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Development Reading workshop

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Developmental reading practices often prioritize discussions about reading, but my research underscores

the critical need for more actual reading time. This necessity is further highlighted by the extensive study

of two undergraduate schools' reading instructors who focused on assisting reading methods using

Nancie Atwell's {1987} workshop style, which emphasizes this key aspect. Their comprehensive study

 provides a solid foundation for the findings presented in this paper.

This research paper presents a new approach to reading instruction, where learners are given ample

time to read, books are chosen with care, and systems for written learner response are implemented. It

also underscores the significant benefits of these methods, as evidenced by the results of the primary

year study.

The study unequivocally demonstrates a significant improvement in test scores, particularly in

undergraduate schools, providing a strong reassurance about the effectiveness of the proposed

methods. There is also a substantial boost in vocabulary development, further validating the approach.

 These findings should still be adequate for the methods proposed, particularly in vocabulary

development. Students need to read intensively in the classroom and at home. However, a few quick

studies revealed that students read a small amount and sometimes only a few paragraphs.

Recently, I had the chance to read In the Middle by Nancie At well {1987}, and I was fascinated by her

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outstanding achievement with the reading practice and method in Middle school classes. Firs, to extend

the habit of sustained reading with more easy-to-understand and simple to comprehend. Then, move to

 advanced expository forms, usually available in undergraduate courses.

 References

Morris, Lee Ann, Zinn, Ava. Journal of Developmental Education, Boone, N.C Vol.18, Iss.3, {Spring 1995}.