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THE DEVELOPMENT AND
EVALUATION OF EFFECTIVE
READING PROGRAMMES

A thesis presented in partial fulfilment
of the requirements for the degree of
Masters in Business Studies at
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ABSTRACT

Theoretical constructs of reading and learner-controlled instruction were used to develop an Effective Reading Programme. Based on these concepts, instrument and non-instrument based techniques were applied to achieve its objectives.

Evaluation of the Effective Reading Programme was conducted through an Evaluation model, comprised of Theoretical Constructs, Programme Design and Programme Results. The six stages of its development were individually described and evaluated, moving from courses conducted in South Africa, to those conducted in New Zealand. The conclusion at the end of its developmental stages, was a professional programme, which offered a guarantee within its results. Implications and recommendations were made for areas of further investigation.

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TABLE OF CONTENTS

Pages (iv) to (xii)

Table of Contents

	<u>Page</u>
Abstract	ii.
Acknowledgements	iii.
List of Tables	viii.
List of Figures	xii.
CHAPTER ONE : INTRODUCTION	1.
CHAPTER TWO : THE READING CONCEPT	
2.1. Historical Background	2.
2.1.1. Eye-Movement Enquiry	2.
2.1.2. Reading Speed	3.
2.2. Theoretical Orientation	5.
2.2.1. Definitions	5.
2.2.2. Components of the Reading Process	6.
2.2.2.1. Visual Aspect	6.
2.2.2.2. Mental Aspect	9.
2.3. Misconceptions and Barriers Surrounding Reading.	11.
2.3.1. Misconceptions	11.
2.3.2. Barriers	13.
2.4. Distinction between Efficient and Effective Reading	16.
Summary	19.
CHAPTER THREE : LEARNER CONTROLLED INSTRUCTION	
3.1. Definitions and Characteristics	20.
3.1.1. Definitions	20.
3.1.2. Characteristics	20.
3.1.3. Advantages and Disadvantages	23.
3.2. Conceptual Development	25.
3.2.1. From Programmed Instruction	25.
3.2.2. Underlying Theories	26.
3.3. Practical Developments	30.

CHAPTER FOUR : INSTRUMENT AND NON-INSTRUMENT
BASED TECHNIQUES *OF INCREASING SPEED OF READING.*

4.1. Definitions and Characteristics of Instrument and Non-Instrument Based Techniques.	36.
4.2. Principles and Strategies Underlying Instrument Based and Non-Instrument Based Techniques	37.
4.2.1. Instrument Based Techniques	37.
4.2.2. Non-Instrument Based Techniques	38.
4.3. Types of Instrument Based and Non-Instrument Based Techniques.	39.
4.3.1. Instrument Based Techniques	39.
4.3.2. Non-Instrument Based Techniques	46.

CHAPTER FIVE : EVALUATION

5.1. Definitions	48.
5.2. Evaluation Models	49.
5.3. The Development of an Evaluation Model for the Effective Reading Programme.	51.
5.3.1. Objectives of the Effective Reading Programme.	51.
5.3.2. Structure	51.
5.3.3. An Evaluation Model for the Effective Reading Programme.	52.
5.3.3.1. Theoretical Constructs	53.
5.3.3.2. Programme Design	55.
5.3.3.3. Programme Results	55.

CHAPTER SIX : THE EVALUATION OF THE SIX STAGES
OF THE EFFECTIVE READING PROGRAMME

6.1. Background to the Evaluation of the Effective Reading Programme	57.
6.2. Theoretical Constructs	58.
6.2.1. Reading	58.
6.2.2. Learner Controlled Instruction	59.
6.3. The Evaluation of the Six Stages of the Effective Reading Programme under the Programme Design and Results Dimensions.	60.

