

CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Introduction

Few people would challenge the statement that reading is the most important subject in the curriculum of the elementary school ; success in this subject conditions to a large extent, progress in most other subjects and, as recent studies shows, influences the whole attitude of the pupil towards school life. It is the common experience of every School teachers in India that poor reader usually repeat the grades and many a time they develop anti- social behaviours. Thus progress in reading in infant and junior classes become a basic intellectual and emotional problem. The relationship between reading ability and general intelligence is by no means absolute. Educational research has demonstrated that there are numerous factors intellectual and emotional, physical and environmental, that enter into reading.

Reading is a symbolic behavior, unless the reader has in the mind familiar experiences with which to interpret the symbols, he cannot read. It is only as the reader assigns meaning to the symbols that words come to represent meaning.

Eyes traverse the printed material in the lines by a series of movements and pauses, there is a movement then a pause, and so on until the line is completed when the eye returns to commence a new line. No recognition of words takes place while the eyes are in motion ; it is not until a pause or fixation is made that actual perception of words as parts of words is performed. Now the number and duration of fixations during a line is dependent upon the difficulty of the material and upon the age and maturity of the readers.

During a pause or fixation the eye is directed towards a central point, which may be part of a word or even the space between the words. The amount perceived during these brief pause varies with the maturity of the readers and the difficulty of the material.

There is no concrete reasoning as to why a child becomes a weak or a slow learner. There are various factors. One of the major one is the state of Dyslexia.

2.2 DYSLEXIA :

Dyslexia is a common ailment in children which means difficulty with words or language. Dyslexia is a learning disability, or an inability to read and write, despite conventional instruction, adequate intelligence and socio-cultural

opportunity. Diagnosis of this ailment at the right time is necessary as it is difficult to identify such a malady.

The word 'dyslexia' comes from the Greek and means difficulty with word and language. Dyslexia is thus a learning disability, basically a failure to learn to read and write. Dyslexic children do not show backwardness in other subjects and may even be very gifted in fields as diverse as the sciences, Arts and business.

Since, a very young child's relative memory is good, the problem might not be recognized at all in the early classes. But when the child's peers are reading on their own, and he is insisting on his parents to read out to him or her or reads on the basis of illustrations in a book with no relation to the text at all. He may consistently miss out prefixes, suffixes, read very hesitantly in the wrong order or might indulge in mirror reading.

In the very junior classes, the child's memory, extra tuition and other factors might help in pushing him/her into the next class. However the child's performance will remain at best mediocre and internal fear may begin at this stage.

Since the teachers are not trained to look out for the dyslexic child they might send him or her to 'remedial classes', dub them slow learner or mentally retarded : slow learners are consistently low performers in all subjects, even oral work at which the dyslexic child might excel.

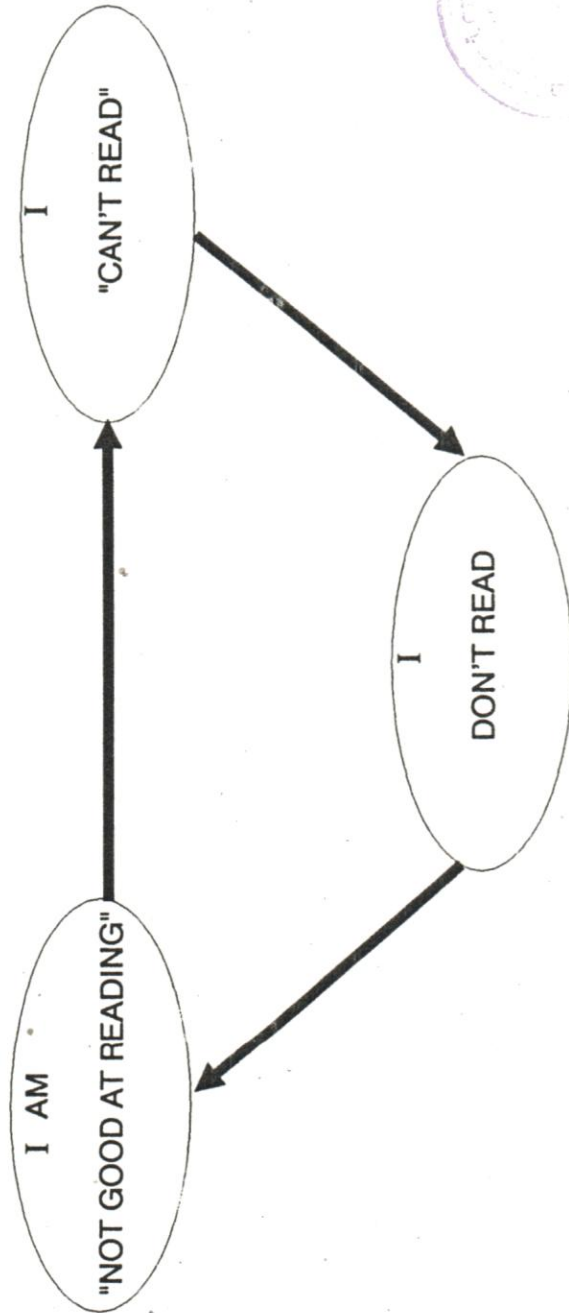
Thus, begins the dyslexic child's journey into a nightmare of loneliness, anxiety and frustration, self esteem gets steadily eroded and he has to find other outlets to bolster his ego. At least 10 percent of children with learning problems suffers from dyslexia.

