

A STUDY OF THE READING ACHIEVEMENT IN GAIN
SCORES OF LIMITED ENGLISH-SPEAKING ADULTS
COMPARING COOPERATIVE LEARNING AND
THE LAUBACH TUTORIAL METHODS

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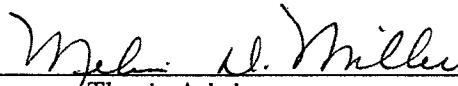
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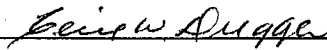
Dedicated to my Mother
Mrs. Lula Mae Dennis,
and to the memory of my Grandmother
Lydia Sayles,
and my Stepfather
Bonnie Bee Dennis

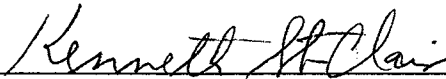
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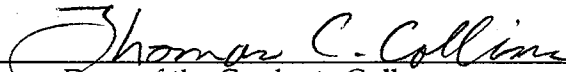
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CHAPTER I

INTRODUCTION

It is evident that adult illiteracy is a growing problem. This problem is reflected in the lives of many adults who cannot read or write well enough to fill out applications for a job, a loan, or a driver's license. Imel, Shelle, Susan, and Grieve (1984) believed that in addition to the approximately 23 million adults who are presently illiterate, an estimated 2.3 million more will be added as immigrants, refugees, and students who left high school for various reasons.

The Texas Literacy Council (1993) presented a report to the Governor of Texas, her Lieutenant Governor, Speaker of the House, and members of the 72nd Legislature. In this report entitled *A Prediction From the U.S. Department of Labor*, it was revealed that 14% of the job market in the future would require less than a high school education. Their prediction was: "Of 100 Texas children starting kindergarten, 18 will drop out before the eighth grade. Of the 82 who go on to high school, 27 will drop out before graduation. Of the 55 students who graduate, 7 of them will not be able to read and write" (Texas Literacy Council, p. 1). Seemingly, the illiteracy problem nationwide and in Texas are in gross need of improvement:

- The United States ranks 48th in adult literacy among the 149 countries represented at the United Nations.
- Texas ranks 47th among the states in adult literacy.
- Twenty percent of Texas workers cannot read, write or do simple math. This compares to 5% of adults in Japan.
- The most recent cost estimate of illiteracy to Texas is \$17.12 billion annually.... The estimate for the United States is \$225 billion per year.

- Of those receiving Aid to Families With Dependent Children payments, 51% of the adults have not completed high school (Texas Literacy Council, p. 2).

The Victoria Literacy Council (1994) listed a recent record of 27 million adults in America who were functionally illiterate. According to the Council, Texas represented approximately one out of every three of these 27 million adults who did not have the basic skills needed to function in society. Their findings were that Texas, having 33% of the nation's illiterate, ranked 47th among the states in illiteracy.

Illiteracy breeds problems within our society. Poverty, street people, unemployment, and crimes are but a few examples. The financial burden placed on America due to illiteracy is estimated to be \$6 billion each year (Wellborn, 1982). This cost includes, but is not limited to, welfare benefits and compensation for unemployment.

The Texas Literacy Council (1993a) suggested that a revision was needed in literacy development if an increased population of participants was to be served. Furthermore, current programs should be revised due to the small percentage of people who receive benefits from them.

According to Cardenas, Robledo, and Supik (1986), the dropout rates for Hispanic students ranged from 33 to 50%. In Texas alone, it was found that approximately one-half of the Hispanic population did not finish the 9th grade. As a result of this high dropout rate, income benefits were low (Valdivieso & Davis, 1988).

Valdivieso and Davis (1988) predicted the Hispanic population will have doubled by the year 2020, with Mexican-Americans representing 63% of the total Hispanic population. This growth increase strongly indicated a need for an educational reform within the Hispanic community (Kelley, 1991).

Statement of the Problem

This study focuses on the shortage of available tutors at the Corpus Christi Literacy Council (CCLC). While demands for more tutors at the CCLC increased, the number of tutorial volunteers decreased. In 1992, the CCLC listed 121 adults who

were waiting to be assigned a tutor. The 1993 waiting list increased to about 180 people who were requesting tutoring services. According to Agnes Flores, Executive Director of the CCLC, there were over 200 adults waiting to enter the CCLC program. But they must remain on the waiting list until there are volunteer tutors available to service them. Flores pointed out that this is a common problem in most literacy councils. This supply and demand problem reveals a vast population on the CCLC waiting list who are attempting to enter their reading program. In addition to this problem, evidence showed the limited number of available tutors to be decreasing.

It is therefore difficult to secure and train sufficient tutors to meet the needs of the adult population in the Corpus Christi Bay area. Many participants at the CCLC are involved in the Laubach "Each One Teach One" method which, in most cases, limits the number of tutors to a one-on-one self-contained style of teaching. With over 200 adults still waiting to enter CCLC, the specific problem, then, is the lack of literacy tutors to serve adults who are seeking assistance in their reading program.

Purpose of the Study

The purpose of this study is to compare the academic effects of cooperative learning methods to the Laubach tutorial program to determine if there is a significant difference in gain scores between the two groups.

Research Hypothesis

The research hypothesis guiding this study is presented in the null. Cohen (1975) stated that a hypothesis can be stated in one of two forms—literacy or operational. Using the operational null, the hypothesis states: "In a given time frame of 18 instructional clock hours, there will be no significant differences between the gain in mean grade level scores achieved by adult students tutored under the Laubach program and those tutored by use of cooperative learning procedures."

Significance of the Study

If cooperative learning is proven to be a more effective way of meeting the needs of the adult learner, then this method would also reduce the problem of having more participants than available tutors. Data with regard to the CCLC tutorial program are found in Appendix A. This study could lead to solving the problem manifested in a greater demand for tutorial services than literacy councils could supply. A report from the Texas Literacy Council hotline survey in 1992 supports Flores' view of the supply and demand issue to be a statewide problem in most literacy councils. Based on past statistical data, this problem is increasing. Therefore, 1996 may experience a greater adult population who suffers from an unanswered desire to read due to the lack of available tutors. In addition, as the demand for more tutors increases, the CCLC is also experiencing a decrease in the number of trained tutors who are still active.

If favorable results of this study are found in support of cooperative learning, then other adult learning centers with an extensive waiting list may also profit from this study. Results of this nature can be an asset to literacy programs by providing a possible reduction of unserved adults on their waiting list. This study can be of value to future adult learning centers if cooperative learning proves to make a significant difference or to be equally as effective as the Laubach method in producing higher student outcomes.

Design of the Study

This study consisted of a one-time experimental design utilizing intact groups which compares reading achievement in two reading programs—Laubach and cooperative learning. Pre- and post-tests were administered to the 60 subjects involved. The Reading Evaluation Adult Diagnosis test (READ) was used to determine the grade level reading progress of each participant. An independent t test was used to determine if there was a significant difference between the mean gain scores for the two groups.

Limitations

Limited demograph. This study includes non-English-speaking adult students of primarily Mexican-American origin with a pre-kindergarten to fourth grade education. These participants live within a radius of 50 miles of the Corpus Christi Bay area. The experiment involved 18 clock hours of instruction for each student.

Limited effectiveness of one assessment method. Farris (1992) reported that it was difficult to have a single assessment method and yet maintain a strong degree of accuracy.

Intimidation of a test can breed anxiety. Bowren and Zintz (1976) believed the mention of the word "test" to many people brings back such painful memories of past frustrations that the anxiety level reaches almost intolerable limits.

Time limitations. Two reports (Sticht, 1990; Texas Educational Agency, 1990) suggested that longer periods of time in class hours must be administered before effective results may become apparent when one is seeking to find a significance in any given method of teaching. This research utilized 18 clock hours in experimentation.

Population

The population in this study consists of limited English-speaking adults of Hispanic origin. Hispanic students are defined as any student who is a native of a Spanish speaking country or Hispanic-American citizen who speaks English as a second language. These could include, but are not limited to, students who themselves (or families) migrated to the United States or were born naturalized citizens, but whose ancestry could be traced to another Spanish speaking country such as Cuba, Puerto Rico, Spain, Guatemala, San Salvador, Colombia, or any of the other Central or South American countries where Spanish was the "official" language.

Experimental Groups

From this population, two intact groups were used in the experiment. One group was tutored by Laubach personnel while the other studied under methods used in

cooperative learning. All were Hispanic students who lived within the Coastal Bend area. According to Flores, 90% of the adults desiring to read and who lived in the Corpus Christi Bay area were of the Hispanic population.

Students in the Beeville and Corpus Christi Adult Education classes were available for this study. These two classes were combined to form the cooperative learning group. The two groups totaled 46 students. More than 30 students were accepted due to the high dropout rate in these Adult Education Programs. Inclusion of all students gave a stronger security in view of the 30 participants required. The first 30 students who completed 18 hours of instruction under the Cooperative Learning method became the group A used in this study.

The CCLC students, who were tutored under the Laubach method or group B, made up the Hispanic, non-English-speaking students. Selection of the two groups was made according to the willingness of the adults and their tutors to participate. The 30 students selected at the beginning were also the same who finished.

Assumption

It is assumed that the intact groups used for this study are comparable to other intact groups in the Coastal Bend area, but are not necessarily representative of limited English-speaking adults throughout southern Texas.

Organization of the Study

This study contains five chapters. Chapter I provides introductory information consisting of the historical setting for the study. The review of literature in Chapter II compares information dealing with cooperative learning and the Laubach tutorial program. The method by which this research was conducted is covered in Chapter III. Within Chapter III consideration is also given to the population and method of testing. Chapter IV reports the statistical analysis of the data collection results. Chapter V provides a summary and conclusion along with recommendations for further study.

CHAPTER II

REVIEW OF LITERATURE

Introduction

This study compares the effects on literacy skills of the one-on-one learning method of Laubach with that of small group learning as proposed in cooperative learning. The key question is whether there exists, on the basis of present research, reason to believe the cooperative learning method produces the same or perhaps better success in teaching literacy skills as the Laubach method. This literature review examines the theory and research on effectiveness of the cooperative learning method as well as the "Each One Teach One" Laubach tutorial method. It seeks to compare the conditions under which cooperative, competitive, and individualistic efforts would give birth to higher student outcomes. An examination is made with regard to the theory and research on effectiveness of cooperative learning methods in comparison to individualized instruction given under the Laubach tutorial program.

The first part of this review covers the three major areas of cooperative learning literature: (1) theoretical foundations of cooperative learning; (2) empirical investigations of cooperative learning's efficacy for student behavior; and (3) empirical investigations of the teacher's role in cooperative learning. It is important to note that investigations into the teacher's role in cooperative learning are particularly important to the proposed study because if the CCLC decides to use cooperative learning in place of its current use of the Laubach method, it would be necessary for teachers to understand what was required of them with respect to that method of learning.

Cooperative Learning: Definition and Theory

Slavin (1982) defined cooperative learning as “instructional methods in which students of all levels of performance work together in small groups toward a common goal. The essential feature of cooperative learning is that the success of one student helps other students to be successful” (Slavin, 1982, p. 6).

Johnson, Johnson and Holubec (1993) viewed cooperative learning as academic goals that were shared in view of an outcome that benefits all group members involved. In this effort, maximized learning took place whereas each member within the group benefited in an independent but also interdependent way. The idea was that one’s success benefited the others. One cannot be truly successful without the other; “we sink or swim together ...;” “we cannot do it without you” (Johnson, Johnson & Holubec, p. 1:5). This kind of cooperation lended itself to a positive interdependence between students where learning goals were reached (Johnson & Johnson, 1989a). The process of cooperative learning seeks success for individual student as well as the group as a whole.

Additional affirmation of this view was that of Johnson and Johnson (1989) in their book *Cooperation and Competition*. They believed that a cooperative group would always be the higher achieving group. Before this concept could have become effective, positive socialization must have to had existed. In such a case students cared about one another and were committed to the success of the group as a whole.

Cooperative Learning in Social Interdependence

Theoretically, the question may be asked: How is it that cooperation in learning transfers the success of one student to other students? According to Johnson and Johnson (1974), understanding this transference can be attained through examination of the structure of learning goals.

Johnson and Johnson (1974) reported that values underline choices of goal structures in learning situations. For example, if reaching the goal required

competition, then, as part of a "hidden curriculum" students would be learning how to compete, what it took to compete, and the rewards of competition.

In competitive efforts students are also learning that reaching a goal requires a sense of separateness from others and a sort of triumph of one's individuality over another. On the other hand, the cooperative goal structure is said to provide a sense of identification or oneness among students, a process that facilitates incorporation of internalization of the learning and knowledge levels of all participants in the student team (Johnson & Johnson, 1989).

As strong supporters of cooperative learning, Johnson and Johnson (1985) felt that cooperative learning would produce higher student outcomes in the form of a higher level of thinking and reasoning, as well as fostering sound social habits and solid support among students as they interact with one another. Johnson and Johnson (1989) further viewed cooperative learning as a positive method by which interdependence and individual accountability could be achieved.

If, indeed, any curriculum could be amenable to cooperative learning, this strongly suggests that CCLC could profit from cooperative learning without changing the existing Laubach curriculum which is presently used by them. A view advocated by the Texas Education Agency (1993) revealed that: "Research shows you can help students master, retain and transfer concepts by organizing classroom activities so that students have a stake in each other's success, and assist each other. This approach appears to be far more effective than more individualistic or competitive strategies" (Texas Education Agency, pp. 3-4).

Cooperative Learning and Competition

While cooperation may have facilitated learning, the fact of the matter is that most schools frequently rely on competitive methods such as grades and test scores as learning strategies. A point that must be addressed is whether the concept of cooperative learning is meant to ban competitive methods from the classroom and, if so, on what grounds?

With respect to the foregoing, Slavin (1987) reported that cooperative learning theorists did not desire to rid schools of competitive learning strategies. Instead, cooperative learning theorists advocated that rather than having individuals compete against one another or teams compete against other teams, they should compete against their own previous achievement records. This use of competition, according to Slavin (1987), should not be to motivate students to “beat” other students, but their motivation should be designed to achieve higher goals for themselves as well as their peers. This spirit of togetherness was fostered in this concept of one for all and all for one.

Slavin (1987) further noted that as used in the school classroom, competition tends to initiate learning patterns that leave some children feeling like “winners” while at the same time leaving others feeling like “losers.” In this regard, he stated: “There’s nothing wrong with competition per se. What’s wrong with competition, as it’s often structured in the schools, is that it’s unfair—the same kids always win and the same kids also lose. Most children like to compete with one another as long as it’s fair. And when competition is fair, it can be a positive thing” (p. 75).

Finally, Slavin (1987) noted certain situations where competition between people can be a source of fun, motivation, excitement, and even improved performance; however, he stated that such situations are few. Examples of such situations included simple drill activities, speed tasks, low-anxiety games, psychomotor activities, and athletics.

A more specific picture of the learning dynamics involved in cooperative learning has been provided by Johnson and Johnson (1985). In an extensive review of cooperative learning studies, they used findings to generate models of the internal processes taking place in students during cooperative learning situations. In this regard, the authors noted that several factors appear to promote the facilitation of learning that has been observed in cooperative learning situations.

Minorities have been given some consideration with cooperative learning in mind. With information cited from Cook (1969), Johnson and Johnson (1993) listed the impact

of cooperative interaction relationships between black and white college students. The results of these theoretical studies were consistent in supporting the use of cooperative learning methods as more favorable than the competitive and individualistic method.

Section Summary

This section examined theoretical models of the process of cooperative learning. It was noted that the regular classroom process tended to be competitive and theoretical assumptions of cooperative learning held that competitiveness did not facilitate maximal learning, in most situations. It was further pointed out that the cooperative learning process could be applied to all curriculum. This suggested that it was amenable to the learning of literacy skills offered at CCLC.

Empirical Investigations of Cooperative Learning Effects on Students

The bulk of the existing empirical work on cooperative learning has assessed cooperative learning strategies in terms of their contribution to students. What is perhaps most amazing about this literature is that a wide range of curriculum in which cooperative learning had been found successful in producing higher student outcomes (Johnson & Johnson, 1989).

However, cooperative learning has not been limited only to the production of gains in student achievement, but it has also been observed beneficial in terms of elevating students' prosocial behavior (Slavin, 1983; Sharan, 1980). In the following section, empirical studies examining the effects of cooperative learning on student achievement and acquisition of prosocial behaviors are explored.

Cooperative Learning and Student Achievement

One area of student achievement that has been frequently examined with respect to cooperative learning is in the study of mathematics: "Researchers examining the outcomes of cooperative learning groups have documented 'social, personal, and academic gains for learners of all ages,' noting also that students working together

toward shared goals are more likely to become accepting of their differences" (Texas Education Agency, 1993a, p. 4).

Slavin (1983) conducted a series of experiments that involved a total of 1,999 students in grades 3 through 6 in an effort to see if cooperative learning strategies were associated with increases in mathematical achievement. Upon review of the findings, Slavin concluded that the cooperative learning method increased mathematical achievement to a significantly higher level than the traditional method. In every test, the results favored cooperative learning.

Another type of cooperative learning strategy utilized student groups that have been formed to learn by computer instruction. Slavin (1983) and Johnson and Johnson (1989) examined such groupings known as Team Assisted Instruction (TAI) for their effects on math achievement of elementary school students.

