

# **LANGUAGE IN INDIA**

**Strength for Today and Bright Hope for Tomorrow**

**Volume 6 : 5 May 2006**

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## **A STUDY OF THE SKILLS OF READING COMPREHENSION IN ENGLISH DEVELOPED BY STUDENTS OF STANDARD IX IN THE SCHOOLS IN TUTICORIN DISTRICT, TAMILNADU**

**Ph.D. Dissertation Approved by  
The Manonmaniam Sundaranar University, Tirunelveli**

**Ms. A. JOYCILIN SHERMILA**

**A STUDY OF SKILLS OF READING COMPREHENSION IN  
ENGLISH DEVELOPED BY STUDENTS OF STANDARD IX  
IN THE SCHOOLS IN TUTICORIN DISTRICT**

*Submitted by*

**Ms. A. JOYCILIN SHERMILA**  
(Reg. No. 0515)

*Under the guidance of*

**Dr. P.S. CHANDRAKUMAR**  
(Doctoral Committee)

*For*

**THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION**

*To*

**Manonmaniam Sundaranar University  
Tirunelveli – 627 012.**

*Through*

**The Centre for Research  
St. Xavier's College of Education  
Palayamkottai**

November 1999

**Dr. P.S. Chandrakumar,  
Principal  
Meston College of Education  
Chennai – 600 014  
Tamilnadu, India**

### **CERTIFICATE**

This is to certify that the Ph.D. thesis entitled, “**A STUDY OF SKILLS OF READING COMPREHENSION IN ENGLISH DEVELOPED BY STUDENTS OF STANDARD IX IN THE SCHOOLS IN TUTICORIN DISTRICT**” is a bona fide record of independent research work done under my guidance by **Ms. A. Joycilin Shermila**, Lecturer in English of Annammal College of Education for Women, Tuticorin.

It is also certified that the above work has not previously formed the basis for the award of any degree / diploma / associateship / fellowship or any other similar title of any candidate or any university.

**Dr. P.S. Chandrakumar**

**Ms. A. Joycilin Shermila**  
**Lecturer in English**  
**Annammal College of Education for Women**  
**Tuticorin**  
**Tamilnadu, India**

### **DECLARATION**

I, **Ms. A. Joycilin Shermila**, do hereby declare that this thesis work for the award of Ph.D. entitled, “**A STUDY OF SKILLS OF READING COMPREHENSION IN ENGLISH DEVELOPED BY STUDENTS OF STANDARD IX IN THE SCHOOLS IN TUTICORIN DISTRICT**” is my original work and that it has not previously formed the basis for the award of any degree/diploma/associateship/ fellowship or any other similar title of any candidate or any university.

**A. Joycilin Shermila**

## ACKNOWLEDGEMENT

I thank God the Almighty for his blessings in enabling me to complete this research work in the right time. The successful completion of this thesis is due to the mode of supervision, timely encouragement and efficient guidance received from my guide Dr. P.S. Chandrakumar. I deem it a blessing from the Almighty to have the right person for my research guidance.

I express my gratitude to Thiru D. Ganesan, President, Annammal College of Education for Women who gave ample support in the proceedings of this research work. I thank Thiru D. Shunmugam, Secretary and Prof. (Mrs.) K. Lalitha, Principal, Annammal College of Education for Women for their invaluable help.

I acknowledge the co-operation extended by the Librarians of American Studies Research Centre, Hyderabad, Central Institute of English and Foreign Languages, Hyderabad, Indian Institute of Technology, Chennai, British Council Library, Chennai, U.S. Information Centre, Chennai and various other University Libraries.

I thank from the depth of my heart Rev. Fr. Dr. I. Vedanayagam, S.J., Former Principal, Rev. Fr. Dr. S. Soosai Sebastin, S.J., the Principal and all the Members of the staff of St. Xavier's College of Education, Palayamkottai for all their assistance for the successful completion of my research.

My deep appreciation goes to Mr. Thangaraj and Siva Computers, Palayamkottai for their patience and prompt assistance in shaping this work.

I acknowledge with gratitude the benevolence of all those who helped me in this research work.

A. Joycilin Shermila

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## LIST OF ABBREVIATIONS

NCERT	National Council of Educational Research and Training
SCERT	State Council of Educational Research and Training
ELT	English Language Teaching.
CIEFL	Central Institute of English and Foreign Language, Hyderabad.
ASRC	American Studies Research Centre, Hyderabad.
RIE	Regional Institute of English, Bangalore.
PGCTE	Post-graduate Certificate in Teaching English
PGDTE	Post-graduate Diploma in Teaching English
R.L	Reading the Lines
R.Bet.L	Reading Between the Lines
R.Bey.L	Reading Beyond the Lines
R.R	Reading Readiness
R.A	Reading Attitude
LSRW	Listening, Speaking, Reading, Writing
SES	Socio-Economic Status
ANOVA	Analysis of Variance

# CHAPTER - I

## INTRODUCTION

### 1.1. INTRODUCTION

Although speech is used for communication, it is not the only means available to people. Writing, drawing, signs, gestures etc., serve as means. An individual's selection of the mode depends on the context, his needs and the message he wishes to transmit. Human language uses vocal sounds and is based on man's ability to speak.

### 1.2. MAN AND THE LANGUAGE

Man has rightly been called "a talking animal". Man is gifted with the quality of speech, which differentiates him from other living beings. Language consists of words, idioms and syntax. Through language human beings think, feel, judge, and express. In producing this speech man will utter some sounds. These sounds are conventionalised and recognised as common usage and provide the social aspect of a language. In short, language is speech.

Language and life are inter-related. The scope of language is widened with the widening scope of human activity. Today there is no activity, which does not find its expression in terms of language. No subject can be pursued, be it arts or science without using and understanding language. Human activity linked to language goes on widening in the manner of concentric circles.

Generally speaking <sup>1</sup>Language is a socially shared code, or conventional system, that represents ideas through the use of arbitrary symbols and rules that govern combinations of these symbols (Bernstein and Tiegerman, 1989, P. 4). Therefore it may be seen that language is a code whereby ideas about the world are represented through a conventional system of arbitrary signals for communication (Bloom and Lahey, 1978).

### 1.3. CHILD AND THE LANGUAGE

Human speech is very much complicated. It cannot be explained from any single source. <sup>2</sup>The first sound a child makes on coming into the world is one of discomfort, it is a cry, a reflex action and the child does not expect a response (Hindustan Times, 1964). The child's first cry is an evidence that he is alive. Whether it is despair, gloomy

seriousness, or youthful hilarity, that gives rise to the origin of speech, it is an expression of primeval feelings and emotions. As the child grows and his parents answer his cries, he soon learns to attach meanings to them. As such, in due course, the language becomes a tool in his hands.

Halliday (1975) identifies the following functions of language:

***Instrumental function:***

Language permits the child to satisfy his needs and to express his wishes. This is the “I want” function.

***Regulatory function:***

Through language the child is able to control the behaviour of others; this is the “do that” function.

***Interpersonal function:***

Language can be used for interacting with others in the child’s social world; this is the “me and you” function.

***Personal function:***

A child expresses his unique views, feelings, and attitudes through language; through language the child establishes his personal identity.

***Heuristic function:***

After the child begins to distinguish himself from his environment, he uses language to explore and understand his environment. This is the questioning, or “tell me why”, function.

***Imaginative function:***

Language permits the child to escape from reality into a universe of his own making. This is the “let’s pretend”, or poetic function of language.

***Informative function:***

Children can communicate new information through language; this is the “I’ve got something to tell you”, function.

As the above list suggests, language serves a wide range of purposes for the developing child.



#### 1.4. NEED FOR LEARNING DIFFERENT LANGUAGES

There are at least 5,000 living languages in the world; about 140 of them are spoken by a million or more people. But, it is quite natural that one feels his mother tongue the most important one. Anyhow, for wider communicative and educative purposes one needs to learn another language. There are situations where a variety of languages may exist, each with its substantial literary tradition. One can find this situation predominant in India, Pakistan and Ceylon. Moreover Language is the index of the stage of development of a society. <sup>3</sup>The rise of the power of the industrialised nations of the west was inextricably linked to a developed language whether it was English, or French, German or Russian (Sharma, 1993, P. vi).

Over a billion people in the world speak more than one language fluently. A survey of the top U.S. corporation executives with responsibilities in export development and overseas manufacturing revealed that less than half of those who were born in the United States spoke a language other than English (Craighead, 1980). In contrast, 80 per cent of the foreign - born executives spoke a language in addition to English, and 59 per cent spoke three or more language.

Neurolinguistic researches suggest that people who know more than one language make use of more of the brain than monolinguals do (Albert and Obler, 1978). The part of the brain that is used in second language functioning remains underdeveloped in monolingual brains. Albert and Obler (1978) reviewed a series of post-mortem studies on polyglot brains - brains of people who spoke from three to twenty six languages and found that certain parts of these brains were especially well developed and markedly furrowed. <sup>4</sup>Psycho-linguistic studies indicate that people who control more than one language are verbally more skillful than monolinguals, and they mature earlier with respect to linguistic abstraction skills (Heidi Dulay *et al.*, 1982, P. 10).

Leera and Laporta (1971) and Palmer (1972) report that bilinguals have better auditory memory than monolinguals. Slobin (1968) found that bilinguals are better at intuiting meaning from unknown words. Therefore learning a language or languages other than the mother tongue is found to be advantageous.

It may be inferred therefore that the aim of learning another language is to achieve the same linguistic competence that the native speaker of the language possess.

<sup>5</sup>To learn another language is not merely to learn a new set of sounds or marks on paper for saying something; it is to learn that it is possible to think in a slightly different way from that to which one has become used, to understand that there is more than one way of organizing our experience and that the world is rather greater place than one once thought (Scott F.S. and others, 1973, P. 3).

### **1.5. ENGLISH IN THE WORLD CONTEXT**

English is said to be the world's most important language having communicative and educative values. <sup>6</sup>It is the mother tongue of more than 320 million people and another 200 million use it as their second language (Baruah, 1991, P. 4). English language is used all over the world not out of any imposition but because of the realisation that it has certain advantages. A very important reason for regarding English as a world language is that the world's knowledge is enshrined in English.

Moreover English is a progressive language. It has its past, present and future. It is a dynamic language that nearly half of the world speaks and understands it. It is a flexible language because its history is a chronicle of the tremendous changes in culture and language. English is a complete language because it has evolved out of a social background and expresses cultural experience. Over and above English is universally renowned for its power of expression and its rich literature.

### **1.6. HISTORICAL BACKGROUND OF ENGLISH IN INDIA**

Though it is said now that Macaulay's minutes (1835) paved the way for the development of English in India by making its study compulsory, in reality, the elite section of the Indians too contributed towards forming a 'favourable' atmosphere for English education. The introduction of English created an atmosphere of political consciousness and an awareness of our own rights and privileges. Only because of this unifying factor the wave of independence spread from North to South and from East to West. Gradually English occupied the top most position.

However meanwhile people also began to think that English was a foreign plant transplanted in the Indian soil and was doing immense harm to the growth of our nation. As a result in 1904 a government resolution suggested that the medium of instruction in the middle classes should be the mother tongue and English should not be taught before the age of thirteen. However, the children had the provision to pick up a working

vocabulary of English to be able to follow their lessons in higher classes. Nevertheless the Calcutta University Commission (1917) supported 'Bilingualism'. Thus English continued to dominate the curriculum of Indian Schools, Colleges and Universities.

### **1.6.1. Post Independence Period**

Gandhiji was of the opinion that English education had emasculated the English educated Indians and had put a severe strain upon the Indian students and had made them imitators. After Independence the place of English in India became a problem. The constitution of India adopted in 1950 accepted to have English as the official language for a period of 15 years. Later, it was realized that Hindi could not replace English as the South-Indians agitated against the issue of making Hindi as the official language. Due to this in 1963 the Parliament passed a bill declaring English as the Associate Official Language of India for an indefinite period.

### **1.6.2. Present Status of English in India**

There are arguments for and against the teaching of English in India. <sup>7</sup>Our present problem may be summed up as follows: having got rid of the English of whom we had little use, we have not been equally successful in driving out their language, because as things stand, we can neither really live with it nor, indeed do without it. National self-respect demands that we dethrone it from its eminent place in our country but its extraordinary utility has made it so indispensable to us, that we are prevented from banishing it (Sharma, 1993, P. 2).

One can feel the same trend in the report of the Kothari Commission which states that English is quite essential to keep pace with advances in science and technology. The former Chairman of the UGC, Dr. Satish Chandra, after careful study of the problems facing the constitutional provisions relating to official language, recommended that a certain standard was required of officers entering the higher services, in English.

Regional languages are used more in the field of administration in various states but this does not help these languages to attain the status of English in the academic field.

All men both high and low regard English as a means of getting academic advancement and social elevation. To maintain or to promote social status and family prestige, parents are crazy to admit their wards in English medium schools. <sup>8</sup>Notwithstanding the pronouncement of politicians that no more English medium school will

be permitted, the demand continues unabated. Higher fees are no deterrent; parents are willing to make enormous sacrifices to ensure upward mobility for their children. Success in the job market or even marriage market has come to be equated with fluency in English (Prabhala, The Hindu, 1994).

### **1.7. PROBLEMS OF TEACHING ENGLISH**

However a high percentage of school - leavers leave the precincts of the school as ignorant of English usage as they were when they entered the school first. Many years of learning English leads most of our school goers nowhere. Teaching of English in our schools is in a chaotic state today. Pupils are taught English for about six periods per week for six years. But it has been estimated that they hardly know few words by the time they join a University. This means that they have hardly been able to learn English words at the rate of one word per period. They do not know how to use the commonest structures of English. <sup>9</sup>The mistake is in our Educational system itself. A teacher's target is to "prepare" his students for the examination and not to make his pupils competent in the use of the language they are learning (Bala Subramanian, 1985, P. 56).

In reality neither the student nor the teacher is anxious to learn or to teach English. So the student is nervous only about his success in the examination and the teacher's sole problem is to see that the pass percentage does not go down. <sup>10</sup>We hunt for shadows rather than substance. We care more for diplomas than for knowledge. It is not learning that we want, but the prize that learning brings - wealth, prestige, status, and so on. It is not knowledge that we ask for but short - cuts to knowledge, so that we can outwit the examiner (Mehta, 1981, P.18).

Pupils are assessed in all the states in India by means of a single examination conducted towards the end of the year. In this system pupils usually work hard for a few days just before the examination and get through the examination. But, such last minute preparation does not help in the case of language. <sup>11</sup>Language needs constant practice over an extended period and this can be ensured only if examinations are held at frequent intervals. The present system of relying solely on an all - important annual examination therefore does not serve the purpose (Baruah, 1991, P. 14). Moreover the question papers are set in such a way where all the questions can be answered with the help of bazaar cribs. For such an examination, students require no thinking, no originality, no

imagination and no skill, though the vital aspect of language learning is integrated skill. Hence an average teacher tends to teach nothing more than what the examiner is likely to require.

### **1.8. STANDARD OF ENGLISH LANGUAGE TEACHING**

<sup>12</sup>Factors of a heterogeneous nature varying from place to place and situation to situation do exist and create difficulties. Unmanageable numbers, poor classroom conditions, poor motivation, lack of support from home and society, pressures of unwieldy syllabus in other subjects, too many languages to be studied at the same time, unhealthy attitudes of the authorities in many cases - all these are factors that often interfere with the teaching of English (Mohammed, The Hindu, 1995).

Because of these factors the standard of English Language Teaching is said to be going down day by day. Besides, there are certain teacher oriented factors that cause havoc to English Language Teaching. <sup>13</sup>The teachers teaching English to secondary students are not so competent in teaching the language. Oral competence of teachers teaching English is very poor; reading competence is found to be poor and writing competence seems to be some what poor (Franklin, 1997, P. 246). Teachers are not clear about the aim of teaching English. They divide the timetable into reading, writing, composition, translation and grammar and are satisfied so long as the students are kept busy and they don't get any trouble from the higher authorities.

It drives home the fact that in general, students are not found to be competent in English because of lack of skill-oriented teaching. Even after studying the language for nine years they are not able to speak or write on their own. Therefore an empirical study of the language skills developed in students is found to be essential.

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## CHAPTER - II

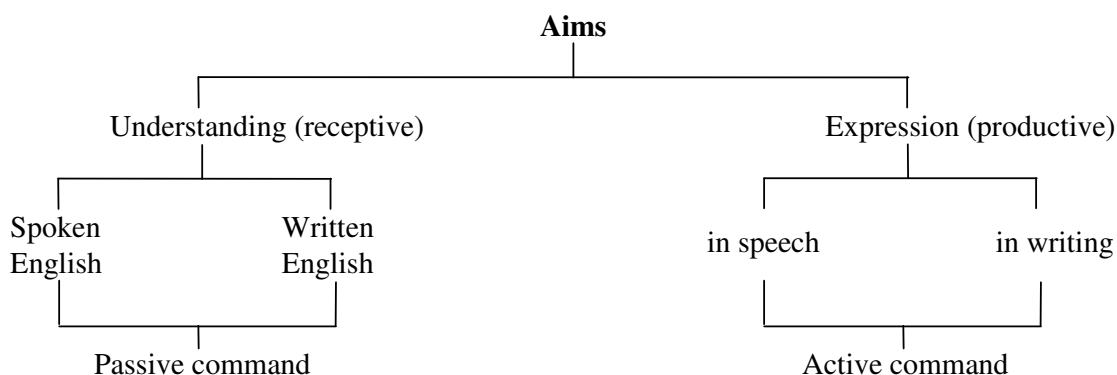
### CONCEPTUAL FRAMEWORK

#### 2.1. AIMS OF TEACHING ENGLISH

From the foregone discussion it becomes clear that <sup>1</sup>English is an all-important language and the ability to use this language has become a necessity to an educated person (RIE Monograph, 1980, P.1). The study of a language has four aspects. They are Semantic, Phonetic, Graphic and the Phonetic-Cum-Graphic aspects. Semantic aspect deals with 'Comprehension'. It is the understanding of the meaning. The Phonetic aspect deals with the spelling and pronunciation of words. The Graphic aspect is the written form of a language. The Phonetic-Cum-Graphic aspect is the Reading of the language. All these aspects of the language work in co-ordination with each other. Thus there are four general aims in teaching English. They are:

- *To enable the pupil to understand English when spoken.*
- *To enable them to speak English.*
- *To enable them to read English.*
- *To enable them to write English.*

These aims correspond to the four language skills - listening, speaking, reading and writing. Listening and reading are passive or receptive skills and speaking and writing are active or productive skills. The following chart shows the aims of teaching English clearly:



## **2.2. OBJECTIVES OF TEACHING ENGLISH**

Besides the general aims of teaching English the teacher should have definite, clear-cut aims in teaching each lesson. They should be clear, precise and expressive.

### **2.2.1. Primary Level Objectives**

At the end of standard VII/VIII a pupil should be able to:

- a. understand statements, questions, short talks and passages read out to him on a subject within his experience (within the scope of the syllabus), when read at careful conversational speed.
- b. ask and answer questions in speech relating to his experience and to what he has read (within the range of the syllabus).
- c. read with fluency (both oral and silent reading) and understand simple passages within the vocabulary and structural range of the syllabus.
- d. express himself clearly in writing with reasonable accuracy, within the linguistic range of the syllabus, on subjects within his experience.

### **2.2.2. Secondary Level Objectives**

At the end of standard X/XI a student should be able to:

- a. understand a passage read out to him from the prescribed materials or a talk of the same linguistic level on a subject of general interest within his experience.
- b. ask sensible questions and reply intelligibly to questions based on the above.
- c. carry on a sensible conversation with clarity of expression on passages from the prescribed materials on a topic of the same linguistic level within his experience.
- d. arrange and present his ideas intelligently on a topic selected by him.
- e. read silently and understand the main ideas in a passage of simple English within the linguistic range of the syllabus and be able to reproduce them clearly and correctly in speech and writing in his own words.
- f. express himself in writing with relevance and clarity on:
  1. a subject of general interest within his experience.
  2. a topic chosen from a subject within the curriculum.
- g. read on his own with the help of the dictionary and reference books for information, further study and enjoyment.



The Study Group on Teaching of English (1971) recommended the following level of attainment to be reached in each class in terms of the structures or teaching points and vocabulary items.

**Class:**

VI	: Teaching Points 1 to 50	: 300 words for active use
VII	: Teaching Points 51 to 100	: 300 new words for active use
VIII	: Teaching Points 101 to 170	: 300 new words for active use 200 new words for passive use
IX	: Teaching Points 171 to 220	: 300 new words for active use 300 new words for passive use
X	: Teaching Points 221 to 280	: 300 new words for active use 300 new words for passive use

**2.2.3. Higher Level Objectives**

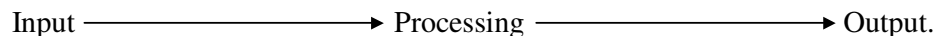
<sup>2</sup>For a successful completion of the first degree course a student should possess an adequate command over English, be able to express himself in it with reasonable ease, understand lectures in it and avail himself of its literature (ECR, 1966, 1.57 p.5). From these it may be understood that English Language Teaching should be a skill based one.

Full mastery of a language requires receptive ability as well as productive ability. Listening, speaking, reading, and writing are related to and supplement one another.

<sup>3</sup>The psychology of language learning also tells us that the four basic language skills, namely, listening, speaking, reading and writing, reinforce each other, and even for the development of a single skill, some amount of emphasis on the other skills will be found beneficial (Baruah, 1991, P. 9).

**2.3. SKILL OF LISTENING**

Listening is an active process. It can be depicted as:



The skill of listening provides the foundation for

- *<sup>4</sup>following instructions competently;*
- *correct orientation to the task;*

- *detection of key ideas;*
- *aiding the development of new ideas and inferential thinking.*

(Douglas H. Hamblin, 1981, P. 39)

Ability to understand what others are saying is essential to interaction. Listening is a complex operation integrating the distinct components of perception and linguistic knowledge. The degree of listening depends on the type of material and its organization, the interest the material holds for the listener, the way it is presented and the emotional state of the listener. <sup>5</sup>Of the time adults spend in communication activities, 45 per cent is devoted to listening, only 30 per cent to speaking, 16 per cent to reading, and a mere 9 per cent to writing (P.T. Rankin, 1962, p.2).

Adrian Doff (1988) talks about the following two types of listening.

- *Casual listening: Many times people listen to something without any particular purpose and without much concentration. This type of listening is found in social contexts.*
- *Focussed listening: It is 'intensive listening' for information or for transacting business. The listener is attentive and concentrates on what the speaker is saying.*

### **2.3.1. Teaching Listening**

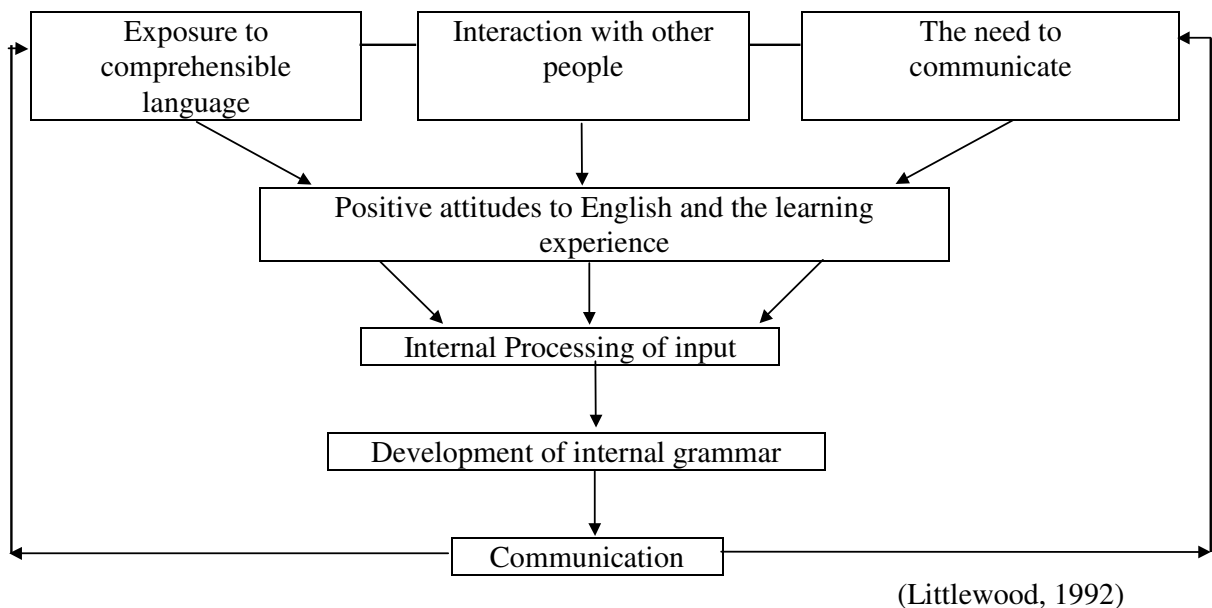
- i. Teachers should model good listening, especially by giving students full attention and eye contact when they speak (De Hoven, 1983).
- ii. Both spontaneous speech and written language read orally should be used to teach listening, because different skills are involved (Froese, 1981).
- iii. Students with learning problems tend to comprehend better when speed of presentation is slower than the normal rate (Blosser, Weidner and Dinero, 1976; Mc Croskey and Thompson, 1973).
- iv. Because of linguistic problems of some students, teachers should use structurally simple and relatively short sentences of not more than 5 to 10 words in their language of instruction (Wiig and Semel, 1984).

## 2.4. SKILL OF SPEAKING

Speaking is a muscular activity. People use speech organs to produce sounds. <sup>6</sup>In learning to speak our own language, we learn certain specific muscle habits. Where sounds of a second language are different from those of our mother tongue we have to learn new muscle habits (Fribsy, 1964, p.43).

### 2.4.1. Natural process of developing spoken skills

There must be some kind of exposure to language input, so that the natural learning mechanisms have something to work on. Learners have to be exposed to English through clearer pronunciation, slower pace, simpler structures and common vocabulary. Many writers believe that it is interaction with other people, which plays the most crucial role in enabling acquisition to take place. Natural learning depends on the learner's active engagement with the language. Here motivation is an important factor. Natural language learning can be described with the help of the following Natural learning Model.



The three basic conditions of natural learning are exposure to the language, interaction with other people and the need to communicate. The effect of these conditions is facilitated or hindered by the learner's attitudes towards English and to the learning experiences. Internal mechanisms process the language input in order to find regularities and build up a mental representation of the language. This representation

constitutes an internal grammar, which continues to develop as the learner experiences more language. The internal grammar, which the learner has constructed at any particular time enables him to take part in communication.

But unfortunately in Indian schools less attention is paid to speech training. Teachers rely too much on translation method. Spoken English is not used even inside the English classrooms. Therefore speech retardation in English is not uncommon in Indian schools.

## 2.5. SKILL OF READING

Reading is mainly a decoding process.



The encoder encodes the message and the decoder decodes it and understands it.

Reading activity involves perception, recall, reasoning, evaluating, imagining, organizing, application and problem solving. The goal of all reading is the comprehension of meaning. <sup>7</sup>Effective reading includes not only a literal comprehension of an author's word, but also an interpretation of his mood, tone, feeling and attitude (Dechant and Smith, 1977, P. 237).

Gray (1967) views that when people read something they understand it at three levels. First, the purely literal responding to the graphic signals only with little depth of understanding, the second level at which the reader recognizes the author's meaning, and the third level where the reader's own personal experiences and judgments influence his response to the text. These three levels can be summarized as "Reading the lines, Reading between the lines and Reading beyond the lines".

### 2.5.1. Oral and Silent reading

Reading aloud is closer to pronunciation than to comprehension. The reader shares information that the members of the audience want. <sup>8</sup>The "real-life" purpose of reading aloud to others is to convey information to them, to entertain them, or to share a good story that they do not have (Zintz and Maggaut, 1989, P. 425).

Silent reading is considered to be a "see and comprehend process" rather than a "see, say and comprehend" process. Buswell (1947) noted that silent reading should be a process of association between perceptual stimulation and meaning "without a mediating

sub vocalization". Silent reading focuses on comprehension based on background information, some visual data, and predicting and confirming strategies.

### **2.5.2. Skimming and Scanning**

Skimming and Scanning are two important and useful advanced reading skills. <sup>9</sup>Skimming is a reading skill which demands top most speeds. It is a method of quickly gathering information from the printed page (G. C. Ahuja and Pramila Ahuja, 1987, P. 69). Learning to skim is a valuable academic exercise. <sup>10</sup>In scanning the reader runs his eyes down the page with the purpose of finding an answer to a specific question. (Dechant and Smith, 1977, P. 284). In skimming the reader does not try to find out the answer to any question. Skimming is a rapid reading technique and scanning is a technique to find the facts in a very fast manner.

Therefore Effective reading involves experiencing learning and thinking. <sup>11</sup>It is a physiological process, a psychological process, a social process, a cultural process and above all a linguistic process (G. C. Ahuja and Pramila Ahuja, 1987, P. 15). Reading is a skill, which responds to practice. Continuous and systematic practice results in the improvement of reading rate.

### **2.6. SKILL OF WRITING**

Interaction through the written message is the goal of writing. Motivating students to write is a challenging task for the teacher. <sup>12</sup>Student aptitudes vary widely in writing. Some need considerable help in developing a smooth and effective operation; others seem intuitively to take off and create interesting patterns of their own (Rivers and Temperley, 1978, P. 297). If students are to write spontaneously, opportunities to acquire confidence in writing must be provided to them.

When the receiver of the communication is not physically present writing is used. Except professional people like writers, journalists, lawyers, teachers etc., others have very few occasions to resort to this mode of communication. Writing also fulfills a pedagogic purpose in second language teaching. It is used to fix the structures and vocabulary already learnt.

<sup>13</sup>The student who learns to write English has not only to cope with the mechanical problems connected with the script of the language but also with the

problems of ease and fluency of expression, of grammatical and lexical accuracy and of the appropriateness of the style of writing as demanded by the occasion or situation (C. Paul Verghese, 1990, P. 78).

### **2.6.1. Analysis of the skill of writing**

Writing is a complex skill and it has some special components. <sup>14</sup>A person who can express himself in written English can:

- Write the letters of the alphabet at a reasonable speed;
- Spell the words correctly;
- Recall appropriate words and put them in sentences;
- Use appropriate punctuation marks;
- Link sentences with appropriate sentence connectors and sequence signals (e.g. pronouns, definite article etc.)
- Organise thoughts and ideas in logical sequence and in suitable paragraphs around topic sentences;
- Evaluate the significance of a word or a sentence in the overall context of the written passage;
- Use the form and register appropriate for the subject matter and the audience (Baruah, 1991, P. 246).

The main aim of developing the skill of writing is to train the student in expressing himself effectively in good English.

## **2.7. COMPARATIVE ESTIMATE OF THE FOUR-SKILLS**

Full mastery of a language requires both the receptive and productive abilities. Though they are related to each other, efficiency in one aspect does not necessarily lead to efficiency in another. Each of the four skills-listening, speaking, reading and writing requires due attention. But in reality in the English classroom, speaking in English is totally absent and intellectual writing is very poor. Students read only to memorize words and sentences for answering questions. Reading on their own with understanding is unheard of in ordinary English classrooms. Such an illogical and improper teaching and learning of English may be due to lack of understanding of the relative importance of

the language skills. The following criteria may be on the continuum of a scale to measure the worth of the four language skills.

### ***Usability***

A skill should be a useful one. In the case of LSRW, each one of them is found to be useful in one form or other in one context or another. In the first language, listening and speaking form the major chunk of communication. However reading and writing assert their right in certain typical situations. Therefore for a fuller use of the language all the four skills are found to be useful. But the quantum of usability of these skills gets reversed in the case of the second language i.e., English. Reading, though rudimentary in nature seems to fulfill the criterion to the maximum followed by writing (mechanical) and then listening and speaking.

### ***Learnability***

Listening and speaking are more difficult when compared to other skills in the case of second language learning. A congenial atmosphere is needed to master these skills. In our environment there is no social compulsion to listen and speak in the English language. In the present classroom situation learning to understand and speak the language is very difficult. Intellectual writing is absent and only mechanical writing is used. Students never feel the necessity for creative writing. They memorize and write in English. When compared to these three skills, reading is easier for the individual to master. They casually learn the alphabets, group the words and pronounce the words. As reading is mostly passive in nature, without the active participation of other members in the group one can develop reading. So, it seems that reading is more easily learnable than the other three skills.

### ***Teachability***

Another criterion for judging the importance of a skill is its teachability. The teacher should have competence in English to teach the language. In listening and speaking teachers are not so competent. Naturally they can't promote the oral fluency of the students. They may not favour intellectual writing, as they are not very competent to express their ideas in writing. In examinations also students are not assessed on the basis of their independent, original writing in English. Therefore the teachability of listening, speaking and writing are found to be very low when compared to that of reading.

Reading being a passive skill it may be easier even for an average teacher to read and explain the subject matter in English. Therefore on this count also reading has to be preferred to the other three skills.



### ***Productivity***

Another criterion to judge the competence of a language skill is its productivity. According to Dr. West (1964) and others reading has got a very high surrender value; that is, it can be developed in isolation with a very basic understanding of the skill. But in the case of listening, speaking and writing the learner has to strain a lot to gain an understanding of the basics of the skills. Also, the developed skills may not be of any use for them in ordinary circumstances. Therefore it is said that the productivity of the skills are very less. Hence it may be found that in the order of competence of the students reading tops the list of the language skills.

### ***Utility***

The final criterion for judging the need of a particular language skill is its utility. Though in the state of Tamilnadu and elsewhere in India English is taught as a second language, the teacher may try to treat it on a par with the mother tongue. Unfortunately the long period of learning English in schools does not yield the expected dividend in the form of language mastery. However being an International language it has to be learnt to make ourselves cope with the knowledge explosion. Whatever may be the criticism against the learning of English, the fact that it is a library language cannot be contradicted. Therefore to treat it at least as a library language the reading aspect of this language has to be mastered. Therefore on this count also reading is to be accepted, as the skill most needed for our pupils.

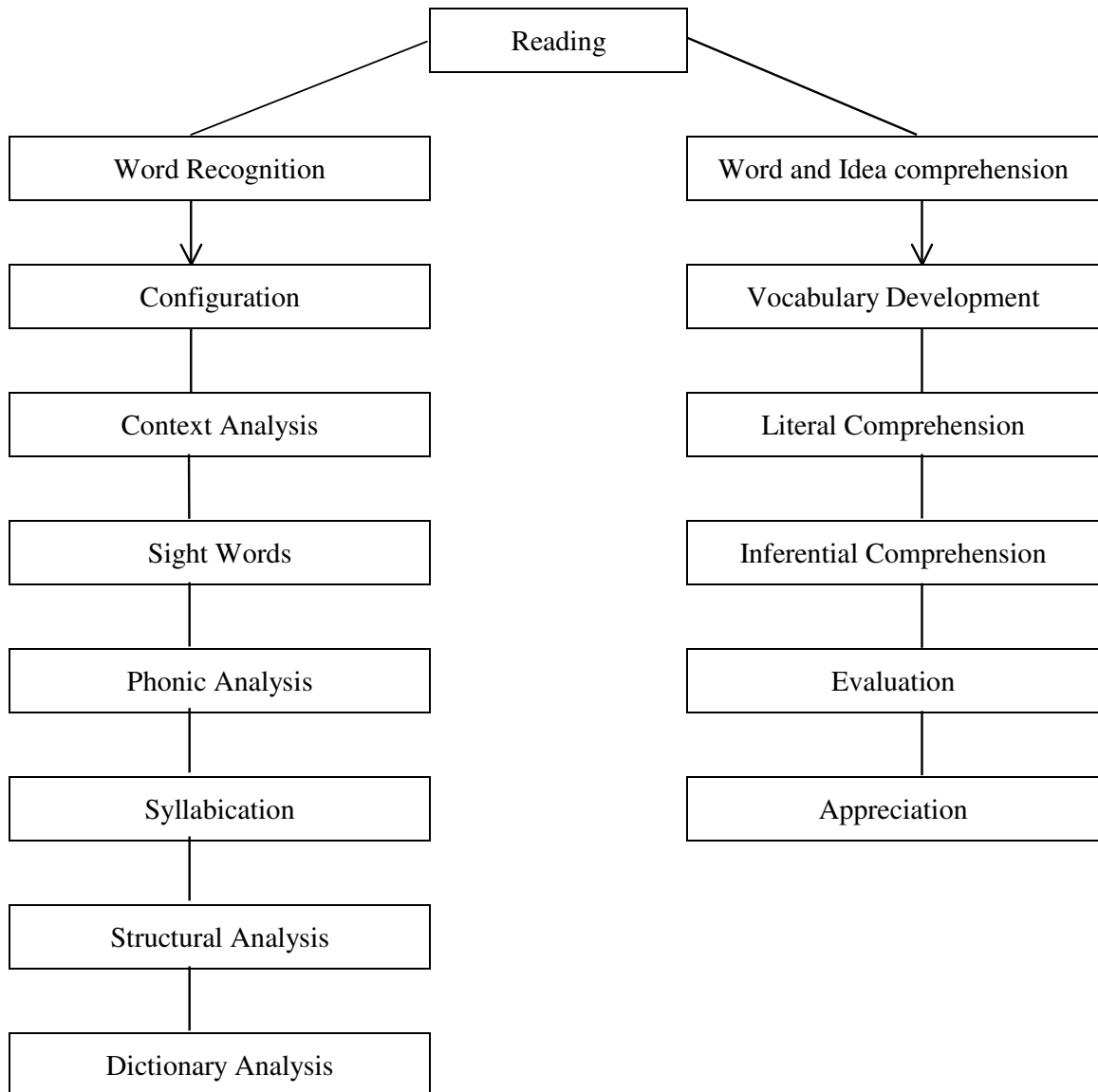
#### **2.7.1. Fixing the area of Investigation**

From all this discussion it can be understood that of all the four skills, reading is to be given the topmost preference while teaching English as a second or third language. Moreover practically speaking, almost in all classrooms, only 'reading' is found. Hence the Investigator conceptualises that in this much 'needed' and much 'used' skill of reading, the students may have a better attainment when compared to those of other skills. Based on this conceptualisation, she intends to probe into detail the skill of Reading comprehension possessed by students at the crucial stage of their learning that is at the secondary level in the schools in Tuticorin, a Southern district of Tamilnadu, where she is engaged in preparing teachers for teaching English at this stage. Having thus fixed 'Reading comprehension' as the field of investigation, the investigator proceeds to

review those factors that may influence it, so as to define and delimit the scope of investigation.

## 2.8. READING - AN ANALYSIS

<sup>15</sup>Reading content is divided into word recognition skills and comprehension skills. The following figure - An Organizational Framework of Developmental Reading Skills illustrates these skills.



(Mercer *et al.*, 1987, P. 375.)

From the chart it is clear that comprehension is the construction of ideas out of the reader's pre-existing concepts in interaction with the ideas of the writer represented by the writing in the text. Five major areas are included in Reading comprehension (Ekwall and Shanker, 1985; Smith and Barrett, 1974).

- i) Vocabulary Development: To understand the words used by the writer, vocabulary development is essential for the reader. Exposure to books, people and places will provide meaningful experience in learning words from context and this will aid in vocabulary development.
- ii) Literal Comprehension: Recognition and recall of explicitly stated information is literal comprehension. Skills involved in literal reading are ability to read for the central thought and main ideas, remembering significant details, sequence of event and to find answer to specific questions.
- iii) Inferential Comprehension: It requires the reader to make hypotheses based on stated information, intuition and personal experience. <sup>16</sup>Grasping cause-effect relationships, anticipating the remainder of a story, and forming opinions are inferential comprehension skills (Cecil D. Mercer and Ann R. Mercer, 1989, P. 335).
- iv) Evaluation: It deals with judgement based on the reader's experiences, knowledge or values. Evaluation focuses on qualities of accuracy, acceptability or probability of occurrence. It includes making value judgements and analysing the intent of the author.
- v) Appreciation: It is the reader's emotional and aesthetic sensitivity to the written selection. The reader identifies with characters and incidents.

Therefore for a valid assessment of the skills of comprehension, all these five areas should be incorporated with measuring instruments.

## **2.9. FACTORS INFLUENCING READING**

Many factors may influence the skills of reading. Some of the conditions needed by children to make maximum progress in learning to read are physical and mental health, abilities of visual and auditory recognition, intelligence, background of experience, knowledge of the language, desire to read, purpose for reading, interest in reading, confidence and certain other environmental factors.

### 2.9.1. Physiological Factors

Various Physical deficiencies cause reading disability. Visual, auditory, speech impairments and neurological status are some physical deficiencies, which cause reading disability.

Correction of visual defects enables children to learn to read more easily. Kavale (1982), on the basis of a meta-analysis of 161 studies, concluded that visual perception is an important component of reading achievement. Both the ability to pronounce words correctly and the ability to understand what they mean is based on a child's language ability, which has been acquired through listening. <sup>17</sup>Although children with severe and extreme hearing losses always have great difficulty in learning how to read, those with lesser impairments often do reasonably well if the hearing loss is identified early and appropriate medical and educational measures are taken (Guy L. Bond *et al.*, 1989, P. 53).

Manroe (1932) says that faulty articulation may directly affect reading by causing confusion between the sounds the child hears others make and the sounds the child hears himself make when he is asked to associate print symbols with sounds in reading. Speech defects are not associated with silent reading achievement but only with oral reading disability. It can be said that good health is conducive to good reading and poor health is associated with reading deficiency. Physical inadequacies also contribute to reading problems. Physical inadequacy makes it difficult to become enthusiastic about learning.

### 2.9.2. Sociological Factors

Language background depends on the extent of experience. Though the school can do much in the matter of language background and general experiences with speech and vocabulary, reading ability is a concomitant of home conditions. There is a close relation between reading and social factors. Home background can include -

- i) *economic condition.*
- ii) *opportunities for play and for social experiences.*
- iii) *nature and amount of speech and language patterns of children particularly as they are influenced by the talk of the parents.*

*iv) amount of reading done in the home and the availability of books.*

*v) quality of family life in terms of inter-parental relationships.*

A background full of meaning and experience provides clues to the nature of word patterns and enables pupils to make maximum use of content in word recognition. According to Seigler and Gynther (1960) there is more evidence of family conflict in the homes of poor readers than in those of children with no reading difficulties. Crane (1950) shows disturbed parent-child relations, marked sibling jealousy, and unfavourable school situations were characteristic of the poor readers. Home tension and pressures hinder reading progress. Likewise school environment also plays a significant role in the development of the skills of reading. The school library or media centre plays an important role in the reading programme. Through them the child's interests in reading are pursued and expanded. The varied book collections in the library offer students opportunities for reference reading, research and additional reading. Gaver (1961) found that higher educational gains were made when there was a school library and students read more and better books when there was a library. A number of educational factors may lead to difficulty in the reading programme. Some of them are -

*i) curriculum requirements taking the teacher's time and they are unable to individualize the programme satisfactorily.*

*ii) using materials and methods that seem dull and unimportant.*

*iii) procedures which do not tie class activities to the reading programme.*

*iv) inappropriate emphasis on the basic reading skills prevent effective reading.*

*v) over emphasis on phonic analysis causes disability.*

To progress satisfactorily in learning to read there should be a balance between the type of skills and abilities to be developed and the type of home and school environment available for the pupils.

### **2.9.3. The Psychological Factors**

Reading is an interpretation of graphic symbols. It is the identification of the symbols and the association of appropriate meanings with them. Reading involves an interaction between the writer and the reader. The reader interprets what he reads, associates it with his past experience, and projects beyond it in terms of ideas, relations and categorization. Horn (1937) points out that the writer does not really convey ideas to

the reader; he merely stimulates him to construct them out of his own experiences. The one who takes the most to the printed page gains the most. Therefore the psychological factors such as –

- i) *Interest*
- ii) *Intelligence*
- iii) *Reading readiness*
- iv) *Attitude towards reading*
- v) *Cognitive style etc.*

may influence the reading competence of the pupils.

### **2.9.3.1. Interest in Reading**

Ryans (1942) says interests are learned responses which predispose the organism to certain lines of activity and which facilitate attention. Cummins and Fagin (1954) suggests that interest is an emotional involvement of like or dislike which is associated with attention to some object. Interest is the tendency to give selective attention to something. Lack of interest is the cause of poor reading.

Wheat (1955) points out that as a person learns to read, reading enters his mental make-up as a permanent mode of behaviour. He now uses reading as a means of enjoyment, studying and thinking. He will arrange his work and play in order to provide time for reading. He will use reading to discover new interests.

If the child should read, his interest must be captured. He must learn to read, his interest must be retained and he must continue to read. Appropriate reading materials must be introduced to the pupil that must motivate the student to action. The pupil must be lured to new interests through the ladder of suitable materials.

### **2.9.3.2. Intelligence**

Intelligence is an important determinant of reading. Reading is a process of thinking. Intelligence is the ability to learn and to apply what is learned. According to Eames (1960) intelligence is the functional manifestation of the integrity of the central nervous system. The intelligence manifested by a person bears a relationship to the structural and functional state of his brain.

Buttery and Mason (1979), Cegelka and Cegelka (1970), and Kirk, Kliebhan, and Lerner (1978) point out, low intelligence is the cause of reading disability when

appropriate educational adaptations are not made. Carlson (1949) found that individuals with high intelligence tend to comprehend better when reading rapidly than when reading slowly; those with average or low intelligence comprehend better when reading slowly, than when reading, rapidly.

Students with high IQs read books that are more difficult. Boys who score high on intelligence or aptitude tests (IQ 130 or more) read mystery stories, biographies, history, and westerns; girls of above-average intelligence read historical fiction, modern novels, biographies, mystery stories, teen-age books, sports, animal stories, science, history, and books treating social problems (Barbe, 1952).

### **2.9.3.3. Reading readiness**

Lamoreaux and Lee (1943) emphasized that each stage of reading is a step towards readiness for further reading. Success in reading depends on the child's overall level of maturity. The child has to pass through different stages of mental maturity before he can receive reading instruction with profit. Gessell and Ilg (1949) suggest that readiness for learning results more from internal unfolding rather than from external stimulation, relevant learning experiences, practice, and integration of information.

Sutton (1964) reports that children who read early tend to be girls, have siblings and parents who read to them, come from upper socio-economic homes, have parents who are interested in school affairs and educational progress, are interested in words, are conscientious and self-reliant, have good memories and know how to concentrate, can name most of the letters of the alphabet, and have fathers who engage in mental rather than manual work.

Pupils in our Indian schools may have only poor ~~Reading~~ *reading* readiness due to the lack of language competence.

### **2.9.3.4. Attitude towards reading**

The child should develop a favourable attitude towards school, classmates, and reading. Positive attitudes faster progress in learning to read and negative attitudes result in reading difficulties. <sup>18</sup>Personal and social adjustment, home conditions peer relationship, teacher-pupil relations, and the instructional programme all influence attitude toward reading (Guy L. Bond *et al.*, 1989, P. 77).

