The discontinued pupils improved from stanine 2.84 (SD = 1.13) to 4.74 (SD = .99), a gain of 1.90 stanines whereas the non-discontinued group had a stanine of 4.91 and the non-discontinued had a stanine of 4.32, a large effect size eta2 = .12.

Experiment 1

Method
Participants – Over an 8-year period, 239 pupils attended the Massey University after-school reading program. Ages ranged from 6 through to 15 years. The average socioeconomic level of parents was in the middle range, for example, self-employed, nurse, account manager, and fitter and turner.

Results
To answer the research question, pupils at the end of the study were split into two reading comprehension groups:

1. Discontinued – those below stanine 4
2. Not-discontinued - those at or above stanine 4

The after-school reading tuition in this study was successful only for those who started the program behind, but not too far behind in reading, and who started the program with average or better receptive vocabulary and higher phonemic awareness. Tunmer, Hoover, and Chapman (2010) hypothesise that the poor reader with better vocabulary is able to disambiguate decoding miscues such as “stowmatch” for stomach, that is, due to better knowledge of vocabulary, for example, what stomach means. This in turn helps reading comprehension.

Discussion
The study was successful only for those who started the program behind, but not too far behind in reading, and who started the program with average or better receptive vocabulary and higher phonemic awareness. Tunmer, Hoover, and Chapman (2010) hypothesise that the poor reader with better vocabulary is able to disambiguate decoding miscues such as “stowmatch” for stomach, that is, due to better knowledge of vocabulary, for example, what stomach means. This in turn helps reading comprehension.

References

Phonic awareness
Experiment 2

Method
Participants - 190 total pupils who attended the Waikato University reading program over a five year period. Ages ranged from 6 through to 15 years. The average socioeconomic level of parents was in the middle range, for example, self-employed, nurse, account manager, and fitter and turner.

Results
There were 79 discontinued (42 percent) and 111 non-discontinued (58 percent). The average age of the discontinued was 9.15 (SD = 1.90) and the non-discontinued was 8.96 (SD = 1.61) years.

For phonemic awareness at the start, the discontinued N=79 had an average score of 23.18 (SD = 9.15) while non-discontinued N=105 started with an average score of 27.56 (SD = 10.33), a large effect size, eta2 = .12.

Language measures - For receptive vocabulary at the start of the program, there were data for 134 children out of 239. The discontinued group had a mean of 4.71 and the non-discontinued had a mean of 3.92, a large effect size eta2 = .12.