The steps involved in TAI emphasized diagnosing through pre- and post-testing, and mastery of skills through practice. Instead of first studying the material together and then verifying understanding through practice quizzes, the students first worked on their own skill sheets and then had their team members verify their answers and provide assistance. When a student got 80% or more correct on the practice quiz, the final test could then be taken (Slavin, 1982).

Teams were given achievement and improvement scores and recognition for what they accomplished. For their accomplishments, they were labeled "super teams" (high performing), "great teams" (moderate performing), or "good teams" (minimum passing grade). Each day the teacher worked for about 5 to 15 minutes—based on a 45-minute lesson—with two or three groups who were at about the same point in the curriculum. The other teams worked independently during that time (Slavin, 1982).

The TAI approach was originally designed for junior and senior high school students but was successfully implemented in both reading and math classes taken by adults. One of the most important factors related to successful implementation of the TAI approach, with both adolescent and adult learners, was that group goals were balanced with individual accountability and recognition (Slavin, 1982).

Using a standardized mathematics test as their measure of student achievement Slavin and associates (1982) found that teams scored higher in post-test measures of math achievement than did the standard computer instruction method in terms of producing math achievement.

In another study of TAI teams, Johnson, Johnson, and Stanne (1985) examined the effects of cooperative learning on eighth grade students ($N = 71$) daily achievement, problem-solving abilities, factual recognition, and applications in the area of learning the fundamentals of map reading and navigation. When the cooperative learning condition was compared to a competitive condition, it was observed that students in the cooperative learning condition showed significantly more achievement in all tested areas than did students in the competitive learning conditions. It was also observed that when girls were compared with boys, no differences were found for the cooperative learning condition. However, in the competitive condition, girls were adversely affected.

Johnson and Johnson (1989) noted that results found for TAI were also observed for a variant of this method termed Student Teams-Achievement Divisions or STAD. In STAD, teams of four or five members were balanced by ability, gender, and ethnicity. Students using STAD were ranked by previous test scores or grades and divided into thirds or quarters. Each team in STAD consisted of the class ranking, with extra middle-ranked students becoming the fourth or fifth members (Johnson & Johnson, 1989).

Class quizzes were given frequently to see if students had learned the material while in the group. The students' scores are averaged into a team score so that group members were more likely to help each other. Recognition was given teams for high average scores or improvement scores (Johnson & Johnson, 1989).

Individuals were also recognized for good performance in order to maintain motivation, but a balance between individual reward and team accomplishment had to be found. Every five or six weeks, teams were changed to give students an

opportunity to work with other students and to give members of low-scoring teams a new chance (Johnson & Johnson, 1989).

In a study of direct relevance to the proposed study, Johnson, Johnson, Scott and Ramolae (1985) compared single-sex cooperative learning groups, mixed-sex cooperative learning groups, and individual learning for 282 fifth and sixth grade students. A subset of students sampled were learning disabled ($N = 154$). The dependent measure of the study was science achievement.

Findings indicated that students achieved more scientific knowledge in the two cooperative conditions than in the individual learning condition. Regardless of conditions, males evidenced significantly higher achievement and more positive attitudes toward science than did females. The findings of this study indicated that cooperative learning may in fact be a superior method of teaching than even individual or one-on-one instruction methods (Johnson, Johnson, Scott, & Ramolae, 1985).

Another study of cooperative learning and math achievement was conducted by Johnson, Johnson, Scott and Ramolae (1985). In this study a cooperative learning strategy was tested under three conditions: (1) the strategy was used twice a week; (2) the strategy was used on a nonregular basis; and (3) the strategy was not used (control group).

Subjects in the study were 150 average ability sixth to eighth grade students. While findings showed more math achievement for the two cooperative strategy groups than for the control group, the amount of time the strategy was used evidenced no significant effects (Johnson & Johnson, 1985).

Johnson, Johnson, Pierson, and Lyons (1985) examined cooperative learning for 112 elementary school students. Of interest to the researchers was whether students' reading performance significantly differed as a function of: (1) being in a single- or multi-age group, and (2) being in a group that allowed students to debate material or being in a group where material was learned without debate.

The highest level of achievement was found for students who were allowed to debate. The debate groups showed more achievement motivation than did the non-

debate groups. Furthermore, greater achievement motivation was found in multi-age groups rather than in single-age groups (Johnson, Johnson, Pierson, & Lyons, 1985).

A similar study of the effects of debate/non-debate cooperative learning groups was conducted by Johnson, Brooker, Stutzman, Hultman, and Johnson (1985). Findings of that study again showed the highest achievement for the debate group, as well as greater motivation to engage in future learning in the subject areas. The authors found that students in the debate group held more positive attitudes about the subject area and cooperative debate strategy than did students in the non-debate group.

In a study conducted by Johnson, Johnson, Yager, and Snider (1986), the authors stated that cooperative learning had a significant impact on student achievement when compared to individual learning. These findings seemed to indicate that group discussion may play a significant role in positive achievement gains associated with cooperative learning strategies. The experimental group in the study consisted of 84 third-grade students who were randomly assigned to the three experimental conditions. All conditions were controlled for both gender and ability levels of the students. The authors reported that students in the group processing/discussion condition showed significantly greater achievement in all areas than did students in the other two conditions. In other words, once again cooperative learning was found to be superior to individual learning (Johnson, Johnson, Yager, & Snider, 1986).

The significant effects found for student learning as a function of discussion/debate in cooperative learning groups led Johnson, Johnson, Yager, and Snider (1986) to examine whether effects of cooperative learning significantly differed as a function or whether student discussion was structured or unstructured. They also compared the two discussion groups to an individual learning strategy.

The subjects were 75 second grade students. Once again, groups were stratified by students' gender and ability levels. Findings showed that performance (assessed as accuracy of daily work) was significantly higher in cooperative condition than in the individual learning condition (Johnson, Johnson, Yager, & Snider, 1986). Moreover, structured groups were associated with better performance than unstructured groups.

With respect to cooperative learning effects on student achievement, extensive meta-analyses of over 122 studies were conducted by Johnson, Maruyama, Johnson, and Nelson (1981). Summarizing the over 286 findings which these studies observed, the authors concluded: "The results of the meta-analyses indicate that (a) cooperation is considerably more effective than interpersonal competition and individualistic efforts; (b) cooperation with intergroup competition is also superior to interpersonal competition and individualistic efforts; and (c) there is no significant difference between interpersonal competitive and individualistic efforts" (Johnson, Maruyama, Johnson, & Nelson, 1981, p. 47).

The foregoing review of the empirical studies of cooperative learning and student achievement clearly showed that cooperative learning had an established record of positive influence on student achievement. It should be pointed out that group structures and format in cooperative learning situations can and do differ. The magnitude of gain can systematically differ with variations.

As noted by Slavin (1988), there is one caution that should be regarded with respect to implementation of any cooperative learning strategy: cooperative learning strategies and groups are not synonymous. Slavin pointed out that for any cooperative learning group to evidence gains associated with cooperative learning, two essential conditions must be met. He delineated these essentials as follows: "The cooperating groups must have a group goal that is important to them.... The success of the group must depend on the individual learning of all group members. That is, there must be individual accountability as well as group accountability" (Slavin, 1988, p. 31).

Effects of Cooperative Learning on Prosocial Behavior

The positive effects of cooperative learning strategies have not been limited to measurements of student achievement. Rather, several studies have documented benefits of cooperative strategies on a variety of interpersonal and prosocial behaviors. In this regard, Slavin (1988) reported positive results in view of cooperative learning in terms of prosocial behavior toward special populations of students.

In particular, the authors were interested in whether cooperative learning situations would increase prosocial behavior in situations where learning disabled students had been mainstreamed into regular classrooms. Findings showed that while cooperative learning situations did not increase the number of friendships made between learning disabled and regular students, they did lead to greater social acceptance of learning disabled students. In addition, it was observed that self-esteem levels and academic achievement levels of both student groups improved.

An examination of cooperative learning and prosocial behavior was conducted by Slavin and Karweit (1988). The authors noted in many past experiments that cooperative learning strategies had been evaluated only one at a time and for only parts of the school day.

In their study of 456 fourth and fifth grade students, Slavin and Karweit (1985) studied three cooperative learning strategies given together over most of the students' instructional day. All students were randomly assigned to either the experimental or control group for an entire semester. Upon analysis of their findings, the authors stated that intensive use of student team learning methods was feasible and produced positive outcomes on student friendships, liking of school, self-esteem, and language and reading achievement (Slavin & Karweit, 1985).

Most educators agreed that a major factor in effective learning is social support which consisted of help and encouragement for academic achievement. Johnson, Johnson, Buckman, and Richards (1985) examined for the effects of prolonged implementation of cooperative learning on the social support students gave to each other. The subjects were 91 eighth grade students attending a suburban school district in the Midwest. The authors observed that the longer the implementation of cooperative learning, the greater the social support students gave to each other. In effect, cooperative learning helped to increase the students' ability to give one another social support (Johnson, Johnson, Buckman, & Richards, 1985).

In a study conducted by Putnam, Rynders, Johnson, and Johnson (1989), the authors explored specific elements that appeared to promote this positive peer

interaction. The subjects in this study were 16 mentally handicapped (IQs between 35 and 52) children and 32 non-handicapped children. The children were selected from two regular fifth grade classrooms. Their findings indicated that increased prosocial behavior between handicapped and non-handicapped students was greater when numerous explanations and examples were introduced with regard to specific cooperative skills. These skills were at times demonstrated by the teacher. Interaction, including feedback and discussion, was a constant activity in the classroom.

When all of these conditions were put into effect, Putnam, Rynders, Johnson, and Johnson (1989) observed that the non-handicapped students engaged in frequent interactions with the handicapped students. The interactions included such behavior as looking directly at handicapped students, talking with them, and working cooperatively with them.

It cannot be said that all experiments have observed positive effects for cooperative learning in either the area of prosocial behavior or school achievement. For example, Moskowitz, Malvin, Schaeffer, and Schaps (1985) examined the cooperative learning technique called "Jigsaw" for students in 11 different elementary school classes, with students in 13 other classes serving as controls. The results of that study showed no significant difference in prosocial behavior when cooperative learning was used.

The Jigsaw strategy involved students working together in a small group on a specific academic task, assignment or project. The first Jigsaw procedure (Aronson, Stephan, Sikes, & Snapp, 1978) was a combination of resource interdependence (cooperative) and individual reward structures (individualistic) called Teams-Games-Tournaments (DeVries & Edwards, 1974) and Student-Teams. During that work, students depended upon each other for resources, information, and study assignments.

Jigsaw methods, even without their relevance to cooperative learning, were intimidators developed to reduce classroom competition and student prejudices through increased interaction with other students in class. While the teacher instructed the rest of the class, one group worked in a study area on the special task. Students shared

materials, helped one another, and evaluated each other's ideas and assignments (DeVries & Edwards, 1974).

All students in the Moskowitz, Malvin, Schaeffer, and Schaps (1985) study received both pre- and post-tests to assess several variables. These variables were level of school achievement, school attendance, attitudes toward themselves, attitudes toward their peers, and attitudes toward their school. The authors reported: "The process evaluation revealed that the quality and frequency of Jigsaw implementation varied greatly. Jigsaw failed to have a positive effect on the outcome variables, even for the five classes where it was implemented proficiently" (Moskowitz, Malvin, Schaeffer, & Schaps, 1985, p. 104).

There is a chance that the findings observed in the Moskowitz and associates study were methodological artifacts. It was a large unwieldy study conducted across several schools with different characteristics including length of teachers' experience, degree of background knowledge about cooperative learning, and general instructional ability. These characteristics were noted to be operating as nested factors (Moskowitz, Malvin, Schaeffer, & Schaps, 1985).

Moreover, the findings did not coincide with a good deal of other research on cooperative learning using the Jigsaw method. Indeed, Wlodkowski and Jaynes (1990), in their review of studies using Jigsaw techniques, have stated that findings repeatedly showed elevations in student learning, reduced personal competition between students, and decreased rates of prejudice toward other students.

Despite some negative findings (many of which might have been subject to criticism on the basis of improper methodology), it should be noted that the vast majority of experimentation with cooperative learning supported positive outcomes. Perhaps that fact was best seen in a meta-analysis conducted by Slavin (1980) involving 28 cooperative learning projects.

These projects all used cooperative learning methods for a minimum of two weeks in either elementary or secondary classrooms. Not only did Slavin (1980) observe an increase in student achievement across all projects, but also found increases in mutual

concern among students, in students' self-esteem, as well as positive race relations among students.

A study of the effects of cooperative learning on mixed race/ethnic and mixed gender relationships was conducted by Warring, Johnson, Maruyama, and Johnson (1984). The subjects were 74 sixth-grade students and 51 fourth-grade students. All students participated in cooperative learning groups for 55 minutes per day across 10 instructional days and were observed in their interactions. It was found that cooperative learning groups promoted positive cross-sex and cross-ethnic relationships (Warring, Johnson, Maruyama, & Johnson, 1984).

Johnson, Johnson, and Anderson (1983) examined cooperative learning for effects on students' social interdependence and classroom climate. The students in the study were 859 children in grades 5 through 9, attending schools in three urban and suburban midwestern school districts. Of interest to the authors were whether frequent experience in cooperative learning groups would exert different effects on social interdependence and classroom climate than would infrequent experience in cooperative learning groups.

Findings showed that when participation in cooperative learning groups was frequent, it did influence social interdependence and classroom climate. Specifically, the authors found that those students who frequently participated in cooperative learning situations showed positive gains in their perceptions of classroom social support, help, and friendships with teachers and peers (Johnson, Johnson, & Anderson, 1983).

Johnson, Johnson, and Holubec (1993) stated that cooperative experiences tended to promote positive self-esteem. They showed that since the 1950s there were over 80 studies comparing the relative impact of cooperative, competitive, and individualistic experiences on self-esteem. Cooperative experiences promoted higher self-esteem than did competitive or individualistic experiences. Johnson and Johnson's (1989) research suggested that cooperative experiences tended to make a person feel intrinsically worthwhile, as well as capable, competent, and successful. Not only is cooperation

connected with success, competitiveness has been found also to be detrimental to the self-esteem of a student (Kohn, 1986; Johnson & Johnson, 1989).

In competitive situations there was a negative interdependence among goal achievements; students perceived that they could obtain their goals only if the other students in the class failed to obtain their goals (Deutsch, 1962; Johnson & Johnson, 1989a). Unfortunately, most students perceived school as a predominantly competitive enterprise. Students either worked hard to do better than their classmates, or they took it easy because they did not believe that they had a chance to win (Johnson & Johnson, 1993).

Johnson and Johnson (1993) continued by adding that cooperative groups were heterogeneous both linguistically and in reading or ability levels. Thus, language minority students were mixed in with language majority students, and students who were having difficulty reading the textbook worked alongside those who were reading at or above grade level.

The roles that are assigned in groups vary, but the following types of roles were common to the different models of cooperative grouping: a materials director, who was responsible for getting and putting away materials needed for the activity; a timekeeper, who ensured the group kept track of the time involved; a supervisor, who ensured the group was doing what it is supposed to do; and a reporter, who was responsible for either writing or telling students in the other groups about his or her own group's activity. The assignments are changed occasionally so that every student had a chance to experience the different roles involved. It was essential, however, that a role was assigned to each student to ensure that no one strayed; in fact, one might have wished to assign a student the role of monitor whose responsibility it was to make sure that everyone in the group was on task.

According to Slavin (1991), cooperative learning methods were among the most extensively evaluated alternatives to traditional instruction that were in use today. Outcome evaluations included: academic achievement, intergroup relations, mainstreaming, and self-esteem. Slavin cited that more than 70 high quality studies had

compared cooperative learning effects to those of traditionally taught control groups on measure of the same objectives pursued in all classes. Teachers and classes were either randomly assigned to cooperative or control conditions or matched on pre-test achievement level and other factors.

One teacher assigned to an experimental fifth-grade group incorporated Student Team Learning (STL) techniques within the curriculum and lesson plans. STL techniques were developed and researched at Johns Hopkins University as was more than half of all experimental studies of practical cooperative learning methods that involved STL methods (Slavin, 1986).

Four principal STL methods have been extensively developed and researched. Two were general cooperative learning methods, adaptable to most subjects and grade levels: Student Team-Achievement Division (STAD) and Teams-Games-Tournament (TGT). The remaining two were comprehensive curriculums designed for use in particular subjects at particular grade levels: Team Assisted Individualization (TAI) for mathematics in grades 3 through 6, and Cooperative Integrated Reading and Composition (CIRC) for reading and writing instruction in grades 3 through 5 (Slavin, 1986).

Prosocial behavior in cooperative learning was also experienced in peer teaching as students were able to learn from one another. The method of student helping student provided a learning experience in social as well as cognitive and affective areas. It was identified with cooperative learning in a way by which there was advantage for both teacher and student (Johnson & Johnson, 1993). This method has been considered by many scholars (Cohen, Kulik, & Kulik, 1982) to be an effective process by which a higher student outcome is achieved. According to Whitman (1988), peer tutoring was not new; it existed as far back as far as Aristotle. Slavin (1987) suggested that peer teaching resulted in students being more open with one another. They were willing to question the evidence and express their opinions more freely.

