward reading would seem to be a factor that provides for reading success. During the project Victor's attitude toward reading seemed to improve. For example, at the start of the project he did not own any reading materials and seemed to be satisfied with that condition. However, after involvement in the project he expressed a desire to have some printed material in his possession. For instance, he asked to be given one of the magazines that was being used for instructional material in the reading sessions. A further indication of improvement in attitude was his act of contributing some regular materials to be used for his reading lessons. These were materials in addition to those that had previously been selected for his reading sessions. In the course of the project he occasionally brought newspaper articles on sports activities and drugs to the classroom and wanted those materials to be used for his reading lessons.

By design, during the reading project, Victor read materials that interested him and consisted of topics with which he was familiar and which matched his background and experiences. He seemed to enjoy both regular and language

experience materials. However, some content of regular materials appeared difficult for him. One plausible explanation for the difficulty is that some disparity might have existed between the language and content of materials being read and Victor's own language competence. He appeared to find language experience materials easier to read. That is, he seemed to require less assistance from the researcher on word identification when language experience materials were used.

A strategy has been described as a reader's way of using available information. At the beginning of the reading project Victor did not evidence ability to use information systematically or strategically. For example, he did not use context effectively in the reading process. He would not read beyond the unknown words to obtain meaning to aid him in word identification. Instead, he would allow the unknown words to terminate his reading until the researcher identified the words for him. As Victor became further involved in the project and continued to read regular and language experience materials, he acquired the ability to employ context as a strategy to monitor his reading. That is, he used meaning to aid him in word recognition.

Victor's use of the major cue systems also revealed several distinct patterns, although these varied somewhat depending on the type of reading materials. Under language

experience materials, for example, Victor produced an overall higher graphic similarity score and higher scores on comprehension and grammatical relationships than he did when reading in regular materials. He also corrected more miscues with language experience materials.

During the reading project Victor showed growth in sight word vocabulary. However, neither of the two types of materials (regular and language experience) seemed to have a differential influence on the sight word gain. He was generally consistent in sight word performance using either regular or language experience materials.

In summary, Victor showed development in his reading ability, in word recognition and comprehension across the project. He evidenced a positive attitude related to his success and the relevance of the materials. His strategies reflected extensive use of context to monitor his reading and facilitate word recognition. He tended to make more use of the graphophonic, syntactic and semantic cue systems while using language experience materials. However, his acquisition of sight words remained stable regardless of the type of materials used.

Robert. Robert began the project reading with a 1.9 word recognition reading score and a 2.0 passage comprehension reading score. After his involvement in the

reading project he showed an increase in reading scores. His word recognition score increased to 2.4 and his passage comprehension score moved to 4.7. Generally, Robert exhibited the most marked improvement pattern.

In the course of the project Robert's attitude toward reading showed a significant change toward the positive. For example, at the onset of the project he seemed to be satisfied with the allotted time prescribed for the reading sessions; however, after his exposure to the reading sessions which consisted of interesting regular and language experience materials, he seemed to want the sessions extended for a longer period of time. He also wanted the period of the project extended in order to continue his successful efforts in the reading sessions.

Purposely, during the period of the project, Robert read materials that interested him and contained topics that related to his background, knowledge, and experiences. Although he seemed to enjoy both regular and language experience materials, he appeared to have less difficulty with language experience materials. Language experience materials seemed easier for him to read and required less assistance from the researcher.

The way Robert used available information revealed several of his reading strategies. During the period of the project, after his exposure to regular and language

experience materials in which he was interested, Robert showed evidence of using context to monitor his reading. However, in his early reading sessions his use of context was not present. He did not seem to know that his experiential background could assist him in building bridges between known and unknown words. Further, he appeared unwilling to take the risk of continuing to read on in the passage to obtain meaning. Consequently, unknown words terminated the reading until such words became known.

Looking at his use of the major cue systems, Robert's use of strategies seemed to depend on the materials being read. Under regular materials Robert produced a higher graphic similarity score. However, his scores on comprehension and grammatical relationships were higher with language experience materials. Robert also produced a higher "corrected" score using language experience materials, which indicates that he was most likely monitoring his reading more with language experience text than the regular text.