There are cases of dyslexia in almost every class. The problem lies, however in identifying them, as the teachers are unaware of this learning disability. It has been argued that early identification of reading difficulties is the key to preventing the onset of severe later reading problems. In many cases children with reading problems are identified when their problems are well established and their level of reading is well behind their peers.

When the reading problem is 'picked up' children have learned and established an unhelpful pattern of reading error behavior, which they have to unlearn. This clearly is an advantage of early identification of this stage.

1. The error pattern would find it easier to re-learn new reading habits.
2. The children would find it easier to re-learn new reading habits.

FIG 2.1 READING CYCLE



3. The children's confidence and self-esteem would not be diminished, as tends to happen with child who have a long history of reading difficulty. It does not take a long time for the child who perceives himself as the following cycle. (fig 2.1)

This is clearly a cycle of failure resulting in demotivation and low-esteem. If early identification can avoid this then it is surely crucial that resources and skills are focused on that area.

It's not an easy process to identify children in the early stages of education, who may display reading problems.

Dyslexic people have difficulties, to varying degrees, in processing, sequencing and retrieving printed symbols ; both genetic and brain mechanisms are involved. Skills in working memory and sometimes in hands, eyes and perception are impaired as a result. The effect are particularly noticeable in the development of reading, writing, spelling, and sometimes numeracy. However, dyslexia can disrupt all organizational aspects of life time, keeping, senses of direction and sometimes skills.

Dyslexia can be positive too because a different way of learning can lead to specific spatial, imaginative and lateral thinking skills.

One person in every 25 needs special teaching for dyslexia at some point in his education i.e. 350,000 children in school today.

With identification and appropriate teaching dyslexic students can do achieve.

Pumfrey (1991) has discussed some of the common problems and strengths of dyslexics :

2.2.1 Some Common Problems

1. He is not listening :
 - i) He may have difficulty in remembering a list of instructions,
 - ii) He may have problems getting his thoughts together coherently for story or essay writing,
 - iii) He may have sequencing problems and may need to be taught strategies to cope/alternative of remembering.

2 He is Lazy :

- i) He may have difficulty in organizing his work and need specific teaching to help him,
- ii) He may be able to answer the questions orally but he can't write them down,
- iii) The child may have found that the less he writes, the less troubles he gets into for making mistakes.

3. He is not concentrating :

He may have difficulty in copying accurately. This is often because he cannot remember chunks but needs to look at each letter, write it, then look at the board again, find the place, and so on...

4. He is Careless :

He may have very poor hand writing as he does not have sufficient hand skills to control the pencil.

5. He is not checking his work :

He may spell the same word in several different ways if he does not have the visual memory to know what is right or the kinesthetic memory for it feel right as he is writing. He does not look carefully ; He may have a visual memory deficiency and therefore experience difficulty when interpreting symbols.

6. He is being awkward/impossible on purpose.

He may be able to produce very good work one day and the next "trip up over every word "Off days" are quite common and require extra encouragements and understandings.

2.2.2 Some Common Strengths :

1 He has a good visual eye :

He may be able to arrange the furniture in the classroom very effectively.

2. He is very imaginative and skillful with his hands :

He may be able to make the best models.

3. He is practical :

He may be able to work the computers before the others-even perhaps repair it. He may be able to start the car when others have failed.

4. He is mad on sports :

He may excel at individual sports.

5. He has got a fantastic imagination :

He may be able to tell wonderful stories if his long term memory is good.

2.3 Types of Dyslexia

Visual and Auditory Dyslexia

Myklebust provides guidelines for remediation of specific types of learning disorder, including those he calls visual and auditory dyslexia. He notes that reading is a symbol system twice removed from the realities the symbols system represents. The young child first integrate non-verbal experience then acquires an auditory system that is the representative of the earlier non- verbal experience. Later, in learning to read, he acquires a visual verbal system that represents both the original non-verbal learning and the auditory symbol system. In this process, most children are able to differentiate one sound symbol from another, if such differentiation is faulty or very slow to develop learning problems may occur.

In addition to the basic discrimination required, interpretive or memory problems may exist in relation to either modality.

