CHAPTER II
REVIEW OF RELATED LITERATURE

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2.0 INTRODUCTION

An effective research is based on past knowledge and this chapter on review of related studies helps to eliminate the duplication of what has been done and provides chances for framing relevant hypotheses and helpful suggestion for significant investigations. The review of the literature promotes a greater understanding of the problem, its crucial aspects and contributes to the scholarly presentation of the research. A brief summary of previous researches, references and writings of scholars and experts provides evidence that the researcher is familiar with what is already known and what is still unknown and untested (Best, 1977).

This chapter deals with the review of related studies conducted in India and abroad, which are related to cognitive abilities and non-cognitive abilities and language skills, especially to receptive skills. Such a review provides a theoretical base to conceptualize the research problem and helps to decide upon the research design to be employed.

2.1 STUDIES RELATED TO COGNITIVE FACTORS AND RECEPTIVE SKILLS

Pimsleur et. al. (1964) reported on a large number of studies that examined the relationship between intelligence and foreign language learning. He pointed out that some of the studies indicated positive relationship between intelligence and success in a foreign language; most of the studies were skeptical of such relationship.

Children reared in environmental deficits had low IQ, poor language, poor conceptual abilities, poor abilities to focus attention and low probability success in schools. (Siegel et. al. 1967).

McCloskey (1967) observed that the children of poor background did not have sufficient interaction with their parents, and this resulted in cognitive deficiency.
Generally, their parents do not stimulate them intellectually through conversation, field trips, books and magazines and never encourage their curiosity.

Cohen and Glass (1968) found no significant relationship between IQ scores and reading ability in first grade; in the fourth grade, IQ and reading ability were significantly related.

Attitude is one of the factors that account for variation in the level of achievement. Spolsky (1969), Gardner and Lambert (1972) stressed the importance of a friendly outlook towards the group as well as the language.

Clark (1970) in his study on children of normal intelligence, who were severely backward in reading, found that 12 years old had poor auditory discrimination and 10 years old had associated speech difficulties. He also stated in his work that children who had speech and articulation difficulties beyond the age of 7 or 8 years also have problems with the discrimination of auditory discrimination.

Harris (1972) in a study conducted to determine the relationship between achievement and intelligence noted that the relation between intelligence and reading was low to moderate at initial level but it increased at higher level.

Barton et. al. (1972) conducted a study to assess more fully the relative importance of both ability and personality variables in the prediction of academic achievement. One of the conclusions of the study is IQ together with the personality factor, which they called conscientiousness – predicted achievement in all areas.

Ghuman (1976) studied certain affective characteristics of over achievers and under achievers and found that there was no significant difference in any of the variables such as, aptitudes, achievement, motivation and personality traits used in the study. It was also found that over achievement is primarily attributed to non-cognitive personality variables and disabilities due to cognitive factors.
Gordon (1976) in her report on a study involving 1102 Chicago area fifth and sixth graders who were aggregated into seven cohorts of approximate equal IQ scores, found that white children with average IQ scores (95 – 104.9) scored higher on achievement tests than black children of the same sex and race. She concluded that overachievement and underachievement among children with similar IQ scores were consistently related to race and class.

Snow (1977) indicated that four aptitudes or individual differences were found to influence achievement in education. These four are general ability (intelligence), achievement motivation, anxiety and prior knowledge.

Derevensky (1977) & Ward’s (1977) research supports the assumption that auditory-visual integration is related to reading ability but indicates that the variables are related in a complex manner depending on the students development, IQ and economic background.

Hare’s (1977) study proved that auditory skills are particularly important for acquiring language skills, which include reading. Some children who have retarded visual perception ability also have poor auditory perception, suggesting that a general development lag in perception exist. Fortunately many of these children are successful in having to read.

Bryan & Bryan (1978) reports that the learning disabled children are, more likely than normal students to send and receive negative verbal messages and to interpret non-verbal behaviours inaccurately.

Magee and Newcomer (1978) investigated the relationship between oral language and academic achievement in learning disabled children. They indicated that correct grammar and understanding words and sentences are more closely related to academic achievement than articulation and speech discrimination skills, and mathematical
proficiency is related to language ability and language skill seems to enhance children's ability to acquire general information about their environment.

