The Use of Simultaneously Guided Television Viewing and Script Reading as a Means of Improving Comprehension and Vocabulary

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Abstract
The purpose of this study was to investigate the effects of simultaneously guided television viewing and script reading on the comprehension and vocabulary scores of twenty academically weak seventh grade students. A secondary purpose was to determine what change, if any, materialized in the student’s attitude toward reading and leisure activities as a result of participation in the program.

Twenty students who had obtained a comprehension score at or below the 7.0 reading level on the Gates-MacGinitie Reading Test, and who did not have an apparent physical or mental handicap as indicated by school records, were selected to participate in the eight week program.

Seven situation comedy or family drama television programs were selected and manuscripts of each program were prepared by the examiner. The students attended class daily and completed the requirements of each program at the conclusion of five sessions.

A significant difference was found between the pre and posttest scores on comprehension. No significant difference was found between the pre and posttest scores on vocabulary, attitude and leisure activities.

Comments
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Proficient readers use one or more metacognitive strategies to comprehend text. The use of such strategies has developed over time as the reader learns which ones are best suited to aid in comprehension (Pressley, Wharton-McDonald, Mestre, Hpton, & Echevarria, 1998). Pressley et al. (1998) found that students’ comprehension was not enhanced by merely reading more text.

Table 1. Means and (Standard Deviations) for Vocabulary and Reading Comprehension

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The intervention group improved significantly over the comparison group in vocabulary, F (1, 117) = 22.521, p < .001, with an effect size of .161, and in reading comprehension, F (1, 117) = 4.28, p < .041, with an effect size of .041.