

CHAPTER - 6

SUMMARY

6.1 SUMMARY

6.1.1 Statement of the Problem

“A study of miscues, aural and reading comprehension of the children at primary stage.”

6.1.2 Objectives

The study, was designed to achieve following objectives :

1. To analyse the miscues (errors) in the form of substitutions, insertions, omissions, reversals, refusals, self corrections, hesitations, repetitions .
2. To find out the aural (listening) comprehension of the children studying in grade III, IV and V.
3. To find out the reading comprehension of the children studying in grade III, IV and V.
4. To study the patterns of the miscues (errors) committed by boys/girls.
5. To study the patterns of the miscues (errors) committed by different grades (i.e. III, IV and V).
6. To compare the aural and reading comprehension of boys and girls.
7. To compare the aural and reading comprehension of students of different grades (i.e. III, IV and V).

6.1.3 Variables

1. Independent variables

- (a) Gender (Boys and Girls)
- (b) Grade (III, IV and V)

2. Dependent variables

- (a) Reading accuracy in form of following miscues; substitutions, insertions, omissions, reversals, refusals, self-corrections, hesitations, repetitions .
- (b) Comprehension : Aural and Reading.

3. Controlled variables

- (a) Socio-economic factor
- (b) Age

6.1.4 Sample

Sampling for this study was purposive. The sample of this study included two English Medium Schools of Bhopal city. A sample of 60 students was selected from Grade III, IV and V.

Table 1. Sample of the Study

| Grade | Gender |
|--------------|----------------|
| III | Boys (N = 10) |
| (N = 20) | Girls (N = 10) |
| IV | Boys (N = 10) |
| (N = 20) | Girls (N = 10) |
| V | Boys (N = 10) |
| (N = 20) | Girls (N = 10) |
| Total | N = 60 |

6.1.5 Research Questions/Hypotheses

The present study was in two parts :

- * Part I of the study was concerned with the analysis of the students' oral reading miscues (errors).
- * Part II of the study was concerned with the comprehension of the students under two modes of text presentation i.e. aural and normal (reading).

The research questions concerning part I of the study were :

1. Does reliance on the different available cue system differ with the students of

different gender (Boys and Girls) ?

2. Does reliance on the different available cue system differ with the students of different grades (III, IV and V) ?

The following hypotheses have been formulated concerning part II of this study :

Key H₀ = Null Hypothesis

H₁ = Alternative Hypothesis

H₀ (1) : There is no real difference between the mean scores obtained by the boys and the girls on aural comprehension.

H₁ (1) : There is a real difference between the mean scores obtained by the boys and girls on aural comprehension.

H₀ (2) : There is no real difference between the mean scores obtained by the boys and the girls on reading comprehension.

H₁ (2) : There is a real difference between the mean scores obtained by the boys and the girls on reading comprehension.

H₀ (3) : There is no real difference between the mean scores obtained by grade III and IV students on aural comprehension.

H₁ (3) : There is a real difference between the mean scores obtained by grade III and IV students on aural comprehension.

H₀ (4) : There is no real difference between the mean scores obtained by grade III and IV students on reading comprehension.

H₁ (4) : There is a real difference between the mean scores obtained by grade III and IV students on reading comprehension.

H₀ (5) : There is no real difference between the mean scores obtained by grade III and V students on aural comprehension.

H₁ (5) : There is real difference between the mean scores obtained by grade III and V students on aural comprehension.



- H0 (6) :** There is no real difference between the mean scores obtained by grade III and V students on reading comprehension.
- H1 (6) :** There is a real difference between the mean scores obtained by grade III and V students on reading comprehension.
- H0 (7) :** There is no real difference between the mean scores obtained by grade IV and V students on aural comprehension.
- H1 (7) :** There is a real difference between the mean scores obtained by grade IV and V students on aural comprehension.
- H0 (8) :** There is no real difference between the mean scores obtained by grade IV and V students on reading comprehension.
- H1 (8) :** There is a real difference between the mean scores obtained by grade IV and V students on reading comprehension.
- H0 (9) :** There is no real difference between the mean scores obtained by the boys and girls of grade III on aural comprehension.
- H1 (9) :** There is a real difference between the mean scores obtained by the boys and girls of grade III on aural comprehension.
- H0 (10) :** There is no real difference between the mean scores obtained by the boys and girls of grade III on reading comprehension.
- H1 (10) :** There is a real difference between the mean scores obtained by the boys and girls of grade III on reading comprehension.
- H0 (11) :** There is no real difference between the mean scores obtained by the boys and girls of grade IV on aural comprehension.
- H1 (11) :** There is a real difference between the mean scores obtained by the boys and girls of grade IV on aural comprehension.
- H0 (12) :** There is no real difference between the mean scores obtained by the boys and girls of grade IV on reading comprehension.
- H1 (12) :** There is a real difference between the mean scores obtained by the boys and girls of grade IV on reading comprehension.