O'Hagan (1980) pointed out that lack of concentration among the students was found to reduce their reading ability and educational achievement. Cognitive skills and study habits were perceived as causes of poor academic performance.

Their cognitive ability mirrors their language ability and therefore, the cognitive abilities of gifted readers vary from the normal. Those gifted in reading have a unique ability to perceive relationships, solve problems, demonstrate observational skills, and to grasp abstract ideas quickly (Witty, 1981).

Many children later identified as gifted enter school knowing how to read. Approximately half of the children classified as gifted by intelligence tests could read in kindergarten, and nearly all of them could read at the beginning of first grade (Burns & Broman, 1983).

Polette (1984) emphasized the following factors: higher cognitive levels of thinking, critical reading, vocabulary development, wide exposure to literature, productive thinking, imaginative thinking, visualization, exploration of values, and a language arts approach.

Scovel (1991) emphasized the importance of attention as ‘central to the entire process of second language acquisition’, as ‘the learner’s window to the world’, and as ‘neuropsychological mechanism that promotes or prohibits acquisition’.

Smith & Stahl (1993) studied (a) the effects of context (e.g., work, school, leisure) on adults' reading practices and (b) educational and occupational differences in reading practices. Study 1, however, did not examine the hypothesized relationship between reading practices and cognitive growth. Findings of the study were further insights into the relationship between reading and cognitive development in adults.
McLoughlin et al. (1994) identified factors such as inefficient working memory, processing rapid information and a continuing slowness in reading speed as the major problems of dyslexic adults. Warren and Flynt (1995) report that attention deficit disorder and hyperactive children usually exhibit poor achievement in most school subjects.

Frost and Emery's (1996) research confirms that classification in learning to read are more likely to be related to problems with phonological awareness than the problems with visual perception. Students with hearing loss, and others with a specific learning difficulty, which involves weakness in auditory processing, are obviously most at risk since their ability to access the phonemic aspects of the language around them is impaired.

Brock (1996), studied the reading comprehension abilities of 21 intermediate grade children. The study investigated comparison group differences in different levels of comprehension (micro processing and macro processing), in the meta cognitive skill known as comprehension monitoring, and examined whether attention deficit symptom correlated with reading comprehension ability. Results supported two of the study's four hypotheses: (1) Attention deficit children obtained lower reading comprehension test scores than did their carefully matched peers in the comparison group; and (2) greater attention deficit symptom predicted lower reading comprehension test scores.

Morgan (1996) has found seven distinct types of intelligence related to the theory of cognitive style. The article concludes that multiple intelligence theory is not about new "intelligences", but rather, a reframing of what others have defined as cognitive styles.

Lamb et al. (1997) in their paper on 'Communication Skills, Educational Achievement and Biographic Characteristics of Children with Moderate Learning Difficulties' examined the aspects of intellectual, linguistic and academic abilities of 71 children with moderate learning difficulties. A profile of these abilities was presented and analyzed. The profile explored the relationships between several aspects of academic
achievement and biographical factors such as age, gender, season of birth and IQ. Statistical analysis reveals significant relationships between several of the variables investigated. Logically a relation is expected between time spent on individual study and achievement.

Vivaldo and Javier (1997) carried out a study with Mexican college students to analyze the relationship between readers' cognitive styles (field dependent/independent) and their performance at different levels of written discourse processing in Spanish (L1) and English (L2). The sample for the study included 452 undergraduate volunteers from the Universidad Autónoma Metropolitana in Mexico City. Results show significant differences in reading comprehension both in L1 and L2 between field dependent and independent students, as well as significant differences in cognitive styles between groups defined by gender, field of study, and academic level. These are the three main findings: a highly significant correlation was found between reading Spanish as a first language and reading English as a Second Language, which suggests an extrapolation of reading strategies from L1 to L2; there is a positive and highly significant correlation between the field dependent and field independent cognitive styles and reading comprehension in both L1 and L2, lending weight to the idea that cognitive style is an important source of individual variation and very important to reading comprehension; significant differences in cognitive style were found when considering variables such as gender and the field of students, thus emphasizing the importance of taking these factors into consideration when designing curricula and instructional strategies, particularly for teaching reading comprehension.

