

CHAPTER III

DESIGN OF THE EXPERIMENT

3.1 INTRODUCTION :

The purpose of this study is to study reading attainments of Dyslexics. It is assumed that reading attainment of dyslexics may be affected by dyslexia. The measurement has been designed to study reading behavior in the form of errors (substitution, omission, distortion, addition, repetition, reversal, hesitation, self-correction) while reading and comprehension level of the text. Due to lack of time and manpower, the study is conducted on small scale.

In this chapter the objective of study, tools used for data-collection, sample taken, scoring and tabulation and delimitation of study has been described.

3.2 OBJECTIVE OF THE STUDY :

The objective of the present study are to :

- identify the learning disabled children from the grades III, IV and V (8-10 years age group) ;
- identify learning disabled children having problems in reading.
- develop criteria to measure reading attainments i.e. accuracy and comprehension)
- study problems in different areas of reading (Accuracy and comprehension)

Under accuracy following types of errors were included ;

- Substitution
- Omission
- Distortion
- Addition
- Repetition

- Reversal
- Hesitation
- Self-Correction

Under comprehension we include the understanding of a word or a phrase recognition to the understanding of the meaning intended by the author. This involves determining the meaning of words in their 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. The degree of understanding depends upon many factors, such as, the nature of the reading task, the clarity of its expression, the readers purpose, interest his background and past experiences.

Some researches have asserted that dyslexics commit very special type of errors while reading and that affect their reading attainments. The age of 8-10 is of great importance while studying reading attainments. It is known to be a period of rapidly increasing reading fluency.

3.3 VARIABLES :

Variables are attributes or qualities which exhibit difference in magnitude, and which vary along some dimensions. Variables taken into consideration in the present study are as follows :

1. Independent Variables

- a) Dyslexics
- b) Age

2. Dependent variables :

- a) Reading Attainments
 - i) Accuracy in the form of following errors; substitution, omission, addition, repetition, hesitation and self correction.
 - ii) Comprehension

3.4 TOOLS USED :

The following tools were used in the collection of data :

- Check list for the identification of L.D. Children in classroom (developed by N.C.E.R.T, New Delhi) (Appendix-A)
- Case study proforma (Appendix-B)
- Raven's Colour Progressive Matrices.
- Self developed reading attainment test (Appendix -C)

3.5 SAMPLE : SELECTION AND IDENTIFICATION

The technique of selecting sample together with its size is an important aspect of research and this enhance the reliability and validity of research findings. The adequacy of a sample will depend upon our knowledge of the population or supply as well as upon the method used in drawing the sample. Samples are of four types : random, stratified or representative, incidental and purposive.

A random sample is one drawn in such a way that each member of the population has an equal chance of being included. On the other hand, in a representative cases are selected in such a way that the characteristics of the samples are similar in important respect to the characteristics of the universe.

Incidental sampling should be applied to those groups which are used because they easily or readily obtainable. Whereas in purposive sampling a sample may be expressly chosen because in the light of available evidence, it mirrors some larger group with reference to a given characteristic.

Due to lack of time, money and manpower every individual in the population can hardly be studied, the best way to study population is through representative sample by the suitable techniques.

Operationalization of the first objective is an essential condition for the attainment of subsequent objectives of the study. Realising this fact steps were taken to identify the L.D children attaining the grade III, IV & V of age group 8-12 years in primary school meant for normal children in Jalandhar city. Four schools were selected for the present study, based on their access and feasibility for administering different tests. Out of four schools three were Public Schools and rest was Central School.

The L.D Children from four primary schools were identified using the following methodology -

Children studying in grade III, IV and V of age group 8 to 10 yrs., who were having problems in basic skills of learning specially in reading, were identified

using teacher's opinion. The teachers give their opinion on the basis of check-list developed by N.C.E.R.T., New Delhi for the identification in classroom (Appendix-A)

Table 3.1. SAMPLES SUGGESTED BY THE TEACHERS

S.NO	NAME OF THE SCHOOL	TOTAL NO. OF STUDENTS IDENTIFIED AS L.D.
1.	SCHOOL A	35
2.	SCHOOL B	38
3	SCHOOL C	10
4.	SCHOOL D	12
	<u>TOTAL</u>	<u>95</u>

- To maintain the confidentiality of the school name of the schools are kept secret.

- The physical, sensory, emotional, cultural and socio-economic level of these children were observed by the investigator, by using Case-Study Proforma, before administering the intelligence list. Through the personal observation school health records, asking by the teachers of the class and consulting to the parents other information were collected. Children having above mentioned disability were eliminated from the study.

Table 3.2 : NO. OF STUDENTS ELIMINATED AND RETAINED

S.NO	CRITERIA	CHILDREN ELIMINATED N = 95	CHILDREN RETAINED N = 95
1.	SENSORY PROBLEM	1	94
2.	EMOTIONAL PROBLEM	4	90
3	IRREGULARITY IN ATTENDENCE	6	64
4.	CULTURAL DEPRIVATION	2	62
5.	SOCIO ECONOMIC PROBLEM	5	77
	<u>TOTAL</u>	<u>18</u>	<u>77</u>

- Later, on these children intelligence test was administered to identify the level of intelligence and to locate the L.D. children on the basis of Raven's Colored Progressive Matrices (Raven 1965) children were classified superior, above average, average and below average on intellectual ability. Only superior, above average and average students were retained for further study.

Table 3.3 NO. OF STUDENTS IN DIFFERENT GRADE ON RCMP TEST

GRADE	INTERPRETATION OF GRADE	NO. OF STUDENTS	%
I	SUPERIOR	10	10.5
II	ABOVE AVERAGE	24	25.26
III	AVERAGE	14	14.7
IV	BELOW AVERAGE	29	30.5

From the above table it is clear that 48 L.D. children were belonging to average, above average or superior grade and 29 were belonging to below average.

The test of reading attainment i.e. accuracy and comprehension were administered only on those children who were belonging to grade I, II and III on R.C.M.P. test. Out of 77 students only 43 were identified as L.D. children. Only 48 students were considered for further studies.

3.5 SCORING OF RESPONSES AND TABULATION OF DATA :

After recording student's reading ability and getting their answer for comprehension test, it was scored manually. The criteria of scoring was considered as a mistake in accuracy and in comprehension was to know whether the child has got the main idea or not. Number of students read incorrectly and correctly with respect to all 8 types of errors were tabulated separately, for suitable statistical analysis discussed in Chapter IV.

3.6 STATISTICS USED :

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3.6 STATISTICS USED :

In the present study Descriptive statistics is used. First the mean of the error are found out and then the percentage of the errors are calculated. These are presented in graphic forms also . It is discussed in detail in Chapter IV.

3.7 DELIMITATION OF THE STUDY :

Every research work have some delimitations and the delimitation of this study are :

1. This sample was confined to 77 L.D. children of Jalandhar city which consisted 48 dyslexic children.
2. The identification of L.D. children were done by check-list developed by N.C.E.R.T., New Delhi. Reliability and validity of this check-list is not known.
3. Problems in reading accuracy and comprehension were identified, others skill like writing, spelling and arithmetic were not taken into consideration.
4. The list developed by the investigator regarding accuracy and comprehension could not be standardised, its validity and reliability could not be checked due to shortage of time.
5. Teacher's perception for identification of L.D. children with the help of check-list was used, which may be contaminated with some subjectivity.
6. Only few threats to validity (internal,external) were taken into consideration.