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ABSTRACT

Six papers presented at a Higher Education Achievement Program (HEAP) Workshop by reading instructors at junior colleges are provided. In two of the papers, Jeanette Wilkerson lists the objectives of the Meridian Junior College reading program and provides a general description of the mode of operation, and Brenda Smith explains the structure and daily feedback incorporated into the organization of the reading program at Kennesaw Junior College. In the other papers, Dan Kesterson first questions motivation as a point of focus. He suggests focusing on the cognitive rather than the motivational aspects of learning, thus making the reading tasks reinforcing in themselves. Lucienne LeBlanc stresses the need for the student to see himself as somebody and the need for the instructor to be aware of the different techniques of motivating students. Clara Rogers presents a specific technique, role playing with vocabulary, as a means of getting students to communicate and become aware of their relationship with others. (Author/DB)

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READING INSTRUCTION FOR THE DISADVANTAGED JUNIOR COLLEGE STUDENT:
APPROACHES SUGGESTED BY HIGHER EDUCATION ACHIEVEMENT PROGRAM
READING INSTRUCTORS, FALL, 1973

Edited by

Brenda D. Smith
Kennesaw Junior College

A Workshop Report of the Higher Education Achievement Program, a Consortium Effort of Eleven Southern Junior and Community Colleges, Assisted by Education Improvement Program, Southern Association of Colleges and Schools, 795 Peachtree Street, N.E., Atlanta, Georgia

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FOREWORD

Since 1971, twelve junior and community colleges across the South have been involved for periods ranging from one to three years each in an ambitious project to establish and operate superior developmental education centers. This effort--entitled the Higher Education Achievement Program--has been funded through Title III grants from the Developing Institutions Branch of the U. S. Office of Education. It has been the distinct privilege of the Education Improvement Program, Southern Association of Colleges and Schools, to serve as assisting agency for this consortium of committed institutions operating total developmental education projects.

HEAP centers have had two goals. The first has been to enroll students from population groups traditionally excluded from higher education--minority group students, students from low-income families, students with long histories of low scores on standard measures of academic achievement. Many HEAP students have come into the program with every one of these characteristics. The second goal of the HEAP centers has been to offer these students highly innovative education to help them acquire the skills development and the personal development necessary to assure their future success.

HEAP staffs have recognized that theirs has been a large order--to seek out students of sorts that most colleges have turned away, and to change these students from truly high-risk freshmen into truly competitive sophomores. At some colleges, the HEAP faculty have faced open doubts that this mission could be accomplished.

The final results of the HEAP will be told in the future, but it is already obvious that this is one educational experiment which has realized many of its goals. Former HEAP students in large numbers have persisted in college. After a year in HEAP, supported by a team of highly qualified, imaginative, and intensely concerned instructors and counselors headed by a campus HEAP coordinator, a high percentage of former HEAP students have proven themselves capable of earning normal grade point averages; and a surprisingly large number have become honor students. Even more impressive is the student activities record of former HEAP students. It was expected that HEAP students would learn to be more self-directive and more concerned, since a major emphasis of the HEAP was to develop students into more fully actualized persons--to make them more conscious, more confident, and more creative as ways of becoming more competent. But these students have surpassed all expectations in their activity as participants in student and community affairs. On some campuses, entire slates of HEAP students have successfully campaigned and been elected to student offices. Students who were considered highly marginal prospects for admission to college have become presidents of student governments, editors of newspapers and yearbooks, and members of honor societies. The results of brief bursts of enthusiasm? Perhaps. Only time will tell. But after observing the results of HEAP approaches for nearly three years, I'm betting

on the students. It may have required unusual encouragement to get some of these students started; but now, having seen both the failure and the success sides of the coin, they have an appetite for excellence and high achievement which will not be easily satiated.

I have to feel, also, that there is great value in the plain talk of the instructors and counselors who have inspired these changes in students. In the essays collected here there are some small samples of it.

These particular samples were gathered by Brenda D. Smith, reading instructor in the HEAP center at Kennebec Junior College, from her peers in the HEAP consortium. They represent contributions of several of the HEAP reading instructors to their consortium faculty development workshop held at Mobile, Alabama, on November 12 and 13, 1972, and chaired by Sister Lucienne LeBlanc, HEAP reading instructor at S. D. Bishop State Junior College in Mobile.