Gens et. al. (1998) developed a program for improving primary level student intelligence in order to improve reading comprehension, prediction skills, and the ability to apply targeted reading strategies. The study revealed that the students were not motivated to read and failed to make the connection between reading and understanding.

Ratcliff & Cress (1999) examined the context and interaction variables associated with communication reciprocity with five adolescents with physical and/or cognitive
disabilities using augmentative/alternative communication (AAC) systems and their non-disabled peers. Clusters of interaction patterns related to more balanced communication were identified.

Rush (1999) assessed early literacy skills and expressive and receptive vocabulary skills in 39 children and correlated skills with measures of caregiver/child interactions observed in the home. Degree of caregiver involvement, rate of language interactions, and participation in early literacy activities were related to literacy and language skills.

Iddings et. al. (1999) described a program for enhancing reading comprehension and vocabulary development through the use of multiple instructional strategies and technology. The targeted elementary population exhibited both poor reading comprehension and poor vocabulary acquisition and understanding, which interfere with academic achievement.

Moss et. al. (1999) found that children and young adults with velocardiofacial syndrome performed worse on a standardized test of language ability than would have been predicted from their verbal IQ scores and showed a significant discrepancy between receptive and expressive language scores.

Smith et. al. (1999) examined the relationship between everyday reading practices and cognitive abilities. Adults kept a structured diary, the Reading Activity Method, and recorded their reading practices for a five-day period. They also completed several tasks deemed to be measures of cognitive abilities. Comparisons were made between high-exposure and low-exposure readers on the cognitive tasks to determine the effects of reading practice on cognitive ability. No differences were found.

Bonafina et. al. (2000) studied children’s attention-deficit based on their IQ and reading ability. Further, the study concludes that the patterns of cognitive, behavioral, and neuro-chemical functions are determined by discrepancies in Verbal-Performance IQ, academic achievement, parent aggression ratings, and a measure of noradrenergic function.
Geimer et. al. (2000) attempted to determine the effect of incorporating multiple intelligence strategies into the language arts curriculum. The targeted students were in the second, third, and fifth grades. The study discovered that reading was the lowest academic area tested and other factors that impact low student achievement are mobility, lack of teacher training and support in implementing existing curriculum, and teachers not addressing students' various learning styles. After reviewing possible interventions from current literature works, Howard Gardner's theory of multiple intelligences repeatedly appeared as a suggested solution.

Thompson (2000) has provided sampling strategies that will help students with content literacy. It is based on the idea that reading is about understanding such that the words are transformed into meaningful thoughts within the reader's cognitive frame of reference. The booklet concludes that incorporating strategies into instruction will help increase comprehension levels and move students from passive to active learners.

Condis et. al. (2000) reported that there is a significant improvement in students' expressive and receptive language with an intense daily intervention using the multiple intelligences.

Evans et. al. (2001) found the relations between measures of Cattell-Horn-Carroll Cognitive Abilities and Reading Achievement during Childhood and Adolescence. This exploratory study examined the relations between the Cattell-Horn-Carroll theory of cognitive abilities and reading achievement during childhood and adolescence, and was found to be significantly and differentially related to basic reading skills, reading comprehension, basic math skills, and math reasoning abilities. The strength of CHC cognitive/achievement associations varied as a function of CHC ability, curriculum area, and developmental status (age).

Glaser et. al. (2002) studied language skills in children with velocardiofacial syndrome. Their study suggests that children with velocardiofacial syndrome show more severe deficits in receptive than expressive language abilities.
Chandrakanthi (2003) studied the socio-pedagogical factors affecting language skills among the engineering college students. The study concludes that the social factors such as socio-economic status, family environment, college environment and a few personality traits affect the language skills among the engineering college students. Further, a few pedagogical factors also have influence on the language skills.

Caspo (2003) examined the cognitive factors of the development of foreign language skills. Results of the study indicated that the best predictor of later achievements is preliminary language knowledge, especially reading skills. However, the inductive reasoning is a significant predictor in the younger age groups.