During the reading project Robert's sight vocabulary increased. However, this was also influenced by the type of materials. That is, his sight word performance with language experience materials was greater than his performance with regular materials.

In summary, throughout the project Robert showed improvement in his reading ability. There was remarkable

improvement in both his word recognition and comprehension. He demonstrated a positive attitude in relationship to the project materials and his success. As a major strategy, he employed context more extensively to monitor his reading. He made more use of the graphophonic cue system with regular materials; however, the syntactic and semantic cue systems were more highly employed while using language experience materials. His sight word acquisition remained consistently high under language experience materials.

Chester. Chester began the project reading with word recognition and passage comprehension reading scores of 1.6. After his involvement in the reading project he showed increases in both reading scores. His word recognition score increased to 1.7 and his passage comprehension score moved to 2.1.

Initially, Chester did not appear confident in his ability to learn to read better. However, after being placed under the influence of materials in which he was interested, and materials which he shared a responsibility in their selection, his attitude toward reading appeared more positive. For example, during the course of the project, Chester could be found browsing through the prison's library examining printed materials. Heretofore, according to prison

officials, Chester had not evidenced an attitude of this nature toward the contents of the library.

With careful planning, Chester read materials that interested him and related to his background and experiences. Regular materials seemed to cause Chester more difficulty than language experience materials. That is, his recognition of words with regular materials did not appear to come as readily as with language experience materials. Nevertheless, he seemed to enjoy reading both regular and language experience materials.

The manner in which Chester processed available information disclosed a few of his reading strategies. In the course of the project, to monitor his reading, Chester used context as a major strategy. However, during Chester's early use of the reading materials, the researcher did not observe his employment of this strategy. In the early stages of the project, Chester would allow unfamiliar words to retard or stop the reading activity. However, seemingly, through the use of both regular and language experience materials he learned that he could use context to arrive at not only word recognition, but also appropriate meaning.

In viewing Chester's use of the major cue systems, with one exception, the type of materials that he read seemed to dictate his employment of strategies. In the present study, under both regular and language experience materials, Chester

produced relatively low graphic similarity scores. However, with language experience materials, he had higher scores on both comprehension and grammatical relationships. Also, he produced a higher "corrected" score using language experience materials.

In terms of sight words, Chester showed growth in his sight word vocabulary during the course of the reading project. His vocabulary growth also seemed to be dictated by the type of materials. That is, his performance with language experience materials was greater than his performance with regular materials.

Summarily, during the project Chester showed improvement in his reading ability. There was also some improvement in both word recognition and comprehension. After being influenced by interesting materials, his attitude toward reading, in general, moved to the positive. As a strategy to enable his arrival at word recognition, he made use of context. Although he tended to make minimal use of the graphophonic cue system using both regular and language experience materials, he made greater use of the syntactic and semantic cue systems with language experience materials. Chester's sight word gain was greater with language experience materials.

Walter. Walter began the project reading with a 1.6 word recognition reading score and a 1.5 passage comprehension score. After his involvement in the reading project he showed increases in reading scores. His word recognition score increased to 1.8 and his passage comprehension score moved to 2.7.

Not unlike Chester, Walter seemed to possess somewhat of a negative attitude toward reading initially. He, too, did not feel confident about his ability to improve his reading ability. However, his attitude seemed to move toward the positive as he became aware of his success in reading the materials (regular and language experience) in which he was interested. For example, he began to examine printed materials several levels above his present reading level and expressed a desire to be able to read that printed material in the future. Walter did not evidence this kind of attitude during the early sessions of the project.

As planned, Walter was exposed to and read both regular and language experience materials in which he was interested. Given that both types of materials appeared to provide pleasure for Walter, the regular materials seemed less easy for him. That is, his use of regular materials seemed to require more assistance from the researcher than did language experience materials.

