A STUDY OF TWO METHODS OF TEACHING ENGLISH IN A COMMUNITY COLLEGE SETTING

by

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INTRODUCTION

The community college is no longer a neophyte. The 60's saw a sudden spurt of growth in number of community colleges and in enrollment (Gleazer, 1968). If predictions are correct, this institution will continue to experience growth as pointed out by Monroe (1972) and Merson (1965).

Although this physical growth is a positive factor, a concern grows that the alleged promise of the community college to provide higher education for all is failing to mature. Monroe (1972) and Thornton (1972) made the point that opportunity for post secondary education for all had not yet been realized. O'Banion (1974:v) alluded to the necessity for the 70's to be the "decade of quality."

A review of literature pertinent to "open admission" colleges directed attention to two major problems--that of providing a "program for all" and of providing instruction relevant to academic needs of all students in respective programs. Regardless of intensive efforts to fulfill the promise of a "program for all," attention continues to focus on "open door" institutions and challenges them for proof of accountability.

One specific program receiving this challenge is that of developmental programs which promise to correct deficiencies in basic reading, writing, and math skills. Of significance is the fact that the problem of deficiencies in the basic skills is common to many

community college students and is one of no small consequence. Medsker and Tillery (1971:65) quoted an estimate of "30 to 50 percent" of community college entrants in need of basic skills study.

In relation to the need for developmental studies, acquisition of proficiency levels in reading and writing deserve priority ranking, because competency in these two skills is prerequisite to success in college level programs--college parallel or occupational/technical. William Moore (1970:169) discussing the need for acquisition of basic skills asserted:

> They are prerequisite to most learning in the formal classroom. Mastery of them will open the door to many intellectual, vocational, and economic alternatives. Without them, few opportunities are available.

Medsker and Tillery (1971) referred to the same problem of deficiencies in basic skills as being a barrier for college level study. However, the problem of deficient reading and writing skills is not unique to the community college, but seems to be one of much greater span, as evidenced by the decline in verbal scores on the Scholastic Aptitude Test. Recently, according to the January, 1976, issue of The College Board News, an advisory panel was to study the decline in the Scholastic Aptitude Test (SAT) scores over the past twelve years. Even though SAT scores do not apply directly to community college students, they strongly imply that this is an overall trend in a population.

Regardless of the academic pursuit of an individual, competency in reading and writing skills is necessary for everyday tasks in

society. H. K. Newburn (1965:36), stressing the need for being able to communicate, stated: "So, in the 'people's colleges' all students must develop the ability to communicate in oral and written form to the maximum extent consistent with their abilities regardless of their aptitudes and interests."

With the concern over the widespread problem of reading and verbal deficiencies among students, the challenge mounts for a solution. Walpole (1974), Wainwright (1970), and Early (1973) suggested the English class as the appropriate vehicle by which the basic communication skills of reading and writing could be effectively taught. If an integrated approach of teaching reading and writing offers a more efficient method for fulfilling the academic needs in the basic communication skills of the community college student, then reflection and planning toward this end is justified.

STATEMENT OF THE PROBLEM AND PURPOSE OF THE STUDY

As a component of the Virginia Community College System, Southwest Virginia Community College continues to explore instructional methods for helping students develop adequate levels in reading and composition skills for success in their chosen curriculum.

In order to help identify students in need of developmental study in reading and verbal skills, Southwest Virginia Community College (SVCC) uses, along with other criteria, the Comparative Guidance and Placement Test results. If S.V.C.C. students score below the 35th percentile on the Reading section of the Comparative Guidance and

Placement Test, they are encouraged to enroll in English 08, a non-credit reading course, or in English 117, a two-hour credit reading course. If students score below the 35th percentile on the Sentence section of the C.G.P. Test, they are encouraged to enroll in English 01, a non-credit verbal skills course.

However, since the 35th percentile is a cut off score determined by S.V.C.C. as a predictor for success in classes at that institution, it is used strictly as a suggestive placement guide. Therefore, many students, when given a choice of enrolling in developmental courses or regular courses, choose the latter. As a result, instructional problems sometimes evolve when students with deficiencies in reading and writing opt to enroll in regular courses without the complementary developmental courses of reading and verbal skills.

Since this situation elicits the need for providing instruction suitable to the needs of a heterogeneous group, the investigator theorized that developmental instruction in reading and writing might well be included in the regular English course. In order to plan an integrated approach of reading and writing skills, the following question solicits an answer: Is there a difference in reading and writing improvement between students in English classes which integrate reading and writing skills and those in English classes with no special treatment in reading skills?

SIGNIFICANCE OF THE STUDY

The problem of providing effective instruction in reading and writing for post secondary education will not go away. It demands attention. It demands accountability.

The community college has committed itself to this phase of a "program for all." There is sufficient evidence in literature to indicate the need for research in the area of English on all levels--remedial/developmental, or standard courses (transfer or occupational/technical). In relation to remediation, Roueche and Kirk (1973:6) pointed out the paucity of "hard data" in evaluation of remedial programs. Medsker and Tillery (1971:68), discussing developmental education, stressed the need for "additional resources" in the area of "reeducation." Thomas Merson (1965:14), indicating a need for research in English instruction, said, "Research dealing with instruction in English, particularly in the communication skills, in the comprehensive community college is so limited that one has little basis from that source upon which to make recommendations."

DEFINITIONS OF TERMS

The following terms are defined as they relate to this study:

1. Developmental Instruction. Instruction designed to promote students' growth in specific skills to levels of skill proficiencies necessary for success in their respective curricula.
2. Developmental Students. Students who demonstrate insufficient knowledge of the basic skills of reading and writing according

to scores on the Reading and Sentence sections of the Comparative Guidance and Placement Test results. This test is used by S.V.C.C. counselors at an initial interview with prospective students. If scores on the Reading and Sentence sections of the Comparative Guidance and Placement Test are below the 35th percentile, students are encouraged to enroll in developmental courses of reading and verbal skills. However, further testing in these two areas is administered by the English Department of Southwest Virginia Community College to identify specific weaknesses in reading and writing skills. Students in this study are considered in need of developmental work until the following standards of proficiency in reading and writing skills are attained:

Reading: Score of 50th percentile on Nelson Denny Reading Test, Forms A or B

Writing: Score of 70 on an essay writing sample according to a departmental composition grading scale (copy of scale in appendix).

3. English 08. A non-credit comprehensive developmental reading course designed to allow students to work on one specific or any number of deficient reading skills.

4. English 117. A developmental reading course designed to help students improve analytical and critical reading skills and rate of reading. Students, with scores below the 25th percentile on the Comparative Guidance and Placement Tests are encouraged to enroll in English 08 rather than English 117.

5. English 01. A developmental composition course designed to help students gain proficiency in grammar and in expression of their ideas in acceptable written form.
6. English 111. An English composition course for transfer students which stresses expository, argumentative, and descriptive writing. It also includes the reading of essays and biographies.
7. Comparative Guidance Placement Tests. A test, published by the College Entrance Examination Board, which serves as a counseling and placement tool. It is a comprehensive test in that it indicates students' interests, motivations, academic deficiencies, and financial needs.
8. Academically Disadvantaged. Academically disadvantaged, as it relates to this study, refers to students in English 111 who have deficiencies in the basic communication skills of reading and writing as determined by scores below the 50th percentile on the Nelson Denny Reading Test, Form A, and by scores below 70 on Southwest Virginia Community College English Department's writing sample grading scale.
9. Reading Skills. Reading skills, for the purpose of this study, include comprehension and vocabulary skills.
10. Nelson-Denny Reading Test. A reading test, published by Houghton-Mifflin, designed to check reading comprehension and vocabulary.

LIMITATIONS OF THE STUDY

This study was limited to six classes of English 111 at Southwest Virginia Community College during the Fall Quarter, 1975. It was also limited to an investigation of the effectiveness of two methods of teaching English.

In addition, no attempt was made to determine socioeconomic characteristics of students at Southwest Virginia Community College, and no attempt was made to determine differences among the teachers participating in the study.

A final limitation concerned the scoring scale for the writing samples. While the scale can be used for measuring the criterion of writing, it cannot be considered predictive.

SUMMARY

While the community college has experienced physical growth, it has also been challenged on its ability to provide instruction appropriate to its heterogeneous student body. One of the major problems in relation to instruction was that of providing developmental instruction for those demonstrating deficiencies in the basic communication skills. Writers spoke to the significance of offering instruction in the basic skills because of the large percentage of academically unprepared students entering the community colleges.

Two major suggestions were made which related to the instructional mission of the community college in communication skills: (1) that research in methodology in teaching English should be

conducted, and (2) that the English class could offer the opportunity for students to learn reading and writing skills simultaneously.

Chapter Two discusses literature pertinent to the study of instruction for the community college student. Chapter Three describes the design and procedures of the study which deals with methodology in English. Chapter Four gives an analysis of the data, and Chapter Five includes the summary, conclusions, and recommendations of the study.

Chapter 2

REVLEW OF LITERATURE

This chapter contains a review of literature pertinent to the following topics: (1) instructional mission of the community college, (2) characteristics of community college students, (3) needs of community college students, (4) developmental programs, (5) teachers, (6) need for research in the teaching of English, and (7) summary.

THE INSTRUCTIONAL MISSION OF THE COMMUNITY COLLEGE

The instructional mission of the community college is to provide educational opportunities for all. Generally expressed, the mission of the community college is to offer an educational opportunity to anyone who can benefit from its services if they are high school graduates or if they are eighteen years of age or older. In essence, the college promises equal opportunity to most for an education beyond the secondary level. This promise entails a "program for all;" the "program for all" suggests a multifaceted instructional program. It is this latter phase that evokes the need for greater attention on the instructional program. Cross (1976:5) pointed out the need for the community college to extend its services beyond the "Access Model" to the "Learning Model," in other words from opening the door for admission to opening the door to learning.

Although this review of literature related more specifically to one segment of this overall educational mission--that of the

communication skills of reading and writing--there were relevant factors stressed which formed a working base for instruction of the community college student. One of these factors was the necessity for knowing the student. This need was exemplified in the assessment made of the functions of the community colleges in the state of California. Dorothy Knoell (1976:22) reported this assessment was to include a study of "student characteristics, persistence, and performance." O'Banion (1976) emphasized staff development as a means to help those involved in working with community college students to learn about their needs and characteristics. Cross (1972:16) stated that knowing the student was necessary in order "to determine what educational experiences lie beyond the Open Door."

