

Chapter II

PREVIOUS STUDIES IN READINGCONTENTS

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## 2.1 INTRODUCTION

In the last decade quite significant researches in reading have emerged. Most of the researches lead to studies in Word Knowledge, apprehension of meaning, factors related to progress in reading, factors related to progress in specific aspects of reading, intelligence, ability to reproduce, vocabulary, rate of reading, ability to organise, lip movement, speed of reading, format, line, length and leading and type size, reading readiness, vocabulary, reading interest, reading skills, constructions and standardisations of silent reading tests and so on. Very few researches have been done in the area of factors affecting reading comprehension. The investigator in this chapter tries to enumerate and assimilate the findings of the studies.

It seems that reading as a field of research has emerged since two decades but has gained greater attention since (1844) only and hence obviously many new hypotheses require testing and verification.

If one glances through the researches in reading in English in the last decade, one finds that the movement of researches has gathered momentum. Out of those researches, the investigator has found that there is a great need for research in the area of comprehension.

## 2.2 RESEARCHES ABROAD

The mental and physical processes involved in reading are subtle, complex and difficult to study. Nevertheless, notable progress has been made through research in identifying their nature, the way in which they function and the factors that influence their development.

### 2.2.1 STUDIES ON PROCESSES IN READING

As early as 1910 Huey (1912) summarised pertinent research and concluded that we read by phrases, words or letters as we may serve our purpose best. He also pointed out that wide individual differences prevail which are due, in part at least, to the methods by which the reader has learned to read.

Using the results of more recent experimentation as a guide, Vernon (1954) described in great detail the nature of the perceptual act. She concluded that both the total word form and the distinguishing characteristics of a word are important aids to recognition.

According to earlier investigators and more recently, Rudisill (1956) there is a significant

relationship between span and accuracy of flashed phrase recognition and reading efficiency. Sommerfeld (1954) found little correlation between span of perception and any of the several measures of reading ability used in his study. This problem doubtless merits further research.

The amount perceived at each fixation of the dyes has been measured in two ways. One method consists in determining the maximum amount that a reader can recognise at a single glance in a short exposure apparatus. This is often called the span of perception. A second method of determining the amount perceived is to calculate the average number of words or letters recognised per fixation as revealed by photographic records of eye movements in reading. This is called the span of recognition.

Early studies showed that the amount recognised per fixation was influenced also by the type of material read, its difficulty, the purpose of reading and the reader's mastery of the mechanics of reading. In a study of the relationship of ten psychological and nine visual factors to span of recognition Harris (1941) found A) that there is little relationship between span of recognition and visual factors within the range of normality and B)

that span of recognition is closely correlated with such psychological factors as intelligence and speed of verbal association.

Eames (1957) showed that hypermetropia, exophoria restricted visual fields reduced speed of perception.

In an elaborate factorial study Thurstone (1944) found that the following factors were related to speed of perception, viz, the reader's reaction time, his 'speed of judgement', that is, readiness with which a choice is made, the 'speed and strength of closure, that is, the time required to fill in details and complete a percept and persistence in maintaining a configuration against distraction and the ability to manipulate two or more configurations simultaneously.

#### 2.2.2 STUDIES ON WORD KNOWLEDGE:

During the last decade investigators have become increasingly concerned about the nature of the meanings that are attached to words.

Fifel and Lorge (1950), for example, gave a vocabulary test to children between the ages of six to fourteen to identify differences in the nature of their responses. They found that younger children

responded in terms of use and descriptions, definitions, illustrations, repetition and inferior type of explanations. They perceived words as concrete ideas. Older children responded with synonym definitions and with relatively more adequate explanations. They tended also to stress abstract or 'class' features of word meanings.