While being involved in the reading project, Walter revealed some of his reading strategies through his use of available information. Context appeared to be the strategy that he relied upon extensively to aid him in monitoring his reading. This strategy did not appear to be employed during the early stages of the project. However, as he became more involved in reading the materials of his interest, he learned that he could use a strategy other than just "sounding out" words.

Like the other participants in the present study, Walter's use of strategies appeared to depend on the materials being read. With language experience materials, he produced an overall higher graphic similarity score. Also, using experience materials, he produced higher comprehension and grammatical relationships scores and a higher "corrected" score.

Focusing on sight word, Walter showed appreciable growth in his sight word vocabulary. Interestingly, like the other participants in the present study, the type of materials also seemed to dictate Walter's growth in reading vocabulary. That is, his vocabulary growth was greater with language experience materials than with regular materials.

In summation, Walter, like the other participants in this project, showed improvement in his reading ability, in word recognition and comprehension. Although his general

attitude toward reading at the start of the project appeared somewhat negative, this condition, however, did not seem to impact adversely on his success. As he continued in the project, his attitude changed remarkably toward the positive. To a vast extent he used context as a strategy to check on his reading and facilitate word recognition. He employed the graphophonic, syntactic and semantic cue systems to a greater extent with language experience materials than with regular materials. Walter acquired more sight words using language experience materials.

Conclusions

Reading Ability

Whole language instruction for adults:

1. Each participant in this study achieved at least modest gains over the course of instruction in general word recognition and comprehension as measured by the Woodcock Reading Mastery Tests. Thus, it is apparent that the participants benefitted from the instruction to some extent.

The most significant growth for all participants was noted in the area of comprehension. Two of the four gained over one-half year grade equivalent, one over a year and one over two years. These comprehension gains occurred even

though word recognition performance did not evidence as much growth.

One explanation for the sharp increase in the comprehension scores is the development of sustaining reading strategies as the result of the instructional treatment. That is, the whole language approach adopted for this study may have enabled the participants to develop or apply existing strategies to their background knowledge in comprehending text. Thus, in the initial testing, their high levels of uncertainty and history of lack of success with reading situations may have caused them to truncate their reading processing which would yield a low comprehension score. Participation in the treatment, on the other hand, may have helped them approach the reading process with more confidence and/or more strategically (with a plan).

2. Each participant reflected a growth in a positive attitude towards reading. The development of these positive attitudes were by no means consistent. Victor and Robert, the two most proficient readers at the beginning of the project, were more accepting of the project from its initiation. Their enthusiasm grew as the project continued and they experienced success. Walter began the project as one of the poorest readers. His attitude towards reading and the project changed from an uncertain one to marked enthusiasm and his progress, particularly in comprehension,

was marked. Chester's attitude towards reading and learning to read in the project was more uneven and his progress was not as prominent as the other participants.

The relationship between achievement and attitude is an important one in working with adult readers. They must feel the probability for success is high and then experience it. It is apparent that the repeated readings strategy with regular and language experience text created this feeling among the participants, albeit to varying extents. Success in this case could have acted as a powerful social reinforcer Cheek & Cheek, 1980; Kirk, Kliebhan & Lerner, 1978; Interestingly in this setting, the success the participants were experiencing began to manifest itself in other aspects of their behavior related to prison life.

While success is a critical factor in promoting a positive attitude, there are a number of factors that create the conditions for success. That is, according to Hunt (1970) for example, a student will react more positively to material that contains ideas that he/she truly wants to learn about and will frequently outdo his/her own instructional level of performance. This notion takes on special significance with adult learners. Their wide range of life experiences is an essential consideration and asset in reading instruction (Knowles, 1970). Inclusion of relevant

and interesting material engenders a sense of ownership for the learner.

Ownership then becomes a vital factor in the development of a positive attitude. Ownership by a learner in reading instruction is developed through a collaborative effort in the student-teacher interaction (Leu & Kinzer, 1987). Cunningham (1983) asserts that the power over what one learns can no longer be the exclusive domain of the instructor. One of the goals of the instruction in this project was to empower the learners through more learner control over the selection of materials as well as the conduct of the reading process.