CHARACTERISTICS OF COMMUNITY COLLEGE STUDENTS

The preceding section stressed a growing need for an awareness of the composition of the community college student body in order to plan appropriate educational experiences. Therefore, this part of the review of literature was to synthesize the views of authorities on characteristics of community college students.

Academic Abilities

An overall view of academic abilities in the community college is best described as a continuum with ranges from low to high (Gleazer, 1968; Medsker and Tillery, 1971; Thornton, 1972). However, the continuum would be heavily weighted from low to middle levels. According to Cross (1968:38), "Higher education's newest student is

necessarily going to come from the second and third quartiles in ability . . . ." Cross (1972:13) supported this view in a later study that the "New Student" scores were in the "lowest third among national samples of young people on traditional tests of academic ability." Medsker and Tillery (1971) described a comparable range of low test scores for these students.

The general conclusion is that a new type student permeates community college campuses. Although the academic levels are distributed across all levels of ability, a great number of students have low or middle academic levels and need instruction geared to respective levels.

Socioeconomic Status

Although literature reported that socioeconomic levels of community college students were diverse, there was a general agreement among the writers that a predominant number of students were of the lower and middle socioeconomic levels (Cross, 1968, 1972; Knoell, 1973; O'Connell, 1968; O'Banion and Thurston, 1972).

Attitudes

Attitudes of community college students varied because of the great diversity among this group in ages, responsibilities, academic abilities, and socioeconomic status. Some attitudes, however, seemed to be common to most of these students.

One of these included that of grades. According to results of a study using the Comparative Guidance and Placement Test with

9,490 students who were to enter a community college, Cross (1972:44) found that grades were "valued by 84 percent of the young people who represent educationally and socioeconomically disadvantaged students to higher education." Monroe (1972) also described this as a need for students.

Other attitudinal characteristics which might differ from the traditional student were having a low self-concept (Cross, 1972; Monroe, 1972), having more maturity and impatience (Thornton, 1972), and having a "lack of confidence" and "wanting their rewards immediately" (Moore, 1970).

Since all these attitudes are directly related to academic achievement, knowledge concerning these are essential for those working with community college students. It is through an awareness of these attitudes that needs of individual students can be recognized.

NEEDS OF COMMUNITY COLLEGE STUDENTS

The needs of community college students are many and varied. Some of these needs are evident in the preceding discussion of academic abilities, socioeconomic status, and attitudes. However, the data surveyed have implications for instructional programs within the comprehensive community college if needs are to be fulfilled.

Academic Needs

One major consideration in relation to the academic needs of students is allowing students different styles or techniques for learning. Cross (1972), Weinstein and Fantini (1970), and Gleazer

(1968) noted the importance of this as a factor of teaching. Assuring the student a method of learning consistent with his individual learning pattern brings into play an interaction of the cognitive and affective domains. Several authorities (Weistein and Fantini, 1970; Medsker and Tillery, 1971; Cross, 1976) emphasized the necessity for including in the educational experience variables of the affective domain. Cross (1976:7) proposed the "Mastery Learning" concept as one of those educational experiences which allowed for both cognitive and affective approaches. Through this method content would be mastered in a way less threatening than the traditional route of group learning.

Without doubt the needs of community college students require an interrelation of the cognitive and affective domains. Different learning styles are a must because of the range of ability levels, and a concern for the feelings and problems of students makes a more effective atmosphere for learning.

One of the most important needs is that of offering instruction appropriate to individual needs. It has been emphasized elsewhere in this paper that a great number of community college students needed instruction in the basic skills of reading, writing, and math. However, it was also reported that there were all levels of academic abilities (Gleazer, 1968; Medsker and Tillery, 1971; Thornton, 1972). Since this is true, the more capable and well prepared students need instruction of a different nature.

The needs described relate to any student or student groups within the community college. In addition to these, there were specific groups who demonstrated other needs. Bulpitt (1973) pointed out needs of the adult who, for some reason, had returned to college to pursue studies after an absence of some years. A particular need for them in many cases, Bulpitt (1973:56) stressed, was to learn to "cope effectively with their multiple responsibilities." While adult needs vary depending on their interests and goals, they have a need for counseling just as much if not more than younger students.

Fulfilling academic, counseling, and economic needs of students is the task of the entire community college body--teachers, counselors, and administrators. The instructor has the responsibility of offering relevant and meaningful content, of giving the student the option of several learning styles, and of making the classroom experience non-threatening; the counselor has the task of guiding and directing the student with problems; and, the administrator has the task of realizing the needs and characteristics of the community college clientele in order to support and make possible the instructional tasks of the instructors, counselors, and students.

DEVELOPMENTAL PROGRAMS

Research stressed the broad range of academic abilities of community college students. It also noted that throughout the community college system, there was a need to offer appropriate instruction for the various levels. While there seemed to be no great problem in

fulfilling the academic needs of the more able and better prepared students, there were criticisms of instruction for the unprepared students.

Research attached varied labels to instructional methods and/or programs for those with deficient skills. Among these were "under prepared," "high-risk," "remedial," "developmental," "compensatory," "special services," and many others. In analysis the underlying meanings of these labels appear to be synonymous.

The need for programs designed to correct deficient skills seemed pressing. O'Banion (1976:27), citing data from a report of the Junior Community College Task Force in 1969, reported that "70-75 percent of all students in two-year colleges are either in remedial or compensatory programs." This report implies that there are many academically disadvantaged students in the community colleges. This fact is easily understood when considering Thornton's (1972) statement that students of any ability level, lacking achievement, could be labeled academically disadvantaged.

While some writers criticized the efforts of the community colleges for failing to live up to their promise of quality instruction for all, others gave reports of successful efforts in this area. Among those who explicitly stated the weaknesses of programs for the disadvantaged was Moore (1971:90). He claimed that curriculum for the disadvantaged was still the "remedial triad." Monroe (1972) indicated that programs were still in an experimental stage.

While this evidence is discouraging, research revealed that efforts in this area of curriculum have been made. Literature abounded with reports of special programs designed to help students with skill deficiencies and other problems. For the purpose of exemplification of the nature of these programs brief descriptions of some studies follow.

Lacky and Ross (1968:1-65) reported on a preparatory program at South Georgia College designed for students with deficient skills. Attention was focused on skills and counseling. Conclusions in this study pointed to the effectiveness of individual help, "availability and interest of the faculty," "daily success, and tutoring." Those aspects which seemed to be least effective were "programmed materials," "lecture methods," and the "testing program."

James McHolland and Noel McInnis (1969:1-5) described an interdisciplinarian approach for teaching a History-Reading Course. The objective was to improve reading and study skills during the study of Western Civilization History. Another similar study, combining reading and other academic courses, was that reported by Sidney J. Rauch (1969).

Other programs investigated the effectiveness of tutoring (Ludwig and Gold, 1969) and human potential seminars (James McHolland, 1971).

Roueche and Kirk (1973:14-44) described five successful developmental programs. These programs included approaches such as utilizing volunteer teachers from academic departments to work with

students in developmental studies, using laboratory settings for working on skills of reading, writing, and math, using self-instructional packages, programmed materials, audio-tutorial methods, individualized instruction, and the support services of counselors.

With all the emphasis on special programs, one can hardly say that efforts have been lacking in this direction. From an analysis of the programs described, it was evident that the subjects of English and reading were mentioned often. These two areas of instruction present problems for the community college with its open admissions policy.

It was also evident in the programs described that most were specially designated for developmental and were separate divisions within the college. However, there were those who believed that separation was not suited to their needs. Friedrich and McPherson (1974) reported on a method of teaching English at Forest Park Community College in St. Louis. This method was unique in that it used no "tracking" system for placement in English classes. All students enrolled in the regular credit English composition course.

Another program of interest was that of Staten Island Community College. Instruction in the regular English class was supplemented by individualized instruction in a Skills Center (O'Connor, 1974).

Both programs, Park Forest Community College and Staten Island Community College, were unique in that the instructional methods used were student centered. Nor were students sealed in a vacuum away from

the main stream of college courses until they matured sufficiently to pursue college level English.

In the review of literature, many writers spoke to this issue of separation. Barbara Goebel (1971:205) stated that it was probably better "to allow some intellectual waste" than to alienate students. Glasser (1969:8-9) also pointed out the need for heterogeneous classes rather than resorting to the concept used in juvenile and correctional institutions of "separation and treatment by specialists."

This separation is well known in many community colleges when doors are closed to regular English courses, and the student is placed in a remedial, non-credit English course. Losak (1973:37) said that the underprepared student was often "assigned in a glib and denigrating manner to the group of students having low achievement associated with low intelligence."

Some felt that the open English class could be of great value to the student. David Cooper (1968:47) stressed the value of the English class in that it had the possibility for both "cognitive and affective growth." This fact was exemplified by Shor (1974) in the program at Staten Island Community College by allowing students to write and discuss factors relevant to their lives and relevant to problems of society.

TEACHERS IN THE COMMUNITY COLLEGE

One of the most important factors to consider in the community college is the instructional staff. Without a dedicated and

knowledgeable faculty, there is no possibility of fulfilling the needs of students. Authorities described those qualities desired in a teacher. Moore (1970:64) emphasized the need for a teacher to be "interested, inventive, and hard-working; but most of all, he should be well-trained and sensitive."

While many teachers find it relatively easy to teach the more able student, some find the task more difficult when dealing with students who lack basic skills for success. The reason for this might well be the fact that they do not expect success. According to Moore (1970) and Hutchins (1968), teacher expectation of student success is essential.

Another trait desired of a teacher is the ability to become involved according to Thornton (1972) and Glasser (1969). Glasser (1969:24) discussed this involvement in relation to the teacher's helping the student make and carry through a commitment. Thornton (1972) emphasized the importance of trust between the student and teacher. In order to gain trust there must be effective communication between student and teacher. In order to achieve this trust, Luft (1963:84) asserted that the teacher must be "both participant and observer."

