CHAPTER - I

INTRODUCTION

1.0.0. INTRODUCTION
1.1.0. CONCEPTUAL FRAMEWORK
1.1.1. DEFINITIONS OF READING
1.1.2. PROCESS OF READING
1.1.3. READING COMPREHENSION
1.1.4. COMPONENTS OF READING COMPREHENSION
1.1.5. FACTORS INFLUENCING READING COMPREHENSION
1.1.6. CHARACTERISTICS OF THE GOOD AND THE POOR COMPREHENDER
1.2.0. STATEMENT OF THE PROBLEM
1.2.1. DEFINITIONS OF TERMS USED
1.3.0. OBJECTIVES
1.4.0. HYPOTHESES
1.5.0. LIMITATIONS
1.6.0. SCHEME OF CHAPTERIZATION
CHAPTER I

INTRODUCTION

1.0.0. Introduction

The technological boom in the field of mass media has attacked the very process of thought in the modern man. The flashes of values and emotions erupt like a volcano and die down instantaneously as if cold water has been sprinkled on them. The army of audio-visual information come in battalion and devastate the thought-provoking machinery. Patches of impressions and influences are left behind on the canvas of the mind. They are not of a continuous and constant kind. Hence they hardly contribute to the process of building up higher values of life as well as analytical sense. In other words, the abundance of informational stimuli threatens to reduce the exercise of thought. These are the very reasons, why it has become all the more important and most timely to emphasize the need of reading. The print media has not lost its vital role, rather it has increased manifold.

The information and knowledge thus transpired do make an impact on building up of higher values of life and developing of strong analytical sense. The repeatability and thought-provoking capability of print media is beyond doubt. The level of literacy too depends largely on print-medium. The teaching of reading has taken the shape of a challenge.

Greater complexities of living are compounded by the rapidity of
change characterizing every sphere of our lives. There often
seems hardly time for reflection before there is apparent
necessity of moving on to something else, at work and during
leisure, at home and in school. Reading encourages reflection,
which is essential for maintaining perspective, even more so
during changing times. The printed page reaches millions still
untouched by electronics, and even for those who can take
advantage of the newer devices, reading can still help satisfy
needs which the more recent media cannot fully meet. Thus the
role of reading, teaching of reading and the teacher of reading
has become more open, operative and strategic. This role is in
a way a guide to the techniques of critical evaluation. It even
becomes an instrument in understanding and evaluating all that
is seen and heard on the radio and television and acquired
through other mass media.

The importance of literacy in the society is a matter beyond any
doubt and dispute. People who cannot read critically may be
easily manipulated by the unprincipled and unscrupulous elements
who may solicit their time, attention or votes in a
democratically framed society. Nor can the illiterate, as a
rule, contribute to their society or country through intelligent
participation in various other worthwhile and significant
activities.

Moreover, the individual can profit from studying the history of
the world through reading. It can still, better than other
known time machines, recreate the events of the past. Reading
makes possible man's capacity for 'time binding' the ability to perceive himself and the fluid universe around him in the historic process.

While turning to the importance of reading it will be worthwhile to quote John DeBoer (1964), who says:

"If all the inventions of hundred years were destroyed and only books were left, man could still be man, in the sense intended by the idealists, the poets, the great creators."

It is through reading that one gets knowledge and information. Not only that, the individual remains abreast of the continuous expansion of knowledge in his or her field of work. For these, one has to acquire four socio-linguistic skills. They are listening, speaking, reading and writing. Out of these, listening and reading are receptive skills. The remaining two are expressive skills. In this complex society and the world of knowledge explosion, one must develop these skills for effective communication in various walks of life.

From all this discussion it could be said that the importance of reading cannot be underestimated from the view point of even day to day life.

The important things always need to be updated. This process is only possible through search and research. It needs to be mentioned that during recent years, a lot of research has been carried out in the field of reading. Here is one such attempt.

The researcher here would like to throw some light on the
present situation of teaching the skill of reading. It is a common observation that the standard of education has deteriorated to a great extent. This fact has been generally revealed by studying the results of the public examinations like Secondary School Certificate Examination and Higher Secondary School Certificate Examination. The failure of these examinations have made the problem of wastage and stagnation a grave one. There may be various reasons for this, but the striking one is probably the poor reading ability of the students. It is also a common feeling that the lack of proper and systematic methods of teaching the skill of reading from the class I of primary school to class X of secondary school, could be considered as the poor reading ability. Though reading is the backbone of the learning process and is the fundamental tool of acquiring knowledge, it is by and large a neglected area in our country. It is now high time that we emphasize and develop this skill from the beginning of the formal education and continue at all stages of education. However, in this connection it is really very regretful to note that no sincere and systematic attempts are being made to develop this skill at any grade and level of education. The growth and development of this skill is mostly left to the nature after making a beginning and putting some efforts in the early years of primary schooling. Besides this, in most of our schools, efforts are made to teach the content of language rather than the skills of reading ability or reading comprehension. Especially at the primary stage of schooling, the teaching of the reading is
mostly half-hearted and approach may not be scientific too. Thus the attempts that are made for developing reading skill may cause a lot of damage to the academic achievement as well as to the personality of the students. The students pass their successive standards with poor scholastic records at their credit. This is indeed a dismal picture of the present state of affairs in the field of reading at all levels of education.

In order to improve this situation an attempt should be made to improve reading from the primary school stage itself and gradually it should be taken to the secondary education stage and so on.

This is perhaps the main reason why many researchers have been attracted to this field and they have made attempts to throw light on the subject and open the doors for further studies. Here is an attempt to study the subject with some other point of view too.

Reading comprehension is affected by many variables. Here the attempt has been made to study the influence of sex, SES, intelligence, vocabulary, reading speed, achievement motivation and study-habits. Also the influence of reading comprehension on scholastic achievement of the pupils of grade VII has been taken into account. The researcher is confident that this study will prove to be a breakthrough in the present situation.

1.1.0. Conceptual Framework

In absence of a concept, the word hardly bears any meaning.
Sometimes, a wrong meaning is also derived from a word where proper concept is missing. The contemporary evaluation along with historic bearing, accepted values, emotions and intelligent analysis are some of the factors that actually act in the formation of a concept.

Particularly in research, the clarity of concept plays as important a role as the heart plays in the body. Concepts are often clarified through thoughtfully worded definitions. Hence the researcher here has tried to lay hand on various definitions of reading that have been formed in the process of vast study and research.

It becomes easier to swallow the process of reading with the help of definitions. The process has been explicitly narrated, so that the purpose of the research is judiciously met.

Reading has many aspects. Comprehension is one such important aspect, which needs to be defined and clarified. Penetration of the substance in reading is hardly possible without the art and science of comprehension. Similarly the levels of Reading Comprehension, factors influencing Reading Comprehension and the characteristics of good and poor comprehension have also been discussed hereunder.

1.1.1. Definitions of Reading

Many definitions and explanations of reading have been offered, some complementary to one another, others contradictory, because of the complexity of the reading process and the incompleteness.
of existing knowledge as to the nature of reading act, it is not strange that they are numerous and diversified.

Dechant (1982) divided the definitions of reading into two major parts:

(1) those that equate Reading with interpretation of experience generally; and
(2) those that equate Reading with interpretation of graphic symbols.

The first is of a broader category and encompasses the second; most definitions are related to one or both.