For prison inmates this empowerment was clearly observable. They selected the domains of interest for the materials, suggested sources and wrote text (Knowles, 1980). They expressed satisfaction time and again about the content of what they were reading and their part in selecting it. Collaboration and empowerment are important for all learners, but for inmates who have few choices about their personal liberties, the opportunity to participate in self-selection of materials may have been even more influential in the development of a positive attitude towards reading than in more typical instructional settings.

3. Weekly sight word acquisition was facilitated by the language experience approach. With the exception of Victor

the participants in this study were able to identify more sight words under the language experience materials than regular materials. This finding is consistent with what we know about language experience effects. It is reasonable to expect readers to find more success recognizing words that they have authored rather than someone else's.

Two additional points are important to the discussion of the sight word acquisition finding. First, substantial acquisition also occurred for each participant under the regular text condition. Secondly, Victor, the participant with the most developed word recognition ability as evidenced by testing and during instruction, was not particularly aided by the language experience in acquisition of sight words. One might reason from these two findings that the educational value of the language experience materials may be more as a scaffolding for the reader until he/she develops an adequate fund of decoding skills rather than a "better way" to acquire sight words. The duration of the treatment in this study also suggests caution in the over interpretation of this result.

4. Miscue patterns were influenced by the type of material. Two of the participants tended to use more graphic information under the regular materials condition and the two other participants' performance revealed no differences. This tendency to use more graphic information in regular

materials may be explained by the notion of text difficulty. There is some evidence that the regular materials were more difficult. For example, language experience material passages were read faster and more sight words were recognized under language experience material conditions. If this is the case, previous miscue findings indicate that as text becomes more difficult readers tend to make more use of graphic information (Goodman, 1982; Menosky, 1976).

Interestingly, the readers comprehending scores and correction scores were higher under language experience conditions. These findings are complementary to the graphic findings in that they indicate that under the language experience conditions readers were more able to balance the use of the three cue systems as well as monitor their reading more extensively. The findings for language experience facilitating the use of more meaning based strategies is important. Apparently, language experience materials enabled the participants to perform more like successful readers who use meaning as a major criterion to guide their reading. Such facilitation could provide for vital practice and reinforcement in using constructive reading strategies.

General Discussion

The impact of whole language strategies of using repeated readings, language experience material and regular self-selected text had a positive impact on the participants' reading performance. While this study was created as an alternating treatments design, the conditions apparently worked cumulatively to produce the achievement and attitudes outcomes that have been described. The overall conditions for the study then changed the value systems of the participants towards learning to read. For each of them, learning to read became attainable, interesting and useful. This constellation of values became a powerful motivating factor in the learning process (Eccles & Wigfield, 1985).

The precise contribution of each condition or feature of the learning environment is difficult to determine because of the differential impacts on the various individuals. Collectively, however, it is clear that structuring an environment which creates a high probability of success on a task which is valued (Feather, 1982) by providing interesting materials, high levels of redundancy and a collaborative atmosphere convinced these inmates that they did have a chance to succeed and that reading could be a meaningful endeavor.

Each of the variables made its own contribution to the setting. The repeated reading, for example, enabled the

participants to read material that would have been too difficult under normal reading circumstances. This in turn allowed for the inclusion of a wide range of material that was interesting and informative to the participants.

The language experience material also helped address the difficulty and meaningfulness factors that are inherent in text. Reading your own thoughts expressed in your own language reduces text difficulty because of the large amounts of redundancy that exist under such conditions. However, for at least one participant, composing language experience material was a difficult task. While generally language experience materials made reading easier for the participants, it can make reading a more meaningful activity also. In one case, a participant even used the language experience story as a forum to share very personal thoughts that functioned therapeutically.

Given language experience materials were easier, one might downplay the importance of the regular reading texts. However, the response of the participants would indicate that regular materials were also important in contributing to the overall reading improvement. Because the material was self-selected and represented the interests of the participants, they were willing to accommodate the greater difficulty. It seemed to give them a sense of pride and accomplishment to read regular material.