Kantawala (1980) states that the higher the Socio-Economic Status, the better was the reading attitude. According to him students of small-size families had a more favourable reading attitude than those of large-size families. Due to the lack of independent reading, students may not have developed a positive attitude towards reading.

#### **2.9.3.5. Cognitive style**

Cognition and reading are related in two important ways. First, specific cognitive abilities are essential for the acquisition of reading skills. Second, reading is a powerful means for knowledge acquisition, structuring and application.

Recently research concerning the relationship of several aspects of cognitive style and reading has been conducted. Field dependence and field independence have been related to reading ability and achievement. Field independence was found to be related to reading achievement by Blaha (1982), based on his study of 324 inner-city fifth-grade children. Research by Paradise and Block (1984) who studied that students who closely match their teachers on field dependence - independence make greater gains in reading achievement than students who are dissimilar.

Field-dependent children process information in a generally global fashion and appear to be easily influenced by their environment. But, field - independent children process information in an analytical manner and tend to be individualistic.

From the analysis of the psychological factors associated with reading it is clear that for any study aimed at studying the problems related to **Reading comprehension** a complete picture would be available only when some of the suitable psychological factors are treated as dependent variables of the problem under investigation.

#### **2.9.4. Teacher Related Factors**

Reading is a complex process made of many interrelated skills and abilities. Success in teaching children to read depends on the teacher. <sup>19</sup>The teacher who is inept because of poor training, lack of experience or a slavish devotion to inflexible routine, is unable to adjust reading instruction to the varied needs of the students (Guy L. Bond *et al.*, 1989, P. 86).

A comprehension lesson has two interrelated areas. They are the thematic and linguistic. Thematic content of a comprehension lesson is composed of the ideas



expressed in the linguistic fabric of the lesson. The linguistic area covers the lexical items and structures, which constitute the linguistic body of the lesson. <sup>20</sup>The objectives of teaching a comprehension lesson are:

- *to enable the pupils to understand the ideas inherent in the linguistic fabric of the lesson (a piece of writing or passage)*
- *to enable them to recall, analyse and classify the ideas expressed in the passage*
- *to enable them to understand contextual meanings of lexical items and structures fitted into the build-up of the passage*
- *to enable them to understand the usage of lexicals and structures involved*
- *to enable their penchant for reading with understanding (K. P. Verma, 1976, P. 16).*

A comprehension lesson requires a goal-oriented silent reading on the part of the students. The teachers' language teaching competence influences the reading skill of pupils. Teachers themselves are not voracious readers. They seldom give illustrations from other books. In schools teachers never encourage the students to read anything other than the text. They prepare the students only for the examination and their language teaching is syllabus and examination oriented. Moreover most of the children fail to take reading as a leisure time activity. They read texts only to memorize for the examination. So there is no chance of developing the essential reading skills. Hence contrary to the earlier conceptualisation the attainment of the skill of reading may not be to the expected level.

## **2.10. THE RESEARCH PROBLEM AND THE RESEARCH QUESTIONS**

The above stated facts have prompted the investigator to make the study a comprehensive one.

Therefore it warrants a probe into the skills of Reading comprehension developed by pupils at the secondary level in relation to certain psychological factors such as Reading readiness, Reading attitude and Cognitive style.

Moreover developing suitable instruments for assessing the essential skills and other chosen variables would become an inherent part of the study. The present study, therefore aims at answering the following research questions:

- i. Is the Reading comprehension of pupils of standard IX in the schools in Tuticorin district low or moderate or high?

ii. Which of the following background characteristics –

- i) *Gender*
- ii) *Community*
- iii) *Religion*
- iv) *Type of school*
- v) *Locality of school*
- vi) *Parental education*
- vii) *Parental annual income*
- viii) *Kindergarten education*

are associated with the following dimensions –

- a) *Reading the lines*
- b) *Reading between the lines*
- c) *Reading beyond the lines*

and their sub-skills?

iii. How are Reading readiness, Reading attitude and Cognitive style related to the skills of Reading comprehension of standard IX students in the schools in Tuticorin district?

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## CHAPTER – III

### REVIEW OF RELATED LITERATURE

#### 3.1. INTRODUCTION

Related studies help to provide a background for the research problem. The investigator should be familiar with what is already known and what is still unknown and untested.

For the present study, the investigator collected information related to her work from various sources. She visited many university libraries in the state of Tamilnadu, CIEFL and ASRC libraries – Hyderabad, and British Council Library, Chennai. She has also collected online information through Internet.

Many studies and research abstracts were collected regarding the skills of Reading comprehension. However the studies which are very much related to the present one are classified into two groups:

- A) Indian Studies
- B) Foreign Studies

The Indian studies and Foreign studies are given in detail form, capsule form and deduced form.

#### A) INDIAN STUDIES

#### 3.2. STUDIES IN INDIA - IN DETAIL

##### *Study - 1*

**Investigator** : Agrawal, V.R. (1981)  
**Title** : A Study of Reading Ability in Relation to certain Cognitive and Non-cognitive Factors.

##### **Objective**

To examine the role of some of the personal, cognitive and non-cognitive factors in reading ability.

##### **Procedure**

A sample of 400 grade IX students (200 males and 200 females) was selected. Personal data blank, Krishna's Battery of Reading Ability Tests, Jamuar's Study Habits Inventory, Mohsin's Bihar Test of General Intelligence, Nafde's Non-verbal Test of Intelligence, Sinha and Krishna's Revised Version of Comprehensive Test of Anxiety, Eysenck's Personality Inventory, Bengalee's Youth Adjustment Analyser and Worchel's Self-Activity Inventory were used.

## Analysis

Two way analysis of variance was employed for data analysis.

## Findings

1. Males and females differed significantly in reading ability, study habits, academic achievements, neuroticism, extraversion, parental attitude and ideal self (females scored higher than males only on reading ability and academic achievement).
2. Males and females differed significantly in terms of their frequencies on high and low reading ability scores.
3. High and low reading ability groups among males differed significantly in ordinal position, economic status and father's or guardian's educational level; and among females they differed significantly in father's or guardian's educational level.
4. High and low reading groups did not differ statistically in caste and father's or guardian's occupation.
5. ANOVA results indicated that the main effect of sex was significant in study habits, academic achievement, verbal and non-verbal intelligence, anxiety, neuroticism, parental attitude and ideal self.
6. Personal and cognitive factors were more meaningful in the context of reading ability scores than the non-cognitive factors considered in the study.

## Study - 2

**Investigator** : Dass, P.A. (1984)

**Title** : A Study of Reading Comprehension in English of Students of English Medium Secondary Schools of Standard X of Central Gujarat in the Context of Some Socio-psycho Factors.

## Objectives

1. To construct a test for measuring the reading comprehension of pupils of standard X.
2. To establish norms for reading comprehension for students of English medium schools in Central Gujarat.
3. To study whether there were any sex differences with regard to reading comprehension.
4. To study reading comprehension in the context of SES and certain Socio-psycho factor, viz. test-anxiety, emotional stability, leadership and radicalism.

## Procedure

The test was constructed and standardised for measuring the various components of reading comprehension, viz. noting the significant details, finding out the main idea of the paragraph, giving the meaning of the words in context and nearest to the key word, giving the sequence of events, finding the relationship between ideas, drawing inferences, giving captions, drawing generalisations, and reading and interpreting tables and maps. These components were measured through seven sub-tests. The usual method of test construction was followed for the purpose of item analysis, determining reliability, validity and establishing test norms. The total time required to administer the test was 60 minutes. The test was

standardised on a sample of 873 students. The sample included 384 girls and 489 boys selected at random from English medium schools of Central Gujarat.

### Analysis

For studying the reading comprehension in the context of SES and other socio-psycho factors,  $2 \times 2$  factorial design was used.

### Findings

1. The mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English.
2. The mean difference of reading comprehension scores was in favour of students with high SES.
3. The mean difference in reading comprehension scores was in favour of students having high leadership traits.
4. Emotional stability was not found to influence reading comprehension.
5. Students having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism. Students having a low anxiety level had better reading comprehension than those with a high anxiety level.



### Study - 3

*Investigator* : Dhanger, S.S. (1985)

*Title* : A Comparative Study of the Reading Ability of the B.C. and Non B.C. Pupils of Grade X in the Context of their Intelligence, Anxiety, n-Ach and Certain Demographic Variables.

#### Objectives

1. To compare the reading ability of the backward class (B.C) pupils with that of the non B.C. pupils.
2. To compare the reading ability of the B.C. and non B.C. pupils from rural areas with that of the B.C. and non B.C. pupils from urban areas.
3. To compare the reading ability of the B.C. and non B.C. pupils having intelligence with that of the B.C. and non B.C. pupils having low intelligence.
4. To compare the reading ability of the B.C. and non B.C. pupils having low anxiety.
5. To compare the reading ability of the B.C. and non B.C. pupils having high n-Ach with that of the B.C. and non B.C. pupils having low n-Ach.
6. To compare the reading ability of the B.C. and non B.C. pupils from small families.
7. To compare the reading ability of the B.C. and non B.C. pupils with that of the B.C. and non B.C. pupils in relation to their 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> birth order.
8. To justify the effect of interaction among the various independent variables and the dependent variables incorporated in the study.

#### Procedure

The Motibhai Patel's General Ability Test, Boxall's Test of School Anxiety (adapted), the adapted Smith's n-Ach Measure and Trivedi and Patel's Test of Reading Ability were used for collecting the data. 1811 pupils of grade X of 79 secondary schools were selected as the sample.

#### Analysis

The analysis of variance was used to arrive at conclusions.

#### Findings

1. There was a significant difference between the mean scores on the reading ability test given to B.C. and non B.C. pupils and it was in favour of non B.C. pupils.
2. The pupils from urban areas were significantly better in their reading ability than those from rural areas.
3. The pupils having high intelligence were significantly better in their reading ability than those having low intelligence.
4. The pupils having low anxiety were significantly better in their reading ability than those having high anxiety.
5. The pupils having high n-Ach were significantly better in their reading ability than those having low n-Ach.
6. The pupils from small families were significantly better in reading ability than those from large families.

7. The pupils who were first in birth order were significantly better in reading ability than those second in birth order, and the pupils who were second in birth order were significantly better in reading ability than those third in birth order.

#### **Study - 4**

*Investigator* : Srinivasa Rao, R. (1986)

*Title* : Nature and Incidence of Reading Disability Among School Children.

#### **Objectives**

1. To examine and analyse the reading disability cases.
2. To identify the reading disability cases in a typical school population.
3. To examine whether rural / urban differences existed in reading ability of school children.
4. To examine sex differences in reading disability of children.
5. To examine relationship between language deficiency and reading disability in school children.
6. To identify the factors operating in specific cases of reading disorders.

#### **Procedure**

The study had been organised to be carried out in three phases -

- i. general diagnosis
- ii. analytical diagnosis
- iii. case study analysis

In the first phase of the study, a general diagnosis was made to identify disabled readers and borderline cases by administering a standardized reading achievement test, Raven's Progressive Matrices Test, and a Test of Achievement in Mathematics suitable to the standards of the students. The formula suggested by Monroe and others was used to identify the disabled readers and borderline cases. The sample size for the first phase of the study was 600 students. In the second phase of the study, the children identified as disabled readers and also borderline cases constituted the sample for detailed investigation. The size of the sample for this second phase of the study was 100. A reading diagnostic test was administered to the sample of students to examine the language deficiency of the child. Five cases were selected from the 100 disabled readers for the third phase of the investigation in which a detailed case study method was followed to identify the contributing factors of the reading disability.

#### **Findings**

1. Reading disability was found in about 20 per cent of students in primary schools.
2. Sex differences were not significant with regard to reading disability.

3. Students in rural areas were significantly backward when compared to the students in urban areas in reading skills.
4. The reading disability was closely related to language deficiency in school children.
5. The disabled readers were found to be very poor in the sub-skills of language development, namely, word meanings in isolation and context, and word synthesis; in some grammatical aspects of the language; and in paragraph comprehension.
6. Besides the language deficiency poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found to be the causal factors of reading disability.
7. Low reading achievement was found not to be the evidence of low reading potential, and the reading deficiency of children in several cases could be improved by remedial teaching and constant practice.

### **Study - 5**

**Investigator** : Shanthakumari, S.K. (1987)

**Title** : Development of Strategies for Improvement of Reading Skills in English at Middle School Level.

#### **Objectives**

1. To identify the tasks involved in reading and comprehension.
2. To develop strategies, which would help students perform the tasks, involved in reading and comprehension.

3. To develop the skills of reading and comprehension through these strategies.
4. To find out the effectiveness of the strategy by an experiment.

### Procedure

A survey-cum-experimental design was adopted for the study. A stratified random sample of 937 students of both sexes, drawn from 11 schools from both urban and rural areas was used for the survey to determine the level of reading and comprehension ability. The sample for the experimental study consisted of 58 top ranking and 56 low ranking students in the reading and comprehension test. The tools used for the study were Mental Ability Test, Part I (NCERT), Kuppaswamy's Socio-Economic Status Scale, Achievement Test in English and Reading and Comprehension Tests (I to VII) constructed by the investigator, based on Barrett's taxonomy (literal comprehension, reorganization, inferential comprehension, evaluation and appreciation). One of the imported strategies used for the development of reading skills was 'easification', others being schematic presentation, intermittent comprehension, use of short form and motivating through puppet show and dramatization.

### Findings

1. There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas.
2. The intervention strategy helped to improve the reading ability of the students both the high and low groups, the increase in the low group being higher than that in the high group.
3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students.
4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.

## **Study - 6**

**Investigator** : Vimala Devi, P. (1986)

**Title** : Strategies for Developing Critical Reading Abilities in Higher Secondary Students in English.

### **Objectives**

1. To find out the critical reading ability level of students of standard XI.
2. To identify the tasks involved in critical reading.
3. To develop a strategy which would help students to perform the tasks involved in critical reading.
4. To find out the efficiency of the strategy through an experimental study.

### **Procedure**

Variables namely intelligence, anxiety, socio-economic status, divergent thinking ability, syntactic and semantic proficiency, students' self-rated reading skills and achievement scores in English were considered for their effect on the development of critical reading. The tools used were Cattell's Non-verbal Intelligence Test for the age group of 16 plus, Dutt's Personality Inventory, Kuppaswamy's Socio-economic Status Scale, a rating scale to measure the perceived thinking in semantic and syntactic units and a cloze test in English. Besides, five critical reading tests were designed by the investigator. The sample for the study was 1042 students drawn from 19 schools. For the experimental study, the sample consisted of students who had secured the lowest mean value in the final reading comprehension test. The strategies that were designed and refined were tried out on students for promoting critical reading ability. A total of 60 instructional hours, spread over a period of one month was spent in improving critical reading ability of the students of the target group.

### **Findings**

1. The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy.
2. The total improvement of the critical reading skill was 11.41 per cent.
3. The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement.
4. The four factors identified in the factor analysis revealed that critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, evaluative and creative.
5. Students of class XI were below 41 per cent level in their critical reading achievement.
6. The difficulty level of the students studying in English medium schools under different management did not differ.
7. There was a difference in the difficulty level of the students in boys' schools and in girls' schools in Tamil medium. Girls experienced less difficulty than boys.

## **Study - 7**

**Investigator** : Gupta, S. (1982)

**Title** : Relationship between Reading Ability and Father's Profession and Birth Order.

## Objectives

To find out relationship between

1. Children's reading ability and their father's profession.
2. Children's reading ability and their birth order.

## Procedure

Data were gathered with the help of the reading ability test, an instrument developed and standardized especially for the study. The 95 - item standardized reading ability test was administered on a sample of 200 children studying in classes III and IV from a randomly selected set of six schools in Patna city.

## Analysis

The hypotheses were tested by subjecting the data to the technique of analysis of variance and by means of t-test and F-test.

## Findings

1. Father's profession did not bear any influence on reading performance.
2. As a generalized fact, the eighth - born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children.

### **Study - 8**

**Investigator** : Kantawala, N.N. (1980)

**Title** : Investigation into the Reading Attitudes of High School Students of Kaira District.

#### **Objectives**

1. To provide the secondary schools with a valid and reliable verbal attitude scale towards reading.
2. To study the reading attitudes of the secondary school students.
3. To study the relationship between the reading attitude and some demographic variables such as sex, area, size of family and birth order.
4. To study the relationship between the reading attitude and the study habits of pupils.

#### **Procedure**

A reading attitude scale was constructed on the basis of equal appearing intervals. The reliability of the scale was established by parallel form, test - retest and split - half method. The reliability coefficient as determined by these methods for class VIII ranged from  $0.60 \pm 0.09$  to  $0.87 \pm 0.05$ . For class IX it was between  $0.09 \pm 0.13$  and  $0.34 \pm 0.058$  and for class X it was between  $0.60 \pm 0.09$  and  $0.89 \pm 0.04$ . The concurrent validity obtained for Forms A and B for class VIII was  $0.50 \pm 0.14$  and  $0.70 \pm 0.19$ , for class IX it was  $0.60 \pm 0.125$  and  $0.81 \pm 0.67$  and for class X it was  $0.52 \pm 0.143$  and  $0.89 \pm 0.067$ .

#### **Findings**

1. Reading attitude was a function of grade.
2. The scale did not indicate significant relationship with cultural settings, sex, differences, age groups and birth order.
3. The higher the SES, the better was the reading attitude. This was true irrespective of the grade level.
4. Between reading habits and reading attitude, there was significant positive relationship.
5. Students of small size families had a more favourable reading attitude than those of large-size families.

## Study - 9

**Investigator** : Koppar, B. (1970)

**Title** : An Enquiry into Factors Affecting Reading Comprehension (in English).

### Objectives

1. To study the level of reading comprehension of standard XI students of Gujarati medium schools.
2. To study the relationship of reading comprehension with attitude towards reading, anxiety, academic motivation, socio-economic status and dependence.
3. To undertake a deep study of reading comprehension in English of few students.

### Procedure

The sample comprised 555 students of class XI of nine Gujarati medium schools of Baroda. Ten students were selected at random from the sample of 555 students for indepth case studies. The tools for data collection used in this study were the Silent Reading Comprehension Test in English for S.S.C. pupils constructed by Patel, the Reading Attitude Scale of Patel, Junior Index of Motivation Scale of Frymier, Test Anxiety Scale for children constructed by Nijhawan, the Socio-Economic Status Scale constructed by Mehta and Pre-Adolescent Dependence Scale developed by Pareet and Rao.

### Analysis

Descriptive statistics and product moment correlation were used for data analysis.

### Findings

1. Reading Comprehension was related positively to reading attitude.
2. Dependence was related positively to reading comprehension.
3. Anxiety was related negatively to reading comprehension.
4. Some other factors related to reading comprehension were found to be
  - a) reading readiness
  - b) academic motivation
  - c) attitude towards the study of English
  - d) quality of classroom teaching
  - e) presence or absence of proper direction
  - f) educational status of parents
  - g) social and economic compulsions



## **Study - 10**

**Investigator** : Shah, J.H. (1979)

**Title** : A Comparative Study of Some Personal and Psychological Variable and Reading Comprehension.

### **Objective**

To compare intragroup differences in subject scores on Trivedi and Patel's Reading Comprehension Test with respect to six personal variables, namely, sex, grade, age, parental income, parental education and parental occupation as well as three psychological variables, namely reading rate, intelligence and meaning vocabulary.

### **Procedure**

The sample consisted of 412 pupils of eighth and ninth grades drawn from four different secondary schools of Bhavnagar city.

### **Findings**

1. No difference existed in reading comprehension between boys and girls.
2. There was significant difference between two grades as well as median age groups.
3. There were significant differences in frequencies of high and low group pupils on the variables of parental income, parental education and parental occupation.
4. There were significant differences in frequencies of three different groups of pupils on all the three psychological variables, viz., reading rate, intelligence and meaning vocabulary. Correlational values of the last three variables with reading comprehension indicated positive relationship between them.

### 3.4. FACTS DEDUCED FROM INDIAN STUDIES

S.No	Name	Year	Thrust area	Findings
1.	Bharat Joshi	1996	Reading Comprehension	The mean score of female students was significantly higher than that of male students.
2.	Humera Khursheed	1997	Reading Comprehension	The Students were found to be not very good at comprehending evaluative questions (e.g. – judgement of worth, validity, adequacy, reality, fantasy, facts etc.) and re-organization questions (re-organization of ideas and synthesis etc.) The scores for evaluative questions was 38% and for re-organizations 13%
3.	Deshpande S.S.	1985	Language Ability	Factors that are prominent for language development were a) Parental interaction and ways of bringing up the children. b) educational background of the family. c) Standard of living of the family. d) School environment
4.	Joshi A. N.	1984	Language Ability	The growth of English language ability was found to be influenced by such factors as caste, intelligence, SES, locality, administrative control of an institution and personality factor.
5.	Zhang	1982	Cognitive Style (Field dep. / Independence) and Achievement	Achievement is not related to cognitive style.

S.No	Name	Year	Thrust area	Findings
6.	Thejovathi K.	1995	Environmental factors affecting the acquisition of English language skills.	Environment helps a lot in the acquisition of comprehension skills in English. An enriched school environment, relentless efforts of teachers, and specially designed tutorial systems to improve listening and reading comprehension go a long way in the acquisition of comprehension skills in English.
7.	Ghosh, A.	1977	Backwardness in English	Causes of backwardness was unscientific curriculum, lack of attention at home, unsuitable teaching methods and lack of proper place to study.
8.	Dilip V. Patel	1994	Learning of English in Schools	Boys have more positive attitude towards learning English.
9.	Helen	1983	Cognitive style	Male pupils are more field – independent
10.	Parikh	1983	Cognitive style	Female children are field – independent
11.	Panda	1991	Cognitive style	There is no significant difference in the level of field – independence of boys and girls.
12.	Sudersanam	1980	Home environment and reading comprehension	Educational and occupational status of parents correlated significantly with the comprehension scores of students.
13.	Suriyakanth	1982	Language development	Educational level of parents was found to affect language development.

S.No	Name	Year	Thrust area	Findings
14.	Homera Khursheed	1997	Reading comprehension	The students of class X were found to be not very good at comprehending evaluative and re-organization questions.
15.	Ray Reutzel	1993	Fluency training and Reading comprehension	Fluency training helped students to improve their Reading comprehension.

## B) FOREIGN STUDIES

### 3.5. FOREIGN STUDIES – IN DETAIL

#### Study - 1

*Investigator* : Lucia Maria (1991)

*Title* : The Role of Early Linguistic Awareness in Children's Reading and Spelling.

#### Objective

To investigate the possibility of two metalinguistic factors, one operating at the level of the word, namely phonological awareness and the other operating at the level of the syntactic and semantic constraints of sentences which may interact in the initial stages of reading.

#### Procedure

To investigate this possibility a two-year longitudinal study comprising 60 children from the age of 4 – 11 was setup. The children were seen in five different testing sessions and given phonological, syntactic and semantic awareness tasks before they began to make progress in reading. They were also given standardized intelligence and vocabulary tests. Short - term verbal memory was also measured.

#### Findings

1. Children's knowledge of the alphabetic codes develop gradually and that incomplete knowledge of word spelling may interact with sentence level information to help children read unfamiliar words.
2. Phonemic awareness is the metalinguistic factor affecting word level processes.
3. Contribution of the syntactic and semantic awareness measures was specific to the use of contextual information in reading.

#### Study - 2

*Investigator* : Timothy V. Rasinski (1992)

*Title* : Relationships among Teacher Attitudes, Teacher Theoretical Orientation to Reading, Student Attitudes toward Reading, and Student Reading Achievement in Urban Elementary Grades.

#### Objectives

1. To determine if relationships existed among teacher attitudes toward instruction and reading, teacher theoretical orientation to reading, student attitudes toward reading, and student reading achievement.

2. To investigate whether theoretical orientation to reading, teacher attitudes, and student attitudes combined were predictors of reading achievement in urban elementary grades.

### Procedure

This study focused on one standardized measure of reading achievement and four self-reported variables:

- a. teacher theoretical orientation to reading
- b. teacher attitude toward instruction / educational decision making
- c. teacher attitude toward reading / reading instruction
- d. student reading attitude

Data collected from over 60 urban elementary teachers and 800 of their students.

### Findings

1. Direct relationships were found between teacher attitudes and student achievement.
2. No relationships were found for theoretical orientation.
3. No direct relationships were found between student attitudes and teacher attitudes.

### Study - 3

*Investigator* : Ronald Taylor (1992)

*Title* : Family Support of Children's Reading Development in a Highly Literate Society.

### Objective

To investigate family support on children's reading development among Icelandic families. The Icelandic society has demonstrated universal literacy for over two centuries.

### ***Procedure***

Fifty - five Icelandic families completed a questionnaire assessing frequency in their homes of nine family support practices demonstrated by reading research to be related to children's literary acquisition. These practices included family activities, library usage, parental modeling, practical reading, shared reading, support of school, talking, television use, and writing.

### ***Result***

1. Several family support sub-scales demonstrated important inter-correlations among families of higher educated mothers.
2. Urban / non-urban comparisons resulted in statistically significant variance only in television use.
3. Mother's education level revealed variations in quality of family support practices.
4. Language development, intellectual development and leisure reading were closely linked with literate behaviour.

## **Study - 4**

***Investigator*** : Naji Ibrahim (1996)

***Title*** : Factors causing Reading Difficulties for Saudi Beginning Students of English as a Foreign Language.

### **Objectives**

1. Exploring the reading difficulty which Saudi male beginning EFL students perceive that they face when reading English as a foreign language.
2. Investigating some of the cultural, schematic, linguistic and attitudinal factors that could cause reading difficulty for Saudi beginning EFL students.
3. Helping ESL/EFL teachers, ESL/EFL text book writers and concerned educational establishments understand some of the reading difficulties and factors which affect Saudi EFL students.
4. Helping Saudi beginning EFL students understand some of the reading difficulties which they could face in reading English as a foreign language, and to be aware of factors causing these reading difficulties.

### ***Procedure***

A survey questionnaire was developed, translated into Arabic, and piloted on a sample of Saudi students. The revised Arabic version of the questionnaire was administered by the research to a randomly selected population of 140 Saudi middle and high school senior students in Saudi Arabia. This study employed qualitative and quantitative statistical tools in analyzing and presenting the responses of the subjects of the study.

### **Findings**

1. High percentage of students reported that they face difficulties when reading English as a foreign language.
2. Most of the reading difficulties reported by the students were attributed to linguistic factors.

3. Majority of the students have positive attitudes toward EFL reading in particular and learning English in general.

### **Study - 5**

*Investigator* : Rosalie Whiteway A (1996)

*Title* : A Study of the Interrelationships among Fifth Grade Students' Concepts of Parental Relationships, Peer Relationships, Readers' 'Self', Gender, Reading Attitude and Comprehension.

#### **Objective**

To investigate the interrelationships among various self-concepts, gender, reading attitude, and reading comprehension in a group of grade five students.

#### **Procedure**

The testing instruments that were used in this study were the Self - Description Questionnaire - 1 (SDQ-1 ) to measure the various self-concepts, the Elementary Reading Attitude Survey (ERAS) to measure reading attitude and the Gates - Macinitie Reading Test to measure reading comprehension. This study was conducted with 58 grade five students, 25 boys and 33 girls, who were of varying reading ability and attended a three - stream school in St. John's. Regular correlational analyses using the Pearson Product Moment Method were performed to examine inter-correlations among the three self-concept scores, the three reading attitude scores and the one reading comprehension score. T-tests were performed to determine the influence of gender on the various self-concepts, reading attitude and reading comprehension.

#### **Findings**

It was confirmed that there are significant relationships among reading attitude, self-concept and reading comprehension.

### **Study - 6**

*Investigator* : Jean Grant (1993)

*Title* : A Study of Parental Support of Reading Behaviours and First Grade Reading Readiness.

#### **Objectives**

To explore parental involvement in their children's education in order to determine if such involvement is related to Reading readiness in the first grade. The researcher looked at Reading readiness and age, Reading readiness and gender, and gender and parental support.

#### **Procedure**

By using the Cognitive Skills Assessment Battery Test and the first grade readiness test children were assessed as either 'ready' or 'not ready' for first grade instruction. Surveys were given to a group of

one hundred and fifty parents of first grade students designated as either 'ready' or 'not ready' according to this test. The survey information was analyzed using chi-squares, frequency and percentages.

### Findings

1. There was a significant positive relationship between Reading readiness and parental support and parental support and gender, favouring girls over boys.
2. There was not a significant relationship between Reading readiness and gender.

### Study - 7

*Investigator* : Ranfen (1996)

*Title* : Home Environment and Chinese Children's Reading Achievement.

### Objectives

1. To study low variations in the home environment explain the variability in the reading achievement of Chinese children in the United State.
2. To examine family's status, structural and educational process as they relate to reading achievement.
3. To explore how family status and structural characteristics influence on children's reading achievement.

### Procedure

One hundred and fifteen Chinese families with children in the 4<sup>th</sup> and 5<sup>th</sup> grades were involved in the study. Data regarding home environmental characteristics were collected through a close-ended questionnaire to the parents of Chinese children in schools. The informations about reading achievement were obtained from school records of children whose parents agreed to participate in the study. The data were analyzed using regression and structural path models.

### Findings

Parents with higher educational backgrounds provided more educational experiences and reading opportunities at home, which in turn affected the higher reading achievement of their children.

### Study - 8

*Investigator* : Sylvia Macy (1997)

*Title* : Impact of Parental Involvement and Selected Demographic Variables on Student Achievement.

### Objectives

1. To examine the influence of parents' gender, ethnicity and level of involvement on the academic performance of elementary students on reading, writing and mathematics.
2. To study the influence of gender and ethnicity on the academic performance of elementary students.

### Procedure

A  $2 \times 2 \times 3$  factorial design and a  $2 \times 3$  factorial design were employed to collect and analyze the data for this study. 240 elementary parents and 210 elementary students were randomly selected from a school district in an urban area in Southeast Texas to participate in the study. A parent profile sheet,



students' records, and the TAAS (Texas Assessment of Academic Skills) were used to collect the data. The data were treated through the application of the three-way analysis of variance and the two-way analysis of variance.

### Findings

1. Parents' ethnicity has an effect on the reading, writing and mathematics scores of elementary students.
2. Level of involvement of the parents influenced the reading score of elementary students.

3. Parents' gender has no effect on the reading, writing and mathematics scores.
4. The reading scores of elementary students are not influenced by the combination of the variables parents' gender, ethnicity, and level of involvement.

### **Study - 9**

**Investigator** : Lou Ellen (1997)

**Title** : A Quantitative and Qualitative Study of the Reading Attitudes, Behaviours, and Interest of Middle School Students exposed to Three Instructional Methods.

#### **Objectives**

1. To examine the extent to which middle school students' reading attitudes, behaviours, and interests differ when exposed to literature either through Paideia, whole language, or traditional language arts instruction.
2. To examine the extent to which gender differences are reflected in the reading attitudes, behaviours, and interests of middle school students who have been exposed to literature through either Paideia, whole language, or traditional language arts instruction.

#### **Procedure**

Quantitative and qualitative analyzes were used. Quantitative data were gleaned from the Teale-Lewis Reading Attitude Scale and the Reading Behaviour Profile. Quantitative data were gathered from student-kept journals. The study consisted of three teachers from different schools who exemplified either a Paideia approach, a whole language approach, or a traditional approach and one intact class from each of these teachers. A total of 93 seventh graders were used in the study.

#### **Result**

The analyzes indicated that no interaction was present between the methods factor and the gender factor.

**Study - 10**

**Investigator** : Josephine Mayfield (1997)

**Title** : The Relationship between Reading for Inferential Comprehension in Spanish and Reading for Inferential Comprehension in English among Bilingual Sixth Grade Students.

**Objective**

To examine the extent of the relationship between reading for inferential comprehension in Spanish and how it relates to reading for inferential comprehension in English.

**Procedure**

The sample consisted of 45 bilingual sixth grade students in a Western New York school. A sub group of fifteen subjects was also examined. The tests used were the comprehensive Tests of Basic Skills in English and the Spanish Assessment of Basic Education in Spanish. Analysis of variance (ANOVA) and controlled stepwise regression analysis were performed.

**Results**

1. Analysis of variance and controlled stepwise regression analysis indicated that there was a strong positive statistically significant relationship between reading for inferential comprehension in Spanish and reading for inferential comprehension in English.
2. The majority of female subjects performed better on both tests than their counterparts.

### 3.7. FACTS DEDUCED FROM FOREIGN STUDIES

S.No	Name	Year	Thrust area	Findings
1.	Kate Cain	1995	Goals of reading style	Less skilled comprehenders have a deficit in their awareness of the purpose and goals of reading and their ability to alter their reading style for different task demands.
2.	Heleena	1993	Motivation and success in reading	Good readers have strong self motivation.
3.	Susan Elaine	1992	Reading comprehension problems and decoding problems	Children with comprehension problems were found to have poor verbal, intellectual and language skills.
4.	Steen Larsen	1989	Reading and cerebral integration	Reading disabilities to some degree might be related to insufficient cerebral integration.
5.	Dahlgren G.	1985	Child's conception of reading	Pre-school children's awareness of reading is related to reading performance.
6.	Charles Sarland	1988	Young people reading texts	Texts provide readers with the opportunity to project their own experience of life into them.
7.	Oakhill J.V.	1981	Reading comprehension	Skilled comprehenders are better at making the inferences necessary to relate the ideas in a text.
8.	Altomese Marie	1994	Parental involvement in reading	There was no significant relationship between parental involvement and reading.

<b>S.No</b>	<b>Name</b>	<b>Year</b>	<b>Thrust area</b>	<b>Findings</b>
9.	Susanna Maria	1989	Reading problems	The help given to a child with a learning problem can only be accountable if it is part of a total strategy.
10.	James Mitchess	1996	Skill-based instruction and reading for pleasure	Subjects in the pleasure reading group scored significantly higher than students in the skill-based groups.
11.	Janet Lee Berrier	1994	Reading achievement and reading attitude	There is no significant difference in reading achievement and reading attitude of students.
12.	Donni Cook	1995	Reading comprehension and metacognitive strategy	By developing the metacognitive awareness of news reading strategies reading can be improved.
13.	Julia Cigola	1995	Reading ability and attitude	Students had a positive attitude about reading but were undecided about whether reading plays a role in attaining educational or vocational success.
14.	Raghad A.,	1997	Lexical and syntactic knowledge in English reading	There is a significant correlation between lexical and syntactic knowledge with reading comprehension.
15.	Latricia June	1997	Reading program to modify the attitudes of fifth grade students toward voluntary reading	An inviting environment, awards and incentives, reading guidance and an interested facilitator promote voluntary reading.

S.No	Name	Year	Thrust area	Findings
16.	Michael Palady	1997	Home and school factors related to the development of the reading habit and attitude.	Increasing the availability of reading materials at home and in classrooms and encouraging children to read series of books help children enjoy reading.
17.	William Summers E.	1996	Library use and reading habits.	Reading habits of childhood seem to persist into adulthood.
18.	Ranfen	1996	Home environment and reading achievement.	Parents with higher educational backgrounds provided more educational experiences and reading opportunities at home, which in turn affected the higher reading achievement of their children.
19.	Walberg and Tsai	1985	Reading achievement	Home environmental factors availability of reading materials at home and Kindergarten attendance influence reading achievement.
20.	Newman	1986	Reading habit	Frequency of reading to young children and availability of magazines in the home are related to the amount of children's leisure reading.

### 3.8. CONCLUSION

The following observations are made from the studies of an Reading comprehension collected from Indian universities and abroad.

Most of the Indian studies are found to be survey in nature, however the foreign studies are mostly experimental. Another important feature noted in Indian studies is that Reading comprehension is not the prime focus in many, though they aim at studying the language abilities developed in English. In the process of investigating the problem, many of the investigators have developed their own tools for assessing the skills of comprehension. Nevertheless the validated tools are not found to be very helpful for the present investigation, as many of the items in them are culture based. A noteworthy feature identified in the Indian studies is that they have studied Reading comprehension along with several background variables, influencing the language ability of the students at the secondary level of schooling. This has greatly assisted the present investigation to fix on environmental variables not yet much investigated. Moreover in many of the Indian studies, Reading comprehension was not studied in relation with psychological

variables as such. The only psychological factor often studied is the Cognitive style of the subjects. Some of the Indian studies have established the relationship between Reading achievement and gender; and Reading achievement and Cognitive style.

In the case of foreign studies, environmental variables such as Reading problems, library use, Reading habit, skill based instruction and reading programmes are found to have been used often Reading skills as such were studied in greater depth. Due to this, varied psychological variables such as Reading attitude, motivation cerebral investigation, self-concept etc., were studied as factors affecting one's skill of Reading comprehension. This has made the investigator to fix certain psychological variables for the skill of Reading comprehension in the present study. Thus the studies reviewed, helped the investigator in several ways to design and carry out the investigation on scientific lines.

## CHAPTER - IV

### TOOL CONSTRUCTION

#### 4.1. INTRODUCTION

<sup>1</sup>Our age has been variously called the Age of Science, the Atomic Age, the Space Age, and the Age of Crisis, (De Boer J. John and Martha Dallman, 1960, P.3). Telephone, Telegraph, Internet, Radio, Television, e-mail, and various other methods of voice reading are examples of the ways in which language symbols have become the means of bringing human beings together. But, technology has not replaced reading. <sup>2</sup>It is an indispensable factor in modern life, interwoven with work, recreation, and other activities of young people and adults. Its great value lies in two facts; printed materials provide the most illuminating and varied records of human experience that are now available; and they can be examined and restudied time and again at the reader's convenience (Gray and Rogers, 1956, P.8).

Reading is the major avenue of communication. It is the means by which every age is linked to each other. Teaching reading is a humanizing process. At all levels reading instruction should serve to develop comprehension. Comprehension depends on the background the reader brings to the reading, his vocabulary development and his ability to interpret the author's words into concepts. True reading is reading with understanding or comprehension. <sup>3</sup>Comprehension includes the correct association of meaning with word symbols, the evaluation of meanings which are suggested in context, the selection of the correct meaning, the organization of ideas as they are read, the retention of these ideas, and their use in some present or future activity (Yoakman, Gerald A., 1951, P.32).

#### 4.2. RATIONALE FOR THE TOOL – TEST ON READING COMPREHENSION

<sup>4</sup>Lanier and Davis (1972) in summarizing comprehension skills, categorise them as literal skills (recall and recognition of facts); interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating, and summarizing); critical skills (judging, detecting propaganda, analyzing, checking validity, checking the author's biases, and purposes); and creative skills (applying information, responding emotionally).



Gray (1940) suggested that <sup>5</sup>different levels of meaning could be obtained from the same material. He identified a literal level, which involves translation of what the words say, an interpretative level, which relates material to its context, a significance level, which involves implications, and an evaluative level, which requires the reader to react to the material in his own terms (P. vii).

Reading activity involves perception, recall, reasoning, evaluating, imagining, organising, application, and problem solving. Reading comprehension involves the following levels -

**6Reading the lines:** Understanding the literal meaning i.e., responding to the precise meaning of familiar words in their context and inferring the meaning of unfamiliar words from contextual clues and also visualising the scenes and events the words conjure up.

**Reading between the lines:** Getting the author's intent and purpose - interpreting clues to character and plot, distinguishing between fact and fiction - recognising and interpreting many literary devices like metaphor and irony.

**Reading beyond the lines:** Deriving implications, speculating about consequences, drawing generalisations not stated by the author - arranging ideas into patterns - by analysis and synthesis the reader gains a new insight or higher level of understanding.

**Reading with involvement:** The reader not only gets ideas but ideas get him - sympathy and identification with characters, awareness of moral problems etc. (RIE Monograph on ELT, P.1970).

The investigator after thorough discussion with her research guide and a panel of experts in the field of educational research decided to study the skills of reading comprehension – a) Reading the lines, b) Reading between the lines and c) Reading beyond the lines – developed by standard IX students in Tuticorin district, Tamil Nadu. The following five reading comprehension texts were selected from various books with the help of ELT experts to study the skills of Reading the lines, Reading between the lines and Reading beyond the lines with all their essential sub-skills. After judging the suitability of the texts, test items were prepared to elicit answers at the above stated three levels of comprehension. The following are the texts selected for the purpose:

## Text - I

### **The Angel of peace**

*This woman is none other than Mother Teresa, the Nobel Peace Prize winner of 1979. Her service to the suffering humanity has earned her the love and respect of the entire world.*

*Mother Teresa came to India in 1929 leaving behind her beloved parents and her happy home in Yugoslavia forever. She started her life as a nun in Calcutta. She used to go out into Moti Jheel to teach the poor children and to distribute medicines for the sick. The sufferings of the helpless people living in the dirty and crowded huts of Moti Jheel made her restless and she decided to give her life to their service.*

*Mother Teresa's work began in the streets of Calcutta, where men, women and children were dying everyday without food, without shelter and without care. Lepers and diseased people lay here and there, unable to move about. The sight was really heart-breaking. 'No one should die on the street like a dog', Mother Teresa said. She came out to give these people her healing touch. She carried with her only five rupees and a strong faith in God.*

(Nanda Kamala, 1989; P. 168)

## Text - 2

### **The Four Clever Brothers**

*"Dear Children", said a poor man to his four sons, "Since you are grown up, you must go out into the world and make your own fortunes, for I have nothing to give you. Begin by learning a trade and see what happens".*

*So the four brothers took their walking sticks and their bundles of clothing bade their father farewell and went out through the town-gate together.*

After they traveled some distance, they came to a point where four roads crossed, each one leading into a different country.

"Here we must part", said the eldest brother, "But exactly four years from now, we will meet again at this spot. In the meantime let's go and try our luck".

When they were about to depart they came across a news from a passerby. The king's only daughter was carried off by a dragon. The king was in grief. He announced that whoever brought his daughter back to him would marry her.

The four brothers said, "Here is a chance we have been waiting for. Let's see what we can do". And they agreed to go together to find the dragon and free the beautiful princess.

"I'll soon find out where she is", said the stargazer, and he looked through the glass. He soon cried. "There I see her; she is sitting on a rock in the sea many miles from here, and the dragon is guarding her".

(Nanda Kamala, 1989; P. 170)

### Text - 3

#### **All in a Day's work**

I did most of the domestic work because my sister and brother were too small. My uncles were considered too big. I woke up at 4.30 in the morning to do the domestic work. After morning coffee, which we often had with mealie-meal porridge from the previous night's left over, we went to school. Back from school I had to clean the house as aunt Dora and grandmother did the white people's washing all day. Weekday's supper was very simple-just porridge and meat. When there was no money we fried tomatoes. We never ate vegetables except on Sundays. We never had butter except we had a visitor.

At breakfast bread was cut up. The grown ups were given theirs first in saucers. Then I rationed the remainder in slices and bits of slices. Our youngest uncle not much older than I picked his first, which was the greatest quantity. Then I followed, and my brother and then my sister. We ate supper out of the same plate, we children; and meat was divided up into varying sizes and the ritual was repeated. We never sat at table. Only a visitor was treated to such modern ideas.

On Monday mornings at about four o'clock, I started off for suburbs to fetch washing for aunt Dora. Thursday and Friday afternoons I had to take back the washing. I carried the bundles on my head and walked about seven miles for a single journey. When I came back I went to school. I could never do my homework until about ten O' clock at night when I had washed up and everybody else had gone to bed.

We all slept in the same room. The wooden floor of the room we slept in had two large holes. There was always a sharp young draught. With all these our heads were a playground for mice, which also attacked food and clothing.

(Munby John, 1978; P. 27)

#### Text - 4

##### ***Aeroplane in a storm***

Our aeroplane was just besides the airport building. It did not look too strong to me but I decided not to think about such things. We saw our luggage going out to it on trolleys and being loaded from underneath the aircraft. Next, three men and three girls, all in uniform, went over to the plane and entered it. Over the loudspeakers we were told the plane was ready to leave and were asked to walk out to it. Everybody moved quickly in order to get the seats they wanted. I was unable to get a seat near the

tail, but the plane looked stronger inside than it had from outside. I fastened my seat belt before we took off and tried to forget my nervousness.

After an hour's flying I noticed black clouds ahead through my window. My nervousness immediately returned. An electric sign flashed on: 'Fasten your seat belts, please', and one of the hostesses made a similar request over the loudspeakers. She told us we were about to fly into a storm but added cheerfully there was nothing to worry about. The plane shook all over dropped about twenty feet and a great flash of lightning lit up the passenger compartment. For five minutes the three hostesses did their best to give out anti-sickness pills and comfort the passengers. The plane rose and fell. The sky became light again and soon we were flying steadily. The pilot had managed to get above the storm. I realised then that the plane was definitely stronger than it looked, but for all that I felt nervous.

(Stone Linton, 1969; P. 3)

#### Text - 5

##### ***Skating on thin ice***

The sun was getting warm as Philip put on his skates and prepared to go for a run. At the edge of the lake the ice was still quite hard. He did not seem to realize there was any danger; but nearer the middle of the lake the warm sun had already begun to melt the ice.

After making a few practices turns, Philip set out with long sweeping strides to cross the lake at its widest point. In order to make himself go faster, he tried to race his own shadow as it fell on the ice ahead of him. When he was about half way across, crunch! - the weak ice suddenly broke beneath his weight, and with a splash he fell through it. All the air was sucked out of his lungs by

*the shock of the freezing water biting into his body, so that for twenty or thirty seconds afterwards he was not even able to scream. Then at last he found his voice shouted for help, and almost immediately afterwards blacked out\*.*

*When he opened his eyes again, he was lying in bed in his own home, with his father bending anxiously over him 'You should have known better than to do a silly thing like that', were the first comfortless words he heard after his narrow escape .*

⊕ *Blacked out-lose consciousness or memory temporarily.*

(Cobb David, 1969; P. 4)

It was also decided to have objective type of test items with suitable distractions. <sup>7</sup>The aim of multiple-choice questions is to ascertain whether students have comprehended the passage fully. These type of questions train the learner in the technique of close reading, so that the powers of comprehension will grow. (Corbluth Julian, 1975, p.165). The investigator also set a few true/false questions. <sup>8</sup>The true/false test is one of the most widely used tests of reading comprehension. Not only is the scoring of such a test straightforward and quick, but the scores obtained by the testees can be very reliable indices of reading comprehension provided that the items, themselves, are well constructed and that there are enough of them (J. B. Heaton, 1975 p.108).

#### **4.2.1. Reading the Lines (R.L)**

As stated earlier this is literal comprehension. It is getting the primary, direct, literal meaning of a word, idea, or sentence in context. This may mean repeating information from the text, making a summary of the context, of following directions as in an experiment. Asking where, who, what and when questions, usually produce answers at the literal level of comprehension. Under this dimension Reading the lines (R.L) the researcher selected five sub-skills and questions were taken based on the sub-skills.

##### **4.2.1.1. Guessing the meaning of words and phrases (R.L1)**

<sup>9</sup>The ability to identify the main idea is necessary for interpretation and understanding of what is written. It is based on an accurate comprehension of the word, the phrase and the sentence (Emerald V. Dechant and Henry P. Smith, 1977, P.254).