Nothing in these essays is intended to be pretentious. These are plain statements about the daily hard work of accomplishing some tasks in education that more pretentious educators disdain, ignore, or declare impossible. But that is exactly what the Higher Education Achievement Program has been about--accomplishing simple miracles.

Atlanta, Georgia
May, 1974

Stewart Phillips, Associate Director
Higher Education Achievement Program
Education Improvement Program
Southern Association of Colleges & Schools

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READING FOR THE DISADVANTAGED JUNIOR COLLEGE

STUDENT--WORKSHOP PRESENTATIONS

The reading instructor in a junior college developmental reading program must organize a program of study that enables a student to make up for lost years of skill development as well as motivates the student to stick to the daily tasks in order to achieve success in the college program. In the presentations at the November, 1973, HEAP Workshop in Mobile, reading instructors from eleven colleges addressed themselves to these problems of organization and motivation. Several of those presentations are collected here. The first two of the following presentations deal with the structure of the reading program. Jeanette Wilkerson lists the objectives of the Meridian Junior College reading program and a general description of the mode of operation. Brenda Smith explains the structure and daily feedback incorporated into the organization of the reading program at Kennesaw Junior College.

In the other presentations, Dan Kesterson first questions motivation as a point of focus. He suggests focusing on the cognitive rather than the motivational aspects of learning, thus making the reading tasks reinforcing in themselves. Lucienne LeBlanc stresses the need for the student to see himself as somebody and the need for the instructor to be aware of the different techniques of motivating students. Clara Rogers presents a specific technique, role playing with vocabulary, as a means of getting students to communicate and become aware of their relationship with others.

Brenda D. Smith
Kennesaw Junior College
Marietta, Georgia

READING INSTRUCTION AT MERIDIAN JUNIOR COLLEGE--

Jeanette Wilkerson, Meridian Junior College

Meridian, Mississippi

At Meridian Junior College, reading is regarded as a skill. In order to master this skill, the student must first learn and then expand on his basic reading skills and afterward practice in order to maintain and improve these skills.

The general objectives of reading instruction are:

1. To determine the student's weaknesses.
2. To strengthen the student in areas of weakness.
3. To insure success at various levels by providing for individual growth and development.
4. To increase the student's self-confidence.

In order to help each student attain these objectives, various methods and materials are used. Regardless of the student's level, several activities are used to aid him in various areas of reading. These activities include the following:

1. To work on specific reading-skills.
2. To correct faculty reading habits.
3. To increase level and degree of comprehension.
4. To develop the ability to read critically.
5. To improve listening skills.
6. To improve study skills.
7. To increase rate of reading.

At the beginning of the semester each student is given Form A of the Iowa Silent Reading Test. Based on the results of this test, the student is given a set of objectives that he is required to complete by the end of the semester.

Students scoring above 10th grade level are enrolled in Reading 101 for university transfer credit. Those scoring below 10.0 earn Higher Education Achievement Reading credit if they meet all the objectives within the semester. This is not intended to be transfer credit but is used for institutional purposes.

In class each new type of material is separately introduced in order to familiarize each student with these materials. As each material is introduced, enough time is allotted to permit the student to master the fundamentals of using this particular material before other materials are introduced.

As the student begins working with materials, the instructor gives him his assignments for the semester. As he completes each assignment, it is evaluated and recorded (or reworked). By recording each assignment in his individual folder, the student is able to see not only how well he has done or passed assignments, but also the assignments remaining to be completed.

When a student successfully completes all of his assignments, his responsibility to the course has been fulfilled.

It has been our experience that when students know what is expected of them, many students are motivated to attend extra classes and labs in order to complete their assignments earlier. When all assignments have been met, the student is no longer required to attend reading class.

In order to aid the student with any problems he might have in reading, informal teacher-student conferences are held during class time. If more time and/or privacy is needed, the students are encouraged to come to the instructor's office to continue the conference. All students are required to have a minimum of two private conferences with the instructor. The first conference at mid-term is designed to give the student greater insight into his progress. Items included are his beginning reading level, his reading level at that time, number of absences, evaluation of his assignments, and his goal for the end of the semester.

