Title: Reading and Study Skills and Instruction: Secondary: Abstracts of Doctoral Dissertations Published in "Dissertation Abstracts International," July through December 1981 (Vol. 42 Nos. 1 through 6).

Institution: ERIC Clearinghouse on Reading and Communication Skills, Urbana, Ill.

Abstract:
This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The ten titles deal with the following topics: (1) an inductive method for teaching three skills necessary for reading narrative fiction; (2) the use of reading strategies in secondary level content area classrooms: (3) seventh grade students' insights about the strategies they used to study and understand an expository text; (4) the strategies used by selected junior high school students to read content area materials; (5) the reading process as a transactional learning experience; (6) a psycholinguistic investigation of the cloze responses of secondary school students; (7) achievement and attitudinal outcomes of teaching tenth grade American history by a lecture method and a method emphasizing the development of reading skills; (8) high school students' reading ability in their assigned science and social studies textbooks as measured by the cloze procedure; (9) the extent to which students in content area classrooms are given instruction in reading assigned materials; and (10) a comparison of basic concept formation performance and verbal concept formation performance of ninth grade students who were grouped according to reading ability. (FL)
Reading and Study Skills and Instruction: Secondary:
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Compiled by the Staff of the
ERIC Clearinghouse on Reading and Communication Skills

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Abstracts of the following dissertations are included in this collection:

Anthony, Patricia E.
AN EVALUATION OF AN INDUCTIVE METHOD FOR TEACHING THREE SKILLS NECESSARY FOR READING NARRATIVE FICTION

Butchko, Karen Scherer
USE OF READING STRATEGIES IN SECONDARY CONTENT AREA CLASSROOMS

Camperell, Kaybeth
IDENTIFICATION OF SEVENTH-GRADE STUDENTS' INSIGHTS ABOUT THE STRATEGIES THEY USED TO STUDY AND UNDERSTAND AN EXPOSITORY TEXT

Cole, Richard Earl
THE READING STRATEGIES OF SELECTED JUNIOR HIGH SCHOOL STUDENTS IN THE CONTENT AREAS

Crafton, Linda Kay
THE READING PROCESS AS A TRANSACTIONAL LEARNING EXPERIENCE

Cram, Ruby Victoria
A PSYCHOLINGUISTIC INVESTIGATION OF THE CLOZE RESPONSES OF SECONDARY SCHOOL STUDENTS

Cunningham, Joyce Anne
ACHIEVEMENT AND ATTITUINAL OUTCOMES OF TEACHING TENTH-GRADE AMERICAN HISTORY BY A LECTURE METHOD AND A METHOD EMPIRICIZING DEVELOPMENT OF READING SKILLS

Hopkins, Mona Salinas-Chong
A CLOZE STUDY OF HIGH SCHOOL STUDENTS' READING ABILITY IN THEIR ASSIGNED TEXTBOOKS IN SCIENCE AND SOCIAL STUDIES

Slinger, Edith Lucille
A SYSTEMATIC OBSERVATION OF THE EXTENT TO WHICH STUDENTS IN SECONDARY CONTENT AREA CLASSROOMS ARE GIVEN INSTRUCTION IN READING ASSIGNED MATERIAL

Vogel, Marlyn Goodman
A COMPARISON OF BASIC CONCEPT FORMATION PERFORMANCE AND VERBAL CONCEPT FORMATION PERFORMANCE OF NINTH GRADERS GROUPED ACCORDING TO READING ABILITY
USE OF READING STRATEGIES IN SECONDARY CONTENT AREA CLASSROOMS

Order No. 8117161

Bitchko, Karen Scherer, Ph D Arizona State University, 1981. 151pp

The purpose of this study was to determine whether an integrated methods and practicum approach to teaching reading in the content areas would result in increased implementation of evaluative procedures and instructional strategies by secondary teachers as compared to a separate theory and practicum format. It was also to determine which students were perceived by secondary teachers as most worthwhile, whether or not they were able to use them in the classroom. Both responses to questions and free responses were gathered with a questionnaire. Practicing teachers were asked to report the degree of usage of 27 evaluative procedures and instructional strategies in their classrooms. They were also invited to indicate their perceptions of which strategies were most worthwhile. The answers to questions were reported in numbers and rounded percentages. Chi square with the Yate's correction was used to compare the present findings with those of a previous study which used high school students who took the course under a separate theory and practicum format. Very few conclusions could be drawn due to the mixed nature of the outcomes. Three implications for curriculum revision that might be inferred from the data were: (1) a required course in secondary content reading might be more effective if print and non-print teachers were instructed separately; (2) implementation of reading strategies by secondary content teachers might be more effective if attitudes toward content reading were improved prior to actual instruction; and (3) specific strategies most relevant to each content area needed to be identified.
purposes for reading, the students’ personal models of the reading process, and the readers’ attitudes toward reading, as well as the subject areas of social studies, science, and English are also examined.