Questions under this sub-skill are the following:

***Text - 1***

**The Angel of Peace**

Mother Teresa won the Nobel Prize for

- |            |             |
|------------|-------------|
| a) Science | b) Medicine |
| c) Peace   | d) Law      |

***Text - 2***

**The Four Clever Brothers**

The father advised his sons to

- |                           |                |
|---------------------------|----------------|
| a) earn their livelihood. | b) gain wisdom |
| c) become wealthy         | d) gain profit |

The star-gazer in this story located the princess

- a) in the sea                      b) on the hill  
c) in the forest                  d) in a desert

**Text - 4**

**Aeroplane in a storm**

Where were the passengers when they were told their plane was ready to leave?

- a) Walking quickly towards it.    b) Beside the airport building  
c) Inside the airport building    d) Watching the crew walking over.

'Fasten your seat belts, please'

- a) One of the hostesses said this.    b) These were the words on a notice.  
c) These words appeared on a sign board and spoken.    d) These words came over the loudspeakers.

**4.2.1.2. Locating needed information (R.L2)**

By merely verbalising the written symbol pupils cannot locate the specific information. <sup>10</sup>On the pupil's capacity to locate factual information and story content in a printed page depends his subsequent progress in comprehension (Kamala Nanda, 1989, p.127). To test this particular sub-skill the researcher sets the following questions.

**Text - 1**

**The Angel of Peace**

Mother Teresa's parents were in

- a) Calcutta                      b) Moti Jheel  
c) Yugoslavia                  d) America

**Text - 2**

**The Four Clever Brothers**

At the cross-road each road was leading into

- a) the same country.              b) different countries  
c) distant countries              d) their native country



The eldest brother's suggestions before departure was

- a) to return home after four years      b) never to meet again  
c) to meet again at that spot after four years      d) to become rich after four years.

The princess was \_\_\_\_\_ by a dragon.

- a) eaten      b) killed  
c) wounded      d) taken away forcibly

The reward announced by the king was

- a) to give his daughter in marriage      b) to give a part of his kingdom  
c) to make the person a king      d) to make him his minister

The four brothers wanted to save the princess

- a) separately      b) unitedly  
c) leisurely      d) quickly

**Text - 3**

**All in a Day's work**

Apart from coffee, breakfast always consisted of,

- a) tea      b) mealie-meal porridge  
c) bread      d) porridge and bread

**Text - 4**

**Aeroplane in a storm**

What did the hostesses do after there had been a flash, a lightning?

- a) Behaved very kindly towards the passengers  
b) Looked after the passengers better than they ever did.  
c) Looked after the passengers, although it was not easy to do so.  
d) Did everything they could for the passengers

**Text - 5**

**Skating on thin ice**

After he had fallen into the water he did not scream for twenty or thirty seconds because

- a) he couldn't think what to say  
b) he was afraid his father would be angry  
c) the cold water stopped him breathing  
d) he had fallen fainted

**4.2.1.3. Sequencing contents (R.L3)**

The good reader sees the relationship between the main and the subordinate ideas and arranges them in some logical order. Reading in the content areas especially depends upon proficiency in organization skill. <sup>11</sup>This ability to string together ideas and events in a sequential order develops the right attitude to learning other comprehension skills (Kamala Nanda, 1989, p. 137). The following are the questions prepared to study this sub-skill.

**Text - 3**

**All in a day's work**

The ritual mentioned in paragraph 2 was

- a) the order in which people got their food.  
b) the cutting up of the bread into varying sizes  
c) the dividing up of the meal into varying sizes  
d) letting the youngest uncle take his food first.

**Text - 5**

**Skating on thin ice**

Put these events into their order of happening:

- a. Philip put on his skates and made a few practice turns.  
b. Philip fell through the ice  
c. The lake was frozen and the sun started to melt the ice  
d. Philip started to race his own shadow.  
e. Philip saw his father bending over him.  
f. Philip blacked out.  
g. Philip shouted for help.

#### 4.2.1.4. Understanding the context (R.L4)

<sup>12</sup>Good readers bring particular and multifaceted background to the experience of reading and thus animate the meaning of text. They understand the situation with the help of context clues (Clifford, 1997, p.1). The good student is one who has learned “to find the facts”. He knows how to grasp information. The researcher sets the following questions under this category.

##### *Text - 3*

##### **All in a day’s work**

The previous night’s left-over are nothing but the remaining food of the previous night - True / False.

Children ate their supper in different plates. True / False

##### *Text - 4*

##### **Aeroplane in a storm**

The plane seemed to hang on one wing means

- a) The plane turned upside down.      b) The plane swung backwards and forwards  
c) The plane was on its side.      d) The plane was falling

“Our aeroplane was just beside the airport building”, it means

- a) The plane was at the side of the airport building.      b) The plane was behind the airport building  
c) The Plane was away from the airport building      d) The plane was opposite to the airport building

#### 4.2.1.5. Recognising contextual clues (R.L5)

<sup>13</sup>In the English language the position of a word in a sentence determines the meaning it conveys. If its position is changed in the sentence, its meaning is also changed (Kamala Nanda, 1989, p. 125). The following is the question the investigator sets to test this sub-skill.

##### *Text - 1*

##### **The Angel of Peace**

‘This woman’ refers to

- a) an angel      b) Mother Teresa  
c) a nun      d) a woman in Calcutta

The above sub-skills are to be tested at the level of comprehension - Reading the Lines.

#### 4.2.2. Reading between the Lines (R.Bet.L)

This is the inferential level. Here we are concerned with what the book or passage really means. The meaning is not actually stated but implied, and pupils have to read between the lines. Asking how and why questions help to develop reading for inference. Under this dimension the investigator selected three sub skills.

##### 4.2.2.1. Skill of interpreting contents (R.Bet.L1)

<sup>14</sup>Students may be able to understand the words, locate the facts, and retain and recall ideas expressed and yet not be able to see their real underlying import (Kamala Nanda, 1989, P.115). In a purposeful comprehension programme, sensing the true meaning and applying the information for gaining a general achievement level is very important. The following are the questions to check the sub skill - Skill of interpreting information (R.Bet.L1).

##### *Text - 1*

##### **The Angel of Peace**

Mother Teresa is

- |               |                |                          |
|---------------|----------------|--------------------------|
| a) an Indian  | b) an American | <input type="checkbox"/> |
| c) a European | d) an African  |                          |

In Calcutta lepers and diseased people were

- |                    |                                |                          |
|--------------------|--------------------------------|--------------------------|
| a) given treatment | b) just begging.               | <input type="checkbox"/> |
| c) living in huts. | d) not treated as human beings |                          |

Mother Teresa is a \_\_\_\_\_ but she serves people of all religions.

- |             |                       |                          |
|-------------|-----------------------|--------------------------|
| a) Muslim   | b) Hindu              | <input type="checkbox"/> |
| c) Buddhist | d) Catholic Christian |                          |

##### *Text - 2*

##### **The Four Clever Brothers**

The four brothers were all

- |              |             |                          |
|--------------|-------------|--------------------------|
| a) young men | b) children | <input type="checkbox"/> |
| c) oldmen    | d) sickmen  |                          |

The brothers in the beginning wanted to try their luck

- |                  |              |                          |
|------------------|--------------|--------------------------|
| a) collectively  | b) slowly    | <input type="checkbox"/> |
| c) independently | d) hurriedly |                          |

The brothers were all very

- a) brave
- b) dangerous
- c) cowardly
- d) foolish

**Text - 3**

**All in a Day's Work**

Their basic diet was

- a) bread
- b) porridge and meat
- c) porridge
- d) porridge, meat, vegetables and bread

They never sat at table because

- a) this was reserved for the grown-ups.
- b) this was kept for special occasions only.
- c) there were too many of them to sit round the table.
- d) they never had a table.

The writer did his homework after about 10 o'clock at night because

- a) this was when he finished the washing up.
- b) he had finished his domestic duties and it was quiet then.
- c) there was not enough room until everyone had gone to bed.
- d) there was too much noise until everyone had gone to bed.

**Text - 4**

**Aeroplane on storm**

Why was the writer nervous?

- a) The plane was not a very strong one.
- b) Because he had to use a seat belt.
- c) He was unable to get a seat near the tail
- d) The plane looked weak outside

Three men and three girls in uniform who entered into the plane were

- a) Captains of the plane.
- b) Passengers.
- c) V.I.Ps.
- d) Pilots and Airhostesses.

Though the plane looked stronger inside again the writer became nervous after an hour because

- a) he felt tired.
- b) there were black clouds ahead.
- c) there was a severe storm.
- d) he felt bored.

**Text - 5**

**Skating on thin ice**

Philip fell into the water because

- a) the lake was wide.
- b) the ice at the surface could not bear his weight.
- c) he was skating very fast,
- d) he made a hole in the ice in the practice turns

He didn't seem to realize there was any danger' This means.

- a) he did not think about anything other than skating.
- b) he knew but didn't care about any danger.
- c) he did not know about the presence of any danger.
- d) he thought that it was not really dangerous.

#### 4.2.2.2. Arriving at unsaid facts (R.Bet.L2)

After the student has had some success in reading for and stating the main idea, he is ready to read for details. <sup>15</sup>Learning to follow directions through reading is reading for details. In directions every little step is significant. The student must give full attention and must look for a definite sequence of data (Mildred A. Dawson *et al.*, 1959). <sup>16</sup>Growth in meaning and vocabulary have many levels. The student must develop precision in meaning; he must become acquainted with multiple meanings (Emerald V. Dechant *et al.*, 1983, P.241). The following are the questions prepared for this sub-skill.

#### *Text - 1*

#### **The Angel of Peace**

Moti Jheel is a

- a) school.
- b) hospital.
- c) place in Calcutta.
- d) street in Calcutta.

Because of her services to the suffering humanity she

- a) earned money.
- b) gained her living.
- c) earned some property.
- d) gained love and respect.

#### 4.2.2.3. Deriving implied meaning (R.Bet.L3)

<sup>17</sup>To comprehend, the pupil must have knowledge of word meanings and be able to select the correct meaning from context (Davis, F.B., 1944, P.185). Vineyard and Massey found that <sup>18</sup>even when intelligence is held constant there still a sufficient high relationship between comprehension and vocabulary proficiency to justify attempts to improve comprehension through vocabulary training (Edwin Vineyard, 1957, P.279).

Phrase reading is not synonymous with word reading. A phrase is more than the sum of the individual words that it contains. By understanding the verbal context pupils can identify the meaning of words, expressions and ideas.

**Text - 1**

**The Angel of Peace**

The dirty and crowded huts of Moti Jheel made her “restless”. The word “restless” here means

- a) moving constantly.    b) unable to be calm and quiet      
c) gives boredom.    d) becomes impatient

She came out to give these people her “healing touch” “Healing-touch” in this line refers to

- a) giving money    b) living with them.      
c) sharing their sufferings.    d) serving for humanity.

‘The sight was really heart-breaking’. This means

- a) dirty    b) ugly      
c) not in living condition    d) sympathetic

**Text - 3**

**All in a Day's Work**

“\_\_\_\_\_I started off, for suburbs to fetch washing for aunt Dora. “suburb” means

- a) district outside the central part of a town or city.                                      b) a city.      
c) an Urban area.    d) a thickly populated area.

**Text - 4**

**Aeroplane on storm**

“The pilot had managed to get above the storm”

- a) He took the plane above the storm      b) He tried to get over the storm      
c) He managed to control the plane.      d) He managed to fly through the storm.

**4.2.3. Reading beyond the lines (R.Bey.L)**

Pupils evaluate the quality, accuracy, or truthfulness of what is read. Questions at this level have to be far from searching. Under this main skill the investigator selected four sub skills. They are the following:

**4.2.3.1. Establishing the cause of events (R.Bey.L1)**

The reader should draw inferences from key issues in the text. He must try to relate the main ideas to his own experiences and interests and attempt to go creatively beyond the author's view.

<sup>19</sup>In developing inferential skills we are encouraging the reader to read critically and to analyse carefully what he has read. He is asked to use the information, which he obtains from the text and his own experiences and ideas in order to make inferences about the content of a text (John Potts, 1976, P.44). The following are the questions prepared for this sub-skill.

**Text - 1**

**The Angel of Peace**

Which seems to be unnatural in the case of the people in Moti Jheel

- a) to go without food.                      b) to live without care.  
c) to live without shelter.                      d) to live without clothing.

**Text - 3**

**All in a Day's Work**

The writer did most of the domestic work. This was

- a) fair because his sister and brother were too small and aunt Dora and grandmother were too busy with their jobs earning money.  
b) unfair, because there were other people who could have helped him, especially as he had homework to do.  
c) fair, because in this way he helped those who were paying for his education.  
d) unfair, because school boys have a lot of homework to do.

**Text - 5**

**Skating on thin ice**

The lake where Philip practiced skating was

- a) round in shape.                      b) of irregular shape.  
c) somewhat rectangular.                      d) conical in shape.

'a silly thing like that' indicates (last paragraph);

- a) falling breathless.                      b) racing one's own shadow.  
c) making long sweeping movements over ice.                      d) skating when the sun begins to melt the ice.

**4.2.3.2. Estimating the worth of the details given (R.Bey.L2)**

<sup>20</sup>It involves the evaluation of the validity, accuracy and intellectual worthwhileness of the printed material (William Eller and Wolf Judith G. 1966. P. 259).

The good comprehender is a critical reader. He checks the truth, logic, reliability and accuracy of what is written.

<sup>21</sup>Critical reading is slow, sentence by sentence, and thought by thought reading. It requires the reader to analyse carefully the writer's words, his purpose, and his implications (Emerald V. Dechant *et al.*, 1983, P.260.). The investigator has taken the following questions under this sub-skill.



**Text - 1**

**The Angel of Peace**

The main strength of Mother Teresa behind her work is her

- a) vast wealth
- b) landed property
- c) faith in God.
- d) people's support

**The people of the world have recognised the services of Mother Teresa**

True/False

**Text - 2**

**The Four Clever Brothers**

The star-gazer is a person who studies

- a) the stars as an astronomer
- b) the movement of the planets
- c) the heavenly body
- d) palmistry

**Text - 3**

**All in a Day's work**

They never ate vegetables except on Sundays because

- a) they don't like vegetables
- b) they are content with fried tomatoes.
- c) they like bread and butter very much
- d) they don't have enough money to buy vegetables

The writer was

- a) a young boy.
- b) the eldest of the family.
- c) the eldest child of the family.
- d) a responsible member of the family.

**Text - 4**

**Aeroplane on storm**

The writer at last accepted that the plane was

- a) not strongly built.
- b) strong enough to withstand the storm
- c) strong only inside
- d) strong only in its appearance

**Text - 5**

**Skating on thin ice**

Which of these statements about the sun is correct? It was

- a) rising from the east.
- b) going down in the west.
- c) in the middle of the sky.
- d) not warm.

**4.2.3.3. Decoding Structural Peculiarities (R.Bey.L3)**

<sup>22</sup>The specific meaning elicited by a word is a function of the context in which the word occurs. It is a function of the environment of the word. This is not only the verbal or semantic context but also the cultural, syntactic, and structural context (Emerald V. Dechant *et al.*, 1983, p. 241).

Context is considered one of the most important aids to word identification and to interpretation. <sup>23</sup>Emans notes that context clues help students to:

1. Identify words they previously identified but forgot.
2. Check the accuracy of words tentatively identified by the use of other clues.
3. Gain rapid recognition of words by permitting them to anticipate what a word might be.
4. Identify words that are not identifiable in any other way. (Emans, 1968, p.13).

The researcher sets the following questions under this sub-skill.

***Text - 1***

**The Angel of Peace**

Mother Teresa was rich enough to help the poor people.

True / False

***Text - 5***

**Skating on thin ice**

The ice in the middle of the lake melted first because

- |                           |  |                          |
|---------------------------|--|--------------------------|
| a) the ice was thin.      | b) the ice at the edge was hard.                                       | <input type="checkbox"/> |
| c) the sun was very warm. | d) it was deep in the middle and could hold melted ice at the bottom.. |                          |

After Philip's narrow escape

- |                                 |                                      |                          |
|---------------------------------|--------------------------------------|--------------------------|
| a) his father brought him home. | b) his father was anxious about him. | <input type="checkbox"/> |
| c) his father scolded him.      | d) his father felt comfortable.      |                          |

**4.2.3.4. Judging characters and ideas (R.Bey.L4)**

Under the dimension Reading beyond the lines the readers can be asked to infer character traits on the basis of clues given by the author of a text. The reader must be able to recognize the author's intent and point of view, to distinguish fact from opinion, and to make judgements and inferences.

The critical reader reads beyond the materials. <sup>24</sup>He formulates the question clearly, checks the authenticity of the materials, evaluates the author's credentials, looks for errors in reasoning, and develops a sensitivity to the rightness or wrongness of what is presented (Emerald V. Dechant *et al.*, 1983 p. 260). To check this sub-skill the researcher has taken the following questions.

**Text - 2**

**The four clever brothers**

The father seems to be

- a) wise.
- b) cruel.
- c) miserly.
- d) kind.

The sons were \_\_\_\_\_ towards their father.

- a) revengeful.
- b) respectful.
- c) obedient.
- d) kind.

The four brothers were eager to

- a) help the king.
- b) marry the princess.
- c) save the princess.
- d) kill the dragon.

**Text - 3**

**All in a Day's Work**

The writer seems to suggest that he would have been more comfortable at night.

- a) if the holes in the floor had been blocked.
- b) if the mice had been kept out.
- c) without the draught and the mice.
- d) in a proper bed.

The writer is

- a) a European.
- b) an American.
- c) an African.
- d) an Indian.

The draft tool thus prepared is given in Appendix – I.

**4.2.4. Establishing Validity**

**4.2.4.1. Validity**

The validity of a test, depends upon the fidelity with which it measures what it purports to measure. A test is valid when the performances that it measures correspond to the same performance as otherwise independently measured or objectively defined.

**4.2.4.2. Content validity**

<sup>25</sup>“Content validity” is employed in the selection of items in educational achievement tests, and in many trade tests. Standard educational achievement examinations represent the consensus of many educators as to what a child of a given age or grade should know about arithmetic, reading, spelling, history and other subject fields (Garett, 1969, p.355).

The following panel of experts analysed the draft tool and found that the items were relevant and valid enough to study the skills of Reading comprehension.

Dr. P.S. Chandrakumar

Dr. Mrs. Expedit Olimani

Dr. J. Franklin

Thus the content validity of the tool has been established.

#### 4.2.4.3. Item Validity

To establish the validity of the tool consisting of 67 items a pilot study was done. The draft tool for Reading comprehension was administered to randomly selected 100 students from three schools as detailed below:

Table 4.1.

List of sample schools for the Test on Reading comprehension

Sl.No	Name of the School	Type of the school	No. of Students
1.	SVGHSS	Girls'	34
2.	SVBHSS	Boys'	31
3.	CMNHS	Co-educational	35

The students were instructed to read each text carefully and mark their choice for the given questions by putting a, b, c or d in the box provided.

The responses were scored using the key and the answer scripts were arranged in the increasing order of the scores obtained, from the lowest to the highest. The 27% of the sample (27 scripts) scoring the highest scores and 27% of the sample (27 scripts) scoring the lowest scores were picked up and named as high and low groups. The number of right responses, for each of the 67 items in the low and high groups were noted and tabulated, using J.C. Flanagan's table, [Source: Merle W. Tate, Statistics in Education, New York: The Macmillan Co., 1955, p.364] the normalised biserial coefficient of correlation for each item was noted down. The obtained values are given in the following table:

#### 4.2.4.4. Skill of Reading comprehension

Table 4.2.

Normalised biserial coefficient of correlation

Item No.	Number wise upper group	Percentage (upper group)	Number wise lower group	Percentage (lower group)	Validity Index
1.	23	85	23	85	0.00*
2.	11	41	7	26	0.18
3.	21	78	13	48	0.34
4.	15	56	0	0	0.72
5.	26	96	14	52	0.53
6.	5	19	0	0	0.43
7.	24	89	26	96	0.00*
8.	27	100	15	56	0.66
9.	25	93	15	56	0.45
10.	13	48	12	44	0.00*
11.	15	56	10	37	0.20
12.	21	78	16	59	0.23
13.	18	67	1	4	0.75
14.	18	67	10	37	0.29
15.	26	96	22	82	0.26
16.	20	74	3	11	0.63
17.	23	85	3	11	0.74
18.	26	96	20	74	0.36
19.	26	96	11	41	0.61
20.	12	44	10	37	0.08
21.	15	56	7	26	0.33
22.	19	70	5	19	0.53
23.	25	93	2	7	0.84
24.	26	96	9	33	0.66
25.	7	26	6	22	0.06*
26.	23	85	3	11	0.74
27.	11	41	6	22	0.23
28.	20	74	9	33	0.41

Item No.	Number wise upper group	Percentage (upper group)	Number wise lower group	Percentage (lower group)	Validity Index
29.	20	74	11	41	0.33
30.	26	96	7	26	0.71
31.	22	82	2	7	0.76
32.	13	48	3	11	0.45
33.	16	59	0	0	0.72
34.	14	52	2	7	0.56
35.	7	26	7	26	0.00*
36.	10	37	3	11	0.38
37.	0	0	3	11	0.00*
38.	10	37	4	15	0.31
39.	10	37	2	7	0.47
40.	11	41	2	7	0.50
41.	20	74	13	48	0.30
42.	18	67	7	26	0.41
43.	17	63	9	22	0.42
44.	6	22	6	22	0.00*
45.	2	7	5	19	0.00*
46.	4	15	6	59	0.00*
47.	14	52	5	19	0.36
48.	12	44	5	19	0.28
49.	23	85	6	22	0.63
50.	22	82	2	7	0.76
51.	13	48	8	30	0.21
52.	20	74	2	7	0.71
53.	1	4	2	7	0.00*
54.	17	63	12	44	0.20
55.	6	22	6	22	0.00*
56.	10	37	3	11	0.34
57.	15	56	6	22	0.38
58.	19	70	10	37	0.33



Locating needed information (R.L2)	-	0.692
Sequencing contents (R.L3)	-	0.684
Understanding the context (R.L4)	-	0.704
<b>Reading between the lines (R.Bet.L)</b>	-	0.764
Skill of interpreting contents (R.Bet.L1)	-	0.781
Arriving at unsaid facts (R.Bet.L2)	-	0.625
Deriving implied meaning (R.Bet.L3)	-	0.734
<b>Reading beyond the lines (R.Bey.L)</b>	-	0.596
Establishing the cause of events (R.Bey.L1)	-	0.691
Estimating the worth of the details given (R.Bey.L2)	-	0.781
Decoding structural peculiarities (R.Bet.L3)	-	0.532
Judging characters and ideas (R.Bey.L4)	-	0.668

#### 4.2.4.6. Establishing norms for the test on Reading comprehension

In order to establish the grade norms as low, moderate and high, the cut off points were fixed by computing Mean and Standard deviation.

- Scores falling below Mean – 1 S.D. were taken as low.
- Scores falling between Mean +1 S.D. and Mean – 1 S.D. were taken as moderate.
- Scores falling above Mean + 1 S.D. were taken as high.

Table 4.3.

Norms for the test on Reading comprehension

Low	Moderate	High
1 – 35	36 – 43	44 +

### 4.3. READING READINESS

Reading is a developmental task. It is a task that the child must perform to satisfy his own needs and the demands of society. Reading readiness is understood to be a developmental stage at which constitutional and environmental factors have prepared the child for reading. Lamoreaux and Lee (1977), however, emphasized that each stage of reading is a step toward readiness for further reading. Betts (1957) pointed out that mental, emotional and physical readiness for sustained reading activities has as much



significance in a modern primary school. Thus the reading readiness concept applies not only to initial reading instruction but to the teaching of every specific reading skill.

#### **4.3.1. Rationale for the Tool – Test on Reading Readiness**

According to the Scottish Council on Education (1966), it is important to realise that Reading readiness does not come by nature. The child brought up in a savage tribe that has no written records can have no reading readiness... reading readiness is not the product of maturation alone. Some degree of mental development and of other abilities and qualities must be attained before the reading task can be successfully performed, but the teacher's work cannot be accomplished by waiting on nature.

The Reading readiness test was prepared by the investigator under the close guidance of the research guide with six components.

##### **4.3.1.1. Perceiving Information (R.R1)**

<sup>26</sup>Perception can be considered as the first-hand acquisition of information from the environment. Thus perceiving is acquiring information via sensory systems about the objects, places, and events of the world (Murray Thomas, 1990, p.249).

Pupils must learn that all sentences have a “who” or “what” and often answer the question: “where”?, “when”?, and “how”?. A good reader identifies the answers quickly and easily. The given model test item has been taken from the Read and Listen work book:

<sup>27</sup>Late last night a burglar entered the home of Adam Mullins at 22 Clay Street apparently to steal several valuable paintings.

Who or What?	When?
What happened?	Why?
Where?	

(Anderson *et al.*, 1961, p.33)

Based on the above example five sentences with a set of questions were framed by the investigator to check the presence of the skill of Perceiving information.

Read the sentences below and answer the questions that follow:

E-g: Late last night a burglar entered the home of Mr. Ravi at 22 Kamarajar Street to steal valuable jewels.

Who? - A burglar  
What happened? - Entered the home of Mr. Ravi  
Where? - At 22 Kamarajar Street  
When? - Late last night

**Why? - To steal valuable jewels**

A big tree was blown down by the wind across the road during the storm last week.

What? When?  
What happened? How?  
Where?

A boy in my class was punished by the headmaster yesterday in the assembly as he did many mistakes

Who? When?  
What happened? Why?  
Where?

When I went to Delhi during last summer I saw an accident which happened due to the carelessness of a car driver.

What? When?  
What happened? Why?  
Where?

Gandhiji and the British Viceroy Irwin met in Delhi on January 1931 and the Gandhi - Irwin Pact was signed.

Who? When?  
What happened? Why?  
Where?

Yesterday a goat went away from the herd in the hilly area in search of grassland.

What? When?  
What happened? Why?  
Where?

**4.3.1.2. Perceiving the Concept (R.R2)**

Understanding words require a psychological orientation far beyond the child’s mental capacity. <sup>28</sup>Readiness is determined by interest in the topic, familiarity with the vocabulary, and the intellectual ability to respond to the ideas (Paul S. Anderson, 1964, p.232). The pupils reap much benefit from exercises with the synonyms of words. This exercise is more meaningful when the pupil uses the word in a sentence and then substitutes his suggested synonym in its place. Such exercises, in the course of time, help the pupils to perceive the concept correctly.

Matching of words with definitions is an exercise of this nature. The following test item was suggested by Emerald V. Dechant (1970) to study the skill of Perceiving the concept.

<sup>29</sup>Match the following

(E-g.) This is a piece of clothing - dress

(Emerald V. Dechant, 1977, p. 379)

Having this as a model the investigator prepared the following test item.

Match the following:

- |                                       |                      |                          |
|---------------------------------------|----------------------|--------------------------|
| 1. This comes out of the chimney      | handkerchief         | <input type="checkbox"/> |
| 2. This is a place in which we pray   | medicine             | <input type="checkbox"/> |
| 3. This we use to cover ourselves     | smoke                | <input type="checkbox"/> |
| 4. This we use when we blow our noses | blanket              | <input type="checkbox"/> |
| 5. This we use when we are sick       | temple/church/mosque | <input type="checkbox"/> |

**4.3.1.3. Perceiving the root (R.R3)**

Being able to break a word into its root, prefix and suffix is a valuable skill in developing meaning for a word. The root is the main part of a word. It is the reservoir of meaning. To test this skill of Perceiving the root the following item has been given.

Identify the root that is used in each of the three words:

(E-g) Washerman, Washed, Washable

Wash

- |                             |       |
|-----------------------------|-------|
| 1. active, actor, action    | _____ |
| 2. captor, captive captured | _____ |
| 3. abduct, ductile, deduct  | _____ |
| 4. movable, movement, mover | _____ |

- 5. export, import, report \_\_\_\_\_
- 6. transcript, inscription, manuscript \_\_\_\_\_
- 7. monograph, biography, graphic \_\_\_\_\_
- 8. automobile, automatic, autobiography \_\_\_\_\_
- 9. looks, looking, looked \_\_\_\_\_
- 10. worker, worked, working \_\_\_\_\_

**4.3.1.4. Perceiving similar expression (R.R4)**

In some exercises students are asked to select the same thing as the underlined words in the given sentences. Such exercises help the pupils to develop knowledge of the suffixes. Therefore, the following test item has been given based on the pupil's knowledge of suffixes to identify the sub-skill of reading readiness - Perceiving similar expression.

<sup>30</sup>Select the word that says the same thing as the underlined words in each of the following sentences and write the answers in the box provided:

(E-g) The teacher is kind enough to handle these kids.

- Ⓐ kind hearted
  - b. lovable
- 1. The dog was watching the child carefully or otherwise he would wander onto the street.
  - a. kind hearted
  - b. lovable
- 2. The sky was without a cloud
  - a. cloudless
  - b. cloudy
- 3. The man did not move a muscle. He waited for the judge's verdict
  - a. movable
  - b. motionless
- 4. Are you the man who helps me with this job?
  - a. helpful
  - b. helper
- 5. The United States is constantly forced to bring its armed forces up to modern standards.
  - a. modern
  - b. modernize

(Emerald v. Dechant, 1977, P.387)

#### 4.3.1.5. Readiness to guess the meaning (R.R5)

Another important component of Reading readiness is Readiness to guess the meaning. Generally it applies to the skill of decoding the figurative language. The following items have been designed with necessary modifications of the items provided by.

Choose the one that best explains the underlined words in the context of the sentences and write the answers in the box provided:

<sup>31</sup>(E-g) She turned white as snow at the news.

- a. She became white in colour
- b. She was shocked
- c. She felt irritated

1. They had so much fun playing that the minutes flew by.

- a. Minutes can fly like birds.
- b. Time went very fast.
- c. The minutes were riding on an airplane.

2. He raced like lightning down the track.

- a. The lightning frightened him.
- b. He ran fast down the track.
- c. He tried to run faster than the lightning.

3. Sara stood glued to the ground.

- a. She did not move.
- b. She stepped in some glue.
- c. Her feet were fastened tightly to the ground.

4. Hyderabad and Secndrabad are twin cities.

- a. They look very much alike.
- b. Many twins live in these cities.
- c. They grew up side by side.

5. Mala was as happy as a bird.

- a. She was free and happy as a bird.
- b. She flew like a bird.
- c. She sang beautiful like a bird.

(Emerald V. Dechant, 1977, p. 391)

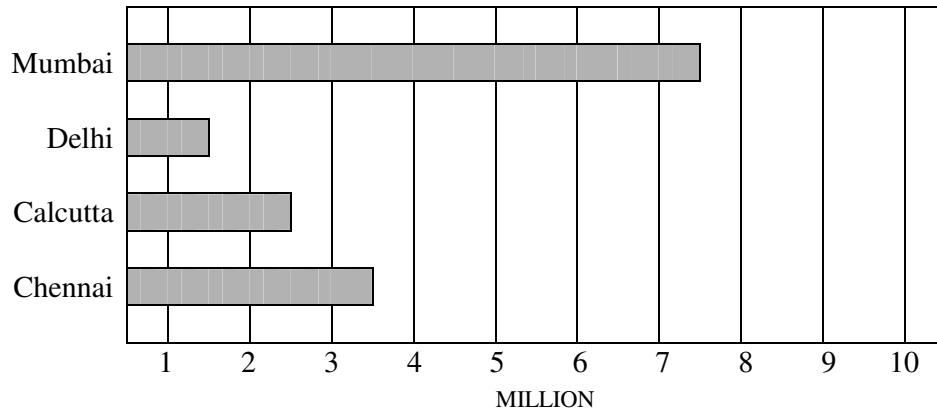
In the above items pupils were asked to pick from the three choices the one that best explains the underlined words in the context of the sentence.

#### 4.3.1.6. Reading graphs and tables (R.R6)

An important component of reading readiness is the ability to read graphs. The bar graph compares the size of quantities. It expresses amounts. The bar graph shows

how much more or less one type is than the other. The following graph and table are incorporated in the tool for studying the skill of Reading graphs and tables. A table is a simple listing of facts and information. It is as useful as that of a graph to elicit the readiness of a person to read graphs and tables.

Read the graph and answer the questions given below:



- The population of Mumbai is about
  - Eighty thousand
  - Seventy thousand
  - Seven million
  - Eight million.
- The city of Delhi has more people than the city of Calcutta True / False
- Mumbai is highly populated True / False

Read the table and tick the right answer:

Average Retail prices of Food in Rupees,	1975	1985	1995
Coffee, 1 Kg	79	86	110
Sugar, 5 Kg	48	51	52
Butter, 1 Kg	72	85	72
Tea, 1 Kg	63	64	81

- The title of the table indicates that the prices given are in rupees True / False
- The title of the table indicates that wholesale prices are given True / False
- The average price of butter in 1985 was 85 rupees. True / False
- Only butter showed no increase in 1995 over 1985 True / False
- The lowest price per kg of any item listed is sugar. True / False

The draft tool thus prepared is given below in full form.

### 4.3.2. Test on Reading Readiness

#### *I. Read the sentences below and answer the questions that follow:*

E-g: Late last night a burglar entered the home of Mr. Ravi at 22 Kamarajar Street to steal valuable jewels.

<b>Who?</b>	-	<b>A burglar</b>
What happened?	-	Entered the home of Mr. Ravi
Where?	-	At 22 Kamarajar Street
When?	-	Late last night
Why?	-	To steal valuable jewels

A big tree was blown down by the wind across the road during the storm last week.

<b>What?</b>		<b>When?</b>
What happened?		How?
Where?		

A boy in my class was punished by the headmaster yesterday in the assembly as he did many mistakes?

Who?		When?
What happened?		Why?
Where?		

When I went to Delhi during last summer I saw an accident which happened due to the carelessness of a car driver.

Who?		When?
What happened?		How?
Where?		

Gandhiji and the British Viceroy Irwin met in Delhi on January 1931 and the Gandhi - Irwin Pact was signed.

Who?		When?
What happened?		Why?
Where?		

Yesterday a goat went away from the herd in the hilly area in search of grassland.

Who?		When?
What happened?		Why?
Where?		

#### *II. Matching the following:*

(E-g) This is a piece of clothing		dress
1. This comes out of the chimney	handkerchief	<input type="checkbox"/>

- |                                       |                      |                          |
|---------------------------------------|----------------------|--------------------------|
| 2. This is a place in which we pray   | medicine             | <input type="checkbox"/> |
| 3. This we use to cover ourselves     | smoke                | <input type="checkbox"/> |
| 4. This we use when we blow our noses | blanket              | <input type="checkbox"/> |
| 5. This we use when we are sick       | temple/church/mosque | <input type="checkbox"/> |

**III. Identify the root that is used in each of the three words:**

(E-g) Washerman, Washed, Washable

Wash

- |   |       |
|---|-------|
| 1. active, actor, action                | _____ |
| 2. captor, captive, captured            | _____ |
| 3. abduct, ductile, deduct              | _____ |
| 4. movable, movement, mover             | _____ |
| 5. export, import, report               | _____ |
| 6. transcript, inscription, manuscript  | _____ |
| 7. monograph, biography, graphic        | _____ |
| 8. automobile, automatic, autobiography | _____ |
| 9. looks, looking, looked               | _____ |
| 10. worker, worked, working             | _____ |

**IV. Select the word that says the same thing as the underlined words in each of the following sentences and write the answers in the box provided.**

(E-g) The teacher is kind enough to handle these kids.

- |   |                          |
|---|--------------------------|
| (a) kind hearted  | <input type="checkbox"/> |
| b. lovable  |                          |
| 1. The dog was <u>watching</u> the child carefully or otherwise he would wander onto the street.    | <input type="checkbox"/> |
| a. kind hearted   |                          |
| b. lovable  |                          |
| 2. The sky was <u>without a cloud</u>   | <input type="checkbox"/> |
| a. cloudless  |                          |
| b. cloudy   |                          |
| 3. The man <u>did not move a muscle</u> . He waited for the judge's verdict                         | <input type="checkbox"/> |
| a. movable  |                          |
| b. motionless   |                          |
| 4. Are you <u>the man who helps me</u> with this job?   | <input type="checkbox"/> |
| a. helpful  |                          |
| b. helper   |                          |
| 5. The United States is constantly forced to bring its armed forces <u>up to modern standards</u> . | <input type="checkbox"/> |
| a. modern   |                          |
| b. modernize  |                          |





**V. Choose the one that best explains the underlined words in the context of the sentences and write the answers in the box provided:**

(E-g) She turned white as snow at the news.

- a. She became white in colour
- b. She was shocked
- c. She felt irritated

1. They had so much fun playing that the minutes flew by.

- a. Minutes can fly like birds.
- b. Time went very fast.
- c. The minutes were riding on an airplane.

2. He raced like lightning down the track.

- a. The lightning frightened him.
- b. He ran fast down the track.
- c. He tried to run faster than the lightning.

3. Sara stood glued to the ground.

- a. She did not move.
- b. She stepped in some glue.
- c. Her feet were fastened tightly to the ground.

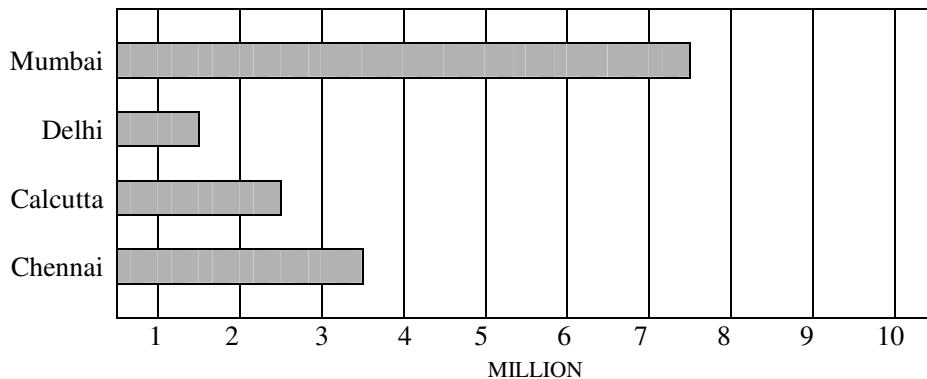
4. Hyderabad and Secendrabad are twin cities.

- a. They look very much alike.
- b. Many twins live in these cities.
- c. They grew up side by side.

5. Mala was as happy as a bird.

- a. She was free and happy as a bird.
- b. She flew like a bird.
- c. She sang beautiful like a bird.

**VI. Read the graph and answer the questions given below:**



1. The population of Mumbai is about

- a) Eighty thousand
- b) Seventy thousand
- c) Seven million
- d) Eight million.

2. The city of Delhi has more people than the city of Calcutta

**True / False**

3. Mumbai is highly populated

True / False

**VII. Read the table and tick the right answer:**

Average Retail prices of Food in Rupees,	1975	1985	1995
Coffee, 1 Kg	79	86	110
Sugar, 5 Kg	48	51	52
Butter, 1 Kg	72	85	72
Tea, 1 Kg	63	64	81

1. The title of the table indicates that the prices given are in rupees True / False
2. The title of the table indicates that wholesale prices are given True / False
3. The average price of butter in 1985 was 85 rupees. True / False
4. Only butter showed no increase in 1995 over 1985 True / False
5. The lowest price per kg of any item listed is sugar. True / False

**4.3.3. Establishing Validity**

**4.3.3.1. Theoretical Validity**

After going through a wide range of studies related to *Reading readiness* the investigator finds that it is the developmental stage to prepare the child for reading. The investigator made use of the studies related to *Reading readiness* and prepared the draft tool with six components to test *Reading readiness*. Therefore it may be stated that the tools is built on a valid theoretical base.

**4.3.3.2. Content Validity**

<sup>33</sup>To establish content validity, the test constructor analyzes the content of the area that the test is to appraise and structures a representative instrument to measure the various aspects of that content (Deobold B. Van Dalen, 1979 p.136). <sup>34</sup>Content validity is the extent to which a measuring instrument provides adequate coverage of the topic under study (C. R. Kothari 1985 p.71). The following panel of experts analyzed the draft tool and identified that the items were relevant to study the skill of *Reading readiness*.

1. Dr. S. Mohan
2. Dr. S. Purushothaman
3. Dr. G. Reeta Goretti Lourdes.

#### 4.3.3.3. Item Validity

To establish the validity of the tool, which consists of 58 items, a pilot study was done on a small group of students. Thirty students from three schools were selected and the newly prepared Reading readiness test was administered.

Table 4.4.  
List of sample schools selected for pilot study

Sl.No.	Name of the school	Type of the school	No. of students
1.	SVGHSS	Girls'	10
2.	SVBHSS	Boys'	10
3.	CMNHS	Co-educational	10

The students were instructed to read the example for each exercise carefully and attend all the items.

The responses were scored using the key and the Item Difficulty was found out.  
<sup>35</sup>The single most important characteristics of an item to be accurately determined is its difficulty. Item difficulty is determined as the proportion of correct responses. The formula for item difficulty is -

$$P = \frac{\sum Cr}{N}$$

P = difficulty, proportion correct  
 $\sum Cr$  = the sum of correct responses  
N = the number of examines.

By the same token, the proportion incorrect is equal to 1 minus the proportion correct and is represented by the symbol "q". This may be stated in algebraic form as follows:

$$q = 1 - P$$

where

q = the proportion incorrect  
P = the proportion correct....

(Grant Henning, 1987 P. 49)

**4.3.3.4. Item difficulty calculated as proportion correct and proportion incorrect is given below for all 58 items.**

Table 4.5.

Item difficulty calculated as proportion correct and proportion incorrect for all 58 items

Item No.	No. of correct Responses	Proportion of correct P	Proportion Incorrect q = 1 - P
1	26	0.87	0.13*
2	22	0.73	0.27
3	19	0.63	0.37
4	27	0.90	0.10*
5	19	0.63	0.37
6	29	0.97	0.03*
7	26	0.87	0.13*
8	22	0.73	0.27
9	28	0.93	0.07*
10	20	0.67	0.33
11	15	0.50	0.50
12	21	0.70	0.30
13	22	0.73	0.27
14	26	0.87	0.13*
15	22	0.73	0.27
16	16	0.57	0.43
17	16	0.57	0.43
18	28	0.93	0.07*
19	28	0.93	0.07*
20	13	0.43	0.57
21	22	0.73	0.27
22	20	0.67	0.33
23	19	0.63	0.37
24	29	0.97	0.03*
25	22	0.73	0.27
26	22	0.73	0.27
27	19	0.63	0.37
28	22	0.73	0.27

Item No.	No. of correct Responses	Proportion of correct P	Proportion Incorrect q = 1 - P
29	19	0.63	0.37
30	18	0.60	0.40
31	30	1.00	0.00*
32	13	0.43	0.57
33	22	0.73	0.27
34	27	0.90	0.10*
35	22	0.73	0.27
36	18	0.60	0.40
37	22	0.73	0.27
38	29	0.97	0.03*
39	29	0.97	0.03*
40	30	1.00	0.00*
41	9	0.30	0.70
42	20	0.67	0.33
43	19	0.63	0.37
44	18	0.60	0.40
45	22	0.73	0.27
46	18	0.60	0.40
47	9	0.30	0.70
48	9	0.30	0.70
49	12	0.40	0.60
50	19	0.63	0.37
51	17	0.57	0.43
52	22	0.73	0.27
53	25	0.83	0.17*
54	22	0.73	0.27
55	8	0.26	0.74*
56	26	0.86	0.14*
57	16	0.53	0.47
58	25	0.83	0.17*

The table shows the item difficulty as proportion correct and proportion incorrect for 58 items. The higher the difficulty, the lower the proportion correct and the higher the proportion incorrect. <sup>36</sup>Some authors advocate rejection of items with a proportion of correct answers that is less than 0.33 or that exceeds 0.67. (e.g. Tuckman, 1978, p.50). This is not a general thumb rule. Popham (1978) has correctly pointed out that the systematic rejection of all items that are at the extremes of the difficulty continuum may result in a test that is insensitive to the objectives of instruction. When measuring achievement, we may need to include some very easy or very difficult items to ensure that the test itself has face or content validity.

For the present Reading readiness test items with a proportion of correct answers that is less than 0.30 or that exceeds 0.75 are rejected. Thus 40 items have been included in the final draft. Items with an asterisk mark in the table are deleted.

#### 4.3.3.5. Establishing Reliability

Making use of the same set of sample reliability was established by test-retest method. Calculated reliability coefficients are given below –

<b>Reading readiness</b>	-	0.632
Perceiving information (RR1)	-	0.739
Perceiving the concept (RR2)	-	0.695
Perceiving the root (RR3)	-	0.714
Perceiving similar expression (RR4)	-	0.683
Readiness to guess the meaning (RR5)	-	0.643
Reading graphs and tables (RR6)	-	0.604

#### 4.3.3.6. Establishing norms for the test on Reading readiness

In order to establish the grade norms as low, moderate and high, the usual procedure was adopted as in the case of the previous one that is Reading comprehension.

Table 4.6.

Norms for the test on Reading readiness

<b>Low</b>	Moderate	High
1 – 15	16 – 30	31 +

#### **4.4. READING ATTITUDE**

Reading attitude was the third tool prepared by the investigator with the help of the research guide to find out the students' attitude towards reading.

##### **4.4.1. Rationale for the Tool – Test on Reading Attitude**

<sup>37</sup>Attitudes towards reading have received considerably less attention than achievement in reading probably because of the lack of valid and reliable instruments by which to assess pupils' attitudes (Louis Cohen, 1976, p.5). Recently Askov (1973) has devised a measure for assessing the attitudes of Primary school pupils towards reading. The instrument requires neither reading nor writing skills on the subjects' part; it engages their attention without revealing its purpose and is easy and quick to administer in a classroom situation.

The Primary Pupil Reading attitude Inventory (Askov, 1973) consists of 30 pages, each requiring a choice to be made between the two pictured activities. 18 of the choices involve some form of reading activity; the other 12 are distracters, presenting choices that do not involve reading. Subjects are required to mark with a cross the one activity on each page which he or she likes best. Based on the inventory the researcher prepared 15 pairs of pictures on reading and non-reading.



### 4.4.3. Establishing Validity

#### 4.4.3.1. Content Validity

A test cannot be exhaustive but must be selective in content. Important decisions must be made about the method of content selection. Content validity is concerned with whether or not the content of the test is sufficiently representative and comprehensive for the test to be a valid measure of what it is supposed to measure. The following experts in the field of English Language Teaching analysed the draft tool and identified that the items are relevant.

1. Dr. P.S. Chandrakumar
4. Dr. S. Purushothaman
5. Dr. J. Franklin.

#### 4.4.3.2. Item Validity

The draft tool was administered on 30 students randomly selected from 3 randomly chosen schools.

Table 4.7.

Sample schools selected for pilot study

Sl.No.	Name of the school	Type of the school	No. of students
1.	SVGHSS	Girls'	10
2.	SVBHSS	Boys'	10
3.	CMNHS	Co-educational	10

The students were instructed to tick (✓) the picture they prefer to the other.