Russel (1954) hypothesized that word knowledge has three dimensions, viz, depth (completeness), breadth (number of subject areas embraced) and height (quantitative aspect). To check this view, tests were given to students in the upper grade and in junior and senior high schools. The data revealed 'rather continuous growth' in all the phrases of vocabulary tested. In terms of new scores 'this growth fluctuates considerably from grade to grade and from test to test'. They revealed also 'possible next steps in the study of depth, breadth and height of children's vocabulary'.

The nature of the meanings associated with a given word depends on the reader's age, degree of maturity and experience with the concept. Each individual possesses his own reservoir of meanings (adequate or inadequate) which he can associate with the printed symbol and from which he must choose a

particular meaning for each situation.

### 2.2.3 STUDIES ON APPREHENSION OF MEANING:

Following a review of previous studies Harris (1948) identified four major kinds of operation in comprehending literary materials - - - 'translating', 'summarising', 'inferring tone, mood and intent' and 'relating technique and meaning'. When factor analysis was applied to the scores made on tests of ability to perform these various operations, he found a general factor or ability running through them. He concluded, therefore, that the comprehension of literature can be viewed as a general function which has varied aspects.

In most discussions of comprehension an accurate grasp of relationships is recognised as important. Of special value in this connection are the results of a study by Werner and Kaplan (1954). They found that ability to see relationships and to derive the correct meaning from the context improves with age. This was accepted as evidence of growth in stability of word meaning and in the acceptance by the reader of conventional language. There is also less confusion between word meaning and sentence meaning as age increases.

In a radically different type of study Strom (1956) found little relationship between comprehension level and ability to classify crucial elements of grammar and syntax. Her approach to the problem was quite different from that of Werner and Kaplan who deduced an understanding of syntactical relations from the subject's thought processes in the act of determining meaning. It seems fair to conclude in the light of findings of both studies that whereas formal knowledge of grammar and syntax may not be essential, the conscious or unconscious sensing of appropriate relationships within sentence elements and structure facilitates a clear grasp of meaning.

Of major significance also is the increased importance which has been attached recently to non-cognitive factors which function in interpretation such as the reader's <sup>o</sup>emotional status, deepseated attitudes, dominant interests and personality structure. Many investigators have presented evidence which show that reader is more likely to accept a statement or argument which harmonises with, rather than runs counter to, his attitudes and beliefs.

Crossen (1947) found that an 'unfavourable attitude toward a topic of some personal and immediate concern tends to interfere with the critical reading

of materials about that topic'. Lefford (1946) points out that a reader's ability to reason accurately in a non-emotional situation is no indication of his ability to do so in an emotional one.

#### 2.2.4 STUDIES ON FACTORS RELATED TO PROGRESS IN READING:

Efforts to identify the factors that influence progress in reading began early in the current century and has continued ever since.

For two decades or more Olson (1940) has been a vigorous proponent of the view that progress in reading is influenced very largely by the total growth pattern of the learner. The basic study on which his contention is based was carried on at the Child Development Laboratory, University of Michigan. It involved observations and measurements of the growth and development of children, physically, intellectually, socially and emotionally, over a period of six years. Age norms in each aspect of growth were determined. The average of all the age values attained by a child at a given time was called his 'organismic age'.

A comparison of individual growth curves in reading with those of organismic age showed that both followed closely the same trend. This led Olson to

to conclude that a child's total pattern of growth exerts a greater influence on progress in reading than growth in any one aspect of development. Variations from this general trend were recognised, for example, a child who is deprived of adequate or appropriate instruction in reading may not achieve in harmony with his potentials. Furthermore, delayed progress may be due to such specific causes as hyperthyroidism.

Olson used measures of various aspects of physiological growth, viz, development of wrist bones (carpal age), weight, height, eruption of teeth (dental age) and strength in kilograms (grip age). The data secured showed that a given child attained a specific age in each of these aspects of growth at about the same time.