1.1.1a. Reading is Interpretation of Experience:

With the first type of Reading definitions, in which Reading is equated with the interpretation of experience generally, we (it) might speak of reading pictures, reading faces or reading the weathers. We read a squeaking door, a clap of thunder, a barking dog. The golfer reads the putting greens, the detective reads clues, the geologist reads rocks, the astronomer reads stars, the doctor reads the symptoms of illness and the reading teacher reads the symptoms of reading disability.

The definition of Reading that has come out of the Claremont College Reading Conference fits into this first category. In the conference’s Eleventh Year-book, Spencer (1946) wrote, "In the broadest sense, reading is the process of interpreting sense stimuli...... Reading is performed whenever one experiences sensory stimulation." Benjamin Franklin in Poor Richard’s
Almanac had such a definition in mind when he wrote: "Read much, but not too many books."

1.1.1b. Reading as Interpretation of Graphic Symbols

Turn now to the second type of definition of Reading, which equates Reading with the interpretation of graphic symbols. Most definitions of Reading given in professional textbooks are of this second type.

Thorndike (1917) mentions that, "the reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgement, analysis, synthesis, problem-solving behaviour, selection, organization, comparison of data, determination of relationships and critical evaluation of what is being read.

Arthur Gates (1949) defines that, "Reading is not a simple mechanical skill; nor is it a narrow scholastic tool. Properly cultivated, it is essentially a thoughtful process. ....... It should be developed as a complex organization of patterns of higher mental processes."

Flesch (1955) says that, "Reading means getting meaning from certain combinations of letters."

Betts (1957) points out that, "Reading is primarily a problem of interpretation; it is the
construction of the facts behind the symbols."

Hildreth (1958) defines that,
"Reading requires inference, weighing the relative importance of ideas and meanings and seeing the relationships among them."

Bond and Wagner (1960) say that,
"Reading is the process of acquiring an author's meanings and the interpreting, evaluating and reflecting upon these meanings."

DeBoer and Dallmann (1960) consider that,
"Reading involves the comparison and interpretation of ideas symbolised by the written or printed page."

In a Later-book (Dallmann, Rouch, Char and DeBoer - 1982) the authors note that their emphasis is on,
"Reading as a process involving meaningful reaction to printed symbols."

David Russell (1961) points out that,
"Reading is responding. The response may be at the surface level of 'calling' the word. It may be some what deeper level of understanding the explicit meaning of sentence, paragraph or passage.... it may involve going beyond the facts to the discovery of new and personal meanings."

Robert Ziller (1964) says that,
".... reading has been described as social interaction between the author of the book and the student."
Gibson (1966) says that,
"Reading is receiving communication; it is making discriminative responses of graphic symbols; decoding graphic symbols to speech; and it is getting meaning from the printed page."

Walcutt (1967) says that,
"Reading is decoding the printed visual symbol into a spoken word."

Bond and Tinker (1967) point out that,
"Reading involves the recognition of printed or written symbols which serves as stimuli for the recall of meanings built up through the reader's past experiences."

Ruth Strickland (1969) points out that,
"Reading is a complex mental process that involves the doing of several things simultaneously. The reader must recognize the symbols that represent speech and must bring meaning to what he recognizes."

Frank Smith (1971) defines that,
"Reading is an act of communication in which information is transferred from a transmitter to receiver."

Wilson and Hall (1972) say that,
"Certainly reading is more than sounding letters, calling words, or responding to print. It is communication through language between an author and a reader - the sum total of the interaction which culminates in a child's relating word forms to ideas expressed by author."
Harris and Sipay (1975) define as, "Reading is the meaningful interpretation of written or printed verbal symbols."

Tinker and McCullough (1975) define that, "Reading involves the identification and recognition of printed or written symbols which serve as stimuli for the recall of meanings through the reader's manipulation of relevant concepts already in his possession."

Heilman (1977) points out that "Reading is interacting with language that has been coded into print."

Daniel Hittleman (1978) says that, "Reading is a verbal process interrelated with thinking and with all other communication abilities - listening, speaking and writing. Specifically, reading is the process of reconstructing from the printed patterns on the page ideas and information intended by the author."

Dechant (1982) defines that, "Reading is the process of giving the significance intended by the writer to the graphic symbols by relating them to own fund of experience."

All these definitions of Reading have certain elements in common; in particular, they all note that reading is an interpretation of graphic symbols. Reading is thus perceived as a twofold process;

(1) identification of the symbols; and

(2) association of appropriate meanings with them.
Reading requires identification and comprehension. This is scientific and equally natural.

1.1.2. The Reading Process

What happens in reading? Often the reader is looking at an object in the form of a book, magazine, billboard or a road sign. Most commonly the object consists of paper, usually white, on the paper appear certain marks, made, as a rule, by the application of dark coloured ink. That is all - just ink marks on white paper. And yet looking at those marks may cause the reader to turn pale, as in the case of a letter containing bad news, or so laugh, smile, cry or hold his breathe in suspense. A laboratory test would reveal that a reader's pulse rate may at times rise sharply when he looks at those curious marks on paper. How can the sight of those marks bring about such mental and physical experiences.

There is no meaning on the page, only ink. The meaning is in the reader's mind. Each mark is a signal that arouses some image or concept that is already in the mind of the reader. The order in which these images and concepts are evoked, the context in which they are called forth, and the relations among these concepts and images as revealed by the arrangement of the marks make it possible for reader to gain new meanings.

(Dallman, Rouch, Char & DeBor - 1982 p.24)
According to Dallman, Char, Rouch and DeBor (1982), “Reading is a complex process, so intricate that in spite of many scholarly
efforts it has defined total analysis.... to word recognition, comprehension and reflection are some of the aspects of reading."

Reading is a twofold process, according to Hilderth (1958), first, there is a mechanical aspect, the physiological responses to the print consisting of certain oculomotor skills, the eye movements, through which sensations are conveyed to the skills, and second, the mental process through which the meaning of the sense impressions is perceived and interpreted, involving thinking with swift inferences. As the eyes move rhythmically across the lines of print, sensations are received which are interpreted almost instantly by the mind as ideas expressed in lanugage.

Burns and Roe (1976) explain that the reading act is composed of two component part: the reading process and the reading product. A process is a method, a movement towards an end, accomplished by going through all the necessary steps. During the course of the reading process, eight aspects (or ingredients) are combined to produce the reading product. A product is a result of a process. It is the consequence of utilizing certain aspects of a process in an appropriate sequence. The sequences involved in the reading process are not always exactly the same; aspects are not always performed in the same ways by different readers. The quality of the product of a particular act of reading will depend upon how effectively the aspects of reading interact during the reading process. The product of reading is the
communication of thoughts and emotions from the writer to the reader.

Following is a diagram of the reading act, listing the various aspects of the reading process that relate to the reading product. The diagram also points out two sub-products of communication — comprehension and oral reading.

Figure: 1.1 The Reading Act

<table>
<thead>
<tr>
<th>PROCESS</th>
<th>PRODUCT</th>
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<tbody>
<tr>
<td>Sensory</td>
<td>Comprehension</td>
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<td>Perceptual</td>
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<td>Sequential</td>
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<tr>
<td>Thinking</td>
<td>Oral Learning</td>
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<tr>
<td>Learning</td>
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<tr>
<td>Association</td>
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<tr>
<td>Affective</td>
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1.1.2a. Aspects of the Reading Process

The process of reading is extremely complex; eight phases or aspects are involved in the completion of this process. In reading, a child must be able to perceive the symbols set before him (sensory aspects); interpret what he sees as symbols or
words (perceptual aspect); follow the linear, logical and grammatical patterns of the written words (sequential aspect); recognise the connections between symbols and sounds, words and what they represent (associational aspect); relate words back to divert experiences so as to give the words meaning (experiential aspect); remember what was learnt in the past and incorporate new ideas and facts clearing aspect); make inferences from and evaluate the material read (thinking aspect); and deal with the personal interests and attitudes that affect the task of reading (affective aspect). Not only the reading process is complex, but each aspect of the process is complex as well.