Educational Implications

The teaching of reading to adult disabled readers, such as the participants in this study, is not an easy task. They are far removed from their initial reading instruction; they know that they are not good at reading; and in large measure, they have experienced reading failure due to unpleasant circumstances which in turn caused unpleasant memories. For some, too many of the words they are expected to read are not in their oral vocabulary, have never been seen or heard before, and have no conceptual associations for them.

If the instruction of such adults is to be productive, it should offer them material that is relevant. The interest of the adult disabled reader should dictate the type of reading materials used. Specifically, teachers of adult disabled readers should involve the readers in the selection of whole language material in which the readers are interested and material that appeals to the readers' needs. In teaching adult disabled readers, teachers should employ a program which incorporates the following elements: 1) a strategy which provides assistance when needed to build a bridge between the reader and whole language, 2) a match of interest with material supported by self-selection, and 3) a variety of language experience material. Language experience material, which is highly relevant, offers familiar concepts

and straightforward sentences; factors which tend to ease the difficulty of reading material. Therefore, the use of such material in teaching adult disabled readers seems to be a sensible approach.

Using a whole language strategy makes sense for adults because it increases interest and reduces difficulty. The high interest materials reduce difficulty because of the reader's background information and the language match between the reader and the materials. It personalizes the reading process for them.

For high risk adults, it is imperative to form a collaborative teaching environment. Selecting materials based on interest, experiences, and/or language of the learner creates such a setting. The factor of learner participation in an educational activity cannot be overemphasized since the body of literature, for example (Bluestone, 1974; Hoy & Miskel, 1978; Humphrey, 1974; Luft, 1970; Tannenbaum & Cooke, 1978), shows the enormous potential that exists when a participatory approach is enlisted.

Suggestions for Further Research

From the present study there emerged some suggestions for further research. Since this study was conducted within a brief period of time, it is suggested that this study be replicated and the time period be extended in order for

strong generalizations to emerge. It is further suggested that differential effects on the individual participants be examined more closely. This could possibly help explain the individual differences related to regular and language experience materials for improving the reading ability of adult disabled readers; that is, why one type of material might affect some readers in one way and others in another. For example, Victor's learning was not differentially affected by text type but Chester's was. It is the answers to these individual differences that may help us understand more completely the complex instructional and learning issues that are inherent in solving the important problem of eliminating adult illiteracy.

Another important issue that needs further study is the affective dimensions of the learning to read process for adult illiterates in prison settings. The fact that these participants' successes in learning to read were manifested in other positive behaviors in the prison setting is an interesting by-product. A more qualitative study of how the development of literacy affects the life of an inmate could make a significant contribution to the understanding of a very different subset of adult illiterates.

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Appendix A

List of Regular Material Read by Victor

Newspaper Article about Len Byas (Basketball Star)

Selected Passages from Biography of Marvin Gaye (Musician)

Mixing Mortar

Herschel Walker (Football Star)

Hearnes/Duran Fight (Boxers)

Islam Religion

Selected Passages from Biography of Jimmy Hendricks

(Musician)

Carl Lewis (Olympics Winner of Four Gold Medals for Track)

Roberto Duran (Boxer)

Masonry

Duke Ellington (Musician)

Appendix B

Sample of Victor's Language Experience

Material

During the time that I was out there in the street, my girl friend, Donna, used to drink vodka and beer, but she didn't care about reefer too much. But every now and then I could get her to smoke a joint. So I was pretty bad off on that alcohol too. I used to shoot a lot of dope and drink a lot of alcohol too.

She was a lovely girl. She said, "do things to a minimum. Don't overdo things. Right now you are doing too much. You are drinking and shooting dope. Cut one of them back. Really, you don't need to be doing either one of them because they are taking you through some changes."