The highest scoring group and the lowest scoring group were separated from the entire sample on the basis of total score on the test. The fifteen students with highest total scores are compared in their performance on all 15 items with the fifteen students with lowest total scores, using the formula,

$${}^{38}D = \frac{Hc}{Hc + Lc}$$

where

**D** = **discriminability**

Hc = the number of correct responses in the high group

Lc = the number of correct responses in the low group

(Grant Henning 1987, P. 51)

The following table shows the computation of item discriminability for 15 items by sample separation.

#### 4.4.3.3. Item Discriminability for Reading attitude

Table 4.8.

Item discriminability for Reading attitude

Item No.	Hc	Lc	Hc + Lc	D = $\frac{Hc}{Hc + Lc}$
1.	14	12	26	0.54*
2.	9	1	10	0.90
3.	8	1	9	0.88*
4.	4	1	5	0.80
5.	11	5	16	0.69
6.	15	10	25	0.60
7.	9	5	14	0.64
8.	5	0	5	1.00
9.	4	3	7	0.57*
10.	11	4	15	0.73
11.	14	14	28	0.50*
12.	7	1	8	0.88
13.	7	5	12	0.58*
14.	5	1	6	0.83
15.	13	13	26	0.50*

By this method, discriminability may range from zero to one. The higher it is, the better. For the present tool a discriminability index of 0.58 was considered the lowest acceptable discriminability. The items with an asterisk mark are deleted. Thus 9 items have been included in the final draft.

#### 4.4.3.4. Establishing Reliability

The same set of sample was used to establish the Reliability, using test-retest method. Calculated reliability coefficient is given below –

**Reading attitude** - 0.725

#### 4.4.3.5. Establishing norms for the test on Reading attitude

Mean was taken as the cut off point for fixing the nature of Reading attitude.

- Mean and above Mean – Positive
- Below Mean – Negative

Table 4.9.

Norms for the test on Reading attitude

Negative	Positive
1 – 6	7 +

Students who get 1 – 6 marks are considered to have negative attitude and those who get 7+ are considered to have positive attitude.

#### 4.5. COGNITIVE STYLE

The tool for identifying the *Cognitive style* was constructed by the investigator under the close guidance of the research guide to find out the cognitive style of the standard IX students.

##### 4.5.1. Rationale for the tool – Test on Cognitive style

Wittrock (1978) has defined “*Cognitive style*” as the relatively stable way that people “perceive, conceptualize and organize information”.<sup>39</sup> Field dependence / field independence is, perhaps, the dual factor most mentioned in discussions of cognitive style in second language research (Evelyn Marcussen Hatch 1983, P. 222).

According to Witkin et al., (1977) field dependence is a global cognitive style where the individual fails to differentiate parts of a “field” from the general background (i.e., can’t see the trees of the forest). Field independence is the cognitive style used by people who identify, organize, and impose structure on the parts of the field (i.e., see the trees and organize them within a forest). The psychological test for field independence/dependence is the Embedded Figures Test. In this test students are shown a figure and then asked to find it again in an array of figures.

<sup>40</sup>The ability to separate out pieces from a whole may be useful in language learning in some way (Evelyn Marcussen Hatch, 1983, P. 223). The investigator with the help of the research guide and an expert in graphics constructed 30 such figures incorporating distinct parts for the purpose of establishing field dependence or field

independence of the subjects. The cut out of each figure is pasted on a card and is shown to the subjects one by one. Following the normal procedure it has been decided to set a time limit of 20 seconds for every subject to locate the figure in an array of figures.

#### 4.5.2. Establishing Scoring Procedure

For the purpose of judging the scores to be assigned to the responses a pilot study was conducted. The investigator chose a small sample of 20 standard IX students by random comprising the following categories.

Table 4.10.

Sample selected for judging the scores

	Very high Achievers	High Achievers	Average Achievers	Poor Achievers	Very poor Achievers
Boys	2	2	2	2	2
Girls	2	2	2	2	2

Then the researcher administered the 30 figures one by one herself and carefully noted the time taken by all in order to locate the hidden part. It was noted that the time taken by individuals varied from a minimum of 9 seconds to 18 seconds. Therefore it was decided to award a score of 1 to an individual for a figure if he/she locates the part correctly. Thus according to the time taken credit scores are to be awarded to the individual as structured below:

0	–	9	seconds	–	+4
10	–	12.5	seconds	–	+3
12.6	–	15	seconds	–	+2
15.1	–	17.5	seconds	–	+1
17.6	–	20	seconds	–	0

If a student locates the part correctly within 9 seconds he/she will be awarded  $1 + 4 = 5$  scores. This is the maximum score possible for a right response. However if an individual locates the part correctly after 17.5 seconds he/she can't earn any score.

### **4.5.3. Establishing Validity**

#### **4.5.3.1. Content Validity**

This kind of validity depends on a careful analysis of the language being tested and of the particular course objectives. In order to ensure content validity it is necessary to seek advice from content experts. They may examine each part of the test and will provide a global comprehensiveness. Weaker part of the test would be eliminated until the experts were in perfect agreement that the test exhibited content validity. Thus the test with 30 items was given to the following panel of experts.

1. Dr. S. Mohan
2. Dr. Mrs. Expedi Olimani
3. Dr. George Stephen

From the 30 figures 10 were not recommended for inclusion in the tool and so they were deleted. Therefore only 20 figures were retained. The draft tool thus prepared is given below in full form.

#### 4.5.3.2. Item Validity

To establish the validity of the tool with 20 figures a pilot study was done on a small group of students. It was administered on 30 students following the above scoring procedure.

Table 4.11.

Sample schools for the pilot study

Sl.No.	Name of the School	Type of the school	No. of Students
1.	SVGHSS	Girls'	10
2.	SVBHSS	Boys'	10
3.	CMNHS	Co-educational	10

The highest scoring group and the lowest scoring group were separated from the entire sample on the basis of total score on the test. The 15 students in the highest scoring group was compared with the 15 students in the lowest scoring group for all the 20 items. The fifteen students with highest total scores are compared in their performance on all 20 items with the 15 students with lowest total scores, using the formula,

$$D = \frac{H_c}{H_c + L_c}$$

The following table shows the computation of item discriminability for 20 items by sample separation.

#### 4.5.3.3. Computation of item discriminability for Cognitive style

Table 4.12.

Item discriminability for Cognitive style

Item No.	Hc	Lc	Hc + Lc	D = $\frac{H_c}{H_c + L_c}$
1.	7	1	8	0.88
2.	6	0	6	1.00
3.	2	3	5	0.40*
4.	9	0	9	1.00
5.	6	2	8	0.75
6.	11	7	18	0.92
7.	5	0	5	1.00

Item No.	Hc	Lc	Hc + Lc	D = $\frac{Hc}{Hc + Lc}$
8.	3	1	4	0.75
9.	2	3	5	0.40*
10.	11	8	19	0.59
11.	11	9	20	0.55*
12.	15	5	20	0.75
13.	9	5	14	0.56
14.	10	4	14	0.71
15.	12	13	25	0.48*
16.	10	4	14	0.71
17.	4	1	5	0.80
18.	9	2	11	0.82
19.	6	2	8	0.75
20.	14	14	28	0.50*

In the given tool the discriminability index of 0.55 was considered the lowest acceptable discriminability. Thus items with an asterisk mark were deleted and 15 items were retained in the final form of the tool.

#### 4.5.3.4. Establishing Reliability

Using the same reliability was established by test-retest method. Calculated reliability coefficient is given below –

**Cognitive style** - 0.686

#### 4.5.3.5. Establishing norms for the test on Cognitive style

The cut off point for *Cognitive style* (field dependent / independent) is given below –

- Mean and Below Mean – Field dependent
- Above Mean – Field independent

Table 4.13.

Norms for the test on Cognitive style

Field dependent	Field independent
0 – 7	8+

Students who get 0 – 7 marks in the test on *Cognitive style* are considered be field dependent and those who get above 8 are considered to be field independent.

#### **4.6. CONCLUSION**

The investigator thus prepared four research tools and established the validity and reliability of the test items.



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## **CHAPTER - V**

### **RESEARCH DESIGN AND PROCEDURE**

#### **5.1. INTRODUCTION**

Reading by itself is a good habit. Bacon recommended it for making a man perfect. The need to read English increases all over the world at a growing rate and in consequence English teachers are required to bring reading with greater efficiency and speed to larger groups of people (ELT Vol. XXIV; Jan. 1970).

One of the major problems in the education of students in developing countries is their poor attainment in English. This may be attributed to the negligence of systematic teaching of reading to the primary and secondary students. Quite a large number of studies have brought out the deficiency of secondary school students in Reading. Hence the investigator, having finalised Reading comprehension as the area of investigation would like to state the problem of research as follows:

#### **5.2. STATEMENT OF THE PROBLEM**

Preparation of a valid research tool for assessing the skill of Reading comprehension developed by standard IX students in the schools in Tuticorin District, and identifying the skill of reading in relation to the psychological variables such as Reading readiness, Reading attitude and Cognitive style.

#### **5.3. TOPIC OF THE STUDY**

The investigator states the topic of her research thus:

“A STUDY OF SKILLS OF READING COMPREHENSION IN English  
DEVELOPED BY STUDENTS OF STANDARD IX IN THE SCHOOLS  
IN TUTICORIN DISTRICT”

#### **5.4. OPERATIONAL DEFINITIONS**

##### **I. Skills of Reading comprehension**

By this the investigator means

- i) Reading the lines (R.L)

ii) Reading between the lines (R.Bet.L)

iii) Reading beyond the lines (R.Bey.L)

and their sub-skills.

i) Reading the lines

1) Guessing the meaning of words and phrases (R.L1)

2) Locating needed information (R.L2)

3) Sequencing contents (R.L3)

4) Understanding the context (R.L4).

ii) Reading between the lines

1) Skill of interpreting contents (R.Bet.L1)

2) Arriving at unsaid facts (R.Bet.L2)

3) Deriving implied meaning (R.Bet.L3).

iii) Reading beyond the lines

1) Establishing the cause of events (R.Bey.L1)

2) Estimating the worth of the details given (R.Bey.L2)

3) Decoding structural peculiarities (R.Bey.L3)

4) Judging characters and ideas (R.Bey.L4).

## II. Standard IX

It is a class in the secondary stage of school education ranging from standard I and to standard X. At the end of standard X the students will take school final examination. Operationally it means the students of standard IX in the academic year 1997 - '98.

## III. Tuticorin District

Tuticorin district is in the southern region of Tamil Nadu. It consists of a few towns and a large number of villages. The district map is appended.

### 5.5. METHOD OF INVESTIGATION

As the area of investigation and the population of the study are vast, the investigator has chosen the survey method for this study.

## 5.6. OBJECTIVES

The researcher has undertaken the study with the following objectives.

### PRIMARY OBJECTIVES

#### PART - A

1. To find the level of attainment of standard IX students in Reading comprehension in English.
2. To find the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills–
  1. Guessing the meaning of words and phrases
  2. Locating needed information
  3. Sequencing contents
  4. Understanding the context.
3. To find the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills–
  1. Skill of interpreting contents
  2. Arriving at unsaid facts
  3. Deriving implied meaning.
4. To find the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills–
  1. Establishing the cause of events
  2. Estimating the worth of the details given
  3. Decoding structural peculiarities
  4. Judging characters and ideas.

#### PART - B

1. To find the level of attainment of standard IX Boys and Girls in Reading comprehension in English and its dimensions:
  - 1) Reading the lines
  - 2) Reading between the lines
  - 3) Reading beyond the lines.
2. To find the level of attainment of standard IX students who belong to SC/ST, Backward and Forward communities in Reading comprehension in English and its dimensions:
  - 1) Reading the lines
  - 2) Reading between the lines
  - 3) Reading beyond the lines.
3. To find the level of attainment of standard IX students who belong to Hindu, Christian and Islam religions in Reading comprehension in English and its dimensions:

- 1) Reading the lines
  - 2) Reading between the lines
  - 3) Reading beyond the lines.
4. To find the level of attainment of standard IX students in Boys', Girls' and Co-educational Schools in Reading comprehension in English and its dimensions:
    - 1) Reading the lines
    - 2) Reading between the lines
    - 3) Reading beyond the lines.
  5. To find the level of attainment of standard IX students in Rural, Urban and Semi-urban Schools in Reading comprehension in English and its dimensions:
    - 1) Reading the lines
    - 2) Reading between the lines
    - 3) Reading beyond the lines.
  6. To find the level of attainment of standard IX students with low, moderate and high Parental education in Reading comprehension in English and its dimensions:
    - 1) Reading the lines
    - 2) Reading between the lines
    - 3) Reading beyond the lines.
  7. To find the level of attainment of standard IX students with low, moderate and high Parental annual income in Reading comprehension in English and its dimensions:
    - 1) Reading the lines
    - 2) Reading between the lines
    - 3) Reading beyond the lines.
  8. To find the level of attainment of standard IX students with Kindergarten education and without Kindergarten education in Reading comprehension in English and its dimensions:
    - 1) Reading the lines
    - 2) Reading between the lines
    - 3) Reading beyond the lines.

## **SECONDARY OBJECTIVES**

1. To find the impact of Gender over the level of attainment of standard IX students in Reading comprehension in English.
  - 1.1. To find the impact of Gender over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
    1. Guessing the meaning of words and phrases
    2. Locating needed information
    3. Sequencing contents
    4. Understanding the context.

- 1.2. To find the impact of Gender over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
  1. Skill of interpreting contents
  2. Arriving at unsaid facts
  3. Deriving implied meaning.
- 1.3. To find the impact of Gender over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
  - 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
2. To find the impact of Social status over the level of attainment of standard IX students in Reading comprehension in English.
  - 2.1. To find the impact of Social status over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
    - 1) Guessing the meaning of words and phrases
    - 2) Locating needed information
    - 3) Sequencing contents
    - 4) Understanding the context.
  - 2.2. To find the impact of Social status over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
    - 1) Skill of interpreting contents
    - 2) Arriving at unsaid facts
    - 3) Deriving implied meaning.
  - 2.3. To find the impact of Social status over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
    - 1) Establishing the cause of events
    - 2) Estimating the worth of the details given
    - 3) Decoding structural peculiarities
    - 4) Judging characters and ideas.
3. To find the impact of Religion over the level of attainment of standard IX students in Reading comprehension in English.
  - 3.1. To find the impact of Religion over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
    - 1) Guessing the meaning of words and phrases



- 2) Locating needed information
  - 3) Sequencing contents
  - 4) Understanding the context.
- 3.2. To find the impact of Religion over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
- 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning.
- 3.3. To find the impact of Religion over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
- 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
4. To find the impact of Type of school over the level of attainment of standard IX students in Reading comprehension in English.
- 4.1. To find the impact of Type of school over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
- 1) Guessing the meaning of words and phrases
  - 2) Locating needed information
  - 3) Sequencing contents
  - 4) Understanding the context
- 4.2. To find the impact of Type of school over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
- 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning
- 4.3. To find the impact of Type of school over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
- 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
5. To find the impact of Locality of school over the level of attainment of standard IX students in Reading comprehension in English.

- 5.1. To find the impact of Locality of school over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
  - 1) Guessing the meaning of words and phrases
  - 2) Locating needed information
  - 3) Sequencing contents
  - 4) Understanding the context
- 5.2. To find the impact of Locality of school over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
  - 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning
- 5.3. To find the impact of Locality of school over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
  - 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
6. To find the impact of Parental education over the level of attainment of standard IX students in Reading comprehension in English.
  - 6.1. To find the impact of Parental education over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
    - 1) Guessing the meaning of words and phrases
    - 2) Locating needed information
    - 3) Sequencing contents
    - 4) Understanding the context
  - 6.2. To find the impact of Parental education over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
    - 1) Skill of interpreting contents
    - 2) Arriving at unsaid facts
    - 3) Deriving implied meaning
  - 6.3. To find the impact of Parental education over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
    - 1) Establishing the cause of events
    - 2) Estimating the worth of the details given
    - 3) Decoding structural peculiarities
    - 4) Judging characters and ideas.

7. To find the impact of Parental annual income over the level of attainment of standard IX students in Reading comprehension in English.
- 7.1. To find the impact of Parental annual income over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines and its sub-skills.
  - 1) Guessing the meaning of words and phrases
  - 2) Locating needed information
  - 3) Sequencing contents
  - 4) Understanding the context
- 7.2. To find the impact of Parental annual income over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
  - 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning
- 7.3. To find the impact of Parental annual income over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
  - 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
8. To find the impact of the level of attainment of standard IX students with and without Kindergarten education in Reading comprehension in English.
- 8.1. To find the impact of the level of attainment of standard IX students with and without Kindergarten education in Reading comprehension in English with regard to Reading the lines and its sub-skills.
  - 1) Guessing the meaning of words and phrases
  - 2) Locating needed information
  - 3) Sequencing contents
  - 4) Understanding the context
- 8.2. To find the impact of the level of attainment of standard IX students with and without Kindergarten education in Reading comprehension in English with regard to Reading between the lines and its sub-skills.
  - 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning
- 8.3. To find the impact of the level of attainment of standard IX students with and without Kindergarten education in Reading comprehension in English with regard to Reading beyond the lines and its sub-skills.
  - 1) Establishing the cause of events

- 2) Estimating the worth of the details given
- 3) Decoding structural peculiarities
- 4) Judging characters and ideas.

## **TERTIARY OBJECTIVES**

### ***READING READINESS***

1. To find the relationship between the following components of *Reading readiness*

- 1) Perceiving information
- 2) Perceiving the concept
- 3) Perceiving the root
- 4) Perceiving similar expressions
- 5) Readiness to guess the meaning
- 6) Reading graphs and tables.

and the skill of Reading comprehension in English of standard IX students.

2. To find the relationship between the following components of *Reading readiness*

- 1) Perceiving information
- 2) Perceiving the concept
- 3) Perceiving the root
- 4) Perceiving similar expressions
- 5) Readiness to guess the meaning
- 6) Reading graphs and tables.

and the skill of Reading comprehension in English of standard IX students with regard to Reading the lines and its following sub-skills:

- 1) Guessing the meaning of words and phrases
- 2) Locating needed information
- 3) Sequencing contents
- 4) Understanding the context.

3. To find the relationship between the following components of *Reading readiness*

- 1) Perceiving information
- 2) Perceiving the concept
- 3) Perceiving the root
- 4) Perceiving similar expressions
- 5) Readiness to guess the meaning
- 6) Reading graphs and tables.

and the skill of Reading comprehension in English of standard IX students with regard to Reading between the lines and its following sub-skills:

- 1) Skill of interpreting contents

- 2) Arriving at unsaid facts
- 3) Deriving implied meaning
4. To find the relationship between the following components of *Reading readiness*
  - 1) Perceiving information
  - 2) Perceiving the concept
  - 3) Perceiving the root
  - 4) Perceiving similar expressions
  - 5) Readiness to guess the meaning
  - 6) Reading graphs and tables.

and the skill of *Reading comprehension* in English of standard IX students with regard to *Reading beyond the lines* and its following sub-skills:

  - 1) Estimating the worth of the details given
  - 2) Establishing the cause of events
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
5. To find the *Reading readiness* and its components of standard IX students of the following categories
  - 
  - 1) Boys and Girls
  - 2) SC/ST, BC and FC communities
  - 3) Hindu, Christian and Islam religions
  - 4) Boys', Girls' and Co-educational Schools
  - 5) Rural, Urban and Semi-urban Schools
  - 6) Low, moderate and high Parental education
  - 7) Low, moderate and high Parental annual income
  - 8) With and without Kindergarten education.

#### **READING ATTITUDE**

6. To find the relationship between *Reading attitude* and the skill of *Reading comprehension* in English of standard IX students.
7. To find out the relationship between *Reading attitude* and the skill of *Reading comprehension* in English of standard IX students with regard to *Reading the lines* and its sub-skills:
  - 1) Guessing the meaning of words and phrases
  - 2) Locating needed information
  - 3) Sequencing contents
  - 4) Grasping the required information.
8. To find the relationship between *Reading attitude* and the skill of *Reading comprehension* in English of standard IX students with regard to *Reading between the lines* and its sub-skills:

- 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning
9. To find the relationship between *Reading attitude* and the skill of *Reading comprehension* in English of standard IX students with regard to *Reading beyond the lines* and its sub-skills:
- 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
10. To find the *Reading attitude* of the standard IX students belonging to the following categories:
- 1) Boys and Girls
  - 2) SC/ST, BC and FC communities
  - 3) Hindu, Christian and Islam religions
  - 4) Boys', Girls' and Co-educational Schools
  - 5) Rural, Urban and Semi-urban Schools
  - 6) Low, moderate and high Parental education
  - 7) Low, moderate and high Parental annual income
  - 8) With and without Kindergarten education.

#### **COGNITIVE STYLE**

11. To find the relationship between *Cognitive style* (field dependent / independent) and the skill of *Reading comprehension* in English of standard IX students.
12. To find the relationship between *Cognitive style* (field dependent / independent) and the skill of *Reading comprehension* in English of standard IX students with regard to *Reading the lines* and its sub-skills:
- 1) Guessing the meaning of words and phrases
  - 2) Locating needed information
  - 3) Sequencing contents
  - 4) Grasping the required information.
13. To find the relationship between *Cognitive style* (field dependent / independent) and the skill of *Reading comprehension* in English of standard IX students with regard to *Reading between the lines* and its sub-skills:
- 1) Skill of interpreting contents
  - 2) Arriving at unsaid facts
  - 3) Deriving implied meaning

14. To find the relationship between *Cognitive style* (field dependent / independent) and the skill of Reading comprehension in English of standard IX students with regard to Reading beyond the lines and its sub-skills:
  - 1) Establishing the cause of events
  - 2) Estimating the worth of the details given
  - 3) Decoding structural peculiarities
  - 4) Judging characters and ideas.
15. To find the *Cognitive style* (field dependent / independent) of the standard IX students belonging to the following categories:
  - 1) Boys and Girls
  - 2) SC/ST, BC and FC communities
  - 3) Hindu, Christian and Islam religions
  - 4) Boys', Girls' and Co-educational Schools
  - 5) Rural, Urban and Semi-urban Schools
  - 6) Low, moderate and high Parental education
  - 7) Low, moderate and high Parental annual income
  - 8) With and without Kindergarten education.

## **5.7. HYPOTHESES**

After formulating the objectives on the basis of the background and psychological characteristics the investigator framed the following hypotheses.

## **PRIMARY HYPOTHESES**

### **PART - A**

1. The level of attainment of standard IX students in Reading comprehension in English is moderate.
2. The levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its components are moderate.
3. The levels of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its components are moderate.
4. The levels of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its components are moderate.

### **PART - B**

1. Standard IX Boys are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
2. Standard IX Girls are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
3. Standard IX students belonging to SC/ST community are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
4. Standard IX students belonging to Backward community are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
5. Standard IX students belonging to Forward community are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
6. Standard IX students belonging to Hindu religion are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
7. Standard IX students belonging to Christian religion are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).



8. Standard IX students belonging to Islam religion are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
9. Standard IX students in Boys' Schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
10. Standard IX students in Girls' Schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
11. Standard IX students in Co-educational Schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
12. Standard IX students in Rural Schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
13. Standard IX students in Urban Schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
14. Standard IX students in Semi-urban Schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
15. Standard IX students with low Parental education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
16. Standard IX students with moderate Parental education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
17. Standard IX students with high Parental education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
18. Standard IX students with low Parental annual income are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

19. Standard IX students with moderate Parental annual income are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
20. Standard IX students with high Parental annual income are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
21. Standard IX students With Kindergarten education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).
22. Standard IX students Without Kindergarten education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

## **SECONDARY HYPOTHESES**

1. Gender does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
2. Gender does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.
3. Social status does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
4. Social status does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.
5. Religion does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
6. Religion does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.
7. Type of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
8. Type of school does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.

9. Locality of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
10. Locality of school does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.
11. Parental education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
12. Parental education does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.
13. Parental annual income does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
14. Parental annual income does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.
15. Kindergarten education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.
16. Kindergarten education does not have significant impact over the levels of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills.

## **TERTIARY HYPOTHESES**

### **PART - A**

#### **READING READINESS**

1. Reading readiness (R.R) and its components are only moderate in the case of standard IX students.
2. Reading comprehension in English of standard IX students is not significantly related to their Reading readiness.
3. Reading comprehension in English with regard to Reading the lines (R.L), Reading between the lines (R.Bet.L), Reading beyond the lines (R.Bey.L) and their sub-skills are not significantly related to Reading readiness and its components.
4. Standard IX students of different Gender (Boys/Girls); different Community (SC/ST / BC / FC); different Religion (Hindu/Christian/Islam); different Type of school (Boys'/Girls/co-education); different Locality of schools (Rural/Urban/Semi-urban); different Parental education (low/moderate/high); different Parental annual income (low/moderate/high); different Pre-school education (with / without Kindergarten education) do not differ significantly in their Reading readiness and its components.

## PART - B

### READING ATTITUDE

1. *Reading attitude* is only negative in the case of standard IX students.
2. *Reading attitude* of standard IX students does not significantly influence the skill of *Reading comprehension* in English.
3. *Reading attitude* of standard IX students does not significantly influence their *Reading comprehension* in terms of *Reading the lines (R.L)*, *Reading between the lines (R.Bet.L)* and *Reading beyond the lines (R.Bey.L)* and their sub-skills.
4. Standard IX students of different Gender (Boys/Girls); different Community (SC/ST / BC / FC); different Religion (Hindu/Christian/Islam); different Type of school (Boys'/Girls'/Co-education); different Locality of school (Rural/Urban/Semi-urban); different Parental education (low/moderate/high); different Parental annual income (low/moderate/high); different Pre-school education (with / without Kindergarten education) do not differ significantly in their *Reading attitude*.

## PART - C

### COGNITIVE STYLE

1. Standard IX students are predominantly field dependent.
2. Standard IX students of different Gender (Boys/Girls); different Community (SC/ST / BC / FC); different Religion (Hindu/Christian/Islam); different Type of school (Boys'/Girls'/co-education); different Locality of school (Rural/Urban/Semi-urban); different Parental education (low/moderate/high); different Parental annual income (low/moderate/high); Kindergarten education (with/without) are predominantly field dependent.
3. *Cognitive style* (field dependent / independent) of standard IX students does not significantly influence the skill of *Reading comprehension* in English.
4. *Cognitive style* (field dependent / independent) of standard IX students does not significantly influence their *Reading comprehension* in terms of *Reading the lines (R.L)*, *Reading between the lines (R.Bet.L)*, *Reading beyond the lines (R.Bey.L)* and their sub-skills.

## 5.8. POPULATION

The population of the present study consists of all the students of standard IX in 71 Government and Government aided private High Schools and 85 Higher Secondary Schools in Tuticorin district.

Table 5.1.  
Schools in Tuticorin District

Type of school	High school	Higher secondary school	Total
Government	29	22	51

Private	42	63	105
Total	71	85	156

The Matriculation schools and Anglo-Indian schools are not included in the study.

Table 5.2.

List of schools selected for investigation

No.	Name of the school	Place	No. of sample taken
1.	Govt. Hr. Sec. School	Siruthondanallur	15
2.	Govt. Hr. Sec. School	Kayamozhi	15
3.	Govt. Hr. Sec. School	Athoor	15
4.	Govt. Boys' Hr. Sec. School	Tiruchendhur	15
5.	Govt. Girls' Hr. Sec. School	Tiruchendhur	15
6.	Govt. Girls' Hr. Sec. School	Arumuganeri	15
7.	Govt. Girls' Hr. Sec. School	Kayalpatnam	15
8.	Govt. Girls' Hr. Sec. School	Sreevaikundam	15
9.	Govt. Boys' Hr. Sec. School	Kovilpatti	15
10.	Govt. Girls' Hr. Sec. School	Kovilpatti	15
11.	Govt. Girls' Hr. Sec. School	Ottapidaram	15
12.	Tucker Hr. Sec. School	Pannaivilai	15
13.	Margashizus Hr. Sec. School	Nazareth	15
14.	St.Mark's Hr. Sec. School	Mudalur	15
15.	Sree Ganesan Hr. Sec. School	Pannika Nadar Kudiyiruppu	15
16.	St.Michael Hr. Sec. School	Mudalur	15
17.	Kamaraj Hr. Sec. School	Nalumavadi	15
18.	Govt. Hr. Sec. School	Umarikadu	15
19.	Caldwell Hr. Sec. School	Tuticorin	15
20.	Karapettai Nadar Boys' Hr. Sec. School	Tuticorin	15
21.	Karapettai Nadar Girls' Hr. Sec. School	Tuticorin	15
22.	Subbiah Vidyalayam Boys' Hr. Sec. School	Tuticorin	15
23.	Subbiah Vidyalayam Girls' Hr. Sec. School	Tuticorin	15
24.	S.A.V. Hr. Sec. School	Tuticorin	15
25.	St.Mary's Hr. Sec. School	Tuticorin	15

No.	Name of the school	Place	No. of sample taken
26.	Pope Memorial Hr. Sec. School	Sawyerpuram	15
27.	P.M.Lasal Hr. Sec. School	Tuticorin	15
28.	St.Antony Hr. Sec. School	Pazhayakayal	15
29.	St.Mary's Hr. Sec. School	Pothakalanvilai	15
30.	K.A. Hr. Sec. School	Arumuganeri	15
31.	L.K. Hr. Sec. School	Kayalpatnam	15
32.	Central Hr. Sec. School	Kayalpatnam	15
33.	St.Thomas Hr. Sec. School	Verrapandianpattinam	15
34.	TDTA Hr. Sec. School	Vallalanvilai	15
35.	Holy Cross Hr. Sec. School	Sathankulam	15
36.	TDTA Ambros Hr. Sec. School	Meignapuram	15
37.	TDTA Hr. Sec. School	Christianagaram	15
38.	K.G.S. Hr. Sec. School	Sreevaikundam	15
39.	C.M. Hr. Sec. School	Renganathapuram	15
40.	TDTA R.M.P. Hr. Sec. School	Sathankulam	15
41.	St.Aloysius Hr. Sec. School	Tuticorin	15
42.	St.Mary's Hr. Sec. School	Sathankulam	15
43.	Holy Cross Hr. Sec. School	Tuticorin	15
44.	E.D. Girls Hr. Sec. School	Meignapuram	15
45.	Anni Best Hr. Sec. School	Pandaranchettivilai	15
46.	St.Mary's Hr. Sec. School	Sawyerpuram	15
47.	Sree Ramakrishna Chidambareswarar Hr. Sec. School	Udangudi	15
48.	A.V. Hr. Sec. School	Kovilpatti	15
49.	Lakshmi Mills Hr. Sec. School	Kovilpatti	15
50.	Raja Hr. Sec. School	Ettayapuram	15
51.	Nadar Hr. Sec. School	Kovilpatti	15
52.	Everest Mariappa Nadar Hr. Sec. School	Kovilpatti	15
53.	Siyamala Hr. Sec. School	Illupaiyurani	15
54.	Kammavar Hr. Sec. School	Kovilpatti	15
55.	Govt. High School	Mavadipannai	10

No.	Name of the school	Place	No. of sample taken
56.	Seena Vana Govt. High School	Tuticorin	14
57.	Govt. High School	Sundankottai	15
58.	Govt. Girls' High School	Eral	15
59.	Govt. High School	Kurukuchalai	15
60.	Govt. High School	Ettayapuram	10
61.	Ranjith Aron High School	Ananthapuram	15
62.	Govindammal High School	Kayamozhi	15
63.	St.Joesph High School	Chokankudiyiruppu	15
64.	Hindu Mariamman High School	Sathankulam	12
65.	Chinnamoni Nadar High School	Tuticorin	15
66.	St.Mary's High School	Kacchinavilai	14
67.	C.M. High School	Tuticorin	15
68.	Arulneri Hindu High School	Sonaganvilai	15
69.	T.M. Mechavai High School	Ottapidaram	15
70.	Parvathi High School	Illupaiyurani	15
71.	Hindu Nadar Kamaraj High School	Solapuram	10
72.	Govt. Hr. Sec. School	Kommatikottai	15
73.	St.Lucia High School	Kurumbur	15
74.	Govt. High School	Sivakalai	15
75.	St.John's Hr. Sec. School	Nazareth	10
76.	Rosammal Hr. Sec. School	Tuticorin	15
77.	Das Navis Matha Hr. Sec. School	Tuticorin	14

### 5.9. SAMPLE

The 156 schools were stratified on the basis of Type of school (Boys', Girls' and Co-educational) and Locality of school (Rural, Urban and Semi-urban). Thereafter from each stratum 5% - 7% schools were taken by random. After fixing the schools, fifteen standard IX students from each sample school were randomly chosen to form the sample of the study. The nature of the final sample of the study is detailed below.



Table 5.3.

Locality-wise distribution of the sample

Locality	Population	Sample drawn	Percentage of population
Rural	10,243	692	6.76%
Urban and Semi- urban	8,928	428	4.79%

Table 5.4.

Gender-wise distribution of the sample

Gender	Population	Sample drawn	Percentage of population
Boys	10,458	530	5.07%
Girls	8,713	590	6.77%

Table 5.5.

Community-wise distribution of the sample

Community	Population	Sample drawn	Percentage of population
SC / ST	4,760	212	4.45%
MBC / BC	13,299	856	6.44%
OC	1112	52	4.68%

From the selected 1120 subjects 120 of them were randomly taken for an in-depth study of the psychological variables - Reading readiness, Reading attitude and Cognitive style. The following are the schools where the investigator selected sample for an in-depth study.

Table 5.6.

List of schools selected for in-depth study

No.	Name of the school	Place
1.	Caldwell Boys' Hr. Sec. School	Tuticorin
2.	Holycross Girls' Hr. Sec. School	Tuticorin
3.	Govt. High School	Tuticorin
4.	Sinnamoni Nadar High School	Tuticorin
5.	Govt. Boys' Hr. Sec. School	Kovilpatti
6.	Govt. Girls' Hr. Sec. School	Kovilpatti
7.	Siyamala Hr. Sec. School	Illupaiyurani
8.	St. Joseph High School	Chokankudiyiruppu

## 5.10. RESEARCH TOOLS

The investigator constructed four Research Tools with the help of her research guide and ELT specialists. The details of the research tools are given below.

Table 5.7.

Tool 1: Test on Reading comprehension

1.	Author	:	<b>Ms. A. JOYCILIN SHERMILA</b> (Investigator)
2.	Level	:	Secondary Students
3.	Pattern	:	Objective type
4.	Duration	:	One hour and thirty minutes.
5.	Reliability and Validity	:	This tool is specially constructed for this study. Reliability and validity have been checked.

Table 5.8.

Tool 2: Test on Reading readiness

1.	Author	:	<b>Ms. A. JOYCILIN SHERMILA</b> (Investigator)
2.	Level	:	Secondary Students
3.	Pattern	:	Objective type.
4.	Duration	:	20 minutes
5.	Reliability and Validity	:	This tool is specially constructed for this study. Reliability and validity have been checked.

Table 5.9.

Tool 3: Tool for Reading attitude

1.	Author	:	<b>Ms. A. JOYCILIN SHERMILA</b> (Investigator)
2.	Level	:	Secondary Students
3.	Pattern	:	Marking preference
4.	Duration	:	7 to 10 minutes
5.	Reliability and Validity	:	It is specially constructed for this study. Reliability and validity have been checked.

Table 5.10.

Tool 4: Tool for Cognitive style

1.	Author	:	<b>Ms. A. JOYCILIN SHERMILA</b> (Investigator)
2.	Level	:	Secondary Students
3.	Pattern	:	Identifying hidden figures.
4.	Duration	:	Maximum of 20 seconds for each hidden figure.
5.	Reliability and Validity	:	It is specially constructed for this study. Reliability and validity have been checked.

### 5.11. DATA COLLECTION

Schools as well as subjects were selected at random. The investigator prepared a personal data form to collect information from the sample regarding the background characteristics.

The Test of Reading comprehension was administered on all the 1120 subjects. However the tools to study the psychological variables Reading readiness, Reading attitude and Cognitive style were administered only on 120 randomly chosen sub-sample. The tools were administered with the previous permission from the heads of schools. The English teachers in the respective schools helped the investigator in contacting the subjects, giving instructions to them etc. The investigator administered the tools personally. It took nearly one hour and thirty minutes to answer all the items in the test of Reading comprehension and it took another 30 minutes to answer all the items in the Reading readiness and Reading attitude tools. The investigator administered the tool on Cognitive style personally to each student. Since the investigator contacted the subjects personally, all of them had responded properly. The responses were scored and the data were organized in tabular form for analysis.

### 5.12. LIMITATIONS

Tuticorin district is in the Southern most part of India. As the samples drawn are within a particular district they have the same language, culture and customs. Therefore, the results derived from the study may not be applicable to the subjects of other states and districts who are likely to differ in language (including dialectical form) or culture.

Though there are many psychological and sociological variables influencing the skill of Reading comprehension in English the investigator has selected only three psychological variables - Reading readiness, Reading attitude and Cognitive style. Thus the study cannot present all the factors influencing the skill of Reading comprehension in English.

### 5.13. PROPOSED STATISTICAL TECHNIQUES

The investigator intends to apply the following statistical techniques to test the hypotheses.

#### i. Percentage:

$$\text{Percentage} = \frac{X}{N} \times 100$$

X = Observed frequency

N = Total no. of items

**ii. Coefficient of Correlation:**

$$r = \frac{N\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{N\Sigma X^2 - (\Sigma X)^2} \sqrt{N\Sigma Y^2 - (\Sigma Y)^2}}$$

- X = Items in one distribution
- Y = Items in other distribution
- $\Sigma XY$  = Sum of XY
- $\Sigma X$  = Sum of the items in X
- $\Sigma Y$  = Sum of the items in Y
- $\Sigma X^2$  = Sum of the squares of items in X
- $\Sigma Y^2$  = Sum of the squares of items in Y
- N = Total no. of items

(John W. Best, 1992, p.350)

**iii. 't' - Test:**

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

- $\sigma_1, \sigma_2$  = Standard deviations of the two groups.
- $N_1, N_2$  = Total no. of items in each group
- $\bar{X}_1, \bar{X}_2$  = Means of two groups

(Ibid. p.272)

**iv. ' $\chi^2$ ' - Test (Chi - Square):**

$$\chi^2 = \frac{\Sigma (f_o - f_e)^2}{f_e}$$

- $f_o$  = observed frequency
- $f_e$  = expected frequency
- $\Sigma$  = Sum of
- where df = (number of rows - 1) (number of columns - 1)
- df = degrees of freedom

(Ibid. p.352)

**v. 'F' - Test (Analysis of Variance):**

$$F = \frac{MS_b}{MS_w}$$

$$SS_b$$

$$MS_b = \frac{SS_b}{df_b}$$

$$SS_b = \frac{(\sum X_1)^2}{n_1} + \frac{(\sum X_2)^2}{n_2} + \dots + \frac{(\sum X)^2}{N}$$

$$MS_w = \frac{SS_w}{df_w}$$

$$SS_w = \sum X_1^2 - \frac{(\sum X_1)^2}{n_1} + \sum X_2^2 - \frac{(\sum X_2)^2}{n_2} + \dots$$

$SS_w$  = Sum of Squares within sets  
 $SS_b$  = Sum of Squares between sets  
 $MS_b$  = Mean Squares between sets  
 $MS_w$  = Mean Squares within sets  
 $df_b$  = degrees of freedom between sets  
 $df_w$  = degrees of freedom within sets.

(Ibid. p.352)

#### 5.14. CONCLUSION

The responses of the subjects are scored and the data have been tabulated and subjected to suitable statistical analysis for testing the proposed null hypotheses.

#### 5.15. REFERENCE

1. John W. Best, 1992, Research in Education, Sixth edition, Prentice Hall of India Pvt. Ltd., New Delhi, p.350.
2. *Ibid.* p.272.
3. *Ibid.* p.352.
4. *Ibid.* p.352.

## CHAPTER - VI

### ANALYSIS OF DATA

#### 6.1. INTRODUCTION

Research is a studious investigation or experimentation with an aim to discover new facts and their correct interpretation. The science of statistics assists the research worker in planning, analyzing, and interpreting the results of his investigations. It provides accurate information about the problem that arouses one's interest. The problem here is the skill of Reading comprehension of standard IX students and to study this particular problem the investigator collected data and analyzed the data following appropriate statistical procedures as given below:

#### PRIMARY HYPOTHESES

PART - A

##### Rule:

Since grade norms were established for Reading comprehension and its sub-skills the respondents were categorised as moderate or low or high. For fixing the level of attainment of a sample:

1. a) A minimum of 50 percent of the respondents should fall under a particular category.
- b) The difference between this category and the next higher category should be a significant one. That is there should be a minimum difference of 10 per cent.
2. If 30 – 49 percent of the sample falls under any two levels (low and moderate or moderate and high) it may be taken that the level of attainment ranges from one category to other category.

## 6.2. PERCENTAGE ANALYSIS - TOTAL SAMPLE

### Hypothesis: 1

The level of attainment of standard IX students in Reading comprehension in English is moderate.

Table 6.1

#### Level of attainment in Reading comprehension

Low	Moderate	High	Row sum	Remark
210(20)	686(61)	215(19)	1120(100)	Hyp. retained

It may be inferred from the table that the skill of Reading comprehension is of only moderate level in students of standard IX.

### Hypothesis: 2

The level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills are moderate.

Table 6.2

#### Level of attainment in R.L and its sub-skills

Reading the lines and its sub-skills	Low	Moderate	High	Row sum	Remark
Reading the lines (R.L)	167(14)	779(70)	174(16)	1120(100)	Hyp. retained
Guessing the meaning of words and phrases (R.L1)	136(12)	822(72)	162(14)	1120(100)	Hyp. retained
Locating needed information (R.L2)	163(15)	709(63)	248(22)	1120(100)	Hyp. retained
Sequencing contents (R.L3)	313(28)	635(57)	172(15)	1120(100)	Hyp. retained
Understanding the context (R.L4)	210(19)	685(61)	225(20)	1120(100)	Hyp. retained

It may be found that Reading the lines (R.L) and its sub-skills are of only moderate level.

### Hypothesis: 3

The level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills are moderate.

Table 6.3

#### Level of attainment in R.Bet.L and its sub-skills

Reading between the lines and its sub-skills	Low	Moderate	High	Row sum	Remark
Reading between the lines (R.Bet.L)	180(16)	688(61)	252(23)	1120(100)	Hyp. retained
Skill of interpreting contents (R.Bet.L1)	128(12)	776(69)	216(19)	1120(100)	Hyp. retained
Arriving at unsaid facts (R.Bet.L2)	248(22)	624(56)	248(22)	1120(100)	Hyp. retained
Deriving implied meaning (R.Bet.L3)	199(18)	716(64)	205(18)	1120(100)	Hyp. retained

It may be inferred that Reading between the lines (R.Bet.L) and its sub-skills are of only moderate level.

### Hypothesis: 4

The levels of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills are moderate.

Table 6.4

#### Level of attainment in R.Bey.L and its sub-skills

Reading beyond the lines and its sub-skills	Low	Moderate	High	Row sum	Remark
Reading beyond the lines (R.Bey.L)	234(21)	691(62)	195(17)	1120(100)	Hyp. retained
Establishing the cause of events (R.Bey.L1)	247(22)	699(62)	174(16)	1120(100)	Hyp. retained
Estimating the worth of the details given (R.Bey.L2)	142(13)	731(65)	247(22)	1120(100)	Hyp. retained



Decoding structural peculiarities (R.Bey.L3)	426(38)	509(45)	185(17)	1120(100)	Hyp. not retained
Judging characters and ideas (R.Bey.L4)	131(12)	709(63)	280(25)	1120(100)	Hyp. retained

It may be stated that Reading beyond the lines (R.Bet.L) and its sub-skills R.Bey.L1, R.Bey.L2 and R.Bey.L4 are of only moderate level. However in the case of R.Bey.L3 'Decoding structural peculiarities' the attainment ranges from low to moderate level.

## PART - B

### 6.3. PERCENTAGE ANALYSIS - SUB-SAMPLE

**Gender: Boys**

**Hypothesis: 1**

Standard IX Boys are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

Table 6.5

#### **Levels of attainment of Boys in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	127(23)	326(62)	77(15)	530(47)	Hyp. retained
Reading the lines	101(19)	372(70)	57(11)	530(47)	Hyp. retained
Reading between the lines	87(17)	347(65)	96(18)	530(47)	Hyp. retained
Reading beyond the lines	135(25)	325(62)	70(13)	530(47)	Hyp. retained

It may be stated that the Boys of standard IX are only moderate in the skill of Reading comprehension and its dimensions.

*Girls*

**Hypothesis: 2**

Standard IX Girls are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.6**  
**Levels of attainment of Girls in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	92(16)	360(61)	138(23)	590(53)	Hyp. retained
Reading the lines	66(11)	407(69)	117(20)	590(53)	Hyp. retained
Reading between the lines	93(16)	341(58)	156(26)	590(53)	Hyp. retained
Reading beyond the lines	99(17)	366(62)	125(21)	590(53)	Hyp. retained

It may be concluded that the Girls of standard IX are only moderate in the skill of Reading comprehension and its dimensions.

**Social status: SC/ST**

**Hypothesis: 3**

Standard IX students belonging to SC/ST community are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.7**  
**Levels of attainment of students belonging to SC/ST community in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	60(28)	131(62)	21(10)	212(19)	Hyp. retained
Reading the lines	45(22)	147(69)	20(9)	212(19)	Hyp. retained
Reading between the lines	50(23)	133(63)	29(14)	212(19)	Hyp. retained
Reading beyond the lines	66(31)	122(58)	24(11)	212(19)	Hyp. retained

It may be understood that the SC/ST students are only moderate in the skill of Reading comprehension and its dimensions.

### *Backward community*

#### **Hypothesis: 4**

Standard IX students belonging to Backward community are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.8**  
**Levels of attainment of students belonging to Backward community in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	152(18)	524(61)	180(21)	856(76)	Hyp. retained
Reading the lines	114(13)	597(70)	145(17)	856(76)	Hyp. retained
Reading between the lines	120(14)	530(62)	206(24)	856(76)	Hyp. retained
Reading beyond the lines	160(19)	540(63)	156(18)	856(76)	Hyp. retained

It may be concluded that the Backward community students are only moderate in the skill of Reading comprehension and its dimensions.

### *Forward community*

#### **Hypothesis: 5**

Standard IX students belonging to Forward community are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.9**  
**Levels of attainment of students belonging to Forward community in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	7(13)	31(60)	14(27)	52(5)	Hyp. retained
Reading the lines	8(15)	35(67)	9(18)	52(5)	Hyp. retained
Reading between the lines	10(19)	25(48)	17(33)	52(5)	Hyp. retained

Reading beyond the lines	8(15)	29(56)	15(29)	52(5)	Hyp. retained
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It may be concluded that the Forward community students are only moderate in the skill of Reading comprehension and its dimensions.