Six subjects from each grade were administered the Estes Attitude Scales, the Burke Reading Interview, and are questioned concerning their purposes for reading the selected passages. Misuse analysis identifies the reading strategies these subjects employ in their natural environments. Retrospective responses are examined to investigate the subjects’ awareness of their reading strategies.

The major findings indicate that each of these subjects sample syntactic, semantic, and graphophonemic cues when reading. The more efficient readers produce more sentences which are syntactically and semantically acceptable, and result in no change to the intended meaning. The subjects’ patterns of self-correction vary depending on the different materials. The students’ sampling of graphophonemic cues appears not to reflect reader proficiency but varies with different curricular materials. The retelling scores are not always predictable based on the readability formula ratings for the same passage. Other measures do not relate simply to proficiency of reading. These findings indicate a complex interaction between the subjects’ reading strategies and their attitudes toward reading or a specific discipline, reading in different settings, the selection of reading materials, and reading for different purposes.

The findings support a conclusion that these junior high school students employ recognition, prediction, confirmation, correction, and termination reading strategies when reading for diverse purposes teacher assigned, and self-selected materials in different settings. The subjects vary in their ability to adjust their reading strategies to meet the specific demands of different curricular materials. The subjects have differing perceptions of reading in different settings and among various materials. Students and teachers have different purposes for reading the same passages. The students do not seem to be having as much difficulty reading in terms of using the process as much as they have with flexible use of the process in relation to different materials and settings.

A PSYCHOLINGUISTIC INVESTIGATION OF THE CLOZE RESPONSES OF SECONDARY SCHOOL STUDENTS

THE READING PROCESS AS A TRANSACTIONAL LEARNING EXPERIENCE

CRAFTON, LINDA KAY, ED.D. INDIANA UNIVERSITY, 1981. 307PP. CHAIR: CAROLYN L. BURKE

It was the intent of this investigation to explore reading as a process which facilitates comprehension. The methodology employed to carry out the exploration has its genesis in a theoretically-based instructional strategy. The instructional technique was designed to allow one piece of reading to serve as support for another—the second text conceptually related to the first. Theoretically, such a procedure grows out of a schema-theoretic view of reading as an experience which facilitates learning and reading for diverse purposes. The students in the experimental groups to be, overall, more committed and involved in the reading process during text processing.

The purpose of this study clearly and convincingly underscore the power of the reading process as an experience which facilitates learning and comprehension.

Data analysis was carried out in three distinct phases: Phase I focused on propositional analysis of the uninterrupted retellings. Phase II involved the assignment of retelling scores using a variety of comprehension measures, and Phase III involved the analysis of in-process verbalizations. The immediate purpose of Phase I of data analysis was to develop a Proportional Classification System which could be used to examine the types of semantic units generated by readers under both experimental conditions. To this end, template and protocol text bases were constructed in order to examine the types of semantic units generated by readers under both experimental conditions. To this end, template and protocol text bases were constructed. A series of one-way analysis of variance was performed on total number of propositions and various types of propositions produced. The results of this phase of data analysis showed that the experimental groups at both grade levels generated a significantly greater number of: (1) total propositions, (2) Generative propositions, (3) Meaning Maintenance propositions, and (4) Aside Meaning propositions.

M. Retellings clearly differed in context and organization. A Retelling Scoring Procedure evolved during Phase II of data analysis. The information obtained about a superordinate structure in the retelling, key points, and supporting details was utilized to assign retelling scores. Experimental groups at both grade levels consistently produced retellings which were better organized and indicative of better comprehension than the control groups.

During Phase III, an exploratory analysis of the in-process verbalizations generated by subjects during their second reading resulted in a Taxonomy of Comprehending Strategies. Application of the Taxonomy, developed for the purpose of describing in-process protocols, showed subjects in the experimental groups to be, overall, more committed and involved in the reading process during text processing.