1.1.2b. The Reading Product

The product of the reading act is a communication, a reception of ideas that have been set forth in print by the writer. Reading can be a way of sharing another person's insights, joys, sorrows, or creative endeavours. Being able to read can make it possible for a person to find places that have never been visited before (through maps, directional signs), to take advantage of bargains (through advertisements) or to avert disaster (through warning signs). What would life today be like without these vital means of communication?

Communication has two subproducts that merit special attention. The first of these is comprehension. Communication is dependent upon comprehension, and all aspects of the reading process affect it. Comprehension depends upon word recognition skills (the association aspect of reading process), but involves much
more than decoding of symbols into sounds. It involves getting meaning from the printed page.

Some persons have mistakenly pictured reading as a single skill exemplified by pronunciation of words, rather than as a complex of many skills. Thinking of reading as pronouncing words may have fostered the reading period for extended drill on word calling where the teacher calls on each child to “read” aloud while his classmates follow the “reading” in their own books.

When a child cannot pronounce, or call, a word, the teacher may supply the pronunciation... . When a child miscalls or mispronounces a word, the teacher usually corrects the mistakes. In such a situation, some pupils may be able to pronounce words beautifully and still not understand anything they have read; word identification involves much more than pronunciation, although pronunciation is, of course, important.

The second subproduct of communication is oral reading. In oral reading, the person may do one of the two things: (1) he may communicate the message that the author has communicated to him to an audience, replacing the author’s written symbols with oral ones; (2) if he is a beginner in reading, he may decode the written symbols in order to enhance his own understanding and communication with author.

Wilson & Hall (1972) point out the aspects of reading process. They say that ... reading is more than sounding letter, calling words, or responding to print. It is the communication through language between an author and a reader ... Such a complex
process comprises many identifiable aspects, each distinct, yet existing side by side, and in some sense a product of each other. It involves the cognitive, psycholinguistic, psychological, physiological and perceptual processes of the reader.

(a) Reading as a Cognitive Process

.... it can be subdivided into the twin skills of decoding and comprehending, Decoding, translating, printed words into speech, involves visual memory for word and letter form (configuration clues), anticipation of the ideas and words to be used by the author (context clues), ability to see large structural parts of words (structural clues), awareness of symbol-sound relationships (Phonics) and dictionary skills.

(b) Reading as a Psycholinguistic Process

As applied to reading, Psycholinguistics focusses on several main points: the interrelationship of thought and language; how an individual learns language, especially his native tongue, how he uses the symbol system in thinking and communicatin, how the features of a language, which linguists have been able to identify, relate to common behaviour involved in learning and thinking.

(c) Reading as a Psychological Process

A positive attitude, emotional normalcy, and psychological condition are essential for successful mastery of the printed page. ... A positive attitude towards the content will enhance
the possibilities of successful reading. It is not uncommon to hear a child say, "Do I have to read this?" or "I don't want to read this again!" When the learning situation is approached with such an attitude, learning is likely to be inefficient and retention hindered.

Emotional normalcy, important in all learning, is considered especially relevant to reading. Money (1962) found that some emotionally disturbed children are reluctant to look at the printed page. Another psychological aspect of the reading process ... is reaction. During and after reading, the child is likely to react to those concepts that he interprets emotionally. To laugh at a funny story or to choke up over a sad taste are common reactions to reading. When children do not react to their reading or their reaction is inappropriate, the teacher attempts to determine why.

(d) Reading as a physiological process

Children learn to read more easily when they are physically comfortable and when their physical development is normal, than when a physically uncomfortable situation or a physical defect is present. We have all attempted to read when the room was too warm or too cold, when we were suffering from a headache, or when we are hungry or sleepy. In each case, even though we might have been able to complete the specific reading, we were aware that we could have accomplish it more efficiently had we been physically comfortable. Thus, the physical state of the reader is of concern to the teacher who is attempting to provide
the best possible learning situation for all children.

Normal physical development is also an ideal condition for maximum reading achievement. Evidence suggests a relationship between certain physical impairments and reading difficulty. Malnutrition, fatigue, metabolic imbalance, speech impairment and gross dental difficulties may cause a given child enough discomfort to keep him from reading and learning as profitably as possible. Aside from these problems directly hampering the child's ability, they may also cause him to be absent from school frequently and miss important instructions. This, in itself, limits his skill development in reading.

In a more subtle manner, the child's physical maturity, his coordination, his orientation to objects around him, the ability of his nervous system to respond, and even his chronological age are considered by many authorities to have a direct influence upon how well he responds to reading-learning situations. Naturally, it is possible to cite physically immature poorly coordinated youngsters who read well. Such children exist, and they have the drive and motivation to learn even though they are physically impaired. Nevertheless, the more intact we find the child physically, the less likely are problems caused by physical interference.

(e) Reading as a Perceptual Process

Perceptually, reading may be considered from two points of view. One view is simply that reading involves perceptual process -
the child is required to coordinate several sensory processes and to put them to work at will. The eyes, for example, must be controlled so that they can move from left to leave across the page at the will of the reader. For children lacking the skills required for control over the sensory systems during the reading act, the initial exposure to reading must surely be frustrating and confusing.

The second view of perception as an aspect of reading stresses the relationship between the reader's present perceptions and those encountered in print. A more intricate formulation of the perceptual component in the reading process, this view has been expounded by Suchman (1966), among others. He sees perception in reading as "the result of an interaction between whatever is 'out there' and available to our senses, and what is already internal and available to our thinking." From this point of view, the more extensive and accurate the child's present perceptions, the more likely he will be to make appropriate perceptions concerning similar and related topics in the future. Conversely, if he starts with faulty perceptions, and if these go undetected by the teacher, there is a greater possibility of inaccurate perceptions developing in subsequent situations.

Strang has presented a model useful for a more detailed explanation of the role of perception in the teaching of reading in this model:
O -----> S -----> R -----> T -----> P

O = the individual and all that he brings to the learning situation.
S = the learning situation and its characteristics.
R = the response made by the child to the learning situation.
T = the trace of the response which is made on the individual's nervous system.
P = the perception which becomes a part of the individual.

.... A Child (O) is placed in a reading situation (S) in which the teacher tells him the word 'saw'. The child looks at the word and says 'was' (R). The letters s-a-w pronounced as was is the trace made on the nervous system (T). The child's perception of s-a-w is now 'was' (P).

.... From Strang's model, we can see that the teacher's task in the teaching of reading is to study the individual (O), to manipulate situations for effective learning (S), and to evaluate and reinforce the child's responses (R). .... The ability to control the nervous system well enough for the reading act and the awareness of how precepts develop are important aspects of the reading process to consider.