A remedial plan for either the visual or the auditory dyslexic child must attend to the development of normal integration of (i) experience (ii) the spoken word, and (iii) the printed word. The following description of recommended remedial procedures for visual and auditory dyslexia are example of the specificity provided by Myklebust for various types of learning disabilities.

2.3.1 Visual Dyslexia :

Visual dyslexia are viewed and approached as auditory learner. Myklebust believes that remediation of learning disabilities should circumvent the major deficit but must include simultaneous work on areas of weakness. For example children with a visual deficit usually have difficulty in learning to read through a sight-word approach since they cannot hold a sequence of letter in mind. However, many of these children can learn sounds and sound blending.

The remedial procedure used with visual dyslexic involves teaching isolated sounds and then blending them into meaningful words. Before initiating this approach, the teacher must evaluate the student's ability to blend sounds. If the child cannot blend sounds, the sight-word method should be used with emphasis on touch and kinesthesia. The following guidelines are used.

- i) Teaching of letter sounds begins with consonants that are different in appearance as well as sound.
- ii) The child is asked to think of words beginning with each sound.
- iii) The child is taught to associate the sound with the letter having that sound. At first the youngster should be taught only one sound with each letter or letter combination.
- iv) One or two vowel sounds are presented after three or four consonants have been learned.
- v) The child is taught to blend sounds into meaningful words. He then must tell what each word means and use it in a sentence.
- vi) Two letter-consonant blends are introduced.

2.3.2 Auditory Dyslexia :

Auditory Dyslexics are approached as visual learners. Visual learners are taught to read by the sight-word approach since they generally have difficulty learning by phonetic methods. Therefore a student is taught to make a direct association between the printed symbol and experience, or each new word is said for him. The auditory learner is taught from the part to the whole, whereas the visual learner works from the whole to the part. The procedure for the visual learner follows :

- 1) The auditory-visual correspondence is taught by demonstrating to the student that words we say also can be written.
 - 2) Nouns are selected that are in the child's spoken vocabulary and that are different in both auditory and visual configuration. The pupil matches the printed word with the corresponding object.
 - 3.) The printed word is matched with experience through labeling object in the room such as the flag, chalk and pencil. Action verbs also are associated with experiences. First the child is asked to hop, walk, or run
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- 4.) As the child progresses, experience stories are integrated into the reading activities. Frequently a picture representing a new word is drawn below that word to aid the reading process.

Schonell J. Fred, Oliver and Boyd in their book "Backwardness in the Basic Subject" discusses the following causes of disability in reading.

Many causative factors may be involved in failure to read and seldom is one factor solely responsible. In many cases the causes may be found in the circumstances of a child's upbringing which restrict his experiences and provide little or no encouragement for him to learn. Children who come from homes where conversation is limited or books unknown are likely to be slower in their linguistic growth and to find greater difficulty in learning to read than those who come from more favoured background.

The intellectual capacity of a child inevitably affect his ability to read. However it has been found that some children with relatively high score on intelligence test were backward readers and some children with not very high score were very good readers. (**Bullock Committee 1975**).

The relationship between reading success and intelligence can be more easily identified with averages than with individual children.

2.4 Some of the major causes :

1. Weakness in perceiving the orientation and letter sequences of words

Related to the backward reader's inability to discriminate between the visual patterns of words in the weakness of some pupils in perceiving the orientation and letter sequence of words.

This is shown in the tendency to reverse small words, to confuse letters which differ only in left to right position of particular parts, and to transfer letters and syllabus in reading words. The characteristics errors of backward readers displaying this perceptual weakness are received in small, a short word or part of a long word, but the field of partial recognition may be as much as four words. The backward reader is so taken up with a single word analysis or perception that he approached new words from an uninfluenced viewpoint. Naturally, there is from fixation to fixation a certain amount of overlap, which assists in blending words and groups of words together, and in thus establishing relations of meaning between them.

2. Relationship of certain perceptual errors to Handedness :-

Dearborn cited reversal of words, confusion and transposition of letters as "common observed errors". Some writers have related the reversal of words, and transposition of letters to left handedness. But recent researches does not substantiate any vital connection between left handedness as such and reading disability. Thus **Moody** and **Phillips** using five different reversal tests, compared 136 pairs of right and left handed pupils, matched according to sex, chronological age, mental ability reading ability and grade placement and considered that in this battery of tests involving reading or activities closely related to the mental reaction in the act of reading, handedness per se, with the two groups under consideration had little or no influence on the type of reading responses made.