These findings have since been confirmed by Anderson and Hughes (1955). They emphasized the fact that boys who began to read late were physically less mature than boys who began to read early. This finding is particularly significant since the boys studied were originally matched for intelligence. The investigators concluded that mental age alone may not be an adequate measure of maturity. They also found that girls, who usually excel boys in beginning<sup>n</sup>

reading, tend, age for age, to be more mature physically if not mentally than boys.

Social and emotional factors have been studied largely in relation to retarded readers. During the last two decades, however, an increasing amount of attention has been given to the influence of these factors on progress in reading among children in general. The assumption that social and emotional development are also significant factors in reading progress, is widely supported.

Stewart (1950) as well as other investigators, has shown however, that either social or emotional immaturity or maladjustment, or both, may exist without producing reading retardation.

The results of numerous studies supply clear evidence of a positive correlation between progress in reading ability and mental capacity. Bliesmer (1954) compared the achievement in reading of bright and dull children of the same mental age. He found that whereas the two groups were comparable in word recognition, the bright children were greatly superior in the more complex aspects of reading. These findings imply that the correlations may differ with the nature of the reading tests used.

### 2.2.5 STUDIES ON FACTORS RELATED TO PROGRESS IN SPECIFIC ASPECTS OF READING:

Numerous studies of the factors that influence progress in the apprehension of meaning have been reported. Typical of such investigations is that of Hilliard(1924), who studied the influence on comprehension of the following factors --- intelligence, meaning, vocabulary, rate of reading, ability to reproduce, lip movement and ability to organise. The results showed a positive correlation between comprehension and five of these factors, and showed the following order of importance; --- intelligence, vocabulary, organisation, rate, reproduction. Many later studies have verified a positive correlation between intelligence and vocabulary.

Pressey and Pressey (1921) concluded on the basis of test data<sup>a</sup> that a good reader in one type of subject matter may be a poor reader with other material.

In a recent study Tinker (1956) found that the speed of reading is reduced when the angular alignment of printed lines departs from the horizontal.

The fact that speed varies with ability to concentrate and to grasp meaning led Quartz,

O'Brien (1921) and other investigators to conclude that speed of reading is determined largely by the rate at which the mind can assimilate ideas rather than by the rate at which visual impressions are received.

#### 2.2.6 STUDIES ON FORMAT:

In an age when colour is being used extensively to increase the attractiveness of printed material, the results of research relating to its effect on ease of reading are very important. Early studies by Holmes (1931), Paterson and Tinker (1931) and Taylor (1934) showed that black print on white background is more legible than any other combination involved in their experiments including white print on a black background.

Stanton and Burt (1935) found that the surface and tint of paper do not influence speed of reading appreciably.

#### 2.2.7 STUDIES ON LINE LENGTH, TYPE SIZE AND LEADING:

Early research in this field attached great importance to each of these factors and made extended studies of them separately. In the course of time the evidence secured showed that line-length,

type-size and reading are closely interrelated factors and the standards involving the three can be established.

### 2.3 RESEARCHES IN INDIA

In India researches in reading are far less compared to the numerous researches carried out in other developed countries. Even so, reading today is being given a good deal of importance.

#### 2.3.1 STUDIES ON READING READINESS:

An important aspect of reading is reading-readiness. Krishnamurthi (1971) prepared materials such as pictures, charts etc. for the development of reading readiness. He also prepared reading readiness tests and administered them to the pre-school children. The major findings were :-

- i) children of 4 were ready to take instruction in reading
- ii) girls of 4 to 5 did better in reading readiness tests than boys of the same age group.

### 2.3.2 STUDIES ON VOCABULARY

Vocabulary is the first step in learning a language. Keskar (1972) prepared a list of 3,500 words - Vocabulary for the teaching of English in Indian schools. The aim of the project was to produce a list of essential words, which, in the country, should serve both for the teaching of English in schools and as a bridge between core English at school and specialised English after school. The project showed that this list, carefully prepared for high school students in India, will help text writers as well as teachers to set their targets; and this list gives realistic and practical suggestions regarding producing materials for textbooks to be used in high schools.