	<u>Page</u>
6.3.1. Stage 1 - South African Breweries' Effective Reading Course.	60.
6.3.1.1. Programme Design	60.
6.3.1.2. Programme Results	63.
6.3.1.3. Discussion and Conclusions	66.
6.3.2. Stage 2 - Business School Effective Reading Course (South Africa)	67.
6.3.2.1. Programme Design	67.
6.3.2.2. Programme Results	70.
6.3.2.3. Discussion and Conclusions	71.
6.3.3. Stage 3 - Business Studies Effective Reading Course (New Zealand)	72.
6.3.3.1. Programme Design	72.
6.3.3.2. Programme Results	75.
6.3.3.3. Discussion and Conclusions	78.
6.3.4. Stage 4 - Revised University Programme	80.
6.3.4.1. Programme Design	80.
6.3.4.2. Programme Results	85.
6.3.4.3. Discussion and Conclusions	98.
6.3.5. Stage 5 - Finance Reading Programme	99.
6.3.5.1. Programme Design	99.
6.3.5.2. Programme Results	103.
6.3.5.3. Discussion and Conclusions	115.
6.3.6. Stage 6 - Enterprise Reading Programme	116.
6.3.6.1. Programme Design	116.
6.3.6.2. Programme Results	122.
6.3.6.3. Discussion and Conclusions	132.
6.3.7. Conclusion	132.
 CHAPTER SEVEN : IMPLICATIONS AND RECOMMENDATIONS	
7.1. Implications	134.
7.2. Recommendations	135.

APPENDICES

	<u>Page</u>
I. Controlled Reader Progress Chart.	136.
II. Evaluation Form - Stage 3.	137.
III. a) Comment Sheet - Stage 3	138.
b) Feedback Sheet - Stage 3	139.
IV. Attitude Scale - Stages 3 to 6.	140.
V. Comment and Feedback Sheet - Stages 3 to 5.	141.
VI. Evaluation Form - Stages 4 and 5.	142.
VII. Reading Effectiveness Attitude Scale - Stage 5	147.
VIII. Students' Evaluation of the Effective Reading Programme - Stage 5.	148.
IX. Personal Reading Habits Data Chart - Stage 6.	151.
X. Learning Contract - Stage 6	152.
XI. Flash-X Record Sheet	154.
XII. Evaluation Form - Stage 6.	155.
XIII. Comment Sheet - Stage 6.	160.
XIV. A Sample of Pre and Post-Course Test	160(a)
BIBLIOGRAPHY	162.

List of Tables

<u>Table</u>		<u>Page</u>
I.1	Table showing the analysis of students' average pre- and post-course reading skills.	64.
I.2	Table showing the pre- and post-course speeds of students.	65.
I.3	Table showing the post-course and follow-up speeds of students.	66.
III.1	Table showing the average percentage change in speed and REI on the Controlled Reader.	75.
III.2	Table showing the average percentage change in speed and REI on the pre- and post-course tests.	76.
III.3	Table showing the average response to the various aspects of the Evaluation Form (Appendix II).	77.
IV.1	Table showing the average percentage change in speed and REI on the Controlled Reader.	85.
IV.2	Table showing the t_o values for the various models in the Controlled Reading results.	86.
IV.3	Table showing the average percentage change in speed and REI on the pre- and post-course tests.	86.
IV.4	Table showing the t_o values for the various models in the pre- and post-course results.	87.
IV.5	Table showing the average pre- and post-course responses on the Attitude Scale (Appendix IV).	88.
IV.6	Table showing students' average responses to the Evaluation Form. (Appendix VI).	90.
	Question 1 : My Reaction to the Course.	

<u>Table</u>		<u>Page</u>
IV.7	Table showing students' average responses to the Evaluation Form (Appendix VI). Question 2(i) : My Reaction to Other Aspects of the Course.	91.
IV.8	Table showing the students' average responses to the Evaluation Form. (Appendix VI). Question 2 (ii) : Usefulness of Comments.	93.
IV.9	Table showing the students' average responses to the Evaluation Form. (Appendix VI). Question 3A : Effectiveness in terms of the three roles.	94.
IV.10	Table showing the students' average responses to the Evaluation Form. (Appendix VI). Question 3B : How well the Course Manager conducted the programme.	96.
V.1	Table showing the average percentage change in speed and REI on the Controlled Reader.	103.
V.2	Table showing the average percentage change in speed and REI between the pre- and post-course test.	104.
V.3	Table showing the average percentage change in speed and REI between the post-course test and follow-up study.	105.
V.4	Table showing the average pre- and post-course responses on the Attitude Scale. (Appendix IV).	106.
V.5	Table showing the average pre- and post-course responses on the Reading Effectiveness Attitude Scale (Appendix VII).	107.
V.6	Table showing students' average responses to the Evaluation Form (Appendix VI). Question 1 : My Reaction to the Course.	108.
V.7	Table showing students' average responses to the Evaluation Form (Appendix VI). Question 2 (i) : My Reaction to Other Aspects of the Course.	108.