Eley (1965) discussed the importance of academic preparation for the teacher of English in the junior college because of the wide range of academic abilities. In relation to preparation Eley (1964: 104) stressed the need for the teacher's having an attitude that would help him/her relate to those "highly literate elements of our society"

and at the same time relate to those who are in "subordinate positions."

NEED FOR RESEARCH IN THE TEACHING OF ENGLISH

Research studies in the teaching of English on the community college level were scarce. Yet, according to some authorities (Merson, 1965; Roueche and Kirk, 1973; Gerber, 1965) there was a great need for studies in this area. Gerber (1965:41-42) suggested research which would "yield firm results," and that which was of national scope, dealing with such factors as "the use of standard English, the writing of clear prose, reading with understanding material more challenging than Dick Tracy . . . ." Nelson (1965) and Burton (1973) stressed the need for research which dealt with methodology in the English classroom. This challenge was voiced also by Wainwright (1970) and Walpole (1974).

Some few writers (Walpole, 1974; Lederman, 1973) suggested relationships between reading and writing. The author, however, found no studies describing relationships between reading and writing for the community college level student. There were studies pertinent to reading and the language skills for young readers. Although in some areas research efforts in this area were limited. Athey (1974) synthesized findings of Athey, Entwisle, and Wardhaugh in their research efforts to find information on models which integrated reading and writing. However, no models were found.

Areas which have received attention in the field of reading demonstrate relationships of specific language arts skills to reading. These relationships were revealed through various approaches of teaching reading and also through studies concerned with the relationships of reading and some phase of language.

The longuistics approach was advocated by several authorities as having merit for the teaching of reading (Bloomfield and Barnhart, 1961; Fries, 1962; Lefevre, 1967; Strickland, 1967). Closely associated with this approach was that of psycholinguistics and reading (Goodman, 1968). Another approach was that of language-experience (Allen, 1967).

In addition to the approaches mentioned above, there were studies which described the relationships of specific skills in the area of language arts which proposed to show relationships to reading. To exemplify, Gillooly (1973:195) concluded that "writing system--characteristics" related to reading in different ways at different grade levels. Rystrom (1972:69) discussed "grammatical structure" as it related to reading. Hall (1972), discussing the reading process via the language-experience approach, advocated teaching reading and writing simultaneously to the beginning reader.

While studies stressing relationships on the elementary level in reading and language may not give answers for this relationship sought on the upper levels, it suggests that attention has been given at the level where reading and writing instruction begin. It is also from this point that research on the community college level

could start--research which will answer the need for methodology in English and reading for students who have accumulated several years of reading and writing deficiencies.

SUMMARY

Chapter Two reviewed literature relating to the instructional mission of the community college. The literature revealed that effective instruction depended on the teacher's awareness of the characteristics and needs of the community college student because of the great heterogeneity of this group in ages, academic abilities, socioeconomic status, attitudes and learning styles.

The literature also included a review of developmental programs. This showed a wide range of emphasis on diverse factors--tutoring, reading in content areas, reading and writing laboratory setting, programmed materials, lecturing, individualized instruction and counseling.

Other factors pertinent to the instructional mission found in the review included a description of qualities desired for teachers of the community college student.

Chapter Three describes the design and procedures used in the study. Chapter Four discusses the analysis of the data. Chapter Five gives the summary, conclusions, and recommendations of the study.

Chapter 3

DESIGN AND PROCEDURES

The purpose of this study was to determine which of two teaching methods proved to be more effective instruction in English on the community college level. In this study, subjects were assigned to three experimental and three control groups in English 111, freshman composition, for a period of ten weeks.

This chapter describes the following aspects of the study: (1) the setting, (2) the research design, and (3) the procedures.

THE SETTING OF THE STUDY

The setting for the study was Southwest Virginia Community College at Richlands, Virginia, in the Fall of 1975. The college is a comprehensive community college serving a four county area: Buchanan, Dickenson, Russell and Tazewell.

RESEARCH DESIGN

Design of the Study

The experimental study was designed to include three experimental classes and three control classes of freshman composition. Pre-tests, an essay writing sample and the Nelson Denny Reading Test, Form A, were administered to both the experimental and control classes on October 1, 1975. After a ten week period of instruction, during which the treatment of incorporating reading skills as a part of the

instruction was applied to the experimental groups, both experimental and control groups were given post-tests, an essay writing sample and the Nelson Denny Reading Test, Form B, on December 15, 1975.

Subjects

The subjects were freshmen enrolled in English 111 at Southwest Virginia Community College during the Fall Quarter, 1975. These students had reading scores below the 50th percentile on the Nelson Denny Reading Test, Form A. There were six classes (three experimental and three control) with a total of 110 students.

Variables

The following dependent and independent variables were relative to this study:

1. Dependent Variables. The dependent variables were writing skills and reading skills of vocabulary and comprehension.

2. Independent Variable. The independent variable was the method of teaching: the experimental method integrated reading and writing skills; the control method emphasized writing skills.

3. Blocking Variable. The blocking variable was the three teachers participating in the study.

Hypothesis

The following hypothesis was formulated for this study: There was no difference between the experimental groups, which were exposed to a method of integrating reading and writing skills, and the control

groups, which were not exposed to the method of integrating reading skills on writing, reading, vocabulary, and reading comprehension.

PROCEDURES

Participants

In order to test the hypothesis six classes of freshmen students in English 111 were selected for the study. Three classes were designated Experimental; three classes were designated Control. However, classes were not designated until students had been scheduled. They were arbitrarily identified as experimental and control after scheduling.

The initial group of students for the study numbered 160. Counselors, who ordinarily conducted first interviews and advisement procedures with entering students, encouraged those whose reading scores on the Comparative Guidance and Placement Tests indicated a need for reading instruction to enroll in one of the six classes included in the study.

Since scheduling procedures were somewhat restrictive, it was necessary to test students the first day of classes to determine reading levels. Therefore, some students whose reading scores were above the 50th percentile on the Nelson Denny Reading Test, Form A, were excluded from the study. As a result of the testing, class changes, and other factors 110 students remained. These students became the target group for the study. The composition of each class was as follows:

Experimental				Control			
A	B	C	Total	A	B	C	Total
18	21	19	58	17	22	13	52

Teachers

Three English instructors participated in the study on a voluntary basis. Each was a member of the English Department at Southwest Virginia Community College and a freshman composition instructor. Each instructor also had several years teaching experience working with community college students, and all were experienced developmental studies instructors, two having served on a state Ad Hoc Committee for Foundation Studies (developmental and/or remedial).

TREATMENTS

The overall goal for both the experimental and control groups was the same--to learn to communicate more effectively through reading and writing. Particular emphasis for the control groups was directed towards improving writing skills, building vocabulary, and familiarizing students with the genres of essay and biography. While the experimental groups were exposed to the same units, instruction in basic reading skills of comprehension and vocabulary was incorporated and became a part of the special treatment for this group.

Vocabulary

The control groups' vocabulary study consisted of memorizing and using new words. Words for this unit consisted of one hundred words from the essays and biographies read and fifty words from other sources. These words were shared with class members and were used in writing assignments.

The experimental groups experienced intensive work in vocabulary study. This study involved learning words through word analysis skills, contextual clues, and memorization. Word analysis skills included the mastery of Greek and Latin prefixes, suffixes, and roots; defining words through context was stressed in the reading of essays; and, memorization of words included the study of basic, intermediate and advanced sets of words published by Bell and Howell Company, 1968.

Vocabulary study for the experimental group was integrated with writing and reading assignments. In order to emphasize the use of word analysis skills, words were analyzed as composition instruction began. Among many words analyzed, the following terms exemplify the use of word analysis skills pertinent to instruction in composition and the building of vocabulary through learning words of the same word family.

WORDS	PARTS	OTHER WORDS
Composition	com (together) posi (place, put) tion (noun suffix)	compose (v) composite (adj.) composure (n)

WORDS	PARTS	OTHER WORDS
Unity	uni (one) ty (noun suffix)	unify (v) union (n) unique (adj.) unison (n) unit (n) unite (v)
Coherence	co (together) here (stick) ence (noun suffix)	cohere (v) cohesion (n) cohesive (adj.) coherent (adj.)

Grammatical terminology usually associated with instruction in composition (conjunctions, pronoun reference, antecedents, etc.) was also explained through word analysis skills. Other word analysis skills introduced were those of the process of assimilation and syllabication. These were taught, as were those relating to grammar, as needed. For example, when misspelled words were found in students' compositions, the appropriate skill was discussed.

The study of word analysis skills used by the experimental groups was the major difference in vocabulary study between the two groups. While both the experimental and control groups were taught to use context and memorization to improve vocabulary, the experimental groups had the added advantage of word analysis skills integrated with their writing skills and vocabulary study.

Comprehension

Comprehension skills for the control groups consisted of discussing and analyzing the content of essays and biographies. Discussion and reading centered around the elements of purpose,

theme, development, and style. Attention was also focused on vocabulary study.

In contrast, the experimental groups' study began with the reading and analysis of paragraphs with emphasis on selecting the main idea, key words, supporting details, making inferences and drawing conclusions. They used a regular reading exercise manual (College Reading Skills, Austin et al.) for this study. After completing paragraph analysis skills, they read and analyzed essays from Efficient Reading, a reading exercise manual of essays by James I. Brown. Essays from Brown's manual included those dealing with language and vocabulary. Finally, the experimental groups read and discussed some of the same essays and biographies that the control groups read.

Composition

Writing the basic paragraph was the initial unit of instruction in composition for both the experimental and control groups; however, the methods of teaching this unit differed.

The control groups' writing assignments began immediately at the beginning of the quarter. These assignments followed lectures on paragraph elements--the topic sentence, supporting details, and a concluding sentence. After practice writing exercises involving the basic elements mentioned above, the factors of unity and coherence were discussed through the lecture method. Upon completion of the lectures and discussions on paragraph elements, in-class composition exercises were written by students each class period. These exercises

were graded and results were discussed with students individually. Students then revised their paragraphs and corrected errors. However, if grammatical errors were excessive, they were to study on their own or get help from another source until they passed a proficiency test on designated grammar units. When students demonstrated the ability to write a unified and coherent paragraph, they began their study of essay writing.