Bernard (1966) conducted a test of P.U.C. (Pre-University College) students' vocabulary in Chhotanagpur. The study aimed at getting a detailed picture of the English reading vocabulary of P U C and final year of secondary school students in Chhotanagpur area. It was hypothesized that the results of this project would form the first step towards a comparative study of P U C student' recognition vocabulary in Hindi speaking areas and in India as a whole. Major findings of this study

indicate

- 1) the average recognition vocabulary of the students in the area;
- 2) the familiarity status of each word on the tested list in the Chhotanagpur Students' vocabulary;
- 3) the strength and weakness of the students in different subject categories of vocabulary, and
- 4) the strength and weakness of the students in grammatical categories - verbs, nouns, adjectives etc.

Chadda (1971) conducted an investigation into the vocabulary Resources of third-year degree students. The main purpose of the study was to investigate the vocabulary resources and to evaluate scientifically the range of recognition vocabulary of the Third year degree students. The study was conducted in five constituent and five affiliated colleges :- four women's, three men's and three co-educational. The findings of the study, were : (1) the highest score on the test is 282 and the lowest is 10, out of 300. (2) the total average score is 52.2% (3) the average score of the science students is 54.1%, whereas that of the arts students is 48.3% (4) the average score of

the female students is slightly higher than that of the male students - 53.1% for females & 50.7% for males. (5) the total of mean score on all the 3 forms is 156.21, (6) the reliability of the tests is .90, (7) the performance of the students at the pre-university examination correlated with the performance in the vocabulary test, indicating thereby that a good vocabulary is an index of general intelligence and knowledge (8) these are less number of grammar and construction errors of the students who scored high on the vocabulary test whereas those scoring low are unable to express themselves correctly or idiomatically.

A functional vocabulary of pre-school age children was studied by Arunajatai and Srinivasa-chari (1968). The purpose was to study the functional vocabulary of children of age group four to seven. In the study the functional vocabulary of pre-school age Tamil children ranged from 1500 to 200 words. Non-school going children had a significantly higher mean than school going children.

Pasricha and Das (1959) attempted to analyse the written vocabulary of children studying in the sixth grade of Delhi schools. It was found that girls were advanced in their language when compared

with the boys of the same class and background. Children coming from the upper SES showed a superiority over those coming from the lower SES.

### 2.3.3 STUDIES ON READING INTEREST:

Manohar (1953) studied the reading interests of Marathi speaking boys and girls. Findings revealed that 20% boys and 12% girls did not borrow a single book from the library. 53% boys and 49% girls did not get either sufficient number or the required types of books. In the lower classes both boys and girls read 'wonder' stories. Boys read more historical or biographical adventure stories as well as stories about children. The total number of books per pupil varied from eight to twenty.

Naik (1963) studied the reading interests of secondary pupils above the age of fifteen. One of the conclusions of this was that newspapers were read more than any other material.

### 2.3.4 STUDIES ON READING ABILITY

Bhagatwala (1958) found that silent reading ability depends mainly upon three factors, viz, speed of reading, word meaning and comprehension. He aimed at providing a set of scales to measure as scientifically as possible the abilities in these

three aspects of individual pupils studying in classes VIII to XI in the Secondary schools of Gujarat, particularly in the districts of Baroda, Surat, Kaira, Broach and Panchmahals. The test appears to be comprehensive and elaborate enough to measure the essential abilities of reading.

Ansuya's (1970) study aimed at the improvement of reading efficiency at the PUC level. The objective of this project was to establish criteria for the improvement of reading efficiency of the Pre-University students. The hypothesis was that the reading efficiency which consists of speed and comprehension is related to the students' performance. The sample consisted of 5 groups of 400 students of class XII, higher secondary, pre-university and junior intermediate levels.