According to **Orthon**, the establishment of dominance of the hemisphere for speech and writing occurs in early childhood "but apparently at varying ages, and expresses itself outwardly in a preference for the right or left hand as the case may be"

If clear-cut dominance is not established says **Orton**, engrams from one hemisphere might interfere with the linkage between "the sensory stimulus (the printed word) and its meaning, and hence there might be difficulty in recognizing letters and words in their correct orientation". Evidence of this lack of dominance argues **Orton**, is to be found in the backward reader's confusion of letters of the same form ('b', 'd', 'p', 'q') the tendency to read from right to left instead of from left & right and the facility which some of the backward readers showed in mirror reading and mirror writing.

3) Speech defects and their relation to reading disability :

The reaction between speech defect and auditory defects, whether due to an organic hearing deficiency or to a weakness of mental kind (perhaps at the basis of a neurological deficiency of a subtler kind) is apparent. The scale of speech attainment is paralleled by a scale of hearing ability.

Speech defects may be important secondary casual factor in disability in reading.

4) Stammering :

As stammering is a condition having its origin in nervous and emotional instability and operating mainly in social situations, any adverse influence arising from it is to be found in the early stage of learning to read and in all oral reading activities. The chief objective is to sustain the pupils confidence in himself, to prevent him feeling inferior when he is commencing new tasks and to obviate and

situation which requires him to expose his impediments to other. Liberal praise is essential, individual help and above all aid in overcoming the stammering through suggestions, relaxation and improved co-ordination, will indirectly enable him to maintain normal progress in reading. Stammering is not a speech defect, it is not a sign of inferior intelligence, and it cannot interfere with learning to read, if the pupils self-confidence is maintained.

5) Casual factors within the home and the school :

With emphasis upon scientific investigations into reading disabilities, the postulation of theories of disability in reading, and the search for an intrinsic cause of backwardness in reading, we are apt to overlook the fact that environmental factor-conditions within the home and the school may be extremely important contributory cause of the child's meagre reading progress. The most significant of these factors are marked irregularity of attendance and frequent change of school, discontinuity between infant and junior department neglect of reading disability eases in junior classes unsuitability of particular methods for particular children and, lastly, educational immaturity with respect to readiness for learning to read.

The tendency to over emphasize the intellectual aspects of backwardness in reading leads some psychologists and teachers to minimise the effect of environmental forces and to make inadequate provisions and organisation for assisting pupils to handicapped.

6) Educational :-

It has been suggested that the concept of backwardness in reading as applied to infant classes is best defined in terms of attitude and understanding - that is to say, the backward reader is one who has not developed the right attitudes towards reading. He fails to perceive that it is a way of getting something from the printed words and hence fails to understand what he is doing (the pupil who regard the differentiation between 'm' and 'n' as 'for' and 'form' as a purely arbitrary one.

The child's conception of reading is intimately connected with our attitudes towards pictures and newspapers, letter and books words and speech. The young child is extremely imitative and in normal surroundings, long before he is ready to go to school, even at eighteen months or two years - he has imitated his parents reading a letter or a newspapers. He has listened to stories from a book and realised that teaching is a way of telling stories or of giving news.

The objective of all these method is to arouse in the children, through play, story, utilising or activity motives, a desire to read and an understanding of

what reading means. In this way interest is evoked and emotional incentives are aroused to supplement intellectual abilities and at least minimise the possibility of backwardness through a lack of understanding of the situation.

7) Neglect of reading disability within the school

Rarely is the degree of disability wholly attributable to shortened schooling or to difficulties of discontinuity. Schools fails to realise the seriousness of backwardness in reading and to make the fullest provision for remedying it.

Reading is for the young children an important means of expression, both individual and social. Very often we find that failure in reading means psychological failure; the child is unable to adjust himself in this important sphere and his whole School attitude is affected in consequence. By the age of 10 or 11 some of the pupils who are still very backward in reading have almost become cases of general backwardness with accompanying emotional inhibition.

Major objective is to the junior classes should be to assist every pupil so that he can read and understands what he reads by the age of 10+. No other instruction that the school imparts has such functional value in after-school life as reading. What does it avail the child if he can multiply 869 by 97 correctly, or know the coal-field of England, but cannot read with speed and understanding ?

8) Emotional factors as determinants of reading disability :-

Backwardness in reading is very closely related to emotional attitudes. A pupils initial failure in reading may be due partly to emotional attitude formed during the pre-school period, and subsequent failure may be influenced considerably by this early failure in what is, for the child, his first large community.

The most difficult cases encountered during the earlier researches were over-dependent, pampered children whose attachment to their mother robbed them of the initiative and self reliance needed to make the necessary independent steps in reading. While reading, these children made no attempt to guess words through pattern or context. Their sole reading ability consisted in a very slow, inadequate, letter-by-letter analysis.