The method used with the experimental groups in composition was based entirely on reading skills. These groups did not begin writing until they demonstrated the ability to recognize the various elements of a paragraph--the topic sentence (including recognition of the subject and control), supporting details, and key words. They were also required to make inferences and draw conclusions from the content. After comprehension scores reached a consistent 80 to 90 percent, paragraph writing exercises were begun.

Following instruction in basic paragraph writing, a unit in reading exercises stressing elements of unity and coherence were assigned. Once this unit was completed, writing assignments were made which required students to use the elements of unity and coherence. Reading and writing assignments for the essay followed the same pattern as that used for paragraphs, with the exception of the book used for reading assignments which was James I. Brown's Efficient Reading.

Materials

Instructional materials used with the experimental and control classes differed. The materials used with the groups were as follows:

Control and Experimental:

Knickerbocker, Kenneth and H. W. Reninger, eds. Interpreting Literature, 5th edition, New York: Holt, Rinehart, and Winston, Inc., 1974.

McCrimmon, James M. Writing With a Purpose, 5th edition, Atlanta, Georgia: Houghton-Mifflin Company, 1974.

Experimental:

Austin, Lettie J. et al., College Reading Skills, New York: Alfred A. Knopf, 1966.

Brown, James I. Efficient Reading Skills, Lexington, Massachusetts: D. C. Heath and Company, 1962.

Materials in Reading Laboratory

Basic, Intermediate, and Advanced vocabulary words by Bell and Howell Company, 1966.

COLLECTION OF DATA

At the beginning of classes in the Fall Quarter, 1975, the following pre-tests were administered: Nelson Denny Reading Test, Form A and Essay Writing Sample. At the end of the quarter post-tests administered included the Nelson Denny Reading Test, Form B and Essay Writing Sample.

For the essay writing samples the broad topics of "Dreams" or "Teachers" were used for the pre-test and post-test compositions. Students were allowed to choose either topic for the initial writing; however, if they chose "Dreams" for the pre-test, then they were required to write about "Teachers" for the post-test.

TREATMENT OF THE DATA

Scoring

The instructors participating in the study scored the Nelson Denny Reading Tests, Forms A and B, for their own classes. The writing samples were scored by a departmental composition scale using the criterion of unity, coherence and mechanics. (Scale in appendix.) The final writing scores used for data analysis was an average derived from the readings and scoring of three different readers. These scores were compiled for each class and sent to the Computer Center at Southwest Virginia Community College to have cards cut for the data. This data was taken to the Computer Center at Virginia Polytechnic Institute and State University for processing.

STATISTICAL TREATMENT OF DATA

The statistical technique of multivariate analysis of covariance (MANCOVA) two-way classification was used for the analysis of the data. The independent variables were the method of instruction in English 111 and the teachers involved in the study. The dependent variables were comprehension and vocabulary subtests (reading skills) as measured by the Nelson Denny Reading Test and writing skills as measured by a teacher constructed writing scale.

In covariance analysis of a pre-test post-test design, post-test scores are adjusted in order to statistically control for any initial differences that may have existed between the groups at the time of the pre-tests. In this study the post-test scores on the

two subtests of the Nelson Denny Reading Test and the writing sample were adjusted for the pre-test scores.

While the purpose of the study was not to investigate teacher differences, the analytical procedures did control for teacher differences by using the teacher as a blocking variable. Therefore, there will be no discussion of specific teacher differences.

Chapter 4

ANALYSIS OF DATA

Chapter Two reported that within the total context of the instructional mission of the community college there was the need for special efforts in the area of remediation (Moore, 1971; Monroe, 1972; O'Banion, 1976). Others (Nelson, 1965; Burton, 1973; Wainwright, 1970; Walpole, 1974; Merson, 1965) pointed out the need for research concerned with methodology in the content area of English.

It was in response to this expressed need for research studies related to methodology in the English classroom and, more specifically, to methodology for developmental instruction in communication skills for community college students that prompted this investigator to design this study which integrated basic reading and writing skills instruction. The author theorized in Chapter One that an integrated approach of reading and writing skills might be the answer to more effective instruction for development of communication skills on the community college level. Therefore, plans were made to conduct such a study at Southwest Virginia Community College in the Fall of 1975. The experiment was to include students in English 111, a transfer course.

Based on suggestions from literature in Chapter Two that separation of students for instructional purposes was a negative factor (Goebel, 1971; Glasser, 1969), it was decided that students included in the study would be allowed to register for English 111

regardless of low reading scores on the Comparative Guidance and Placement Test. It was pointed out in Chapter One that students with scores on the Sentence and Reading sections of the Comparative Guidance and Placement Test below the 35th percentile were encouraged to enroll in English 01, a non-credit verbal skills, and/or in English 08, a non-credit reading course.

The question posed in Chapter One was whether or not there was a difference in reading and writing scores between students in English classes which integrated reading and writing skills and those in English classes with no special treatment in reading skills. The decision was made to explore this question through a study of two methods of teaching English--one method to integrate reading and writing skills and the other method to emphasize writing skills only.

Therefore in the Fall of 1975, six English classes (three experimental and three control) were set up for the experiment and were administered the Nelson Denny Reading Test, Form A at the beginning of the Fall Quarter, 1975 and Form B at the end of the Fall Quarter, 1975. Essay writing samples were also secured at the beginning and end of the Fall Quarter, 1975. The criterion measures were reading skills (comprehension and vocabulary) and writing skills. (Table Five gives the raw data of this testing.)

The following hypothesis was formulated: There are no differences between the experimental groups which were exposed to a method of integrating reading and writing skills, and the control

groups which were not exposed to the method of integrating reading skills on writing, reading vocabulary, and reading comprehension.

The statistical treatment applied to the results was the multivariate analysis of covariance (MANCOVA). The results of multivariate analysis of covariance are summarized in Table One. This summary shows that there was no significant difference between groups. On the basis of this data ($F=2.089$, p less than 0.107) the hypothesis was not rejected. However, there were significant teacher differences ($F=2.176$, p less than 0.047) and also interaction between groups and teachers was significant ($F=3.268$, p less than 0.004).

Groups

While the analysis revealed no significant difference between groups, according to the adjusted post-test mean scores in Table Two, the experimental group showed an adjusted post-test mean score of 75.513 to the adjusted post-test mean score of 73.522 for the control group on the writing test. This represents 1.991 difference in the adjusted post-test mean score in favor of the experimental group. The control group adjusted post-test mean scores were 1.391 more than those of the experimental group on the vocabulary subtest of the Nelson Denny Reading Test, and 1.975 more on the comprehension subtest.

A further analysis of the data in Table Two shows that the mean gain scores show the experimental group having a mean gain of 17.212 on the writing criterion, while the control group had a 12.948 mean gain on writing. On the vocabulary subtest of the Nelson Denny Reading Test the control group showed a gain of 6.793 to the experimental group

Table 1

Summary of MANCOVA

Source	df (hyp)	df (err)	F	p less than
Group	3	99	2.089	0.107
Teacher	6	198	2.176	0.047
Interaction	6	198	3.268	0.004
Regression	9	241	18.798	0.001

Table 2

Mean Gains of Groups on Three Criterion Using Adjusted Post-Test Means

	Groups	Writing	Vocabulary	Comprehension
Pre	E	57.096	23.385	29.808
	C	61.655	26.069	32.293
Post	E	74.308	27.635	33.558
	C	74.603	32.862	37.707
Gain	E	17.212	4.250	3.750
	C	12.948	6.793	5.414
Adjusted Post	E	75.513	29.130	34.704
	C	73.522	31.521	36.679

gain of 4.25. The control group also had the greater mean gain in comprehension which was 5.414 compared to that of the experimental gain of 3.75.

In summary, the experimental group had greater mean gains and adjusted post-test mean scores on the criterion of writing than did the control. However, the control had greater mean gains and adjusted post-test mean scores on vocabulary and comprehension subtests of the Nelson Denny Reading Test.

Teachers

There was a significant difference between teachers as indicated in Table One (F=2.176, p less than .047). Table Three displays adjusted post-test mean scores for teachers A, B, and C. On the criterion of writing, teacher A had an adjusted post-test mean score of 76.675 to teacher B's 71.725; and, to teacher C's 75.725. The greatest difference in adjusted post-test mean scores on the criterion of writing is between teacher A who shows a difference of 4.950 more than teacher C. However, teacher C shows a difference of 4.000 more than teacher B. Teacher differences are also evident on vocabulary on the adjusted post-test means. Teacher A showed a difference of 1.572 more than teacher C and 2.693 more than teacher B. Teacher C showed a difference of 1.067 more than teacher B on the criterion of vocabulary. On the criterion of comprehension the adjusted post-test means showed the same pattern. Teacher A had a difference of .972 more than teacher C and 4.722 more than teacher B; teacher C had a difference of 3.0 more than teacher B.

Table 3

Mean Gains Showing Teacher Differences Using Adjusted Post-Test Means

	Teacher	Writing	Vocabulary	Comprehension
Pre	A	66.082	23.828	27.542
	B	62.382	23.814	32.488
	C	62.312	27.180	33.187
Post	A	78.914	30.678	35.257
	B	72.045	33.720	34.070
	C	74.437	32.218	34.771
Gain	A	12.832	6.850	7.715
	B	9.663	9.906	1.582
	C	12.125	5.038	1.584
Adjusted Post	A	76.675	31.880	37.489
	B	71.725	29.241	33.767
	C	75.725	30.308	36.497

The purpose of this study was not to compare differences among the participating teachers. However, since identities of the teachers associated with the respective groups A, B, and C, are unknown, it was of interest to compute gains for this factor. Each teacher taught an experimental and control group in order to control for the teacher variable. Table Three shows the difference in mean gains in each teacher's class, thus indicating teacher differences. Teacher A showed greater gains in writing and comprehension; teacher B showed a greater gain in vocabulary than teachers A and C. Teacher C had a favorable gain in writing which was the second highest gain in writing.

Interaction

According to Table One there was significant interaction between teachers and groups ($F=3.268$, p less than 0.004). However, Table Four signifies interaction was due principally to the writing tests. Figure One displays this interaction between groups and teachers on the criterion of writing. Post-test adjusted means for teacher A's experimental group on the criterion of writing was 74.306 while the control group showed 79.184. This showed the control group higher on the criterion of writing. For teacher B the control group's adjusted post-test mean scores are higher than the experimental groups scores on the criterion of writing (76.156 to 67.495). For teacher C the experimental group's adjusted post-test mean scores are higher than the control group's scores on the criterion of writing (76.147 to 75.436).