On an adult level, peer teaching was practiced at Drexel University. Valdya (1994) conducted a study using upper classmen to help freshmen who were entering

the University. She found that the intrinsic value of helping a fellow student developed more meaningful relationships within the study body. Specifically, Valdya found that “typically, students are reluctant to present their academic problems to their instructors. They are more comfortable in seeking aid of the coach. The coach must develop the relationship to the point where the students feel comfortable to seek help from him. In addition, the coach must create a positive environment” (p. 242).

Both the learner and teacher profited from peer teaching. Reisman (1987) said that in order to teach, one must have had not only a secure understanding of the subject matter but also a deep understanding of the needs the learner may have, if proper teaching communication was to be done. Reisman (1987) identified that kind of peer teaching as the diagnostic approach which consisted of “determining a learner’s weaknesses and strengths within a specific topic area and then developing appropriate teaching strategies taking into account generic factors that may influence learning” (Valdya, p. 242).

Since a relationship of trust and mutual respect was to exist between learner and teacher, there was to be an understanding which fostered positive results. Such was the case in the Drexel University study (Valdya, 1994). A sense of leadership and a stronger bond between peers were established. Students were said to have experienced positive and effective interaction within their peer relationship.

Section Summary

The studies reviewed here provide a review of literature related to the general question of whether cooperative learning techniques could be used to replace the one-on-one techniques or individualistic efforts used at CCLC. Previous findings of empirical investigations showed cooperative learning to be successful at elevating students’ academic/social knowledge and skills.

In more current research, these findings have been replicated by Johnson and Johnson (1991). They listed seven positive affirmations in support of cooperative learning: (1) positive and coherent personal identity, (2) self actualization and mental

health, (3) knowledge and trust of others, (4) communication, (5) acceptance and support of others, (6) wholesome relationships, and (7) reduction of conflict.

Additional studies suggested that cooperation and group learning were considerably more effective in enabling adults to draw on their previous experiences, by tapping their reservoir of accumulated wisdom and knowledge (Brookfield, 1986). Research at the primary and secondary levels revealed that students learned better through non-competitive, collaborative group work than in classrooms that were highly individualized and competitive (Texas Education Agency, 1993).

In support of the adult educator, Brookfield (1986) believed that one of the most frequently mentioned characteristics of adult education was the fact that it should be of a cooperative nature. That idea was a part of a philosophical approach to adult education emerging from the progressive education movement, one of several movements upon which adult education's philosophical foundations were based (Miller, 1985).

Empirical Investigations of the Teacher's Role in Cooperative Learning

Cooperative learning addressed the issue of how authority was distributed and experienced in the learning setting (Aronson, 1978). The preeminent idea behind cooperative learning was that learning was significantly enhanced when knowledge that was created and transmitted was shaped by the activities and perspectives of the group, so the facilitator's role as the authority and source of knowledge was reduced (Bloom, 1971).

Some discussion of the teacher's role in cooperative learning was provided by Johnson and Johnson (1986). The authors described nine concrete behaviors which they felt essentially specified the teacher's role in the cooperative learning situation.

Many of the behaviors which Johnson and Johnson (1986) described as central to the teacher's role were indeed found crucial in empirical investigations. For example, Noddings (1989) confirmed the importance of teachers selecting heterogeneous

groups, while Watson (1988) found the teacher's role in selecting group size based on student age was critical. Similarly, Johnson and Johnson (1986) documented the need of teachers to monitor student interaction in cooperative learning groups.

A study of the teacher's role in cooperative learning conducted by Luman and Foyle (1988) showed that implementation of cooperative learning strategies might not require as much retraining of teachers as was previously thought. Specifically, the authors found that teachers were already using many cooperative initiating strategies in their regular classrooms and needed only a more efficient framework to use in their implementation of those strategies. Such a conclusion would be beneficial for literary councils if cooperative learning proved to be just as effective or better than the Laubach program in the production of higher student outcomes.

One study of the teacher's role in cooperative learning strategies aimed at reading instruction was conducted by Cox (1984). It should be noted that Cox's findings were much like that of the teacher's role that was previously delineated by Johnson and Johnson (1986), a finding that increased the likelihood that the described behaviors will characterize the role of the teacher in a cooperative learning situation.

Additional insight into the teacher's role in the cooperative learning situation was provided by Parker (1984). In particular, Parker noted that cooperative learning represented a shift from a mechanistic, rote-based instructional framework toward a more cognitive/problem-solving framework.

Parker also believed that in order for teachers to effectively handle cooperative learning groups, they had to understand that their role concepts needed also to shift accordingly. Parker's position was that teachers needed to give up their dominant role in relation to their pupils' thinking, and students needed to learn to accept more responsibility for themselves and their peers.

In support of Parker's views, Miller (1985) had much to say concerning the role of the teacher. His description of the pragmatic approach involving teachers fostered a facilitative position where both teacher and students were learners.

Howe (1994) reported that a lack of understanding the cultural dynamics of the Hispanic student often created problems between the teacher and student. For example, many teachers became infuriated with their Hispanic students for having the tendency to look down at the floor and not at the authority figure addressing them. In some cultures, not looking at someone was a sign of disrespect. However, in most Hispanic cultures, looking at someone directly could be a sign of defiance. Howe (1994) recommended that at the very least, teachers needed to become knowledgeable about the various Hispanic cultures. Parker (1984) also emphasized the need for training teachers in cooperative learning techniques while simultaneously giving them a good understanding of the educational theory that supported those techniques.

MacGregor (1990) stated that the role of the teacher needed to redefine when cooperative learning was materialized in the classroom. The teacher becomes a facilitator as a process of mutual inquiry when co-learning is materialized. For facilitators assuming that role, MacGregor (1990) suggested that it was difficult to ensure the course work was covered, while at the same time the student is given academic autonomy. Concurrent with this belief, Sheridan (1989) believed the teacher must consider the appropriate learning activity and establish effective objectives and techniques as these activities are shared with students.

Section Summary

This section of the review examined the role of the teacher in the cooperative learning environment. The section delineated and discussed concrete teacher behaviors that were central to implementing the process.

That listing of teacher behaviors was followed by a brief delineation of empirical findings that supported positive student effects for those behaviors. It was further noted that empirical data support the notion that implementation of cooperative learning techniques, methods, and strategies might not require extensive teacher training or retraining.

A general model of the teacher's role in cooperative learning was discussed. The point was made that the role is more of a cognitive or problem-solving function, whereas the traditional instructional role of the teacher was more mechanistic and more based on student role learning. Also, a number of teacher behaviors relevant to the successful implementation of a curriculum under cooperative learning conditions was also delineated.

Independent Reading Programs for the Adult Learner

Numerous reading programs existed that were designed to benefit the adult learner. Even literature designed for children was shown to contribute to adult literacy programs. Much of the literature in the study was tested on children in elementary grades. Justification for the inclusion of children's literature was due to the academic grade levels available at Corpus Christi Literacy Council (CCLC). Adults who entered CCLC's program could only achieve an academic level up to grade five.

In this section of the literature review, consideration was given to individualized approaches to the teaching of reading. Whereas some of those approaches were primarily tested with children, the principal results could be of value as to their effectiveness in any classroom setting.

In a critical analysis of adult reading programs, Quigley and Holsinger (1993) expressed their disappointment in the various series that represented several different theoretical approaches to the teaching of reading. Their research dated back as far as 1977, where Gerald Coles had found racism, sexism, and socio-economic stereotypes in literacy materials for adults. According to Quigley and Holsinger (1993), Coles had suggested a hidden curricula by which social control was enforced.

The Laubach reading program took much of the heat as direct references were made concerning their methods. A stereotype was placed on women that strongly suggested a woman's place was in the home. Racial overtones also existed where Blacks were displayed as athletes but never as intelligent leaders, and all minorities were incapable of solving their own problems.

In contrast to the previous view, Laubach has made advances and changes in its approach that in many instances outdated Cole's findings. Various activities and approaches have infiltrated the Laubach reading program which were a far cry from the old methods of instruction. Appendix B contains but a few of the changes reported by literacy councils that used the Laubach method.

There were many reading programs designed for the individual learner. However, this review of research focused on the Laubach and Literacy Volunteers of America (LVA) programs. The LVA program was widely used by adult learning centers. Like Laubach, LVA relied primarily, but not exclusively, upon tutors to teach reading in a one-on-one setting. Founded in 1962, by Dr. Ruth Colvin, LVA's material was said to be "presented in a practical manner, so that volunteers with no previous teaching experience can teach effectively" (Colvin, 1986, p. 1). It did not claim any original techniques, but rather it contained simplified methods of logical suggestions for tutors who wished to teach English to the adult learner.

Much like the Laubach plan, LVA was designed to be taught primarily in a one-on-one setting. Whereas group teaching was not ruled out, those reading programs differed from cooperative learning in that their group instruction was not designed to encounter cooperative efforts as defined in a cooperative learning setting.

Dr. Ruth Colvin's (1986) book *I Speak English* is used as a tutor's guide to teaching conversational English. Her tutorial system was targeted on non-English-speaking adults who desire to read and speak English.

The Laubach Reading Program

Frank Laubach's reading program began in the Philippines during the early 1930s. Because this was during the U.S. Depression, there was a severe cutback in Dr. Laubach's mission budget, causing the Maranao people themselves to introduce the idea of "Each One Teach One." That mandate was reinforced by the Lanao Chief, Dato Kakai Dagalaugit, and the threat of death was pronounced upon any literate person who would not teach an illiterate Filipino to read (Laubach Reading Series, 1991).

The "Each One Teach One" movement was caught up in the enthusiasm which existed even today in the Laubach tutorial program. That slogan was translated into many languages around the world (Laubach, 1991); but the question we are considering is the effectiveness of the slogan when it was carried over into the classroom. In essence, can that slogan be channeled into effective teaching? In some cases, the Texas Education Agency have supported the one-on-one method in their belief that "Effective preventive or remedial programs allow for one-to-one instruction or tutoring, or individually adapted computer-assisted instruction. Even small group instruction may not be intensive enough to help students 'catch up' if they have been held back more than once, or have had interrupted or incomplete schooling" (Texas Education Agency, p. 3).

Stauffer submitted a paper to the Adult Education Research Conference in Chicago (1974) with the purpose of obtaining the measure of a sample group of student reading achievement when tutored under the concept of "Each One Teach One." Using the Adult Basic Learning Examination reading test to measure reading change, the Laubach tutoring method was summarized in Stauffer's study. Stauffer used the Adult Basic Learning Examination to pre- and post-test 410 Laubach students in tutoring programs across the nation. He found that the average increase in reading ability, after a maximum of 50 hours of tutoring, was 7.55 months (Stauffer, 1974).

The Stanford Achievement Test (SAT) was used to measure the progress of middle school students who participated in a Jacksonville, Florida, reading campaign. In that program, Laubach Literacy Action worked with the Duvall county school system and community leaders to recruit, train, and place 515 volunteer tutors with 7th through 9th grade pupils, who were reading at or below the 3rd grade level. Pupils were tutored twice a week for a duration of three to eight months, depending on their date of entry into the program.

These studies confirmed that 50 hours of tutoring resulted in an average gain of .7 of a grade level in reading skills (Stauffer, 1974).

A summary of the foregoing individualistic reading programs was characterized as a series of materials which consisted of a variety of pedagogical techniques. Most of these programs were taught by a non-professional tutor when detailed teaching aids were available. The advantage of such programs rested in their academic content which could easily be relevant to the needs of each individual student. A one-to-one relationship between tutor and student could reduce some social pressures that group activities might produce. It was apparent that not all adults might have enjoyed a grouped method of learning.

Assessment of Reading Programs

Assess in Latin means to "sit beside." It was used to learn about the students' backgrounds, goals, proficiencies, and expected outcomes. Assessment was the process of determining, from gathered data, how well a learner can perform a task or function. Benoit (1993), in her speech at the Annual Texas Testing Conference, defined assessment in the following terms: "A good assessment is an integral part of instruction and can be used to assist and facilitate instructional improvement." For the purpose of this research, assessments were used to find a student's level of competency and progress within the confines of adult reading classes that are subjected to the two different tutorial teaching methods under consideration.

Callahan (1990) stated that in any profession one must be able to know what he does well and recognize what was done poorly, in order to take constructive action for improvement. In any learning situation it was important to measure the participant's progress.

There were multitudes of various assessment techniques. The Texas Education Agency (1990) categorized the paper and pencil formal assessments as follows:

Formal Assessment:

- Standardized—Everyone receives the same test, under the same conditions. Compares individuals or groups of individuals.

- Norm-referenced—Reports results by comparing an individual's response to a reference group or norm population.
- Criterion-referenced—Results indicate degree of mastery of pre-set criteria.
- Competency-based—Reflects instructional programs designed specifically to develop certain competencies that are usually dictated by the demands of a job or other placement desired by the student. Either criterion-referenced or non-referenced tests may be used as competency-based instruments depending on how competencies are defined.
- Curriculum-based—Testing which indicates a program based on a curriculum, either pre-set or dynamically developed with student input. The tests are developed after the curriculum. Prevents teaching the test (Texas Education Agency, p. 6).

Tests such as English as a Second Language Oral Assessment (ESLOA) and Reading Evaluation Adult Diagnosis (READ) were both formal assessments. These were the tests used primarily at CCLC. The READ test was used in the pre- and post-text experiment for this study. The READ test was designed to assess the adult student reading needs and progress by using sight words, word analysis skills, and a reading/listening inventory. A sample of the pre- and post-test can be found in Appendix C.

Summary

The purpose of this review of the literature was to examine the research on cooperative learning. To this end, the review examined studies in four major areas of the literature.

The first of these areas was the theoretical work on how cooperative learning facilitated instructional objectives. In this regard, the notion of group identification processes was emphasized, as well as the benefits of ridding the classroom of psychological disadvantages attendant to competing against others, as opposed to competing against performance goals.

The second area of the review examined the literature on student achievement and prosocial behavior. Studies were said to show an established pattern of influence for cooperative learning on students' achievement and on their prosocial behavior. In short, cooperative learning strategies were found to facilitate not only achievement but also the learning of social interaction skills.

The third area of the review examined the teacher's role in cooperative learning. While the research in this area was not as extensive as the research on cooperative learning and student achievement or cooperative learning and prosocial behavior, there were a number of studies that documented the importance of the teacher's role in making cooperative learning groups effective learning tools. Several behaviors attendant to this role were delineated, as well as studies examining for the efficacy of the behaviors on the success of cooperative learning groups.

The fourth and final area of review involved the assessment process. The Amendment to the Education Act in 1988 required states to evaluate at least one-third of the recipients of grants for adult basic education and English as a Second Language (Sticht, 1990). The most recent amendment to the Act, the National Literacy Act of 1991, required local programs that received assistance under that title to evaluate the program's success through some type of standardized testing. This section listed several paper and pencil assessments available for the adult learner. Although other methods of assessments were on the horizon, the paper and pencil process of assessment was still the predominant method used.

The following chapter introduces the basic design instrumentation and analysis of data.

CHAPTER III

METHODOLOGY

Introduction

This chapter focuses on the research design, population, experimental groups, and treatment. Also, instrumentation and analysis of data are discussed.

Teaching learning alternatives can be important in identifying a more appropriate method which might be conducive to Hispanic culture in learning to read. Of more importance for this study is the identification of which strategy(ies) and/or methodology(ies) to use in increasing the academic success of all the adult population.

This study focuses on the shortage of available tutors at the Corpus Christi Literacy Council (CCLC). While demands for more tutors at the CCLC were increasing, the number of tutorial volunteers was decreasing. The participants waiting to enter the CCLC and other literacy councils in the area outnumbered the available tutors to serve them.

The purpose of this study is to compare the academic effects of the cooperative learning method to the Laubach tutorial program. The results would determine if a comparison of the two methods of teaching would show a significant difference in Reading gain scores.

While adult Hispanic students made up both sample groups, this study could be of value to any participant in an adult education program. Attention was given to the Hispanic population due to their rapid growth in south Texas, especially the Coastal Bend area.

Population

The population served by the CCLC and other educational institutions reside in south Texas and is largely Hispanic. The term Hispanic includes native-born Spanish speakers as well as immigrants from Venezuela, Ecuador, Colombia, and Mexico. Approximately 33% of these Mexican-American children and adults are faced with a language problem which often affects their academic achievement. Many students read two grade levels below their academic placement (Knouse, 1987).

The population in this study consists of all Hispanic students who sought help in improving their reading skills from adult education programs within the Coastal Bend area. They were Spanish-speaking Mexican-Americans or immigrants seeking citizenship in this country. Their ages ranged between 25 to 29 years, with the male population dominating the sex gender. Methods undertaken to organize this study can be found in Appendix B.

Experimental Groups

The experimental groups in this study consisted of Hispanic students within the Coastal Bend area who were seeking help from an adult education agency in view of improving their reading skills. The adult education agencies used in this study consisted of the Corpus Christi Literacy Council (CCLC), the adult education programs under the direction of the Corpus Christi Independent School District (CCISD), and the Beeville Independent School District (BISD). Participants who studied under the CCLC program or the Laubach program were selected from the Greenwood Public Library and the First Methodist Church. The CCISD and BISD clustered the sample group which studied under the cooperative learning method. Since an intact study is based on existing groups, the two experimental groups were drawn from existing classes in each of the program types.

Identification of the CCLC students who participated in the study was determined by acceptance of the first 30 previously enrolled students with a Hispanic surname who were willing to undergo a post-test after 18 clock hours of study. Due to shyness

of the students and uncertainty of some tutors this was not an easy task. Forms necessary to enter CCLC's program can be found in Appendix C.