The second conference is held at the end of the semester after Form B of the Iowa Silent Reading Test has been administered. During the conference, the results of Form A and B are compared. A complete evaluation of all assignments is made.

In order to aid each student in improving his reading skills, it is necessary to have a variety of materials. Among the materials we have are the following:

1. Be A Better Reader is a series of workbooks designed to improve basic reading skills and to develop specific skills needed for effective reading in science, mathematics, and literature.
2. SRA's Reading for Understanding Lab (Jr., Sr., General) is used for vocabulary and comprehension skill improvement. This individual reading program develops the student's ability to grasp the full meaning of what he reads.
3. SRA Labs (III A, III B, IV A) are used for vocabulary improvement, comprehension skills, and speed.
4. Vocabulary (teacher made) work sheets are used to improve word usage, following directions, and skill in breaking words into meaningful parts. (This includes roots, prefix, suffix, compound, etc.)
5. Reader's Digest contains current articles on subject matter on various grade levels to aid students in acquiring skills in questioning, observing, vocabulary, and facts worth remembering.
6. Let's Read assists the reader in developing reading interests and the opportunity to practice reading skills.
7. Reading for Meaning workbooks include special vocabularies most widely used in content fields.
8. The Job Ahead has many opportunities for becoming experienced in the working world. The stories and experiences are beneficial for students looking for jobs, filling out forms, forming good attitudes, etc., for doing a good job.
9. SRA's We Are Black is a reading lab consisting of a variety of selections and accompanying skill cards.

10. Addison Wesley (Kit B and Kit C) is a kit on current topics as such: Heart attacks, Policeman, The Mentally Retarded, Paying for Government, Gun Safety, Income Tax, Seat Belts, Salesman, After the Army, Food and your Techniques of Creative Thinking. There are questions to be answered before and after the selection.
11. SRA's Dimension in Reading Manpower and Natural Resources is geared to fit the special educational needs of those who shortly plan to enter the working world. Each consists of an article followed by ten comprehension questions.

As a way of communicating what is expected of the student, we distribute statements of expectations and objectives. The following are samples:

READING

I. ATTENDANCE

Each student accounts for all absences; after the third absence, the counselor will be notified. If there is a fifth absence, additional measures will be taken.

Each student is responsible for making up any work he missed or did not complete during regular class time. This work may be completed in Room I 188 with the instructor's approval.

II. LATE ARRIVAL

Since a large portion of your work is done in class, it is most important that you arrive on time.

III. GRADE LEVEL

In order to successfully complete Reading 100 A, one must have a semester average of C or better and be reading on a 7.0 level.

To complete Reading 100 B, one must have at least a C average or better and be reading on an 8.5 level.

To complete Reading C, one must have at least a C average or better and be reading on a tenth grade level.

In determining a student's semester average, the following are included: the final examination, tests, and daily work.

IV. DEADLINES

All work must be turned in on the designated date (unless there is an extremely valid reason). You will always be informed of the exact date that your work is due.

V. GRADES

A-	92-100	C-	76-83	
D-	84-92	X-	recycle	F

Class will always meet in Room I 188. For each class meeting you will need paper and pen or pencil. In a few days you will be informed about the purchase of books. Please allocate approximately \$6 for these materials. My office number is I 189. Please come by whenever you have a problem that I may be able to help you with.

Each student will take the Iowa Silent Reading Test. Based on the results of this test, the student will be given a set of objectives that he will be required to complete during the semester. His grade will be a composite of all scores made on the various activities required to complete each objective.

Since almost all work is to be done in class, it is expected that each student will attend class three times per week. After the third week of the semester, a student may desire to attend additional classes with the permission of his instructor. It is possible that the student may successfully complete all objectives before the 18th week of the semester.

Following the successful completion of his objectives, the student will be given another form of the Iowa Silent Reading Test.