Table 4

Interaction Mean Gains Among Groups and Teachers
Using Post-Test Adjusted Mean Scores

	Groups Teachers	Writing	Vocabulary	Comprehension
Pre	EA	63.167	20.333	27.111
	EB	59.952	23.524	31.810
	EC	44.077	27.385	30.308
	CA	69.118	27.529	28.000
	CB	62.727	24.091	33.136
	CC	53.737	27.053	35.158
Post	EA	73.222	27.611	34.444
	EB	75.952	26.952	31.143
	EC	73.154	28.769	36.231
	CA	81.941	33.824	36.118
	CB	68.318	33.636	36.864
	CC	34.579	34.579	40.105
Gain	EA	10.055	7.278	7.333
	EB	16.000	3.428	-0.667
	EC	29.077	1.384	5.923
	CA	12.823	6.295	8.118
	CB	5.591	9.545	3.728
	CC	21.579	7.526	4.947
Adjusted Post	EA	74.306	31.827	38.139
	EB	76.156	27.789	31.269
	EC	76.147	27.562	35.499
	CA	79.184	31.935	36.801
	CB	67.495	30.626	36.151
	CC	75.436	32.187	37.180

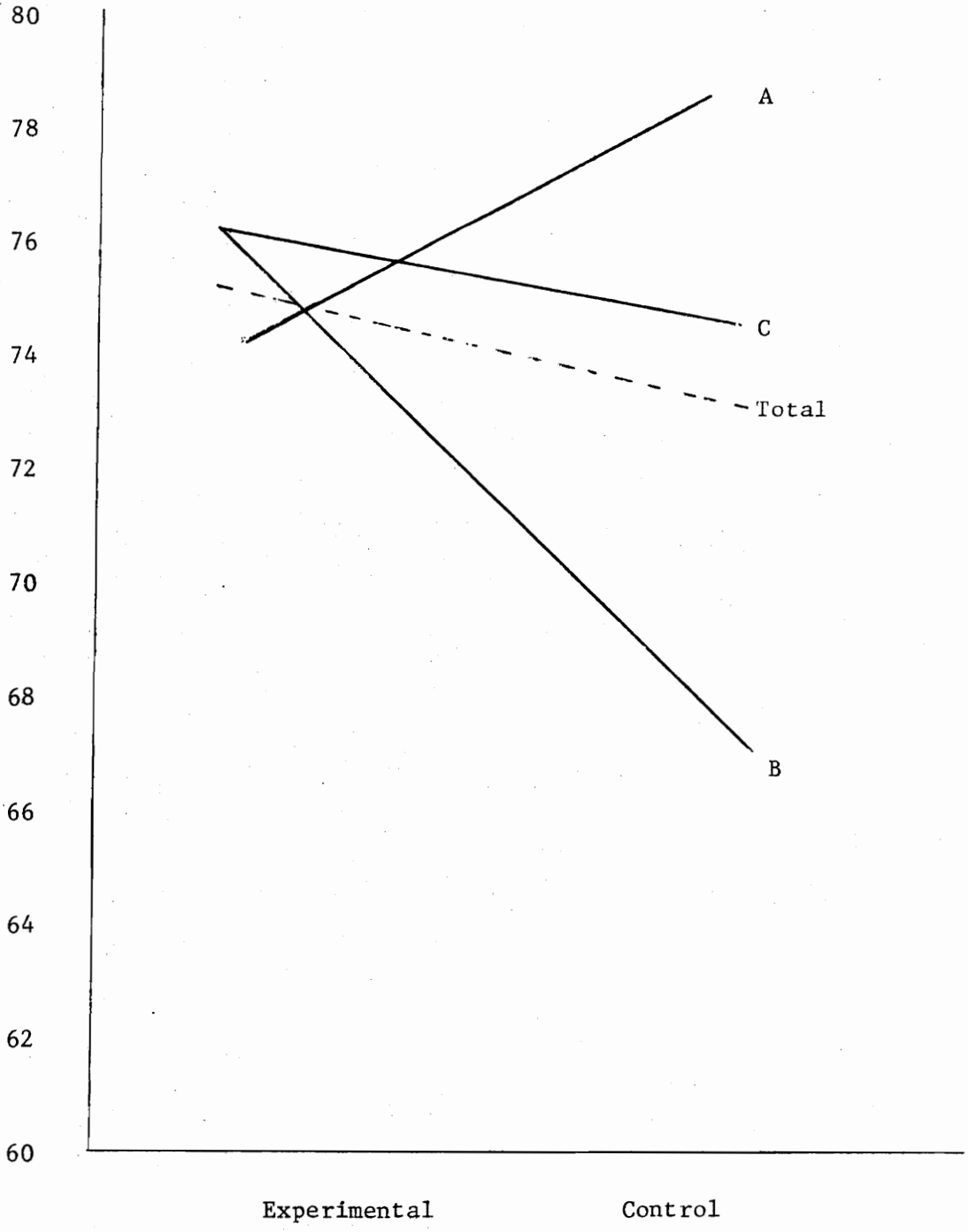

Figure 1. Interaction Plot for Post-Test Adjusted Means for Groups A, B, and C and the Total Group for the Criterion of Writing

Figure Two demonstrates the interaction on the criterion of vocabulary. For teacher A the adjusted post-test mean scores for the control group are higher than the experimental group's scores (31.935 to 31.827). For teacher B the experimental scores were also lower than those of the control (27.789 to 30.626). For teacher C the control group scored slightly higher than the experimental group (27.562 to 32.187).

Regarding interaction on the comprehension adjusted post-test mean scores, teacher A's experimental group scored higher than the control group, 38.139 to 36.801. Teacher B's control group was higher than the experimental, 36.151 to 31.269. Teacher C's control group was higher than the experimental, 37.180 to 35.499. (See Figure 3.)

SUMMARY

The null hypothesis of this study stated that there was no difference between the experimental groups which were exposed to a method of integrating reading and writing skills, and the control groups which were not exposed to the method of integrating reading skills on writing, reading vocabulary, and reading comprehension. Statistical analysis (MANCOVA) showed no significant difference between the two groups, thus indicating the failure to reject the hypothesis. On the other hand, there were significant differences in relation to teachers and interaction.

In addition, upon computation of mean gains between pre- and post-tests, there was evidence of some gain on all criterion. The

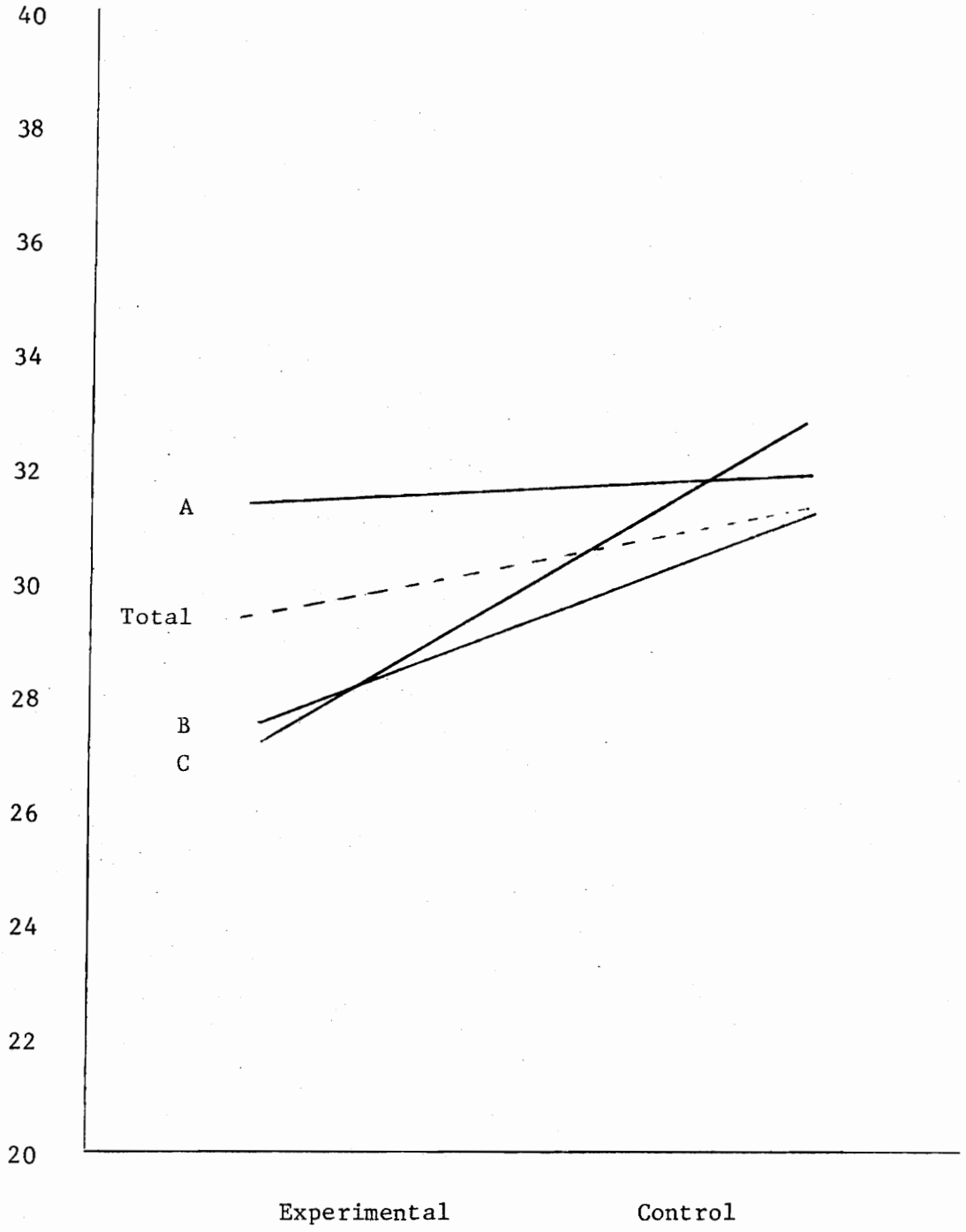

Figure 2. Interaction Plot for Post-Test Adjusted Means for Groups A, B, and C and the Total Group on the Criterion of Vocabulary