After having made a sharp increase in the reading rates, the students seemed to comprehend less for a short interval. However, with continued practice the comprehension skill was regained at higher rate. At the end of the experiment, it was found that the reading efficiency of all the groups had increased from 48 words to 270 words per minute. Concrete improvements can be achieved in the reading efficiency of students by

adopting suitable methods. A spread-over simultaneous training during the course of factual study was given to the class XII students. The improvement was very high in the case of bright students; considerable in the case of average and satisfactory in the case of backward students. An intensive training of about 6 weeks, by way of re-orientation before the students actually began their studies was given to the students in the second experiment. This method was also found quite effective. Both the methods required almost the same amount of time considering the dearth of trained personnel, the intensive course method may be preferred, as various groups of students can be trained simultaneously. For building up a successful reading programme and for organising it, care should be taken that previous experience of the students and level of their mental development are taken into account. Pupils should be allowed to pass through a series of stages of progress in becoming good readers.

Mehta (1973) investigated into the effectiveness of Programmed Material in English for Developing Reading Ability. The investigation was undertaken with the assumption that change in the method of teaching reading to Gujarati children would lead to better acquisition of the skills in

reading English on the part of the learners. Another effect of such a change in the teaching method would be in the matter of retention of the previously learnt material. The results showed that the pupils in the experimental group read significantly better than their counterparts in the control group. The pupils of the experimental group retained significantly more than their counterparts in the control group. It was further revealed that pupils with higher IQ were superior in attaining and retaining reading skill to those whose average IQ was below 100. The achievement of girls seemed to be superior to that of boys in experimental as well as in control groups.

#### 2.3.5 STUDIES ON THE METHODS OF READING:

*Bishan Singh*  
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Mehta (1975) undertook the investigation with the assumption that change in the method of reaching to Gujarati children would lead to better acquisition of the skills in reading English on the part of learners. The results showed that pupils in the experimental group read significantly better than their counterparts in the control group.

Murthy (1968) made a comparative study of the Direct Method and the Bilingual Method of Teaching

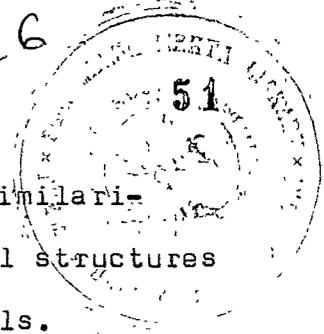
English. The main purpose of the investigation was to compare under experimental conditions the effectiveness of the bilingual method and the direct method in teaching English to Telugu speaking pupils, in the realistic setting of a classroom and to verify the validity of Dodson's claims reading the effectiveness of the bilingual method. The experiment was carried out on IV th Standard students in a government high school typically representative of an average school in the state.

The findings revealed that the bilingual method is more effective than the direct method in developing the pupils' ability in oral reading, oral comprehension and expression. A considerably greater frequency of contacts with English per pupil, per lesson can be obtained under the bilingual method (14 as against 7 under the direct method) and the burden on the teacher in terms of the amount of time spent in preparing lesson plans is less in the case of the bilingual method (33 minutes as against 52.4 minutes under the direct method).

#### 2.3.6 STUDIES ON THE ENGLISH LANGUAGE:

A group of studies have focussed attention on different aspects of learning English language.

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Ghanchi (1972) identified and described similarities and contrasts between the grammatical structures of English and Gujarati at different levels.

Dave and Saha (1968) studied common errors in English at the higher secondary level suggesting remedial treatment. Tiwari (1971) studied the effect of making English optional at the high school and intermediates stages and also tried to determine the place of English in the present curriculum. Looking to the needs of the time he found that the position of English in the curriculum should be kept as it is.

The objectives of Nair's (1966) investigation were: (1) to find out the common language difficulties in English of secondary school children of classes VIII, IX and X in Kerala; (2) to find out the causes of these difficulties; (3) to suggest methods of 46 rural and urban boys and girls and mixed schools spread over Kerala state were made to write a free composition on 'Our Country'. Altogether 1962 scripts were corrected and the errors were analysed and classified.