Dechant (1982) describes the nature of the reading process. Two points emerged .... (1) Reading cannot occur without identification of the symbol; and (2) reading requires the association of meaning with the symbol, hence comprehension. Reading is thus a sensory and a perceptual process.
(a) Reading : A sensory Process

Reading begins as a sensory process and ends up being a word-identification process. The eyes bring the stimuli to the reader - the eyes process the printed symbols - and it is only through vision that the reader is able to deal with the significant contrastive shapes and features of the graphic symbols which form the sign system or the surface structure in reading. It is vision that allows the reader to identify the word and then to recognize the word on subsequent occasions.

Reading also includes the vocal and subvocal muscular responses made at the sight of the word and the eye movements made during reading. Efficiency in reading often depends on the oculomotor habits of the reader.

(b) Reading : A Perceptual and Thinking Process

Consider now a second point, namely, that reading is a perceptual process. Reading is certainly more than vision or eye movements. Reading is much more than simply recognizing the graphic symbols. ..... It is more than a skill to be learnt through practice, it is even more than the arousal of meaning or the gaining of meaning from printed symbols. It is also a perceptual, conceptual and thinking process. Conceptual thought is required to react with meaning of the word, the sentence, or a paragraph, and reading occurs only when meaning is brought to graphic stimuli. Reading is a progressive apprehension of the meanings and ideas represented by sequence of words; it includes
seeing the words, recognizing the word, being aware of the word's meaning, and relating the word to its context. The reader is stimulated by the author's printed words but must in turn invest those words with meaning.

The reading of graphic symbols consists of two processes.

The visual process involved in bringing the stimuli to the brain, and the mental processes involved in interpreting the graphic symbols after they get to the brain. When the light rays from the printed page strike the retinal cells of the eyes, signals are sent along the optic nerve to the visual centres of the brain. This is not yet reading. The signals must be interpreted; the reader must give significance to the graphic symbols by bringing meaning to them. The critical element in reading often is not what is on the page, but what the graphic symbols signify to the reader. As noted earlier (Dechant 1970:p.19), reading thus might be described in a general way as "the process of giving the significance intended by the writer to the graphic symbols by relating them to one's own fund of experience."

Reading is a perceptual process, an interpretative process, a conceptual and thinking process. Conceptual thought is required to react with meaning. Readers interpret what they read, associate it with their past experience and project beyond it in terms of ideas, relations and categorizations.

Reading can be viewed as a process of forming tentative judgements and interpretations, and of verifying, correcting and
confirming guesses. To comprehend a passage, readers must be in a continuously alert, anticipatory frame of mind, suspending judgement and correcting or confirming guesses as they go along.

.... Reading as decoding or as an interpretative process focusses on the semantic information or cues. Semantic cues are meaning-bearing cues based on experience; they are bundles of experience which have been given vocabulary tags by an author (Hoskisson and Krohm 1974). When the reader associates meaning with a symbol, a meaning acquired through experience, the reader is utilizing a semantic cue and is making use of the semantic context. .... Decoding is also effected through Syntex or the syntactic content. Recent discussions of the nature of the reading process have thus broadened the description of reading by focussing on language structures.

Lefevere (1962,1964), a linguist, started the emphasis on language structures. He stressed syntactical cues, both intraword (such as inflections) and interword (such as sentence structure), and maintained that the "grasp of meaning is integrally linked to grasp of structure" (1964:p.68). Only by reading structures can fully meaning be obtained.

.... The discussion thus far has in general way identified three basic systems operating in reading that can cue meaning: the sign system or the graphic cues; the semantic cues; and the syntax or the syntactic cues. These translate themselves generally into two phases: identification of the symbols; and association of meaning with the symbols. Reading is clearly a
synthesis of recognising and comprehending, in which the absence of either makes true reading impossible (Harris and Sipay, 1975).

Good readers can deal with the graphic cues in reading, but they also can handle the decoding phase. This later process requires the association of meanings with symbols. It is a twofold process: Readers must associate semantic meaning (generally acquired through experience) with the symbols; but they must also associate syntactic meaning with them. In other words, they are to contexts in reading (the semantic and the syntactic) and readers must use both of them if they expect to be good readers. The good readers thus utilizes three kinds of information simultaneously; the graphic input; the semantic input; and the syntactic input. Figure 1.2 illustrate these relationships.

Fig. 1.2 The Graphic, Semantic and Syntactic Relationships

Reading

Word Identification

Visual Association of Identification sound with the symbol (Recoding)

Graphic Cue System (Cues within words)

Surface Structure

Comprehension

(Association of meanings with the symbols)

Semantic cue system (Cues from experience)

Syntactic cue system (Cues in the flow of the language)

Deep Structure

Reading as a sensory process focusses, on the graphic input or information, on the letters used in printing, and on their
sequencing in words; reading as a perceptual process focuses on the semantic information or cues; reading as a language process is concerned with the syntactic information, or structure, as provided, for example, by word order, inflectional endings, and intonation patterns. Reading is message reconstruction (like the reading of a map) and for the most part comprehension of meaning depends on using all the information or cues available.

1.1.3. Reading Comprehension

The end product of an effective reading programme is getting readers to grasp the meaning of the words which they perceive. For whatever purpose one reads, for information, for appreciation or just for recreation, understanding the meaning of what is read is the most fundamental thing. Without understanding the meaning, there can be no information no appreciation and no recreation, except a mechanical process.

Thorndike (1971) described reading comprehension simply as thinking.

Cushenbery (1969) says that, ".... one must not think of comprehension as consisting of a single ability. The process includes recognizing individual words, grouping the words into thought units and relating the thought units into a meaningful sentence, paragraph, chapter or book."

Davis (1944, 1972) early noted that underlying comprehension are two general mental abilities: the ability to remember word meanings (work knowledge) and the ability to reason with verbal concepts, and hence with words."
Pearson and Johnson (1978) say that,

"Reading Comprehension seems to involve language, motivation, perception, concept development, the whole experience itself. It seems to be subject to the same constraints as thinking, reasoning and problem solving. The only distinction, one might want to make is in the source of input for the cognitive processing. Whatever influences general thinking or problem solving ability also influences reading comprehension. However, there are few factors that influence reading comprehension but do not influence thinking or problem solving."

According to Dechant (1982) "Comprehension is a thinking process; it is thinking through reading. As such, it is dependent upon the learners' basic cognitive and intellectual skills; upon their background of experience (vocabulary, knowledge, concepts and ideas), and upon their language skills (Knowledge of morphology, syntax, and grammar)."

Further Dechant says that readers use their thinking and verbatim reasoning skills to read for main ideas, for details, for organization, for evaluation, and for appreciation. Whether pupils can read for comprehension and at what level they do so also depends upon the difficulty of the material and upon such physical factors such as the lighting and format, and the size, style and legibility of type.

Figure 1.3 outlines the various facets of reading comprehension presented by Dechant (1982).
### 1.1.4. Levels of Reading Comprehension

Learning to comprehend involves a complex skill. Experts have attempted to categorize them into three or four skills. There is no uniformity of opinion about the levels of comprehension.

Harber (1970) identifies three levels of reading comprehension, "... the literal level, the interpretative level and the applied level. At the literal level, students decode words, ascertain specific meanings depending on content and see relationships among words. The interpretative level stresses relationships and understandings of what the author had in mind in his writing. ..... the reader is confied by the text and determines meaning primarily as he receives intratext relationships."