- H0 (13) :** There is no real difference between the mean scores obtained by the boys and girls of grade V on aural comprehension.
- H1 (13) :** There is a real difference between the mean scores obtained by the boys and girls of grade V on aural comprehension.
- H0 (14) :** There is no real difference between the mean scores obtained by the boys and girls of grade V on reading comprehension.
- H1 (14) :** There is a real difference between the mean scores obtained by the boys and girls of grade V on reading comprehension.
- H0 (15) :** There is no real difference between the mean scores on aural comprehension and mean scores on reading comprehension scores among boys.
- H1 (15) :** There is a real difference between the mean scores on aural comprehension and mean scores on reading comprehension scores among boys.
- H0 (16) :** There is no real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among girls.
- H1 (16) :** There is a real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among girls.
- H0 (17) :** There is no real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among III grade students.
- H1 (17) :** There is a real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among III grade students.
- H0 (18) :** There is no real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among IV grade students.
- H1 (18) :** There is a real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among IV grade students.
- H0 (19) :** There is no real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among V grade students.
- H1 (19) :** There is a real difference between mean scores on aural comprehension and mean scores on reading comprehension scores among V grade students.

6.1.6 Description of the Tool Used

In the present study the test used was developed by the investigator. While developing the test, the instructions given by Goodman (1972) were taken into consideration by the investigator.

6.1.7 Statistics Used

In the present study descriptive statistics has been used in the form of means and standard deviation to organise, summarise and describe scores on dependent variable (reading accuracy and reading and aural comprehension) for different independent variables.

Inferential statistics in the form of 't' test has been used in order to generalise some findings.

6.1.8 Delimitations

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

1. The sample of this study was confined to 60 students of Bhopal city only.
2. The sample of this study included only two English medium schools of Bhopal city.
3. The identification of the children with reading problem was done from the information given by the teacher concern.
4. Problem in reading accuracy, reading and aural comprehension were identified, other skills like writing, spelling and arithmetic were not taken into consideration.
5. The test developed by the investigator for reading accuracy, reading and aural comprehension has not been standardised, its validity and reliability has not been checked due to lack of time.

6.1.9 Results

1. There was no difference when gender (boys and girls) was taken into consideration on reading accuracy scores. The patterns of grades (i.e. positive, intermediate and negative) of the miscues were same between boys and girls.
2. There was a real difference among different grades (i.e. III, IV and V) on reading accuracy. The pattern of grades (i.e. positive intermediate and negative) of the miscues was also different among different grades (i.e. III, IV and V).
3. No difference was found between in aural and reading comprehension scores of different genders.
4. On aural comprehension there was no significance difference between the students of grade III and V. Whereas there was significant difference between the students of grade III and V and also between the students of grade IV and V. The performance of the students of grade V was found better than the students of grade III and grade IV.
5. There was no significant difference between the reading comprehension of the students of different grades (i.e. III and IV, III and V, IV and V).
6. The mean aural comprehension scores of the boys was found better than their reading comprehension, whereas no significant difference, between the reading and aural comprehension of the girls, was found.
7. There was no significant difference between the aural and reading comprehension of the students of grade III and IV, whereas the aural comprehension of the students of grade V was found better than their reading comprehension.

6.2 Educational Implications

The basic skills of communication are established at the elementary stage of education where in language plays a key role. Aural and reading comprehension are the chief sources of knowledge.

No doubt the findings of this study will be useful for teachers and researchers, but the most important thing would be to help and give an insight to the teachers and researchers who will interested to improve the quality of their classroom instruction

During the teaching learning process specifically while reading, teachers of beginners should only be concerned with those errors that can adversely affect the comprehension of the text, not with every type of errors. When reading skills are being developed, a lot of interference by way of correcting may lead to a detrimental effect on children interest and motivation.

In the present study aural comprehension of the boys was found better than reading comprehension. Therefore the practice of teachers reading to the class should be encouraged by the class teachers in order to make reading interesting and effective for the beginners. At the same time asking the child to read aloud should also be encouraged with the reason that this practice enables the teacher to maintain the child's standards and progress to ensure that child is working with materials at a suitable difficulty level.

6.3 Suggestions for Further Research Studies

1. To develop diagnostic tests for the identification of children with reading problems.
2. A study may be conducted considering socio-economic status.
3. To identify whether the reading incapability of students affects them to comprehend other subjects or not.
4. To find out relationship between the speed of reading and comprehension.