

Article Review

**Complete APA bibliographic reference:**

Neville, M.H., (1968). Effects of oral and echoic responses in beginning reading. *Journal of Educational Psychology*, 59 (5), 362-369.

**Three to five descriptor terms that best describe the topic:**

Main: Silent reading ,oral reading

**Type of Article:**

Quantitative Research

**Levels:**

Lower Elementary (1-3)

**Briefly stated major purpose(s) of the study:**

The purpose of the study “was to investigate the effect of practicing an oral response before silent reading, or practicing an echoic response before silent reading, on the reading criteria of word recognition and identification, comprehension, fluency, and vocalization and to compare the effects of the oral and echoic responses at two learning-aptitude levels and for each sex” (362).

**Research article –**

“96 grade-1 children in 3 groups, at each of 2 learning aptitude levels, were compared to test the hypothesis of giving an echoic or oral response before silent reading. Analysis of variance indicated that echoic groups read more fluently and that echoic and oral training reduced vocalization. No significant group differences were found for word recognition and identification, or comprehension” (367).

**Quantitative Study Information:**

Independent Variables Included:

First grade students

List Dependent Variables:

Giving an echoic or oral response before silent reading will, by encouraging the application of intonation patterns to beginners’ reading, improve achievement and also reduce vocalization.

Treatment:

Three groups of first graders were given three tests during the first 3 weeks of school, to predict reading success. Preprimer vocabulary was taught.

Silent, oral, and echoic reading was taught, modeled and performed.

Gray Oral Reading Test and Lindquist Type III were given and analyzed.

Is reliability information reported? No

Is validity information reported? No