Sometimes it would seem that reading aloud too much to a young child will hinder him for making a real attempt to read him self. Sometimes while reading, when a child is faced with the situation of having to remember the words, he wants someone else to solve his difficulty. His reading is characterised by a great deal of aimless guessing, after which he will often request the adult to read the material for him. It is, however from the mental effects of failure that emotional difficulties arises. The sense of failure before comparisons, teacher and parents weighs

heavily upon pupils, and in time not only undermines self-confidence and self-esteem but breeds on apathy and dissatisfaction that cause the child to turn away from reading and to seek success elsewhere.

9. Plurality of causes in reading disability

Backwardness in reading is seldom due to a single factor. It is true that there is usually a factor of dominant importance, but in 70% of the boys and 83% of the girls, there was also one or more minor contributory factors. Sometimes these minor factors distinct forces acting conjointly with the primary cause to accentuate the backwardness and at other time the minor causes were the direct outcome of the major.

Casual conditions, primary and secondary combines to produce in certain pupils a marked deterioration in emotional adjustment, while for a considerable proportion of backward readers the adverse influences associated with their failure are a barrier to normal personality development.

Some areas of deficiency are shown in table 2.1

2.5 DIAGNOSIS AND ASSESSMENT OF DISABILITY IN READING

1 Word recognition :

To recognise a word is the first step of the reading process. Sensation, perception and concept formation are essential for effective word recognition.

A good reader is distinguished from readers by his better word recognition, word analysis and comprehension and these are frequently reflected in more efficient eye movements.

Eye movements skills develop rapidly during the first four or five grades. In reading the eyes do not make a continuous sweep across the page. Rather they move in quick short successive movements known as pause or fixation. A pause or fixation is the stop that the eyes makes so that it can react to the graphic stimuli. In the initial stage the duration of fixation will be long, gradually as the child's reading ability increases the duration of each fixation will decrease and the number of fixation per line will become smaller with fewer regression.

The child's reaction to the printed words are determined by the experiences that he has had with these objects or events for which the symbols stands.

Strang (1967) is of the view that able learners and better readers see words as whole, while the poor reader perceives word fragments and tend to be preoccupied with unimportant details. Able readers recognise familiar syllables and words almost as quickly as on individual letters and take in phrases and short sentences as readily as single words.

Distinction between the normal and backward reader lies in the nature of the partial or hazy recognition. The backward reader is so taken up with a single word analysis or perception that he approaches new words from an uninfluenced view point.

Recognition of word meaning children go through stages as they learn to interpret words. Concrete and specific concepts are developed first i.e. relating an object to its function. "A chair to sit".

Effective word recognition is basic to all progress in reading. In making an accurate interpretation of the meaning of a passage one must take into account the context, time and place, the author's intention and purpose etc.

2 Letter by letter attack

- a) The pupil may spell or say the words letters, by letters in which case his recognition of word is very slow and his errors are of this kind : eg. r-o-d pronounced 'rode'
- b) In these instances errors are obvious, for the pupils applied to all words the same single sound values that he originally learnt for each of the letters a, e, i, o, u, y - 'a' is pronounced as in 'cat' without variation and 'e' is pronounced as in 'wet' without variation and so on.

3. Correct phonic attack :

There are backward readers who, failing in ability to recognise words as whole, apply correct and extensive method of phonic analysis. For eg. Wound (w-ov-n-d-woud-wound)

4 Weak auditory analysis :

These errors consist of numerous substitution of Vowels and omission and transposition of other auditory units. Sometimes their procedures show that even when they can analyse the word into its correct sound value they are unable to blend them or remember the constituent unit or syllables. eg. dog - dug, cat - cot.

5. Visual errors :

They attempt to recognise the word by its total visual pattern or by some dominant visual characteristics. Sometimes the characteristics of the word that attracts them are at the beginning, at other times in the middle, and occasionally at the end; thus errors may be of the nature:

Three read as *there*

Stick read as *stand*

Catch read as *church*

Most often the error is a combination of the first and last parts, as in *scordley* (*Scarcely*). Naturally omissions of initial letters or even syllables, and reversals of small syllables, are commoner with these pupils than with most backward readers.

6. Use of meaning of words

Finally, it is profitable to note the contextual clues that pupils use. Is their guessing intelligent and useful? Is it excessive and harmful, in so far as it has become a reaction that prevents a real attempt at recognising words? or is it so little used that the child halts at every new word, either laboriously attempting to analyse it letter by letter, or waiting for some one to help him with it?

2.5.1 Conventional criteria for diagnosing Dyslexia : (Peter D. Pumphrey)

1. Discrepancy Criterion :

There must be a significant discrepancy between intelligence and literacy attainment.

2. Education Criterion :

Any individuals showing possible social emotional medical or educational causes of the literacy difficulties are excluded.

3. " Positive Signs" Criterion :

There should be some evidence of " Positive Signs" of dyslexia, e.g. directional confusion, bizarre spelling.

