Chapter - III

Review of Related Literature
# CHAPTER III

**REVIEW OF RELATED LITERATURE**

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CHAPTER - III

REVIEW OF RELATED LITERATURE

3.1. INTRODUCTION

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

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

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

A) Indian Studies

B) Foreign Studies

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

A) INDIAN STUDIES

3.2. STUDIES IN INDIA - IN DETAIL

Study - 1


Title : A Study of Reading Ability in Relation to certain Cognitive and Non-cognitive Factors.

Objective

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

Procedure

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

Analysis

Two way analysis of variance was employed for data analysis.

Findings

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

Study - 2


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

Objectives

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

**Procedure**

The test was constructed and standardised for measuring the various components of reading comprehension, viz. noting the significant details, finding out the main idea of the paragraph, giving the meaning of the words in context and nearest to the key word, giving the sequence of events, finding the relationship between ideas, drawing inferences, giving captions, drawing generalisations, and reading and interpreting tables and maps. These components were measured through seven sub-tests. The usual method of test construction was followed for the purpose of item analysis, determining reliability, validity and establishing test norms. The total time required to administer the test was 60 minutes. The test was standardised on a sample of 873 students. The sample included 384 girls and 489 boys selected at random from English medium schools of Central Gujarat.

**Analysis**

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

**Findings**

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

Investigator : Dhanger, S.S. (1985)

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

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

Procedure

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

Analysis

The analysis of variance was used to arrive at conclusions.

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

Study - 4

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

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

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

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

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

**Findings**

1. Reading disability was found in about 20 per cent of students in primary schools.
2. Sex differences were not significant with regard to reading disability.
3. Students in rural areas were significantly backward when compared to the students in urban areas in reading skills.
4. The reading disability was closely related to language deficiency in school children.
5. The disabled readers were found to be very poor in the sub-skills of language development, namely, word meanings in isolation and context, and word synthesis; in some grammatical aspects of the language; and in paragraph comprehension.
6. Besides the language deficiency poor socio-cultural background of the family, poor study habits and lack of motivation for reading were found to be the causal factors of reading disability.
7. Low reading achievement was found not to be the evidence of low reading potential, and the reading deficiency of children in several cases could be improved by remedial teaching and constant practice.

**Study - 5**


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

**Objectives**

1. To identify the tasks involved in reading and comprehension.
2. To develop strategies, which would help students perform the tasks, involved in reading and comprehension.
3. To develop the skills of reading and comprehension through these strategies.
4. To find out the effectiveness of the strategy by an experiment.

Procedure

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

Findings

1. There was a significantly higher reading ability score for boys, students with English as the medium of instruction and students from urban areas.

2. The intervention strategy helped to improve the reading ability of the students both the high and low groups, the increase in the low group being higher than that in the high group.

3. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in literal comprehension and in inferential comprehension for both high and low group students.

4. The increase in the achievement of reading ability as a result of intervention strategy was significantly high in appreciation and reorganization levels in the low group students.
Study - 6

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

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

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

**Procedure**

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

**Findings**
1. The students of the target group were able to improve their critical reading ability through the strategy implemented, which proved the effectiveness of the strategy.
2. The total improvement of the critical reading skill was 11.41 per cent.
3. The inter-correlational matrix revealed that there was a relationship between achievement scores and critical reading achievement.
4. The four factors identified in the factor analysis revealed that critical reading skill was highly related to the four main abilities, namely, interpretative, inferential, evaluative and creative.
5. Students of class XI were below 41 per cent level in their critical reading achievement.

6. The difficulty level of the students studying in English medium schools under different management did not differ.

7. There was a difference in the difficulty level of the students in boys’ schools and in girls’ schools in Tamil medium. Girls experienced less difficulty than boys.

Study - 7


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

Objectives

To find out relationship between

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

Procedure

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

Analysis

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

Findings

1. Father’s profession did not bear any influence on reading performance.

2. As a generalized fact, the eighth - born children appeared to be superior in reading ability whereas the first-born children appeared to be weaker than others except the sixth-born children.
Study - 8

Investigator : Kantawala, N.N. (1980)

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

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

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

Findings
1. Reading attitude was a function of grade.
2. The scale did not indicate significant relationship with cultural settings, sex, differences, age groups and birth order.
3. The higher the SES, the better was the reading attitude. This was true irrespective of the grade level.
4. Between reading habits and reading attitude, there was significant positive relationship.
5. Students of small size families had a more favourable reading attitude than those of large-size families.
Investigator : Koppar, B. (1970)