Identification of students for the cooperative learning program was somewhat easier. The CCISD had 25 students in their Tuesday and Thursday night adult education class; BISD had 21 in their class on the same nights. These classes met for two hours each Tuesday and Thursday, amounting to four hours per week. Between CCISD and BISD, 46 students were selected for the study. The first of 30 to complete 18 hours of instruction were given a post-test and made up the cooperative learning sample.

The main effort of this experiment was directed toward a comparison of the effects of two methods of instruction (treatment). The subjects consisted of 60 Spanish-speaking students who were typical representatives of the limited English-speaking adult population living within the Coastal Bend area of Texas. Since participants were in pre-existing groups, randomization was not used.

Treatment

A pre-test was given to the cooperative learning students as a group. However, CCLC students were given the pre-test on an individual basis occurring over a period of 32 days as they entered the program. The CCLC group met on an average of one-and-a-half to two contact hours per week while the cooperative learning students spent four contact hours per week in study time. The flexibility in time spent resulted in a post-test being given to CCLC students at several different times. As a result the post-test was administered within a range of 93 to 125 days after the pre-test. The cooperative learning group took the post-test as a group 54 days after the pre-test. All students had 18 hours of instruction.

Using qualified instructors for each group, 18 clock hours of formal instruction were given in cooperative learning and LLA. All participants were permitted to work

at their own speed after a Reading Evaluation Adult Diagnosis (READ) pre-test was given. The READ post-test was given after 18 hours of instruction was completed.

The 18 clock hours of instruction time given to students in each group approximates one semester of teaching. The extension of a longer period of instruction was a concern due to the possibility of a higher drop-out rate. The executive director of CCLC pointed out that a very small percentage of literacy council students continue in the program past one semester. Most students enter CCLC for specific personal reasons such as acquiring the ability to read just enough to follow basic and necessary instructions. When their reading level meets this need, they leave the program. As a result, there is a history of limited measurement in academic success in CCLC. The cooperative group's instructional period equaled 18 contact hours, but it occurred over a shorter time period due to a higher number of instructional hours per week.

Procedures utilized in each instructional group followed methodology as described in materials found in the appendices. Cooperative learning materials are found in Appendix D; Laubach materials are found in Appendices A and C.

Design

Variables can take on different values (Ott, 1992; Kvanli, 1988). It is commonly known as a phenomenon or entity which is subject to include two or more values. These values may become independent or dependent variables (McNamara, 1991). This study had a single independent variable type of reading program. Two values were used—cooperative learning and the Laubach program. Reading comprehension was the quantitative dependent variable under consideration.

Crowl (1989) and Casetter and Heisler (1988) have suggested three basic methods by which a variable may be examined. One method was to describe how values associated with one or more variables may be distributed among people or groups of people. The second method was to determine the relationship between two or more variables with regard to a single group of people. These studies were classified as descriptive and correlative, respectively. The third method of examination was called

group comparison. Such was the method used for this research. This study examined the extent to which two samples would show a difference in values pertaining to reading comprehension.

Prior to the start of this research, the adult participants had already been grouped in one of two types of reading programs. This investigation was concerned with establishing any significant difference in mean gain scores when comparing programs. Since adult participants were previously grouped based on their enrollment in these two programs, no random assignment was necessary.

Hypothesis

Of importance to this research design was the understanding of the terms independent and dependent variables. With regard to studies of intact groups, the independent variables contain values connected with the pre-existing groups before data were collected. The dependent variable was not manipulated by the independent variables. With an interval measurement applied to this study, the following hypothesis was formulated and stated in the null: "In a given time frame of 18 instructional clock hours, there will be no significant differences between the gain in mean grade level scores achieved by adult student tutors under the Laubach program and those tutored by use of cooperative learning procedures."

Instrumentation

The primary instrument used for this study was the READ test. READ was designed to assess the reading needs and progress of students. Ruth J. Colvin and Jane H. Root are the authors.

Ruth J. Colvin founded Literary Volunteers of America (LVA) in 1962. Her credentials identified her as Chairman of the National Board's Research and Development committee, as well as having extensive expertise with tutor training in adult basic reading. She is the author of several books for adult literacy programs.

Jane Root has been a reading consultant for LVA for over 17 years. She is a retired professor from Johnston State College and is also the author of several books designed for adult literacy programs.

The latest copyright of READ was in 1982 by LVA. READ comes equipped with both pre- and post-test instructions. "These 'test' results are from the distillation of the experience of hundreds of literacy volunteer tutors who have been instructing adults and teens in basic reading for more than a decade" (Colvin & Root, p. 2).

The READ test is divided into two sections. The first section contains materials vital to student testing. Within this section one finds directions for administering the test, student reading materials, and how such reading materials are to be taught. A recording pad for the test administrator is contained in section two (Colvin & Root, 1982).

Guidelines within the READ book enabled the tester to assess both the reading needs and progress of each student (Colvin and Root, 1982). The test is divided into the following three parts:

1. Sight Words—lists of common words which should be recognized immediately without applying phonic skills.
2. Word Analysis Skills—a series of exercises to determine student's ability to analyze unfamiliar words by identifying certain letter clusters.
3. Reading/Listening Inventory—a series of paragraphs of increasing difficulty to determine ability to recognize words in context and both reading and listening comprehension (Colvin & Root, p. 2).

All three parts of the test are to be given at one time.

The authors of READ (Colvin & Root, 1982) suggest assessment to be given at the beginning of a study with reassessment taking place at any time in view of determining the current status of the student. Pre-assessment is suggested in order that appropriate lesson plans might be made. The entire test guide is to be read before testing so that the tester will understand the test as a whole.

Susan A. White (1987), Director of Field Research for an adult performance level project, gave the following data on READ:

TEST NAME: Reading Evaluation Adult Diagnosis (READ).

DATE FIRST PUBLISHED: Revised form 1982.

DESCRIPTION: This test is intended as a quick measure of an adult students current reading level (diagnostic) and progress under instruction (achievement). It tests word recognition, word analysis or decoding skills plus oral reading and comprehension (Nafziger, 1975, p. 82).

GRADE LEVEL/RANGE: Adult Reading Grade Levels 0 to 5.5 (all READ scores are reported by grade level—V.F.).

ALTERNATE FORMS: 8 pre-test forms and 9 post-test forms are currently available (Zellers, 1986, p. 33).

ADMINISTRATION TIME: 10 to 30 minutes; must be individually administered (White, p. 67).

Quoting Nafziger (1975), White stated that READ was poorly rated in an earlier version. However, White (1987) pointed out that Nafziger's conclusion may not apply to the current revised version of READ, because "no formal validity or reliability studies had been undertaken at that time" (White, p. 67).

Whereas the English as a Second Language (ESL) exam would have been appropriate pre- and post-tests for Hispanic students in this study, it was not in use as the standard entrance exam at CCLC. This is because the population of students at CCLC is not restricted to persons with limited or no English-speaking ability; the READ test is given to all students at the entrance level. To secure uniform testing data, the READ test was used to assess the reading level of all students in both programs.

Analysis of Data

Statistical analysis of data was accomplished by use of an independent group's t test. This test is suggested by Jaccard (1983) to be used when:

1. the dependent variable is quantitative in nature and is measured on a scale that approximates interval characteristics;
2. the independent variable is between-subjects in nature (note: it can be either qualitative or quantitative); and
3. the independent variable has two and only two values (Jaccard, p. 161).

The independent variable in this study was the type of reading instruction program. This study compared the average test scores gains achieved by two mutually exclusive groups, cooperative learning and LLA. The statistical technique used to analyze these two values was the independent samples t test. The independent samples t test is used where observations in one sample are not paired with those in the second sample (Whitte, 1985).

CHAPTER IV

DATA ANALYSIS

Introduction

This chapter presents and analyzes data results of several findings correlated within this research. An independent sample t test was used to see if a significant difference existed between mean gain scores based on the pre- and post-testing of each group. Scores for the READ test represent grade level reading ability from non-reader through grade 5.5. The null hypothesis was tested by an examination of the mean gain score results between the two groups. This was accomplished by use of an independent samples t test. A Fisher table of t values was used to determine if the t test resulted in significant differences.

Statistical evidence showed a gain in reading for students in both programs. The results of the net gain scores are shown in Tables I and II.

After data for each group are tabulated, the question of significant difference between groups is addressed. Comparison of the groups' means between cooperative learning and Laubach directly affects the acceptance or rejection of the null hypothesis. To test the hypothesis, the mean net gain scores of each group are computed.

Independent Groups t Test Comparing Net Gain Scores Between Groups

The major point of interest within this study is that of testing the hypothesis. To this end, the net gain score acquired by the sample group with cooperative learning is compared to the score acquired by students who studied under the Laubach

TABLE I
PRE- AND POST-READ TEST WITH NET GRADE LEVEL GAIN
SCORES FOR THE COOPERATIVE LEARNING GROUP

Group	Age	Gender	Pre-Test	Post-Test	Net Gain
A	28	M	2.10	2.30	0.20
A	40	M	2.50	3.10	0.60
A	36	M	3.40	3.50	0.10
A	27	M	3.60	4.10	0.50
A	23	F	4.10	4.70	0.60
A	21	F	4.20	4.80	0.60
A	24	M	1.50	2.30	0.80
A	18	F	3.40	4.10	0.70
A	21	M	4.20	4.70	0.50
A	23	M	3.10	4.20	1.10
A	19	M	2.80	3.10	0.30
A	24	M	1.60	2.40	0.80
A	45	M	2.60	2.60	0.00
A	36	M	3.70	3.80	0.10
A	31	M	4.30	4.70	0.40
A	20	F	1.70	2.50	0.80
A	23	M	4.20	4.80	0.60
A	24	M	3.60	4.10	0.50
A	27	M	3.80	4.60	0.80
A	29	M	1.50	2.80	1.30
A	17	F	4.60	5.10	0.50
A	31	M	3.70	4.60	0.90
A	17	M	3.50	5.10	1.60
A	19	F	2.60	3.20	0.60
A	24	M	2.80	4.30	1.50
A	24	F	4.60	5.20	0.60
A	26	M	2.80	3.80	1.00
A	20	F	4.70	5.10	0.40
A	23	F	4.80	5.50	0.70
A	21	M	2.50	3.20	0.70
Number Tested			30	30	30
Mean			3.2833	3.9433	0.6600
Standard Deviation of Mean			0.9980	0.9840	0.3770
Standard Error of Mean			0.1820	0.1800	0.0690
Minimum			1.50	2.30	0.00
Maximum			4.80	5.50	1.60

TABLE II
PRE- AND POST-READ TEST WITH NET GRADE LEVEL
GAIN SCORES FOR THE LAUBACH GROUP

Group	Age	Gender	Pre-Test	Post-Test	Net Gain
B	27	M	1.30	1.50	0.20
B	36	M	1.10	1.50	0.40
B	30	M	1.20	1.80	0.60
B	29	M	1.50	1.70	0.20
B	51	M	0.00	1.20	1.20
B	37	M	1.50	2.00	0.50
B	19	F	2.30	3.50	1.20
B	32	M	1.10	1.30	0.20
B	27	F	2.10	2.70	0.60
B	24	M	1.20	1.50	0.30
B	40	M	1.10	1.30	0.20
B	28	F	2.10	2.80	0.70
B	48	M	1.20	1.50	0.30
B	31	M	1.30	1.70	0.40
B	27	M	1.20	1.50	0.30
B	29	M	1.50	2.30	0.80
B	31	M	1.70	2.60	0.90
B	58	F	1.10	1.50	0.40
B	19	F	2.10	2.80	0.70
B	20	M	1.50	1.80	0.30
B	21	F	2.30	3.00	0.70
B	28	M	1.20	1.50	0.30
B	25	M	2.10	2.60	0.50
B	21	M	1.70	2.00	0.30
B	19	F	2.00	2.50	0.50
B	20	M	2.10	2.30	0.20
B	26	M	1.20	1.50	0.30
B	27	M	1.70	2.30	0.60
B	28	M	1.60	2.60	1.00
B	18	F	2.00	2.60	0.60
Number Tested			30	30	30
Mean			1.5333	2.0467	0.5133
Standard Deviation of Mean			0.4980	0.6100	0.2870
Standard Error of Mean			0.0910	0.1110	0.0520
Minimum			0.00	1.20	0.20
Maximum			2.30	3.50	1.20

tutorial program. The null hypothesis predicted that: In a given time frame of 18 instructional clock hours, there will be no significant differences between the gain in mean grade level scores achieved by adult student tutors under the Laubach program and those tutored by use of cooperative learning procedures.

To investigate whether a significant difference existed in the net gain scores between the Cooperative Learning Program and the Laubach Tutorial Program, the difference between the two net gain scores were analyzed using the independent groups t test. Table III presents the data for this analysis.

Analysis of the data was computed using the following formula:

$$t = \frac{\bar{A} - \bar{B}}{\sqrt{\left(\frac{\sigma A^2 + \sigma B^2}{N_a + N_b - 2}\right) \left(\frac{N_a + N_b}{N_a \times N_b}\right)}}$$

The level of confidence was set at $p \geq .05$. This means that any t value beyond the probability $< .05$ would not be significant (Jaccard, 1983). Using the t test for independent samples resulted in a t value of .1725. Fifty-eight degrees of freedom resulted in a non-significant difference at the previously established alpha value. It was found that the net gain score of the cooperative learning group (0.66) was slightly higher than the mean net gain score for the Laubach tutorial group (0.5133). However, no significant difference was found; therefore, the null hypothesis was accepted.

Incidental Observations

Incidental findings included a difference between the groups' academic status when they entered the program. The reading comprehension for the cooperative learning group began at a higher entry level than did the Laubach group. A greater amount of shyness and fear was a noticeable characteristic of the Laubach students. Having grown accustomed to their privacy in their attempt to gain academic achievement in reading seemingly posed a threat to most Laubach students when the idea of this study was introduced.

TABLE III
 INDEPENDENT t TEST DATA AND RESULTS
 COMPARING COOPERATIVE AND
 LAUBACH METHOD OF READING

	<u>Group A Cooperative</u>		<u>Group B Laubach</u>	
	Net Gain	Net Gain Squared	Net Gain	Net Gain Squared
	0.20	0.04	0.20	0.04
	0.60	0.36	0.40	0.16
	0.10	0.01	0.60	0.36
	0.50	0.25	0.20	0.04
	0.60	0.36	1.20	1.44
	0.60	0.36	1.50	0.25
	0.80	0.64	1.20	1.44
	0.70	0.49	0.20	0.04
	0.50	0.25	0.60	0.36
	1.10	1.21	0.30	0.09
	0.30	0.09	0.20	0.04
	0.80	0.64	0.70	0.49
	0.00	0.00	0.30	0.09
	0.10	0.01	0.40	0.16
	0.40	0.16	0.30	0.09
	0.80	0.64	0.80	0.64
	0.60	0.36	0.90	0.81
	0.50	0.25	0.40	0.16
	0.80	0.64	0.70	0.49
	1.30	1.69	0.30	0.09
	0.50	0.25	0.70	0.49
	0.90	0.81	0.30	0.09
	1.60	2.56	0.50	0.25
	0.60	0.36	0.30	0.09
	1.50	2.25	0.50	0.25
	0.60	0.36	0.20	0.04
	1.00	1.00	0.30	0.09
	0.40	0.16	0.60	0.36
	0.70	0.49	1.00	1.00
	0.70	0.49	0.60	0.36
Sum	19.80	17.18	15.40	10.30
Number	30		30	
Mean	0.6600		0.5133	
Std Dev	0.3770		0.2870	
Std Error	0.0690		0.0520	
Minimum	0.00		0.20	
Maximum	1.60		1.20	
Std Error of Difference	0.086			
t Value	1.696			

The students were reluctant to be tested. They felt inadequate, since they were convinced they were deficient in reservoirs of general knowledge. Their teachers had to counter by consistently expounding that they could do it. They were not easily convinced and stated they would make attempts but only to please their teacher. Under those conditions it was expedient to let the teacher take the lead in working with the students for this study. The researcher remained in the background.

Problems with the oral language sounds were of major concern throughout this experiment; difficulties ensued with certain words in their native language. In testing, it was discovered that they encountered problems with certain word sounds in English, the equivalent of which was not found in Spanish. Certain English letter sounds, blends, and consonants generated obstacles for many students from both groups.

The students brought with them a vernacular of unique letter sounds of their words. In the process in reading comprehension, they wanted such sounds translated as if they were in Spanish. Example:

- H is silent in Spanish. They gave it no sound. *Hat* was pronounced *At*;
- B (as in baby) is stronger in Spanish;
- Ch (in English) they pronounce *Che*;
- When pronouncing the consonant blends SH, TH, and GH, they had great difficulty.

Spanish is essentially a phonetic language. What one sees is the word which produces the sound. However, in English, words can be pronounced one way but can have another meaning.

Summary

This study was designed to investigate whether the two reading comprehension programs (cooperative learning and the Laubach tutorial program) increased reading comprehension scores. A descriptive statistics study indicated an increase in reading

comprehension for both the cooperative learning program and the Laubach tutorial program.

To determine whether one program increased reading comprehension more than the other, an independent samples t Test was performed on the net gain scores (post-test minus pre-test). This analysis revealed a non-significant difference between the two groups at the .05 level of confidence. Although not significant, the cooperative learning program achieved a larger net gain than the Laubach tutorial program.