Similar to Harber's notion of reading comprehension is that of Ruddell (1974). Those levels of comprehension indentified by

<table>
<thead>
<tr>
<th>Levels of Reading Comprehension</th>
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</thead>
<tbody>
<tr>
<td><strong>Literal Comprehension</strong></td>
</tr>
<tr>
<td><strong>Interpretative Comprehension</strong></td>
</tr>
<tr>
<td><strong>Applied Comprehension</strong></td>
</tr>
</tbody>
</table>
Ruddell include factual level (identifying the main idea that is stated explicitly in the passage), the interpretative level (formulating his own main idea based on information contained in the paragraph or story), and the applicative level (supporting and substantiating his selection of the main idea).

Lanial and Davis (1972), in summarizing comprehension skills, categorize them as literal skills (recognizing and recalling facts, details, sequence, main idea, directions, organization and the like); interpretative skills (inferring, drawing conclusions, generalizing, deriving meaning from figurative language, predicting, anticipating and summarizing); critical skills (judging, detecting propaganda, analysing, checking validity, checking the author’s biases and purposes); and creative skills (applying information, responding emotionally).

Barrett’s (Barrett 1972; Barrett and Smith 1974, 1979) taxonomy includes literal comprehension, reorganization (this aspect is not included in the 1974 or 1979 version of Barrett’s taxonomy as a separative category), inferential comprehension, evaluation and appreciation.

According to Dallman, Rouch, Char and DeBoer (1982) factual, interpretative or inferential and evaluative are the levels of reading comprehension.

Reading on the factual level pertains to skill in understanding the information that is directly stated in the written material. Understanding at this level is closely related to the ability to read inferentially and critically. Among the skills required
for reading at the factual level are: (a) knowing the meaning of words, (b) reading to find the main idea, (c) reading to select significant details and (d) reading to follow directions.

Interpretative or inferential reading is also referred to as "reading between the lines." In other words, in reading on this level the reader is able to understand what is implied though not directly stated. Included in this category are the following skills: (a) reading to summarize and organize; (b) reading to arrive at generalizations and (c) reading to predict outcomes.

Reading on the evaluative level is one of the most significant comprehension skills, that of making evaluations of what is read. By critical evaluation is not meant the attitude of suspecting every statement read of being false. The power of critical evaluation in reading involves numerous factors. The reader needs to learn to ask such questions as these: Is the material relevant? Can the alleged facts be verified? Is the author qualified to discuss the subject? Do the statements harmonize with what I know to be true? Does the author draw valid conclusions from the facts? Is the author omitting or suppressing any important facts? Are the statements expressions of fact or of opinion? Does the material contain any unstated assumptions? Should I revise my own assumptions in the light of what I have read?

Critical discrimination in reading calls for a background of knowledge concerning the subject under discussion. Literally,
the word criticism means the application of criteria or standards of judgement.

According to Dechant (1982) literal, reorganization, inference, evaluation or critical appreciation and integrative are the levels of comprehension.

Literal comprehension requires the identification, recognition and recall of ideas, information or happenings that are explicitly stated in the selection.

Reorganization requires the analysis and synthesis or organization of ideas or information explicitly stated in the materials read. It includes classifying, outlining, summarizing and synthesizing.

Inference requires an integration of the content of a selection which alone can lead to inferences about the material. It involves a combination of conjecture and explanation based on a synthesis of the literal content, personal knowledge, intuition and imagination. It goes beyond the printed page.

...... Evaluation or critical reading requires the reader to make evaluative judgements about the content, using external or internal criteria as points of reference. The external criteria might be those of the teacher or the authorities on the subject, internal criteria might be the reader's personal experiences and knowledge or the internal logic consistency of the passage or article. Evaluative thinking includes judgements about seeming reality or fantasy, fact or opinion, as well as judgements of
adequacy or validity, or appropriateness, worth, desirability, completeness, suitability, truthfulness and probability of occurrence.

Appreciation requires the reader to become aware of literary techniques, forms and styles employed by the writer to stimulate emotional response. It includes the emotional response to the plot or theme, identification with the characters and incidents, and reactions to the author's use of language and imagery.

Integrative comprehension is reading for learning. It involves the ability to retain information, to apply and integrate information with one's past experiences, to locate information, to read graphs, maps and charts and to use the dictionary.

Following Table - 1.1 summarizes various opinions of different authors on levels of comprehension.

**Table - 1.1. Levels of Comprehension**

<table>
<thead>
<tr>
<th>AUTHORS</th>
<th>HERBER</th>
<th>RUDDLE</th>
<th>LANIAL &amp; DAVIS</th>
<th>BARRETT</th>
<th>DALLMANN, ROUCH, CHAR DEBOER</th>
<th>DECHANT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literal Interpretative</td>
<td>Literal Interpretative</td>
<td>Literal Interpretative</td>
<td>Literal Interpretative</td>
<td>Factual Interpretative or Inferential</td>
<td>Literal Reorganization</td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>Applied</td>
<td>Critical</td>
<td>Evaluation</td>
<td>Critical</td>
<td>Inference Evaluation (Critical)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Creative</td>
<td>Appreciation</td>
<td>Critical</td>
<td>Appreciation</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Integrative</td>
<td></td>
</tr>
</tbody>
</table>

32
1.1.5. Factors Influencing Reading Comprehension

These are typical of problems of individuals who have difficulty in understanding what they read: "I am not able to concentrate as I read", "I have difficulty in figuring out the meaning of a selection because there are so many words that I do not recognize", "I often have trouble getting the meaning of the first page or two when I start reading", "sometimes I have to read for a few minutes without really knowing what I am reading before it makes sense to me", "I can understand what I read but I cannot give a satisfactory summary to it." The very type of problems are with pupils also. The teacher must be cognizant of the factors which are related to the formation of skill development in the total area of comprehension. The assessment of these factors helps the teacher to understand the instructional needs of each pupil. Moreover, it may help the teacher to prevent the occurrence of serious deficiencies.

According to Cushenbery (1969) six factors influencing reading comprehension are:

a. Intelligence
b. Physical Factors
c. Word Recognition Ability
d. Background of Experiences
e. Motivation and Purpose of Reading
f. Emotional Factors
According to Wilson and Hall (1972) three factors cut across all levels of reading comprehension, they are:

a. Memory
b. Motivation
c. Length of Material

Dallman, Rouch, Char and DeBour (1982) suggested following factors affecting Comprehension:

a. Difficulty of Material
b. Intelligence
c. Environment
d. Emphasis on Word Recognition
e. Emphasis on Oral Reading
f. Background of Reading a Selection
g. Adjustment of Reading Techniques to Purpose and type of Material
h. Rate of Reading

a. Intelligence:

There is a positive relationship between general intelligence and ability to read for different purposes. A child's mental ability is a determining factor in calculating the number of concepts which he is able to assimilate at any given moment. The more complex comprehension skill strands demand a high level of abstract thinking. While a child with limited intelligence may remember a few details of a particular selection, he will no doubt have much difficulty in differentiating between a fact or an opinion or arriving at a generalization. In light of these
conditions, an examination of each child's cumulative folder for intelligence test information should be undertaken in order to understand his demonstrated competency in the important area of comprehension.