2.5.2 Assessment : A Component Approach (Gavin Reid) (Jan 1992)

Assessment of children with specific learning difficulties can take different forms and may provide information on the pupils performance in relation to .

- (a) his / her peers (NORM - REFERENCED TEST)
- (b) A given set of criteria (CRITERION REFERENCED)
- (c) the curriculum (CURRICULUM BASED ASSESSMENT)
- (d) learning style (METACOGNITIVE ASSESSMENT)

(a) Norm Referenced Test

are standardised strategies and can provide normative data such as " reading age, but can also be used diagnostically i.e. to detect the types of problems the child is displaying in attainment.

(1) Attainment tests:

There are a wide range of such tests available for teachers using both Norm and Diagnostic approaches and the ultimate choice may be down to personal preference. When assessing for learning difficulties, the following would be useful .

- (i) Reading : test single word recognition ; prose or sentence reading silent reading.

Test : Schonell graded Word reading test,

Neall Analysis of Reading Ability;

Edward REading Test ;

New Mcmillian Reading Test.

- (ii) Spelling ; Looking for type of spelling error i.e visual and auditory,

Test ; Schonell Grade Word Spelling Test, Vernon Graded Word Spelling Test Bangor Dyslexia Test Border Test of Reading Spelling pattern.

(b) Criterion Referenced Test For Specific Learning Difficulties ;

This consist of checklist which may provide some indications of the type of difficulties the pupil displays. One such example of this is the Bangor Dyslexia Test (**Miles 1983**). This test covers the diagnostic indicators but it is not meant to be a definitive diagnosis. It has also been severely criticised on technical grounds due to the manner in which it was developed.

(c) Observational Assessment :

The following is a list of heading which can be used as a guide in developing an observation schedule. This can be particularly useful to the class teacher as well as others such as learning support teachers and psychologist .

1) Interaction

- i) Pupil - teacher interaction;
- ii) does pupil switch off?
- iii) does pupil interact with peers?
- iv) nature of that interaction.

2) Learning style :

- i) Reliance on concrete aids:
- ii) Memory strategies
- iii) Listening /auditory skills,
- iv) Oral skills:
- v) Visual approaches.

3) Motor factors:

- i) Writing skills:
- ii) Colouring:
- iii) Tracing:
- iv) Copying:



4) Organisational factors:

- i) Sequence of activities
- ii) Desk
- iii) Jotter/ books in order.
- iv) Teacher input

5) Attention/Concentration

- i) Focus on task
- ii) Major sources of broken attention
- iii) Concentration span in different tasks.

6) Emotional Factors :

- i) Signs of tension
- ii) Self image
- iii) Motivation and interest
- iv) Self-expectation

Table No. 2.2

Guide to analysis of a Child's reading suggested by Marie Clay.

1. Location and Movement

Does he control directional movement ?

- Left to right ?
- Top to bottom ?
- Return to Sweep ?

Does he locate particular cues in print ? which cues ? Does he read word by word ? If so, is this a new achievement (+) or an old habit (-) ?

2. Language

- Does he control language well ?
- Does he read for meaning ?
- Does he control book language ?
- Does he have a good memory for text ?
- Does he read for the precise message ?

3. Behaviour and difficulties

- Does he seek help ?
- Does he try again ?
- Does he search for further cues ? how ?
- Note unusual behaviour ?

4. Error Substitution

- Do the error substitution the child uses make sense with the previous text ? (meaning)
- Do they continue an acceptable sentence in English ? (Structure)
- Could they occur in grammar for that sentence, up to that word ?
- Are some of the letters the same ?

5. Self Correction :

- Does he return to the beginning of the times ?
- Does he return back a few words ?
- Does he repeat the word ?
- Does he read on to end of the line (a difficult and confusion strategy for young readers)
- Does he repeat only the initial sound of a word ?
- Note unusual behaviour

6 Cross checking strategies

At an early stage of text reading does he ignore discrepancies.



d) Curriculum Based Assessment :

How a child with specific learning difficulties copes with the curriculum, can be assessed by using the diagnostic and criterion tests already discussed. The essential aspect is to identify that the child can do or what assistance he needs to be able to achieve the learning outcome.

Thus by examining the child's progress in relation to the curriculum, one can :

- i) clearly identify the child's actual performance i.e. what he/she can do.
- ii) examine the nature of the curriculum presented to the child.
- iii) identify that the type of assistance/teaching the child requires to achieve the derived learning outcome.
- iv) observe the child's learning style and strategies below in a guide to analysis of a child's reading suggested by Marie clay : (Table 2.6)

2.5.3 Miscue Analysis :

This approach to assessment is based on the 'top down' approach to reading and has been developed from so on early work of **Goodman** (1972). Goodman names five categories of miscue

1. Insertion (addition)
2. Omissions
3. Substitutions
4. Reversals
5. Repetition

Assessment can be directed to a diagnosis on the basis of the child's performance on reading related tasks. This theory links diagnosis with teaching. The main principles of the components approach to assessment are :

- i) it should distinguish the dyslexic child from the slow-learners child who displays reading difficulties.
- ii) it should distinguish the dyslexic child from the child who has a comprehension deficit in reading.
- iii) it should be easily adaptable for classroom use and available for the teachers and psychologists
- iv) The complete diagnostic procedure should be comprehensive enough to include quantitative as well as qualitative information that is relevant to the reading process.