Thus, the above studies are related to various aspects of language skills in general and receptive skills in particular. All these studies illustrated that there is a significant relation between cognitive variables and language skills.

2.2 STUDIES RELATED TO NON-COGNITIVE FACTORS AND RECEPTIVE SKILLS

Gates (1941) reported that 75 percent of the disabled readers studied by him showed personality maladjustment. He also indicated that emotional maladjustment was a significant cause of reading disability.

Robinson (1946) in her study indicated that factors such as teachers' personalities, methods of teaching, reading, school policy on promotions, teaching materials and class size influence reading achievement. She believed that school methods were a significant causal factor in most of the cases she had studied.

Brookover et. al. (1964) studied the significance of the self-concept on achievement. They defined self-concept in a learning situation as one's own conception of one's ability to learn. They found that there is a significant relationship between self-concept and performance in the academic role, even when IQ was held constant.
Several researchers (Pimsleur et. al., 1964 and Smart et. al., 1970) stressed the importance of personality in second language learning. Pimsleur et. al. (1964) compared average achievers and underachievers in high schools and found that a successful learner possessed personality traits such as social conformity, extroversion, flexibility and tolerance for ambiguity.

Students differ in their beliefs about success and failure. Earlier studies conducted indicate that students with an internal locus of control achieve more in school than those who have external locus of control. (Crandall and Katkovasky, 1965).

Home background conditions and institutional factors influence learners’ academic achievement. The Summerfield Report (1968) considered family and school as the two main social environments in which a child grows and hence a study of these factors is necessary to know about the learner characteristics.

Williams and Cole (1968) found significant, positive relationship between the self-concept of sixth grade students and their reading and mathematical achievement.

Self-concept has a significant effect on the behavior of students both inside and outside school. Studies conducted by Padelford (1969), Cohn and Kornelly (1970) indicated a significant positive relationship between reading achievement and self-concept.

From a study conducted by Himmelweit and Swift (1969) to find out the effects of different schools on boys with the same home background and the effect of the same school on boys with different home backgrounds, it was observed that school was a better predictor of the boys’ attainment, attitude and subsequent career than his social background and ability.

Many disadvantaged students have an external locus of control that has a negative impact on their academic achievement (McCloskey, 1967, and Grossman, 1995).
Labov (1970) in his work on 'the language of black children in US finds that the school context rather than children’s capabilities, limited the quality of black children’s oral language in formal school situations.

Callaway (1972) found that the amount of reading materials in the home was a significant determinant of reading achievement.

Sathi (1973) in her comparative study of some personality characteristics of over achievers and under achievers found that the under achievers are more extroverted than the other group.

Black (1974) found that children with learning disabilities to be lower in self concept than their peers. In addition, Black noted that self-concept was directly related to achievement, that is, the lower the level of achievement, the lower the level of self-concept.

John (1974) in a study to find out the interrelation between achievement motivation, test anxiety and under achievement found no significant difference in either sex with the achievement motivation but high text anxiety is significantly associated with under achieving boys.

Nair (1975) and his associates studied the influence of sixteen personality variables, which are related to under achievement in mathematics and high intelligence subjects. The study found that eight adjustment variables such as, sense of personal freedom, personal adjustment, test anxiety, withdrawing tendencies, nervous symptoms, general anxiety, social adjustment and social standards are helpful in discriminating between high intelligence normal achievers and high intelligence under achievers.

Intelligence alone is not an adequate predictor of academic success and that certain personality factors also have an important bearing on academic achievement. The importance of personality factors such as anxiety in academic achievement has been recognized (Smith, 1964; Singh, 1966; Dutt et.al. 1972; Arora, 1975).
Anxiety influences academic achievement. Low anxious students tend to have higher scores (Smith, 1964; Singh, 1966; Bhatnagar, 1963; Dutt et al., 1972 and Arora, 1975).

Burstall (1975) reviewed several studies and revealed that they showed a positive correlation between attitudes and achievement.

