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Reference Materials - Bibliographies (131)

Annotated Bibliographies; Computer Assisted Instruction; *Content Area Reading; Doctoral Dissertations; Elementary Secondary Education; Program Evaluation; *Reading Comprehension; Reading Improvement; *Reading Instruction; *Reading Programs; *Reading Research; *Reading Strategies; Recall (Psychology); Study Skills; Teaching Methods

Prereading Activities; SQ3R Study Formula

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 9 titles deal with the following topics: (1) the effect of subject and training variables on the SQ3R study method; (2) the effects of affective-oriented and cognitive-oriented prereading instruction on seventh grade students' reading comprehension; (3) a metacognitive generative strategies approach to reading comprehension enhancement; (4) the effects of a priming activity on the reading comprehension of a science passage of low prior knowledge subjects; (5) the effect of teaching top-level structure on comprehension and recall of expository text; (6) the interaction of cognitive and affective factors of computer-assisted instruction in secondary school reading; (7) an evaluation of 12 criteria reflecting good junior high/middle school reading programs; (8) the effects of two types of prereading performance of middle school students; and (9) the use of supplemental reading with middle school science/social studies curricula to promote voluntary reading and provide for individual differences. (HTH)
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Abstracts of the following dissertations are included in this collection:

Butler, Thomas Henry  
EFFECT OF SUBJECT AND TRAINING VARIABLES ON THE SQ3R STUDY METHOD

Gransee, Margaret Mize  
EFFECTS OF AFFECTIVE-ORIENTED AND COGNITIVE-ORIENTED PRE-READING INSTRUCTION ON SEVENTH GRADERS' READING COMPREHENSION

Kelly, Leonard Richard  
READING COMPREHENSION ENHANCEMENT: A META-COGNITIVE GENERATIVE STRATEGIES APPROACH

Lloyd, Carol Vern  
THE EFFECTS OF A PRIMING ACTIVITY ON THE READING COMPREHENSION OF A SCIENCE PASSAGE OF LOW PRIOR KNOWLEDGE SUBJECTS

Navarre, Mary Margaret  
EFFECT OF TEACHING TOP-LEVEL STRUCTURE ON COMPREHENSION AND RECALL OF EXPOSITORY TEXT

Porinchak, Patricia Moran  
COMPUTER-ASSISTED INSTRUCTION IN SECONDARY SCHOOL READING: INTERACTION OF COGNITIVE AND AFFECTIVE FACTORS

Seider, Susan Nancy  
A STUDY EVALUATING TWELVE CRITERIA REFLECTING GOOD JUNIOR HIGH/MIDDLE SCHOOL READING PROGRAMS

Smyth, Thomas James Campbell, Jr.  
THE EFFECTS OF TWO TYPES OF PRE-READING PERFORMANCE OF MIDDLE SCHOOL STUDENTS

Wier, Elizabeth Avery  
A STUDY ON THE USE OF SUPPLEMENTAL READING WITH A MIDDLE SCHOOL SCIENCE/SOCIAL STUDIES CURRICULUM TO PROMOTE VOLUNTARY READING AND PROVIDE FOR INDIVIDUAL DIFFERENCES
EFFECT OF SUBJECT AND TRAINING VARIABLES ON THE
SOQR STUDY METHOD

This two-phase study examined the effect of training time, reading
ability and study orientation on high school students' scores on a test of
textbook content studied by the SOQR method (Survey, Question,
Recite, Review). Phase 1 used a nonequivalent pretest-posttest control group design. Phase 2 used equivalent groups and no pretest.

Phase 1. Students from three non-equivalent classes of ninth
grade physical science were administered standardized tests of
general reading ability, literal comprehension and scanning. One
group received two and another group received seven class periods
of instruction and practice in SOQR. A control group received no
study skills instruction or practice. After treatment, subjects studied an
unfamiliar chapter from a biology textbook and were then
administered an experimenter-constructed multiple-choice test of the
chapter contents (TCA). Two weeks later the same TCA was
administered to assess retention.

Phase 2. Treatment and data collections were similar. The
changes were: subjects were eleventh grade history students; they
were administered a cloze-type TCA on a history text chapter; a
measure of study habits and attitudes was taken: subjects were
classified as either HI or LO in reading skills and study orientation.

Results. The control group in Phase 1 scored significantly higher
(\(p < 0.05\)) than both experimental groups on the delayed TCA. The
control and seven-periods SOQR group in Phase 2 scored
significantly higher than the two-periods SOQR group on the delayed
TCA. HI-scoring readers, comprehenders and scanners scored
statistically higher on the immediate TCA than did LO-scoring HI-
readers and HI-comprehenders outscored LO-readers and LO-
comprehenders on the delayed TCA. There were no main effects for
HI-LO-study orientation and no interaction effects between subject
and training variables.