Students who score below 7.0 on the Iowa Silent Reading Test shall within a semester:

1. Complete all assignments in Craig Reader Program C, or C2 with an average of 85% or better proficiency.

2. Complete all assignments in Cenco Projection Reading Workbook 4-D, 5-E, 6-F, or 7/8 G-H with an average of 76% or better proficiency.
3. Complete 15 EDL Listen and Read Tapes-Workbook G-L with 76% or better accuracy.
4. Complete a minimum of 15 Power Builders in SRA Reading Lab III-A. The student shall correctly answer 76% or more of the questions on Green (7th grade level) or a higher level.
5. Complete a minimum of 30 cards from SRA's Reading for Understanding-Junior Edition. The student shall be able to complete with 80% or greater accuracy card 41 (or higher).
6. Complete a minimum of 20 cards from SRA's Dimensions in Reading-Manpower and Natural Resources Kit. The student shall be able to complete with 80% or greater accuracy any card from level 4.
7. Complete a minimum of 10 cards from SRA's Dimensions in Reading-We Are Black. The student shall be able to complete with 80% or greater accuracy any card from level 6.
8. Complete a minimum of 20 cards from Addison-Wesley's Reading Development Kit B. The student shall be able to complete with 80% or greater accuracy any card from gold (6th) level.

Students who score 7.1 to 8.4 on the Iowa Silent Reading Test shall within a semester:

1. Complete all assignments in Craig Reader Program C3 or B with an average of 85% or better proficiency.
2. Complete all assignments in Cenco Projection Reading Workbook 7/8 GH with an average of 76% or better proficiency.
3. Complete 15 EDL Listen and Read Tapes-Workbook G-L with 76% or better accuracy.
4. Complete a minimum of 15 Power Builders in SRA Reading Lab IIIB. The student shall correctly answer 76% or more of the questions on Tan (9th grade level) or a higher level.
5. Complete a minimum of 30 cards from SRA's Reading for Understanding-General, Junior (42-55 or 21-55) Edition. The student shall be able to complete with 80% or greater accuracy card 55 (or higher).
6. Complete a minimum of 20 cards from SRA's Dimensions in Reading-Manpower and Natural Resources Kit. The student shall be able to complete with 80% or greater accuracy any card from level 6.
7. Complete a minimum of 20 cards from Addison-Wesley's Reading Development Kit C. The student shall be able to complete with 80% or greater accuracy any card from purple (8.5) level.

A DAILY ROUTINE IN READING INSTRUCTION--

Brenda D. Smith, Kennesaw Junior College

Marietta, Georgia

The daily routine of the HEAP reading program at Kennesaw Junior College is organized to emphasize structure and to give each student constant feedback.

A student who is admitted to a college developmental program often has not developed the well organized habits of a successful learner. It is my opinion that his approach to learning needs direction and order. He needs to deal with learning by attacking one part at a time rather than wandering aimlessly from one lesson to another, as he may have done for many school years. He needs to know exactly what is expected of him in a given day, in a week, and in a quarter. He needs to develop the habit of walking into a classroom, getting immediately to work, and using every minute of that class hour. He also needs to feel that his hard work does not go unnoticed. He needs that daily checkup with a daily grade to keep him constantly pointed in the right direction. This constant feedback reinforces his newly developing work habits and motivates him to seek the positive reinforcement he may so often have lacked in his school experience. The Kennesaw reading program has attempted to meet these student needs.

The reading program uses an individualized skills-oriented approach. The reading class meets for one hour each day for a quarter (10 weeks). Upon entering, each student is given the Nelson-Denny Reading Test, Form A, to ascertain a reading grade level. For phonics diagnosis, the California Phonics Survey is

administered and the Van Wageningen Reading Scales give diagnostic information on five different areas of comprehension (main idea, details, complex ideas, inference, and interpretation).

On the basis of the reading grade level and strengths and weaknesses indicated in the diagnostic testing, a prescription or assignment sheet is made up for each individual student. The prescription sheet indicates the reading skills on which the student needs practice and the exact pages in books that are available in the classroom. The prescription sheets contain enough work for about one or two weeks. Work on several different reading skills is included in order to give variety. For example, a student might have an assignment on main idea (Tactics I, p. 75-78, Improving Your Reading, p. 44-49), and another vowel sounds (Phonics We Use, p. 77, 82). The student can choose which of the indicated assignments he does on any particular day. When he has completed his assignment sheet, a new one is made after a discussion and re-evaluation of his work.