I sort of started getting it together, and this here took place. I got in trouble. She stuck by me. She started coming to jail on Thursdays to visit me. We started getting things in perspective. When I came in here, she told me that she had gone and got a checkup and found out that she was pregnant, but she lost her baby. She said that we could get married. But once I leave a woman out there in the street and I come in here, than when I go back I don't want her anymore, because the same love that was there when I was out

there is not there anymore. She has gone through a million and one changes and no telling what else. I have just been laying up building my body back up. So you know, really, that's just like saying that you are going to buy a brand new car and I'm going out there and get a car that's all run down. I don't want that. So I would never go back to her. She was a lovely person, and during the time that I had her, I enjoyed her.

She has a lot of my clothes and stuff. But, that ain't nothing. The Lord will make ways for me to get more clothes.

Love from me to her could never be the same. I would never want her again. I would want her to be my friend. I communicated with her for awhile when I was on the farm, but it just started fading out. You know, that's women though; women and life. These are the things we have to go through when we mess up. It ain't nothing that I ain't used to. I tried writing to her. I wrote her--I don't know how many letters. I sent her cards and everything when I was on the farm.

Appendix C

List of Regular Material Read by Robert

Hearnes/Duran Fight (Boxers)

History of Basketball

Articles about Weightlifting

Mixing Mortar

Articles about Professional Basketball Teams

Running Track

College Football

Carl Lewis (Olympics Winner of Four Gold Medals for Track)

Appendix D

Sample of Robert's Language Experience

Material

You could probably find a job in Chimney Mount, but I'm not going to say that it will be easy. You have to fill out applications for a job and there are many people in front of you waiting.

I have filled out an application for a job for moving boxes around and stacking them. I didn't get the job. They said that I had to wait for them to call me.

There are other jobs there; Hardee's and McDonald's. They give out applications. When I filled out my application I had somebody to help me.

It's a lot around Chimney Mount. It's so big and so much that I just can't name it all or tell about all. I have been around the whole town.

I moved to Chimney Mount when I was fifteen years old. We were living in Creekville before we moved to Chimney Mount. It was a small town. It didn't have any schools, so I went to school in Hawksboro. We had buses, so I had to ride the bus to get there. It was too far to walk. It took about a half hour or an hour to get there. We would get on the bus around 6:30 or 7:00 o'clock.

I enjoyed going to school. We had a lot of sports around there. We had basketball and softball. I went to school to learn and I enjoyed learning. Some of the teachers I had thought I was playing and messing around when I asked them a lot of words. They thought I was jiving and bothering them. Some years at graduation time, they would put me in another grade when I wasn't even ready for that grade. I know that I wasn't ready for the grade, but I know they were putting me there because they felt that I was worrying them.

Appendix E

List of Regular Material Read by Chester

Selected Passages from Biography of Bessie Smith (Musician)

Article about Roberta Flack (Musician)

Selected Passages from Biography of Marvin Gaye (Musician)

Selected Passages from Biography of Jimmy Hendricks
(Musician)

Article about Lou Rawls (Musician)

Popular Music

Thomas Dorsey (Musician)

Selection about, "The Blues"

Review of Record Album, "Let's Get It On"

Appendix F

Sample of Chester's Language Experience

Material

I got along good when I was going to school, especially with the women. All I was doing was running after women. I used to slip them out of school and take them downtown. My mama would think that I had been in school, but I hadn't been in school. She finally caught up with me; the principal told her what I was doing. Every time I would slip out of school; me and this girl, and go downtown. After school I would get on the bus. When I would get home the principal would be sitting in the yard. He would be there telling my mama what I had been doing.

I shouldn't have been doing it, but I was doing it. I was enjoying it until he stopped me. Then I decided once I got a little age on me to quit school. Every time I would get on the bus to go to school, he had the police out there.

Some of them would go up town and get drunk and come back to school. They would get somebody to go in there and get them wine and stuff like that. I have gone up town but I didn't get drunk. I would probably drink a beer, but I didn't smoke any reefer or anything like that. I don't drink liquor or wine. I don't drink anything like that.