Analysis of the pupils' writings revealed the following mistakes: (1) more than 65% of the total errors are committed in the area of grammatical structure; the most alarming mistakes belong to the area of verb and verb combination; the pupils try to do literal translation of their mother tongue into English.

Nair's findings show that a large number of errors occur in grammatical structure --- verbs, preposition, article and spelling. He found the students resorting to translation of mother tongue into English. His findings also reveal the inadequacy of reading material, methods of instruction, poor reading habits and lack of awareness of the importance of spelling and other matters relating to grammar. The mistakes as well as the desirable methods of correcting them are suggested in this investigation.

Rao's (1965) investigation aimed at identifying specific reading weaknesses of poor readers in contrast to superior readers. Two types of reading tests, namely, the Attainment Reading Test and the Diagnostic Reading Test were employed in the investigation. The tests were designed both in Kannada and English.

The investigation revealed that (1) there was a positive and significant relationship between English and Kannada (2) students tended to be more variable in Kannada tests than in English tests with the exception of the word, Discrimination Test, where the tendency was in the reverse order. (3) Correlation coefficient between the scores of Diagnostic Reading Tests and combined reading attainment test ranged 0.21 to 0.56 in English and 0.25 to 0.68 in Kannada indicating good but not identical relationship between tests used for deriving superior and poor readers and tests for individual examination. (4) Inter-correlation among different tests both in English and Kannada indicated good but not identical relationship between tests.

Sinha (1967) attempted to explain the factorial structure of different aspects of attainment in English by constructing sub-tests related to formal grammar, punctuation, spelling, translation, syntax, legibility, pronunciation, vocabulary, comprehension and applied grammar. He found and named a factor, 'Automatization Factor', having high loadings on pronunciation, spelling and expression. The second factor had high loadings on comprehension, vocabulary and pronunciation. The third factor shared loadings with formal grammar, punctuation and applied grammar.

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STUDIES ON COMPREHENSION IN READING

Patel (1971) standardised a Silent Reading Comprehension Test in English for S S C pupils of Gujarat. The test contents related to ability to note significant details to select appropriate meaning of the word in content to read maps and tables, to follow sequence of events, to generalization etc. The reliability coefficients worked out by different methods ranged from .91 to .96. The concurrent validity coefficient against the criterion of teachers' opinion about pupils' comprehension was .47. The test shared loadings of three factors, viz, 1) ability to grasp (2) word meaning and (3) perceptual speed factor.

Parekh's (1973) study aimed at constructing and standardising a silent reading test and conducting follow-up studies of the test in the light of its predictive, diagnostic and screening uses. Some of the major findings were as follows:

- (1) Follow-up studies revealed marked relationship between age and reading ability;
- (2) Parental education was positively and significantly related to reading ability;
- (3) Caste, monthly income of parents and parental occupation were not found to be significantly related to reading ability of pupils;

- (4) Urban pupils were better than rural pupils on a reading test like this;
- (5) The test showed that no significant difference existed in the performance of boys and girls;
- (5) As a screening tool, this test had useful application in remedial and developmental programmes.

The main purpose of Maniar's (1973) study was to construct and standardize a silent reading test in Gujarati in order to measure reading rate, reading comprehension, vocabulary, location of information etc. and to conduct follow-up studies of the test in the light of its predictive, diagnostic and screening uses. The standardization sample consisted of 4243 boys and 2114 girls selected castewise, areawise and as per the occupations of the parents and guardians from 89 secondary schools covering the whole of Gujarat.

The following were a few interesting findings:

- 1) the test of the mean difference of scores of boys and girls showed that the girls proved to be better than boys of the same standard;
- 2) follow-up studies revealed that age and reading ability of the pupils denoted a marked relationship;

- 3) Parents' education did affect the reading ability of their children;
- 4) there was a positive relationship between parental income and the reading ability of the children;
- 5) the test could be used for diagnosing the defects in the reading ability and for grouping children for classroom instructional purpose.