Each student has a folder in which to keep his assignment sheet, his daily work, and his grades. Each day as the student enters the classroom, he can get his folder and start to work immediately on his indicated assignments. At the end of a class period he clips his daily work, which he himself has checked, to the side of the folder. This work is checked each day by the instructor, not for correctness but for effort during the class hour. A grade of EP (excellent progress), SP (satisfactory progress), or NP (no progress) is given. These grades are recorded in red on a calendar which is stapled to the folder itself. Thus the student is constantly aware of his progress

and can see his grades each day as opens his folder. The final grade is an average of the daily grades and the improvement shown on the Nelson-Denny Reading Test, Form B, which is given at the end of the quarter and compared with Form A.

In actual practice, most of the grades have been EP's. An absence is indicated with an NP grade, but the grade can be made up by doing an hour's work during free time in the classroom. Students have shown a great deal of concern at having a perfect grade record, all EP's. On their own initiative, students have made up work and made arrangements to improve any less than perfect scores. Students seem eager to accept responsibility for an identifiable daily task and, of course, in doing so they are making progress towards the long range and seemingly less tangible goal of improving individual reading skills.

COGNITIVE DOORS TO MOTIVATION--

Dan Kesterson, Jefferson Community College

Louisville, Kentucky

Ausubel (1963) has stated that, "frequently the best way of motivating an unmotivated pupil is to ignore his motivational state for the time being and concentrate on teaching him as effectively as possible. Much to his surprise and to his teacher's, he will learn despite his lack of motivation; and from the satisfaction of learning he will characteristically develop the motivation to learn more.

"Paradoxically, therefore, we may discover that the most effective method of developing intrinsic motivation to learn is

to focus on the cognitive rather than the motivational aspects of learning, and to rely on the motivation that is developed retroactively from successful educational achievement." Ausubel here was referring to the student's intrinsic motivation to learn. He does not however, underestimate the need for developing extrinsic motivation.

The main purpose of the Higher Education Achievement Program (HEAP) at Jefferson Community College is to provide students with the skills necessary for successful college achievement. Reading is a cornerstone skill necessary for accomplishing this task.

The prevailing attitude of incoming HEAP students is, "I got through high school and I read the paper everyday therefore I can read," and as equally dramatic as this prevailing attitude is the desire to achieve success in college. The task at hand then becomes one of showing the student the relationship between his modest reading skills and the handicap they may present to his fulfilling his desire to achieve. Although he may have the desire or motivation to learn, it is not reading that he perceives himself as having come to college to learn and therefore his motivation to learn to read better may be less than optimal.

This lack of motivation to learn to read more effectively and with greater comprehension may be further accentuated by the repetitiveness of instruction related to certain word attack skills, skills in pinpointing main ideas, or ways of locating significant facts. Ausubel found abundant experimental research to confirm "the proposition that prior learnings are not transferable to new learning tasks unless they are first overlearned." We must recognize that since most reading tasks must be overlearned in

order to transfer, there is danger that the task will become boring in the time lapse between the time the task is learned and later overlearned. We can fight off boredom in several ways. Probably one of the most effective is providing some form of immediate feedback such as charts in which gains in learning can be recorded. Staats (1968) has observed that that which is reinforcing is motivating. Improvement which can be seen tends to be reinforcing. Without this visible means of viewing success the student often is not capable of discriminating the fine line of improvement that may be taking place. He may therefore feel that the repetitiveness of the task at hand is mere busywork. Also a visible record of success may help the student to set daily short term goals and thus to gain motivation for continuing a task which is not as yet overlearned. The need for mastery of on-going lessons before new materials are introduced is essential.

Extrinsic motivation may be provided in other ways such as by a nod or smile of approval, or any other form of reinforcement.

Something is reinforcing if it increases a given performance of the pupil. This is where readiness become important. If the student does not have the necessary foundation for the specific reading task at hand he may find it more reinforcing to avoid the problem than to fail at the attempt. "Stretch their minds, give them more than they can swallow and they'll learn," is a popular saying at the present. Granted we must stretch their minds, but we must first be sure that the foundation has been laid for new learning. One of the easiest ways to be "successful"

is to select the students that will require the least change, and another is to stretch students' minds without laying the proper foundation. This process will assure the "success" of students in the first category, and the elimination of those in the second category. This assures that the only students who will remain will be those who will require the least expenditure of energy and imagination. Neither of these two approaches to success meets the desired goals of the HEAP reading program. It therefore becomes necessary that the reading program makes those reading tasks reinforcing which are essential for making the students successful readers that they may become successful college students. This task of the reading teacher is essential.