Conclusions. Neither two nor seven class periods of SOQR training
improve high school students' retention of textbook content but rather
retention of science or history textbook content; neither HI- nor LO-
ability readers appear to benefit from seven periods or less of SOQR
instruction; high school students' ability to study and retain textbook
content appears dependent upon reading ability.

Recommendations. To improve study effectiveness reading
comprehension, not study methods, should be taught. The
metacognitive aspects of the question step should be investigated.
SOQR notes should be analyzed and compared to criterion test
scores.

EFFECTS OF AFFECTIVE-ORIENTED AND COGNITIVE-
ORIENTED PRE-READING INSTRUCTION ON SEVENTH
GRADERS' READING COMPREHENSION
Gransee, Margaret Mize, Ed.D. North Carolina State University at

The purpose of this study was to explore the effects of three pre-
reading treatments, affective- and cognitive-oriented pre-reading
instruction and passage reading without instruction, on seventh
graders' comprehension of three pre-reading treatments. The two
instructional approaches were derived from schema theory. It was
postulated that the three treatments would result in differential effects
on the comprehension of students of high and low reading ability, and
on literal and inferential comprehension. It was further postulated that
the affective treatment, designed by the experimenter to help students
 perceive connections between themselves and the contents of social
studies passages, would improve inferential comprehension.

Subjects were 61 seventh graders from a Raleigh, North Carolina
middle school. To determine high and low reading levels, scores from
the California Achievement Test were used. Students were randomly
assigned to 12 treatment groups in a design which counterbalanced
passage and treatment order. The same sequence was followed with
each group. After the treatment each subject was required to read
silently a 700-word passage and answer ten multiple-choice questions
designed by the experimenter to investigate literal and inferential
comprehension of the passages. One week later 24 of the subjects
were again tested for passage comprehension with multiple-choice
questions.

Data analyses were carried out using analysis of variance
procedures. Regardless of treatment condition, high ability readers
consistently outperformed low readers. No other significant effects or
interactions (\(p > .05\)) were found to support the hypotheses
concerning effects of treatment on comprehension.

The findings are discussed within the framework of schema
theory, with the explanation offered that inappropriate, interfering
schemata may have been activated by the instructional treatment in
some cases. It is recommended that future research take into
consideration treatment intensity and Hawthorne effect and sampling
error, and that an instrument be used to select test passages which are
amenable to affective-oriented and cognitive-oriented instruction. Such research could lead to
improvements in reading comprehension instruction.

READING COMPREHENSION ENHANCEMENT: A
METACOGNITIVE GENERATIVE STRATEGIES APPROACH
Kelly, Leonard Richard, Ed.D. University of California, Los Angeles,
1984. 220pp. Chair: Professor Merlin C. Wittrock

Individual assignment at random was used to assign 262 eighth
grade participants to four instructional treatments. The training was
performed in nine 45-minute class sessions for each of the first three
treatments. The first treatment trained learners in metacognitive
orientated verbal reading comprehension strategies. The second
treatment trained learners in metacognitive generative imaginal
comprehension strategies. The third treatment provided learners with
the practice readings included in treatments one and two, but asked
participants to use the strategies they normally use for study for a test.
The fourth treatment was the control treatment and received only a
pretest and posttest. Treatments 2, 3, and 4 were self-instructional in
nature. Participants in the control condition were involved in the
normal reading curriculum in their schools. A reading comprehension
pretest and posttest was administered to all participants.

It was hypothesized that both metacognitive generative strategies
treatment would be superior to similar instruction that did not utilize
strategies training. Using ability as a covariate, analyses of covariance
for low, average, and high ability readers indicated that treatment
effects were demonstrated at the average ability level. Planned
comparisons of mean differences revealed that only the metacognitive
verbal generative strategies training was favorably statistically
significant to the control procedure. Multiple regression analyses
were performed for the overall sample and each of the treatment and
ability levels. Ability proved to be the best predictor in the overall
model and in each of the treatment groups. The self-appraisal of
learning, as an indicator of metacognitive awareness, emerged as the
only significant predictor for the average reading ability sample. This
result reflected a self-awareness of learning component in the same
group that treatment effects proved significant.

THE EFFECTS OF A PRIMING ACTIVITY ON THE READING
COMPREHENSION OF A SCIENCE PASSAGE OF LOW PRIOR
KNOWLEDGE SUBJECTS
Chair: Professor Merlin C. Wittrock

Investigates the effects of a priming activity on the reading
comprehension of a science topic for subjects with low prior
knowledge about that topic and/or for subjects with misconceptions
about the topic. The priming activity employed in the study was:
computerized concept identification devices. The results indicated that
the pretests were effective at reducing the understanding component
in the same group that treatment effects proved significant.