CHAPTER V
SUMMARY OF FINDINGS, CONCLUSIONS,
AND RECOMMENDATIONS

Introduction

This chapter provides a brief summary of the study together with significant findings. It also provides conclusions based on the aforementioned data and recommendations for future research.

Summary of Findings

The purpose of this study was to compare the net gain scores in reading comprehension between cooperative learning and the Laubach tutorial program. To this end, the question of a significant difference in net gain scores between the two experimental groups was the main point of focus. A null hypothesis was formulated which affirmed that no significant difference existed between the two experimental groups under consideration. Given that both reading programs were widely used and acclaimed to have had experienced success of great significance, a comparison of their effectiveness was yet to be discovered.

The problem which induced interest in this study grew out of concern for the many adults living within the Coastal Bend area who could not read. Approximately 200 adults who sought help from the Corpus Christi Literacy Council were turned away due to a limited tutorial staff. Many of these people were senior citizens with Hispanic surnames who spoke a small amount of English, but who could not read English well enough to seek employment or cook according to written directions given.

This research was a study based on intact groups. Classes in the Corpus Christi and Beeville Adult Education Programs were pre-existing before this study started. These classes represented the population of limited English-speaking adults in the Coastal Bend area. From these existing classes, 60 Hispanic students were selected under the conditions of their signed agreement to participate in the program, as seen in Appendices B and C. Pre- and post-test scores were given to each student. The two groups gain scores were compared by computation of the independent samples t test.

Each reading program had 30 subjects. The participant groups for this experiment were consistent with requirements for an intact study. Descriptive statistics were developed from pre- and post-test results.

Data for this study were compiled and analyzed by use of SPSSX. The inferential statistical method used to analyze the means and standard deviation was the independent group's t test. Information sheets consisting of tables and graphs were designed to show the frequencies and percentages of both groups.

The findings based upon the two groups showed that a non-significant difference in mean gain scores existed between the two groups. However, each group showed improvement within the 18 instructional clock hours which was allotted.

Conclusion

In view of the findings as well as the parameters and limitations within this study, the following conclusion was drawn:

1. Effective literacy programs can be expanded to serve more students through use of the cooperative learning method.

Recommendations

The following recommendations were the offspring of the research findings of this study and the resultant conclusions:

1. Literacy programs should consider incorporating methods of cooperative learning as a means of increasing the number of clients served.

2. Additional research comparing cooperative learning with Laubach, Literacy Volunteers of America, and whole language programs should be completed. Such research should include a control group and a substantial increase in instructional hours.

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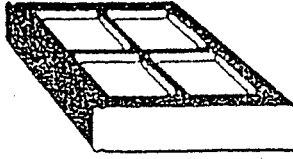
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APPENDIX A

TUTORIAL PROGRAM—BEEVILLE ISD
AND CORPUS CHRISTI ISD,
CORPUS CHRISTI LITERACY COUNCIL



Corpus Christi Literacy Council
Opening Windows to the World

Dear Prospective Tutor:

Thank you for your interest in the Literacy Council's Adult Reading Program. We welcome you to the growing number of volunteers who have found being a literacy tutor an enriching experience.

The schedules for Tutor Training Workshops scheduled for Fall 1993 are listed on the reverse side of this letter. As a prospective tutor, you must attend the orientation in addition to all the hours recorded for the upcoming workshop of your choice. Partial participation in a workshop will not allow the Literacy Council to certify you as a tutor.

Review the enclosed literature and return the completed volunteer application form and the registration coupon to the Corpus Christi Literacy Council (CCLC) office, as soon as possible.

Sincerely,

Agnes Flores
Executive Director

encl: Application
Registration Coupon
Tutor Information
CCLC Information

JOB DESCRIPTION: VOLUNTEER TUTOR

Type of Work: Volunteer Reading Tutor.

Purpose: To help an adult 16 years of age or older to acquire basic reading and writing skills and to use those skills to meet self-identified goals.

Training: 12-hour pre-service basic literacy tutor workshop required; participation in periodic in-service training sessions voluntary but encouraged.

Place of Work: One-to-one tutoring will occur in a learning center or in a neutral place in the community such as a church or library.

Hours: The volunteer reading tutor and student should meet twice weekly for 1-1/2 hours each time. Lessons should be separated by at least one day.

Duration of Work: Minimum of nine months.

Duties:

1. Provide encouragement and support by:
 - a. Helping the student develop confidence and a positive attitude toward learning by affirming his or her thinking and progress in the lesson.
 - b. Showing respect for the student by listening to what he/she has to say and by involving him/her in decisions about the learning process.
 - c. Selecting materials and approaches that are suitable to the student's skill level and needs, and giving praise whenever the student is successful.
 - d. Encouraging the student to respond to difficult materials by being supportive rather than critical of his/her mistakes.
 - e. Seeking to understand the psychological, emotional, and physical problems that may cause a student to have difficulty learning to read.
 - f. Meeting regularly and punctually.
2. Be well prepared for each lesson and give the student lessons designed for him/her as an individual.
3. Review with the student the work he/she has done independently.
4. Keep records of the student's progress.
5. Report to the coordinator or volunteer placement chairperson regularly on student progress and any change in class schedule.

Volunteer Qualifications:

1. Dependable and prompt.
2. Interested in and enjoys relating to a variety of people.
3. Willingness to maintain the confidentiality of the lessons.
4. Literate (professional training is unnecessary).

LAUBACH LITERACY ACTION

VOLUNTEER TUTOR WORKSHOP
CERTIFICATE OF COMPLETION

This is to recognize that VICTOR FRAZIER
has satisfactorily completed a 16 *hour workshop with emphasis on tutoring*
ESL *sponsored by a Laubach Literacy Action member program,*
(Literacy/ESL)
and/or conducted by an LLA certified trainer.



CORPUS CHRISTI LITERACY COUNCIL

Program

Macie - Charles E. Benson

Trainer

Peter A. Wats

Executive Director, Laubach Literacy Action

Bob Caswell

President/CEO, Laubach Literacy International

DECEMBER 11, 1993

Date

LLA 6

**CORPUS CHRISTI LITERACY COUNCIL
4044 GREENWOOD
CORPUS CHRISTI, TX 78416
512/857-5896**

**Answers To Your Questions About Becoming
A Volunteer Literacy Tutor**

Experience: Previous teaching experience is NOT required to become a tutor. If you are a good reader and complete the workshop training, you will be fully qualified to teach an adult to read. You do not need any knowledge of a foreign language to teach ESOL because you are teaching ENGLISH, which you already know. That is the only language you will be speaking to your student.

Training: CCLC provides ESOL and Basic Reading tutor training. During the workshop, tutors find out about the adult learner and the special methods for teaching the adult to speak, read, and write the English language.

Commitment: CCLC asks tutors to commit at least nine months of their time to meet with their student twice a week for two 1 to 1-1/2 hour sessions. A minimum of one hour per week is required. An important part of your commitment as a tutor is to complete the paperwork required and report your tutoring hours to our office each month.

Cost: Tutor training registration fee is 520.00. The fee includes: (1) materials provided by CCLC for the training program; (2) the first year affiliation membership dues; and (3) the Tutor Talk newsletter.

Place & Time: Tutors/students meet at a time and place convenient to both, usually in a public place such as a library reading room, church meeting room, community center or other public facility. A list of public meeting sites is given to each certified tutor.

Training Methods: CCLC uses teaching methods that are nationally recognized and techniques that are tailored for the adult learner and his or her special needs. Workshops use instruction by video tapes plus live demonstrations and practice teaching. Tutor training workshops range from 16 to 18 hours. Please return tutor application and registration coupon to our central office as soon as possible. Tutor workshops are limited to 25 people.

Tutor Training Opportunities: Workshops equipping tutors to teach listening, speaking, reading, and writing to adult students are conducted regularly by volunteer trainers. CCLC encourages certified tutors to become workshop leaders and apprentice Tutor Trainers. CCLC needs additional trainers to increase the number of workshops available to tutors.

LLA-ESOL (English for Speakers of Other Languages): Includes comprehensive instructions for teaching listening, speaking, reading, and writing skills. Discussion of principles in teaching non-English-speaking adults and some of the principles on how people learn a second language. Special attention is given to

developing a sensitivity to the process of learning to speak, understand, read, and write a new language.

LVA-ESL (English as a Second Language): Includes segments on intercultural communication, orientation and testing, listening and comprehension, nonverbal communication, survival skills, language skills, basic tutoring techniques, goals and lesson plans, citizenship, and other cultures.

LLA-Basic Reading: The Laubach method, using pictures to represent each letter, allows tutoring for reading to begin at 0 level. The method is self-paced and enables adults to master reading skills in a logical, sequential order. It also incorporates phonics and practice in everyday literacy tasks, such as writing checks, filling out applications, reading signs, recipes, and bus schedules.

LVA-Basic Reading: Literacy Volunteers of America encourages tutors to incorporate the everyday life experience of their students into reading lessons. LVA is a "holistic" approach that addresses the individual needs and goals of a particular student by using language experiences, sight words, phonics and word patterns and how to apply all of these. Trainees learn how to assess student's needs and goals, plan lessons, and provide motivation.

Your Student: Illiteracy crosses all economic, cultural, and ethnic lines, and the causes of illiteracy are varied. Many dropped out of school; others simply got behind because of illness or moved from school to school and were passed along in spite of their reading handicap. Most non-reading adults have kept their inability to read a secret, not just from the public but also from their relatives. For many, coming forward to be tutored by an educated stranger takes a great deal of courage and direction.

In Nueces County, 75% of the illiterate adults do not speak English or have a limited knowledge of the language. Teaching conversational English is necessary for these individuals to survive in a constantly changing society.

The Rewards of Tutoring: CCLC's tutoring programs help illiterate adults help themselves. When you volunteer as a tutor you give them something more than hope. You give them a new chance to be productive and self-sufficient, to be a part of the life around them.

CORPUS CHRISTI LITERACY COUNCIL
4044 GREENWOOD
CORPUS CHRISTI, TX 78416
512/857-5896

LITERACY TUTOR VOLUNTEER

Today's Date _____ Tutor's ID No. _____

 Last Name First Name Middle Name/Initial Sex

 Street Address City/State/Zip Home Phone No.

 Date of Birth (Age) Employer Work Phone No.

May we call you at work? Yes ___ No ___

Employment Status: 1 Full Time ___ Occupation: 1 Professional ___
 2 Part Time ___ 2 Managerial ___
 3 Unemployed ___ 3 Clerical ___
 4 Disabled ___ 4 Technical ___
 5 Retired ___ 5 Service ___
 6 Not in market ___ 6 Agriculture ___
 7 Seeking ___ 7 Homemaker ___
 Employment ___ 8 Sales ___
 ___ 9 Other ___

Ethnicity: 1 Hispanic ___
 2 White ___
 3 Black ___
 4 Asian ___
 5 Other ___

Education: 1 Less Than 12 ___
 2 HS Diploma ___
 3 Some College ___
 4 Undergraduate Degree ___
 5 Graduate ___
 6 Post-Graduate ___

Source of Referral:
 1 TV ___
 2 Radio ___
 3 Friend/Family ___
 4 Employer ___
 5 Library ___
 6 Special Event ___
 7 Poster ___
 8 PR Talk ___
 9 Other ___
 Specify: _____

Preferred Tutoring Times:
 Morning ___ Weekdays ___
 Afternoon ___ Weekends ___
 Evening ___

Student Preference:
 1 Male ___ 1 Adult ___
 2 Female ___ 2 Sr. Citizen ___
 3 No Pref. ___ 3 No Pref. ___

Geographical Preference:
 1 Area of Residence _____
 2 Area of Employment _____
 3 Willing to Travel Locally _____

Other volunteer work or teaching experience? _____

Are you a member of any organizations (professional, social, civic)? _____

Are you fluent in any other language? If so, specify? _____

 FOR OFFICIAL USE ONLY

Date of Orientation _____ Tutor Certification Date _____

Workshop Registration Fee Paid? Date: _____ Check No. _____

Workshop Registration Fee Waived? Date: _____ By Whom: _____

 Method: 1 LLA-ESL _____
 2 LLA-Basic _____
 3 LVA-ESL _____
 4 LVA-Basic _____
 5 ESL-Crossover _____
 6 Basic-Crossover _____

 Experience:
 1 Experienced Teacher _____
 2 Experienced (Teaching) _____
 3 Potential Trainer _____
 4 Publicity is O.K. _____
 5 Donor _____

 Termination Reason:
 1 Hospitalized _____
 2 Death _____
 3 Death in Family _____
 4 Family Problems _____
 5 Family Illness _____
 6 Needed Child Care _____
 7 No Transportation _____
 8 Pregnancy _____
 9 Completed Program _____
 10 Job Change/No Time _____
 11 Other Involvement _____
 12 Moved From the City _____
 13 Moved and Lost Contact _____
 14 Went Back to School _____
 15 Discouraged _____
 16 Didn't Like the Work _____
 17 Staff Conflict _____
 18 Job Wasn't Satisfying _____

 Length of Stay for Volunteer:
 1 1-3 mos. _____
 2 4-6 mos. _____
 3 7-11 mos. _____
 4 1-2 yrs. _____
 5 3-5 yrs. _____
 6 6-10 yrs. _____
 7 10 yrs.+ _____

**BEEVILLE ISD MULTI-COUNTY
COOPERATIVE ADULT EDUCATION PROGRAM**

The Adult Education Program originated in 1964. It was supported financially by the Rosetta Club. The Director was Mr. Bill Bricks and it served approximately 300 to 400 students.

In 1965, the Adult Education Program was initially funded by Federal grants through the Beeville Independent School District. In 1966, Mr. Paul Charlton became the new Adult Education Program director. In 1970, the Texas Education Agency recognized the Adult Education Program as a Multi-County Cooperative. In the same year, Beeville ISD became the fiscal agent for the Cooperative.

The purpose of the Adult Education Program is to reach the adult population and provide instruction in adult basic education, adult secondary education, and education in English proficiency. Adult basic education provides instruction in basic reading, writing, mathematics, and life coping skills necessary to function in adult society (grades 0-8). Adult secondary education provides instruction in the five areas of the General Educational Development (GED) so they may successfully complete the GED exam and receive a high school equivalency certificate. Instruction in English proficiency is provided in the English as a Second Language (ESL) class. The main goal of the instruction is to enable adults to learn to speak, read, and write English effectively.

The Beeville Adult Education Cooperative Program serves the counties of Bee, Live Oak, San Patricio, Aransas, and McMullen. In the five-county areas, there are three learning centers and eight teaching sites that provide day and night classes.

CORPUS CHRISTI INDEPENDENT SCHOOL DISTRICT
EXPERIENCE IN ADULT EDUCATION
(THROUGH JANUARY 1980)

How the Program Evolved

Corpus Christi Independent School District's experience in Adult Education dates back to 1958 when English instruction was provided for adults at two elementary schools, Losano and Southgate. A tuition of \$15.00 per student was charged. Mr. H.J. Tijerina, the present Adult Education Coordinator, was one of the teachers and the other was Mr. Ignacio Diaz, who is a principal with the Victoria Public Schools.

In 1965, the school district's efforts to provide more than just English instruction became a reality with the advent of anti-poverty federal programs. One of these was the Adult Basic Education Program, better known as ABE. The two-hours-a-night, two-nights-a-week instructional program in English, Reading and Math was tuition free at twelve elementary and four junior high schools. Instruction was available in three levels: beginning, intermediate and advanced. It employed as many as 74 teachers to serve a little over 2,000 adults that first year. It operated with an initial budget of \$129,617 of which a good portion was spent on equipment for the purchase of overhead projectors and screens primarily.

Except for a subsequent (63% and 51%) reduction in the budget (\$81,704 and \$41,700, respectively) the next two years, the ABE program operated pretty much the same as it had when it started for the following four years.

At the end of the 1965-66 and 1966-67 program years, some of the adults completing the Advanced Level (8th grade level) enrolled in the school district's Miller Evening High School for credit courses. But it was not a realistic route for these adults to take since they could earn only 1-1-2 credits a year in addition to having to pay tuition.

Its Growth

On April 27, 1970, Corpus Christi Independent School District published its *Five-Year Goals for Corpus Christi Independent School District*, one of which is:

To strengthen the district's program of adult education.

Thus, in May, 1971, it established an Adult Learning Center (ALC), where growth of adult education became more evident. The ALC had its beginning at Cheston Heath School, which had been closed and was being used primarily for storage. ALC began providing full-time instruction from 8:00 P.M. until 12:00 Noon, and from 4:00 P.M. until 9:00 P.M., with one teacher and two aides. But a few months later a second teacher was needed, and the evening hours were changed to 1:00-5:00 P.M. to meet the growing enrollment. Part-time classes from 7:00-9:00 P.M. were added to serve those adults who could only attend in the evening.

By the end of the 1972—73 school year, the program was bulging at the seams with an instructional staff of four teachers and four aides plus an additional teacher for the Work Incentive Program (WIN). With the passage of House Bill 147, authored by then Representative Carlos Truan, it became possible to provide CEO instruction officially for the first time. This meant funds could be used to pay for CEO materials and instructional salaries. This brought about a tremendous growth in the program, which has been most evident ever since. The number of graduates increased from only 27 before 1973 to 62 thereafter and increasing ever since.