According to **Gavin Reid** Reading attainments can be assessed through decoding i.e., Accuracy and Comprehension.

It might be argued that Decoding and Comprehension are the two most important components of reading. (fig 2.2)

2.6.DECODING VERSUS COMPREHENSION

In normal readers these two aspects should complement each other. Thus as a child reads (decode the print) meaning is simultaneously expressed.

2.6.1.ACCURACY

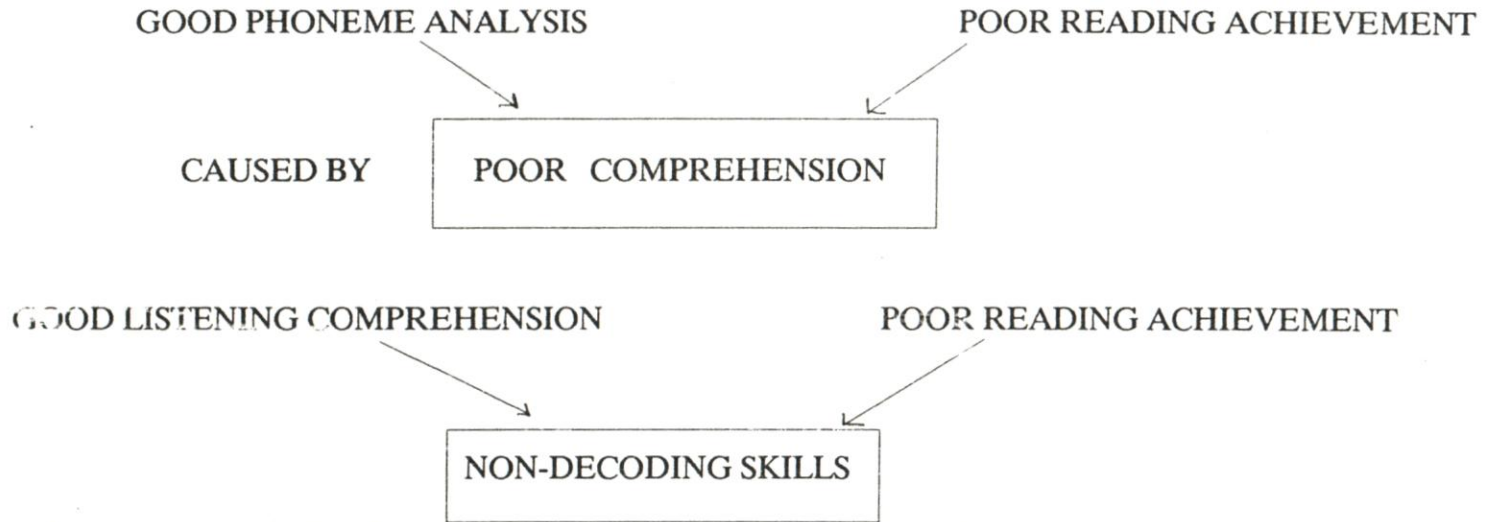
The backward readers could not react accurately to the whole pattern of a word, they confused one minor structural differences that existed between words like 'wet' and 'went' 'e' and 'she', 'form' and 'from' 'matched' and 'marched', 'all' and 'old' and were likely to replace one by the other in reading. In many instances they would take parts of the word and then try to guess the whole word. Thus "for", "from", "form" would all be read as "for" or "from". They rejected to particular letters or groups of letters in words rather than to their configuration plan these particular letters.

They tend to omit, substitute, add or transpose letters in their confusion of known words with those unknown (but which they believe they recognise)