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

Objectives

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

Procedure

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

Analysis

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

Findings

1. Reading Comprehension was related positively to reading attitude.
2. Dependence was related positively to reading comprehension.
3. Anxiety was related negatively to reading comprehension.
4. Some other factors related to reading comprehension were found to be
   a) reading readiness
   b) academic motivation
   c) attitude towards the study of English
   d) quality of classroom teaching
   e) presence or absence of proper direction
   f) educational status of parents
   g) social and economic compulsions
Study - 10


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

Objective

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

Procedure

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

Findings

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

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<th>Tool</th>
<th>Statistics</th>
<th>Findings</th>
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<tbody>
<tr>
<td>1.</td>
<td>Gaur P.K.</td>
<td>1982</td>
<td>A Psychological Study of Reading Ability in Relation to Achievement</td>
<td>14-18 year old 280 boys and 220 girls</td>
<td>Reading comprehension Test. Vocabulary Test</td>
<td>Mean, SD, Correlation and chi-square</td>
<td>Comprehension and vocabulary affected the student’s achievement</td>
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| 2.    | Shivapuri V. | 1982 | An Investigation into Pupil’s Comprehension of English               | 200 boys and 200 girls in class XI | A Standardized test of English comprehension by S. Chatterjee and M. Mukerjee | Mean, ‘t’ test, Chi-square and ANOVA | 1. There was no significant difference in comprehension scores for the two sexes.  
2. Socio-economic status affected the comprehension scores only in the case of girls.  
3. For both sexes the maximum contribution to comprehension scores was that of intelligence. |
| 3.    | Bhishik L. | 1980 | An Experimental Analytical Study of the Acquisition of Reading Skill. | Verbal Test of Intelligence. Raven’s Progressive Matrices Reading Skill Test Critical Reading Test Reading Inventory | Product moment correlation. Chi-square, Hartley’s test, ANOVA | 1. Intelligence play a significant role in the acquisition of reading skills.  
2. There were no sex differences in reading skill.  
3. SES, reading habits, reading interests, health, language and scholastic achievement were found to be significantly related to reading achievement. |
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<th>Statistics</th>
<th>Findings</th>
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| 4    | Datta P.C.  | 1982 | School Children and their Reading habits, Eastern India Centre for Mass Communication Studies. |            | A Structured and essentially pre-coded printed questionnaire Interview | Mean, Percentage, 't' test. | 1. Reading books other than prescribed text is nil in lower classes.  
2. Reading newspaper was most widespread in urban areas.  
3. Interest was more among students of English medium schools and government schools. |
| 5    | Rajagopalan S. | 1981 | A Study of the Relationships of Selected Variables to Reading Comprehension in English. | 252 Students | A battery of three tests to measure the ability to recognize the meaning of words, skill of comprehending the meanings of grammatical forms and the pupils' ability to comprehend paragraph meaning. | Correlation techniques | 1. The pupils' reading comprehension ability in English was far from satisfactory.  
2. The pupils experienced greater difficulty in recognizing the meaning of words. |
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<th>Statistics</th>
<th>Findings</th>
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</table>
2. Reading skills of children were mostly dependent on the socio-cultural background of their families. |
| 7.   | Patel D.N.      | 1984 | School Achievement of BC and Non BC pupils in the context of Reading Ability and Reading Speed. | 777 standard X students of 12 schools | Reading Ability Test by Patel and Trivedi         | ANOVA, Regression Analysis   | 1. The pupils of non BC were superior in school performance than BC.  
2. Boys and Girls did not show much difference in school achievement.  
3. Boys and Girls of non BC practically excel in achievement because of good reading abilities.  
4. Caste, reading ability and to some extent sex plays a major role in predicting school achievement. |
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| 8.    | Subramanyam S.| 1985 | Reading Interests of Children in the Age Range of 9 – 14             | 300 boys, 300 girls | Reading Interest Inventory | Mean, 't' test, ANOVA | 1. In general there are no sex differences in the reading interest of children. But when going deep, the interest of boys in reading novels, stories describing travel and adventurous deeds is significantly high compared to girls.  
2. The interest of girls is superior to boys in reading stories from epics and classical literature.  
3. Reading interest of children grow according to their age. |
|       |               |      |                                                                      |                      |                          |                  |                                                                                                                                          |
| 9.    | Srivastava R.P.| 1998 | Relationship of Reading Ability with General Mental Ability, Socio-Cultural Status and School Achievement | 480 students of grade VIII | The intelligence Test (Raven's Advanced Progressive Matrices) The Socio-Cultural Status Scale (Daba's Cultural Scale) Five tests of reading ability | 't' - test ANOVA | 1. Reading ability in general and reading comprehension in particular, play a determining role to scholastic achievement.  
2. Intelligence and SES are the determiners of scholastic achievement.  
3. Unless the skill of reading is properly developed, effective learning will not be possible. |

