

USING THE LANGUAGE EXPERIENCE APPROACH
TO MOTIVATE ADOLESCENT NON-READERS

A Project
Submitted in Partial Fulfillment of the Requirements for
the Degree of Master of Education

of
The University of the West Indies

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2006

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ABSTRACT

Using the Language Experience Approach to Motivate Adolescent Non-Readers

Twelve non-reading adolescents attending the HEART Academy were taught to read using the Language Experience Approach (LEA) and were asked to respond to an Attitude to Read Questionnaire. Reading ability was measured using the MICO Diagnostic Reading Test before and following the teaching sessions. When responses to the Attitude towards Reading Questionnaire and the results of the MICO test were compared with those of students taught using a traditional method, results showed no differences between the final reading scores of the two groups but that the attitude towards reading by the group of students taught using LEA was significantly higher than the group of students taught using a traditional methods Results are discussed in terms of presenting the language experience approach as a suitable method for motivating non reading adolescents to increase their reading.

Key words: Language Experience Approach; Attitude towards reading; adolescent non-readers; MICO Diagnostic Reading Test;