**Religion: Hindu**

**Hypothesis: 6**

Standard IX students belonging to Hindu religion are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.10**  
**Levels of attainment of students belonging to Hindu religion in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	166(20)	496(61)	154(19)	816(73)	Hyp. retained
Reading the lines	121(15)	570(70)	125(15)	816(73)	Hyp. retained
Reading between the lines	142(17)	492(60)	182(23)	816(73)	Hyp. retained
Reading beyond the lines	172(21)	504(62)	140(17)	816(73)	Hyp. retained

It may be stated that the Hindu students are only moderate in the skill of Reading comprehension and its dimensions.

*Christian*

**Hypothesis: 7**

Standard IX students belonging to Christian religion are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.11**  
**Levels of attainment of students belonging to Christian religion in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
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dimensions					
Reading comprehension	41(18)	161(70)	29(12)	231(21)	Hyp. retained
Reading the lines	35(15)	169(73)	27(12)	231(21)	Hyp. retained
Reading between the lines	31(13)	161(70)	39(17)	231(21)	Hyp. retained
Reading beyond the lines	53(23)	152(66)	26(11)	231(21)	Hyp. retained

It may be found that the Christian students are only moderate in the skill of Reading comprehension and its dimensions.

### *Islam*

#### **Hypothesis: 8**

Standard IX students belonging to Islam religion are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.12**  
**Levels of attainment of students belonging to Islam religion in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	12(16)	29(40)	32(44)	73(7)	Hyp. not retained
Reading the lines	11(15)	40(55)	22(30)	73(7)	Hyp. retained
Reading between the lines	7(10)	35(48)	31(42)	73(7)	Hyp. not retained
Reading beyond the lines	9(12)	35(48)	29(40)	73(7)	Hyp. not retained

It may be inferred that the skill of Reading comprehension of Islam students ranges from moderate to high and in the case of Reading between the lines (R.Bet.L) and Reading beyond the lines the attainment ranges from high to moderate. However the attainment in Reading the lines (R.L) is of only moderate level.

**Type of school: *Boys' Schools***

**Hypothesis: 9**

Standard IX students in Boys' schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.13**  
**Levels of attainment of students in Boys' schools in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	56(21)	176(67)	32(12)	264(24)	Hyp. retained
Reading the lines	42(15)	189(72)	33(13)	264(24)	Hyp. retained
Reading between the lines	37(14)	184(70)	43(16)	264(24)	Hyp. retained
Reading beyond the lines	61(23)	177(67)	26(10)	264(24)	Hyp. retained

It may be stated that the students in Boys' schools are only moderate in the skill of Reading comprehension and its dimensions.

***Girls' Schools***

**Hypothesis: 10**

Standard IX students in Girls' schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.14**  
**Levels of attainment of students in Girls' schools in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	45(15)	165(56)	84(29)	294(26)	Hyp. retained
Reading the lines	36(12)	187(64)	71(24)	294(26)	Hyp. retained
Reading between the lines	40(14)	167(56)	87(30)	294(26)	Hyp. retained

Reading beyond the lines	51(17)	171(58)	72(25)	294(26)	Hyp. retained
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It may be concluded that the students in Girls' schools are only moderate in the skill of Reading comprehension and its dimensions.

### *Co-educational Schools*

#### **Hypothesis: 11**

Standard IX students in Co-educational schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

Table 6.15

#### **Levels of attainment of students in Co-educational schools in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	118 (21)	345(61)	99(18)	562(50)	Hyp. retained
Reading the lines	89(16)	403(72)	70(12)	562(50)	Hyp. retained
Reading between the lines	103(18)	337(60)	122(22)	562(50)	Hyp. retained
Reading beyond the lines	122(22)	343(61)	97(17)	562(50)	Hyp. retained

It may be inferred that the students in Co-educational schools are only moderate in the skill of Reading comprehension and its dimensions.

### **Locality of school: *Rural***

#### **Hypothesis: 12**

Standard IX students in Rural schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

Table 6.16

#### **Levels of attainment of students in Rural schools in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	133(19)	441(64)	118(17)	692(62)	Hyp. retained



Reading the lines	93(14)	506(73)	93(13)	692(62)	Hyp. retained
Reading between the lines	113(16)	430(62)	149(22)	692(62)	Hyp. retained
Reading beyond the lines	156(23)	423(61)	113(16)	692(62)	Hyp. retained

It may be understood that the students in Rural schools are only moderate in the skill of Reading comprehension and its dimensions.

### *Urban*

#### **Hypothesis: 13**

Standard IX students in Urban schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.17**  
**Levels of attainment of students in Urban schools in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	68(22)	185(61)	53(17)	306(27)	Hyp. retained
Reading the lines	61(20)	186(61)	59(19)	306(27)	Hyp. retained
Reading between the lines	43(14)	201(66)	62(20)	306(27)	Hyp. retained
Reading beyond the lines	63(21)	204(67)	39(12)	306(27)	Hyp. retained

It may be understood that the students in Urban schools are only moderate in the skill of Reading comprehension and its dimensions.

### *Semi-urban*

#### **Hypothesis: 14**

Standard IX students in Semi-urban schools are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.18**  
**Levels of attainment of students in Semi-urban schools in Reading**  
**comprehension**  
**and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	18(15)	60(49)	44(36)	122(11)	Hyp. not retained
Reading the lines	13(11)	87(71)	22(18)	122(11)	Hyp. retained
Reading between the lines	24(20)	57(46)	41(34)	122(11)	Hyp. not retained
Reading beyond the lines	15(12)	64(53)	43(35)	122(11)	Hyp. retained

It may be stated that the attainment of the skill of Reading comprehension and its dimensions Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L) of standard IX students ranges from moderate to high. However in the case of Reading the lines (R.L) the students in Semi-urban schools are of only moderate level.

**Parental education:** *Low*

#### **Hypothesis: 15**

Standard IX students with low Parental education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.19**  
**Levels of attainment of students with low Parental education in**  
**Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	100(23)	264(60)	73(17)	437(39)	Hyp. retained
Reading the lines	78(18)	308(70)	51(12)	437(39)	Hyp. retained
Reading between the lines	82(19)	271(62)	84(19)	437(39)	Hyp. retained
Reading beyond the lines	101(23)	266(61)	70(16)	437(39)	Hyp. retained

It may be concluded that the students with low Parental education are only moderate in the skill of Reading comprehension and its dimensions.

*Moderate*

**Hypothesis: 16**

Standard IX students with moderate Parental education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bef.L) and Reading beyond the lines (R.Bey.L).

**Table 6.20**  
**Levels of attainment of students with moderate Parental education in**  
**Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	114(18)	371(61)	127(21)	612(55)	Hyp. retained
Reading the lines	84(14)	418(68)	110(18)	612(55)	Hyp. retained
Reading between the lines	93(15)	367(60)	152(25)	612(55)	Hyp. retained
Reading beyond the lines	119(19)	385(63)	108(18)	612(55)	Hyp. retained

It may be found that the students with moderate Parental education are only moderate in the skill of Reading comprehension and its dimensions.

## High

### Hypothesis: 17

Standard IX students with high Parental education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.21**  
**Levels of attainment of students with high Parental education in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	5(7)	51(72)	15(21)	76(6)	Hyp. retained
Reading the lines	5(7)	53(75)	13(18)	71(6)	Hyp. retained
Reading between the lines	5(7)	50(70)	16(23)	71(6)	Hyp. retained
Reading beyond the lines	14(20)	40(56)	17(24)	71(6)	Hyp. retained

It may be understood that the students with high Parental education are only moderate in the skill of Reading comprehension and its dimensions.

### Parental annual income: Low

### Hypothesis: 18

Standard IX students with low Parental annual income are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.22**  
**Levels of attainment of students with low Parental annual income in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	174(23)	449(61)	119(16)	742(66)	Hyp. retained
Reading the lines	129(17)	509(69)	105(14)	742(66)	Hyp. retained
Reading between the lines	133(18)	465(63)	144(19)	742(66)	Hyp. retained
Reading beyond the lines	170(23)	458(62)	114(15)	742(66)	Hyp. retained

It may be found that the students with low Parental annual income are only moderate in the skill of Reading comprehension and its dimensions.

*Moderate*

**Hypothesis: 19**

Standard IX students with moderate Parental annual income are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.23**  
**Levels of attainment of students with moderate Parental annual income in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	41(13)	201(62)	81(25)	323(29)	Hyp. retained
Reading the lines	35(11)	228(70)	60(19)	323(29)	Hyp. retained
Reading between the lines	41(13)	188(58)	94(29)	323(29)	Hyp. retained
Reading beyond the lines	54(17)	200(62)	69(21)	323(29)	Hyp. retained

It may be found that the students with moderate Parental annual income are only moderate in the skill of Reading comprehension and its dimensions.

*High*

**Hypothesis: 20**

Standard IX students with high Parental annual income are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L).

**Table 6.24**  
**Levels of attainment of students with high Parental annual income in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	4(7)	36(66)	15(27)	55(5)	Hyp. retained

Reading the lines	3(5)	43(79)	9(16)	55(5)	Hyp. retained
Reading between the lines	6(11)	35(64)	14(25)	55(5)	Hyp. retained
Reading beyond the lines	10(8)	33(60)	12(22)	55(5)	Hyp. retained

It may be inferred that the students with high Parental annual income are only moderate in the skill of Reading comprehension and its dimensions.

**Kindergarten education/With:**

**Hypothesis: 21**

Standard IX students with Kindergarten education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bef.L) and Reading beyond the lines (R.Bey.L).

**Table 6.25**  
**Levels of attainment of students with Kindergarten education in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	46(14)	203(59)	94(27)	343(31)	Hyp. retained
Reading the lines	44(13)	218(63)	81(24)	343(31)	Hyp. retained
Reading between the lines	36(10)	193(57)	114(33)	343(31)	Hyp. retained
Reading beyond the lines	51(15)	217(63)	75(22)	343(31)	Hyp. retained

It may be inferred that the students with Kindergarten education are only moderate in the skill of Reading comprehension and its dimensions.

**Kindergarten education/Without:**

**Hypothesis: 22**

Standard IX students without Kindergarten education are moderate in the skill of Reading comprehension in English and its dimensions Reading the lines (R.L), Reading between the lines (R.Bef.L) and Reading beyond the lines (R.Bey.L).

**Table 6.26**  
**Levels of attainment of students without Kindergarten education in Reading comprehension and its dimensions**

Reading comprehension and its dimensions	Low	Moderate	High	Row sum	Remark
Reading comprehension	173(22)	483(62)	121(16)	777(69)	Hyp. retained
Reading the lines	123(16)	561(72)	93(12)	777(69)	Hyp. retained
Reading between the lines	144(19)	495(64)	138(17)	777(69)	Hyp. retained
Reading beyond the lines	183(24)	474(61)	120(15)	777(69)	Hyp. retained

It may be concluded that the students without Kindergarten education are only moderate in the skill of Reading comprehension and its dimensions.

## SECONDARY HYPOTHESES

### 6.4. DIFFERENTIAL ANALYSIS

#### *Gender*

#### **Null Hypothesis: 1**

Gender does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

Mean 1 - Boys

Mean 2 - Girls

**Table 6.27**

#### **Difference in Gender vs. Reading comprehension**

Mean 1	STD 1	Mean 2	STD 2	T-value	Table value 5% level	Remark
23.30	8.39	25.86	8.69	5.02	1.96	Ho rejected

It may be inferred that Gender has significant impact over the attainment in Reading comprehension in English.

#### **Null Hypothesis: 1.1**

Gender does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills.

**Table 6.28**

#### **Difference in Gender vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value 5% level	Remark
Reading the lines (R.L)	9.01	3.64	10.27	3.65	5.78	1.96	Ho rejected
Guessing the meaning of words and phrases (R.L1)	1.44	0.85	1.69	0.89	4.77	1.96	Ho rejected
Locating needed information (R.L2)	4.56	2.03	5.04	1.83	4.18	1.96	Ho rejected



Sequencing contents (R.L3)	1.51	1.62	1.91	1.63	4.06	1.96	Ho rejected
Understanding the context (R.L4)	1.51	1.04	1.64	1.05	2.16	1.96	Ho rejected

It may be inferred that Gender has significant impact over Reading the lines (R.L) and all its sub-skills.

### Null Hypothesis: 1.2

Gender does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills:

**Table 6.29**  
**Difference in Gender vs. R.Bet.L and its sub-skills**

R.Bet.L and its sub-skills	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value 5% level	Remark
Reading between the lines (R.Bet.L)	7.43	2.92	7.94	3.17	2.83	1.96	Ho rejected
Skill of interpreting contents (R.Bet.L1)	5.02	2.08	5.34	2.31	2.50	1.96	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	0.98	0.67	1.03	0.67	1.24	1.96	Ho accepted
Deriving implied meaning (R.Bet.L3).	1.43	1.05	1.57	1.02	2.21	1.96	Ho rejected

It may be found that Gender has significant impact over Reading between the lines (R.Bet.L) and its sub-skills R.Bet.L1 and R.Bet.L3. However it is not so in the case of R.Bet.L2.

### Null Hypothesis: 1.3

Gender does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills:

**Table 6.30**  
**Difference in Gender vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value 5% level	Remark
Reading beyond the lines (R.Bey.L)	6.85	3.04	7.73	3.18	4.75	1.96	Ho rejected
Establishing the cause of events (R.Bey.L1)	1.29	0.94	1.46	1.10	2.77	1.96	Ho rejected
Estimating the worth of the details given (R.Bey.L2)	3.14	1.62	3.50	1.54	3.81	1.96	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	0.75	0.69	0.83	0.74	1.82	1.96	Ho accepted
Judging characters and ideas (R.Bey.L4)	1.67	1.07	1.94	1.08	4.29	1.96	Ho rejected

It may be found that Gender has significant impact over Reading beyond the lines (R.Bey.L) and its sub-skills, R.Bey.L1, R.Bey.L2 and R.Bey.L4. However it does not influence R.Bey.L3.

***Social status***

**Null Hypothesis: 2**

Social status does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

M1 – SC/ST

M2 - BC

M3 - FC

Table 6.31

**Difference in Social status vs. Reading comprehension**

Mean	Degrees of freedom	F - Value	Table Value at 5% level	Remark
M1 22.01	2.00 1117.00	12.63	2.99	Ho rejected
M2 25.21				
M3 26.12				

It may be stated that Social status has significant impact over the attainment in Reading comprehension in English.

### Null Hypothesis: 2.1

Social status does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills.

**Table 6.32**  
**Difference in Social status vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading the lines (R.L)	M1 8.69 M2 9.88 M3 10.42	2.00 1117.00	9.93	2.99	Ho rejected
Guessing the meaning of words and phrases (R.L1)	M1 1.52 M2 1.57 M3 1.69	2.00 1117.00	0.80	2.99	Ho accepted
Locating needed information (R.L2)	M1 4.29 M2 4.92 M3 5.13	2.00 1117.00	9.81	2.99	Ho rejected
Sequencing contents (R.L3)	M1 1.50 M2 1.78 M3 1.67	2.00 1117.00	2.55	2.99	Ho accepted
Understanding the context (R.L4)	M1 1.38 M2 1.61 M3 1.92	2.00 1117.00	6.91	2.99	Ho rejected

It may be understood that Social status seems to have significant impact over Reading the lines (R.L) and its sub-skills R.L2 and R.L4. However in the case of R.L1 and R.L3 it is not found to be so.

### Null Hypothesis: 2.2

Social status does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L.) and its sub-skills:

**Table 6.33**  
**Difference in Social status vs. R.Bet.L and its sub-skills**

Reading between the lines and its sub-skills	Mean	Degrees of freedom	F – value	Table - value at 5% level	Remark
Reading between the lines (R.Bet.L)	M1 6.96 M2 7.86 M3 7.98	2.00 1117.00	7.64	2.99	Ho rejected
Skill of interpreting contents (R.Bet.L1)	M1 4.71 M2 5.28 M3 5.60	2.00 1117.00	6.60	2.99	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	M1 0.87 M2 1.04 M3 0.98	2.00 1117.00	5.52	2.99	Ho rejected
Deriving implied meaning (R.Bet.L3).	M1 1.38 M2 1.54 M3 1.40	2.00 1117.00	2.31	2.99	Ho accepted

It may be stated that Social status seems to have significant impact over Reading between the lines (R.Bet.L) and its sub-skills R.Bet.L1 and R.Bet.L2. However in the case of R.Bet.L3 it is not found to be so.

**Null Hypothesis: 2.3**

Social status does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills:

**Table 6.34**  
**Difference in Social status vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading beyond the lines (R.Bet.L)	M1 6.42 M2 7.48 M3 8.06	2.00 1117.00	11.39	2.99	Ho rejected
Establishing the cause of events (R.Bey.L1)	M1 1.17 M2 1.41 M3 1.73	2.00 1117.00	8.17	2.99	Ho rejected
Estimating the worth of the details given (R.Bey.L2)	M1 2.98 M2 3.39 M3 3.71	2.00 1117.00	7.42	2.99	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	M1 0.65 M2 0.83 M3 0.67	2.00 1117.00	6.14	2.99	Ho rejected
Judging characters and ideas (R.Bey.L4)	M1 1.63 M2 1.85 M3 1.94	2.00 1117.00	3.85	2.99	Ho rejected

It may be concluded that Social status seems to have significant impact over Reading beyond the lines (R.Bey.L) and all its sub-skills.

### *Religion*

#### **Null Hypothesis: 3**

Religion does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

M1 - Hindu

M2 - Christian

M3 – Muslim

Table 6.35

#### **Difference in Religion vs. Reading comprehension**

<b>Mean</b>	Degrees of freedom	F - value	Table - value at 5% level	Remark
M1 24.44 M2 23.76 M3 29.79	2.00 1117.00	14.75	2.99	Ho rejected

It may be understood that Religion has significant impact over the attainment in Reading comprehension in English.

#### **Null Hypothesis: 3.1**

Religion does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills.

**Table 6.36**

#### **Difference in Religion vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading the lines (R.L)	M1 9.64 M2 9.36 M3 11.11	2.00 1117.00	6.42	2.99	Ho rejected
Guessing the meaning of words and phrases (R.L1)	M1 1.58 M2 1.54 M3 1.49	2.00 1117.00	0.55	2.99	Ho accepted
Locating needed information (R.L2)	M1 4.81 M2 4.65 M3 5.32	2.00 1117.00	3.28	2.99	Ho rejected
Sequencing contents (R.L3)	M1 1.68 M2 1.61 M3 2.55	2.00 1117.00	10.36	2.99	Ho rejected

Understanding the context (R.L4)	M1 1.57 M2 1.56 M3 1.75	2.00 1117.00	1.09	2.99	Ho rejected
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It may be inferred that Religion seems to have significant impact over Reading the lines (R.L) and its sub-skills R.L2, R.L3 and R.L4. However in the case of R.L1 it is not found to be so.

### Null Hypothesis: 3.2

Religion does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills.

**Table 6.37**  
**Difference in Religion vs. R.Bet.L and its sub-skills**

Reading between the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading between the lines (R.Bet.L)	M1 7.62 M2 7.49 M3 9.21	2.00 1117.00	9.21	2.99	Ho rejected
Skill of interpreting contents (R.Bet.L1)	M1 5.14 M2 4.96 M3 6.42	2.00 1117.00	6.42	2.99	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	M1 1.01 M2 0.99 M3 1.01	2.00 1117.00	1.01	2.99	Ho accepted
Deriving implied meaning (R.Bet.L3).	M1 1.47 M2 1.55 M3 1.77	2.00 1117.00	1.77	2.99	Ho accepted

It may be found that Religion seems to have significant impact over Reading between the lines (R.Bet.L) and its sub-skill R.Bet.L1. In the case of R.Bet.L2 and R.Bet.L3 it is not found to be so.

### Null Hypothesis: 3.3

Religion does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills.

**Table 6.38**  
**Difference in Religion vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading beyond the lines (R.Bey.L)	M1 7.28 M2 6.81 M3 9.27	2.00 1117.00	17.69	2.99	Ho rejected
Establishing the cause of events (R.Bey.L1)	M1 1.40 M2 1.22 M3 1.73	2.00 1117.00	7.20	2.99	Ho rejected
Estimating the worth of the details given (R.Bey.L2)	M1 3.29 M2 3.13 M3 4.36	2.00 1117.00	17.84	2.99	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	M1 0.77 M2 0.73 M3 1.18	2.00 1117.00	11.85	2.99	Ho rejected
Judging characters and ideas (R.Bey.L4)	M1 1.82 M2 1.74 M3 2.01	2.00 1117.00	1.84	2.99	Ho accepted

It may be stated that Religion seems to have significant impact over Reading beyond the lines (R.Bey.L) and its sub-skills R.Bey.L1, R.Bey.L2 and R.Bey.L3. However in the case of R.Bey.L4 it is not found to be so.

*Type of school*

**Null Hypothesis: 4**

Type of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

**M1 - Boys**

M2 - Girls

M3 - Co-education

Table 6.39

**Difference in Type of school vs. Reading comprehension**

Mean	Degrees of freedom	F - value	Table value at 5% level	Remark
M1 23.24 M2 26.60 M3 24.24	2.00 1117.00	11.35	2.99	Ho rejected

It may be inferred that Type of school has significant impact over the attainment in Reading comprehension in English.

#### Null Hypothesis: 4.1

Type of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills.

**Table 6.40**  
**Difference in Type of school vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading the lines (R.L)	M1 9.14 M2 10.62 M3 9.44	2.00 1117.00	13.80	2.99	Ho rejected
Guessing the meaning of words and phrases (R.L1)	M1 1.42 M2 1.71 M3 1.56	2.00 1117.00	7.64	2.99	Ho rejected
Locating needed information (R.L2)	M1 4.50 M2 5.28 M3 4.72	2.00 1117.00	12.82	2.99	Ho rejected
Sequencing contents (R.L3)	M1 1.63 M2 1.96 M3 1.63	2.00 1117.00	4.47	2.99	Ho rejected
Understanding the context (R.L4)	M1 1.59 M2 1.67 M3 1.52	2.00 1117.00	18.07	2.99	Ho rejected

It may be found that Type of school seems to have significant impact over Reading the lines (R.L) and all its sub-skills.

#### Null Hypothesis: 4.2

Type of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills.



**Table 6.41**  
**Difference in Type of school vs. R.Bet.L and its sub-skills**

Reading between the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table – value at 5% level	Remark
Reading between the lines (R.Bet.L)	M1 7.42 M2 8.28 M3 7.53	2.00 1117.00	7.24	2.99	Ho rejected
Skill of interpreting contents (R.Bet.L1)	M1 4.90 M2 5.55 M3 5.14	2.00 1117.00	6.44	2.99	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	M1 0.97 M2 1.08 M3 0.98	2.00 1117.00	2.73	2.99	Ho accepted
Deriving implied meaning (R.Bet.L3).	M1 1.56 M2 1.64 M3 1.41	2.00 1117.00	5.25	2.99	Ho rejected

It may be concluded that Type of school seems to have significant impact over Reading between the lines (R.Bet.L) and its sub-skills R.Bet.L1 and R.Bet.L3. However in the case of R.Bet.L2 it is not found to be so.

**Null Hypothesis: 4.3**

Type of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills.

**Table 6.42**  
**Difference in Type of school vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading beyond the lines (R.Bey.L)	M1 6.74 M2 7.83 M3 7.31	2.00 1117.00	8.47	2.99	Ho rejected
Establishing the cause of events (R.Bey.L1)	M1 1.31 M2 1.49 M3 1.36	2.00 1117.00	2.40	2.99	Ho accepted
Estimating the worth of the details given (R.Bey.L2)	M1 3.09 M2 3.66 M3 3.26	2.00 1117.00	9.83	2.99	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	M1 0.70 M2 0.80 M3 0.83	2.00 1117.00	2.82	2.99	Ho accepted
Judging characters (R.Bey.L4)	M1 1.64 M2 1.88	2.00 1117.00	4.68	2.99	Ho rejected

and ideas (R.Bey.L4)	M3 1.86	1117.00			
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It may be understood that Type of school seems to have significant impact over Reading beyond the lines (R.Bey.L) and its sub-skills R.Bey.L2 and R.Bey.L4. However in the case of R.Bey.L1 and R.Bey.L3 it is not found to be so.

### *Locality of school*

#### **Null Hypothesis: 5**

Locality of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

M1 – Rural

M2 - Urban

M3 - Semi-urban

Table 6.43

#### **Difference in Locality of school vs. Reading comprehension**

Mean	Degrees of freedom	F - value	Table value at 5% level	Remark
M1 24.53 M2 23.89 M3 27.19	2.00 1117.00	6.57	2.99	Ho rejected

It may be found that Locality of school has significant impact over the attainment of Reading comprehension in English.

#### **Null Hypothesis: 5.1**

Locality of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills.

Table 6.44

#### **Difference in Locality of school vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading the lines (R.L)	M1 9.64 M2 9.46 M3 10.42	2.00 1117.00	3.02	2.99	Ho rejected
Guessing the meaning of words and phrases (R.L1)	M1 1.60 M2 1.48 M3 1.60	2.00 1117.00	2.12	2.99	Ho accepted
Locating needed information (R.L2)	M1 4.85 M2 4.62 M3 5.05	2.00 1117.00	2.56	2.99	Ho accepted
Sequencing contents (R.L3)	M1 1.66 M2 1.77 M3 1.98	2.00 1117.00	2.00	2.99	Ho accepted

Understanding the context (R.L4)	M1 1.52 M2 1.62 M3 1.79	2.00 1117.00	3.65	2.99	Ho rejected
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It may be understood that Locality of school seems to have significant impact over Reading the lines (R.L) and its sub-skill - R.L4. However in the case R.L1, R.L2 and R.L3 it is not found to be so.

### Null Hypothesis: 5.2

Locality of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills.

Table 6.45

### Difference in Locality of school vs. R.Bet.L and its sub-skills

Reading between the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table – value at 5% level	Remark
Reading between the lines (R.Bet.L)	M1 7.73 M2 7.47 M3 8.08	2.00 1117.00	1.84	2.99	Ho accepted
Skill of interpreting contents (R.Bet.L1)	M1 5.21 M2 5.01 M3 5.55	2.00 1117.00	2.68	2.99	Ho accepted
Arriving at unsaid facts (R.Bet.L2)	M1 1.03 M2 0.92 M3 1.05	2.00 1117.00	3.68	2.99	Ho rejected
Deriving implied meaning (R.Bet.L3).	M1 1.49 M2 1.55 M3 1.48	2.00 1117.00	0.36	2.99	Ho accepted

It may be inferred that Locality of school seems to have significant impact over R.Bet.L2 of Reading between the lines (R.Bet.L). However in the case of Reading between the lines (R.Bet.L) and its other sub-skills - R.Bet.L1 and R.Bet.L3 it is not found to be so.

### Null Hypothesis: 5.3

Locality of school does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills.

Table 6.46

**Difference in Locality of school vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading beyond the lines (R.Bey.L)	M1 7.20 M2 7.03 M3 8.65	2.00 1117.00	12.91	2.99	Ho rejected
Establishing the cause of events (R.Bey.L1)	M1 1.34 M2 1.46 M3 1.45	2.00 1117.00	1.81	2.99	Ho accepted
Estimating the worth of the details given (R.Bey.L2)	M1 3.26 M2 3.15 M3 4.12	2.00 1117.00	18.35	2.99	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	M1 0.79 M2 0.75 M3 0.89	2.00 1117.00	1.77	2.99	Ho accepted
Judging characters and ideas (R.Bey.L4)	M1 1.81 M2 1.68 M3 2.18	2.00 1117.00	9.46	2.99	Ho rejected

It may be stated Locality of school seems to have significant impact over Reading beyond the lines (R.Bey.L) and its sub-skills - R.Bey.L2 and R.Bey.L4. However in the case of R.Bey.L1 and R.Bey.L3 it is not found to be so.

***Parental education*****Null Hypothesis: 6**

Parental education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

M1 - low

M2 - moderate

M3 - high

**Table 6.47****Difference in Parental education vs. Reading comprehension**

Mean	Degrees of freedom	F - value	Table value at 5% level	Remark
M1 23.51 M2 25.16 M3 27.21	2.00 1117.00	8.11	2.99	Ho rejected

It may be found that Parental education has significant impact over the attainment of Reading comprehension in English.



**Null Hypothesis: 6.14**

Parental education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills

Table 6.48

**Difference in Parental education vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading the lines (R.L)	M1 9.19 M2 9.91 M3 10.65	2.00 1117.00	7.45	2.99	Ho rejected
Guessing the meaning of words and phrases (R.L1)	M1 1.51 M2 1.61 M3 1.58	2.00 1117.00	1.62	2.99	Ho accepted
Locating needed information (R.L2)	M1 4.56 M2 4.93 M3 5.32	2.00 1117.00	7.48	2.99	Ho rejected
Sequencing contents (R.L3)	M1 1.62 M2 1.76 M3 1.97	2.00 1117.00	1.90	2.99	Ho accepted
Understanding the context (R.L4)	M1 1.51 M2 1.61 M3 1.77	2.00 1117.00	2.45	2.99	Ho accepted

It may be concluded that Parental education seems to have significant impact over Reading the lines (R.L) and its sub-skill - R.L2. However in the case R.L1, R.L3 and R.L4 it is not found to be so.

**Null Hypothesis: 6.2**

Parental education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills.

**Table 6.49****Difference in Parental education vs. R.Bet.L and its sub-skills**

Reading between the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading between the lines (R.Bet.L)	M1 7.37 M2 7.85 M3 8.42	2.00 1117.00	5.23	2.99	Ho rejected
Skill of interpreting contents (R.Bet.L1)	M1 4.97 M2 5.29 M3 5.61	2.00 1117.00	4.06	2.99	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	M1 0.98 M2 1.02 M3 0.99	2.00 1117.00	0.56	2.99	Ho accepted
Deriving implied meaning (R.Bet.L3)	M1 1.42 M2 1.53 M3 1.83	2.00 1117.00	5.23	2.99	Ho rejected

It may be inferred that Parental education seems to have significant impact over Reading between the lines (R.Bet.L) and its sub-skills - R.Bet.L1 and R.Bet.L3. However in the case of R.Bet.L2 it is not found to be so.

**Null Hypothesis: 6.3**

Parental education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills.

**Table 6.50****Difference in Parental education vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading beyond the lines (R.Bey.L)	M1 7.05 M2 7.43 M3 7.87	2.00 1117.00	3.13	2.99	Ho rejected
Establishing the cause of events (R.Bey.L1)	M1 1.29 M2 1.42 M3 1.59	2.00 1117.00	3.53	2.99	Ho rejected
Estimating the worth of the details given (R.Bey.L2)	M1 3.25 M2 3.35 M3 3.55	2.00 1117.00	1.27	2.99	Ho accepted
Decoding structural peculiarities (R.Bey.L3)	M1 0.79 M2 0.79 M3 0.85	2.00 1117.00	0.22	2.99	Ho accepted
Judging characters and ideas (R.Bey.L4)	M1 1.72 M2 1.87	2.00 1117.00	2.89	2.99	Ho accepted

	M3 1.89				
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It may be found Parental education seems to have significant impact over Reading beyond the lines (R.Bey.L) and its sub-skill - R.Bey.L1. However in the case of R.Bey.L2, R.Bey.L3 and R.Bey.L4 it is not found to be so.

*Parental annual income*

**Null Hypothesis: 7**

Parental annual income does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

M1 - low

M2 - moderate

M3 - high

Table 6.51

**Difference in Parental annual income vs. Reading comprehension**

Mean	Degrees of freedom	F - value	Table value at 5% level	Remark
M1 23.72	2.00	13.62	2.99	Ho rejected
M2 26.23	1117.00			
M3 27.82				

It may be inferred that Parental annual income has significant impact over the attainment of Reading comprehension in English.

**Null Hypothesis: 7.1**

Parental annual income does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills:



**Table 6.52**  
**Difference in Parental annual income vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table – value at 5% level	Remark
Reading the lines (R.L)	M1 9.33 M2 10.24 M3 11.04	2.00 1117.00	10.74	2.99	Ho rejected
Guessing the meaning of words and phrases (R.L1)	M1 1.54 M2 1.63 M3 1.58	2.00 1117.00	1.33	2.99	Ho accepted
Locating needed information (R.L2)	M1 4.64 M2 5.09 M3 5.53	2.00 1117.00	10.34	2.99	Ho rejected
Sequencing contents (R.L3)	M1 1.67 M2 1.75 M3 2.13	2.00 1117.00	2.07	2.99	Ho accepted
Understanding the context (R.L4)	M1 1.49 M2 1.76 M3 1.80	2.00 1117.00	8.90	2.99	Ho rejected

It may be stated that Parental annual income seems to have significant impact over Reading the lines (R.L) and its sub-skill - R.L2 and R.L4. However in the case R.L1 and R.L3 it is not found to be so.

**Null Hypothesis: 7.2**

Parental annual income does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills.

**Table 6.53**  
**Difference in Parental annual income vs. R.Bet.L and its sub-skills**

Reading between the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table – value at 5% level	Remark
Reading between the lines (R.Bet.L)	M1 7.46 M2 8.13 M3 8.38	2.00 1117.00	6.95	2.99	Ho rejected
Skill of interpreting contents (R.Bet.L1)	M1 4.99 M2 5.54 M3 5.75	2.00 1117.00	8.97	2.99	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	M1 0.99 M2 1.02 M3 1.13	2.00 1117.00	1.21	2.99	Ho accepted
Deriving implied meaning (R.Bet.L3)	M1 1.48 M2 1.57 M3 1.51	2.00 1117.00	0.87	2.99	Ho accepted

It may be concluded that Parental annual income seems to have significant impact over Reading between the lines (R.Bet.L) and its sub-skill - R.Bet.L1. However in the case of R.Bet.L2 and R.Bet.L3 it is not found to be so.

### **Null Hypothesis: 7.3**

Parental annual income does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills.

**Table 6.54**  
**Difference in Parental annual income vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean	Degrees of freedom	F - value	Table - value at 5% level	Remark
Reading beyond the lines (R.Bey.L)	M1 7.05 M2 7.79 M3 8.09	2.00 1117.00	8.11	2.99	Ho rejected
Establishing the cause of events (R.Bey.L1)	M1 1.35 M2 1.47 M3 1.31	2.00 1117.00	1.74	2.99	Ho accepted
Estimating the worth of the details given (R.Bey.L2)	M1 3.19 M2 3.59 M3 3.67	2.00 1117.00	8.54	2.99	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	M1 0.76 M2 0.85 M3 0.87	2.00 1117.00	2.49	2.99	Ho accepted
Judging characters and ideas (R.Bey.L4)	M1 1.75 M2 1.88 M3 2.24	2.00 1117.00	5.86	2.99	Ho rejected

It may be found Parental annual income seems to have significant impact over Reading beyond the lines (R.Bey.L) and its sub-skills - R.Bey.L1 and R.Bey.L4. However in the case of R.Bey.L2 and R.Bey.L3 it is not found to be so.

### *Kindergarten education*

### **Null Hypothesis: 8**

Kindergarten education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English.

M1 - With

M2 - Without

**Table 6.55**  
**Difference in Kindergarten education vs. Reading comprehension**

Mean I	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
27.06	8.59	23.58	8.45	6.29	1.96	Ho rejected

It may be understood that Kindergarten education has significant impact over the attainment of Reading comprehension in English.

**Null Hypothesis: 8.1**

Kindergarten education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills

**Table 6.56**  
**Difference in Kindergarten education vs. R.L and its sub-skills**

Reading the lines and its sub-skills	Mean I	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
Reading the lines (R.L)	10.53	3.92	9.30	3.53	5.00	1.96	Ho rejected
Guessing the meaning of words and phrases (R.L1)	1.62	0.88	1.54	0.88	1.39	1.96	Ho accepted
Locating needed information (R.L2)	5.20	1.89	4.64	1.94	4.48	1.96	Ho rejected
Sequencing contents (R.L3)	1.98	1.77	1.60	1.55	3.43	1.96	Ho rejected
Understanding the context (R.L4)	1.73	1.08	1.51	1.03	3.20	1.96	Ho rejected

It may be stated that Kindergarten education seems to have significant impact over Reading the lines (R.L) and its sub-skills - R.L2, R.L3 and R.L4. However in the case of R.L1 it is not found to be so.

### Null Hypothesis: 8.2

Kindergarten education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading between the lines (R.Bet.L) and its sub-skills.

Table 6.57

#### Difference in Kindergarten education vs. R.Bet.L and its sub-skills

Reading between the lines and its sub-skills	Mean I	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
Reading between the lines (R.Bet.L)	8.54	3.07	7.33	2.99	6.12	1.96	Ho rejected
Skill of interpreting contents (R.Bet.L1)	5.75	2.18	4.94	2.18	5.72	1.96	Ho rejected
Arriving at unsaid facts (R.Bet.L2)	1.04	0.62	0.99	0.70	1.19	1.96	Ho accepted
Deriving implied meaning (R.Bet.L3)	1.75	1.03	1.40	1.03	5.27	1.96	Ho rejected

It may be found that Kindergarten education seems to have significant impact over Reading between the lines (R.Bet.L) and its sub-skills - R.Bet.L1 and R.Bet.L3. However in the case of R.Bet.L2 it is not found to be so.

### Null Hypothesis: 8.3

Kindergarten education does not have significant impact over the level of attainment of standard IX students in Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills.

Table 6.58.

**Difference in Kindergarten education vs. R.Bey.L and its sub-skills**

Reading beyond the lines and its sub-skills	Mean I	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
Reading beyond the lines (R.Bey.L)	7.96	3.14	7.03	3.10	4.58	1.96	Ho rejected
Establishing the cause of events (R.Bey.L1)	1.52	0.99	1.32	1.04	2.98	1.96	Ho rejected
Estimating the worth of the details given (R.Bey.L2)	3.60	1.64	3.20	1.55	3.82	1.96	Ho rejected
Decoding structural peculiarities (R.Bey.L3)	0.87	0.72	0.75	0.72	2.61	1.96	Ho rejected
Judging characters and ideas (R.Bey.L4)	1.96	1.06	1.75	1.09	3.10	1.96	Ho rejected

It may be concluded Kindergarten education seems to have significant impact over Reading beyond the lines (R.Bey.L) and all its sub-skills.

**TERTIARY HYPOTHESES**

PART - A

READING READINESS

**6.5. PERCENTAGE ANALYSIS**

**Hypothesis: 1**

Reading readiness (R.R) and its components are only moderate in the case of standard IX students.

**Table 6.59**  
**Level of R.R and its components**

R.R and its components	Low	Moderate	High	Row sum	Remark
Reading readiness (R.R)	23(19)	76(63)	21(18)	120(10)	Hyp. accepted
Perceiving information R.R1	20(17)	80(66)	20(17)	120(10)	Hyp. accepted
Perceiving the concept R.R2	19(16)	101(84)	0(0)	120(10)	Hyp. accepted
Perceiving the root R.R3	25(21)	75(62)	20(17)	120(10)	Hyp. accepted
Perceiving similar expressions R.R4	17(14)	67(56)	36(30)	120(10)	Hyp. accepted
Readiness to guess the meaning R.R5	17(14)	89(74)	14(12)	120(10)	Hyp. accepted
Reading graphs and tables R.R6	11(9)	81(68)	28(23)	120(10)	Hyp. accepted

Since the Hypothesis is accepted the level of Reading readiness (R.R) and all its components are only moderate in the case of standard IX students.

#### **6.6. CORRELATIONAL AND DIFFERENTIAL ANALYSIS**

##### **Null Hypothesis: 1**

Reading comprehension in English of standard IX students is not significantly related to their Reading readiness.

Table 6.60.

##### **Reading comprehension vs. Reading readiness**

Category	N	r - value	Table value at 5% level	Remark	Result
Reading Comprehension Vs. R.R	120	0.402	0.185	Ho rejected	+vely correlated

Since the Ho is rejected the skill of Reading comprehension in English of standard IX students is positively related to their Reading readiness.

##### **Null Hypothesis: 1.1**

Reading comprehension in English with regard to Reading the lines (R.L) and its sub-skills

R.L1 - Guessing the meaning of words and phrases

R.L2 - Locating needed information

R.L3 - Sequencing contents

R.L4 - Understanding the context

are not significantly related to Reading readiness (R.R) and its following components

R.R1 - Perceiving information

R.R2 - Perceiving the concept

R.R3 - Perceiving the root

R.R4 - Perceiving similar expressions

R.R5 - Readiness to guess the meaning

R.R6 - Reading graphs and tables

**Table 6.61**  
**Reading the lines and its sub-skills vs. Reading readiness and its components**

Category	N	r-value	Table value at 5% level	Remark	Result
R.L vs. R.R	120	0.362	0.185	Ho rejected	+vely correlated
R.L vs. R.R1	120	0.464	0.185	Ho rejected	+vely correlated
R.L vs. R.R2	120	0.137	0.185	Ho accepted	Not correlated
R.L vs. R.R3	120	0.156	0.185	Ho accepted	Not correlated
R.L vs. R.R4	120	0.017	0.185	Ho accepted	Not correlated
R.L vs. R.R5	120	0.081	0.185	Ho accepted	Not correlated
R.L vs. R.R6	120	0.142	0.185	Ho accepted	Not correlated
R.L1 vs. R.R	120	0.192	0.185	Ho rejected	+vely correlated
R.L1 vs. R.R1	120	0.269	0.185	Ho rejected	+vely correlated
R.L1 vs. R.R2	120	0.180	0.185	Ho accepted	Not correlated
R.L1 vs. R.R3	120	0.029	0.185	Ho accepted	Not correlated
R.L1 vs. R.R4	120	0.025	0.185	Ho accepted	Not correlated
R.L1 vs. R.R5	120	0.089	0.185	Ho accepted	Not correlated
R.L1 vs. R.R6	120	0.073	0.185	Ho accepted	Not correlated
R.L2 vs. R.R	120	0.483	0.185	Ho rejected	+vely correlated
R.L2 vs. R.R1	120	0.599	0.185	Ho rejected	+vely correlated
R.L2 vs. R.R2	120	0.131	0.185	Ho accepted	Not correlated
R.L2 vs. R.R3	120	0.216	0.185	Ho rejected	+vely correlated
R.L2 vs. R.R4	120	0.002	0.185	Ho accepted	Not correlated
R.L2 vs. R.R5	120	0.243	0.185	Ho rejected	+vely correlated



R.L2 vs. R.R6	120	0.104	0.185	Ho accepted	Not correlated
R.L3 vs. R.R	120	0.025	0.185	Ho accepted	Not correlated
R.L3 vs. R.R1	120	0.075	0.185	Ho accepted	Not correlated
R.L3 vs. R.R2	120	0.012	0.185	Ho accepted	Not correlated
R.L3 vs. R.R3	120	0.040	0.185	Ho accepted	Not correlated
R.L3 vs. R.R4	120	0.059	0.185	Ho accepted	Not correlated
R.L3 vs. R.R5	120	0.096	0.185	Ho accepted	Not correlated
R.L3 vs. R.R6	120	0.063	0.185	Ho accepted	Not correlated
R.L4 vs. R.R	120	0.267	0.185	Ho rejected	+vely correlated
R.L4 vs. R.R1	120	0.287	0.185	Ho rejected	+vely correlated
R.L4 vs. R.R2	120	0.109	0.185	Ho accepted	Not correlated
R.L4 vs. R.R3	120	0.130	0.185	Ho accepted	Not correlated
R.L4 vs. R.R4	120	0.026	0.185	Ho accepted	Not correlated
R.L4 vs. R.R5	120	0.092	0.185	Ho accepted	Not correlated
R.L4 vs. R.R6	120	0.165	0.185	Ho accepted	Not correlated

Reading the lines (R.L) is correlated with Reading readiness (R.R). However of the six components of Reading readiness only one Perceiving information (R.R1) is correlated with Reading the lines (R.L).

Likewise Guessing the meaning of words and phrases (R.L1) is correlated with Reading readiness (R.R). However of the six components of Reading readiness (R.R) Perceiving information (R.R1) alone is correlated with Reading the lines (R.L).

Locating needed information (R.L2) is correlated with Reading readiness. However of the six components of Reading readiness (R.R) the following three -

- R.R1 Perceiving information
- R.R3 Perceiving the root
- R.R5 Readiness to guess the meaning

are correlated with Locating needed information (R.L2).

Sequencing contents (R.L3) is not correlated with Reading readiness (R.R) and all its components.

Understanding the context (R.L4) is correlated with Reading readiness (R.R). However of the six components of Reading readiness (R.R) only one - Perceiving information (R.R1) is correlated with Understanding the context (R.L4).

**Table 6.62**

Dimension, components and sub-skills that are correlated and not correlated

	R.L	R.L1	R.L2	R.L3	R.L4
R.R	Correlated	Correlated	Correlated	Not correlated	Correlated
R.R1	Correlated	Correlated	Correlated	Not correlated	Correlated
R.R2	Not correlated	Not correlated	Not correlated	Not correlated	Not correlated
R.R3	Not correlated	Not correlated	Correlated	Not correlated	Not correlated
R.R4	Not correlated	Not correlated	Not correlated	Not correlated	Not correlated
R.R5	Not correlated	Not correlated	Correlated	Not correlated	Not correlated
R.R6	Not correlated	Not correlated	Not correlated	Not correlated	Not correlated

**Null Hypothesis: 1.2**

Reading comprehension in English with regard to Reading between the lines

(R.Bet.L) and its following sub-skills –

R.Bet.L1 - Skill of interpreting contents

R.Bet.L2 - Arriving at unsaid facts

R.Bet.L3 - Deriving implied meaning,

are not significantly related to Reading readiness (R.R) and its following components –

R.R1 - Perceiving information

R.R2 - Perceiving the concept

R.R3 - Perceiving the root

R.R4 - Perceiving similar expressions

R.R5 - Readiness to guess the meaning

R.R6 - Reading graphs and tables

**Table 6.63**  
**Reading between the lines and its sub-skills vs. R.R and its components**

Category	N	r-value	Table value at 5% level	Remark	Result
R Bet.L vs. R.R	120	0.299	0.185	Ho rejected	+vely correlated
R Bet.L vs. R.R1	120	0.384	0.185	Ho rejected	+vely correlated
R Bet.L vs. R.R2	120	0.006	0.185	Ho accepted	Not correlated
R Bet.L vs. R.R3	120	0.130	0.185	Ho accepted	Not correlated
R Bet.L vs. R.R4	120	-0.042	0.185	Ho accepted	Not correlated
R Bet.L vs. R.R5	120	0.072	0.185	Ho accepted	Not correlated
R Bet.L vs. R.R6	120	0.252	0.185	Ho rejected	+vely correlated
R Bet.L1 vs. R.R	120	0.293	0.185	Ho rejected	+vely correlated
R Bet.L1 vs. R.R1	120	0.366	0.185	Ho rejected	+vely correlated
R Bet.L1 vs. R.R2	120	-0.027	0.185	Ho accepted	Not correlated
R Bet.L1 vs. R.R3	120	0.199	0.185	Ho rejected	+vely correlated
R Bet.L1 vs. R.R4	120	-0.049	0.185	Ho accepted	Not correlated
R Bet.L1 vs. R.R5	120	0.062	0.185	Ho accepted	Not correlated
R Bet.L1 vs. R.R6	120	0.237	0.185	Ho rejected	+vely correlated
R Bet.L2 vs. R.R	120	0.164	0.185	Ho accepted	Not correlated
R Bet.L2 vs. R.R1	120	0.206	0.185	Ho rejected	+vely correlated
R Bet.L2 vs. R.R2	120	0.029	0.185	Ho accepted	Not correlated
R Bet.L2 vs. R.R3	120	-0.109	0.185	Ho accepted	Not correlated
R Bet.L2 vs. R.R4	120	-0.035	0.185	Ho accepted	Not correlated
R Bet.L2 vs. R.R5	120	0.240	0.185	Ho rejected	+vely correlated
R Bet.L2 vs. R.R6	120	0.253	0.185	Ho rejected	+vely correlated
R Bet.L3 vs. R.R	120	0.143	0.185	Ho accepted	Not correlated
R Bet.L3 vs. R.R1	120	0.207	0.185	Ho rejected	+vely correlated
R Bet.L3 vs. R.R2	120	0.089	0.185	Ho accepted	Not correlated
R Bet.L3 vs. R.R3	120	0.026	0.185	Ho accepted	Not correlated
R Bet.L3 vs. R.R4	120	0.001	0.185	Ho accepted	Not correlated
R Bet.L3 vs. R.R5	120	-0.067	0.185	Ho accepted	Not correlated
R Bet.L3 vs. R.R6	120	0.073	0.185	Ho accepted	Not correlated

Reading between the lines (R.Bet.L) is correlated with Reading readiness (R.R). However of the six components of Reading readiness (R.R) only two - Perceiving

information (R.R4) and Reading graphs and tables (R.R6) are correlated with Reading between the lines (R.Bet.L).