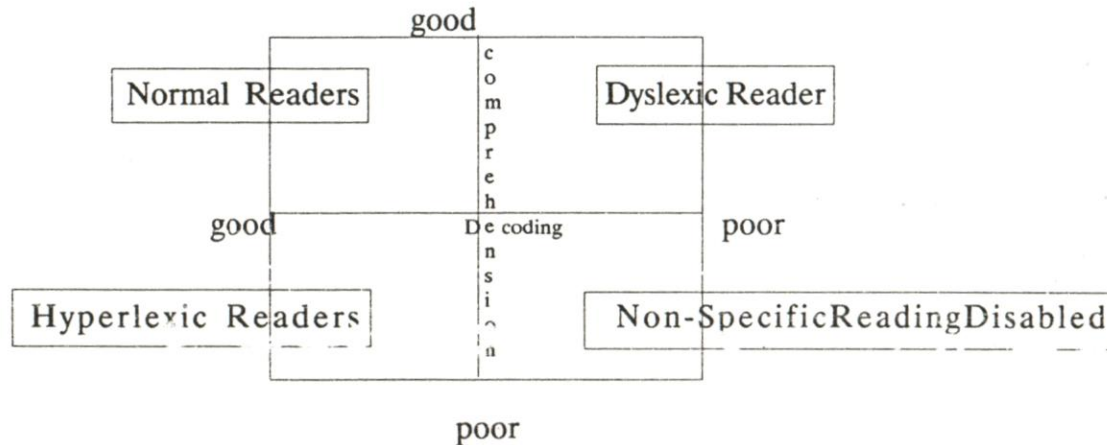
2.6.2. COMPREHENSION

Comprehension is the ultimate goal of all reading. This involves determining the meaning of words in author's language setting and at the same time linking the meaning into larger language patterns and fusing them to a chain of related ideas usually those that author has in mind. Whether one is reading for knowledge or for meaning is central. The degree of understanding depends upon

FIG. 2 - RATIONALE OF DIFFERENTIAL DIAGNOSIS



From The Above Rationale Aaron(1989) Has Indicated Four Different Categories of Reading Disorders.



many factors, such as the nature of the reading task, the clarity of expression, the readers purpose, interest and his background and past experience.

Comprehension takes place on three level :

- i) Literal meaning
- ii) Interpretation of meaning
- iii) Evaluation of meaning



1. Literal meaning :

Reproduction of author's words and translation of his thoughts into one's own words. He understands the main idea in a passage and follows the sequence of ideas expressed in it, though he may now go deep into it.

2. Interpretation of Meaning :

Reading critically to recognise authors motive intention and purposes, interpret his thought, passes judgement on his statement, assesses the relevance of the material read, summarizes the passage, selects the suitable title, and identifies the tone of the passage. He establishes a purpose for reading, draw and supports conclusions and makes inferences or prediction. This is also known as Critical Reading.

3. Evaluation of Meaning :

Evaluation involves critical reaction to the material read, which may include many intellectual processes such as discriminating imagining, analysing, judging and problem solving. It also involves deriving implications speculating about consequences, and drawing generalisation not stated by the author i.e. "reading beyond the lines".

Precisely speaking, comprehension is a controlled process i.e. attention demanding capacity limited, and decoding in an automatized process, i.e. not attention demanding, does not require readers control.

Gavin Reid says :In dyslexic children decoding does not readily become automatized and therefore requires

1. Attention demanding operation,

2. Control from the reader.

These are features of comprehension and thus it can be argued that dyslexic readers when decoding draw on some of the capacities which should be focusing on comprehension while reading.

Aaron (1989) argues that the differences which exist in reading achievement are due to factors associated with either decoding or comprehension or a combination of both. To differentiate between these two abilities it is necessary to assess them independently.

Researchers have proposed more educationally relevant assessment relating to phonological processing (**Seigal**, 1989) or listening comprehension (**Spring and French**, 1990) **Stanovich** cop. ltd. discusses the feasibility of replacing measures of intelligence with measures of listening comprehension which can then be contrasted with measures of decoding skills. He acknowledges that his is another kind of discrepancy definition but listening comprehension would at least be more closely related to the purpose of reading and writing.

Bradely and Bryant (1985) says :

"The most obvious and the most consistent of the difficulties which backward readers encounters, is with sounds in words. They find it hard to isolate these sounds to use them to build words, and to see that different words have sounds in common. This means that they are slow to learn about the relationship between letters and sounds and between groups of letters (chunks) and sounds. Any child who cannot grasp these relationship is bound to fall behind in learning to read, and even further behind in learning to spell"

It is not surprising that problem of dialect inference receive little attention in current discussion of the aetiology of specific learning difficulties (dyslexia). Few would dispute the generalisation that for most bilingual children technical problems of phonological transfer are a minor factor in the kinds of reading difficulties, they may experience. It could be still true that for some children with specific learning difficulties these problems represents a formidable challenges that is of special significance.

2.7. SUMMARY:

Review of related literature reveals the following problem areas in reading of dyslexia:

- Poor decoding
- Adequate listening comprehension
- Reading comprehension superior to decoding
- Spelling below average,
- Average or above average I.Q.,
- Top- down processing,
- Concept driven,
- Use of print-to-meaning,
- Direct access and word specific addressing of pronunciation,
- Clinical neurological symptoms usually absent.

So, it is better to diagnose the problems of students through thorough assessment in early age.