Children of poor background are also found to have poor self-concepts and self-esteem. Lack of role models at home, repeated failure in school and other competitive situations may lower their self-images. They are also believed to suffer a loss of self-esteem when they compare their lives and living conditions with those of middle class learners (Bowles and Gintis, 1976).

The importance of note taking in study habits is stressed in many studies, note taking can aid the learning process as it enables the learners to recall and review the ideas easily. (Hartley and Davies, 1978).

Genesee and Hamayan (1980) failed to find any positive relationship between personality variables and achievement.

Delamater et al. (1981) in their research noted that hyperactivity and language problems associated with most learning difficulty children have a heavy impact on families. There is a special stress evident in these family histories.

Krashen (1981) stated that self-esteem, motivation and level of anxiety were the three affective variables that influenced language acquisition. Relationship between motivation and efficiency of learning has been studied by several researchers.

Pumfrey and Cotter (1981) opines that study habits and attitudes are acquired over time. If academic achievement is seen as a worthwhile goal by the pupil and they experience a degree of success in attaining it, sound study habits and attitudes are likely to be reinforced, provided the psychological cost is not exorbitant.
There is a relationship between children’s study habits and emotional characteristics (Kalpana, 1981).

The reading abilities develop naturally, without formal instruction, in home environments where literacy is valued and language usage is encouraged (Durkin, 1966). They have been immersed in a print-rich environment and have "puzzled-out" for themselves how to read (Teale, 1982).

Quin and Jimmy (1983) observed that children’s anxiety level significantly affects performance. Low anxious students tend to have higher performance. Anxiety and intellectual ability interact to affect performance. High anxiety in conjunction with high intelligence can interact to facilitate learning performance. Intelligence can interact to facilitate learning performance. Children’s anxiety is associated with task difficulty. Stress producing instructions and perceived task importance affect children’s anxiety and performance.

Several studies have shown the influence of home environment on the academic achievement of children in schools. Pandey (1985) in his study has established that the influence of home environment factors such as control, protectiveness, conformity, social, isolation, rejection, deprivation of privileges, permissiveness, nurture and reward are related to the academic achievement.

Connelly (1985) examined the vocabulary test scores of students in grades one to three from four schools in Alaska to measure verbal skill levels. The PPVT-R and the WISC-R Vocabulary subtest were administered to 100 Indian and 106 non-Indian students. Similar correlations of .59 and .65 were obtained between the two tests in the two groups, respectively. The author cites that although the Indian students obtained significantly lower mean scores on both the tests, the difference between the measures of the two tests was significantly greater in the Indian population.
Osborne (1985) reviews 10 years of research into cognition among Native Americans, very broadly defined to include studies of visual and social perception, cognitive style, concrete/formal operational ability, language abilities and cognitive strengths.

Kistner and Osborne (1987) found lower general self-esteem among students with learning disabilities; also found that these students' general self-esteem scores were unrelated to their perceptions of cognitive competence. Thus, for many learning disabled students, awareness of academic difficulties does not necessarily result in generally negative self-perceptions. However, general self-esteem scores were related in the students' beliefs about their social and physical competence.

Puri (1987) in an attempt to make a detailed study of the personality traits and self-concept of under achievers found that 19.8 percent of the intellectually gifted were under achievers. The majority of under achievers belonged to lower socio-economic group and had proper self-concept.

Elias et. al. (1991) stated that teaching emotional and social skills is very important at school; it can affect academic achievement positively not only during the year they are taught, but during the years that follow as well. Further Elias stated that teaching these skills has a long-term effect on achievement.

Ramamurti (1993) rightly emphasized that despite possessing good intelligence and personality, the absence of good study habits hampers academic achievement. The teachers and parents will have to ensure that children acquire good study skills so that their academic performance will be good.

Sreenivasa Rao (1994) studied the study skills with the following dimensions: Reading and note taking skills, skills of concentration, skills of time budgeting, preparing for examination and attitude toward learning.
Smith (1994) investigated in his program the impact of the Choice Awareness Programme on the self-concept, locus of control and interactive choices of children with learning disabilities, the extent to which the choice awareness programs influenced the quantity of choices as well as the quality of choices made by children in response to selected situations. Changes in locus of control and self-concept were also measured to determine the impact of the choice awareness programme. Though the statistical findings of this study do not strongly suggest the choice awareness program as a tool for improving the self-concept, locus of control and interactive choices of children with learning disabilities, the anecdotal information obtained from the instructor evaluation do suggest that improvement can occur through this programme.