Skill of interpreting contents (R.Bet.L1) is correlated with Reading readiness (R.R). The following three components of Reading readiness (R.R) –

- R.R1 - Perceiving information
- R.R3 - Perceiving the root
- R.R6 - Reading graphs and tables

are correlated with the Skill of interpreting contents (R.Bet.L1).

In the case of R.Bet.L2 - Arriving at unsaid facts is not correlated with Reading readiness. However the following three sub skills -

- R.R1 - Perceiving information
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables

are correlated with Arriving at unsaid facts (R.Bet.L2).

Deriving implied meaning (R.Bet.L3) is not correlated with Reading readiness (R.R). Of the six components of Reading readiness only one - Perceiving information (R.R1) is correlated with Deriving implied meaning (R.Bet.L3).

**Table 6.64**

Dimension, components and sub-skills that are correlated and not correlated

	R.Bet.L	R.Bet.L1	R.Bet.L2	R.Bet.L3
R.R	Correlated	Correlated	Not correlated	Not correlated
R.R1	Correlated	Correlated	Correlated	Correlated
R.R2	Not correlated	Not correlated	Not correlated	Not correlated
R.R3	Not correlated	Correlated	Not correlated	Not correlated
R.R4	Not correlated	Not correlated	Not correlated	Not correlated
R.R5	Not correlated	Not correlated	Correlated	Not correlated
R.R6	Correlated	Correlated	Correlated	Not correlated

**Null Hypothesis: 1.3**

Reading comprehension in English with regard to Reading beyond the lines (R.Bey.L) and its sub-skills

- R.Bey.L1 - Establishing the cause of events
- R.Bey.L2 - Estimating the worth of the details given
- R.Bey.L3 - Decoding structural peculiarities
- R.Bey.L4 - Judging characters and ideas,

are not significantly related to Reading readiness and its components

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables

**Table 6.65**  
**Reading beyond the lines and its sub-skills vs. R.R and its components**

Category	N	r-value	Table value at 5% level	Remark	Result
R Bey.L vs. R.R	120	0.402	0.185	Ho rejected	+vely correlated
R Bey.L vs. R.R1	120	0.531	0.185	Ho rejected	+vely correlated
R Bey.L vs. R.R2	120	0.022	0.185	Ho accepted	Not correlated
R Bey.L vs. R.R3	120	0.209	0.185	Ho rejected	+vely correlated
R Bey.L vs. R.R4	120	-0.078	0.185	Ho accepted	Not correlated
R Bey.L vs. R.R5	120	0.171	0.185	Ho accepted	Not correlated
R Bey.L vs. R.R6	120	0.183	0.185	Ho accepted	Not correlated
R Bey.L1 vs. R.R	120	0.279	0.185	Ho rejected	+vely correlated
R Bey.L1 vs. R.R1	120	0.413	0.185	Ho rejected	+vely correlated
R Bey.L1 vs. R.R2	120	0.039	0.185	Ho accepted	Not correlated
R Bey.L1 vs. R.R3	120	0.105	0.185	Ho accepted	Not correlated
R Bey.L1 vs. R.R4	120	0.162	0.185	Ho accepted	Not correlated
R Bey.L1 vs. R.R5	120	0.162	0.185	Ho accepted	Not correlated
R Bey.L1 vs. R.R6	120	0.172	0.185	Ho accepted	Not correlated
R Bey.L2 vs. R.R	120	0.328	0.185	Ho rejected	+vely correlated
R Bey.L2 vs. R.R1	120	0.426	0.185	Ho rejected	+vely correlated
R Bey.L2 vs. R.R2	120	0.046	0.185	Ho accepted	Not correlated
R Bey.L2 vs. R.R3	120	0.194	0.185	Ho rejected	+vely correlated
R Bey.L2 vs. R.R4	120	0.105	0.185	Ho accepted	Not correlated

R Bey.L2 vs. R.R5	120	0.076	0.185	Ho accepted	Not correlated
R Bey.L2 vs. R.R6	120	0.207	0.185	Ho rejected	+vely correlated
R Bey.L3 vs. R.R	120	0.080	0.185	Ho accepted	Not correlated
R Bey.L3 vs. R.R1	120	0.149	0.185	Ho accepted	Not correlated
R Bey.L3 vs. R.R2	120	0.091	0.185	Ho accepted	Not correlated
R Bey.L3 vs. R.R3	120	0.145	0.185	Ho accepted	Not correlated
R Bey.L3 vs. R.R4	120	0.085	0.185	Ho accepted	Not correlated
R Bey.L3 vs. R.R5	120	0.054	0.185	Ho accepted	Not correlated
R Bey.L3 vs. R.R6	120	0.020	0.185	Ho accepted	Not correlated
R Bey.L4 vs. R.R	120	0.404	0.185	Ho rejected	+vely correlated
R Bey.L4 vs. R.R1	120	0.508	0.185	Ho rejected	+vely correlated
R Bey.L4 vs. R.R2	120	0.039	0.185	Ho accepted	Not correlated
R Bey.L4 vs. R.R3	120	0.139	0.185	Ho accepted	Not correlated
R Bey.L4 vs. R.R4	120	0.043	0.185	Ho accepted	Not correlated
R Bey.L4 vs. R.R5	120	0.192	0.185	Ho accepted	Not correlated
R Bey.L4 vs. R.R6	120	0.162	0.185	Ho accepted	Not correlated

Reading beyond the lines (R Bey.L) is correlated with Reading readiness (R.R). However of the six components of Reading readiness only two - Perceiving information (R.R1) and Perceiving the root (R.R3) are correlated with Reading beyond the lines (R Bey.L).

Establishing the cause of events (R Bey.L1) is correlated with Reading readiness. However of the six components of Reading readiness only one - Perceiving information is correlated with Establishing the cause of events (R Bey.L1).

Likewise R Bey.L2 - Estimating the worth of the details given is correlated with Reading readiness (R.R). The following three components of Reading readiness

- R.R1 - Perceiving information
- R.R2 - Perceiving the root
- R.R6 - Reading graphs and tables,

are correlated with Estimating the worth of the details given (R Bey.L2).

Decoding structural peculiarities (R Bey.L3) is not correlated with Reading readiness (R.R) and all its components.

Judging characters and ideas (R Bet.L4) is correlated with Reading readiness (R.R). But, only two of its components Perceiving information (R.R1) and Readiness to guess the meaning (R.R5) are correlated with Judging characters and ideas (R Bet.L4).

Table 6.66

Dimension, components and sub-skills that are correlated and not correlated

	R Bet.L	R Bet.L1	R Bet.L2	R Bet.L3	R Bet.L4
R.R	Correlated	Correlated	Correlated	Not correlated	Correlated
R.R1	Correlated	Correlated	Correlated	Not correlated	Correlated
R.R2	Not correlated	Not correlated	Not correlated	Not correlated	Not correlated
R.R3	Correlated	Correlated	Not correlated	Not correlated	Not correlated
R.R4	Not correlated	Not correlated	Not correlated	Not correlated	Not correlated
R.R5	Not correlated	Not correlated	Not correlated	Not correlated	Correlated
R.R6	Not correlated	Correlated	Not correlated	Not correlated	Not correlated

### Null Hypothesis: 2

Standard IX Boys and Girls do not differ significantly in their Reading readiness and its components –

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables

Mean1 – Boys

Mean2 - Girls

**Table 6.67**  
**Difference in Gender vs. R.R and its components**

Gender vs. R.R and its components	Mean 1	STD 1	Mean 2	STD 2	T – value	Table value at 5% level	Remark
Gender vs. R.R	19.88	5.99	22.57	7.62	2.10	1.980	Ho rejected
Gender vs. R.R1	6.18	3.48	9.32	3.80	4.67	1.980	Ho rejected
Gender vs. R.R2	3.54	1.70	3.45	1.41	0.30	1.980	Ho accepted
Gender vs. R.R3	3.10	1.54	2.89	1.57	0.76	1.980	Ho accepted
Gender vs. R.R4	3.00	1.01	2.55	1.22	2.18	1.980	Ho rejected
Gender vs. R.R5	1.70	1.71	2.32	1.29	2.72	1.980	Ho rejected
Gender vs. R.R6	2.27	1.25	2.08	1.34	0.81	1.980	Ho accepted

Since the Ho is rejected in the case of *Reading readiness* and its following components -

- R.R1 - Perceiving information
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning

Gender seems to have significant impact over all of them. However in the case of the following components -

- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R6 - Reading graphs and tables

since the Ho is accepted Gender does not have significant impact over them all.

### **Null Hypothesis: 3**

Standard IX students belonging to SC/ST/BC/FC do not differ significantly in their *Reading readiness* and its components

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions



R.R5 - Readiness to guess the meaning

R.R6 - Reading graphs and tables

M1 - SC/ST

M2 - BC

M3 - FC

**Table 6.68**  
**Difference in Social status vs. R.R and its components**

Social status vs. R.R and its components	Mean	df	F - value	Table value at 5% level	Remark
Social status vs. R.R	M1 19.14 M2 21.29 M3 26.83	2.00 1117.00	3.34	3.07	Ho rejected
Social status vs. R.R1	M1 6.21 M2 7.74 M3 11.33	2.00 1117.00	4.71	3.07	Ho rejected
Social status vs. R.R2	M1 3.36 M2 3.48 M3 4.50	2.00 1117.00	1.33	3.07	Ho accepted
Social status vs. R.R3	M1 2.57 M2 3.12 M3 3.50	2.00 1117.00	1.61	3.07	Ho accepted
Social status vs. R.R4	M1 3.04 M2 2.67 M3 3.50	2.00 1117.00	2.32	3.07	Ho accepted
Social status vs. R.R5	M1 1.79 M2 2.01 M3 2.33	2.00 1117.00	0.58	3.07	Ho accepted
Social status vs. R.R6	M1 2.00 M2 2.26 M3 2.00	2.00 1117.00	0.47	3.07	Ho accepted

Since the Ho is rejected in the case of Reading readiness (R.R) and its component – Perceiving information (R.R1) Social status seems to have significant impact over them. However in the case of the components - Perceiving the concept (R.R2), Perceiving the root (R.R3), Perceiving similar expressions (R.R4), Readiness to guess the meaning (R.R5) and Reading graphs and tables (R.R6), since the Ho is accepted Social status does not seem to have significant impact over them.

#### **Null Hypothesis: 4**

Standard IX students belonging to Hindu, Christian and Islam Religion do not differ significantly in their Reading readiness and its components -

R.R1 - Perceiving information

- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables

M1 – Hindu

M2 – Christian

M3 – Islam

**Table 6.69**  
**Difference in Religion vs. R.R and its components**

Religion vs. R.R and its components	Mean	df	F - value	Table value at 5% level	Remark
Religion vs. R.R	M1 21.10 M2 21.93 M3 13.00	2.00 1117.00	1.49	3.07	Ho accepted
Religion vs. R.R1	M1 7.42 M2 9.20 M3 3.00	2.00 1117.00	2.76	3.07	Ho accepted
Religion vs. R.R2	M1 3.50 M2 3.73 M3 1.50	2.00 1117.00	1.78	3.07	Ho accepted
Religion vs. R.R3	M1 3.01 M2 2.93 M3 3.50	2.00 1117.00	0.11	3.07	Ho accepted
Religion vs. R.R4	M1 2.83 M2 2.60 M3 2.50	2.00 1117.00	0.35	3.07	Ho accepted
Religion vs. R.R5	M1 2.03 M2 1.67 M3 1.50	2.00 1117.00	0.68	3.07	Ho accepted
Religion vs. R.R6	M1 2.26 M2 1.80 M3 1.00	2.00 1117.00	1.68	3.07	Ho accepted

Since the Ho is accepted with regard to Reading readiness (R.R) and all its components Religion does not have significant impact over them.

#### Null Hypothesis: 5

Standard IX students belonging to *Boys'*, *Girls'* and *Co-educational* institutions do not differ significantly in their Reading readiness (R.R) and its components -

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept

- R.R3 - Perceiving the root  
 R.R4 - Perceiving similar expressions  
 R.R5 - Readiness to guess the meaning  
 R.R6 - Reading graphs and tables

M1 - Boys'

M2 - Girls'

M3 - Co-educational

Table 6.70

**Difference in Type of school vs. R.R and its components**

Type of school vs. R.R and its components	Mean	df	F - value	Table value at 5% level	Remark
Type of school vs. R.R	M1 19.24 M2 22.43 M3 21.80	2.00 1117.00	2.15	3.07	Ho accepted
Type of school vs. R.R1	M1 5.07 M2 9.73 M3 8.62	2.00 1117.00	19.80	3.07	Ho rejected
Type of school vs. R.R2	M1 3.87 M2 3.40 M3 3.20	2.00 1117.00	2.12	3.07	Ho accepted
Type of school vs. R.R3	M1 3.16 M2 2.43 M3 3.24	2.00 1117.00	2.82	3.07	Ho accepted
Type of school vs. R.R4	M1 3.27 M2 2.40 M3 2.60	2.00 1117.00	7.01	3.07	Ho rejected
Type of school vs. R.R5	M1 1.69 M2 2.40 M3 1.96	2.00 1117.00	2.93	3.07	Ho accepted
Type of school vs. R.R6	M1 2.24 M2 2.07 M3 2.20	2.00 1117.00	0.17	3.07	Ho accepted

Since the Ho is accepted with regard to Reading readiness (R.R) and its following components -

- R.R2 - Perceiving the concept  
 R.R3 - Perceiving the root  
 R.R5 - Readiness to guess the meaning  
 R.R6 - Reading graphs and tables

Type of school does not have significant impact over them. However in the case of the following components -

- R.R1 - Perceiving information  
 R.R4 - Perceiving similar expressions

since the  $H_0$  is rejected Type of school has significant impact over them.

**Null Hypothesis: 6**

Standard IX students belonging to Rural, Urban and Semi-urban schools do not differ significantly in their Reading readiness and its components.

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables.

M1 - Rural

M2 - Urban

M3 – Semi-urban

Table 6.71

**Difference in Locality of school vs. R.R and its components**

Locality of school vs. R.R and its components	Mean	df	F - value	Table value at 5% level	Remark
Locality of school vs. Reading readiness	M1 21.60 M2 18.96 M3 30.53	2.00 1117.00	24.60	3.07	Ho rejected
Locality of school vs. R.R1	M1 8.63 M2 5.92 M3 13.67	2.00 1117.00	43.43	3.07	Ho rejected
Locality of school vs. R.R2	M1 3.07 M2 3.49 M3 4.40	2.00 1117.00	3.71	3.07	Ho rejected
Locality of school vs. R.R3	M1 3.20 M2 2.85 M3 3.40	2.00 1117.00	1.07	3.07	Ho accepted
Locality of school vs. R.R4	M1 2.60 M2 2.87 M3 2.87	2.00 1117.00	0.62	3.07	Ho accepted
Locality of school vs. R.R5	M1 2.03 M2 1.75 M3 3.00	2.00 1117.00	6.76	3.07	Ho rejected
Locality of school vs. R.R6	M1 2.13 M2 2.00 M3 3.20	2.00 1117.00	5.76	3.07	Ho rejected

Since the Ho is rejected with regard to Reading readiness (R.R) and its following components -

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept

R.R5 - Readiness to guess the meaning

R.R6 - Reading graphs and tables

Locality of school seems to have significant impact over them all. However in the case of the following components -

R.R3 - Perceiving the root

R.R4 - Perceiving similar expressions

since the Ho is accepted Locality of school does not have any significant influence over them.

### Null Hypothesis: 7

Standard IX students with low, moderate and high Parental education do not differ significantly in their Reading readiness (R.R) and its components.

M1 - low

M2 - moderate

M3 - high

Table 6.72

### Difference in Parental education vs. R.R and its components

Parental education vs. R.R and its components	Mean	df	F - value	Table value at 5% level	Remark
Parental education vs. R.R	M1 20.19 M2 22.19 M3 18.43	2.00 1117.00	1.74	3.07	Ho accepted
Parental education vs. R.R1	M1 6.52 M2 8.47 M3 8.00	2.00 1117.00	3.64	3.07	Ho rejected
Parental education vs. R.R2	M1 3.54 M2 3.63 M3 2.14	2.00 1117.00	2.87	3.07	Ho accepted
Parental education vs. R.R3	M1 2.93 M2 3.20 M3 2.00	2.00 1117.00	2.02	3.07	Ho accepted
Parental education vs. R.R4	M1 2.91 M2 2.75 M3 2.43	2.00 1117.00	0.68	3.07	Ho accepted
Parental education vs. R.R5	M1 2.04 M2 1.90 M3 2.14	2.00 1117.00	0.23	3.07	Ho accepted
Parental education vs. R.R6	M1 2.17 M2 2.25 M3 1.71	2.00 1117.00	0.54	3.07	Ho accepted

Since the Ho is accepted with regard to Reading readiness (R.R) and its following components -



- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables

Parental education does not have significant impact over them all. However in the case of -

- R.R1 - Perceiving information

since the Ho is rejected Parental education seems to have significant impact over that component.

### Null Hypothesis: 8

Standard IX students with low and high Parental annual income do not differ significantly in their Reading readiness (R.R) and its components -

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables.

M1 – low

M2 - high

Table 6.73

### Difference in Parental annual income vs. R.R and its components

Parental annual income vs. R.R and its components	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
Annual income vs. R.R	20.75	6.51	22.83	8.49	0.99	1.980	Ho accepted
Annual income vs. R.R1	7.31	3.80	9.00	4.42	1.52	1.980	Ho accepted
Annual income vs. R.R2	3.42	1.57	3.94	1.54	1.32	1.980	Ho accepted
Annual income vs. R.R3	3.03	1.52	2.89	1.73	0.32	1.980	Ho accepted
Annual income vs. R.R4	2.80	1.11	2.78	1.23	0.08	1.980	Ho accepted
Annual income vs. R.R5	1.97	1.24	2.00	1.37	0.08	1.980	Ho accepted



Annual income vs. R.R6	2.18	1.25	2.22	1.55	0.12	1.980	Ho accepted
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Since the Ho is accepted with regard to Reading readiness (R.R) and all its components, Parental annual income does not have significant impact over them.

### Null Hypothesis: 9

Standard IX students with and without Kindergarten education do not differ significantly in their Reading readiness (R.R) and its components -

- R.R1 - Perceiving information
- R.R2 - Perceiving the concept
- R.R3 - Perceiving the root
- R.R4 - Perceiving similar expressions
- R.R5 - Readiness to guess the meaning
- R.R6 - Reading graphs and tables.

M1 - with Kindergarten education

M2 - without Kindergarten education

Table 6.74

### Difference in Kindergarten education vs. R.R and its components

Kindergarten education vs. R.R and its components	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
Kindergarten education vs. R.R	22.96	7.95	20.57	6.49	1.39	1.980	Ho accepted
Kindergarten education vs. R.R1	9.00	4.65	7.19	3.65	1.81	1.980	Ho accepted
Kindergarten education vs. R.R2	3.48	1.72	3.51	1.53	0.07	1.980	Ho accepted
Kindergarten education vs. R.R3	3.24	1.63	2.95	1.53	0.81	1.980	Ho accepted
Kindergarten education vs. R.R4	2.96	1.15	2.76	1.12	0.79	1.980	Ho accepted
Kindergarten education vs. R.R5	1.92	1.49	1.99	1.19	0.22	1.980	Ho accepted
Kindergarten education vs. R.R6	2.36	1.05	2.14	1.35	0.88	1.980	Ho

education vs. R.R6							accepted
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Since the Ho is accepted with regard to Reading readiness (R.R) and all its components. Kindergarten education does not have any significant impact over them all

PART - B

READING ATTITUDE

### 6.7. PERCENTAGE ANALYSIS

#### Hypothesis: 2

Reading attitude is only negative in the case of standard IX students.

Table 6.75.

#### Nature of Reading attitude

Category	Negative	Positive	Row sum	Remark
Reading attitude (R.A)	67(56)	53(44)	120(100)	Hyp. retained

Since the hypothesis is retained the level of Reading attitude of standard IX students is only negative.

### 6.8. ASSOCIATIONAL AND DIFFERENTIAL ANALYSIS

#### Null Hypothesis: 9

Reading attitude of standard IX students does not significantly influence the skill of Reading comprehension in English.

Table 6.76.

#### Reading attitude vs. Reading comprehension

Category	$\chi^2$	Df	Table value 5% level	Remark
Reading attitude vs. Reading comprehension	4.71	4	9.488	Ho retained

Since the Ho is retained, the skill of Reading comprehension of standard IX students is not associated with their Reading attitude.

### **Null Hypothesis: 9.1**

The Reading attitude of standard IX students does not significantly influence their Reading comprehension in terms of Reading the lines (R.L) and its following sub-skills.

R.L1 - Guessing the meaning of words and phrases

R.L2 - Locating needed information

R.L3 - Sequencing contents

R.L4 - Understanding the context.

**Table 6.77**  
**Reading attitude vs. R.L and its sub-skills**

R.A vs. R.L and its sub-skills	$\chi^2$	Df	Table value 5% level	Remark
Reading attitude vs. R.L	7.25	4	9.488	Ho retained
Reading attitude vs. R.L1	2.09	4	9.488	Ho retained
Reading attitude vs. R.L2	0.48	4	9.488	Ho retained
Reading attitude vs. R.L3	1.95	4	9.488	Ho retained
Reading attitude vs. R.L4	6.31	4	9.488	Ho retained

Since the Ho is accepted the skill of Reading comprehension in terms of Reading the lines and its sub-skills are not associated with the Reading attitude of standard IX students.

#### **Null Hypothesis: 9.2**

Reading attitude of standard IX students does not significantly influence their Reading comprehension in terms of Reading between the lines and its following sub-skills.

R.Bet.L1 - Skill of interpreting contents

R.Bet.L2 - Arriving at unsaid facts

R.Bet.L3 - Deriving implied meaning

**Table 6.78**  
**Reading attitude vs. R.Bet.L and its sub-skills**

R.A vs. R.Bet.L. and its sub-skills	$\chi^2$	Df	Table value 5% level	Remark
Reading attitude vs. R.Bet.L	1.92	4	9.488	<b>Ho retained</b>
Reading attitude vs. R.Bet.L1	3.48	4	9.488	Ho retained
Reading attitude vs. R.Bet.L2	2.52	4	9.488	Ho retained
Reading attitude vs. R.Bet.L3	6.57	4	9.488	Ho retained

Since the Ho is accepted the skill of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its sub-skills are not associated with the Reading attitudes of standard IX students.

**Null Hypothesis: 9.3**

Reading attitude of standard IX students does not significantly influence their Reading comprehension in terms of Reading beyond the lines and its following sub-skills -

- R.Bey.L1 - Establishing the cause of events
- R.Bey.L2 - Estimating the worth of the details given
- R.Bey.L3 - Decoding structural peculiarities
- R.Bey.L4 - Judging characters and ideas.

Table 6.79

**Reading attitude vs. R.Bey.L and its sub-skills**

R.A vs. R.Bey.L and its sub-skills	$\chi^2$	Df	Table value 5% level	Remark
Reading attitude vs. R.Bey.L	5.05	4	9.488	<b>Ho retained</b>
Reading attitude vs. R.Bey.L1	4.88	4	9.488	Ho retained
Reading attitude vs. R.Bey.L2	2.33	4	9.488	Ho retained
Reading attitude vs. R.Bey.L3	0.41	4	9.488	Ho retained
Reading attitude vs. R.Bey.L4	2.53	4	9.488	Ho retained

Since the Ho is accepted the skill of Reading comprehension in terms of Reading between the lines (R.Bey.L) and its components are not associated with their Reading attitude of standard IX students.

**Null Hypothesis: 10**

Standard IX Boys and Girls do not differ significantly in their Reading attitude.

M1 - Boys

M2 - Girls

Table 6.80

Difference in Gender vs. Reading attitude

Category	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value 5% level	Remark
Gender vs. R.A	3.70	2.34	3.66	2.11	0.10	1.980	Ho retained

Since the Ho is retained Gender does not have significant impact over the Reading attitude of standard IX students.

### Null Hypothesis: 11

Standard IX students belonging to SC/ST / BC / FC do not differ significantly in their Reading attitude.

M1 - SC/ST

M2 – BC

M3 - FC

### Table 6.81

Difference in Social status vs. Reading attitude

Category	Mean	df	F-value	Table value at 5% level	Remark
Social status vs. R.A	M1 4.25 M2 3.53 M3 3.17	2.00 1117.00	1.24	3.07	Ho retained

Since the Ho is retained standard IX students belonging to SC/ST / BC / FC do not differ significantly in their Reading attitude.

### Null Hypothesis: 12

Standard IX students belonging to Hindu, Christian and Islam religion do not differ significantly in their Reading attitude.

M1 - Hindu

M2 - Christian

M3 - Muslim

### Table 6.82

Difference in Religion vs. Reading attitude

Category	Mean	df	F-value	Table value at 5% level	Remark
Religion vs. R.A	M1 3.67 M2 4.07 M3 1.50	2.00 1117.00	1.16	3.07	Ho retained

Since the Ho is retained standard IX students belonging to Hindu, Christian and Islam religions do not differ significantly in their Reading attitude.

**Null Hypothesis: 13**

Standard IX students belonging to Boys', Girls' and Co-educational schools do not differ significantly in their Reading attitude.

M1 – Boys'

M2 – Girls'

M3 – Co-educational

**Table 6.83**

Difference in Type of school vs. Reading attitude

Category	Mean	Df	F-value	Table value at 5% level	Remark
Type of school vs. R.A	M1 3.51 M2 2.93 M3 4.36	2.00 1117.00	3.99	3.07	Ho rejected

Since the Ho is rejected Type of school seems to have significant impact over the level of attainment of the Reading attitude of standard IX students.

**Null Hypothesis: 14**

Standard IX students belonging to Rural, Urban and Semi-urban schools do not differ significantly in their Reading attitude.

M1 – Rural

M2 - Urban

M3 - Semi-urban

Table 6.84.

Difference in Locality of school vs. Reading attitude

Category	Mean	Df	F-value	Table value at 5% level	Remark
Locality of school vs. R.A	M1 4.70 M2 3.51 M3 2.53	2.00 1117.00	5.65	3.07	Ho rejected

Since the Ho is rejected Locality of school seems to have significant impact over the level of attainment of the Reading attitude of standard IX students.

**Null Hypothesis: 15**

Standard IX students with to low, moderate and high Parental education do not differ significantly in their Reading attitude.

M1 - Low

**M2 - Moderate**

M3 - High

Table 6.85.

Difference in Parental education vs. Reading attitude

Category	Mean	df	F-value	Table value at 5% level	Remark
Parental education vs.	M1 3.91 M2 3.54	2.00	0.58	3.07	Ho retained



R.A	M3 3.14	1117.00			
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Since the Ho is retained, Parental education does not have significant impact over the Reading attitude of standard IX students.

### Null Hypothesis: 16

Standard IX students with to low and high Parental annual income do not differ significantly in their Reading attitude.

M1 - Low

M2 - High

Table 6.86.

Difference in Parental annual income vs. Reading attitude

Category	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
Parental annual income vs. R.A	3.81	2.20	2.94	2.34	1.46	1.980	Ho retained

Since the Ho is retained, Parental annual income does not have significant impact over the Reading attitude of standard IX students.

### Null Hypothesis: 17

Standard IX students with and without Kindergarten education do not differ significantly in their Reading attitude.

M1 – With

M2 – Without

Table 6.87.

Difference in Kindergarten education vs. Reading attitude

Category	Mean 1	STD 1	Mean 2	STD 2	T-value	Table value at 5% level	Remark
With and without Kindergarten education vs. R.A	2.88	1.88	3.89	2.28	2.29	1.980	Ho rejected

Since the Ho is rejected, Kindergarten education seems to have significant impact over the Reading attitude of standard IX students.



PART – C

COGNITIVE STYLE

**6.9. PERCENTAGE ANALYSIS**

**Hypothesis: 3**

Standard IX students are predominantly field dependent.

Table 6.88.

Cognitive style of Standard IX students

Category	FD	FI	Row sum	Remark
Cognitive style	85(71)	35(29)	120(100)	Hyp. retained

Since the hypothesis is retained standard IX students are predominantly field dependent.

**Hypothesis: 4**

Standard IX Boys and Girls are predominantly field dependent.

Table 6.89.

**Gender vs. Cognitive style**

Gender	FD	FI	Row sum	Remark
Boys	46(69)	21(31)	67(56)	<b>Hyp. retained</b>
Girls	39(74)	14(26)	53(44)	

Since the hypothesis is retained standard IX Boys and Girls are predominantly field dependent.

**Hypothesis: 5**

Standard IX students belonging to SC/ST, BC and FC communities are predominantly field dependent.

**Table 6.90**

**Social status vs. Cognitive style**

Social status	FD	FI	Row sum	Remark
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<b>SC/ST</b>	16(57)	12(43)	28(23)	Hyp. retained
BC	65(76)	21(24)	86(72)	Hyp. retained
FC	4(67)	2(33)	6(5)	Hyp. retained

Since the hypothesis is accepted standard IX students belonging to SC/ST / BC / FC are predominantly field dependent.

### Hypothesis: 6

Standard IX students belonging to Hindu, Christian and Islam religions are predominantly field dependent.

**Table 6.91**  
**Religion vs. Cognitive style**

Religion	FD	FI	Row sum	Remark
<b>Hindu</b>	71(69)	32(31)	103(85)	Hyp. retained
Christian	12(80)	3(20)	15(13)	Hyp. retained
Islam	2(100)	0(0)	2(2)	Hyp. retained

Since the hypothesis is retained standard IX students belonging to Hindu, Christian and Islam religions are predominantly field dependent.

### Hypothesis: 7

Standard IX students belonging to *Boys'*, *Girls'* and *Co-educational* schools are predominantly field dependent.

**Table 6.92**  
**Type of school vs. Cognitive style**

Type of school	FD	FI	Row sum	Remark
<b>Boys'</b>	26(58)	19(42)	45(38)	Hyp. retained
Girls'	24(80)	6(20)	30(24)	Hyp. retained
<b>Co-educational</b>	35(78)	10(22)	45(38)	Hyp. retained

Since the hypothesis is retained, standard IX students belonging to *Boys'*, *Girls'* and *Co-educational* schools are predominantly field dependent.

### **Hypothesis: 8**

Standard IX students belonging to Rural, Urban and Semi-urban schools are predominantly field dependent.

Table 6.93

**Locality of school vs. Cognitive style**

Locality of school	FD	FI	Row sum	Remark
<b>Rural</b>	21(70)	9(30)	30(24)	Hyp. retained
Urban	55(73)	20(27)	75(63)	Hyp. retained
<b>Semi-urban</b>	9(60)	6(40)	15(13)	Hyp. retained

Since the hypothesis is accepted standard IX students belonging to Rural, Urban and Semi-urban schools are predominantly field dependent.

**Hypothesis: 9**

Standard IX students with low, moderate and high Parental education are predominantly field dependent.

**Table 6.94**

**Parental education vs. Cognitive style**

Parental education	FD	FI	Row sum	Remark
<b>Low</b>	34(63)	20(37)	54(45)	Hyp. retained
Moderate	46(78)	13(22)	59(49)	Hyp. retained
High	5(71)	2(29)	7(6)	Hyp. retained

Since the hypothesis is accepted standard IX students with low, moderate and high Parental education are predominantly field dependent.

**Hypothesis: 10**

Standard IX students with low and high Parental annual income are predominantly field dependent.

**Table 6.95**

**Parental annual income vs. Cognitive style**

Parental annual income	FD	FI	Row sum	Remark
<b>Low</b>	74(73)	28(27)	102(85)	Hyp. retained
High	11(61)	7(39)	18(15)	Hyp. retained

Since the hypothesis is retained standard IX students with low and high Parental annual income are predominantly field dependent.

### Hypothesis: 11

Standard IX students with and without Kindergarten education are predominantly field dependent.

**Table 6.96**  
**Kindergarten education vs. Cognitive style**

Kindergarten education	FD	FI	Row sum	Remark
<b>With</b>	19(76)	6(24)	25(21)	Hyp. retained
<b>Without</b>	66(69)	29(31)	95(79)	Hyp. retained

Since the hypothesis is retained standard IX students with and without Kindergarten education are predominantly field dependent.

### 6.10. ASSOCIATIONAL ANALYSIS

#### Null Hypothesis: 18

Cognitive style (field dependent / independent) of standard IX students does not significantly influence the skill of Reading comprehension in English.

Table 6.97

**Cognitive style vs. Reading comprehension**

Category	$\chi^2$	Df	Table value 5% level	Remark
Cognitive style vs. Reading comprehension	1.64	2	5.991	Ho retained

Since the Ho is retained, the skill of Reading comprehension of standard IX students is not associated with their cognitive style (field dependent / independent).

#### Null Hypothesis: 18.1

Cognitive style (field dependent / independent) of standard IX students does not significantly influence their Reading comprehension in terms of Reading the lines (R.L) and its following sub-skills –

R.L1 - Guessing the meaning of words and phrases

- R.L2 - Locating needed information
- R.L3 - Sequencing contents
- R.L4 - Understanding the context.



**Table 6.98**  
Cognitive style vs. Reading the lines and its sub-skills

Cognitive style vs. R.L and its sub-skills	$\chi^2$	Df	Table value 5% level	Remark
Cognitive style vs. R.L	3.28	2	5.991	Ho retained
Cognitive style vs. R.L1	0.94	2	5.991	Ho retained
Cognitive style vs. R.L2	6.76	2	5.991	Ho retained
Cognitive style vs. R.L3	1.95	2	5.991	Ho retained
Cognitive style vs. R.L4	15.17	2	5.991	Ho rejected

Since the Ho is accepted in the case of Reading the lines (R.L) and its sub-skills R.L1, R.L2 and R.L3, they are not associated with the Cognitive style (field dependent / independent) of the students. However in the case of R.L4 - Understanding the context since the Ho is rejected the skill of Reading comprehension is associated with their Cognitive style.

### Null Hypothesis: 18.2

Cognitive style (field dependent / independent) of standard IX students does not significantly influence their Reading comprehension in terms of Reading between the lines (R.Bet.L) and its following sub-skills.

- R.Bet.L1 - Skill of interpreting contents
- R.Bet.L2 - Arriving at unsaid facts
- R.Bet.L3 - Deriving implied meaning

Table 6.99  
Cognitive style vs. Reading between the lines and its sub-skills

Cognitive style vs. R.Bet.L and its sub-skills	$\chi^2$	Df	Table value 5% level	Remark
Cognitive style vs. R.Bet.L	3.95	2	5.991	Ho retained
Cognitive style vs. R.Bet.L1	4.09	2	5.991	Ho retained
Cognitive style vs. R.Bet.L2	1.65	2	5.991	Ho retained
Cognitive style vs. R.Bet.L3	2.16	2	5.991	Ho retained

Since the Ho is retained the skill of Reading comprehension of standard IX students in terms of Reading between the lines (R.Bet.L) and its sub-skills are not associated with their *Cognitive style* (field dependent / independent).

### Null Hypothesis: 18.3

*Cognitive style* (field dependent / independent) of standard IX students does not significantly influence their Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills.

- R.Bey.L1 - Establishing the cause of events
- R.Bey.L2 - Estimating the worth of the details given
- R.Bey.L3 - Decoding structural peculiarities
- R.Bey.L4 - Judging characters and ideas

**Table 6.100**

Cognitive style vs. Reading beyond the lines and its sub-skills

Cognitive style vs. R.Bey.L and its sub-skills	$\chi^2$	Df	Table value 5% level	Remark
Cognitive style vs. R.Bey.L	1.75	2	5.991	Ho retained
Cognitive style vs. R.Bey.L1	0.72	2	5.991	Ho retained
Cognitive style vs. R.Bey.L2	3.00	2	5.991	Ho retained
Cognitive style vs. R.Bey.L3	0.21	2	5.991	Ho retained
Cognitive style vs. R.Bey.L4	0.83	2	5.991	Ho retained

Since the Ho is retained the skill of Reading comprehension of standard IX students in terms of Reading beyond the lines (R.Bey.L) and its sub-skills are not associated with their *Cognitive style* (field dependent / independent).

## CHAPTER – VII

### MAJOR FINDINGS, DISCUSSION, RECOMMENDATIONS AND SUGGESTIONS

#### 7.1. MAJOR FINDINGS FROM PRIMARY HYPOTHESES

Part – A

##### **Findings related to Reading comprehension; its dimensions; and their sub-skills**

1. The level of attainment of standard IX students in the schools in Tuticorin District in Reading comprehension in English is moderate. That is 61% of the sample falls under this category.
2. Standard IX students' Reading comprehension in English with regard to Reading the lines is moderate. That is 70% of the sample comes under this category.
3. The level of attainment of standard IX students in the sub-skills of Reading the lines -  
R.L1- Recognizing the meaning of words and phrases.  
R.L2- Locating needed information.  
R.L3- Sequencing contents.  
R.L4- Understanding the context.  
is only moderate (72%, 63%, 57% and 61% respectively).
4. The level of Reading comprehension in English with regard to Reading between the lines is moderate (61%).
5. The level of attainment of standard IX students in the sub-skills of Reading between the lines –  
R.Bet.L1 - Skill of interpreting contents  
R.Bet.L2 - Arriving at unsaid facts  
R.Bet.L3 - Deriving implied meaning.  
is only moderate (69%, 56% and 64% respectively).
6. The level of Reading comprehension in English with regard to Reading beyond the lines is moderate (62%).

7. The level of attainment of standard IX students in the sub-skills of Reading beyond the lines –
- R.Bey.L1 - Establishing the cause of events
  - R.Bey.L2 - Estimating the worth of the details given
  - R.Bey.L4 - Judging characters and ideas
- is only moderate (65%, 62% and 63% respectively). However in the case of R.Bey.L3 - Decoding structural peculiarities the attainment ranges from low to moderate. That is 38% and 45% of the samples fall under low and moderate categories respectively.

## Part – B

### **Findings related to Reading comprehension and its dimensions with regard to background variables**

1. The Boys of standard IX in the schools in Tuticorin district are moderate in Reading comprehension in English. That is 62% of the sample falls under the category.
2. The level of attainment of Boys in Reading comprehension in English with regard to-
  - 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
 is only moderate (70%, 65% and 62%).
3. Girls are moderate in Reading comprehension in English (61%).
4. The level of attainment of Girls in Reading comprehension in English with regard to-
  - 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
 is only moderate (69%, 58% and 62%).
5. The level of attainment of SC/ST students of standard IX in Reading comprehension in English is moderate (62%).
6. The level of attainment of SC/ST students in Reading comprehension in English with regard to –
  - 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
 is only moderate (69%, 63% and 58%).
7. The level of attainment of Backward community students of standard IX in Reading comprehension in English is moderate (61%).
8. The Backward community students of standard IX in Reading comprehension in English with regard to –
  - 1) Reading the lines (R.L)

- 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (70%, 62% and 63%).
9. The Forward community students of standard IX in Reading comprehension in English is moderate (60%).
  10. The Forward community students of standard IX in Reading comprehension in English with regard to –
    - 1) Reading the lines (R.L)
    - 2) Reading between the lines (R.Bet.L) and
    - 3) Reading beyond the lines (R.Bey.L)
 is only moderate (67%, 48% and 56%).
  11. The level of attainment of Hindu students of standard IX in Reading comprehension in English is moderate (61%).
  12. The Hindu students of standard IX in Reading comprehension in English with regard to –
    - 1) Reading the lines (R.L)
    - 2) Reading between the lines (R.Bet.L) and
    - 3) Reading beyond the lines (R.Bey.L)
 is only moderate (70%, 62% and 63%).
  13. The level of attainment of Christian students of standard IX are moderate in Reading comprehension in English (61%).
  14. The level of attainment of Christian students in Reading comprehension in English with regard to –
    - 1) Reading the lines (R.L)
    - 2) Reading between the lines (R.Bet.L) and
    - 3) Reading beyond the lines (R.Bey.L)
 is only moderate (73%, 70% and 52%).
  15. The level of attainment of Muslim students of standard IX in Reading comprehension in English ranges from moderate to high (40% moderate and 44% high).
  16. The level of attainment of Muslim students in Reading comprehension in English with regard to Reading the lines is moderate (55%). However in the case of Reading between the lines and Reading beyond the lines the attainment ranges from moderate to high. That is 48% and 42% of the sample falls under moderate and high categories respectively in R.Bet.L. and 48% and 40% of the sample in R.Bey.L.
  17. The pupils of Boys' schools in their level of attainment in Reading comprehension in English is moderate (67%).
  18. The level of attainment of students in Boys' schools in Reading comprehension in English with regard to –
    - 1) Reading the lines (R.L)

- 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (72%, 70% and 67%).
19. The pupils of Girls' schools are moderate in their level of attainment in Reading comprehension in English (56%).
20. The level of attainment of students in Girls' schools in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is moderate (64%, 56% and 58%).
21. The pupils of Co-educational schools are moderate in their level of attainment in Reading comprehension in English (61%).

22. The level of attainment of students in Co-educational schools in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is moderate (72%, 60% and 61%).
23. The level of attainment of students in Rural schools in Reading comprehension in English is only moderate (64%).
24. The level of attainment of Rural schools in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (73%, 62% and 61%).
25. The standard IX students in Urban schools are moderate in Reading comprehension in English (61%).
26. The level of attainment of Urban school students in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (61%, 66% and 67%).
27. The level of attainment of students in Semi-urban schools in Reading comprehension in English ranges from high to moderate (49% moderate and 36% high).
28. The level of attainment of students in Semi-urban schools in Reading comprehension in English with regard to Reading the lines (R.L) is only moderate (71%). However in the case of Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L) the attainment ranges from moderate to high. That is 46% and 34% of the sample falls under moderate and high categories in Reading between the lines (R.Bet.L) and 53% and 35% of the sample falls under moderate and high categories in Reading beyond the lines (R.Bey.L) .

29. Students with low Parental education are only moderate in their level of attainment in Reading comprehension in English (60%).
30. The level of attainment of students with low Parental education in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (70%, 62% and 61%).
31. The level of attainment of students with moderate Parental education in Reading comprehension in English is only moderate (61%).
32. The level of attainment of students with moderate Parental education in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (68%, 60% and 63%).
33. The level of attainment of pupils with high Parental education in Reading comprehension in English is only moderate (72%).
34. The level of attainment of pupils with high Parental education in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is moderate (75%, 70% and 56%).
35. The pupils with low Parental annual income are only moderate in their level of attainment in Reading comprehension (61%).
36. The level of attainment of students with low Parental annual income in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and



- 3) Reading beyond the lines (R.Bey.L)  
is moderate (69%, 63% and 62%).
37. The pupils with moderate Parental annual income are only moderate in their level of attainment in Reading comprehension (62%).
38. The level of attainment of students with moderate Parental annual income in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is moderate (70%, 58% and 62%).
39. The level of attainment of students with high Parental annual income in Reading comprehension is moderate (66%).
40. The level of attainment of students with high Parental annual income in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (79%, 64% and 60%).
41. The level of attainment of students with Kindergarten education in Reading comprehension is moderate (59%).
42. Students with Kindergarten education in their level of attainment in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is only moderate (63%, 57% and 63%).
43. The level of attainment of students without Kindergarten education in Reading comprehension is moderate (68%).
44. Students without Kindergarten education in their level of attainment in Reading comprehension in English with regard to –
- 1) Reading the lines (R.L)
  - 2) Reading between the lines (R.Bet.L) and
  - 3) Reading beyond the lines (R.Bey.L)
- is moderate (72%, 64% and 61%).

## **7.2. MAJOR FINDINGS FROM SECONDARY HYPOTHESES**

1. Standard IX students' skill of Reading comprehension in English is found to be influenced by their Gender. Girls have scored better than boys.
2. Standard IX students' skills of Reading comprehension in English in terms of Reading the lines (R.L) and its sub-skills –
  - R.L1- Guessing the meaning of words and phrases.
  - R.L2- Locating needed information
  - R.L3 - Sequencing contents
  - R.L4 - Understanding the context.
 are influenced by their Gender. Girls have scored better than boys in all the above categories.
3. Standard IX students' skills of Reading comprehension in English in terms of the following sub-skills of Reading between the lines (R.Bet.L) –
  - R.Bet.L1 - Skill of interpreting contents
  - R.Bet.L3 - Deriving implied meaning.
 are influenced by their Gender. That is in the case of the above categories girls have scored better than boys.
4. Standard IX students' skills of Reading comprehension in English in terms of Reading beyond the lines (R.Bey.L) and its sub-skills –
  - R.Bey.L1 - Establishing the cause of events
  - R.Bey.L2 - Estimating the worth of the details given
  - R.Bey.L4 - Judging characters and ideas
 are influenced by their Gender. In the above categories girls have scored better than boys.
5. Skill of Reading comprehension of standard IX students is influenced by their Social status. That is Forward community students score better than others.
6. Skills of Reading comprehension of standard IX students in terms of Reading the lines (R.L) and its following sub-skills –
  - R.L2- Locating needed information
  - R.L4- Sequencing contents
 are influenced by the student's Social status. In the above categories Forward community students have scored better than others.
7. Skills of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its following sub-skills –
  - R.Bet.L1 - Skill of interpreting contents
  - R.Bet.L2 - Arriving at unsaid facts
 are influenced by the student's Social status. Forward community students have scored better than others in all the above categories.
8. Skills of Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills –

- R.Bey.L1 - Establishing the cause of events
- R.Bey.L2 - Estimating the worth of the details given
- R.Bey.L3 - Decoding structural peculiarities
- R.Bey.L4 - Judging characters and ideas

are influenced by the student's Social status. Students belonging to Forward community have scored better than others in R.Bet.L1, R.Bet.L2 and R.Bet.L4. However in R.Bey.L3 Backward community students have scored better than all others.