<u>Table</u>		<u>Page</u>
V.8	Table showing students' average responses to the Evaluation Form (Appendix VI). Question 2 (ii) : Usefulness of Documents.	109.
V.9	Table showing students' average responses to the Evaluation of the Effective Reading Programme (Appendix VIII). Course Effectiveness Section.	110.
V.10	Table showing students' average responses to the Evaluation of the Effective Reading Programme (Appendix VIII). Course Efficiency Section.	110.
V.11	Table showing students' average responses to the Evaluation of the Effective Reading Programme (Appendix VIII). Concepts Knowledge Section.	111.
V.12	Table showing the average response to the Evaluation Form (Appendix VI). Question 3A : Effectiveness in terms of the three roles.	113.
V.13	Table showing the average response to the Evaluation Form (Appendix VI). Question 3B : How well the course manager conducted the programme.	114.
VI.1	Table showing the average percentage change in speed and REI on the Controlled Reader.	123.
VI.2	Table showing the average percentage change in speed and REI on the pre- and post-course tests.	123.
VI.3	Table showing the average percentage change in speed and REI on the pre- and post-course skimming and scanning tests.	125.
VI.4	Table showing the average change in speed and REI between the post-course test and follow-up programme results.	126.
VI.5	Table showing the average pre- and post-course responses on the Attitude Scale. (Appendix IV).	127.

<u>Table</u>		<u>Page</u>
VI.6	Table showing students' average responses to the Evaluation Form (Appendix XII). Question 1 : My Reaction to the Course.	127.
VI.7	Table showing students' average responses to the Evaluation Form (Appendix XII). Question 2 (i) : My Reaction to Other Aspects of the Course	128.
VI.8	Table showing students' average responses to the Evaluation Form (Appendix XII). Question 2 (ii) : Usefulness of Documents.	129.
VI.9	Table showing students' average responses to the Evaluation Form (Appendix XII). Question 3A : Effectiveness in Terms of the three roles.	130.
VI.10	Table showing students' average responses to the Evaluation Form (Appendix XII). Question 3B : How well the Course Manager conducted the programme.	131.
VI.11	Table showing the average percentage improvement in speed and REI on the pre- and post-course tests of its six stages.	133.

List of Figures

<u>Figure</u>		<u>Page</u>
1	Eye-movements in reading, as photographed on an Eye Camera.	7
2	Evaluation Model for the Effective Reading Programme.	53
3	The sequential phases of the South African Breweries' Effective Reading Programme.	61
4	The sequential phases of the Business School Effective Reading Course (South Africa).	68
5	The sequential phases of the Business Studies Effective Reading Course (New Zealand).	73
6	The sequential phases of the Revised University Programme.	80
7	The sequential phases of the Finance Reading Programme.	99
8	The sequential phases of the Enterprise Reading Programme.	116

CHAPTER ONE

INTRODUCTION

The objective of this thesis is to evaluate the development of an Effective Reading Programme.

Chapter Two provides an historical and theoretical background to the reading concept. Various aspects of reading are discussed, including the misconceptions and barriers which surround reading. Distinction between efficient and effective readers is also made.

Chapter Three presents the theoretical, conceptual and practical framework surrounding learner controlled instruction. The implications this concept provides, form the basis of all design in the Effective Reading Programme.

In Chapter Four instrument and non-instrument based techniques are discussed in relation to the training of participants' reading habits. A comparison of their characteristics, principles and types is also presented to show the difference in contribution each makes to the improvement of reading skills.

An Evaluation Model is developed in Chapter Five to assess the effectiveness of reading programmes. This is comprised of three categories, namely theoretical constructs, programme design and programme results.

Evaluation of the six stages of the Effective Reading Programme's development is conducted in Chapter Six, through the Evaluation Model previously developed. Assessment of results at the end of each stage indicates the development of the programme, which is summarized in the conclusion.

Implications and recommendations of the Effective Reading Programme is finally presented for further research and study.