Dallman, Rouch, Char and DeBour (1972) while discussing the factor intelligence, say that a child's ability to comprehend in reading is sometimes limited by the conceptual 'load', i.e. mental ability, enables him to carry. All the mechanical reading skills in the world will not enable him to read materials involving abstractions beyond the level of his mental development. While we should never underestimate a child's power, we should adjust the task to his capabilities. The slowest learner can grow in comprehension, but we must expect the growth to be slow. The reader whose I.Q. is 65 may learn how to find the answer to a simple question, but he should not be required to interpret a complicated graph.

b. Physical Factors:

According to Cushenbery (1969) physical factors of the type that relate to the child and to his physical surroundings have a significant effect on comprehension. A child who is excessively tired or who suffers from chronic physical illnesses such as visual or auditory defects can hardly be expected to give his complete attention to reading activity. Teachers must be alert to the child's physical needs and solicit help when suspected physical anomalies are noted.
A few teachers become so engrossed in instructional procedures that they fail to take note of the physical aspects of the classroom. Rooms that are too hot, too cold, or too noisy are not appropriate settings for concentration. In order for pupils to be comfortable, attention should also be paid to such matters as the size of chairs and tables employed in the classroom. Ineffective lighting caused by blinking fluorescent tubes causes distraction for the child and takes his attention away from deriving maximum meaning from the printed page. These and other similar conditions should be corrected immediately.

Dallman, Rouch, Char and DeBaur (1982) confirm these factors by calling it environment and say that, "Noisy surroundings, inadequate lighting, high or low temperatures, stimulating or distracting surroundings may interfere with maximum comprehension." the extent to which the environment affects comprehension varies with individuals. The same person may at one time not be bothered by factors that other times decidedly decrease his comprehension. Interest on the part of learner is one of the determinants of the effect of potential distractions.

c. Word Recognition Ability:

Cushenebery (1969) says that the heart of the reading act is word recognition. The reader who is able to perceive words smoothly and efficiently by phonetic analysis, structural analysis, context clues, or any of the more common methods is well on his way toward grasping meaning from the printed page. Methods of teaching that overemphasize word analysis to the
exclusion of word meaning may create major deficiencies in the general area of comprehension.

By calling 'length of Material' Wilson and Hall (1972) clarifies that .... "In most reading programmes, a child is first approached through words or simple sentences. His abilities to literally understand words and simple sentences is first assured before moving to groups of sentences and paragraphs .... The teacher is always concerned about the quantity of print to which he expects child to react. Quantity in itself can create problems with memory, motivation and confused thinking. It can also promote fatigue, discouragement and forgetting. It does not always affect the reader negatively, however, for sometimes a large quantity of prints helps by providing clues to the author's mood and tone."

By saying 'Emphasis on Word Recognition' Dallmann, Rouch, Char and DeBoer (1982) confirm that methods of teaching that concentrate on the recognition of individual words but neglect attention to meanings that can be derived from connected discourse may account for deficiencies in comprehension. Some children make the transition from word to phrase to sentence to paragraph to longer selections with ease and with little aid from the teacher. Many boys and girls, however, are baffled by task of finding meaning in word groups. They need to be encouraged to move rapidly on the line in order to discover what happened or to find the answers to their questions. Exclusive use of phonic methods, for example, may result in mere word calling rather than intelligent reading. The aim is to equip
the pupil with a variety of methods of attacking new words and at the same time to develop in him the power to get larger meaning from the printed page.

d. Background of Experiences

Cushenbery (1969) says that even though a reader may be able to recognize the words in a given selection, he may have a great amount of difficulty in deriving meaning from the words due to the lack of experience with the objects or concepts which stand for the word. .... The experience backgrounds of pupils can be enriched through the use of audio-visual aids such as filmstrips, films, pictures and recordings. These tools should be used with groups of pupils to create a greater facility for grasping meaning concepts.

Dallmann, rouch, Char and DeBoer (1982) confirm this factor by calling it 'Background for Reading a Selection', and say that a frequent cause of poor comprehension is lack of an experience background essential to the understanding of what is being read. An urban child who has never been on a farm may have difficulty in fully comprehending a story about country life. A boy in the upper elementary school who has little experience in working with science materials may not be ready to follow the directions given for an experiment. Lack of knowledge of that words used and of understanding of the concepts involved are limitations to comprehension.
e. Motivation and purpose for Reading

According to Cushenbery (1969) the most common cause for poor comprehension is a lack of purpose for reading. Pupils must read with the idea of answering certain guiding questions which have been formulated. .... Motivation to read is largely stimulated by the instructor's efforts in getting the pupil to read to find meaningful information. ... Reading for meaning can only be strengthened if readiness is built for the chapter or selection, difficult words and phrases are pronounced and defined, and guiding questions are provided for the pupils. Wilson and Hall (1972) point out this factor as: "... A child who reads without interest or with a poor attitude is in serious difficulty. Initially, teachers attempt to create interest and attitude through their own enthusiasm, by relating what is read and thought about to the child's previous experiences, by providing the child with stimulating material, by placing each child at a reading stage he can handle without extreme difficulty, and by caring about children themselves. It is expected that a child's interests increase in some areas and wane in others. However, the child who remains interested in school in general is the child who is successful in school. The child who loses interest in school may be suffering from boredom, lack of purpose or constant frustration from the activities he is expected to perform. To stimulate favourable attitudes, efforts to motivate the child prior to reading activities are well spent. ... Hopefully, self-motivation is created so that the child will want to continue to read and to
engage in reading activities.

Another important consideration in developing motivation is the selection of materials. Many teachers have found it useful to permit children to select much of what they are to read. Such a technique utilizes the motivation the child brings to the reading session and enhances his commitment to the completion of that reading.

f. Emotional Factors:

States of anxiety and mounting tensions can directly affect the amount of meaning and understanding which can be derived from the printed page. The child who has witnessed an argument or heated discussion between his parents at the morning tea is hardly in a position to differentiate between a fact and opinion in his first hour social studies class. Many emotionally pupils engage in daydreaming, while others become withdrawn or hyperactive. While one cannot hope to restructure the home condition, a study of the child's emotional symptoms can be undertaken in order to understand the level of meaning which might be expected from reading assignments. The school psychologist or guidance counsellor may be in a position to offer definite suggestions with regard to pupils who are mildly disturbed.

g. Memory:

According to Wilson and Hall (1972)

A child with good memory can operate better in thinking
activities than a child who has difficulty remembering what somebody has said to him or what an author has tried to communicate to him through print. (largely, if the child cannot remember what he has read, he cannot possibly make interpretations or solve problems based upon those passages.

..... Memory can be enhanced in three basically different ways: 1. Impact. 2. Recency and 3. Repetition.

h. Difficulty of Material:

According to Dallmann, Rouch, Char and DeBoer, one of the major causes of lack of comprehension of the parts of boys and girls is that teachers expect them to read materials beyond their level. The teacher should use methods for determining various reading levels of individuals - the independent, instructional and frustration. ... It is of equal importance that teacher should know the reading level of the materials which he asks children to read. In other words, it does little good to know that a child can read fourth - reader level material independently if he then asks that child to read a book written at sixth or seventh grade level.

i. Emphasis on Oral Reading:

Dallmann, Rouch, Char and DeBoer (1982) say that oral reading can have either a desirable or a detrimental effect on comprehension. At times oral reading of a selection that is particularly difficult for the reader may increase his understanding of it, since he then not only sees but hears what
he reads. Furthermore, in effective oral reading, if there is an audience, the reader is required not only to understand what he reads but also to interpret his understanding to others. In this process increased attention needs to be placed on comprehension.