Study habits refer to the methods used by the students for learning. Many studies report the students’ need for understanding their own study habits in the learning process in order to achieve the maximum benefit from their efforts. (Webster, 1977; Gibbs and Northedge, 1979; Jackson et. al., 1979 and Sreenivasa Rao, 1994).

Albero et. al. (1997) described a program for increasing reading test scores. Analysis of the study revealed the following conclusions: (1) readers lacked quality time spent practicing reading at home and in school with teachers and students; (2) children with high test anxiety had significantly lower scores; (3) since literacy learning is individually developmental and proceeds through a number of predictable stages, developmental lag can occur; (4) students in low socio-economic communities may demonstrate lower achievement, but can raise it with modifications; (5) how students use their prior knowledge and experience to help them understand text influences what they recall from a test; (6) students are unable to comprehend and connect reading to their life; (7) poor decoding and comprehension skills result in lower test scores; and (8) children are poor test takers.

Govindaraju (1998) in his study of locus of control, failure tolerance and test anxiety among normal and handicapped students concludes that normal male children from government schools show more internal locus of control than their counterparts.
from aided and private schools. With regard to orthopaedically handicapped male children, the internal locus of control is greater in children from private sector.

Hook & DuPaul (1999) examines the effects of a parent tutoring intervention on the reading performance of students with attention deficit at home and at school. Results indicate that the home environment and the school setting improve reading performance of the students.

LeFevre & Senechal (1999) found that the researchers, parents, and teachers have suggested that the home environment is likely a source of experiences that can enhance the development of oral language and early literacy skills. This longitudinal study examined the relations among home literacy factors, subsequent to language and early literacy skills, and reading acquisition. Assessments included measures of vocabulary, listening comprehension, phonological awareness, alphabet knowledge, emergent spelling, single word reading, and standardized reading achievement, as well as parent questionnaires. The study found that parents' knowledge of children's literature was related to children's oral language skills, and the amount of teaching about reading and writing reported by parents was related to children's acquisition of early literacy skills. The impact of home literacy factors was mediated through language and early-literacy skills in reading and parent teaching did not predict significant unique variance in reading at the end of Grade 1. The findings support a distinction between storybook reading and parent teaching, with different links to early skills and, ultimately, to reading acquisition.

Ediger (1999) examined personalizing the teaching of reading using two methods of reading instruction. The study concluded that pupils need to become good readers so that a wholesome self-concept may evolve and utilitarian needs are met through reading proficiently in school and in society.

Yadav (2002) pointed out that poor classroom conditions, class size, lack of clear objectives for teaching English in schools, variations in syllabus and teaching methodology and poorly designed textbooks have led to many problems in language teaching and learning process.
The above studies indicate that the non-cognitive factors such as personality, self-concept, anxiety, study habits and other emotional variables play a vital role in the development of language skills, specifically receptive skills.

### 2.3 STUDIES RELATED TO READING SKILLS

Betts (1957) reported the significance of the concept of reading readiness at all levels.

Otto (1966) found that poor achievers accumulate reactive inhibition more rapidly than good achievers and those poor readers accumulate it more rapidly than good readers.

Gifted readers have special needs just as other exceptional learners do. The greater the ability in reading, the greater the need for a special program commensurate with that ability (Hoskisson & Tompkins, 1987; Wallen, 1974).

California School Effectiveness Study (1977) found that factors such as staff characteristics, measures of contact between staff and students and instructional and organizational characteristics were significant determinants of pupil success in reading.

Stallings et. al. (1978) stressed the importance of variety in activities, closely monitored seatwork, structured programs and supportive feedback for higher gains in reading.

Frezise (1978) advised rapid pacing and timing: "going deeper" into a topic, less rigidly structured learning environments, and provisions for critical thinking, reading and writing.