Trivedi's (1972) study aimed at constructing and standardising a pictorial test of Mechanical comprehension for the pupils of standards VIIth to XIth. It was found that the test included three factors, viz (a) Mechanical reasoning (b) Spatial visualisation and (c) Perceptual speed which in Guildford terminology were NFT, CFT-K and EFU, respectively. The investigator claims, CFT-K (K indicates Kinetic) is a new factor discovered.

Narayanswamy (1969) investigated into the problems of reading comprehension at the college level. The objective was to find out ways of improving the reading efficiency of the school leavers so that they may complete their higher education successfully. Three groups of students representing 3 categories of school leavers, namely (i) those with a high degree

of general proficiency as well as proficiency in English (ii) Those with average general proficiency and average proficiency in English and (iii) those who are low in both the counts were formed. They were put through the whole or a part of the Fry's reading course, which is designed to improve the students' average reading speed, i.e. the speed at which they may be required to read most of the time. This speed is at 150 words per minute for a 'slow' reader, 250 for a fair reader, and 350 for a good reader with about 70% comprehension. Tests were administered to those three groups in reading and comprehension and the reading rates and comprehension scores were recorded. The Fry's reading course was found effective only with two of the experimental groups. In the case of the third group the gains both in speed and comprehension were minimal. An intensive course in remedial reading was devised for improving the reading rates and comprehension scores of the group.

The findings revealed that it is possible to improve the reading of school leavers through reading alone irrespective of the proficiency in other language skills. 2) All school leavers apparently need to be put through a course in reading.

3) very few of the school leavers respond to a short term course in reading like the Fry's. (4) improving reading comprehension at the pre-university course level is really a problem for correcting fairly long established habits, of creating new habits and skills, and of developing them within one year, and hence not must can be attained at this level, and 5) reading comprehension should be improved in the school.

Nagalakshmi (1962) constructed simple oral comprehension tests (not a statistically valid battery of tests) with a view to giving incentive to the training and thereby make oral comprehension a vital part of the teaching programme. The important findings were: 1) the tests show that the oral comprehension test would not only prove to be interesting to students but also lead to improvement of teaching in the classroom provided it is accepted as part of the school leaving examination. It would automatically lead to linguistic efficiency; 2) The provision for systematic training on oral comprehension in classroom teaching would enhance the ability of the students to comprehend the spoken language.

The investigator felt that one period per week be set aside for listening practice, and oral comprehension tests which could be administered with the help of a radio set would improve the comprehension of spoken (oral) English.

Ahuja and Ahuja (1974) aimed at assessing and finding out relationships between silent reading speed, silent reading comprehension and oral reading comprehension. The finding was that the coefficient of correlation between silent and oral reading speed was 0.72, silent and oral reading comprehension was 0.32, silent reading comprehension was 0.40, oral reading speed and comprehension was 0.25 and between silent and oral reading indices was 0.69, all being significant at 0.01 level.

#### 2.4 CONCLUSION

The foregoing account of the researches provides various aspects of reading such as word recognition, reading speed and interest, reading skills and reading comprehension etc. Several factors affecting reading have been analysed in these empirical researches. It is however noticed that factors like anxiety, dependency/independency, attitude to reading and academic motivation have

not been taken into consideration in the above-mentioned researches. This hypothesis that some of these psychological variables (which have not been explored till now) have a positive contribution to make towards reading comprehension in English.

It is the aim of the investigator to study in depth these factors with a view to filling in some of the felt-gaps in the study of reading comprehension and to determine how far these factors singly or collectively affect the reading comprehension process in pupils. Besides, an interesting part of this study is the case studies which bring out several other contributing factors which lead to psychological inhibitions and might well hinder proper responses to reading comprehension.

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