Unfortunately, oral reading, if not done well, can have an undesirable effect on comprehension. The reader can become so conscious of his audience that he will fail to understand what he is reading. Over-emphasis on oral reading may also make a child so self-conscious while reading to others that his concentration may be on how, rather than on what, he is reading.

j. Adjustment of Reading Techniques to Purpose and Type of Material:

Effective reading requires a flexible approach to the printed page, according to Dallmann, Rouch, Char and DeBoer (1982). A person who has been reading a great deal of fiction and deriving great pleasure from the experience, may encounter problems in reading comprehension because he might read it at the rate he would read a story. On the other hand, a child who is a meticulous reader of science materials, may fail to derive real satisfaction from reading stories because he uses the same reading methods for narrative material that he has been accustomed to employ with factual and expository prose. Similarly, a child may be unable to recognize the main idea of a passage because he is too absorbed in noting concrete details. There should be versatility in adapting the reading method to
the reading purpose and to the nature of the material being read.

k. Rate of Reading:

Rate of reading may be described as rate of comprehension or as speed in grasping the meaning intended by the writer. Rate has no meaning apart from comprehension. No one actually reads faster than he or she comprehends, but many read much more slowly than their comprehension permits. Generally the limiting factor to rate improvement is the mind rather than the eye. The central cognitive processes involving the storage of information in memory play a critical role in the performance of skilled readers. .... A low reader who is low in both comprehension and rate will generally not benefit from an emphasis on speed. However, one who reads all materials slowly but with good comprehension may well profit in speed.

However, rate of reading is not the primary goal in reading. The ultimate aim is comprehension according to the reader's abilities and needs. This means that the good reader is a flexible reader. Just as cars have in them the power to go slowly or rapidly as the occasion demands, so too good readers can slow down or speed up as the nature and difficulty of the material and their own needs and purposes change. The good reader can shift gears in reading.
1.1.6. Characteristics of the Good and Poor Comprehender

Good and poor comprehenders differ (1) in decoding skills, (2) in lexical excess and (3) in text organisation (Golinkoff: 1975-76). If reading is the extraction of information or meaning from the text and not simply the recoding of written symbols to sound, readers must have cracked the written code and so be able to recognize printed words (decoding); they must have stored in semantic memory the meanings for printed words (Lexical access); and they must be able to extract meaning from units larger than a single word. Hence from phrases, sentences, and paragraphs (text organization).

According to Dechant (1982) the good comprehender possesses the ability to

1. Associate experiences and meaning with the graphic symbol (have an adequate meaning vocabulary)
2. Understand words in context and select the meaning that fits the context.
3. Give meaning to units of increasing size: the phrase, clause, sentence, paragraph and whole selection.
4. Develop literal and denotative meaning (be able to answer literal questions about a passage):
   a. Detect and understand main idea.
   b. Recognize and recall significant facts or details.
   c. Follow directions given in the material.
   d. Recognize the sequence of a passage.
   e. Identify explicitly stated expressions of relationships, such
as cause-effect, contrast, comparison.

5. Develop an understanding of the organization (be able to answer questions calling for an analysis, synthesis, or organization of ideas and information explicitly stated):

   a. Identify the basis of paragraph organisation; for example, comparison - contrast, cause - effect, classification or categorization, enumerative sequence, time sequence, size distance, position or degree, general to specific, thesisproof pattern, opinion - reason pattern, problem - solution pattern, narrative description pattern, definition pattern.

   b. Summarize, outline, underline, and take notes on the material read.

6. Develop inferential, interpretative, or connotative meaning of the material read (be able to get implied meaning of what is read):

   a. Make inferences, draw conclusions, generalize, speculate or predict.

   b. Interpret figurative expressions.

   c. Supply implied details.

   d. Anticipate outcomes.

7. Make judgements or critical evaluations about the material:

   a. Evaluate the quality, accuracy, truthfulness and appropriateness of what is read.

   b. Determine whether the text affirms, denies, or fails to...
express an opinion about a supposed fact or condition.
c. Detect propaganda, one-sided presentations, prejudices, biases and faulty inferences.
d. Evaluate the writer's reputation, biases, purposes and motives.
e. Detect errors of reasoning, analogy, overgeneralization, oversimplification and distortion.

8. Read for learning:
   a. Retain ideas.
   b. Apply ideas and integrate them with past experiences.
   c. Locate information in encyclopaedias, card catalogue, almanacs, and the like, and use table of contents, index or appendix of a book.
   d. Read maps, graphs, charts.
   e. Use the dictionary.

9. Read for appreciation:
   a. Recognize literacy and semantic devices.
   b. Identify the tone, theme, mood, and intent or purpose of the writer.

According to Dechant (1982) the deficiencies of disabled readers are:

1. The reading comprehension is often substantially lower than their listening comprehension.
2. They cannot read textbooks or materials at their grade
level on an instructional level, that is, with 95 percent accuracy in word recognition and 75 percent accuracy in comprehension.

3. They have greater difficulty recoding unfamiliar words.

4. They recode even familiar words more slowly than does the average pupil at their age or grade level.

5. They produce a greater number of reading errors that do not confirm to the semantic meaning of the selection.

6. They make more uncorrected errors (especially in oral reading) that disturb the meaning of the text. They frequently fail to correct their errors or do not notice when they make a mistake.

7. Their mistaken readings do not conform to the syntactic structure or the sentences in which they are substituted.

The above discussion graphically justifies the conceptual meaning of reading and reading comprehension.

1.2.0. Statement of the Problem

The statement of the problem of present investigation was worded as:

"AN INVESTIGATION INTO READING COMPREHENSION OF THE PUPILS OF GRADE VII BY USING THE STANDARDISED TESTS IN GUJARATI."

1.2.1. Definitions of Terms Used

Before proceeding further, it is essential to clarify some of the key words used in the statement of the problem.
1. **Investigation:**

It means an act of a careful examination or analysis of a phenomenon.

2. **Reading Comprehension:**

The scores obtained by the pupils on Reading Ability Test constructed and standardised by Vora and Patel which measures following components of Reading Comprehension.

   A. Ability to give significant details.
   B. Ability to give meaning of the words and phrases.
   C. Ability to give sequence of the events or ideas and
   D. Ability to give the captions to the paragraph that he/she has read and draw generalization.

3. **Standardised Test:**

It means that an instrument constructed and standardised for objective and reliable measurement of one or more aspects of a total personality by means of samples of behaviour. It also implies uniformity of procedure in administering and scoring the test. For measuring reading comprehension, reading speed, SES, intelligence, vocabulary, achievement motivation and study-habits of the pupils standardised tests were used (see 3.3.0.)

1.3.0. **OBJECTIVES:**

The objectives of the present investigation are as follows:

1. To study the R.C. of the pupils of grade VII.
2. To study the influence of sex, SES, intelligence and their various interactions on R.C. of the pupils.

3. To study the influence of sex, SES, Reading Speed (R.S.) and their various interactions on R.C. of the pupils.

4. To study the influence of sex, SES, vocabulary and their various interactions on R.C. of the pupils.

5. To study the influence of sex, SES, Achievement Motivation (A.M.) and their various interactions on R.C. of the pupils.

