

Article Review

Complete APA bibliographic reference:

Stahl, S.A., & Miller, P.D., (1989). Whole language and language experience approaches for beginning reading: A quantitative research synthesis. *Review of Educational Research*, 59 (1), 87-116.

Three to five descriptor terms that best describe the topic:

Main: Whole language, language experience approaches (LEA)

Type of Article:

Quantitative Research

Levels:

Lower Elementary (1-3)

Upper Elementary (4-6)

Briefly stated major purpose(s) of the study:

“To examine the effects of whole language and language experience approaches on beginning reading achievement” (87).

Research article – summarize the major findings in 1- 4 sentences:

“The results of both analyses suggest that, overall, whole language/language experience approaches and basal reader approaches are approximately equal in their effects, with several exceptions. The whole language/language experience approaches may be more effective in kindergarten than in first grade, they may produce stronger effects on measures of word recognition than on measures of reading comprehension, and there is a trend toward stronger effects for the basal reading program relative to whole language/language experience methods” (112). Other findings show that whole language/language experience approaches produce weaker effects with populations labeled specifically as disadvantaged than they do with those not specifically labeled.

Quantitative Study Information:

Independent Variables Included:

Students who have completed first, second, third, and sixth grade.

Dependent Variables

Effects of language experience approaches, whole language/LEA program on readiness and first grade reading.

Treatment:

Meta-analysis, vote-counting procedures, whole language programs, formal/reading program

Is reliability information reported? no

Is validity information reported? no