The results of this study clearly and convincingly underscore the power of the reading process as an experience which facilitates learning and comprehension.
protocols. categories were induced from the transcriptions. Frequency of response was analyzed using the chi-square statistic, supported by qualitative description. The correlation to reading had a generally weak correlation with the selected indices of comprehension. For exact close scores, relationships with the standardized measure were significant, particularly with expository prose for poor grade twelve subjects. Narrative fiction scores exceeded expository prose scores. Good readers were differentiated from poor readers. The N.E.R. score discriminated between proficiency levels. At grade nine, narrative fiction scores exceeded expository prose, but at grade twelve, differences were not significant. The mean inter-rater agreement, calculated by the Arrington Formula (Ferbel & Lorge, 1950), was 91.6 percent.

The interviews demonstrated that three cue systems operated most frequently: syntax, semantics, and discourse, and two much less often: grammatical level and life experience. Significant differences in frequency were found between modes of discourse and proficiency levels. For combined exact scores plus synonyms, in grade nine, narrative fiction scores exceeded prose scores, but in grade twelve the reverse occurred. Discrimination between proficiency levels was noted; however, good readers were significantly superior with expository prose. Data based conclusions were (1) attitude is not correlated with either proficiency or comprehension, (2) comprehension scores differed for modes of discourse: narrative fiction and expository prose, (3) exact close score discriminated between proficiency levels. (4) N.E.R. scores revealed differences between cue systems by ability groups. (5) all readers used the same cue systems: syntax, semantics, and discourse, to gain meaning, but control of the set of cue systems, especially with expository prose, distinguished the good reader. And (6) the addition of synonym scores to exact close scores differentiated between proficiency levels, modes of discourse, and maturity levels.

ACHIEVEMENT AND ATTITUdINAL OUTCOMES OF TEACHING TENTH-GRADE AMERICAN HISTORY BY A LECTURE METHOD AND A METHOD EMPHASIZING DEVELOPMENT OF READING SKILLS Order No. 8119198
CUNNINGHAM, Joyce Anne, Ed D. Mississippi State University, 1981 130pp. Director: Dr. Sandra P Burkett

The primary purpose of this study was to determine achievement and attitudinal outcomes of teaching tenth-grade American History by a lecture method (control group) and a method emphasizing the development of reading skills (experimental group). The experimenter and instructor worked cooperatively to develop a table of specifications, for two chapters in American History, that served as the basis for preparing instructional mate rials for both groups. The instructional materials for the experimental group included the text, reading and reasoning guides, and structured overviews. The control group was instructed with the text and teacher-prepared lecture notes. Another purpose was to evaluate the effects of sex differences on measures of achievement and attitudes and to determine whether significant interactions of teaching methods and sex differences existed.

The population for the study consisted of tenth-grade students from a city public high school in Northeast Mississippi. The sample consisted of 66 tenth-grade students of average achievement who had been assigned to two sections of American History being taught by the same instructor. The investigator randomly assigned one intact section to the experimental group and the other intact section to the control group.

Pretest and posttest scores on an instructor-made criterion-referenced test for both groups were used to compare gains in achievement in tenth-grade American History. To assess changes in student attitudes toward social studies and toward reading, the pretest and posttest scores of the Evans Attitude Scales for both groups were compared.

A systematic observation of the extent to which students in secondary content area classrooms are given instruction in reading assigned material Order No. 8126314

A review of the related research literature indicates that little information is available about the extent to which quality content area reading instruction is provided for students at the secondary level. The availability of such information takes on a special urgency for educational policy makers who mandate allocation of time and staff in the classroom, and for practicing teachers, educational administrators, and reading educators who are responsible for designing reading programs.

The study was designed to gather baseline data, through systematic observation of reading instruction in secondary schools, to determine the percentage of classroom time actually spent in quality reading instruction. Primary emphasis was given to recording the different types of reading pursuits.

Subjects for the study were all of the eighth grade language arts and social studies classes in a local school district. In the district, language arts and social studies classes are combined into two-period blocks; thirteen teachers are involved in the teaching of these blocks. Each of these teachers was observed three times, making a total of seventy-eight full-period observations.

The first and most critical step in the research procedure was the development of an observation scale which would contain the
framework for assessing the quality and duration of student reading pursuits. In order to develop this scale, it was first necessary to choose those reading pursuits which could be presented as representing "quality content area reading instruction." This was accomplished by means of a review of the current literature; content validation was established through an evaluation by leading reading educators. Quality content area reading instruction was then defined as "active reading," or pursuits which involved student-teacher-material interaction, those which were based on a specific content reading assignment, and which took place prior to or during reading.