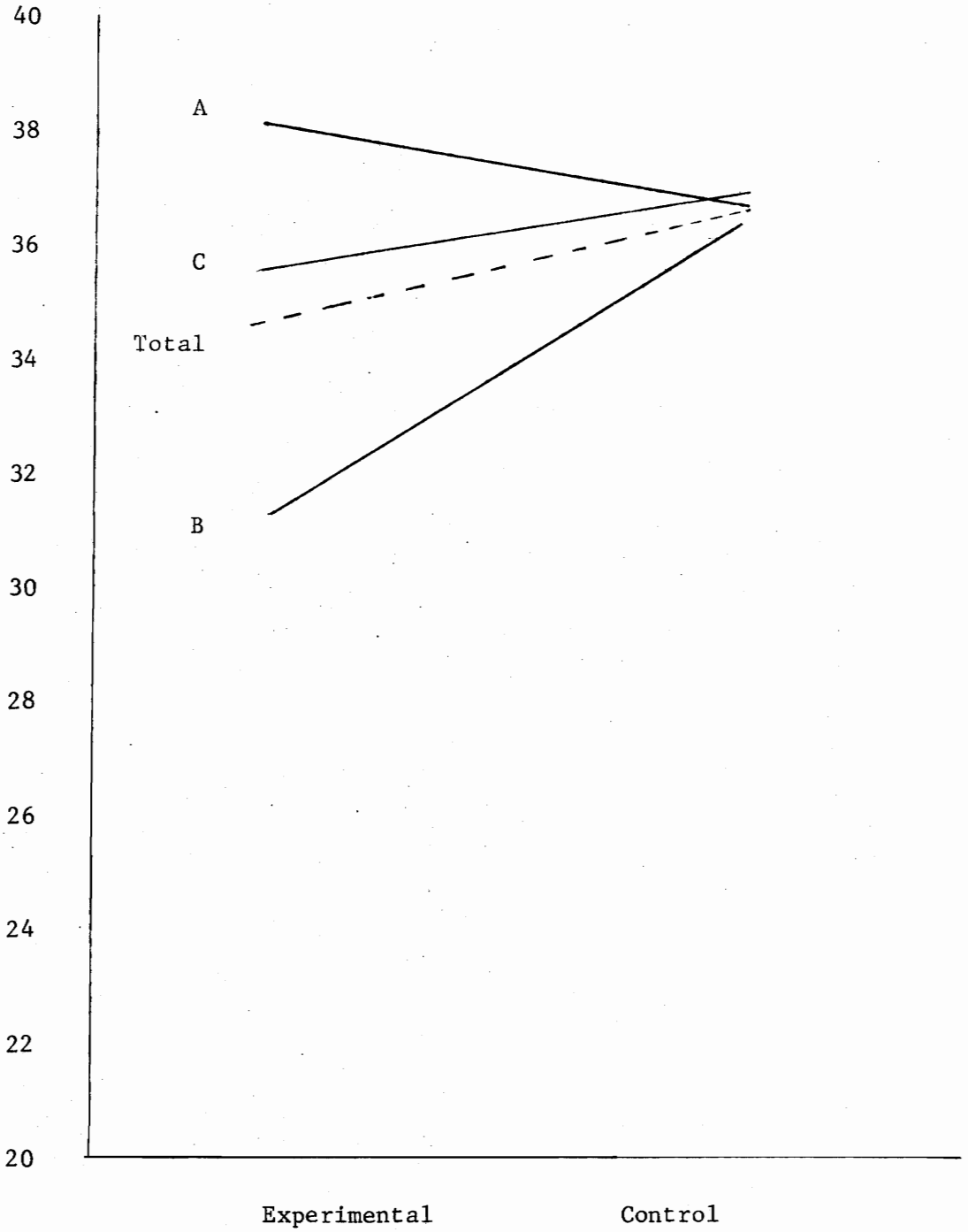

Figure 3. Interaction Plot for Post-Test Adjusted Means for Groups A, B, and C and the Total Group on the Criterion of Comprehension

gain on the criterion of writing was in favor of the experimental groups, while the gain on the criterion of vocabulary and comprehension favored the control group. Even though the gain on the writing criterion was more evident, no gain among the three criterion was significant.

Chapter Five gives the summary, conclusions, and recommendations of the study.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

Writers stressed the need for attention to the instructional mission of the community college (O'Banion, 1974; Monroe, 1972; Thornton, 1972). In relation to this mission, instruction in the developmental communication skills was emphasized, because of the large percentage of those entering the community colleges with deficient basic skills deficiencies (Medsker and Tillery, 1971; Newburn, 1965).

Literature pointed out that in order to provide effective and appropriate instruction there was a need for an awareness of student characteristics and needs (Cross, 1972; O'Banion, 1976). In sum, major characteristics described the students as being of all academic ability ranges, but predominantly in the lower and middle levels (Cross, 1972; Gleazer, 1968; Medsker and Tillery, 1971; Thornton, 1972). Likewise, community college students were described as being in the low to middle levels in relation to socioeconomic status (Cross, 1968, 1972; Knoell, 1973; O'Connell, 1968; O'Banion and Thurston, 1972). Another important characteristic listed which could bear directly on instruction was the attitude of low self-concept (Cross, 1972; Monroe, 1972), and "lack of confidence" (Moore, 1970).

In relation to instructional practices, separation of those students having deficiencies from the regular classes was viewed as a negative factor by some (Goebel, 1971; Glasser, 1969).

The lack of research in the area of reading was discussed, especially in the area of methodology. It was with these factors in mind that the present study materialized.

The purpose of this study was to determine whether or not developmental instruction (as defined in this study developmental instruction is for those students having reading skills below the 50th percentile on the Nelson Denny Reading Test, and scores below seventy on the writing sample according to a teacher made grading scale) in the communication skills of reading and writing could be effectively integrated in the regular English classes at Southwest Virginia Community College. In order to answer this question six classes of English 111 became the target group for the study.

Three subtests--the Nelson Denny Reading Test, Form A (vocabulary and comprehension) and a writing sample were administered to three experimental English 111 classes and to three control English 111 clases in the Fall Quarter, 1975. After ten weeks of instruction, the Nelson Denny Reading Test, Form B and a writing sample were administered.

To analyze the effects of the two methods of instruction in English 111--one integrating basic reading skills with writing skills (Course Outline in Appendix) and one utilizing the regular course outline for English 111 (Course Outline in Appendix) which did not

incorporate basic reading skills--results for the pre- and post-tests were compiled.

The target group numbered 110 students--fifty-eight in the experimental and fifty-two in the control group.

The null hypothesis of the study was: There was no difference between the experimental groups which were exposed to a method of integrating reading and writing skills, and the control groups, which were not exposed to the method of integrating reading skills on writing, reading, vocabulary, and reading comprehension.

The statistical technique used to test the null hypothesis was the multivariate analysis of covariance (MANCOVA) two-way classification. This procedure allowed adjustment of post-test mean scores in order to control for any initial differences existing between the groups at the time of pre-testing.

The null hypothesis of the study was not rejected, because the statistical analysis showed that there were no significant differences between the two groups. Since this was the case, it was decided to analyze further the differences in the adjusted post-test mean scores and also the differences between pre- and post-tests on each of the criterion. The analysis for the adjusted post-test mean scores and the mean gain scores favored the writing criterion. These results will be discussed respectively in the conclusions. The analysis also showed significant differences for teachers and for interaction.

CONCLUSIONS

As a result of the analysis of the data in Chapter Four, it was concluded, since the null hypothesis was not rejected, that there were no significant differences between the two methods of teaching English--the one integrating basic reading/writing skills and the one not integrating basic reading skills with the writing skills.

In Chapter One it was noted that some writers (Walpole, 1974; Wainwright, 1970; and Early, 1973) viewed the possibility that through the English class these basic skills could be effectively taught. The investigator of the present study shared this view, although there were no findings in the literature to either support or reject this idea. It was strictly theorizing on the part of the author that integrating reading and writing skills could be a more effective method of instruction for community college students. This idea was partially influenced by the author's review of literature pertinent to elementary instruction in reading. In Chapter Two the point was made that studies on this level had been conducted which dealt with relationships of linguistics and reading (Bloomfield and Barnhart, 1961; Fries, 1962), "grammatical structure" and reading (Rystrom, 1972) and the language experience approach and reading (Hall, 1972).

Another underlying reason for the investigator's belief that the two skills areas could be combined was based on observation of students' skills problems in reading classes. Some of these problems concerned choosing the main ideas, topic sentences, supporting details, and key words in paragraph reading. These same factors were comparable

to those taught in composition. Therefore, it seemed feasible that the two skills (reading comprehension and writing) could be taught simultaneously. The results of the present study did not support this view.

The reasons for the results found in this study might be related to several factors. One major reason that the results showed no significant differences might have been the fact that these students were beginning freshmen and were probably somewhat apprehensive about the new experience of beginning study on the college level. This, of course, can only be an assumption on the part of the investigator. However, it seems a reasonable assumption based on information in Chapter Two concerning community college students' characteristics--that they were in the lower or middle academic ability ranges (Cross, 1968, 1972; Gleazer, 1968; Medsker and Tillery, 1971; Thornton, 1972) and that they had a "lack of confidence" (Moore, 1970). Regardless of whether or not these students possessed the same characteristics mentioned above, the intensive testing program at the beginning of the quarter was not a very pleasant experience for them, and; therefore, might have been a factor having some effect.

Chapter Two also stressed the need for those working with community college students to know them. In a period of ten weeks this is practically impossible, because there is little, if any contact, with most students outside the regular classroom setting except in relation to giving help in the skills areas or directing

them to a source of assistance, such as the Learning Resource Center and/or to the Tutoring Center.

Conceivably one of the problems was the element of time. All three teachers felt pressured for lack of time. They expressed the need for five periods of instruction per week rather than the scheduled three.