**MOTIVATION: AN IMPORTANT FACTOR IN THE HIGHER EDUCATION
ACHIEVEMENT PROGRAM--Lucienne LeBlanc**

S. D. Bishop State Junior College, Mobile, Alabama

"The way in which the student perceives himself and perceives the school environment are basic essentials to which the curriculum planner should give attention."¹

Different students react differently to the mentor's best efforts. With the same presentation reactions vary from organized movement within the student to complete a task to a total withdrawal from any effort.

Motivation can be defined as an anticipated pleasant or unpleasant experience. We can be motivated in some or all of the

¹J. R. Clarke and R. M. Ammons, "Identification and Diagnosis of Disadvantaged Students," Junior College Journal, X (1970), 13-21.

following ways: toward possible achievement, toward self-esteem, toward group affiliation or for consistency in cognitive organization. Consciously or unconsciously a student must be able to say to himself, "I am someone," or as Jesse Jackson calls on his audience to repeat often, "I AM SOMEBODY."

Failure should be kept at a minimum. Students should feel capable of handling assignments. Instructors who make student expectations very definite and clear encourage students to achieve.

Students must be taught skills and how they function in the educational process, not merely exposed to them.

The instructor should become aware of the individual ways by which he motivates students, for example:

- a. By the incentive of grades.
- b. By helping students set goals.
- c. By presenting a student's interests for motivating his acquisition of skills.
- d. By group competition situations--good if non-destructive.
- e. By supporting students in their attempts and making feel respected.
- f. By setting an example to students of work and curiosity about all kinds of learning.

One most effective and ideal plan for motivating students is the individual tutor, assuming that the tutor is vitally concerned about a student's progress. Students demonstrate the greatest gains when they meet with a warm and very interested person.

Our students also need to see us as highly motivated about our work as we wish them to be whether we meet them individually or in groups.

GETTING STUDENTS INVOLVED IN TEACHING-LEARNING THROUGH ROLE PLAYING

C. H. Rogers, Kittrell College, Kittrell, North Carolina

At the end of each class session, I have many questions as I evaluate what has happened. Am I reaching the students? How well are we communicating? Are they becoming more involved? Did I notice any changes in my students' habits or behaviors? Are they developing more hopefulness with an increase of their span of attention? With all these questions in mind, my thoughts tend to center on means to draw out ideas from the nonparticipants.

At the beginning of each program or unit I encourage the students to think. My greatest concern is to give them opportunities to communicate and express themselves. In order to arouse their attention and sustain it for increasingly longer periods, I experiment with various techniques. One successful technique I've found is role playing with some of a few words we learned in our vocabulary unit. This method serves many purposes related to our objectives and to each student's needs. It helps the students to communicate and listen; it makes them aware of their relationships to others and of the need to cooperate; and it also enables the students to understand themselves better.

Role playing is simply assuming a role. Students often get so involved in role playing that they forget it has to end. Sociologists refer to it as "sociodrama."

The time for introducing role playing will depend on how well the teacher and students have established their relationships. In vocabulary instruction role playing is just a vivid way of reviewing words from a learning list as a means of reinforcing the learning.

Usually I begin the role-playing by choosing a word from the list of vocabulary studied. As one student acts out the word, members of the class give the meaning to the word. Most of the time I have the game continued until a sentence is given using the word within the sentence.

The students learn through their discussions that an individual's reading vocabulary is the vocabulary he can respond to in reading through recognition of the word and comprehension of its meaning. Reading is not only recognition of words, but it involves also getting meaning from the recognized pattern of symbols on a page. Through research reports it was learned that one can gain meaning from symbols only if he can bring meaning to the recognition of these symbols. The meaning lies in the minds of the readers.

From my observation, I have learned that an individual's reading and understanding vocabulary usually are larger than his writing vocabulary. Everyone learns some spelling through reading, but the amount learned through association built up in reading differs greatly with individuals. Unless the student has some way to associate meaning with a word, he finds difficulty in learning to read that word.

It is a fact that reading classes at Kittrell have studied many phases of reading, but these vocabulary exercises have been one of the more useful parts, and perhaps one that other instructors could implement in their classes.

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