Thus, in the summer of 1973 the school district took the shop building (of a former junior high school turned into an elementary school) and, after some remodeling, turned the shop into a classroom building consisting of four air-conditioned classrooms. This became the new home of the Adult Learning Center. For the next two school years, the Adult Learning Center shared office space and other facilities with the Coles Elementary School.

When the space and the facilities were needed for the more than 200 children who were assigned (as the result of an integration order) to Coles Elementary School, it became necessary for the Adult Learning Center to relocate once again.

This time, in August 1975, the move was made to a former elementary school which was closed that same year as a result of the same court integration order. Since then to the present, it seems the Adult Learning Center has found a permanent home, and has continued to grow. It now has an instructional staff of eight full-time teachers (five funded with ABE and three with CETA monies) and seven teacher aides (five ABE funded and 2 CETA funded).

While the need for full-time positions has continued to increase through the years, the need for part-time teaching positions has declined locally to about 25. This is not to be interpreted to mean a decline in enrollment. In fact, the same number of adults, if not more, is being served now, but with more levels of instruction offered in more centralized locations. At present, the Adult Learning Center operates part-time instruction with one class in each level four nights (Monday through Thursday) a week for those adults wanting to attend all four nights. It also operates six other classes, each on Monday and Wednesday, or Tuesday and Thursday for those adults who can only attend two nights a week.

In an outreach effort to reach those adults who cannot attend the Adult Learning Center during the day or night, daytime instruction is offered at the following locations to meet their needs:

- Clairlaine Center—for low rent housing residents
- Levi-Strauss—on-site instruction for working women
- Lindale Senior Citizen Center—for Senior citizens
- Nueces County Jail—for the incarcerated
- Meadow Park Recreation Center—for MHMR clients

All this is being done with only a relatively small budget of about \$290,000 (\$157,000 State, \$104,000 Federal, and the balance local funding.

APPENDIX B

LAUBACH TUTORIAL TEACHING METHODS

Contributor: Carole Holes, Coordinator
Blair County Literacy Council
Altoona Area Public Library
Altoona, PA 16602
(514)946-0417

Topic: Phonic: Use of a Phonic Wheel

Practice: A phonic wheel is a cardboard device which gives practice in sounding out words. There are many variations to this device which can be useful for beginning readers. The student simply sounds out each word and then moves the inner piece to the next group of letters to form a new word.

Contributor: Donald G. Block, Coordinator
Greater Pittsburgh Literacy Council
5920 Kirkwood Street
Pittsburgh, PA 15206
(412) 661-7325

Topic: Reading Fluency and Comprehension

Practice: This practice is a language experience approach. The idea is to deal with day-to-day experiences of adult learners. The approach gives the learners a reading text which is drawn from their own experience and from their own oral language. First, the instructor who is often a volunteer, suggests a topic for discussion. As the student dictates a story of this topic, the instructor writes it down exactly as it is spoken. For a beginning reader, the story should be only four or five sentences in length. The learner then practices reading the text aloud after the instructor reads it. He works up to the point where he can read the text fluently on his own. A tape recorder, rather than take down the students' dictation, may be used. A student should receive a typed copy of the story to read and take home.

Contributor: Donald G. Block, Coordinator
Greater Pittsburgh Literacy Council
5920 Kirkwood Street
Pittsburgh, PA 15206
(412) 661-7323

Topic: Rungs on the Learning Ladder

Practice: A job manual is necessarily specific to the job promotion. The learner may copy and re-copy material to become familiar with new words that will occur. A training class is held which applies the Laubach methods to the job manual. At first Duet Reading is helpful; then have students read the manual, giving any help necessary. Use manual for homework, asking specific questions to be answered. The practice was created to enable low level learners to advance their employment status and increase their hourly wages. This method has proven to be very successful. The Laubach method is applied to everyday materials needed to enhance the employment status of the learner. At the next tutoring session, go over questions and manual. Repeat as necessary until learners feel they are ready to take placement tests for employment or advancement.

Contributor: Marilyn Porter, Project Coordinator
Box 277
Montrose, PA 18801
(717) 278-9027

Topic: Using the Sunday Comics to Teach Reading
Comprehension and Writing Skills

Practice: This activity is for beginning or intermediate level students. First, provide a Xeroxed copy of a Sunday comic for each student. "Dagwood," "Dennis the Menace," "Garfield," "The Family Circus," and "Gasoline Alley" are good ones to use. With beginning students, the next step is helping them read and understand the basic point of the comic. Comprehension questions may be developed for use either in group discussion or in student writing exercises. It is best to use open-ended questions that require a broad explanation to answer. In addition, questions concerning words and usage can be devised. Students may be asked to list all contractions, identify punctuation marks, change tenses of verbs, or find compound words. For a somewhat more advanced activity, provide Xeroxed copies of a comic with the words "whitened out." Ask the students to write in their own dialogue for the characters.

Contributor: Bette Hinkle, Project Coordinator
Volunteer Learning Program
3976 Chain Bridge Road
Fairfax, VA 22030
(703) 246-2139

Topic: Workplace Vocabulary Development

Practice: This activity is for beginning or intermediate level students. Ask students to bring in lists of words seen in their daily work activities, for example, traffic and road signs encountered by truck drivers and construction workers. List all the words on the board to create a master list and ask students to copy into their notebooks. Beginning students may then learn individual words by marking flash cards and using words in simple sentences, eventually combining the sentences into paragraphs. Many other activities can be devised, such as writing each noun in both singular and plural or forming the past, present, and future tense of each verb. These activities are most effective when students work together in small groups, and whenever possible, share their sentences and paragraphs with the entire class.

APPENDIX C

THE READ TEST: ADDITIONAL NOTES AND
IMPLICATIONS FOR TEACHING

THE READ TEST

ADDITIONAL NOTES AND IMPLICATIONS FOR TEACHING

Extracted from Reading Evaluation Adult Diagnosis (Revised)

Copyright 1982, 1976, 1974 by Literacy Volunteers of America, Inc., 1972 by Follett Publishing Company

PART 1 - SIGHT WORDS

This part of the assessment consists of four lists of 10 words each. List A is taken from the first 75 words on Page 83 in TUTOR ("the" through "first"); List B from the next 75 words ("any" through "used"); List C from the next 75 words ("take" through "program"); and List D the remaining words ("city" through "matter").

You can judge where to begin instruction when you see where the errors begin to occur.

PART 2 - WORD ANALYSIS SKILLS

SECTION A

- List A-1** A student who begins the word correctly but cannot complete it evidently knows the sound associated with the initial letter but may have some difficulty in blending word elements or in remembering the rhyming ending. Such student will need instruction in blending and rhyming.
- Some students may name the letter but will not have a sound related to it (Y - lo, J - lo.). They will need instruction in letter-sound correspondence.
- List A-2** While letter sounds are more important than letter names, it is useful to have a name for a letter, particularly in writing and spelling. The student may show some confusion on "b" vs. "d" or "p" vs. "g".
- List B** Eye movement is important in reading. If reading from left to right is an indicated problem, guiding the eyes with a moving finger or pencil will help.
- List C** A careful analysis of List C will indicate which consonants are not known. Also note that the recording sheet is arranged so that words with the same vowel appear in a list making it easy to identify particular vowels that are consistently missed.
- List D** In all these words, the last two letters represent a single sound (-ill, -eek, -ess). Teach the entire spelling pattern with words that contain these letter sequences.
- Lists E & F** These lists will be given only if the student has satisfactorily completed Lists C and D.
- Paragraph G** In reading this paragraph, the meaning of the sentence is needed to decide what the word is when the vowel sound varies.
- If the student has done well with Lists C through F and knows many of the sight words, a knowledge of some of the most common word parts combined with the meaning of the sentence will do more than rules to help the student with variant vowels.
- Lists H, I, J, & K** If the student has progressed this far, administer each of these lists. The results will indicate what word analysis problems your student is experiencing.

PART 3 - READING/LISTENING INVENTORY

These paragraphs have been useful in indicating the student's ability to use context clues, to judge fluency in reading, and to ascertain his/her comprehension capability as the student reads; and, when the reading material exceeds the student's reading ability, you will read subsequent paragraphs to him/her to judge the listening comprehension.

The following table relates the reading level roughly to the grade level:

Level A	Non Reader
Level B	Up to Grade 1.5
Level C	1.6 - 2.0
Level D	2.1 - 2.5
Level E	2.6 - 3.0
Level F	3.1 - 3.5
Level G	3.6 - 4.0
Level H	4.1 - 4.5
Level I	4.6 - 5.0
Level J	5.1 - 5.5

THE SUMMARY SHEET

Parts 1 and 2 of the Summary Sheet will provide information from which you will be able to plan your instruction.

Part 3 is most important as a means of measuring and reporting progress. These results are reported to and consolidated by the affiliate, state, and national offices as a gauge for determining the effectiveness of the L.V. program. By checking the Reading/Listening Inventory levels, you will know what level of materials will present some challenge to your student without being overwhelming. Finding suitable material written in very simple language constitutes such a challenge. Have the student read a short sample of the text. If many words are missed, the material is too difficult. If read with ease, it is too easy.

It is to be hoped that the tutor will not attempt to pass along many rules to his/her student. When a student cannot decode a word, ask the student to name the letters. This frequently triggers the word.

There is no instructional method that succeeds with all students. Experiment to find the approaches that seem best suited to your student. Use some variety in every lesson. Your student should know what the goals of instruction are and some part of these goals should be reached in every lesson. The student should recognize this achievement. For an adult especially, learning to read is hard work. Respect the courage that this effort requires.

RECORDING SHEET—PART 1

PRE-TEST

Sight Words

Student's Name_____
Tester's Name_____
Date

WRITE INCORRECT RESPONSES

<p>List a</p> <p>1. the _____</p> <p>2. that _____</p> <p>3. with _____</p> <p>4. by _____</p> <p>5. but _____</p> <p>6. which _____</p> <p>7. she _____</p> <p>8. been _____</p> <p>9. no _____</p> <p>10. up _____</p>	<p>List b</p> <p>1. now _____</p> <p>2. me _____</p> <p>3. many _____</p> <p>4. where _____</p> <p>5. should _____</p> <p>6. Mr. _____</p> <p>7. make _____</p> <p>8. long _____</p> <p>9. under _____</p> <p>10. last _____</p>
No. Correct _____	No. Correct _____

<p>List c</p> <p>1. states _____</p> <p>2. without _____</p> <p>3. home _____</p> <p>4. say _____</p> <p>5. school _____</p> <p>6. left _____</p> <p>7. away _____</p> <p>8. public _____</p> <p>9. far _____</p> <p>10. better _____</p>	<p>List d</p> <p>1. give _____</p> <p>2. room _____</p> <p>3. several _____</p> <p>4. face _____</p> <p>5. things _____</p> <p>6. become _____</p> <p>7. felt _____</p> <p>8. ever _____</p> <p>9. seemed _____</p> <p>10. country _____</p>
No. Correct _____	No. Correct _____

RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date
----------------	---------------	------

LEVEL C(1)

Introduction:

Holidays are such fun. Here is a story about how a family is getting ready for a special holiday. Find out what they will do.

I am going to buy a Christmas tree. I will get a doll for our little girl. Our little boy wants a ball. Father wants a tie and a game. Christmas is a good family day.

Comprehension Check:

- | | |
|--|---|
| <p>1. ____ What is the little girl going to get for Christmas? (a doll)</p> <p>2. ____ What does the little boy want? (a ball)</p> <p>3. ____ Who wants a tie and a game? (Father)</p> | <p>4. ____ What besides presents is the person in the story going to buy for the whole family to enjoy? (a Christmas tree)</p> <p>5. ____ Why do you think the writer says Christmas is a good family day? (anything suggesting "togetherness" with a Christmas tree and gifts)</p> |
|--|---|

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition ____	Reading Comp. ____
	Listening Comp. ____

Scoring Guide:

2 errors permitted	1 error permitted
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READ

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RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name

Tester's Name

Date

LEVEL D(1)

Introduction:

Everybody likes to go places. Find out where this person went and what he did when he got there.

I would like to travel. I would like to go to New York. I like a big city. I was in New York last month. I liked the big buildings. We walked all over the park. Then we ate lunch and had cold drinks. At 6 o'clock we went home on the bus.

Comprehension Check:

- | | | | |
|---------|--|---------|---|
| 1. ____ | Where does the person in the story say he likes to go? (New York; a big city) | 4. ____ | What time did he go home? (6 o'clock or early evening) |
| 2. ____ | What does he like about New York? (big buildings or big city; if he says "park," ask what else he likes) | 5. ____ | Why do you think he traveled by bus? (no car; too much traffic; no driver's license; too young to drive; other) |
| 3. ____ | What did they do in the park? (walked or ate lunch or had cold drinks) | | |

Check one: Student read story Examiner read story

 Number of Errors:

Word Recognition ____

Reading Comp. ____

Listening Comp. ____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date
----------------	---------------	------

LEVEL E(1)

Introduction:

Enjoying music is a good way to spend your spare time. Read to find out how this person had fun with music.

I got a guitar for my birthday. I wanted one for a long time, but I thought I would never be that lucky. I can play four songs already. The kids sing along while I play. Sometimes we sound like frogs, but we don't care. It is fun anyway.

Comprehension Check:

- | | |
|--|--|
| <p>1. ____ What instrument did he get?
(guitar)</p> <p>2. ____ How many songs can he play?
(four or several)</p> <p>3. ____ Who sings along when he plays
the guitar? (the kids)</p> | <p>4. ____ What do they sometimes sound like?
(frogs)</p> <p>5. ____ Why do you think he didn't have a
guitar sooner? (any answer accep-
table that is logical, such as birth-
day only once a year, he wasn't old
enough, he didn't have the money)</p> |
|--|--|

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____	Reading Comp. _____
	Listening Comp. _____

Scoring Guide:

3 errors permitted	1 error permitted
--------------------	-------------------

RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL F(1)

Introduction:

It's fun to think back on the days when you were ver young. Read about the memories one person has of his childhood.

When I was a kid down south, we had a big garden and all kinds of pets—chickens, dogs, cats, pigs, and cows. We loved gooseberry pie. My parents didn't buy many baked goods. It was easy to bake at home. I would give almost anything for a pie like we used to have.

Comprehension Check:

- | | | | |
|---------|--|---------|--|
| 1. ____ | Name three of the pets mentioned in the story. (any three out of five constitute a correct answer) | 4. ____ | Why doesn't he eat gooseberry pie now? (because he can't get any) |
| 2. ____ | What did they like for dessert? (pie or gooseberry pie) | 5. ____ | Why didn't they buy much at the bakery? (there were few bakeries in those days; it was easy to bake at home) |
| 3. ____ | Where did they get the pie? (made it at home) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL G(1)

Introduction:

Read what the person in this story thinks would be interesting work.

Joe wants to be an auto repair man. He would have to learn to fix wrecked cars. What he wants most is to learn to repair engines. To do this, he must check all the parts and wiring. Learning about engines would be hard but exciting and interesting. He could make good money as an auto repair man.

Comprehension Check:

- | | | | |
|---------|---|---------|--|
| 1. ____ | What is the man's name in the story? (Joe) | 4. ____ | Besides being interesting and exciting, what else does Joe think is good about being an auto repair man? (make good money or have fun) |
| 2. ____ | What does Joe want to be? (an auto repair man or fix wrecked cars) | 5. ____ | What do you think Joe could choose to do in his spare time that would help his job? (any "mechanical" answer is satisfactory) |
| 3. ____ | What part of the job does he want most to do? (work with engines or repair engines or fix cars) | | |

Check one: ____ Student read story ____ Examiner read story

Number of Errors:

Word Recognition ____

Reading Comp. ____
Listening Comp. ____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL H(1)

Introduction:

Spending money is as important as earning it. Find out what this person does with her money.

Mary Smith is an excellent cook and housekeeper. Feeding seven active children and her husband isn't always easy. With food getting so expensive, she can't always go to the corner store. She may have to go to several places to buy good food at the lowest prices. But if she has to drive around to many stores, she may spend more on gas than she saves on food. It takes a good manager to spend money wisely.

Comprehension Check:

- | | | | |
|---------|---|---------|--|
| 1. ____ | How many children does Mary Smith have? (seven; a large family) | 4. ____ | Why wouldn't you always drive around to get the lowest price on food? (gas costs money too) |
| 2. ____ | How does she save on food? (by shopping around) | 5. ____ | How can you save money by spending? (anything to do with "stretching the dollar" or good management) |
| 3. ____ | What is the writer's opinion of Mary Smith? (good cook or housekeeper; takes good care of her family) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____

Listening Comp. _____

Scoring Guide:

4 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

PRE-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date
----------------	---------------	------

LEVEL I(1)

Introduction:

Sometimes things that are fun can spell trouble. This story tells about one sport that doesn't always end happily. Read to find out more about it.

It's dangerous for kids to hop cars, especially in snowy weather when they try to slide behind a car by holding on to the bumper.

On a wintry day a car stopped and a bunch of kids hung on to the bumper. One kid, Joe, hung on, and the car dragged him for a whole block.

Because he had no gloves on and the metal of the bumper was mighty cold, his warm hand stuck fast. When he finally could pull it off, the skin had stuck to the bumper and the hand was bleeding badly. At the hospital, Joe had to have a blood transfusion and skin grafted onto his hand.

Moral: Don't hop cars.