6. To study the influence of sex, SES, study-habits and their various interactions on R.C. of the pupils.

7. To study the influence of sex, R.S. intelligence and their various interactions on R.C. of the pupils.

8. To study the influence of sex, R.S., vocabulary and their various interactions on R.C. of the pupils.

9. To study the influence of sex, R.S., A.M. and their various interactions on R.C. of the pupils.

10. To study the influence of sex, R.S., study-habits and their various interactions on R.C. of the pupils.

11. To study the influence of sex, intelligence, vocabulary and their various interactions on R.C. of the pupils.

12. To study the influence of sex, intelligence, A.M. and their various interactions on R.C. of the pupils.

13. To study the influence of sex, intelligence, A.M. and their various interactions on R.C. of the pupils.

14. To study the influence of sex, vocabulary, A.M. and their various interactions on R.C. of the pupils.
15. To study the influence of sex, vocabulary, study-habits and their various interactions on R.C. of the pupils.
16. To study the influence of sex, A.M., study-habits and their various interactions on R.C. of the pupils.
17. To study the influence of SES, R.S., intelligence and their various interactions on R.C. of the pupils.
18. To study the influence of SES, R.S., vocabulary and their various interactions on R.C. of the pupils.
19. To study the influence of SES, R.S., A.M. and their various interactions on R.C. of the pupils.
20. To study the influence of SES, R.S., study-habits and their various interactions on R.C. of the pupils.
21. To study the influence of SES, intelligence, vocabulary and their various interactions on R.C. of the pupils.
22. To study the influence of SES, intelligence, A.M. and their various interactions on R.C. of the pupils.
23. To study the influence of SES, intelligence, study-habits and their various interactions on R.C. of the pupils.
24. To study the influence of SES, vocabulary, A.M. and their various interactions on R.C. of the pupils.
25. To study the influence of SES, vocabulary, study-habits and their various interactions on R.C. of the pupils.
26. To study the influence of SES, A.M., study-habits and their various interactions on R.C. of the pupils.
27. To study the influence of R.S., intelligence, vocabulary and their various interactions on R.C. of the pupils.
28. To study the influence of R.S., intelligence, A.M. and their various interactions on R.C. of the pupils.
29. To study the influence of R.S., intelligence, study-habits and their various interactions on R.C. of the pupils.
30. To study the influence of R.S., vocabulary, A.M. and their various interactions on R.C. of the pupils.
31. To study the influence of R.S., vocabulary, study-habits and their various interactions on R.C. of the pupils.
32. To study the influence of R.S., A.M., study-habits and their various interactions on R.C. of the pupils.
33. To study the influence of intelligence, vocabulary, A.M. and their various interactions on R.C. of the pupils.
34. To study the influence of intelligence, vocabulary, study-habits and their various interactions on R.C. of the pupils.
35. To study the influence of intelligence, A.M., study-habits and their various interactions on R.C. of the pupils.
36. To study the influence of vocabulary, A.M., study-habits and their various interactions on R.C. of the pupils.
37. To study the influence of R.C., sex, SES and their various interactions on Scholastic Achievement of the pupils.
38. To study the contribution of intelligence, SES, R.S., vocabulary, A.M. and various factors of study-habits in the prediction of R.C. of the pupils.

1.4.0. HYPOTHESES

The following null hypothesis were formulated to realise the objectives of the present investigation.

1. There will be no significant influence of sex, SES, intelligence and their various interactions on R.C. of the pupils.
2. There will be no significant influence of sex, SES, reading speed and their various interactions on R.C. of the pupils.

3. There will be no significant influence of sex, SES, vocabulary and their various interactions on R.C. of the pupils.

4. There will be no significant influence of sex, SES, A.M. and their various interactions on R.C. of the pupils.

5. There will be no significant influence of sex, SES, study-habits and their various interactions on R.C. of the pupils.

6. There will be no significant influence of sex, R.S., intelligence and their various interactions on R.C. of the pupils.

7. There will be no significant influence of sex, R.S., vocabulary and their various interactions on R.C. of the pupils.

8. There will be no significant influence of sex, R.S., A.M. and their various interactions on R.C. of the pupils.

9. There will be no significant influence of sex, R.S., study-habits and their various interactions on R.C. of the pupils.

10. There will be no significant influence of sex, intelligence, vocabulary and their various interactions on R.C. of the pupils.
11. There will be no significant influence of sex, intelligence, A.M. and their various interactions on R.C. of the pupils.

12. There will be no significant influence of sex, intelligence, study-habits and their various interactions on R.C. of the pupils.

13. There will be no significant influence of sex, vocabulary, A.M. and their various interactions on R.C. of the pupils.

14. There will be no significant influence of sex, vocabulary, study-habits and their various interactions on R.C. of the pupils.

15. There will be no significant influence of sex, A.M., study-habits and their various interactions on R.C. of the pupils.

16. There will be no significant influence of SES, R.S., intelligence and their various interactions on R.C. of the pupils.

17. There will be no significant influence of SES, R.S., vocabulary and their various interactions on R.C. of the pupils.

18. There will be no significant influence of SES, R.S., A.M. and their various interactions on R.C. of the pupils.

19. Their will be no significant influence of SES, R.S., Study-habits and their various interactions on R.C. of the pupils.

20. There will be no significant influence of SES, intelligence vocabulary and their various interactions on R.C. of the pupils.
21. There will be no significant influence of SES, intelligence A.M. and their various interactions on R.C. of the pupils.
22. There will be no significant influence of SES, intelligence study-habits and their various interactions on R.C. of the pupils.
23. There will be no significant influence of SES, vocabulary, A.M. and their various interactions on R.C. of the pupils.
24. There will be no significant influence of SES, vocabulary, study-habits and their various interactions on R.C. of the pupils.
25. There will be no significant influence of SES, A.M., Study-habits and their various interactions on R.C. of the pupils.
26. There will be no significant influence of R.S., intelligence vocabulary and their various interactions on R.C. of the pupils.
27. There will be no significant influence of R.S., intelligence A.M. and their various interactions on R.C. of the pupils.
28. There will be no significant influence of R.S., intelligence study-habits and their various interactions on R.C. of the pupils.
29. There will be no significant influence of R.S., vocabulary, A.M. and their various interactions on R.C. of the pupils.
30. There will be no significant influence of R.S., vocabulary, study-habits and their various interactions on R.C. of the pupils.
31. There will be no significant influence of R.S., A.M., study-habits and their various interactions on R.C. of the pupils.
32. There will be no significant influence of intelligence, vocabulary, A.M. and their various interactions on R.C. of the pupils.

33. There will be no significant influence of intelligence, vocabulary, study-habits and their various interactions on R.C. of the pupils.

34. There will be no significant influence of intelligence, A.M., study-habits and their various interactions on R.C. of the pupils.

35. There will be no significant influence of vocabulary, A.M., study-habits and their various interactions on R.C. of the pupils.

36. There will be no significant influence of R.C., sex, SES and their various interactions on Scholastic achievement of the pupils.

1.5.0. Limitations

The present investigation has the following limitations:

1. The present investigation was carried out on the pupils of Gujarati medium Schools.

2. This investigation was based on the pupils living in Ahmedabad city.
Chapter II A PEEP INTO THE PAST

This chapter throws light on the past research studies carried out in the field along with a summary of major points.

Chapter III METHODOLOGY

In this chapter the methodology followed in carrying out the present study is described. It gives the details with respect to sample, design, tools, procedure of data collection and the statistical techniques used for analysing the data.

Chapter IV RESULTS & INTERPRETATION

The results obtained through the statistical analysis of the data are tabulated, interpreted and discussed in this chapter.

Chapter V SUMMARY & IMPLICATIONS

In the last chapter a summary of the report is given along with the major findings, observations and implications of the investigation.

Thus this thesis contains the detailed description of all the essential steps taken in carrying out the present investigation. It also contains bibliography and appendices.