When I was sixteen, I decided to quit. I got a job and went to work. That's when my dad got sick and died in '74. So I just worked until I got into trouble. I wasn't expecting this to happen. I was working on the farm and at the mill. I had two jobs at times. I tried to get a little family started. The reason I had a job on the farm and at the mill was that I was planning to get a trailer, settle down and then get married. Things didn't work out like that. It's something that I wasn't looking for. They always tell me that you don't have to look for trouble; it will come to you. It sure found me. I was on my way home; getting off from work.

Appendix G

List of Regular Material Read by Walter

Recipe for Raising Dough

Recipies for Baking Cakes

Recipe for Hard-Cooked or Soft-Cooked (Boiled Eggs)

Building Houses

Masonry

The Art of Roofing

Heating with a Woodstove

Carpentry

Appendix H

Sample of Walter's Language Experience

Material

They told my mom that they thought that it was real nice that I could cook like that. They sat down at the table and ate some of my cooking. They said that it was pretty good. I think that I cook pretty good. I eat my cooking. Me and my daddy used to sit down and eat. Sometimes when my mom didn't have time to cook breakfast, I would be up and I would cook breakfast for him. I would cook eggs, sausage, grits, and then sit down at the table and eat and talk a little bit.

My daddy can cook pretty good too. I have three brothers and two sisters, and they can cook too. My brothers can't cook as good as me, but they can cook pretty good.

I used to cook for this girl I was telling you about. We had a little cooking contest one time. My cooking came out alright, but hers kinds of messed up a little bit. We were baking a cake and her cake fell. My cake didn't sink down like hers did. A cake will fall if it don't have enough yeast in it. She didn't put enough of it in hers to make it rise. The least little thing will make it fall. I can bake sweet rolls. I used to cook down there at the farm.

Appendix I

Tables

TABLE 5
Percent of Victor's Miscues

WEEKS	GRAPHIC SIM			SOUND SIM			GRAMM FUNCTION			COMPREHENSION			GRAMMATICAL RELATIONSHIPS				CORRECTION		
	High	Some	None	High	Some	None	Ident	Indent	Diff	NoLoss	PLoss	Loss	Stgth	PStgth	Weak	Overcorr	Corrtd	Unsucc	No Atmpt
1st (A)	54	38	8	8	38	54	62	0	38	67	13	20	60	13	13	13	67	20	13
2nd (B)	100	0	0	88	12	0	75	0	25	83	17	0	92	0	8	0	33	0	67
3rd (B)	44	44	11	22	0	78	78	0	22	60	10	30	50	10	20	20	50	0	50
4th (A)	55	36	9	18	9	73	45	0	55	21	21	57	29	0	57	14	14	14	71
5th (B)	33	67	0	11	11	78	33	0	67	78	11	11	67	0	33	0	55	11	33
6th (A)	48	52	0	5	10	86	57	0	43	45	18	36	36	9	32	23	45	9	45
7th (A)	28	56	17	11	11	78	44	0	56	32	0	68	26	11	58	5	31	21	47
8th (B)	60	30	10	30	10	60	20	0	80	69	15	15	85	0	15	0	69	7	23

A = Regular Materials
B = Language Experience Materials

TABLE 6

Percent of Robert's Miscues

WEEKS	GRAPHIC SIM			SOUND SIM			GRAMM FUNCTION			COMPREHENSION			GRAMMATICAL RELATIONSHIPS				CORRECTION		
	High	Some	None	High	Some	None	Ident	Indent	Diff	NoLoss	PLoss	Loss	Stgth	PStgth	Weak	Overcorr	Corrtd	Unsucc	No Atmpt
1st (B)	38	38	25	0	13	88	63	0	38	18	9	73	18	9	73	0	41	0	58
2nd (A)	22	67	11	11	0	89	56	0	44	58	33	8	83	0	8	8	18	0	82
3rd (B)	38	50	13	25	13	63	88	0	13	60	40	0	70	0	20	10	40	0	60
4th (A)	69	31	0	31	19	50	50	0	50	35	18	47	41	6	47	6	29	0	70
5th (B)	22	67	11	0	0	100	44	0	56	64	27	9	73	0	18	9	54	0	45
6th (A)	91	9	0	55	9	36	55	0	45	8	62	31	38	0	62	0	7	0	92
7th (B)	50	50	0	8	17	75	67	0	33	67	8	25	67	0	25	8	58	0	41
8th (A)	17	83	0	0	0	100	67	0	33	100	0	0	100	0	0	0	83	0	16