Comprehension Check:

- | | |
|---|---|
| <p>1. ____ What is the "trouble" sport in the story? (hanging on or hopping cars)</p> <p>2. ____ How far did the car drag Joe? (a whole block)</p> <p>3. ____ Why did his hand stick to the bumper? (no gloves and cold bumper)</p> | <p>4. ____ What did they do at the hospital to help Joe? (gave him a blood transfusion and a skin graft)</p> <p>5. ____ What other danger is there in hopping cars besides the trouble Joe had? (any acceptable answer, such as other cars could bump one or you could fall under the wheels)</p> |
|---|---|

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition ____	Reading Comp. ____
	Listening Comp. ____

Scoring Guide:

5 errors permitted

1 error permitted

READ

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GROUP SCREENING TEST

Student's Name _____
Date _____

Examples	A	B	C	D
medicine child	medieval church	<u>medicine</u> chief	midnight child	medium cheer
1. envelope	enormous	enrich	envelope	environment
2. important	important	impacted	information	impress
3. addresses	addressed	addresses	administer	admit
4. relative	related	reliable	relieve	relative
5. clothes	children	church	client	clothes
6. principal	principle	prince	priceless	principal
7. directly	direction	directly	directive	dirigible
8. country	cousin	country	county	counter
9. sometimes	summertime	sentence	sometimes	somewhere
10. house	home	horse	horns	house
11. assist	assistance	assist	allied	aid
12. afford	afford	accord	accept	after
13. suppose	support	supply	supposedly	suppose
14. newspaper	newsman	neutral	nevermore	newspaper
15. records	recent	reticent	recorded	records
16. friends	family	freaks	friends	freedom
17. supervisor	supervision	supervisor	supersede	supervisors
18. paragraph	paradise	pardon	paragraph	parallel
19. government	governed	governor	governs	government
20. Tuesday	Tunisia	Tuesday	Thursday	Thelma
21. elected	election	electors	electorate	elected
22. practice	practical	practice	prospect	proceeds
23. team	term	tom	team	train
24. local	loco	locality	location	local
25. opportunity	opportune	opportunity	application	applied

Score Time _____

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RECORDING SHEET—PART I

POST-TEST

Sight Words

Student's Name_____
Tester's Name_____
Date

WRITE INCORRECT RESPONSES

List a

1. of _____
2. is _____
3. as _____
4. I _____
5. from _____
6. one _____
7. there _____
8. has _____
9. if _____
10. its _____

No. Correct _____

List b

1. such _____
2. even _____
3. before _____
4. your _____
5. because _____
6. how _____
7. world _____
8. get _____
9. never _____
10. might _____

No. Correct _____

List c

1. himself _____
2. again _____
3. small _____
4. part _____
5. every _____
6. number _____
7. something _____
8. but _____
9. took _____
10. set _____

No. Correct _____

List d

1. group _____
2. president _____
3. order _____
4. per _____
5. looked _____
6. large _____
7. along _____
8. least _____
9. family _____
10. area _____

No. Correct _____

READ

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RECORDING SHEET—PART 2

POST-TEST

Word Analysis Skills

Student's Name_____
Tester's Name_____
Date

WRITE INCORRECT RESPONSES

Section A—Letter Sounds and Names

List A-1

Sounds S _ F _ M _ R _ D _ S _ F _ K _ T _ P _ C _ L _ N _ G _ W _ B _ J _ H _ Y _ V _ Z _____

Names S _ F _ M _ R _ D _ S _ F _ K _ T _ P _ C _ L _ N _ G _ W _ B _ J _ H _ Y _ V _ Z _____

List A-2 (Names)

m _ r _ a _ f _ d _ n _ c _ v _ t _ p _ s _ h _ g _ j _ w _ b _ l _ i _ k _ z _ c _ o _ u _ y _ x _ q

Section B—Reversals

List B

lap _____ was _____ rat _____ pot _____ on _____
tar _____ now _____ pal _____ top _____ saw _____ won _____ no _____Section C—CVC (Consonant-Vowel-Consonant)

List C

ban _____ cob _____ din _____ fed _____ hub _____
gal _____ jot _____ kid _____ zen _____ mud _____
nag _____ lop _____ wit _____ pun _____
vat _____ sox _____ rut _____
yam _____ tug _____Section D—CV(CC) (4 letters-3 sounds)

List D

dock _____ rill _____ jazz _____ cuff _____ mess _____
tick _____ yell _____ toss _____ heck _____ doll _____ buck _____ rack _____Section E—Blends (Initial and Final)

List E-1 (Initial)

stag _____ prom _____ sped _____ scum _____ flip _____
trap _____ grid _____ crab _____ dreg _____ plop _____ frog _____ blab _____ slit _____
drop _____ glen _____ skim _____ smut _____ snug _____ twig _____

List E-2 (Final)

bent _____ pond _____ bask _____ dust _____ wilt _____
heft _____ damp _____ tank _____Section F—Digraphs (Initial and Final)

List F-1 (Initial)

sham _____ thus _____ chum _____ whip _____ quit _____ phone _____

List F-2 (Final)

bash _____ path _____ rich _____ graph _____

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SECTION G - Variant Vowels

G-1
R-controlled
ed
What a merry _____ time we've had with our old car _____. It warms _____ my heart _____ to think of some of the rare _____ adventures we've shared _____. Oh, sure, it's worn _____ a bit, but the wear _____ you see is part _____ of the character _____ of that world _____ traveler.

G-2
L-controlled
ed
It's full _____ of dents, and folks _____ say the miles have taken their toll _____ on the paint. It's dull _____ in spots. There are valleys _____ in the upholstery and on cold _____ mornings it may stall _____ or start off with a jolt _____ as if it were pulling _____ a ten-ton roller _____.

G-3
W-controlled
ed
You know _____, I may be a bit mellow _____, but I feel awkward _____ about turning my old power _____ buggy over to a new _____ owner _____. I'm quite aware _____ that this car has grown _____ to be one of the family crew _____.

G-4
Y-controlled
ed
But with all its fraying _____ and decaying _____, I guess we'll buy _____ a new one soon. The key _____ to the car we've all enjoyed _____ will be in someone else's loyal _____ service one day _____ soon.

G-5
Vowel di-raphis and vowel plus E
I wonder what lies _____ ahead _____ for that road _____ rover _____. What tales _____ could _____ be told already _____ if that car could talk! I thought _____ of the journey _____ we took _____ to the Smokies _____ and of the long ride _____ down that rough _____ mountain _____ trail _____ when we ran out of gas. I can still hear the shout _____ when the fuel _____ pumps came _____ into view _____. What a relief! _____ But when we needed _____ that car the most was the night we camped at Clear Brook _____. It poured _____ rain _____ all night and by morning the little stream _____ was a roaring flood _____. We were nearly _____ surrounded _____ and we barely made it to the car in time _____.

So whoever buys our car gets more than four _____ wheels _____, an engine _____, and a _____ place _____ to sit. A used car is a box of memories _____. Whoever buys ours - please _____ handle with care.

SECTION H - Suffixes

List H

walked _____ calling _____ tender _____ darken _____ visitor _____ windy _____
swiftly _____ vacation _____ occasion _____ freshness _____ restful _____ anxious _____

SECTION I - Soft c and g

List I

circus _____ dance _____ space _____ celery _____ city _____ cycle _____
huge _____ village _____ ginger _____ edge _____

SECTION J - Silent Letters

List J

calf _____ limb _____ knock _____ castle _____ hour _____ wren _____ toward _____ listen _____ island _____

SECTION K - Multi-Syllabic Words

List K

information _____ palpitate _____ temporary _____ satisfaction _____
misinform _____ interview _____

READ

RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

Level A: A student is scored at Level A when success in meeting criteria at Level B is not attained.

LEVEL B(2)

Introduction:

What do you like to do in your spare time? Here is a story about a popular outdoor sport. Read it to find out what it is.

We went fishing. I got two fish. They almost took my line. A boy got the big one. It took the worm. It was a cold day.

Comprehension Check:

- | | | | |
|---------|---|---------|--|
| 1. ____ | What sport is the story about?
(fishing) | 4. ____ | What did they use for bait? (worms) |
| 2. ____ | How many fish did the fisherman get?
(two) | 5. ____ | At least how many people went fishing?
(any answer that states two or more) |
| 3. ____ | Who got the big fish? (a boy) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____

Listening Comp. _____

Scoring Guide:

2 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL C(2)

Introduction:

This is a story about someone's work. Read it to find out what the person in the story does.

Bill got a new job. It was at a big store. His job was keeping the windows clean. When it rains, the windows must be cleaned gain. That makes more work. When the sun comes out, Bill is happy.

Comprehension Check:

- | | | | |
|---------|--|---------|--|
| 1. ____ | What is Bill's job? (washing windows) | 4. ____ | What weather does Bill like best? (sunny weather) |
| 2. ____ | Where does he work? (at a big store) | 5. ____ | Why does Bill take an interest in the TV weather report? (to see if it's going to rain or not or anything about weather) |
| 3. ____ | What makes extra work for Bill sometimes? (rain) | | |

Check one: __ Student read story __ Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____

Listening Comp. _____

Scoring Guide:

2 errors permitted

1 error permitted

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date
----------------	---------------	------

LEVEL D(2)

Introduction:

It's fun to go to a new place to live. This story tells about the experience of moving. Read it to find out what happened.

The happiest thing for me will be to move into a new house. We always moved into old houses. We had to fix them up. Then we sold them cheap. Our new house will have six rooms. It is a prefab. They will build it in a week.

Comprehension Check:

- | | |
|--|---|
| 1. ____ What kind of houses did the person in this story always move into before? (old houses) | 4. ____ How long will it take to build this new house? (a week; not very long) |
| 2. ____ What did this family usually do with their old houses? (fix them up; sell them cheap) | 5. ____ Do you think there will be other houses just like this one and why? (yes; prefab) |
| 3. ____ How many rooms will this new house have? (six) | |

Check one: __ Student read story __ Examiner read story

Number of Errors:

Word Recognition ____

Reading Comp. ____
Listening Comp. ____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date
----------------	---------------	------

LEVEL E(2)

Introduction:

Have you ever felt good one minute and terrible the next, and then you wondered what happened? Read about how this person describes that feeling.

Yesterday Mary had been working at home. With no warning she got sick. She felt just like a tire with no air, so she lay down on the bed. After a little while she felt much better. She wondered what it was that knocked her right off her feet. But the sick bug did not win for long.

Comprehension Check:

- | | |
|--|---|
| <p>1. ____ What happened while Mary was doing her work? (she got sick)</p> <p>2. ____ How does she describe that sick feeling? (like a tire with no air; dizzy)</p> <p>3. ____ What did she do? (went to bed; laid down)</p> | <p>4. ____ How did she feel at the end of the story? (much better)</p> <p>5. ____ Do you think she will have to go to the hospital? (no, it didn't last long)</p> |
|--|---|

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____	Reading Comp. _____
	Listening Comp. _____

Scoring Guide:

3 errors permitted	1 error permitted
--------------------	-------------------

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL F(2)

Introduction:

Everyone likes outdoor fun, but sometimes that's not possible. Read about a way to have fun even if the weather where you are is stormy.

Bob says he likes to watch sports on TV. If he goes to a football game, he doesn't always know where the ball is. On the screen he is right where the action is. He can stay warm if it is cold outside. He can eat when he is hungry. But there are also advantages to actually watching the real thing.

Comprehension Check:

- | | | | |
|---------|--|---------|--|
| 1. ____ | What is the name of the person mentioned in the story? (Bob) | 4. ____ | Tell me one more way that TV could be better. (answers above) |
| 2. ____ | What sport does the story tell about? (football) | 5. ____ | Why do you think some people prefer going to the game? (any reasonable answer) |
| 3. ____ | Give one way that watching football on TV can be better than watching it outdoors. (you see it better; stay warm; you can eat) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____

Listening Comp. _____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name

Tester's Name

Date

LEVEL G(2)

Introduction:

This is a story about trouble that didn't last long. Find out what the trouble is and what the person in the story did.

I went fishing with my brother this weekend. He just bought a new Star Craft, but the engine wouldn't start. We had to use an old boat, but we didn't care because we were excited about fishing. We caught a couple of bullheads and a 14-inch trout. We can use the new boat the next time. We didn't mind as long as we had some fish.

Comprehension Check:

- | | | | |
|---------|---|---------|---|
| 1. ____ | What did the person in the story do this weekend? (fishing; fishing with his brother) | 4. ____ | What kind of fish did they catch? (bullheads and trout) |
| 2. ____ | Why didn't they use the new boat? (it wouldn't work) | 5. ____ | What is a Star Craft? (a boat) |
| 3. ____ | What was the most important thing on their minds that weekend? (getting fish; using the new boat) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition ____

Reading Comp. ____

Listening Comp. ____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL H(2)

Introduction:

This is a letter a mother wrote to her friend. Find out what she says about her family.

Dear Nancy,

The children are certainly growing fast and are looking forward to vacation. Bob passed into second grade and likes school. He brought home his report card and all the comments are good. In fact, some are excellent.

He broke his collarbone and has his arm in a sling because he fell off his bicycle. Oh well, you have to expect a few accidents when you have active kids. They're always where the action is.

Write when you can.

*Sincerely,
Mary*

Comprehension Check:

- | | | | |
|---------|--|---------|---|
| 1. ____ | What grade is Bob in? (second) | 4. ____ | What bone did he break? (collarbone; arm) |
| 2. ____ | What information do you have about the kind of student Bob is? (passed, likes school, good marks, good comments—any two) | 5. ____ | What time of year is it and why? (spring because looking forward to summer vacation; or late winter looking forward to spring vacation) |
| 3. ____ | What kind of an accident did Bob have? (fell off bicycle) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____

Listening Comp. _____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name_____
Tester's Name_____
Date

LEVEL I(2)

Introduction:

Harriet Tubman was famous for helping her people. This is a book report on the story of her life.

Harriet Tubman, Guide to Freedom

When I started to read this book, I couldn't put it down until I finished it. It was very exciting, especially because it's true.

Harriet Tubman was a Negro slave and she hated being one. She loved her family and her people and grieved that they lived in slavery. She wanted them to be free.

One time an angry master was going to hit a young Negro slave. The master grabbed a heavy weight from the scales on the counter and tried to hit the young slave. Harriet came between them to protect the boy. Instead of hitting the young slave, the weight came down on Harriet's head. For the rest of her life she had dizzy spells.

This book kept me up until four in the morning.

Comprehension Check:

- | | | | |
|---------|---|---------|--|
| 1. ____ | Who was Harriet Tubman? (Negro; slave) | 4. ____ | What happened to Harriet Tubman as a result of her heroic action? (got hit on the head; had dizzy spells the rest of her life) |
| 2. ____ | What did she want for her people? (freedom) | 5. ____ | How could a book keep someone up until four in the morning? (any obvious answer) |
| 3. ____ | What was the master going to do to the young Negro slave? (hit him with a heavy weight) | | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____

Listening Comp. _____

Scoring Guide:

5 errors permitted

1 error permitted

READ

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RECORDING SHEET—PART 3

POST-TEST

Reading/Listening Inventory

Student's Name	Tester's Name	Date
----------------	---------------	------

LEVEL J(2)

Introduction:

A car can be fun, but it is also a responsibility. Read about some ways to keep a car in shape.

Last week my car developed motor trouble. I decided I needed a new valve job for one thing. Also somebody had stolen three parts of the carburetor so that I had to have those replaced. The car had to be in the repair shop for about four days. Some parts probably had to be ordered from a wholesaler because a mechanic usually doesn't have them in stock.

My car is a '67 Mercury convertible. I have a small grease gun and occasionally I do that greasing myself. Changing the oil filter and the spark plugs are no big projects either, so I do those myself. You can save a considerable sum when you can do some of those things personally without needing a mechanic for every little thing that goes wrong.

Comprehension Check:

- | | |
|--|---|
| 1. ____ What was the trouble with the car?
(motor trouble; needed new valve job; carburetor repair) | 4. ____ What jobs did the owner do himself?
(any two—grease, change oil filter, change spark plugs) |
| 2. ____ What kind of a car does he talk about in the story? (Mercury; convertible) | 5. ____ How do you suppose the man learned to fix his car? (studied in school; someone showed him; he figured it out himself—any two) |
| 3. ____ What happened to the carburetor?
(parts were stolen) | |

Check one: Student read story Examiner read story

Number of Errors:

Word Recognition _____

Reading Comp. _____
Listening Comp. _____

Scoring Guide:

3 errors permitted

1 error permitted

READ

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APPENDIX D

METHOD UNDERTAKEN TO ORGANIZE STUDY

October 28, 1994

By way of introduction, my name is Victor Frazier. I am a graduate student at Oklahoma State University. My doctoral specialization is in Adult Education. If permitted to do this experimental study using your facilities and adult participants, I hope to determine the effects that cooperative learning have on adult learning when compared with the Laubach tutorial program. The following options are available if permission is granted by your staff:

Option I

will train your teachers to use cooperative learning methods and utilize these methods for 18 contact hours while tutoring 30 of your adult participants. The 30 Laubach participants will be tutored by the Corpus Christi Literacy Council (CCLC).

Option II

will use 30 of your adult participants and use my tutorial staff to teach your adult participants under cooperative learning procedures. CCLC will still tutor the Laubach participants.

Option III

Select 60 of your students and randomly divide them into two groups. One group will be taught using cooperative learning methods while the other group will be tutored by the Laubach method. CCLC participants will not be used.