Brookover and Lezotte (1979) found that lack of emphasis on the basic reading objectives was the major difference between improving and declining schools.
Inquiry reading (Cassidy, 1981) also enables the gifted reader to conduct research on topics of interest. In this four-week program for grades three and up, students select a topic, carry out research, and present their findings to others. The approach can be used by classroom teachers during the time usually reserved for basal reading instruction.

In short, they need the same diagnostically based instruction that should be afforded by all learners (Bond & Bond, 1983; Rupley, 1984).

Four general options are available to meet the needs of gifted students: (a) special classes or schools for the gifted, (b) accelerated programs (skipping grades), (c) mainstreaming gifted students in regular classrooms, and (d) enrichment programs for mainstreamed gifted students (Schwartz, 1984).

Other recommended instructional models for gifted readers include AIME (Swaby, 1982), reading-strategy lessons (Goodman, Burke & Sherman, 1980), DRTA (Bates, 1984) and vocabulary development through literature (Howell, 1987).

Witty (1985) found that the gifted readers are so advanced that they have little to gain from the reading materials and activities normally given to others of their age and grade. They require far less drill and practice than their peers.

Johnson (1987) found that the needs of gifted readers in the classroom are reading acceleration and individual enrichment. Reading acceleration involves placing students on their instructional level in reading regardless of grade placement. Enrichment involves delving deeper into reading material at the student's grade level.

Renzulli (1988) recommended that activities for the gifted emphasize higher level thinking skills, controversial issues, and less structured teaching strategies.

Children who have exceptional ability in reading and working with text information are considered gifted readers (Mason & Au, 1990). Gifted readers read voraciously, perform well above their grade levels, possess advanced vocabularies and do well on tests (Vacca, Vacca & Gove, 1991). They usually have advanced language
abilities in comparison with children of the same age. They use words easily, accurately, and creatively in new and innovative contexts and speak in semantically complex and syntactically complicated sentences (Bond & Bond, 1983).

West et al. (1993) administered several such measures to 217 adults who were identified, through naturalistic observation in an airport waiting area, as readers (i.e., were observed to read, while waiting, for 10 consecutive minutes) or non-readers (i.e., did not read while waiting). Observed subjects were then approached and asked to complete the checklists. Persons judged to be readers significantly outperformed non-readers on measures associated with reading (e.g., author, magazine, and newspaper recognition tasks). There were no differences on measures of exposure to TV or movies. Also, readers were superior to non-readers on vocabulary and general knowledge measures.

Shaughnessy (1994) recommended expanded literacy activities for the gifted readers. Guest speakers in the classroom, creative writing and connecting books with television or movies are examples of recommended activities.

Ashum Gupta and Anju Garg (1995) in a study aimed to examine and compare the reading, spelling and writing skills of the dyslexic children with the chronologically matched control group. Their findings indicated that dyslexic children were significantly poorer than normal children on reading skills.

Noell et. al. (1998) examined the effects of reinforcement contingencies designed to increase the performance of existing reading skills in three boys (age 9) with attention deficit hyperactivity disorder. Results showed that a combination of contingencies, modeling, and practice was effective in producing substantial increases in oral reading fluency for all participants.
Bamford and Day (1998) found four approaches with reference grammar-translation, comprehension questions/exercises, skills and strategies, and extensive reading in teaching of second language (L2) reading and their status in the classroom reading is examined, and it was concluded that the word recognition, affective and socio-cultural factors influencing reading, vocabulary development, general language learning, and reading outside the classroom.

Spiegel et.al., (1999) described a program for advancing reading comprehension skills. The targeted population consisted of second and fourth grade students. The problem of lack of comprehension skills was documented through teacher observations, student and parent surveys, comprehension checklists, teacher journals, and reading inventories. The study indicated that many factors such as poor questioning techniques by the teacher, lack of student motivation, and lack of self-monitoring during reading, influence a child's level of reading comprehension.