A = Regular Materials
 B = Language Experience Materials

TABLE 7

Percent of Chester's Miscues

WEEKS	GRAPHIC SIM			SOUND SIM			GRAMM FUNCTION			COMPREHENSION			GRAMMATICAL RELATIONSHIPS				CORRECTION		
	High	Some	None	High	Some	None	Ident	Indet	Diff	NoLoss	PLoss	Loss	Stgth	PStgth	Weak	Overcorr	Corrtd	Unsucc	No Atmpt
1st (B)	23	23	54	23	0	77	85	0	15	36	14	50	29	0	64	7	7	0	92
2nd (A)	50	10	40	40	10	50	70	0	30	50	17	33	33	0	50	17	33	0	67
3rd (B)	30	20	50	20	0	80	80	0	20	63	13	25	56	0	44	0	50	0	50
4th (A)	10	40	50	10	20	70	40	0	60	7	31	62	23	6	77	0	0	0	100
5th (B)	25	17	58	25	8	67	83	0	17	50	17	33	42	0	33	25	41	0	58
6th (A)	30	10	60	20	0	80	90	0	10	38	46	15	46	0	54	0	23	0	77
7th (B)	0	0	100	0	0	100	0	0	100	71	29	0	29	0	29	43	43	28	28
8th (A)	0	33	67	0	22	78	67	0	33	20	30	50	10	0	90	0	0	0	100

A = Regular Materials

B = Language Experience Materials

TABLE 8

Percent of Walter's Miscues

WEEKS	GRAPHIC SIM			SOUND SIM			GRAMM FUNCTION			COMPREHENSION			GRAMMATICAL RELATIONSHIPS				CORRECTION		
	High	Some	None	High	Some	None	Ident	Indet	Diff	NoLoss	PLoss	Loss	Stgth	PStgth	Weak	Overcorr	Corrtd	Unsucc	No Atmpt
1st (A)	25	50	25	25	25	50	50	0	50	86	14	0	86	0	14	0	71	0	28
2nd (B)	100	0	0	100	0	0	50	0	50	75	0	25	50	0	25	25	75	0	25
3rd (A)	43	29	29	43	0	57	71	0	29	38	13	50	38	0	63	0	0	0	100
4th (B)	57	43	0	0	29	71	14	0	86	40	30	30	30	0	50	20	30	0	70
5th (A)	75	25	0	13	25	63	25	0	75	27	9	64	36	0	64	0	27	0	73
6th (B)	27	45	27	0	9	91	45	0	55	77	8	15	54	0	23	23	76	0	23
7th (A)	67	33	0	44	22	33	44	0	55	50	8	42	8	17	67	8	8	8	83
8th (B)	50	33	17	17	17	67	17	0	83	50	33	17	67	0	33	0	50	0	50

A = Regular Materials

B = Language Experience Materials

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THE EFFICACY OF ASSISTED READING AS A STRATEGY FOR
FACILITATING THE READING SUCCESS OF ADULT DISABLED READERS

by

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(ABSTRACT)

The purpose of this study was to examine the effectiveness of a whole language reading strategy using two different types of texts, regular text and language experience text in teaching adults to read.

The participants were four prison inmates between the ages of twenty-six and twenty-eight. Data were collected during an eight-week period, which included thirty-two private sessions with each participant. These private sessions were composed of lessons using whole-language texts in which participants read aloud both regular (published) and language-experience texts in a single-subject Alternating Treatments Design. The dependent measures were sight words learned, miscues, and achievement in word recognition and comprehension.

The results indicated that, under the treatments, each participant achieved modest gains in general word recognition and comprehension. Sight word acquisition occurred under the treatment conditions, and miscue patterns were influenced by

the type of materials used. Additionally, each participant reflected a growth in a positive attitude towards reading.