9. Skill of Reading comprehension of standard IX students is influenced by their Religion. Muslim students have scored better than the students of other Religions.
10. Skills of Reading comprehension in terms of Reading the lines (R.L) and its following sub-skills –
  - R.L2- Locating needed information
  - R.L3- Sequencing contents
  - R.L4- Understanding the context

are influenced by the students' Religion. In all above categories Muslim students have scored better than others.

11. Skill of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its sub-skill – Skill of interpreting contents (R.Bet.L1) are influenced by the Religion of the students. In the above categories Muslim students have scored better than others.
12. Skills of Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills –  
 R.Bet.L1 - Skill of interpreting contents  
 R.Bet.L2 - Arriving at unsaid facts  
 R.Bet.L3 - Deriving implied meaning.  
 are influenced by the students' Religion. That is in all the above categories Muslim students have scored better than others.
13. Skills of Reading comprehension of standard IX students is influenced by the Type of school. Students from Girls' school have scored better than others.
14. Skills of Reading comprehension in terms of Reading the lines (R.L) and its following sub-skills –  
 R.L1- Guessing the meaning of words and phrases.  
 R.L2- Locating needed information.  
 R.L3- Sequencing contents.  
 R.L4- Understanding the context.  
 are influenced by the Type of school. In all the above categories students from Girls' schools have scored better than others.
15. Skills of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its following sub-skills –  
 R.Bet.L1 - Skill of interpreting contents  
 R.Bet.L3 - Deriving implied meaning.  
 are influenced by the Type of school. In all the above categories students from *Girls'* schools have scored better than others.
16. Skills of Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills –  
 R.Bey.L2 - Estimating the worth of the details given  
 R.Bey.L4 - Judging characters and ideas  
 are influenced by the Type of school. In all the above categories students from Girls' schools have scored better than others.
17. Skill of Reading comprehension of standard IX students is influenced by the Locality of school. Students from Semi-urban schools score better than others.
18. Skill of Reading comprehension in terms of Reading the lines (R.L) and its sub-skill – R.L4 – Understanding the context are influenced by the Locality of schools. In the above categories students from Semi-urban schools score better than others.

19. Skill of Reading comprehension in terms of R.Bet.L2 – Arriving at unsaid facts of Reading between the lines is influenced by the Locality of school. That is the students in Semi-urban schools are more competent in the above sub-skill.
20. Skill of Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills –  
 R.Bey.L2 - Estimating the worth of the details given  
 R.Bey.L4 - Judging characters and ideas  
 are influenced by the Locality of school. That is in the above categories students from Semi-urban schools score better than others.
21. Skill of Reading comprehension of standard IX students is influenced by Parental education. Students with high Parental education have scored better than others.
22. Skills of Reading comprehension in terms of Reading the lines (R.L) and its sub-skill – R.L2 – Locating needed information are found to be influenced by the students’ Parental education. In the above categories students with high Parental education have scored better than others.
23. Skills of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its sub-skills –  
 R.Bet.L1 - Skill of interpreting contents  
 R.Bet.L3 - Deriving implied meaning  
 are influenced by the students’ Parental education. In the above categories students with high Parental education have scored better than others.
24. Skills of Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its sub-skill – R.Bey.L1 – Establishing the cause of events are influenced by the students’ Parental education. In the above categories students with high Parental education are found to be more competent.
25. Skill of Reading comprehension of standard IX students is influenced by their Parental annual income. That is students with high Parental annual income have scored better than others.
26. Skills of Reading comprehension in terms of Reading the lines (R.L) and its following sub-skills –  
 R.L2- Locating needed information.  
 R.L4- Understanding the context  
 are influenced by the students’ Parental annual income. That is in the above categories students with high Parental annual income have scored better than others.
27. Skills of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its following sub-skill – R.Bet.L1 – Skill of interpreting contents are influenced by Parental annual income. In the above categories students with high Parental annual income are more competent.
28. Skills of Reading comprehension in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills –  
 R.Bey.L2 - Estimating the worth of the details given  
 R.Bey.L4 - Judging characters and ideas

are influenced by the students' Parental annual income. That is in the above categories students with high Parental annual income are found to be better.

29. Skill of Reading comprehension of standard IX students is influenced by the Kindergarten education.

That is students with Kindergarten education have scored better than students without Kindergarten education.

30. Skills of Reading comprehension in terms of Reading the lines (R.L) and its following sub-skills –

R.L2- Locating needed information.

R.L3- Sequencing contents.

R.L4- Understanding the context

are influenced by the students' Kindergarten education. Students with Kindergarten education are more competent than students without Kindergarten education.

31. Skills of Reading comprehension in terms of Reading between the lines (R.Bet.L) and its following sub-skill –
- R.Bet.L1 - Skill of interpreting contents
  - R.Bet.L3 - Deriving implied meaning.
- are influenced by the students' Kindergarten education. That is students with Kindergarten education have scored better than students without Kindergarten education.
32. Skills of Reading comprehension of standard IX students in terms of Reading beyond the lines (R.Bey.L) and its following sub-skills –
- R.Bey.L1 - Establishing the cause of events
  - R.Bey.L2 - Estimating the worth of the details given
  - R.Bey.L3 - Decoding structural peculiarities
  - R.Bey.L4 - Judging characters and ideas
- are influenced by the students' Kindergarten education. In all the above categories students with Kindergarten education are more competent.

### 7.3. MAJOR FINDINGS FROM TERTIARY HYPOTHESES

#### Findings related to Reading comprehension and its psychological variables

1. The level of attainment of standard IX students is moderate with regard to Reading readiness and its components.
2. The skill of Reading comprehension of standard IX students is positively related to their Reading readiness.
3. The skill of Reading the lines (R.L) and its sub-skill R.L1 – Recognizing the meaning of words and phrases are positively related to Reading readiness (R.R) and its component R.R1 – Perceiving information. RL2 – Locating needed information is positively related to Reading readiness (R.R) and its following components –
  - R.R1 - Perceiving information
  - R.R3 - Perceiving the root
  - R.R5 - Readiness to guess the meaning
  - R.L5- Sequencing contents is not related to R.R and all its sub-skills.
  - R.L4- Understanding the context is positively related to Reading readiness and its component Perceiving information (R.R1).
4. The skill of Reading between the lines (R.Bet.L) is positively related to Reading readiness (R.R) and two of its components – Perceiving information (R.R1) and Reading graphs and tables (R.R6).

R.Bet.L1 - Skill of interpreting contents is positively related to *Reading readiness* (R.R) and its following three components

R.R1 - Perceiving information

R.R3 - Perceiving the root

R.R6 - Reading graphs and tables.

R.Bet.L2 - Arriving at unsaid facts is positively related to *Reading readiness* (R.R) and its following three components –

R.R1 - Perceiving information

R.R5 - Readiness to guess the meaning

R.R6 - Reading graphs and tables.

Regarding R.Bet.L3 – Deriving implied meaning is positively related to the components of *Reading readiness* (R.R) – Perceiving information (R.R1).

5. The skill of *Reading beyond the lines* (R.Bey.L) is positively related to *Reading readiness* (R.R) and its following two components –

R.R1 - Perceiving information

R.R3 - Perceiving the root

R.Bey.L1 – Establishing the cause of events is positively related to *Reading readiness* (R.R) and its component *Perceiving information* (R.R1).

R.Bey.L2 – Estimating the worth of the details given is positively related to *Reading readiness* (R.R) and its following three components –

R.R1 - Perceiving information

R.R3 - Perceiving the root

R.R6 - Reading graphs and tables.

R.Bey.L3 – Decoding structural peculiarities is not related to *Reading readiness* (R.R) and all its components.

However R.Bey.L4 – Judging characters and ideas is positively related to *Reading readiness* (R.R) and its following two components –

R.R1 - Perceiving information

R.R5 - Readiness to guess the meaning

6. *Reading readiness* and its following components –

R.R1 - Perceiving information

R.R4 - Perceiving similar expressions

R.R5 - Readiness to guess the meaning

are influenced by Gender.

With regard to *Reading readiness* (R.R) and all its above components except R.R5 – *Readiness to guess the meaning*, girls have scored better than boys.



7. **Reading readiness** (R.R) and its component – **Perceiving information** (R.R1) are influenced by the Social status of standard IX students. Forward community students have scored better than others.
8. **Reading readiness** and its components are not influenced by standard IX students' Religion.
9. **Reading readiness** and its following components are influenced by Type of school –
  - R.R1 - **Perceiving information**
  - R.R4 - **Perceiving similar expressions**
 In R.R1 Girls' institutions have scored better than others. In R.R4 Boys' institutions have scored better than others.
10. **Reading readiness** (R.R) and its following components are influenced by the Locality of school –
  - R.R1 - **Perceiving information**
  - R.R2 - **Perceiving the concept**
  - R.R5 - **Readiness to guess the meaning**
  - R.R6 - **Reading graphs and tables.**
 In **Reading readiness** (R.R) and all its above components students from Semi-urban schools have scored better than others.
11. Parental education has significant influence over R.R1 – **Perceiving information**. In this component students with moderate Parental education have scored better than others.
12. **Reading readiness** (R.R) and all its components are not influenced by Parental annual income and students' studies in Kindergarten schools prior to primary education.
13. **Reading attitude** of standard IX students is negative (56%).
14. **Reading attitude** of standard IX students is not influenced by their skill of **Reading comprehension** in English.
15. **Reading comprehension** of standard IX students with regard to **Reading the lines, Reading between the lines, Reading beyond the lines** and their sub-skills are not influenced by their **Reading attitude**.
16. Gender, Social status and Religion do not have significant influence over the **Reading attitude** of standard IX students.
17. Type of schools has significant influence over the **Reading attitude** of standard IX students. Co-educational school students have scored better than others.
18. Locality of school has significant influence over the **Reading attitude** of standard IX students. Students from rural schools have scored better than others.
19. Parental education and Parental annual income do not has significant influence over the **Reading attitude** of standard IX students.
20. Kindergarten education influence over the **Reading attitude** of standard IX students. Students without Kindergarten education have scored better.
21. **Cognitive style** of standard IX students is predominantly **field dependent** (71%).

22. *Cognitive style* of standard IX students belonging to the following categories –
- Boys and Girls
  - SC/ST, BC and FC Communities
  - Hindu, Christian and Islam Religions
  - Boys', Girls' and Co-educational Schools
  - Rural, Urban and Semi-urban Schools
  - Low, moderate and high Parental education
  - Low, moderate and high Parental annual income
  - With and without Kindergarten education.
- is predominantly field-dependent.
23. *Cognitive style* (field dependent and field independent) of standard IX students does not significantly influence their skill of Reading comprehension in English.
24. The sub-skill of Reading the lines R.L4 – Understanding the context is associated with the *Cognitive style* (field dependent / independent) of standard IX students.
25. Reading between the lines (R.Bet.L), Reading beyond the lines and their sub-skills are not associated with standard IX students' *Cognitive style* (field dependent / independent).

## **7.4. DISCUSSION**

### **7.4.1. Reading comprehension**

A large per cent (more than 60%) of the subjects (standard IX students) falls under 'moderate' category in the skill of Reading comprehension in English. It suggests that students of standard IX are not weak in the skill of Reading comprehension. In all the three levels of comprehension - Reading the lines (70%), Reading between the lines (70%), and Reading beyond the lines (62%), majority of students fall under the 'moderate' category. This may be due to the nature of classroom teaching. Most of the teachers read and explain the textbook. Not only in English but in other subjects also teachers read the text first and then they give detailed explanation. Moreover teachers make the students read the text for one reason or other in the class. Loud reading (oral reading) is the only form of activity found in most of the language classrooms. In the classroom while speaking English is totally absent; writing from memory occurs now and then in the English class. Because of these, students may have a passive understanding of reading and writing aspects of the English language i.e., the only prevalent language activity found in an English class is reading. Hence it may be concluded that because of

the predominant reading activity in the class, the subjects studied are not very low in the skill of Reading comprehension.

Moreover the common practice in the schools is to make the students memorize answers given by the teachers. Monotonous reading is the only method possible for the students to memorize paragraphs after paragraphs in English. Therefore, in spite of poor exposure to English, the students read and read and memorize for the purpose of examination. Apart from the subject matter, the present day examinations in English, test the knowledge of grammar and vocabulary. Therefore the students read and memorize new vocabulary and grammatical constructions. This knowledge of grammar and vocabulary along with reading activity may be preventing the subjects from getting more weakened in their skills of Reading comprehension. It has been supported by numerous studies, which have shown a strong correlation between the knowledge of vocabulary, grammar and Reading comprehension (Baker, 1995; Nagy, 1988; Nelson - Herber, 1986).

If at all English language is used outside the classroom, it is only for the purpose of reading. Students do not have the habit of listening to English news or English talks or conversing in English with any one outside the classroom. When they walk on the road they are likely to read advertisements in English. In bus stations and railway stations they are exposed to instructions, directions and schedules written in English. Even in hotels they may come across menu cards written in English. Some students may have genuine interest to read storybooks and newspapers in English. But it is rare to come across students engaged in creative writing and oral communication in English. Thus we can conclude that outside the classroom also reading is the only skill that is used often and more than that of the other three language skills - listening, speaking and writing. It may also be taken as a the reason why the subjects studied are not found to be very weak in Reading comprehension in English.

Though it has been inferred from the present study that the students of standard IX are not poor in Reading comprehension, it suggests the fact at the same time, that they are not strong in the skill of Reading comprehension (19%) and its dimensions Reading the lines (16%), Reading between the lines (23%) and Reading beyond the lines (17%). It may be attributed to the wrong methods of teaching adopted by the teachers

and the wrong use of the text. Students read their text not out of interest, but out of force. They do not read books by themselves. Only for the purpose of examination they read the text. In the examination also most of the questions are factual ones and hence they do only surface level reading. Because of this practice it may be said that the students are prevented from developing the essential skills of comprehension and as such they are found to be moderate in **Reading comprehension** and its dimensions.

Moreover, there is no systematic teaching of the skills of comprehension. In classroom, students are trained to answer questions in such a way to get more marks in the examination but not to comprehend the given message in the text rightly. The purpose of non-detailed reader is to inculcate the habit of reading among students. Though non-detailed readers are prescribed for every standard, students never use them for pleasure reading. Instead of practicing individual and independent reading, students study non-detailed readers to answer questions in the examination. Therefore they are not able to develop the habit of reading books written in English which is supposed to be a prerequisite for good comprehension.

In the component Decoding structural peculiarities (R.Bey.L3) the students of standard IX are very poor because of lack of variety in reading materials available for them. Now a days students are only text book oriented. English books other than the prescribed ones are unknown to the student community at the Secondary level. Schools also fail in providing the students with necessary accessibility to reading sources. Libraries are there only for namesake in schools. Variety in language use is quite unknown to the students of Secondary schools. It is often said that a well-stocked reading corner in the classroom gives children the opportunity to read. Newcastle and Ward (1985) state that teachers who read more books and are familiar with the reading materials in the classroom make the children observe and imitate their behaviour. Hence, absence of exposure to language varieties may be considered as a reason for the students being poor in Decoding structural peculiarities (R.Bey.L3).

#### **7.4.2. Reading readiness**

*Reading readiness* is one's mental disposition to read. Children need proper environmental stimulation if maturational development is to progress. Therefore the pupil's readiness to read and their mental maturity may depend on the reading materials

given to them. In a way all the three may be interrelated ones. Lakshmi Menon (1975) says that any programme of reading in the second language should start with the creation of desire in the mind of the child to read in that language so that he can find new and interesting things for himself. Koppar (1970) states that Reading readiness is related to Reading comprehension. The present study also reveals that the skill of Reading comprehension is positively related to Reading readiness.

Reading readiness and all its components are only moderate in the case of standard IX students. This may be due to lack of general reading habit. Children are not familiar with reading and reading related tasks. As their exposure to English language is limited they need a greater degree of mental and emotional preparation before they plunge into reading. Reading readiness depends upon the kindling of curiosity among children. But in our Indian setting children rarely get guidance in reading. Children are not exposed to books other than their texts. Schools fail to maintain classroom libraries where children get chance to read, and in home also generally they are not exposed to variety in reading. Due to this, pupils are not mentally prepared to decode the printed material. Through a well-maintained school library the child's interest in reading can be boosted. Attractive book display, book talk and story telling hours would make reading exciting to children. Gaver (1961) found that higher educational gains were made when there was a school library and students read more and better books in a school library.

The first dimension of Reading comprehension that is Reading the lines (R.L) and its sub-skill Guessing the meaning of words and phrases (R.L1) are related to Reading readiness (R.R) and its component Perceiving information (R.R1). Reading the lines (R.L) is getting the literal meaning and Guessing the meaning of words and phrases (R.L1) is fixing the meaning of words and phrases. This may be the reason why R.L1 and R.R1 are related to each other.

The present study shows that Locating needed information (R.L2) is related to Reading readiness and its components Perceiving information (R.R1), Perceiving the root (R.R3) and Readiness to guess the meaning (R.R5). When the fact has been rightly understood, the information can reach the mind easily. For arriving at this end the root is to be identified and the right meaning is to be guessed from the content. This shows the presence of a cognitive link in Locating needed information (R.L2) in a passage i.e., the

act of locating facts in a printed page suggests the progress in getting information, identifying the root and guessing the meaning.

Ability in Sequencing contents (R.L3) which is a skill of organization is not related to Reading readiness and all its components. It shows the nature of Reading readiness, the concept being treated as a jumping pad to plunge a beginner in second language learning into the act of reading. As it is understood it is a disposition comprising basic skills of reading for a smooth going in basic reading materials. Therefore higher level skills such as organizing or sequencing information gathered for further analysis may not be present. It may be the reason why R.L3 is not found to be related to Reading readiness.

Perception is a basic disposition to identify the newness of the words, structures and sentence construction. The ability to perceive the nature of words and sentences will certainly lead to getting at the message conveyed through them by the writer. In fact, perception is a process to take the reader right through the reading material with clarity and proper understanding. Naturally, therefore, the skill of Perceiving information (R.R1) will influence the skill of Understanding the context (R.L4) as reported in the present study.

It may also be inferred from the findings reported that of the six components of Reading readiness, the component Perceiving information (R.R1) is of paramount importance to facilitate comprehension at the level of Reading the lines.

The second dimension of Reading comprehension - Reading between the lines (R.Bet.L) is a higher level cognition. This is done at interpretative level. Reading readiness is an essential factor for better reading. Hence the present study shows that there is positive correlation between them. Moreover it suggests that it is due to the presence of higher order capacity in Reading readiness as Reading graphs and tables (R.R6).

As discussed earlier the skill of Perceiving information (R.R1) sets the base for deeper thinking. With the help of this, when the cognition is raised to the level of Perceiving the root (R.R3) and Reading graphs and tables (R.R6), the individual may manifest the skill of Interpreting contents (R.Bet.L1) a major sub-skill of Reading between the lines. As if to substantiate this theoretical interpretation, the present study

has brought forth the finding revealing the correlation of R.Bet.L1 with R.R1, R.R3 and R.R6.

Arriving at unsaid facts (R.Bet.L2) is positively related to *Reading readiness* and its components Perceiving information (R.R1), Readiness to guess the meaning (R.R5), and Reading graphs and tables (R.R6). In deducing information one pays maximum attention to get the definite idea. Precision in meaning is developed here. A person perceives the information, guesses the meaning, reads for a definite sequence of data and thus deduces information. Hence Arriving at unsaid facts (R.Bet.L2) is positively related to R.R, R.R1, R.R5 and R.R6.

An artist is capable of giving life to his experiences and imaginations on the canvas by a careful touch of his brush. Likewise a writer too pictures his experiences by a careful selection of words and forms of expressions. Therefore to understand and appreciate a creative work one should have a global understanding of the work as well as the ability to read what and how of the information provided by the author. In fact such painted pictures mean different things to different people. This is the skill generally termed as Deriving implied meaning (R.Bet.L3) in *Reading comprehension*. The present study shows that the skill of Perceiving information (R.R1) is instrumental for such an in-depth reading. Therefore it may be inferred that the mental disposition to perceive information is a prerequisite for an in-depth analysis of hidden information in the reading material.

Of the six components of *Reading readiness*, Perceiving information (R.R1) and Reading graphs and tables (R.R6) are found to be highly influencing the various sub-skills of *Reading between the lines*. Hence it can be stated that *Reading between the lines* is very much decided by R.R1 and R.R6.

The third dimension of *Reading comprehension* is *Reading beyond the lines* (R.Bey.L). This is the evaluative or judgement aspect of reading. When the reader gains a higher level of understanding, the net outcome is inferential in nature. So *Reading beyond the lines* is an advanced form of reading. Hence *Reading readiness* an in-built capacity on the part of the reader to read is capable of influencing the reader to reach the level of *Reading beyond the lines* as shown in the present study.

To have an estimate of what is given for reading, first one should perceive what it is, i.e., the reader should have a good understanding of stated and unstated facts in the material. Naturally therefore, it is possible only with the help of the component of *Reading readiness - Perceiving information (R.R1)*. However to arrive at this end, the reader is required to have the ability to identify the grammaticality of the word as verb, adverb, noun etc., the form of the words as single, compound, phrasal, hyphenated etc., the nature of the word as formal, informal, figurative etc., and then the shades of meaning of the word. Such an ability is found to be an important constituent of the mental disposition *Reading readiness*, named as *Perceiving the root (R.R3)*. The finding deduced from the present study, the significant correlation of *Reading beyond the lines* with R.R1 and R.R3, seems to uphold this theoretical understanding of *Reading comprehension*.

Establishing the cause of events (R.Bey.L1) refers to the ideas formed on parts of the whole. For example in testing a salt, one sees its colour, its taste, its texture and its smell. Thus, a person infers the various qualities of the salt first which in turn leads him to a conclusion about the salt. As one tests a salt, one can study about a person, place or thing with the help of the characteristic features. To study the character of a person one sees his physical appearance, observes his temperament, his likes and dislikes and the manner in which he talks or reacts. Analysing various qualities lead to establish cause of events i.e., series of inferences lead to estimate the worth. The present study states that *Estimating the worth of the details given (R.Bey.L2)* is influenced by *Reading readiness* and its components *Perceiving information (R.R1)*, *Perceiving the root (R.R3)*, and *Reading graphs and tables (R.R6)*. That is, for drawing valid conclusions one must possess the basic components of *Reading readiness*. It may be the reason why they are found to be related to each other. Moreover, it is very much confirmed by the finding that brings out the presence of a significant correlation between *Establishing the cause of events (R.Bey.L1)* and *Reading readiness*, and its component *Perceiving information (R.R1)*.

The concept of *Readiness to read* being investigated in the present study is meaningful only for those at the beginning (or) middle (or) secondary levels of learning English as a second language. What is generally provided to these categories of students



for reading is formal, prosaic write-ups in the form of stories, narration etc. Materials borrowed from literary works are given only in simplified form so as to reduce the complexity of the language. Reading readiness goes well along with the reading of this sort. Once a familiarity is established with such reading and reading materials it is hoped that a reader can tackle texts of different language styles.

It may be noted that of the six components of Reading readiness, none of them is pertaining to language form or language style. This may be the reason why the sub-skill Decoding Structural Peculiarities (R.Bey.L3) an important one of Reading beyond the lines is not related to Reading readiness or any of its components.

Judging character and ideas (R.Bey.L4) is positively related to Reading readiness and its components Perceiving information (R.R1) and Readiness to guess the meaning (R.R5). From this it may be understood that these two components which are helpful to gather the relevant information and understand the meaning of words and expressions from the context are capable of taking the reader to the level of comprehension Reading beyond the lines in the form of Judging characters and ideas (R.Bey.L4).

Moreover of all six components of Reading readiness - Perceiving information (R.R1) and Perceiving the root (R.R3) are found to be the most influential; and Perceiving the concept (R.R2) and Perceiving similar expressions (R.R4) are of the least to enable the reader to comprehend at the level of Reading beyond the lines.

#### **7.4.3. Reading attitude**

Children should develop a favourable attitude towards reading. If they find reading a pleasant and effortless process they will be carried away by it. The present study reveals that Reading attitude of standard IX students is only negative. That is 56% of the sample falls under negative category of Reading attitude. Absence of reading habit among students may be a major cause for it. Schools also fail to provide systematic teaching of reading to students. Success in developing reading skills in students depends on the teacher. Curriculum requirements may take so much of the teaching hours that the teacher may not find enough time to teach reading. The selected materials should enable the reader to read comfortably with enjoyment. But in practice the materials in use are not properly graded ones and the methods being adopted for

reading in our schools are dull and monotonous. There are no proper models also for students inside and outside the home to follow. Because of these reasons Reading attitude of the subjects studied may be negative.

Reading readiness is positively related to Reading comprehension and its dimensions. But Reading comprehension and its dimensions are not found to be influenced by Reading attitude. While positive attitudes foster progress in learning to read, negative attitudes will result in reading difficulties. Personal and social adjustment, home conditions, peer relations, teacher - pupil relations, and the instructional programme all influence attitudes towards reading (Guy L. Bond *et al.*, 1989). Proper encouragement in reading develops proper attitude towards it. If the early attempts in reading are discouraging they consider reading English as a punishment. Proper attitude towards reading develops the skill of Reading comprehension. But the present study shows that there is no correlation between them. Contrary to this, Koppar (1970); Rosalie Whileway (1996); and Janet Lee (1994) state that Reading comprehension is related positively to Reading attitude.

There may be different reasons for the lack of significant correlation between Reading comprehension and Reading attitude of the students of standard IX. While their Reading attitude is negative in nature, their skill of Reading comprehension is moderate. If their state of Reading comprehension is decided by their attitude towards reading, certainly it would be low or very low. The very fact that their Reading comprehension is moderate makes one think that there are certain factors personal or environmental influential enough to nullify the negative effect of Reading attitude. As observed in the present study over and above the influence of Reading readiness, Parental education, Parental annual income, Kindergarten education etc., there may be factors responsible for raising the level of Reading comprehension against the pull of the negative attitude of the subjects towards reading. These may be intelligence, verbal reasoning, oral fluency in English, learning style, achievement in the target etc.

#### **7.4.4. Cognitive style**

Cognition, the mental process, needed for the accomplishment of any task may be related to reading, an intellectual task. Specific cognitive abilities may be essential for the acquisition of specific skills such as reading which is often considered as a powerful means for knowledge acquisition, structuring and application of the acquired knowledge.

Many researches concerning the relationship of several aspects of *Cognitive style* and reading have been conducted. As a result *Cognitive style* is stated to be related to reading ability and achievement, (Witkin, H.A. and Goodenough, D.R., 1981). Field dependent children seem to get information in a global fashion and are easily influenced by their environment. On the other hand field independent children get information in an analytical manner and tend to be individualistic (Norman, 1980; Goswal, 1983; Randolph, 1983).

The present study shows that the *Cognitive style* of standard IX students is predominantly field dependent. By virtue of being field dependent one may perceive the field of focus as a whole or as an entity and because of such cognition one may fail to identify the parts or units of the field. Therefore one may lose sight of minor differences or peculiarities found in parts or units. Therefore the subjects studied in the present investigation may not be analytical while reading, due to their field dependency.

The present study aimed at assessing the levels of **Reading comprehension** in English of standard IX students. For answering questions asked at different levels of comprehension - Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L) one has to be a good analyser, synthesizer and evaluator. The higher level cognition tasks call for a higher level analysing, synthesizing and evaluating skills. But, the subjects being field dependent may not be highly analytical or evaluative to cope with the demand of higher level tasks of cognition. This may be the reason why they are only moderate in their skills of comprehension.

*Cognitive style* is a form of mental picture formed on visual or audio or other memory perceptions. One's mental picture may be analytical or global in nature at the moment of a perception giving way to field independent / dependent *Cognitive style*. Several studies have shown that *Cognitive style* is capable of influencing learning (Witkin, Dyk, Faterson, Goodenough, and Karp, 1962 / 1974 ; Witkin Lewis, Hetzman, Machover, Meissner and Wapner, 1954 / 1972; Witkin 1976). Field independence was found to be related to reading achievement by Blaha (1982).

Therefore it was assumed in the beginning of the study that *Cognitive style* could influence the skill of **Reading comprehension**. However the present study shows that only Understanding the context (R.L4) is influenced by *Cognitive style*. All the other

sub-skills of the three dimensions are not found to be influenced as they are of higher level cognitive acts. Moreover it may be attributed to the Cognitive style field dependency of the subjects. Blake (1985) failed to find a relationship between field independence - dependence and passage comprehension.

7.5. *READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES  
RELATED TO GENDER*

Boys and Girls of standard IX are very much identical in their skill of Reading comprehension in English, that is they fall under the 'moderate' category in the skill of Reading comprehension (62% and 61%) and its dimensions Reading the lines (70% and 69%) Reading between the lines (65% and 58%) and Reading beyond the lines (62% and 62%). Shivapuri (1982), Bhishikar (1980) and Srinivasa Rao (1986) investigated and found that sex differences were not significant with regard to reading ability.

The present study was made with an assumption that Gender would influence the skill of Reading comprehension. In Tamilnadu there are cultural differences in the bringing of girls and boys in all aspects. Compared to boys, girls are soon withdrawn from schools and this reflect the society's attitudes towards girls. Boys are free to have friends and to spend their time in friends' company. They are free to receive and visit friends. Not only they are permitted to visit friends but also to go to various places where they could get variety of exposure. They are independent inside and outside home and they are not much restricted like girls. Relatively they think on their own and act according to their likes and dislikes. Thus they are more domineering at home and school compared to girls.

Moreover Boys have freedom in decision making even in their education, i.e., in selecting courses of study, they act more independently. They are allowed to leave their home and home town for the sake of getting higher education. On the contrary, girls are allowed to select their course of study with much restrictions. They are not easily allowed to go to distant places for their education. Parents feel that it is better to educate their female wards in the nearby educational institutions. Though the course they are interested in is not available in the nearby institutions, they are forced to join there only.

Boys have more time to study and they can maximum utilise the study time available. But, at the sametime due to their physical condition and the duties at home girls are not able to utilise their free time available for their studies. They are supposed to help their mother and other family members. At times they are supposed to take care of the younger ones also.

Boys are encouraged to participate in Co-curricular and Extra-curricular activities, which are denied to girls though they are interested in them. Girls are unable to make use of their latent talents and they are in a shell.

Due to all the above reasons a difference was expected in Reading comprehension and its skills. But the result of the present study shows that both boys and girls are of the same category that is 'moderate'. It shows Reading comprehension a cognitive characteristic is not affected by the cultural elements found in the life style of both the sexes. It also upholds the fact that cognitive development is of the same level for both boys and girls.

It may be attributed to the similarity of the educational environment available for them. First of all both of them have the same school setting. There is no separate library and classroom for boys and girls. The learning materials provided to them are the same and both undergo the same mode of teaching. The type of examination is the same for both boys and girls. Due to these, the cultural variations in the bringing up of boys and girls are found to be nullified so as to wield any influence over their skills of Reading comprehension.

Though boys and girls fall under the moderate category in the skills of Reading comprehension, subtle differences are seen on deeper analysis on the basis of their mean scores. Girls seem to score better than boys in all the dimensions of the skill of Reading comprehension. Most of the studies reveal that girls have better achievement compared to boys. The studies of Rao (1975), Agrawal (1981) and Dave (1973) are on this line. In the skill of Reading comprehension in English also many studies, for example Dass (1984), Bharat Joshi (1996) and others state that girls score higher in Reading comprehension than boys. This supremacy of girls may be attributed to their general higher achievement in all the subjects of study.

It is a fact that both boys and girls are handicapped towards the learning of English. However girls by virtue of their characteristic-patience, may concentrate more on their learning tasks in spite of the negative attitude of parents towards female education. They listen to all instructions carefully and do work in a more involved way. They are regular in their work and have the will to follow instructions without fail, and fulfill teachers' expectations. In fact one can see willful involvement in all the tasks they undertake.

Moreover girls' superior social relation with elders may also be a reason for their achievement. As they are generally cordial to all, there is a congenial teacher student relationship and this may facilitate their achievement. Shivapuri (1982) states that the relationship between personality factors and educational achievement is significant only for girls. As girls are less critical about their teachers and elders, they get good encouragement from them for a better attainment. Direct intervention of parent or teacher or tutor in the comprehension process increases reading comprehension (Bos, 1982). Thus elders can prompt thinking, and can provide an insight into the language ability of girls. It may be confirmed therefore, that these characteristics of girls may help them overcome the hurdles in language learning and cause them score higher than boys in Reading comprehension.

Cognitively too girls are more inclined to gain proficiency in language. Agrawal (1981) found that personal and cognitive factors were meaningful in the context of reading ability. Pamela Cynthia (1991) in her study stated that cognitive abilities were strongly related to second language reading performance and progress.



Reading readiness and its components Perceiving information (R.R1), Perceiving similar expressions (R.R4) and Readiness to guess the meaning (R.R5) are found to be influenced by Gender. In Reading readiness girls seem to score better than boys. This may be attributed to the linguistic aptitude of the girls. Girls seem to lead boys in Perceiving information (R.R1) and Readiness to guess the meaning (R.R5). Such a superiority in Reading readiness seems to account for their better achievement in Reading comprehension and its dimensions. The finding of Vimala Devi (1986) supports it. Her study shows that girls experience less difficulty than boys in reading. In Perceiving similar expressions (R.R4) boys are on the lead.

In the present study, it is found that though the boys' mean achievement score in Reading comprehension is less than that of girls, their level of attainment in this regard is found to be moderate as that of girls. In the context of Reading readiness the moderate level of attainment in Reading comprehension may be attributed to their better gains in R.R4. Gender does not have any significant impact over Reading attitude. That is, as in the case of the total sample, boys and girls of standard IX manifest only a negative attitude towards reading. This may be another reason for the subjects being rated only moderate in their skill of Reading comprehension. In Cognitive style too boys and girls are predominantly field-dependent. Studies by Berry (1966), Arthur (1967), Copeland (1983), Helen (1983) and Utlay (1983) indicate that male pupils are more field independent than female pupils. Studies by Coats (1974) and Parikh (1983) reveal female children to be more field-independent. But, the present study contradicts the above findings and states that both male and female pupils are predominantly field-dependent.

#### **7.6. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLE RELATED TO SOCIAL STATUS**

Majority of the subjects randomly selected from schools be they SC/ST or backward or forward communities fall under 'moderate' category in the skill of Reading comprehension (62%, 61% and 60%) and its dimensions Reading the lines (69%, 70%



and 67%) Reading between the lines (63%, 62% and 48%) and Reading beyond the lines (58%, 63% and 56%).

Many studies (Aikara, J., 1990; Mistry, D.S., 1988; Wadhawan, B.G., 1988) have shown that the students' level of achievement in school subjects is bound to differ according to their communities. Generally students belonging to forward communities hail from families which are socially, economically and educationally well off. As these families have good reputation in society, their children may get good recognition in the schools. Obviously they won't be first generation learners as their elders are highly educated. They may get timely help and proper academic guidance from their elders. Besides a decent living, they are blessed with the sources needed for a good academic pursuit. Since all these essential resources are just open to them, they are expected to be better than students of other communities.

Backward community students, mostly belong to middle class families which predominantly rely on educational endeavors. Education being their only asset they embark on salaried jobs. Higher the education, the higher will be their occupational status. Therefore parents in backward communities are keen on educating their wards to the level possible to provide a better future for them.

For long, SC/ST families were economically and educationally deprived. Fundamental rights were denied to them and they were kept as a separate entity in all social activities. Now by the measures taken by the government, they are being brought into the main stream of life. Therefore majority of the learners of these communities are first generation learners and as such they are unable to get educational guidance from their elders. They seldom get opportunities to study in schools with good infrastructure. Still they are not exposed to good educational environment inside and outside their home. The surrounding in which they are reared does not enable them to listen to instructions of competent teachers. By the governmental assistance in the form of free education, scholarship, mid-day meal, free books, uniform etc. they get some education instead of nothing. Due to this lower Social status and economic and educational backwardness, SC/ST students may not stand on par with students of other communities. Many research studies (Singh, 1975; Singh, 1979; Das, 1969) state that students of SC/ST are of less calibre and intelligence than students of other communities. Contrary to this some studies (Prince, 1981; Sharma, 1982 and Singh, 1982) found that the

educational aspirations of the SC students were high and these students did not take the occupations of their father. Their educational aspirations are as high as that of the students of the privileged classes. Financial assistance and reservations may have facilitated their educational advancement.

Because of all the above reasons difference in scholastic achievement between the three different communities are anticipated. But, the present study shows that all the three come under the 'moderate' category in the skill of Reading comprehension in English. The following may be the reasons why all are of the same level in Reading comprehension.

The school, which is the only source for learning English, offers the students of different categories the same exposure to the second language. The investigator has undertaken this study only in regional medium schools and hence all the students are exposed to English language only for a short duration. They are expected to learn English during the English period lasting for only 45 minutes a day. Students as such, irrespective of their community make only a poor use of English inside and outside the school, i.e., students of different communities are on the same plane as far as English is concerned.

This may also be attributed to their long years of education, i.e., from standard I to standard IX. Marked difference expected or found in the students of these categories at the entry point may have been erased off by these nine long years of exposure to education of same kind and same status. It explains, therefore, the phenomenon of students of different communities pooling at the moderate level in their skill Reading comprehension.

Private coaching is given in majority of the schools to weaker students. It also helps in language improvement. Moreover there are certain social organizations which offer free board and lodge to certain categories of students who can't afford to pay for these facilities. The state as well as the central governments on their part offer free coaching campaigns at different levels for deserving students in the underprivileged classes. Moreover, reservation of seats in higher and professional studies, relaxation in marks and age at the entry points, concession in payment of fees, monetary assistance to buy books and meet travel expenses, reservation of vacancies in the job market and so on

and so forth for students of SC/ST communities have gone a long way in reducing the gap between them and the privileged ones in the field of education. Therefore this may also be considered as a reason for the 'moderate' level of achievement shown by students of different communities in Reading comprehension.

However the differential analysis of the individual attainments of these three groups reveal significant differences between the students of SC/ST, backward and forward communities. Many studies (Patel, 1984; Singh 1979 etc.) show that caste plays a major role in predicting school achievements. Forward community students are superior in school performance to SC/ST or backward community students. Students of forward communities are often exposed to good interpersonal interaction at home. Since all the members of the families are educated, there is a possibility of sharing their experiences in a variety of ways, i.e., the language, be it Tamil or English, may be used in different forms to suit different situation. Standard form of the language may be used even in ordinary communications. All these lead to a favourable home condition for forward community students to make use of the language for different communicative purposes. They get plenty of chances to visit libraries and to have libraries at home where they can collect and read books of their own choice. As they have televisions at home and avail many English satellite channels like BBC, Discovery etc. they are exposed to variety in the use of the language. Hence it may be interpreted that these factors may have caused positive effect over the attainment of the forward community students in Reading comprehension.

In all the three dimensions of Reading comprehension - Reading the lines (R.L), Reading between the lines (R.Bet.L) and Reading beyond the lines (R.Bey.L) forward community students are superior to others. In the comprehension skill Locating needed information (R.L1) and Understanding the context (R.L4) forward community students score better than others. Information can be grasped correctly only with the help of proper reading habit and thus forward community students fair higher than others in these sub-skills.

In the Skill of interpreting contents (R.Bet.L2), and Arriving at unsaid facts (R.Bet.L3), forward community students are better than others. They are able to get the exact meaning and interpret the message according to the context. In Establishing the

cause of events (R.Bey.L1), Estimating the worth of the details given (R.Bey.L2) and Judging characters and ideas (R.Bey.L4) also forward community students are on the lead. Critical reading goes beyond the level of comprehension and it requires the reader to evaluate material and ascertain its worth and usefulness. As forward community students are strong in these sub-skills they are found to be better than others in all the three dimensions.

But in Decoding structural peculiarities (R.Bey.L3) backward community students score higher. It may be attributed to the reading habit found among this community people. Reading newspapers and storybooks are common among the children of this community. They are anxious to develop their general knowledge and they try to get recognition in the society. Their parents like their wards to be well informed and so they read books other than texts. As their elders are literate or highly educated they have the feasibility to clarify their doubts and get language correction. Therefore the variety in language style made available for the students of backward community through varied reading materials may be the reason for their better achievement in the sub-skill Decoding structural peculiarities (R.Bey.L3) of the dimension Reading beyond the lines.

Reading readiness and its component Perceiving information (R.R1) are influenced by the Social status of standard IX students. Forward community students score better than others as in the case of the finding reported by Dileep Kumar (1983). This may be because of the educational environment available at home. In forward community families one can see intense use of language and because of this there may be an early setting of reading habit which in turn influences them to score higher in Reading readiness and its components.

Social status does not have any significant impact over Reading attitude. The present finding shows the absence of subtle differences among the subjects in Reading attitude due to variations in their community. That is as in the case of the total sample the students belonging to different communities also possess only a negative attitude towards reading. Difference in community has not made any remarkable difference in the cognitive realm of the subjects' personality. Therefore it may be concluded that of the three psychological facts studied, only Reading readiness is influential enough to

alter the skills of Reading comprehension of the subjects belonging to different communities.

### **7.8. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES RELATED TO RELIGION**

Hindus form the majority of the population of India. But they are afflicted with large percentage of illiteracy. Most of them belong to SC/ST and backward communities and they are socially and economically backward. They are from the Rural areas and their main occupation is agriculture. Now in search of education and better occupation they are migrating to Urban areas. Only the socially upper caste Hindus enjoy Social status by virtue of their wealth and education.

Christians form the minority but predominantly they are educated. Christian missionaries during the British rule founded many educational institutions and because of this most of the Christians turned out to be literates. Moreover it may be presumed that the forefathers being educated by the native speakers of English language, might have influenced the successive generations and as a result the present set of students may have an edge over others. Many schools and higher educational institutions are there throughout the state run by Christian charitable trusts and Christian diocesans. Due to these reasons Christian students are likely to score higher in the skill of Reading comprehension than the students from other Religions.

Like Christians, Muslims are also a minority in Tamilnadu, but they are mainly business oriented. They do business inland and overseas and most of them undertake jobs abroad. For emancipation of their people, they also run educational institutions at all levels. Even then, still they are considered backward in education. In certain places still Islamic women folk are not allowed to go out for education or for job. Therefore one may not expect higher level academic achievement in pupils of this Religion.

But contrary to the prevailing notions the present study reveals that Christians are just moderate in Reading comprehension and its dimensions (70%, 73%, 70% and 66%) as Hindus (61%, 70%, 60% and 62%), and students of Islam Religion (40%, 55%, 48% and 48%) are far better than the other two categories.

Several factors may be responsible for this outcome. The Christian institutions, once the pioneers in education, seem to have lost their value orientations. One can see

student unrest prevailing in most of the Christian institutions. Deterioration of discipline and character is noted among students and teachers. The present day teachers do not seem to give importance to the inculcation of good habits among their students. Devoted and dedicated teachers are becoming rare even in institutions of repute. Group conflicts based on caste and community mar the tone of Christian spirit in Christian institutions. Politics too seems to have entered the portals of renowned Christian institutions. Mismanagement and mal-administration seem to have eroded the past glory of Christian institutions. Christian charity and sacrifice have become acts of yesteryears. Many examples can be seen in dailies, which show the unrest prevailing in many Christian educational institutions. Because of these reasons there may be a fall in the attainment of the Christian students in their skill of Reading comprehension.

Most of the Hindu students are very much bound by family tradition and customs. Therefore they do not seem to be properly motivated for academic studies. The Hindu students belonging to upper caste families are tossed between their family occupation and the not so easily available job of their dream. The Hindu students of the lower caste groups suffer from inadequacy of learning resources and learning environment. Moreover, majorities of them do not seem to have the awareness to choose the right occupation. They are carried away by family oriented works. This may be the reason for them for not being superior in the skill of Reading comprehension in English.

The higher level achievement of Muslim students in Reading comprehension over and above the Christian and Hindu students may be an eye opener to those who criticise the enforcement of strict discipline in the schools at secondary and higher secondary levels. After the introduction of plus two classes in the schools, the school atmosphere has undergone a drastic change. In the name of freedom, the plus two students are let free in most of the schools. But in reality many of the school administrators admit the fact that they are incapable of controlling the plus two students as in the case of the students of secondary classes. However empirically it has been shown that better the discipline, the higher is the percentage of passes. As if to iterate this fact, Muslim schools, noted for their strict discipline, have recorded a better scoring in Reading comprehension. Because of the discipline maintained at home and at school they are prevented from distractions common to this age group and made attentive to studies.

Moreover such a discipline encourages the teachers to work with more enthusiasm and dedication.

In the skill of Reading comprehension and its dimensions Reading the lines (R.L), Reading between the lines (R.Bet.L), and Reading beyond the lines (R.Bey.L) Muslim students are on the lead. This shows that not only in surface level reading but also in higher level reading these students are better.

In locating needed information (R.L2), sequencing contents (R.L3) and Understanding the context (R.L4) Muslim students fair better than others. It shows that they are competent enough to derive information from the printed material and also have the ability to arrange them in logical sequence. These students are also superior in the sub-skill of Reading between the lines - Skill of interpreting contents (R.Bet.L1). It seems that the competence to grasp information enables them to score higher in the skill of interpreting information.

In the higher level skills Establishing the cause of events (R.Bey.L1), Estimating the worth of the details given (R.Bey.L2) and Decoding structural peculiarities (R.Bey.L3) also Muslim students are superior to others. It may be attributed to their attainments at the basic level, Reading the lines and the middle level, Reading between the lines. Such a competence seems to provide them with a strong base to raise their level of comprehension to Reading beyond the lines. All these have become possible for the category of students because of their involvement in academic and language oriented activities. In short, the strict discipline governing their learning activities acts as a lever in Muslim schools to lift the academic performance of the Muslim students to the heights well above the Christian and Hindu students.

Cultural difference due to Religion was anticipated in the development of Reading readiness. But the study shows that the religious culture could not prevail over the basic Tamil culture in secondary schools as far as Reading readiness is concerned. That is as in the case of the total sample, students of different religions seem to possess only moderate level of Reading readiness.

Religion is not found to have any significant impact over Reading attitude. Family tradition, family ideology and family status may be the outcome of one's Religion or community or Gender, which in turn may colour one's attitude. The present finding

proves the prevalence of the common culture of these subjects over the factors - Gender, Social status and Religion. Difference due to Religion does not have significant impact on the *Cognitive style* of standard IX students. Irrespective of Religion they are predominantly field dependent in their *Cognitive style*. From this one could infer the fact that the level of reading comprehension recorded by students of Christian, Hindu and Muslim is not in any way influenced by the psychological factors - *Reading readiness*, *Reading attitude* and *Cognitive style*.