Mosher (1999) designed and implemented a program to improve vocabulary knowledge and attitudes toward reading by focusing on direct vocabulary instruction. The targeted population consisted of 23 fourth grade students in a middle-class suburb north of Chicago. The study indicated that students lack exposure and knowledge of vocabulary and also lack strategies to learn new words. In addition, students did not have sufficient time to do extensive reading during the day and to participate in read-aloud sessions with the teacher.

Babyak et.al. (2000) evaluated the effects of individually administered story mapping instruction on the reading comprehension of four upper-elementary school students with behavioral disorders. Story mapping instruction improved students' abilities to comprehend narrative text, especially their understanding of story settings, problems, and major events.
2.4 STUDIES RELATED TO LISTENING SKILLS

Conaway (1982) reviewed many studies and showed that deficient listening skills were a stronger factor in college failure than were poor reading skills and low academic aptitude.

Richards (1983) noted that listening does indeed involve some ‘bottom-up’ processing, but at the same time it requires substantial amounts of ‘top-down’ processing in which the meaning is inferred from broad contextual clues and background knowledge.

Farra (1983) and Feyten (1991) found that relational listening involves paying attention to the whole environment as part of listening comprehension.

Meyer (1984) reported when anxiety strikes, it prevents learners from ‘transferring even the most basic first language coping skills to the second language and creates a sense of failure and fatigue.

Brines (1984) noted that the task of listening is, first of all, to perceive – to break out the important sounds from the ongoing stream, to differentiate ‘units in previously undifferentiated sequence of noises’.

Coakley and Wolvin (1986) found that emphatic listening requires focusing on the emotional content as well as the facts given by the speaker and providing supportive verbal and non-verbal responses.

Henner-Stanchina (1986) noted that a few L2 listeners realize that they must extract meaning and mentally integrate new knowledge with what is already known.

Coakley and Wolvin (1986) found that appreciative listening involves listening to enjoy or gain a sensory impression of the material, and requires paying aesthetic attention to language style, musicality, and background sounds.
Henner-Stanchina (1986) found that L2 listening involves frequent monitoring of one’s own comprehension.

Joiner (1986) stated that the students have a negative attitude or belief about their listening ability – a ‘negative listening self-concept.

Oxford (1990) found that critical listening requires analyzing and determining the value of arguments presented.

Oxford (1990) suggested that the L2 listener who can remember what he or she has heard performs more effectively, and memory strategies (simple mnemonics such as using imagery, rhyming, personal associations, and physical response) can help listeners remember what was said.

Oxford (1990) reported that more positive listening self-concepts can be created by helping students realize that word-for-word comprehension is not necessary and that guessing and hypothesis-testing are valuable.

Lund (1991) compared L2 listening and reading comprehension. He found that listeners and readers approached comprehension tasks differently, and their results were, therefore, different. L2 listeners recalled more main ideas than L2 readers and invented plausible contexts when uncertain. However, L2 listeners recalled fewer details than L2 readers.

Anxiety frequently occurs when students feel they cannot handle an L2 listening task. Highly visual learners are particularly vulnerable to anxiety when faced with complex listening activities (Oxford and Lavine, 1991).

Oxford and Lavine (1991) said that the listening anxiety can be reduced through a variety of techniques, such as deep breathing, using music to relax, and saying positive affirmations.
Feyten (1991) studied that listening – understood as a set of related abilities – contributed significantly to the prediction of language proficiency. Eleven to 38 percent of the variability in proficiency was explained by listening. In fact, listening skills contributed more to the prediction of proficiency than did sex, length of previous language learning experience, language being learned, and last contact with the language.

Ulanoff and Pucci (1999) studied sixty third-grade English learners who received one of three treatments: listening to a story in English with no intervention or explanation, listening to the story with concurrent Spanish translation, or listening to the story with preview of background and review of important points in Spanish. Vocabulary development scores were highest among the last group.

2.5 SUMMARY

This chapter enumerated the review of relevant research studies related to the present study. Further, this review has helped the investigator to understand how the cognitive and non-cognitive variables influence the receptive skills of the primary school children. In addition to this, these studies have helped the investigator to identify the cognitive and non-cognitive variables for the present study. Moreover, the related studies have helped the investigator to conceptualize the present study and to evolve the research design and treatment for the present study.