140 eighth grade science students were administered a 32 item
researcher-developed multiple choice test to assess prior knowledge
of the topic, photosynthesis. Of these, 99 were identified as having
low prior knowledge of the topic and were thus selected as subjects
for the study. The quality of their prior knowledge was also assessed.
EFFECT OF TEACHING TOP-LEVEL STRUCTURE ON COMPREHENSION AND RECALL OF EXPOSITORY TEXT

Order No. DA8414678

Major Professor: Thomas E. Culliton, Jr.

This study investigates the effect of teaching students at the sixth and tenth grade levels, a method of text analysis which is relevant to the comprehension and recall of expository text.

Pretests, consisting of four alternating passages on different topics, were administered to all groups prior to treatment. Subsequent treatment for a three-week period consisted of instructions in the recognition and utilization of top-level organizational patterns. This treatment was given to the experimental groups only while the control groups were taught in the traditional manner. Following the period of treatment, posttests comparable to the pretests were administered. Approximately two weeks later, delayed posttests, identical to the pretest, were given.

Analysis of covariance revealed a statistically significant result for those receiving treatment at both grade levels. This improvement did not persist over the two-week period for the sixth grade but it did have a lasting effect on the tenth grade. No one of the four types of top-level organizational patterns emerged as superior to another in aiding recall. Rather, the effect was for total score. There was no interaction effect between rated reading ability and benefit of treatment. In general, those who were rated with high ability in grade 6 remained high on written recall protocol scores; those rated average remained average and those rated low remained low. Although all written recall protocol scores improved, the relative ratings remained the same.

Reliable ratings of ability were not available for grade ten.

It is concluded that teaching students to recognize and utilize an author's top-level organizational pattern is an expeditious method of improving comprehension and recall of expository text. The method appears to be more beneficial to older students over a period of time and holds promise as a practical way to improve reading skills in the content areas.

COMPUTER-ASSISTED INSTRUCTION IN SECONDARY SCHOOL READING: INTERACTION OF COGNITIVE AND AFFECTIVE FACTORS

Order No. DA8410506


The major purposes of this investigation were: (1) to study the impact of computer-assisted instruction (CAI) on reading achievement at the secondary level; (2) to investigate the impact of CAI on attitudes toward reading and self-concept of secondary students; (3) to determine whether the impact of CAI is responsive to the learner's level of intelligence; and (4) to evaluate learner preference regarding mode of instruction.

Instruments used to measure the three dependent variables were: the Metropolitan Reading Survey, Intermediate Level, Form K-S; Student Views on Reading; and The Piers-Harris Children's Self-Concept Scale. A semantic differential scale was used to assess attitude toward mode of instruction. Test data were subjected to t-tests and analyses of covariance. In each of these analyses main effects and interaction were tested for significance at the .10 level. It was hypothesized that CAI would result in significant gains for average and below average subjects on the three dependent variables, and that the computer would be preferred as a mode of instruction.

Major findings showed that (1) main effect was significant (.05) with regard to reading achievement of the average group. (2) Main effect was not significant with regard to CAI treatment and reading achievement. (3) Interaction was not significant with regard to reading achievement. CAI treatment and intelligence. (4) Main effect and interaction were not significant with regard to attitude toward reading, CAI treatment, and intelligence of subjects. (5) There was a significant (.10) difference with regard to learner preference toward mode of instruction wherein the computer was preferred.

CAI and traditional methods appeared to be equally effective for the average student. For the below average student CAI appeared to be more effective but not significantly so.

A STUDY EVALUATING TWELVE CRITERIA REFLECTING GOOD JUNIOR HIGH/MIDDLE SCHOOL READING PROGRAMS

Order No. DA8419869


In an attempt to facilitate the upgrading of Pennsylvania reading programs and comply with state regulations to evaluate those programs, an evaluation/interpretation system was devised. The Keystone State Reading Association's (KSRA) "Twelve Criteria for Evaluating Junior High/Middle Schools' Reading Programs" (with program, student, parents, materials, staff qualifications and roles, and evaluation of students and program components) were used as a basis for the evaluation. Results of nine schools' 1981 Department of Education's (PDE) Educational Quality Assessment Test (EQAT) scores were used. EQA scores assessed each school's predicted range on goals (and specifically that of reading) and these test results were used to compare degree of implementation by each school on the KSRA Criteria, as reflected by responses on a questionnaire completed by nine schools' faculties and administrators.

