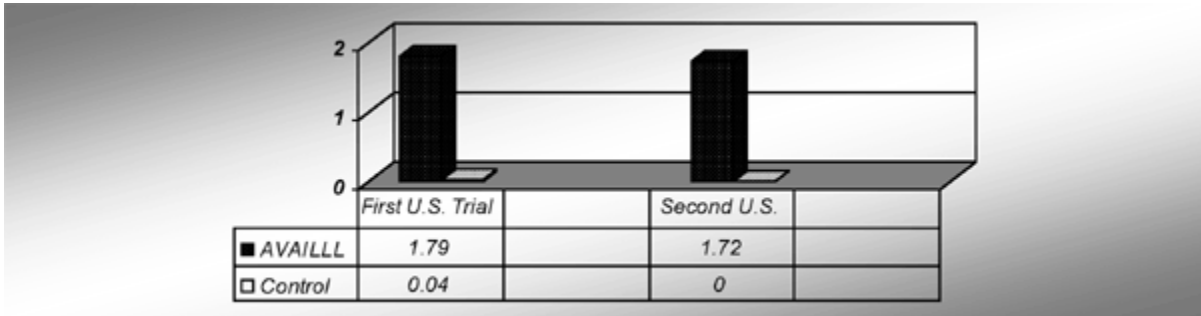


U.S. Research Studies I & II of the AVAILLL Program

Total Class Results in Reading Comprehension Change by Years in Six Weeks (GE)



Evaluative Instrument: The Group Reading And Diagnostic Evaluation (G.R.A.D.E.) comprehension test in which results are measured by the change in reading ability by Grade Equivalent (grade level).

Results Of U.S. Research Studies I & II By Student Subgroups in the Experimental Classes Using AVAILLL

Note: GE stands for Grade Equivalent - the change in students' reading level by year.

Below Average Readers* = +2.19 GE / Average & Above Readers = + .65 GE

Special Education**	African American	English Lang. Learners	Hispanic	Caucasian
+2.35 GE	+2.11 GE	v+1.89 GE	+1.65 GE	+1.64 GE

*Below level considered to be .5 years or more below age or grade level.

****Within the Special Education group, students diagnosed with dyslexia made highly notable gains.**

U.S. Research Study I - Abstract

Purpose: To determine the effect thirty newly developed literacy activities had on students reading comprehension levels. Each literacy activity used features of popular media to develop specific reading skills. **Design:** The research plan had a pretest - treatment - posttest design with experimental classes receiving the newly developed activities and control classes receiving normal instruction. The non-randomized assignment of experimental/control status to participating classes classified the research as quasi-experimental. **Population:** 207 fourteen year old high school students assigned to lower level science classes of which 141 were in the experimental group and 66 in the equivalent control group. Two science teachers participated - one control and one experimental. **Location:** Riverside County, California. **Duration** January - February, 2004 (six consecutive weeks) **Evaluation:**The norm-referenced instrument used was the Group Reading And Diagnostic Evaluation comprehension test. Raw scores were converted into Grade Equivalents (GE); one GE represents a change of one year. **Results:** Experimental students increased their reading age by a mean average of 1.79 GE (years). The control students increased by .106 GE. Experimental below age readers increased by +2.16 years (pretesting

indicated an average of -3.1 years below grade level). Experimental above age readers increased by .54 years. All raw data including the original pre/posttests and student evaluations were provided to a review committee at the University of Canterbury in 2007 for quantitative and qualitative analysis. The data results are graphically depicted above with further data and implications discussed by committee members below.

U.S. Research Study II - Abstract

Purpose: To replicate the research study above and confirm its data results. **Design:** Again, the research plan had a pretest - treatment - posttest design with experimental classes receiving the previously developed activities and control classes receiving normal instruction. **Population:** 180 fourteen year old high school students assigned to lower level science classes of which 158 were in the experimental group and 22 in the equivalent control group. Two science teachers participated - one control group and one experimental. **Location:** Riverside County, California. **Duration:** August - October 2004 (six consecutive weeks) **Evaluation:** The norm-referenced instrument used was the Group Reading And Diagnostic Evaluation comprehension test. All experimental students also wrote an anonymous evaluation of the program. **Results:** Experimental students increased their reading age by mean average of 1.722 GE (years). The control students made no changes (0 GE) Experimental below age readers increased by 2.22 years. Experimental above age readers increased by .77 years. All raw data including the original pre/posttests and student evaluations were also provided to a review committee at the University of Canterbury in 2007 for quantitative and qualitative analysis. The data results are graphically depicted above with further data and implications discussed by committee members below.

Tangential Study: The purpose of this smaller study was to try to identify the "active ingredient" driving the rapid gains evidenced in the previous research trials. In this smaller study, a high school teacher showed two tenth grade classes only subtitled movies for an hour per day for six weeks. Pre testing and post testing was conducted similarly to the previous studies. **Results:** Total class averages were .85 GE - or approximately half the gains previously made by students using the entire unit of activities for six weeks of 1.75 GE. **Implications:** *The entire program or unit, now entitled the Audio Visual Achievement In Literacy, Language & Learning appears to be significantly more effective with students in comprehension than simply watching movies with subtitles on.*