Option IV

This option may consist of a cross section of both teachers from my tutorial staff and staff members from The First Methodist Church. This cross section will use participants from your church who are to receive cooperative learning tutoring. CCLC will tutor under the Laubach program.

In every case both groups will be pre- and post-tested to measure gain results. I am open for other options and suggestions.

The following pages are designed to give further insight on cooperative learning methods.

IRB Sheet

WRITTEN CONSENT FORMFor Participants in Laubach–Cooperative Learning
Experimental Study

The following conditions have been read and explained to the adult participants in the Laubach–Cooperative Learning experimental study:

1. The student will freely participate in this study and can drop out at any time without consequences being imposed upon them in any way.
2. The study will consist of eighteen clock hours involving student participation.
3. Each student will be pre- and post-tested.
4. Students will be identified by a number code. No names will be given.
5. This study will not embarrass or make the adult participant feel uncomfortable in any way.
6. All personal data on students will remain strictly confidential.

Signature of participant (these conditions were read and explained to me)

EXPERIMENTAL STUDY USING COOPERATIVE LEARNING

Period of November 20–25

1. Turn in information on the background of the Adult Education Program you are working with.
2. Write up a personal profile of your experience and background.
3. Explain IRB Sheet and get students to sign it.
4. Fill out information sheet on each student.
5. Give READ pre-test to each student.

Period of Nov. 28–Jan. 13

1. Give 18 clock hours of cooperative learning to students on Tuesdays and Thursdays.
2. Give post-test to each student and turn in results.

APPENDIX E


COOPERATIVE LEARNING: "SETTING
UP THE GROUPS"

SETTING UP THE GROUPS

Starting-Up Advice

1. Make up the groups yourself. Each group should have a high-, medium-, and low-achieving student in it, with a mix of sexes, cultural groups, and motivation levels in order to be most powerful. Do not put students with their friends unless you have a good reason. If students protest their group membership, explain that you will create new learning groups (formal and informal) later on, so they won't always be with the same people. This group I have just explained will be your Base Group. It should not change throughout the entire year.
2. Seat students close to their group members. this makes it quick and easy for you to get them in and out of their groups.
3. Start out with small groups. I would never make my base group any more than four. Groups sized two or three are best until students become skillful in including everyone.
4. Integrate cooperative learning into your curriculum. Anything one can do, two can do better. Have them drill each other in pairs over material taught. Review for tests in trios. On some assignments, have them do the work individually first, then decide on group answers. They can certify each other's papers for accuracy, then you can pick one paper to grade. Three students can discuss chapter questions and turn in one paper for the group. The more oral discussion and summarizing of material the students do, the more they will learn.
5. Assign each student a job or role. Possibilities include READER, RECORDER, CHECKER (make certain everyone knows and can explain the answers by having group members summarize), ENCOURAGER (encourages full participation by asking silent members what they think or what they have to add), PRAISER (praises good ideas or helpful group members).
6. Make your expectations of group behavior clear. "I expect to see everyone staying with the group, contributing ideas, listening carefully to other group members, making certain everyone is included in the work, and making certain everyone understands and agrees.
7. Observe and question while students work. Ask any student you don't think is helping his or her groupmates to explain an answer. Make it clear to the group that it is responsible for making sure all group members participate and know the answers. Expect that some groups will finish before other groups. Check over their work and have them correct any glaring errors, then let them review, talk quietly, study, or read until the other groups are finished.

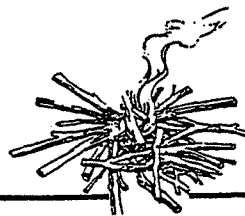
8. After each session, have each group answer: "What did we do well today in working together? What could we do even better tomorrow?" Let them know what you saw them do. Be positive and reward positive behavior. After my groups have been established, I would begin on group or team building activities. Many of the class building ideas can be used as team building activities. I especially like my teams to have a name, a motto or slogan, a flag or symbol, a handshake or sign, a group goal, or any other means I can think of to create a team spirit. I would also begin to choose times I could try some fun cooperative lessons. I have tried to include as many ideas as I could find. You need to show the groups or teams that cooperation is important and necessary, and makes completion of a task easier.



Now your group needs to buckle down and come up with some good rules for life on your island. Your first task is to spend ten minutes thinking up a name for the island. Come to consensus on one which all of you will think of as home for a while. Then if time permits, your group can design a flag or banner with the name of the island. Color the banner and put it on the wall where the whole group can see it.

The most important part follows. Your group will take ten minutes and discuss all the rules for living you think will be important on the island. One of the group will write down these rules as you think of them.

After this ten minutes is up, the next ten minutes will be spent deciding which of the rules will be most important for the good of the whole group. Choose seven rules which you agree are most vital for your survival and for getting along well with each other. Put a star by these seven as you talk about them. After this ten minutes has passed, write your group's rules on a sheet of paper to share with the class.



A FEW MORE TIPS ABOUT COOPERATIVE START-UP

Some Ways to Ensure Positive Independence

1. One pencil, paper, or book given to a group
2. One paper written from a group
3. Task divided into jobs; it can't be finished unless all help
4. Pass one paper around the group; each member must do a part
5. Jigsaw materials; each person learns a part and then teaches it to the group
6. A reward (like bonus points) is everyone in the group succeeds

Some Ways to Ensure Individual Accountability

1. Students do the work first to bring to the group
2. Pick one student at random to orally answer questions studied by the group
3. Everyone writes, then certifies correctness of all papers; you pick one to grade
4. Listen and watch as students take turns orally rehearsing information
5. Assign jobs or roles to each student
6. Students get bonus points if all group members do well individually

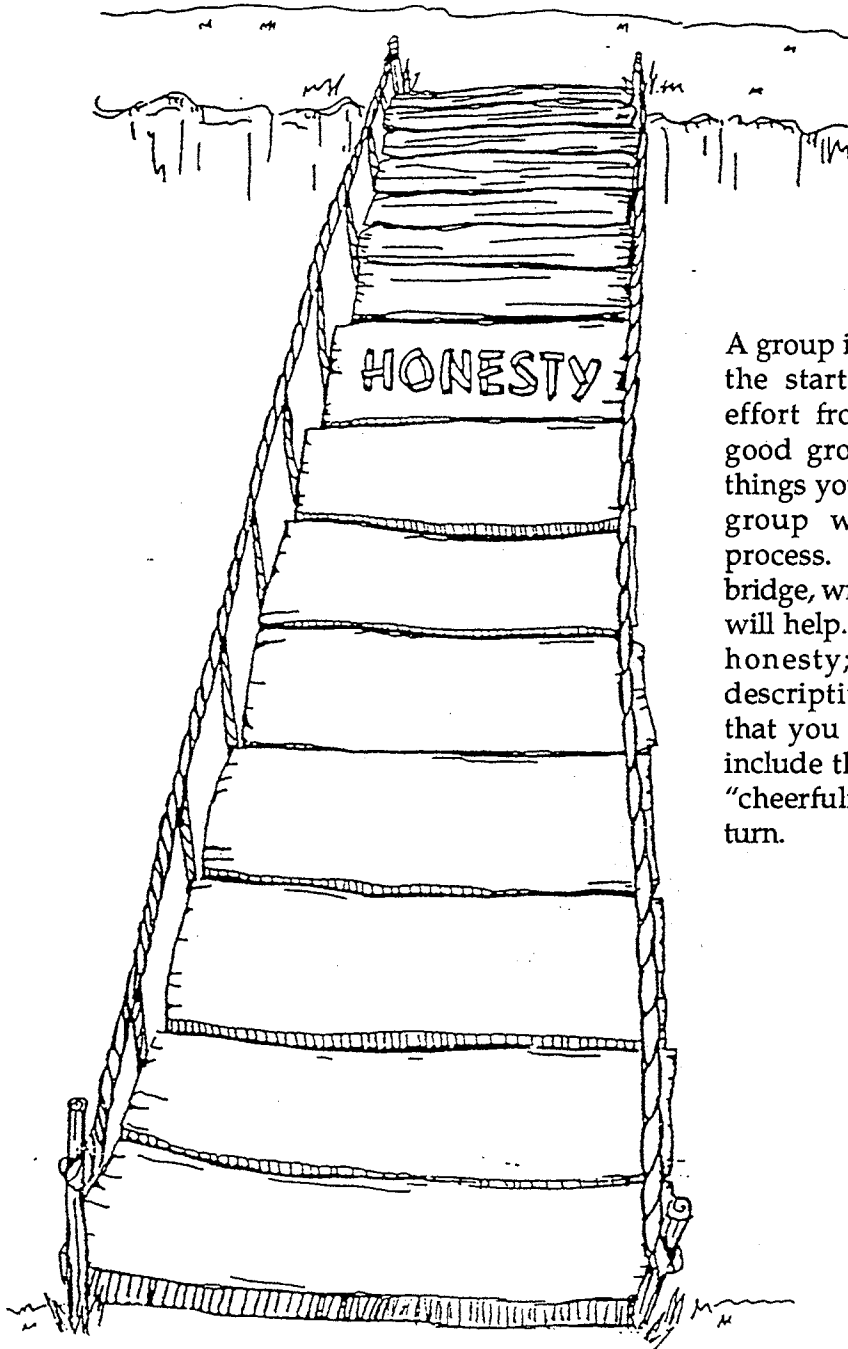
Some Expected Behaviors To Tell Students (Pick four or five that fit)

1. Everyone contributes and helps
2. Everyone listens to others with care
3. Encourage everyone in your group to participate
4. Praise helpful actions or good ideas
5. Ask for help if you need it
6. Check to make sure everyone understands
7. Stay with your group
8. Use quiet voices

Some Things To Do When Monitoring

1. Give immediate feedback and reinforcement for learning
2. Encourage oral elaboration and explanation
3. Reteach or add to teaching
4. Determine what group skills students have mastered
5. Encourage and praise use of good group skills
6. Determine what group skills to teach students next
7. Find out interesting things about your students



BUILDING A BRIDGE AMONG GROUP MEMBERS



A group is not strong right from the start. It will take some effort from you to make it a good group. There are many things you can contribute to the group which will help this process. On each piece of the bridge, write one thing you think will help. We have started with honesty; you add other descriptive words or actions that you think of. (You might include things like "a smile" or "cheerfulness.") Now it's your turn.

Meeting My Group

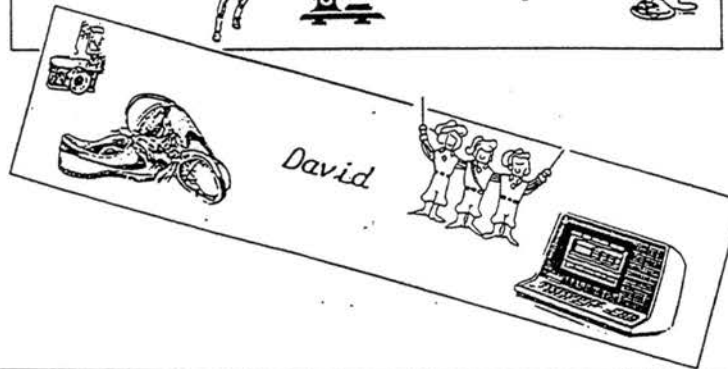
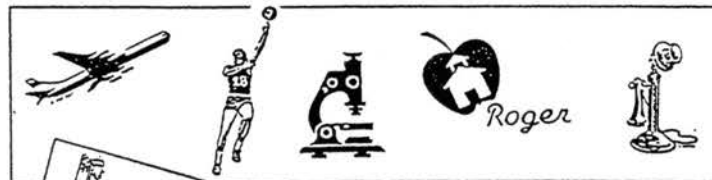
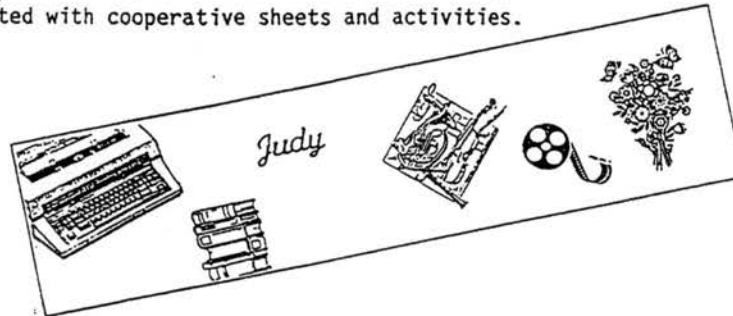
Complete the statements below by finding the member of your group who best fits into each category. Put that person's name on the appropriate line. You will be surprised how much you will learn about your group and how much they will learn about you!

1. A person in this group who has the same color eyes as mine is _____.
2. The person in this group whose last name starts with the letter closest to mine is _____.
- 
 3. A person in this group who was born in a different state is _____.
4. A person in this group who is taller than I am is _____.
5. A person in this group who has a pet is _____.
6. The person in this group who lives farthest from me is _____.
- 
 7. A person in this group who likes my three favorite TV programs is _____.
8. A person in this group who likes avocados is _____.
9. A person in this group who likes the same sports I do is _____.
10. A person in this group whose favorite subject is the same as mine is _____.



Linking the Class

Each group member should write his or her name on one of the links of the chain. Then he or she should paste on or draw a picture of something they treasure. After that step is complete, the group should staple or paste these links together. Next the group should design and color two group links which should be added at either end of the group chain. After each group has finished its link, a class chain can be built and hung from the ceiling or framing a bulletin board posted with cooperative sheets and activities.



Recognizing My Worth

Think about the unique gifts and talents you bring to your class. List them below.

Cut out the scroll and paste it on a sheet of construction paper. Make a display of all the scrolls in the class.



I, _____, bring these special gifts and talents to my school community:

HOW TO BE A GOOD LEADER IN A GROUP

Leaders do the things thinkers and active participants do;
however, they also do more

1. Encourages Active Participation

How would you like to do it?

Let's give _____ a chance to talk.

Do you have any ideas?

Would you like to use my ...?

2. Keeps the Group on Task

We're supposed to

What we have to do is

Let's talk about that later.

I think we're getting off the subject.

Let's get back to what we're supposed to do.

Let's get going so we can get finished.

Let's get organized.

Let's do our roles.

3. Keeps the Group Under Control

Let's stop arguing.

Let's get back to work.

Let's use 6" voices.

Let's listen to what she/he has to say.

Give _____ a chance.

Hey, that's a "put-down."

4. Summarizes

Most of us think

It seems like most of us agree

Sounds like most of us want to

Some of us want to ..., but others want to

5. Encourages and Compliments

Would you like me to help you ...?

Would you like to use my ...?

That's a good idea.

That's great!

That's terrific!

We did a great job!

Yes!

ROLES

Gatekeeper—ensures each person has a turn and that all participate about equally

Says things like:

- What do you think, John?
- Susan, do you agree?
- I would like to hear from Pete.
- That is interesting, John. Do you agree, Susan?

Cheerleader—ensures teammates know they are appreciated. Have the team celebrate when they make a gain.

Says things like:

- Let's give a team handshake.
- Let's all tell John how much we appreciate his hard work.
- Let's all give Pete a pat on the back.

Taskmaster—ensures the groups stay on task and keeps the time.

Says things like:

- Have we done problem three yet?
- Let's see if we can finish before the bell.
- We have 15 minutes left.
- Let's get back to work.

Recorder or Secretary—records the teammates' decisions and supporting material.

Says things like:

- Say that again so I can write it down.
- Let me make sure I record that right.
- Is this what I should write down?

Encourager—encourages others to share ideas, to give opinions, and to help others. Encourages the group to work hard.

Says things like:

- I know you can do it, Sally.
- Let's try again; we can do it.
- We have only two problems left.
- Thanks for that idea.

Checker—checks to make sure that everyone agrees with the answer and that they all understand.

Says things like:

- Everyone initial the decision if they agree.
- Susan, do you understand how to do problem seven on your own?
- Do we all agree on that?
- What do we need to do to make sure everyone understands how to

Quiet Captain—makes sure the group does not disturb other groups.

Says things like:

- We need to use our 6" voices.
- We are talking too loud.
- Let's lower our voices.
- We are bothering the groups around us.

2
VITA

Victor Frazier, Jr.

Candidate for the Degree of

Doctor of Education

Thesis: A STUDY OF THE READING ACHIEVEMENT IN GAIN
SCORES OF LIMITED ENGLISH-SPEAKING ADULTS
COMPARING COOPERATIVE LEARNING AND
THE LAUBACH TUTORIAL METHODS

Major Field: Occupational and Adult Education

Biographical:

Personal Data: Born in Edna, Texas, September 4, 1941, the son of Victor Frazier, Sr. and Lula Sayles Frazier.

Education: Graduated from George Washington Carver High School, Edna, Texas, in 1960; received Bachelor of Science degree in English and Speech from Texas A & M University at Kingsville, Texas, in 1968; received Master of Arts degree in Religion from Pepperdine University in Malibu, California, in 1979; received Master of Science degree in Administration from Texas A&M University in Corpus Christi, Texas, in 1984; completed requirements for the Doctor of Education degree at Oklahoma State University, Stillwater, Oklahoma, in July, 1995.

Professional Experience: Classroom teacher, both middle school and senior high school; Instructor of Literature, State Tech in Memphis, Tennessee; Educational Therapist, V.A. Hospital, Memphis, Tennessee; 30 years of ministry for the Church of Christ; write monthly editorials for The Victoria Advocate; member of the Board of Trustees for Victoria Christian School.