A large majority (93%) of 26 surveyed experts (college and university professors affiliated with the International Reading Association and published in the field) coupled with an extensive
literature search confirmed that KSRA Criteria represented elements of good reading programs. In addition, an observable relationship was found to exist between dimensions associated with the criteria (teaching techniques, program and physical/environment characteristics, and professional standards) and reading achievement. Eighteen separate questions reflecting ten criteria, when positively implemented, were found to have high predictability for reading achievement. It appeared that higher achieving schools implemented more criteria than lower achieving schools. In addition, three criteria were found to be associated with higher achieving schools. They included: schools exposing students to a variety of reading materials and purposes; schools following the Pennsylvania Comprehensive Reading Communication Arts Plan (PCRP); and schools developing positive views through success in reading. Data pooled on faculty implementation of criteria revealed that “core” subject teachers (math, science, social studies, and English) generally tended to implement criteria more often than did other staff. Discrepancies became evident regarding degree of claimed implementation of criteria than the teachers claimed they did. Finally, it was found that reading specialists generally do not act as resource persons, nor do they frequently team plan with content teachers.

THE EFFECTS OF TWO TYPES OF PRE-READING INSTRUCTIONAL ACTIVITIES ON THE READING PERFORMANCE OF MIDDLE SCHOOL STUDENTS

Order No. DA8409329

SMYTH, THOMAS JAMES CAMPBELL, JR., PH.D. University of South Carolina, 1983. 117pp.

The purpose of this study was to investigate the relative effects of two types of pre-reading activities on the reading performance of middle school social studies students. The pre-reading activities were (1) conceptual in nature, as embodied by the advance organizer, and (2) psycholinguistic in nature, as embodied by the anticipation guide. The study was designed to determine whether, other than did one organize the pre-reading activity, had any effect on immediate and delayed learning at literal and inferential levels of comprehension. The sample consisted of 123 seventh graders from two middle school social studies classes in the school district of Aiken, South Carolina. One group of students was provided the conceptual type of pre-reading activity, a second group was provided the psycholinguistic type of pre-reading activity, and a third group (control) was provided no pre-reading activity. All subjects then read a similar passage, followed by an immediate test and a delayed test; the comprehension measure was composed of both literal and inferential types of questions.

Three main effects hypotheses and four interaction hypotheses were tested using the analysis of variance technique. A statistically significant interaction was found between occasion of measurement (immediate/delayed) and type of question (literal/inferential). Furthermore, the conceptual group tended to perform better on inferential items. The psycholinguistic group tended to perform better on explicit items overall. The use of advance organizers seems to hold some promise for development of inferential comprehension in the classroom. Likewise, the anticipation guide has a positive effect on development of literal comprehension.

Future research might consider an examination of various modifications of pre-reading activities and their effects on a variety of types of students in different settings.

A STUDY ON THE USE OF SUPPLEMENTAL READING WITH A MIDDLE SCHOOL SCIENCE/SOCIAL STUDIES CURRICULUM TO PROMOTE VOLUNTARY READING AND PROVIDE FOR INDIVIDUAL DIFFERENCES

Order No. DA8420985

WIER, ELIZABETH AVERY, PH.D. University of Delaware, 1983. 280pp. Professor in Charge: William E. Pulliam

This study was conducted to determine whether a series of short, high interest readings developed to supplement a middle school social studies/science textbook: (1) would increase students' voluntary reading of lesson-related materials; and, if students read the materials: (2) what factors promoted the reading; (3) whether readers of the materials increased their knowledge of topics under study; and (4) whether the materials assisted teachers in providing for individual differences. The supplemental readings/booklets were field tested with the textbook in 10 middle school classrooms. Two types of control groups were used to determine the answer to question three. Methods of data collection included: classroom observation; teacher interviews, questionnaires, and logs; student questionnaires; and pre- and posttests on the booklets.

With regard to question one, the findings indicated students did increase their voluntary reading of lesson-related materials by reading the booklets, but the number of booklets read varied greatly among classes and among students. "Widespread reading" occurred in six classes.

Regarding question two, findings showed factors which promoted reading included characteristics: (1) of the booklets; (2) of individual students (multiple regression procedures indicated that grade level, teacher/classroom effect and reference skill scores on the CAT were significant predictors of numbers of booklets read); and (3) of classes (an interaction of grade level and class achievement level appeared to influence amount read). In addition, certain aspects of the teachers' management of the booklets promoted reading.

Question three findings showed that although T-tests indicated that the field test group made significant increases in posttest scores regardless of whether they read the booklets, the T-tests and correlations also suggested that students who augmented their study of the text by reading booklets made greater increases than those who did not read the booklets. The control group in which some student read booklets but none studied the text showed little evidence of increased test scores with increased reading. The control group that neither studied the text nor read the booklets made no significant gains on the posttest scores.

As to question four, the findings indicated that the supplemental booklets were generally a practical way of helping a majority of field test teachers to provide for individual differences in students' reading interests, achievement levels and attitudes. In addition, the booklets helped several of the teachers provide for students with spare time in class.
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