The fact that all three teachers had more experience in teaching composition than they had had in teaching reading skills could have been unintentionally influential in the study. As for the vocabulary, since defining words through the skills of word analysis and contextual clues was an intensive part of vocabulary study for the experimental group, there was the possibility that these skills could not have been measured effectively on the vocabulary portion of the Nelson Denny Reading Test. This is only an assumption since the words on the vocabulary portion of the test have not been analyzed in relation to the use of word analysis skills. However, the vocabulary portion of the Nelson Denny Reading test is a multiple choice type test and does not allow for the use of contextual clues. Again there is no support for these assumptions.

The only conjecture the investigator can propose for low comprehension gains among both groups is that the period of ten weeks was insufficient time to correct deficiencies in reading comprehension skills. In addition, the fact that the Nelson Denny Reading tests are timed could possibly create problems for some students.

IMPLICATIONS

The foregoing conclusions concerning the results of this study imply other specific needs for instruction in the communication skills on the community college setting. This study has implications for further consideration of problems associated with teaching the community college student not only in the communication skills but also in other content areas.

The major implication is for research related to methodology in the communication skills of reading and writing for community college students. Empirical studies concerning either reading or writing or any phase of the two would give English teachers some direction.

Reading instruction involves a broad range of skills. While all students would not necessarily need instruction in all the skills, there are some who will. Therefore, research studies dealing with any facet of this area would be beneficial. These reading skills might include those of: improving vocabulary skills; reading simple graphs; analyzing simple paragraphs; learning study skills, learning to read critically; learning to use reference books; learning to outline; learning to take lecture notes; improving rate of reading. To exemplify, a comparison study of methods in teaching vocabulary would be an interesting and helpful study. An experimental class might study vocabulary utilizing word analysis skills, dictionary skills, contextual clues, and mnemonic devices. The control class could stress memorization of words and drill in the use of words.

It would be important to include words such as accept, except, know, no, to, too, two and other simple words which so many times are misused, because the meaning has not been internalized. Of course, words would have to be included to challenge those who know these basic ones. While this type study might seem elementary to those whose training related to college level teaching in the traditional four year college, it probably would not seem so to those who teach on the community college level. In addition, studies similar to this could be conducted in many community colleges at the same time. This type research might only be an initial step, but research done on this scale, if results are disseminated, could be the springboard for other studies.

The same type research could be carried out in the area of writing. Why not design individualized instructional packages on basic composition skills to be used in contrast to the regular textbook/lecture method of instruction in composition? This type research design would not be too unwieldly to conduct in several community colleges. Research possibilities are unlimited in this area.

Very closely associated with this implication is that of the need for institutional assistance to the instructional staff in communication skills in research studies. Most community colleges have research personnel or perhaps instructors who have the competency to guide a research project. In many cases it might be a truism that some English teachers will need a research specialist to help them

with the design, treatment, and analysis of the data. Perhaps, if support services of this nature were available, research in English studies would not be so limited.

It was stressed in literature (Cross, 1972; O'Banion, 1976) that those working with community college students know their characteristics and needs. This need is recognized and shared by the author. There are several procedures through which the administrative staff can help make this a reality. For instance, seminars or work sessions of faculty and counselors during which student problems were discussed, would be beneficial. Solutions could be proposed based on this two way communication. At times, students could be invited to share in the discussion and problem solving.

Another procedure that holds possibilities for faculty development in relation to instruction is the process of Cognitive Mapping. The major idea of this is to match student-teacher characteristics and also student learning styles in order to make the best learning situation. However, any endeavor along this line must be supported by the appropriate administrative personnel.

Then there are the possibilities for sessions which involve student-teacher-administrator, such as human potential seminars or group processes. These would encourage communication which would open doors to good relationships and greater understanding.

Most of the above is concerned with building a foundation upon which appropriate instruction can become a reality. It is from this beginning that the total instructional program can become more

effective. For the student with academic and other problems this open communication may be the motivational therapy that will help him discover and accomplish his objective.

In relation to this present study of teaching reading and writing, there are other channels to be explored which could make instruction more relevant and effective for students. The author feels that instruction in these basic skills cannot be fragmented. Reading and writing skills must be applied to other course content. For instance, when an instructor in another course feels that a student is not passing tests because of a reading problem, then this matter should be brought to the attention of the reading instructor. The instructor can then teach this specific skill which would include test taking skills and analytical reading. The same attention could be given to writing instruction if the problem shows the inability of the student to put his ideas on paper in an organized manner. Many times this is strictly a failure on the student's part to recognize the relationship between essay writing in an English class and answering an essay type question.

In all these matters institutions of higher education can make contributions by offering appropriate courses for community college teachers and administrators. While many of the needs for teachers are being met through the services of these institutions, there remains the need for classes which allow students the experience of diagnosing student learning deficiencies and planning alternative methods of instruction for correcting these deficiencies.

Finally, if community college English teachers can explore ways for articulation with the secondary school in the college's service area, perhaps a sequentialized program of study could be implemented. This coordinated effort could become the catalyst for correcting many academic problems for students before they enter the community college.

In conclusion, improvement in instruction in English and reading may come about through more research by those in the classroom situation. However, many English teachers will need the supportive services of those who are competent in the area of research methods.

Open communication and an awareness of student characteristics and needs can be realized through administrative efforts of providing inservice training sessions.

In addition, there is a need to articulate with the secondary schools in order to begin as early as possible to correct deficient skills among students.

Finally, coordinated efforts of faculty, administrators, students, and secondary school personnel will be needed to bring about the desired quality of instruction on the community college level.

RECOMMENDATIONS

The following recommendations are made based on the findings of this study:

1. This study should be explored in different community colleges. However, the study should be modified to include a greater

time span. If possible, it would seem better to continue the experiment for more than one quarter. If this were not feasible since scheduling procedures are somewhat restrictive on the college level, then the time element could be increased to five hours instruction rather than the three required for English 111.

2. Studies should also be made to compare the effects of three methods of teaching reading and writing: integrating reading and writing skills in the English class; teaching writing skills through the designated routes of an English class supplemented by instruction in a reading class; teaching writing without any reading instruction.

3. A pilot study combining reading and writing skills should be conducted before a large scale study is attempted. This would give the participating instructors an overall view of their mission. Also this experience would offer an opportunity for evaluating strengths and weaknesses of a program of this nature. In turn, a replication of the program with elimination of the weak areas would strengthen another such study.

4. A concentrated effort of elementary and secondary school personnel for the purpose of planning and activating a sequentialized reading/writing program should be made. Basic reading instruction should not be discontinued after elementary education but rather continued until students achieve proficiency levels for the next grade level. In addition, the possibility of teaching reading skills

in all content areas should be explored throughout the elementary and secondary levels.

5. Dissemination of studies made in English classes on the community college level is needed.

6. Coordinated efforts of Department Heads, instructors competent in research techniques, and English teachers should work as a team to facilitate research studies for English courses.

7. Teachers of composition and reading teachers should be encouraged to coordinate their efforts to write instructional packages which integrate reading and writing skills. The purpose for this is three fold: to allow a different learning style, and to allow more time for some students to master the content, and to offer sufficient opportunities for practice outside the classroom.

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APPENDIX A

Course Outline
English 111
(Experimental Group)

DESCRIPTION:

Expository composition ranging from the paragraph to the essay. The experimental approach integrates reading and writing skills.

DIAGNOSTIC TESTING:

The Nelson Denny Reading Test, Form A; McGraw Hill Spelling Test, Form A; a diagnostic grammar test; and a writing sample will be given during the first week of class. The purpose for giving these tests is to help each student determine those skills needing development or review. All test results will be given to each student, and scores will be explained individually.

CONTENT:

I. Paragraph (Reading and Writing)

Paragraph Analysis (Reading)
Paragraph Writing (Composition)

Paragraph Analysis and Composition will include:

1. Main idea (topic sentence)
2. Key words
3. Supporting details
4. Inferences
5. Conclusions
6. Recognition and using unifying elements
7. Recognition and using coherence elements
8. Development (facts or details, illustration and example, comparison and contrast, and definition)
9. Paragraph writing (using the above)

MEASUREMENT: Satisfactory scores on reading paragraphs to determine main ideas, key words, supporting details, inferences and conclusions. Grades for the first three weeks on paragraphs will be S or U. This is to allow students time to learn a skill before being graded on application.

Grading Scale for this Section is:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
	F

II. Essay.

Essays will be studied in relation to:

1. Structure (basic essay)-introduction (purpose), body (supporting details), and conclusion.
2. Content (reading for facts and meaning)
3. Critical Analysis (evaluation)
4. Discussion and Composition
5. Vocabulary in context

MEASUREMENT: Students will not be graded on the first three written essays; however, papers will be constructively criticized. After three essays papers will be graded according to the following scale:

90 - 100	A
80 - 89	B
70 - 79	C
60 - 69	D
	F

III. Vocabulary.

1. Connotation
2. Denotation
3. Word Analysis (Prefixes, suffixes, and roots)

IV. Mechanics.

Grammatical errors, such as grammar, punctuation, spelling, etc. will be noted in compositions. Tutors will be available for helping students master specific skills.

MEASUREMENT: Excessive mechanical errors (five in any one essay) will deduct ten points from an essay composition.

FINAL GRADE:

Daily and/or weekly grades will be counted three-fourths of the final grade. The final exam will count one-fourth.

Daily grades will include work in:
- Vocabulary
- Paragraph reading and writing
- Essay (reading and writing)

The exam will include vocabulary and essay writing.

ATTENDANCE:

Attendance is necessary since skills will be introduced each class period. If it is necessary to be absent, the student should make the work up within a week. Neglect to do this will affect the student's grade.

TEXTS AND MATERIALS USED:

McCrimmon, WRITING WITH A PURPOSE
Austin, et al. COLLEGE READING SKILLS
Intermediate and Advanced Vocabulary Cards (In the Reading Lab, B-127)

Course Outline and Syllabus
English 111
(Control Group)
Fall Quarter 1975

COURSE DESCRIPTION:

State Description of Engl 111-112-113: Expository writing, ranging from single paragraphs to essays of some length and complexity. Study of the logical, rhetorical, and linguistic structures of expository prose; the methods and conventions of preparing research papers; and the practical criticism of major literary types. Lectures three hours per week.

SVCC Description of Engl 111: This quarter of English Composition stresses expository writing through examples and practice.