Once the active reading pursuits were identified, an observation instrument was built. Using a continuous real-time measurement system, this instrument was capable of measuring the type, frequency, and duration of every observed classroom activity. Observers, recruited from graduate reading programs at the University of Oregon, were trained in the use of the instrument and in research procedure. The observers randomly selected the time during which to observe each full-period block. In most cases, a given teacher was observed by at least two different observers.

Data from the observations suggests that although reading is an important teaching medium for these teachers, there is little direct teaching of skills needed by the students for successful completion of their reading assignments. In these observations, only six percent of the time was devoted to active reading pursuits. Twenty-eight percent of the time was spent in passive reading, which included silent reading and written assignments. Oblique reading pursuits, those which were reading-related, but which lacked one or more of the criteria for active reading, accounted for seventeen percent of the total class time. Thirty-three percent of observed time was spent in content instruction and sixteen percent in non-instruction.

Active reading time varied more between schools than within schools, which may reflect a unified effort on the part of some schools to improve reading instruction.

Classes with teachers who have taught for five years or less (and thus are more likely to have received preservice training in content area reading instruction) accounted for a proportionately larger percentage of the active reading pursuits.

A COMPARISON OF BASIC CONCEPT FORMATION PERFORMANCE AND VERBAL CONCEPT FORMATION PERFORMANCE OF NINTH GRADERS GROUPED ACCORDING TO READING ABILITY

Purpose The purpose of the study was to examine verbal and basic concept formation abilities in a group of achieving and a group of underachieving readers in a secondary school.

Sample The subjects of this investigation were 60 ninth graders who attended a public senior high school in a suburban school district located in a middle-class community in Pennsylvania. Those students who had been classified as learning disabled by the school psychologist were excluded. Students were classified as achieving or underachieving readers according to scores obtained on the Tests of Achievement and Proficiency, Form T (Houghton Mifflin, 1978). The achieving readers were those who scored at or above the 95th percentile on the reading test and the underachieving readers were those who scored at or below the 40th percentile. Thirty subjects were selected randomly for each of the two groups.

Test Instruments The tests of Achievement and Proficiency, Form T, a standardized group achievement test, was used to measure reading achievement.

The Otis-Lennon Mental Ability Test: Intermediate Level (Otis & Lennon, 1967), a standardized group test of general mental ability, was used to assess current level of intellectual functioning.

Ten items from the Similarities subset and 14 items from the Vocabulary subset of the Wechsler Intelligence Scale for Children-Revised, along with verbalizations on the KHT and the WCST, were used as measures of verbal conceptualization. On the Similarities and Vocabulary subsets, subjects were encouraged to verbalize more than one response. A conceptual level of response was determined by evaluating responses according to the categories of concrete (response which focuses on details), functional (response which emphasizes use of object), and abstract (a category name).

The WCST and the KHT were used to assess basic concept formation. Both instruments require the subject to solve a problem and yield a quantitative score.

Statistical Analysis An analysis of variance with intelligence scores on the OLMA T was used to analyze the scores on the Vocabulary items, Similarities items, KHT, and WCST. The level of significance was set at 0.05. The Mann-Whitney U Test was used as an additional test to analyze the results from the Vocabulary and Similarities items. The chi square test of significance was used to compute differences between the two groups in their verbalizations on the KHT and WCST.

Findings The underachieving readers differed significantly from the achieving readers at the 0.05 level in their performance on the Similarities and Vocabulary subsets. In their abilities to progress in levels of conceptualization, in their verbalizations of their solutions to the problem-solving tasks of the WCST and KHT, and in their basic concept formation performance on the KHT. There was no significant differences between the two groups in basic concept formation on the WCST.

Conclusions The groups of achieving and underachieving readers in this study appeared to differ from each other in their verbal and basic concept formation abilities. They differed in their abilities to verbalize a concept, in their abilities to progress in levels of conceptualization, and in their abilities to solve conceptual problems. Underachieving readers appeared to have fewer concepts, concepts of a more concrete nature, fewer verbal labels for concepts, and less adequately developed problem-solving and categorizing strategies. Differences between these groups appear to be related to reading achievement because intelligence factors could be accounted for. Furthermore, it is significant to note that all subjects were able to progress in levels of conceptualization as a result of participating in the examiner.

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