## **7.9. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES RELATED TO TYPE OF SCHOOL**

The present study shows that the skill of Reading comprehension and its dimensions Reading the lines, Reading between the lines and Reading beyond the lines of standard IX students in different types of schools Boys' (61%, 72%, 70% and 67%), Girls' (56%, 64%, 56% and 58%) and Co-educational (61%, 72%, 60% and 61%) are of only moderate level.

The total sample also reveals the same, that is, the skill of Reading comprehension and its dimensions are of only moderate level. Though this artificial bifurcation (Boys', Girls', and Co-educational) is a prolonged one, no visible change is seen in the educational environment of the different type of schools. Thus no difference is also noted in the Reading comprehension of standard IX students belonging to different types of schools, that is all are of the moderate level.

The samples selected from Boys' or Girls' or Co-educational schools, it seems, may not be unique. The subjects chosen may be of the same calibre and seem to come from the same type of families. No fundamental difference is worth mentioning in the cultural aspects of the subjects too. Because of all these, no distinct difference is observed in the skill of Reading comprehension and its dimensions of these subjects.

Though the subjects are categorized as belonging to Boys', Girls' and Co-educational schools, their exposure to English language is the same. That is, only for a limited duration they are exposed to English language in their classrooms, and the curriculum and examination systems are the same in all the schools. Hence no difference is likely to arise in the attainment of the students in Reading comprehension and its dimensions.

However, in spite of large percentage of subjects from each type of schools falling under moderate category, the mean achievement score of the students in all the three types of institutions is found to differ. Students of Girls' schools are on the lead in Reading comprehension and its dimensions - Reading the lines, Reading between the lines and Reading beyond the lines.

Students from Girls' schools seem to score higher in Guessing the meaning of words and phrases (R.L1), which is the ability, needed to identify the correct information.

This skill helps them to score higher in Locating needed information (R.L2) which helps them to get the contents of the message. This skill further helps the students in Sequencing contents (R.L3) that is to put ideas and events in a sequential order. Understanding the context (R.L4) is to understand the necessary information for one's purpose and in this skill also students from Girls' schools are better. The better achievement in the above sub-skills of Reading the lines help the students in Girls' institutions to do well in literal comprehension.

Skill of interpreting contents (R.Bet.L1) is the ability to see the underlying information. Deriving implied meaning (R.Bet.L3) is delving deep into the material for getting fresh clues on hidden information. These two sub-skills of Reading between the lines help the subjects score better in inferential comprehension.

Estimating the worth of the details given (R.Bey.L2) is to bring the logic out of a given message. Judging characters and ideas (R.Bey.L4) is to recognise the author's view by analysis and synthesis. As students of Girls' schools seem to be better in the above sub-skills of Reading beyond the lines they seem to score higher in critical reading.

It has already been reported that in the total sample, Girls score better than Boys in Reading comprehension. Since only Girls are there in Girls' schools, naturally, the sub-sample formed on Girls' schools is on the lead. There are only boys in Boys' schools and in Co-educational schools also boys are predominant. Therefore as per the general sample students of Boys' and Co-educational schools are less competent in the skill of Reading comprehension, its dimensions and its sub-skills.

In Girls' schools one can witness more discipline, and the school authorities also pay more attention to academic works. Teachers are said to take strenuous effort in such schools to impart effective learning. No wonder, there could be more teacher-student interaction too. Over and above girls are known for their hard work and they take learning as a serious task. Therefore they tend to pay more attention to their studies. Moreover, Girls are endowed with higher linguistic aptitude and thus naturally students from Girls' schools are bound to score better in Reading comprehension than the students of Boys' schools.

Type of school influences the components of Reading readiness Perceiving information (R.R1) and Perceiving similar expressions (R.R4). Students from girls'

institution seem to be more competent in grasping information while reading. It is found to be so because of their better *Reading readiness* in the aspect of *Perceiving information* (R.R1). However Boys seem to be more analytical and more inclined to perceive word peculiarities because of their better preparedness in *Perceiving similar expressions* (R.R4).

Type of school has significant influence over *Reading attitude*. Students of Co-educational institutions seem to be better than others in *Reading attitude*. At the school level, Co-educational schools are considered to be problematic. Normally parents do not prefer these schools. In such schools most of the students show average or below average level of achievement in studies. But, in such an atmosphere, these institutions have recorded a better *Reading attitude*. In these schools poor achievers may have a notion that their high achieving peers are so because of their profound reading. The high achieving students may also think that they can achieve still better grades if they are in constant touch with the learning materials as in the case of high achievers in other renowned institutions. This sort of tendency towards reading in the students of Co-educational institutions may have caused this significant difference in the nature of their *Reading attitude* from that of their counterparts. But, on the other hand Type of school does not have any significant impact over the *Cognitive style* of standard IX students. Therefore it may be understood that the students of Boys' schools are moderate in their *Reading comprehension* because of their better *Reading readiness* in the form of *Perceiving similar expressions* (R.R5). However, the supremacy of students in Girls' school is found to be due to their superiority in *Reading readiness* in the form of *Perceiving information* (R.R1). Only *Cognitive style* is of less significance in influencing the *Reading comprehension* of students in Boys', Girls' and Co-educational schools. Likewise the psychological aspect - *Reading attitude* seems to enable the students of Co-educational schools to reach the level of moderate in *Reading comprehension*.

#### **7.10. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES RELATED TO LOCALITY OF SCHOOL**

Statistical analysis shows that locality of school influences the attainment in *Reading comprehension*. *Comprehension* is the end of all reading activity. Students

from Semi-urban schools score better than their counterparts in the skill of Reading comprehension in English.

The sub-skill of Reading the lines - Understanding the context (R.L4) is influenced by the Locality of school. This skill helps in identifying the information and getting the literal meaning of the text. Reading between the lines an interpretative level of comprehension and its sub-skill Arriving at unsaid facts (R.Bey.L2) are influenced by the Locality of school, Estimating the worth of the details given (R.Bey.L2) is the reader's judgement, based on his own experiences. Judging characters and ideas (R.Bey.L4) is the skill where the reader infers the traits of the character from contextual clues. Students of Semi-urban schools are better than the students of other categories in the above sub-skills of Reading beyond the lines, and this ability in turn helps the students in Semi-urban schools to score better in the dimension Reading beyond the lines, a critical level reading.

The percentage analysis shows that in the basic level of comprehension that is in Reading the lines students of all the three localities are the same. However in the higher level comprehension skills - Reading between the lines and Reading beyond the lines, large percentage of students of Semi-urban schools are found to fall under the moderate and high categories of attainment. This may be the reason why a marked difference is noted in favour of Semi-urban students in the skills of Reading comprehension in English.

Contrary to the findings of Dhanger (1985); Srinivasa Rao (1986) and Vora (1982) upholding the superiority of Urban schools over Rural schools in reading, the present study states that students of Semi-urban schools score better than the Urban students. Some sociological reasons may be given for this difference. Semi-urban locality may have large percentage of middle class population trying to come up in life through education. Therefore they may consider education much important. As a result teachers in Semi-urban schools may be forced to work harder to make the students learn better. Moreover, reading activity may be predominant in the middle class families due to the availability of newspapers, magazines and periodicals. Thus Semi-urban students may be better equipped than Rural and Urban students in the basic skills of reading so as to manifest a higher level of Reading comprehension in English.

Locality of school influences Reading readiness and its components Perceiving information (R.R1), Perceiving the concept (R.R2), Readiness to guess the meaning (R.R5) and Reading graphs and tables (R.R6). Many of the studies on Reading readiness have investigated it in relation to locality as Rural and Urban. Several studies as in the case of Patel (1983) have brought forth the finding that Urban groups are better than the Rural ones. Unlike these studies in the present investigation the investigator has studied the locality in terms of Rural, Urban and Semi-urban. Because of this a detailed understanding of the sub groups which stand distinct due to economic, educational and social conditions is made possible.

The present study states that Semi-urban students are superior in Reading readiness and its components R.R1, R.R2, R.R5 and R.R6. In Semi-urban locality majority of the population may be of middle class status. A large percentage of them may be in white collar or blue collar jobs with higher academic or technical qualifications. Therefore for their children there may be a better exposure to reading and reading related activities. It is confirmed by the higher level achievement of Semi-urban students in the skills of Reading comprehension. Moreover it also reveals the fact that the higher economic and higher Social status of the Urban placed pupils and the lower economic and lower Social status of the Rural oriented pupils are of no use for the respective pupils with regard to their development of Reading readiness.

Likewise Locality of school seems to influence the Reading attitude of standard IX students. The general criticism is that students from Rural schools are poor in English. Dhanger (1985) states that pupils from Urban areas are better in reading compared to Rural students. Patil (1985) states the Urban groups are superior to the Rural groups on English language achievement. Srinivasa Rao (1986) states that students in Rural are significantly backward when compared to the students in Urban areas in reading skills. All this shows the higher level achievement of Urban students over Rural students in the skill of reading. Naturally, therefore one may presuppose the presence of positive attitude towards English in these students. But, the present study shows that students in Rural areas are better in Reading attitude. For the general population studied, Reading attitude is negative whereas their achievement in Reading comprehension is moderate. In the case of Rural students their attitude towards reading

is positive unlike the students of other categories. But in spite of this they are of the moderate level as others in Reading comprehension. It may be because of the pull of certain other intellectual, social, emotional and linguistic factors found in them. However, the presence of positive Reading attitude in them shows their tendency to go up higher and higher in the ladder of education.

Subjects classified on the basis of locality are found to be one and the same as far as their Cognitive style is concerned. That is, unlike Reading readiness and Reading attitude, Cognitive style does not influence the Reading comprehension of the students of these categories.

#### 7.11. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES RELATED TO PARENTAL EDUCATION

A high percentage of students of different Parental education Low (60%, 70%, 62% and 86%), Moderate (61%, 68%, 60% and 63%) and High ((72%, 75%, 70% and 56%) falls under the moderate level in Reading comprehension and its dimensions. Therefore the conclusion drawn is that irrespective of Parental education the attainment of standard IX students in Reading comprehension is only moderate.

However the differential analysis shows that Parental education influences attainment in Reading comprehension. When the students of the three categories are compared on the basis of their mean scores with regard to Reading comprehension, its dimensions and their sub-skills it is found that the mean scores of the students with high Parental education is significantly higher than the other two categories i.e., low and moderate.

Students with high Parental education score higher in Locating needed information (R.L2) which form the basis for literal comprehension that is Reading the lines. In the skill of Interpreting contents (R.Bet.L1) and Deriving implied meaning (R.Bet.L3) students with high Parental education are superior. As students score higher in interpreting the information and in getting the hidden facts they seem to be superior in Reading between the lines which is done at the interpretative level. In Establishing the cause of events (R.Bey.L1) students with high Parental education score better. Due to this they score higher at the evaluative level of reading, termed as Reading beyond the lines.

Moreover, higher Parental education is likely to lead to higher Parental involvement in education. Subramanyam (1984) states parental support is an important determinant in deciding the child's success in reading. Many researches (Rao, 1965; Mathur, 1963; Gray, 1960; Anand, 1973; Eric, 1960) are of the same opinion that education of parents play a major role in reading achievement. Higher educational aspiration on the part of the parents fosters higher educational values and make them serve as a model for the younger generation (Albert, 1990).

When parents are highly educated, it provides their wards a good facility for clarification of doubts, consolidation of knowledge, strengthening of basic reading skills etc. Involved parents could make a difference in their child's reading achievement scores (Healy, 1991; Resh and Wilson, 1990; Topping, 1989; Taylor and Dorsey Gains, 1988; Kemp, 1987 and Neale, 1984). Thus Parental education influences the skill of **Reading comprehension**, its dimensions and their sub-skills of standard IX students. The present finding strongly supports Ronald Taylor's (1992) statement that language development and leisure-time reading are closely linked with the literate behaviour in the family.

Parental education seems to influence only one component of *Reading readiness* that is *Perceiving information (R.R1)*. Jean Grant (1993) found that there was a significant relationship between *Reading readiness* and Parental education. The present study finds students of moderate Parental education seem to score better than others. This may be because of the fact that children of low Parental education may not have the basic facility to read. Highly educated category may have the needed resources but may not be much involved in reading because of many distractions like chit chat, T.V., video, indoor and outdoor games etc. Hence, children with moderate Parental education may pay more attention to reading because of not so much indoor activities.

Unlike *Reading readiness*, *Reading attitude* is not influenced by Parental education. It shows that Parental education may foster *Reading readiness*, but not necessarily positive *Reading attitude*. Moreover, it gives rise to the fact that possession of a particular type of skill need not necessarily give rise to a positive attitude towards the performance of that task. In the same way Parental education is not found to influence the *Cognitive style* of standard IX students. Venugopal (1994) also found that pupils do not differ in their *Cognitive style* based on their Parental education. But studies by



Perney (1975), MacEachson (1975) and Miller (1970) demonstrated field dependence / independence to be associated with the educational status of parents. Thus it may be concluded that of the three Psychological characteristics studied, only one component Perceiving information (R.R1) of the characteristic - Reading readiness is found to be influential in forming the skills of comprehension of the students of different Parental education. To put it precisely in the case of the students of moderate Parental education, the component of Reading readiness - Perceiving information (R.R1) - plays an important role in developing their skills of comprehension.

#### **7.12. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES RELATED TO PARENTAL ANNUAL INCOME**

As in Parental education a large percentage of standard IX students with different Parental annual income falls under the moderate level. It is inferred that in general irrespective of varied Parental annual income, Reading comprehension and its dimensions are only moderate [low (61%, 69%, 63% and 62%), moderate (62%, 70%, 58% and 62%), high (66%, 79%, 64% and 60%)]. From this it may be presumed that Parental education and Parental annual income are interrelated. Higher Parental education, may lead to higher Parental annual income.

However the differential analysis shows that the Parental annual income influences the attainment of Reading comprehension, its dimensions and some of its sub-skills. The students of the three different categories with low, moderate and high Parental annual income are compared on the basis of their mean scores. The students with high Parental annual income seem to score higher in Reading comprehension and its dimensions - Reading the lines, Reading between the lines and Reading beyond the lines. Regarding the sub-skills of Reading the lines, Locating needed information (R.L2) and Understanding the context (R.L4) students with high Parental annual income are better than the other two categories. Only on the basis of the capacity to locate the required information, one's progress in comprehension is achieved. In Understanding the context (R.L4) students get a clear picture of the facts found in the reading passage. These two sub-skills (R.L2 and R.L4) help the students of high Parental annual income to gain better in the dimension Reading the lines.

Regarding Reading between the lines (R.Bet.L) and its sub-skill, Skill of Interpreting contents (R.Bet.L1) students with high Parental annual income seem to score better than others. Reading between the lines is done at the inferential level. R.Bet.L1 is interpreting what the information really means. It forms the basis for students with high Parental annual income to score higher in Reading between the lines.

Reading beyond the lines (R.Bey.L) is critical and evaluative reading. In this dimension of Reading comprehension and its sub-skills Estimating the worth of the details given (R.Bey.L2) and Judging characters and ideas (R.Bey.L4) students with high Parental annual income seem to score higher than others. Estimating the worth of the details given (R.Bey.L2) is to evaluate the printed material and to find the logic in it. Judging characters and ideas (R.Bey.L4) is to infer the nature of the characters on the basis of the given clues. These two sub-skills seem to take the reader to the level of critical reading. Hence students with high Parental annual income seem to be better in the above categories.

Higher Parental annual income leads to greater availability of reading sources. Srinivasa Rao (1982) and Dass (1984) stated that the reading skills of children depended mostly on socio-economic status. When the annual income is high the SES will also be high. When there is high SES, there may be a chance of getting more educational oriented appliances such as computer, videocassettes etc. In such families one can expect very good encouragement and motivation for higher studies. Thus it may be concluded that because of these reasons, students from high Parental annual income families are found to do better in Reading comprehension.

The present study shows that the Parental annual income does not influence Reading readiness and all its components. It seems to contradict the previous finding related to Parental income (Patel, 1983) which states children of higher income group parents were superior in Reading readiness. It may be inferred therefore that income of the parents is not in correspondence with their education and there may not be characteristics common to education and income, for the sample taken for the study.

As Reading readiness, Reading attitude also is not influenced by Parental annual income. The population of the study comprises pupils of standard IX studying in government and government-aided institutions. All such institutions have similar structure, similar mode of teaching, similar mode of examinations etc. Therefore the expected linguistic differences in the students of different Parental annual income may get nullified because of the climate of the school from where they get education. That is why Reading attitude may be the same for all. In the same way Cognitive style is also

not influenced by Parental annual income. Thus it may be concluded, that in the case of students of different Parental annual income, the psychological characteristics - Reading readiness, Reading attitude and Cognitive style are of no use in developing their skills of comprehension. Moreover, it suggests the fact that the psychological characteristics are almost the same for high, moderate and low Parental education and Parental annual income groups.

#### 7.13. READING COMPREHENSION AND ITS PSYCHOLOGICAL VARIABLES RELATED TO KINDERGARTEN EDUCATION

A large percentage of students with (59%, 63%, 57% and 63%) and without (62%, 72%, 64% and 61%) Kindergarten education fall under moderate category in the skill of Reading comprehension and its dimensions. However when these two categories of students are studied in terms of their mean scores obtained on the test of Reading comprehension, its dimensions and the sub-skills of each dimension, significant differences are noted. Kindergarten education is found to influence Reading comprehension, its dimensions and many of its sub-skills. That is students with Kindergarten education are significantly high in all the above categories.

Why students with Kindergarten education do better in Reading comprehension can be reasoned out thus: It may be mainly because of their high score in all the dimensions of Reading comprehension. Reading the lines (R.L) is getting the surface meaning. Locating needed information (R.L2) is to locate the specific information. In sequencing contents (R.L3) the reader sees the relationship between the primary and secondary ideas and arranges them in logical sequence. Understanding the context (R.L4) is the basis for comprehending the material. Here the student learns to identify the information. As the students with Kindergarten education score higher in all the above sub-skills, their attainment in Reading the lines is also higher.

Reading between the lines (R.Bet.L) is analytical and synthetical in nature. Skill of interpreting contents (R.Bet.L1) is sensing the true meaning. Deriving implied meaning (R.Bet.L3) is forming new ideas through the verbal context. As students with Kindergarten education seem to score higher in the above sub-skills, naturally their performance in Reading between the lines (R.Bet.L) is high.

Reading beyond the lines (R.Bey.L) is to evaluate the quality of the text. This dimension and all its sub-skills are influenced by Kindergarten education. The students with Kindergarten education lead in all of them. Establishing the cause of events (R.Bey.L1) is to go creatively beyond the author's view. Estimating the worth of the details given (R.Bey.L2) is to establish the nature and quality of the information found in the written material. Decoding structural peculiarities (R.Bey.L3) is interpreting on the basis of cultural, syntactic and structural aspects. In judging characters and ideas (R.Bey.L4) the reader interprets authors purpose. Higher level achievements in the above sub-skills pave way for better attainment in the dimension Reading beyond the lines (R.Bey.L).

Kindergarten education gives early exposure to English language. The sound system of the foreign language is well caught in the early years itself and starts developing in due course. Natural way of learning English becomes possible as the students listen and then speak in the target language before reading and writing. Hence it may be stated that a good exposure to English provides a good basis for developing the skills of reading.

In the present study Kindergarten education has also been treated as a variable of Reading readiness. However it is revealed in the study that Kindergarten education has no impact over the Reading readiness of the pupils of secondary classes. Of late Kindergarten education has taken the people of Tamilnadu by storm. One can witness mushroom growth of Kindergarten schools throughout Tamilnadu. As it is said Kindergarten education is meant for fostering basic learning skills and for providing good exposure to the sound system of the English language. Therefore children who may have such an exposure for two years prior to primary education are likely to have better preparedness for learning English than their unfortunate counterparts. However, the present study shows that Kindergarten education does not have any impact over the Reading readiness of the sample studied. It shows the malfunctioning of the Kindergarten schools. That is it fails to develop in them a psychological base in the form of Reading readiness. On the basis of this one is supposed to suggest changes in Kindergarten education in the state of Tamilnadu.

Kindergarten education is intended for developing basic language skills and fostering interest in learning English. Therefore it was assumed in the beginning that students with and without exposure to Kindergarten schooling might differ in their skills of Reading comprehension and also in those factors which could influence Reading comprehension. Therefore Reading readiness, Cognitive style and Reading attitude were expected to be different for those students who had Kindergarten schooling. The present study shows that in the case of the first two, no difference is seen in the two categories of the subjects studied. In the case of the last one that is in Reading attitude difference is seen but not on the expected direction. The subjects without Kindergarten exposure are found to have positive Reading attitude. It reveals the malfunctioning of Kindergarten schools. That is, they fail to inculcate some of the necessary skills and attitudes in the young ones. Related to Reading attitude it may be said that reading and reading related activities are not strong enough to form in them a positive attitude towards reading.

In the same way subjects with and without Kindergarten exposure are same as far as their Cognitive style is concerned. All are predominantly field dependent. From this it may be concluded that higher level achievement scores in Reading comprehension recorded by students who had Kindergarten education is not due to their psychological characteristics - Reading readiness, Reading attitude and Cognitive style. Hence it may be stated that higher level cognitive achievement – Reading comprehension, in the students with Kindergarten education is an outcome of the impact of social (Locality), familial (Parental education and income) and physical (Kindergarten exposure) factors studied in the case of the students of standard IX.

#### **7.14. RECOMMENDATIONS**

To improve the skills of Reading comprehension in English in standard IX students, the investigator would like to recommend the following based on the various findings reported in the present study.

1. As it has been given in the interpretation, the moderate level of attainment in the skill of Reading comprehension, may be attributed to the nature of population studied. The students of standard IX studying in Government and Government aided institutions in Tuticorin district form the population of

the study. As everyone knows the standard of English is very low in these schools. One reason may be the government policy that is in vogue in the state of Tamil Nadu pertaining to secondary education. According to the government policy an institution can have English as the medium of instruction only for a very limited number of students, that is only one section for a particular standard in a school. For all other students education is given only through mother tongue. Of late government has started insisting on learning at least one subject in mother tongue, in the case of these students who opt for English medium. Moreover as per the government policy, for teaching English, specially trained teachers to teach English, are not appointed; but for teaching the mother tongue only specially trained teachers are allowed. Further the students in secondary classes are not in any way encouraged to master English, though it is offered as a second language, due to the government policy which favours a very high level attainment in subjects like science and mathematics for getting into professional courses of study. All these do create a negative attitude towards the teaching and learning of English in the schools aided and run by the government. The findings on **Reading attitude** reported in the present study itself have supported this. Therefore the investigator recommends that there should be a visible change in the policy of the government in the near future so as to provide a new look and status to the teaching and learning of English in the schools aided and run by the government. That is

(i) *The government should permit all those students who would like to study in English medium in these institutions;*

(ii) *As in the case of teaching Tamil, English pandits may be appointed to teach English;*

(iii) *For admission to professional courses attainment in English may also be considered.*

2. For improving the skills of **Reading comprehension** the teachers may be encouraged to make use of the latest methods of teaching especially teaching English through English. Since most of the teachers teaching English do not possess a degree in English or English literature the government may encourage them to get themselves oriented with latest methods of teaching English by doing courses in CIEFL, Hyderabad such as PGCTE, PGDTE etc., and those offered in Regional Institutes of English by providing monetary assistance to such teachers.

3. In the present study it has been noted that the **Reading attitude** of the subjects is negative, **Reading readiness** is only moderate and **Cognitive style** is predominantly **field dependent**. The reason for this phenomenon may be attributed to lack of reading in students of secondary classes. To overcome this problem the investigator makes the following recommendations.

a) *The government may form a research wing in SCERT exclusively for investigating into the problems associated with reading and introducing innovations in this area at the secondary and higher secondary stages. This research wing may be entrusted with the task of studying the problems of reading as such from primary school onwards and rectifying those identified problems by taking series of steps towards promoting reading ability in students of primary, secondary and higher secondary classes. In connection with this, series of workshops and remedial works may also be undertaken with the help of experts in the field of teaching English.*

- b) *As in the case of Tamil Nadu Textbook Committee, the government may form a separate board exclusively for preparing suitable reading materials in English for students of different classes.*
- c) *A separate teacher may be appointed in schools, supported by the Parent-Teacher Association to be in charge of procuring and utilizing the reading materials prepared by the Board for the benefit of the students. The subject teachers as well as the headmaster may provide the necessary assistance for the fuller utilization of the reading materials obtained from the Board. That is certain periods may be allotted for reading and the much interested ones may also act as leaders for the reading work and collaborate with the teacher concerned.*
- d) *In every class, with the help of the class teacher and the special teacher a small classroom library may be maintained. The interest of the students, as well as the utility of the books may be promoted by forming reading circles, awarding credits for books read, holding quiz on the basis of the reading materials provided etc.*

The investigator hopes when these recommendations are carried out the Reading readiness of the students of secondary classes may be much improved so as to bring about a marked improvement in their skill of Reading comprehension.

Likewise, there may be a drastic change in the Reading attitude of the students too. Because of good exposure to books of their needs and their involvement in reading they may soon develop a positive attitude towards reading. Moreover it may bridge the gap between boys and girls in their attainment in Reading comprehension. Since the boys as well as the girls are inducted in varied reading programmes, they may develop more or less a similar form of linguistic aptitude which in turn may help both the categories of students to show a similar level of attainment in Reading comprehension. That is boys' comparatively lower level of performance may be enhanced because of their involvement in reading oriented activities.

#### **7.15. SUGGESTIONS FOR FURTHER RESEARCH**

The following studies may be undertaken to answer many of the questions raised on the basis of the findings of the present study:

1. *A critical study on teaching Reading in English to the beginners and the students in secondary classes.*
2. *Skills of Reading comprehension developed by students of primary and secondary classes in the state of Tamil Nadu.*



3. *An investigation into the skills of Reading comprehension in English developed by students of higher secondary classes belonging to different (SC/ST, BC/MBC, FC) communities.*
4. *A study of personal and environmental factors influencing the skills of Reading comprehension in English of boys and girls at junior, secondary and higher secondary classes.*
5. *Preparation and validation of Reading materials for developing the skills of Reading comprehension in English for students of different reading competence.*
6. *Evolving strategies for developing interest in reading English and fostering positive attitude towards reading in English in students of different classes.*
7. *Developing strategies for effective teaching of skills of Reading comprehension in English to the students of Tamil medium classes.*

#### **7.16. CONCLUSION**

By and large the present study may create an awareness among the ELT experts to make use of the clues available in the form of findings / discussion / recommendations for designing programmes towards developing techniques suitable for the target population to make 'reading' a pleasurable and purposeful act at all levels of schooling.

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## PERSONAL DATA

Name :  
Sex : Boy / Girl  
Social Status : SC/ST / MBC/BC / FC  
Religion : Hindu / Christian / Muslim / Others  
Name of the School :  
Type of the School : Boys / Girls / Co-education  
Locality of the School :

### Parents' Educational Status

Father	Mother
<input type="checkbox"/> Not educated	<input type="checkbox"/> Not educated
<input type="checkbox"/> Up to std. V	<input type="checkbox"/> Up to std. V
<input type="checkbox"/> Graduate or Post-Graduate	<input type="checkbox"/> Graduate or Post-Graduate
<input type="checkbox"/> Technical Qualification (Polytechnic / I.T.I.)	<input type="checkbox"/> Technical Qualification (Polytechnic / I.T.I.)
<input type="checkbox"/> Professional Qualification	<input type="checkbox"/> Professional Qualification

### Annual Income

Below Rs. 10,000  
 10,000 – 24,000  
 24,000 – 48,000  
 48,000 and above

Have you undergone  
Kindergarten Education  
(Pre KG., L.K.G., U.K.G.) : Yes / No



6. Because of her services to the suffering humanity she  
a) earned money.    b) gained her living.      
c) earned some property.    d) gained love and respect.
7. Mother Teresa's parents were in  
a) Calcutta.    b) Moti Jheel.      
c) Yugoslavia.    d) American.
8. She came out to give these people her "healing touch" "Healing-touch" in this line refers to  
a) giving money.    b) living with them.      
c) sharing their sufferings.    d) serving for humanity.
9. 'The sight was really heart-breaking'. This means  
a) dirty.    b) ugly.      
c) not in living condition.    d) sympathetic.
10. Which seems to be unnatural in the case of the people in Moti Jheel  
a) to go without food.    b) to live without care.      
c) to live without shelter.    d) to live without clothing.
11. Mother Teresa was rich enough to help the poor people    True / False
12. The people of the world have recognised the services of Mother Teresa    True / False

## Text - 2

### The four clever brothers

"Dear Children", said a poor man to his four sons, "Since you are grown up, you must go out into the world and make your own fortunes, for I have nothing to give you. Begin by learning a trade and see what happens".

So the four brothers took their walking sticks and their bundles of clothing bade their father farewell and went out through the town-gate together.

After they travelled some distance, they came to a point where four roads crossed, each one leading into a different country.

"Here we must part", said the eldest brother, "But exactly four years from now, we will meet again at this spot. In the meantime let's go and try our luck".

When they were about to depart they came across news from a passerby. The king's only daughter was carried off by a dragon. The king was in grief. He announced that whoever brought his daughter back to him would marry her.

The four brothers said, "Here is a chance we have been waiting for. Let's see what we can do". And they agreed to go together to find the dragon and free the beautiful princess.

"I'll soon find out where she is", said the star-gazer, and he looked through the glass. He soon cried, "There I see her; she is sitting on a rock in the sea many miles from here, and the dragon is guarding her".

13. The father advised his sons to  
a) earn their livelihood.    b) gain wisdom.      
c) become wealthy.    d) gain profit.
14. The four brothers were all  
a) young men.    b) children.

- c) oldmen. d) sickmen.
15. At the cross-road each road was leading into  
 a) the same country. b) different countries.  
 c) distant countries. d) their native country.
16. The eldest brother's suggestions before departure was  
 a) to return home after four years. b) never to meet again.  
 c) to meet again at that spot after four years. d) to become rich after four years.
17. The brothers in the beginning wanted to try their luck  
 a) collectively. b) slowly.  
 c) independently. d) hurriedly.
18. The father seems to be  
 a) wise. b) cruel.  
 c) miserly. d) kind.
19. The sons were \_\_\_\_\_ towards their father  
 a) revengeful. b) respectful.  
 c) obedient. d) kind.
20. The princess was \_\_\_\_\_ by a dragon  
 a) eaten. b) killed.  
 c) wounded. d) taken away forcibly.
21. The reward announced by the king was  
 a) to give his daughter in marriage. b) to give a part of his kingdom.  
 c) to make the person a king. d) to make him his minister.
22. The brothers were all very  
 a) brave. b) dangerous.  
 c) cowardly. d) foolish.
23. The four brothers were eager to  
 a) help the king. b) marry the princess.  
 c) save the princess. d) kill the dragon.
24. The star-gazer is a person who studies  
 a) the stars as an astronomer. b) the movement of the planets.  
 c) the heavenly body. d) palmistry.
25. The star-gazer in this story located the princess  
 a) in the sea. b) on the hill.  
 c) in the forest. d) in a desert.

### Text - 3

#### All in a Day's Work

I did most of the domestic work because my sister and brother were too small. My uncles were considered too big. I woke up at 4.30 in the morning to do the domestic work. After morning coffee, which we often had with mealie-meal porridge from the previous night's left over, we went to school. Back from school I had to clean the house as aunt Dora and grandmother did the white people's washing all day. Weekday's supper was very simple-just porridge and meat. When there was no money we fried tomatoes. We never ate vegetables except on Sundays. We never had butter except we had a visitor.

At breakfast bread was cut up. The grown ups were given theirs first in saucers. Then I rationed the remainder in slices and bits of slices. Our youngest uncle not much older than I picked his first, which

was the greatest quantity. Then I followed, and my brother and then my sister. We ate supper out of the same plate, we children; and meat was divided up into varying sizes and the ritual was repeated. We never sat at table. Only a visitor was treated to such modern ideas.

On Monday mornings at about four o' clock, I started off for suburbs to fetch washing for aunt Dora. Thursday and Friday afternoons I had to take back the washing. I carried the bundles on my head and walked about seven miles for a single journey. When I came back I went to school. I could never do my homework until about ten o' clock at night when I had washed up and everybody else had gone to bed.

We all slept in the same room. The wooden floor of the room we slept in had two large holes. There was always a sharp young draught. With all these our heads were a playground for mice, which also attacked food and clothing.

26. The writer did most of the domestic work. This was

- a) fair, because his sister and brother were too small and aunt Dora and grandmother were too busy with their jobs earning money
- b) unfair, because there were other people who could have helped him, especially as he had homework to do.
- c) fair, because in this way he helped those who were paying for his education.
- d) unfair, because schoolboys have a lot of homework to do.

27. Apart from coffee, breakfast always consisted of,

- a) tea
- b) mealie-meal porridge
- c) bread
- d) porridge and bread.

28. Their basic diet was  
 a) bread, porridge and meat  
 b) porridge and meat  
 c) porridge  
 d) porridge, meat, vegetables and bread.
29. The ritual mentioned in paragraph 2 was  
 a) the order in which people got their food.  
 b) the cutting up of the bread into varying sizes.  
 c) the dividing up of the meal into varying sizes.  
 d) letting the youngest uncle take his food first.
30. They never sat at table because  
 a) this was reserved for the grown-ups  
 b) this was kept for special occasions only.  
 c) there were too many of them to sit round the table.  
 d) they never had a table.
31. The writer seems to suggest that he would have been more comfortable at night  
 a) if the holes in the floor had been blocked.  
 b) if the mice had been kept out.  
 c) without the draught and the mice.  
 d) in a proper bed.
32. They never ate vegetables except on Sundays because  
 a) they don't like vegetables.  
 b) they are content with fried tomatoes  
 c) they like bread and butter very much  
 d) they don't have enough money to buy vegetables
33. The writer was  
 a) a young boy  
 b) the eldest of the family  
 c) the eldest child of the family  
 d) a responsible member of the family.
34. "\_\_\_\_\_ I started off, for suburbs to fetch washing for aunt Dora. "suburb" means  
 a) district outside the central part of a town or city.  
 b) a city  
 c) an Urban area  
 d) a thickly populated area.
35. The previous night's left-over are the remaining food of the previous night True / False
36. Children ate their supper in different plates. True / False

**Text - 4**

**Aeroplane in a Storm**

Our aeroplane was just besides the airport building. It did not look too strong to me but I decided not to think about such things. We saw our luggage going out to it on trolleys and being loaded from underneath the aircraft. Next, three men and three girls, all in uniform, went over to the plane and entered it. Over the loud-speakers we were told the plane was ready to leave and were asked to walk out to it. Everybody moved quickly in order to get the seats they wanted. I was unable to get a seat near the tail, but the plane looked stronger inside than it had from outside. I fastened my seat belt before we took off and tried to forget my nervousness.

After an hour's flying I noticed black clouds ahead through my window. My nervousness immediately returned. An electric sign flashed on: 'Fasten your seat belts, please', and one of the hostesses made a similar request over the loudspeakers. She told us we were about to fly into a storm but added cheerfully there was nothing to worry about. The plane shook all over dropped about twenty feet and a

great flash of lightening lit up the passenger compartment. For five minutes the three hostesses did their best to give out anti-sickness pills and comfort the passengers. The plane rose and fell. The sky became light again and soon we were flying steadily. The pilot had managed to get above the storm. I realised then that the plane was definitely stronger than it looked, but for all that I felt nervous.

37. Where were the passengers when they were told their plane was ready to leave?  
a) Walking quickly towards it.                      b) Beside the airport building.  
c) Inside the airport building                      d) Watching the crew walking over.
38. What did the hostesses do after there had been a flash, a lightning?  
a) Behaved very kindly towards the passengers.  
b) Looked after the passengers better than they ever did.   
c) Looked after the passengers, although it was not easy to do so.  
d) Did everything they could for the passengers.
39. "The pilot had managed to get above the storm" This means:  
a) He took the plane above the storm              b) He tried to get over the storm  
c) He managed to control the plane              d) He managed to fly through the storm.
40. "Our aeroplane was just beside the airport building". It means:  
a) The plane was at the side of the airport building  
b) The plane was behind the airport building.   
c) The plane was away from the airport building.  
d) The plane was opposite to the airport building.
41. Three men and three girls in uniform who entered into the plane were  
a) captains of the plane.                      b) passengers.  
c) V.I.Ps.                      d) pilots and air-hostesses.
42. Though the plane looked stronger inside again the writer became nervous after an hour because  
a) he felt tired                      b) there were black clouds ahead.   
c) there was a severe storm.              d) he felt bored
43. The writer at last accepted that the plane was  
a) not strongly built.                      b) strong enough to withstand the storm.   
c) strong only inside.                      d) strong only in its appearance.



**Text - 5**

**Skating in thin ice**

The sun was getting warm as Philip put on his skates and prepared to go for a run. At the edge of the lake the ice was still quite hard. He did not seem to realize there was any danger; but nearer the middle of the lake the warm sun had already begun to melt the ice.

After making a few practice turns, Philip set out with long sweeping strides to cross the lake at its widest point. In order to make himself go faster, he tried to race his own shadow as it fell on the ice ahead of him. When he was about half way across, crunch! - the weak ice suddenly broke beneath his weight, and with a splash he fell through it. All the air was sucked out of his lungs by the shock of the freezing water biting into his body, so that for twenty or thirty seconds afterwards he was not even able to scream. Then at last he found his voice shouted for help, and almost immediately afterwards blacked out\*.

When he opened his eyes again, he was lying in bed in his own home, with his father bending anxiously over him 'You should have known better than to do a silly thing like that', were the first comfortless words he heard after his narrow escape.

⊕ blacked out-lose consciousness or memory temporarily.

44. Philip fell into the water because
- |                              |  |                          |
|------------------------------|--|--------------------------|
| a) the lake was wide.        | b) the ice at the surface could not bear his weight. | <input type="checkbox"/> |
| c) he was skating very fast. | d) he made a hole in the ice in the practice turns.  |                          |
45. Which of these statements about the sun is correct? It was
- |                              |                            |                          |
|------------------------------|----------------------------|--------------------------|
| a) rising from the east.     | b) going down in the west. | <input type="checkbox"/> |
| c) in the middle of the sky. | d) not warm.               |                          |
46. The lake where Philip practiced skating was
- |                       |                        |                          |
|-----------------------|------------------------|--------------------------|
| a) round in shape.    | b) of irregular shape. | <input type="checkbox"/> |
| c) somewhat rectangle | d) conical shape.      |                          |
47. After he had fallen into the water he didn't scream for twenty or thirty seconds because
- |  |   |                          |
|--|---|--------------------------|
| a) he couldn't think what to say.        | b) he was afraid his father would be angry. | <input type="checkbox"/> |
| c) the cold water stopped him breathing. | d) he had fallen fainted.                   |                          |
48. After Philip's narrow escape
- |                                 |                                      |                          |
|---------------------------------|--------------------------------------|--------------------------|
| a) his father brought him home. | b) his father was anxious about him. | <input type="checkbox"/> |
| c) his father scolded him.      | d) his father felt comfortable.      |                          |

49. 'a silly thing like that' indicates (last paragraph);

- a) falling breathless.                      b) racing one's own shadow.  
c) making long sweeping movements over ice.      d) skating when the sun begins to melt the ice.

Put these events into their order of happening:

50. a) Philip put on his skates and made a few practice turns.

51. b) Philip fell through the ice.

52. c) The lake was frozen and the sun started to melt the ice.

53. e) Philip saw his father bending over him.

54. f) Philip blacked out.

55. g) Philip shouted for help.

**APPENDIX - II**  
**TEST ON READING READINESS**

I. Read the sentences below and answer the questions that follow:

E-g: Late last night a burglar entered the home of Mr. Ravi at 22 Kamarajar Street to steal valuable jewels.

Who?	-	A burglar
What happened?	-	Entered the home of Mr. Ravi
Where?	-	At 22 Kamarajar Street
When?	-	Late last night
Why?	-	To steal valuable jewels

1. A big tree was blown down by the wind across the road during the storm last week.  
What happened?  
Where?  
When?
2. A boy in my class was punished by the headmaster yesterday in the assembly as he did many mistakes?  
Where?  
Why?
3. When I went to Delhi during last summer I saw an accident which happened due to the carelessness of a car driver.  
Who?  
What happened?  
Where?  
How?
4. Gandhiji and the British Viceroy Irwin met in Delhi on January 1931 and the Gandhi - Irwin Pact was signed.  
Who?  
What happened?  
Why?
5. Yesterday a goat went away from the herd in the hilly area in search of grassland.  
Who?  
What happened?  
Where?  
Why?

II. Matching the following:

- |                                       |                      |                          |
|---------------------------------------|----------------------|--------------------------|
| (E-g) This is a piece of clothing     | dress                |                          |
| 6. This comes out of the chimney      | handkerchief         | <input type="checkbox"/> |
| 7. This is a place in which we pray   | medicine             | <input type="checkbox"/> |
| 8. This we use to cover ourselves     | smoke                | <input type="checkbox"/> |
| 9. This we use when we blow our noses | blanket              | <input type="checkbox"/> |
| 10. This we use when we are sick      | temple/church/mosque | <input type="checkbox"/> |

III Identify the root that is used in each of the three words:

- |   |       |
|---|-------|
| (E-g) Washerman, Washed, Washable       | Wash  |
| 11. captor, captive, captured           | _____ |
| 12. abduct, ductile, deduct             | _____ |
| 13. export, import, report              | _____ |
| 14. transcript, inscription, manuscript | _____ |
| 15. monograph, biography, graphic       | _____ |

IV. Select the word that says the same thing as the underlined words in each of the following sentences and write the answers in the box provided.

- (E-g) The teacher is kind enough to handle these kids.
- |                 |                          |
|-----------------|--------------------------|
| a. kind hearted | <input type="checkbox"/> |
| b. lovable      | <input type="checkbox"/> |
16. The dog was watching the child carefully or otherwise he would wander onto the street.
- |                 |                          |
|-----------------|--------------------------|
| a. kind hearted | <input type="checkbox"/> |
| b. lovable      | <input type="checkbox"/> |
17. The sky was without a cloud
- |              |                          |
|--------------|--------------------------|
| a. cloudless | <input type="checkbox"/> |
| b. cloudy    | <input type="checkbox"/> |
18. The man did not move a muscle. He waited for the judge's verdict
- |               |                          |
|---------------|--------------------------|
| a. movable    | <input type="checkbox"/> |
| b. motionless | <input type="checkbox"/> |
19. Are you the man who helps me with this job?
- |            |                          |
|------------|--------------------------|
| a. helpful | <input type="checkbox"/> |
| b. helper  | <input type="checkbox"/> |
20. The United States is constantly forced to bring its armed forces up to modern standards.
- |              |                          |
|--------------|--------------------------|
| a. modern    | <input type="checkbox"/> |
| b. modernize | <input type="checkbox"/> |

V. Choose the one that best explains the underlined words in the context of the sentences and write the answers in the box provided:

- (E-g) She turned white as snow at the news.
- |                               |                          |
|-------------------------------|--------------------------|
| a. She became white in colour | <input type="checkbox"/> |
| b. She was shocked            |                          |
| c. She felt irritated         |                          |

21. They had so much fun playing that the minutes flew by.

- a. Minutes can fly like birds.
- b. Time went very fast.
- c. The minutes were riding on an airplane.

22. He raced like lightning down the track.

- a. The lightning frightened him.
- b. He ran fast down the track.
- c. He tried to run faster than the lightning.

23. Sara stood glued to the ground.

- a. She did not move.
- b. She stepped in some glue.
- c. Her feet were fastened tightly to the ground.

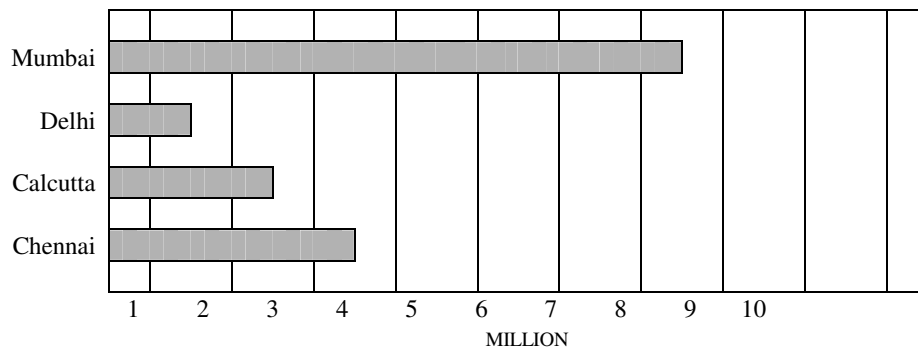
24. Hyderabad and Secendrabad are twin cities.

- a. They look very much alike.
- b. Many twins live in these cities.
- c. They grew up side by side.

25. Mala was as happy as a bird.

- a. She was free and happy as a bird.
- b. She flew like a bird.
- c. She sang beautiful like a bird.

VI. Read the graph and answer the questions given below:



26. The population of Mumbai is about

- a) Eighty thousand                      b) Seventy thousand  
 c) Seven million                          d) Eight million.



27. The city of Delhi has more people than the city of Calcutta

True / False

VII. Read the table and tick the right answer:

Average Retail prices of Food in Rupees,	1975	1985	1995
Coffee, 1 Kg	79	86	110
Sugar, 5 Kg	48	51	52
Butter, 1 Kg	72	85	72
Tea, 1 Kg	63	64	81

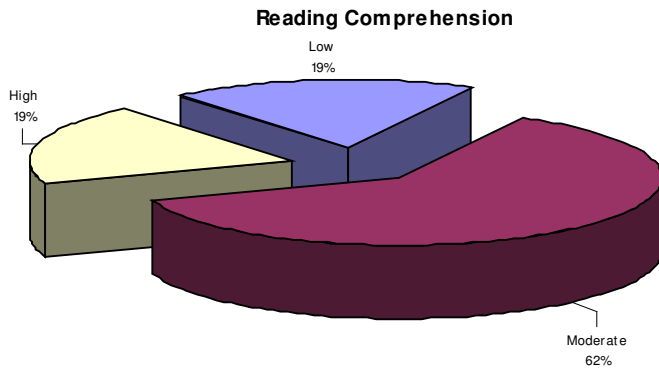
28. The title of the table indicates that the prices given are in rupees

True / False

29. Only butter showed no increase in 1995 over 1985

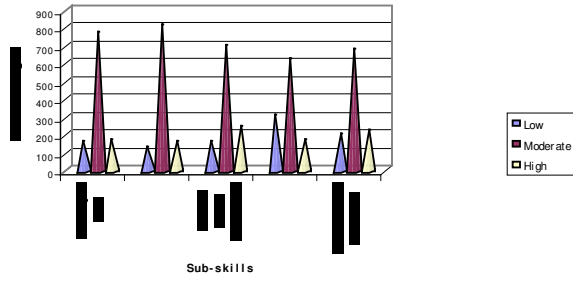
True / False

# CHART I



## CHART 2

Level of attainment in Reading the lines and its sub-skills





### CHART 3

Level of attainment in Reading between the lines and its Sub-skills