TEXTS:

Knickerbocker, Kenneth and H. W. Reninger, eds. Interpreting Literature, 5th edition, New York: Holt, Rinehart, and Winston, Inc., 1974.

McCrimmon, James M. Writing With A Purpose, 5th edition, Atlanta, Georgia: Houghton-Mifflin Company, 1974.

GOALS:

The primary objective for this course is to give the students the necessary skills to communicate effectively in the college setting as well as those settings outside the college experience. Particular emphasis will be directed towards improving writing skills, building vocabulary skills, and familiarizing the student with the genres of essay and biography.

COURSE REQUIREMENTS:

Reading - 20 essays and biographies from the text.

Vocabulary - 50 words to be shared in class and 100 words to be gathered from reading and to be used in writing assignments.

Writing - Numerous paragraphs and essays to be written both in and out of class.

Grammar - Individual assignments based on need.

EVALUATION:

1. In order to pass Engl 111 the student must be able to score an average of "C" or better on a series of three essays to be written in class during the last four weeks of classes. These essays will be scored for content, punctuation, grammar and organization. Since some writing skill is necessary in order to complete all college classes, this requirement is a must. Any student who does not achieve a "C" average will earn a "W" and be required to repeat Engl 111. Grading procedures for this requirement will be provided later.

2. Each student should be able to score a 70 average or better on tests based on the content of assigned essays and biographies.

3. Each student should be able to score 80 average or better on all vocabulary exercises and tests.

APPENDIX B

Composition Grading Scale

WRITING

		Possible Points	
I.	Unity		
	1. Thesis statement	10	____
	2. Relevant paragraphs developing thesis	10	____
	3. Thesis statement for each paragraph	10	____
	4. Relevant sentences developing each paragraph	10	____
	5. Concluding paragraph	10	____
II.	Coherence		
	1. Transitional words	10	____
	2. Repetition of key words, phrases, etc.	10	____
III.	Mechanics (30 possible points)		
	1. Grammar	15	____
	2. Punctuation	5	____
	3. Spelling	10	____
	YOUR SCORE		____

Comments:

APPENDIX C

Table 5

Raw Data Used in the Study for the Experimental Group

Writing		Vocabulary		Comprehension	
Pre	Post	Pre	Post	Pre	Post
60	63	16	25	22	34
54	55	13	20	30	32
58	66	29	39	42	54
61	63	15	29	22	28
52	64	13	21	26	18
67	77	15	22	10	28
69	87	32	33	32	42
62	65	09	19	24	26
62	76	24	21	28	42
55	70	08	13	10	22
53	75	15	14	18	20
67	88	32	40	38	52
62	73	16	20	28	24
74	82	29	37	28	36
72	88	24	46	40	42
68	74	14	25	34	38
74	84	30	33	32	38
67	68	32	40	24	44
59	86	32	33	36	42
50	62	23	25	24	18
60	83	39	42	36	32
70	74	21	28	36	30
55	71	17	17	22	20
49	70	07	13	14	26
69	91	26	29	40	32
63	71	16	24	14	34
70	95	29	41	40	44
54	77	15	18	38	40
59	86	19	23	34	28
69	69	28	33	40	32
74	63	37	32	28	26
66	73	24	26	40	20
61	77	31	41	42	40
61	83	27	32	38	40
59	69	28	27	32	38
51	77	14	22	24	32
52	70	17	20	28	34
50	74	24	27	34	28
58	74	20	13	28	18
64	86	23	29	30	42
59	77	25	32	38	32

Table 5 (Continued)

Writing		Vocabulary		Comprehension	
Pre	Post	Pre	Post	Pre	Post
40	86	24	18	42	42
35	72	31	34	28	34
36	68	23	22	24	32
46	91	38	37	36	46
53	76	32	30	36	38
46	77	25	30	32	32
22	62	17	26	22	28
24	68	18	15	22	28
32	71	36	29	14	37
38	41	23	37	40	42
78	76	41	35	30	38

Table 6

Raw Data Used in the Study for the Control Group

Writing		Vocabulary		Comprehension	
Pre	Post	Pre	Post	Pre	Post
69	75	31	42	30	40
60	81	22	26	18	20
69	83	26	26	26	36
80	82	30	34	34	46
66	80	28	45	28	38
82	89	40	55	26	34
73	77	24	26	34	30
66	73	14	23	18	24
69	86	27	35	18	36
64	71	19	26	26	34
56	78	32	35	42	40
62	85	15	30	20	36
62	87	31	25	20	32
86	93	40	43	34	42
66	88	32	40	38	52
70	75	23	30	28	30
75	90	34	34	36	44
49	64	19	21	24	39
63	70	29	26	40	46
52	56	15	12	30	20
75	83	31	28	40	48
55	45	80	90	08	18
74	85	38	46	34	42
75	78	21	28	42	44
59	76	24	64	42	52
80	74	33	34	40	34
35	67	16	26	27	38
51	66	17	20	26	18
60	84	26	25	42	34
58	76	11	21	34	26
79	80	43	44	32	40
66	71	18	29	24	30
59	64	31	36	40	54
61	57	27	43	32	48
62	57	25	38	46	52
67	61	31	44	36	38
64	58	15	18	20	22
53	74	25	33	38	40
83	57	27	29	32	28
44	79	32	40	38	44
34	58	12	16	24	30

Table 6 (Continued)

Writing		Vocabulary		Comprehension	
Pre	Post	Pre	Post	Pre	Post
74	85	29	29	34	40
69	75	29	32	44	40
58	74	14	19	40	38
60	73	29	40	34	46
57	76	36	42	32	30
57	76	36	42	32	30
73	90	38	55	36	44
57	82	31	38	30	44
35	71	22	31	36	36
48	76	28	37	30	32
77	83	28	43	40	54
33	64	14	16	28	26
56	71	34	39	40	44
74	87	26	38	46	46
44	60	28	38	46	54
40	74	29	33	28	46
55	77	21	36	36	40
33	76	33	35	36	28

APPENDIX D

Table 7

Data Used in Statistical Treatment
Overall Observation: Groups

Group	N	Writing		Vocabulary		Comprehension	
		Pre-test $\bar{X}$	Post-test $\bar{X}$	Pre-test $\bar{X}$	Post-test $\bar{X}$	Pre-test $\bar{X}$	Post-test $\bar{X}$
Experimental	52	57.096	74.308	23.385	27.635	29.808	33.558
Control	58	61.655	74.604	26.069	32.862	32.293	37.707

Table 8

Data Used in Statistical Treatment
Subtests: Writing, Vocabulary, Comprehension

Groups	Teachers	N	Pre-test $\bar{X}$	Post-test $\bar{X}$	Pre-test $\bar{X}$	Post-test $\bar{X}$	Pre-test $\bar{X}$	Post-test $\bar{X}$
Experimental	A	18	63.167	73.222	20.333	27.611	27.111	34.444
Experimental	B	21	59.952	75.952	32.524	26.952	31.810	31.143
Experimental	C	13	44.077	73.154	27.385	28.769	30.308	31.143
Control	A	17	69.118	81.941	27.529	33.824	28.000	36.231
Control	B	22	62.727	68.318	24.091	30.636	33.136	36.864
Control	C	19	53.737	75.316	27.053	34.579	35.158	40.105

Table 9

Data Used for Statistical Treatment
Teachers: Adjusted Means

Group	Writing Adjusted $\bar{X}$	Vocabulary Adjusted $\bar{X}$	Comprehension Adjusted $\bar{X}$
Teacher A	76.675	31.880	37.489
Teacher B	71.725	39.241	33.767
Teacher C	75.725	30.308	36.497

Table 10

Data Used for Statistical Treatment
Groups: Adjusted Means

Groups	Writing Adjusted $\bar{X}$	Vocabulary Adjusted $\bar{X}$	Comprehension Adjusted $\bar{X}$
Experimental	75.513	29.130	34.704
Control	73.522	31.521	36.679

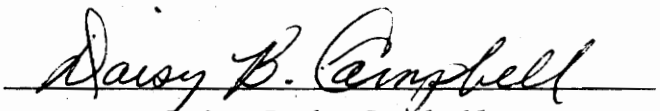
VITA

Daisy Burke Campbell was born January 5, 1928, in Washington County, Virginia. Following graduation from William King High School in Abingdon, Virginia, she entered Radford College and received a B.A. degree with a major in languages and a minor in history and social studies. She later attended East Tennessee State University where she received the M.A. degree in education and English. She returned to East Tennessee State University to do graduate work in reading and English, and also did graduate work in these two areas through the University of Virginia extension classes. In 1971 she enrolled in the doctorate program at Virginia Polytechnic Institute and State University, and completed the doctorate in 1976.

Her professional experiences in the field of education included teaching English, Latin, Spanish, history, and social studies in secondary schools in Pulaski, Lebanon, and Richlands, Virginia. She served as English Department Head at Lebanon and Social Studies Department Head at Richlands. While at Lebanon she was director of the reading program for Lebanon High and Administrator/Supervisor of Adult Basic Education in Russell County. She has conducted workshops for teacher aides in Russell County and has served as consultant at reading conferences in the southwest Virginia area.

When Southwest Virginia Community College opened its doors in 1968, she joined the faculty as English/Reading instructor and remains there at the present time as associate professor of English.

She holds membership in the National Council of Teachers of English and the International Reading Association.



Daisy Burke Campbell

A STUDY OF TWO METHODS OF TEACHING ENGLISH IN A COMMUNITY COLLEGE SETTING

by

Daisy B. Campbell

(ABSTRACT)

Differences were investigated between two methods of teaching English in a community college setting--one method emphasizing reading/writing skills and one emphasizing writing skills. A pre-test/post-test design was used for the study. The criterion evaluated were reading skills (vocabulary and comprehension) and writing skills.

The multivariate analysis of covariance (MANCOVA) was the statistical treatment applied to the data. The null hypothesis that there were no differences between the two methods of teaching English was not rejected.

There were significant differences, however, among the three participating teachers and group/teacher interaction.

While there were those who indicated the English class as the appropriate place to integrate the skills of reading and writing, the study did not support this idea. However, it was recommended that the study be made in other community colleges with modification of the design to include a longer period of time between pre- and post-testing.