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</table>
| 10.   | Venugopal G.    | 1994 | Cognitive style and Achievement of Pupils                            | 210 boys and 90 girls          | Group Embedded Figures Test Achievement Test  | Correlation coefficient 't' test ANOVA        | 1. Achievement is not related to cognitive style.  
2. Boys and girls do not differ in their cognitive style.  
3. Pupils do not differ in their cognitive style based on their parents' educational status. |
| 11.   | Dholakia        | 1986 | A Study of Effectiveness of Various Strategies of Reading Comprehension in English of Pupils of Class IX in the context of certain variables | 160 students of standard IX     | Study Habits Inventory by B.V.Patel, General Ability Test by M.T.Patel SES Scale by C.C. Pathak | ANOVA                        | The Read, Encode, Annotate and Ponder technique (REAP) proved superior to the conventional methods. |
| 12.   | Lionel G.C.     | 1982 | A Psycholinguistic strategy for Teaching Reading English with Comprehension to the students of standard IX at the Plus Two level | 300 students                    | Explaining and asking questions                | 't' test Correlation regression | 1. The psycholinguistic strategy of teaching reading comprehension was superior in effectiveness to the usual method.  
2. Teaching exercises helped the students who were not good at reading English with comprehension. |
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| 13.   | Subramanyam | 1984 | The Relative Influence of Home and School on Reading       | 300 standard V students | A standardised reading achievement test Questionnaires and observations | 1. Parental support and the nature of home environment are important determinants of the child's success in reading.  
2. The academic environment of schools with qualified teachers and good and healthy interaction between the teachers and students have high and positive relationship with the reading achievement of children. |
### 3.4. FACTS DEDUCED FROM INDIAN STUDIES

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<th>Year</th>
<th>Thrust area</th>
<th>Findings</th>
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<tbody>
<tr>
<td>1.</td>
<td>Bharat Joshi</td>
<td>1996</td>
<td>Reading Comprehension</td>
<td>The mean score of female students was significantly higher than that of male students.</td>
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<td>2.</td>
<td>Humera Khursheed</td>
<td>1997</td>
<td>Reading Comprehension</td>
<td>The Students were found to be not very good at comprehending evaluative questions (e.g. – judgement of worth, validity, adequacy, reality, fantasy, facts etc.) and re-organization questions (re-organization of ideas and synthesis etc.) The scores for evaluative questions was 38% and for re-organizations 13%.</td>
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</table>
| 3.   | Deshpande S.S.        | 1985 | Language Ability                | Factors that are prominent for language development were  
a) Parental interaction and ways of bringing up the children.  
b) educational background of the family.  
c) Standard of living of the family.  
d) School environment |
<p>| 4.   | Joshi A. N.           | 1984 | Language Ability                | The growth of English language ability was found to be influenced by such factors as caste, intelligence, SES, locality, administrative control of an institution and personality factor. |
| 5.   | Zhang                 | 1982 | Cognitive Style (Field dep. / Independence) and Achievement | Achievement is not related to cognitive style.                                                                                       |</p>
<table>
<thead>
<tr>
<th>S.No</th>
<th>Name</th>
<th>Year</th>
<th>Thrust area</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.</td>
<td>Thejovathi K.</td>
<td>1995</td>
<td>Environmental factors affecting the acquisition of comprehension skills in English</td>
<td>Environment helps a lot in the acquisition of comprehension skills in English. An enriched school environment, relentless efforts of teachers, and specially designed tutorial systems to improve listening and reading comprehension go a long way in the acquisition of comprehension skills in English.</td>
</tr>
<tr>
<td>7.</td>
<td>Ghosh, A.</td>
<td>1977</td>
<td>Backwardness in English</td>
<td>Causes of backwardness was unscientific curriculum, lack of attention at home, unsuitable teaching methods and lack of proper place to study.</td>
</tr>
<tr>
<td>8.</td>
<td>Dilip V. Patel</td>
<td>1994</td>
<td>Learning of English in Schools</td>
<td>Boys have more positive attitude towards learning English.</td>
</tr>
<tr>
<td>9.</td>
<td>Helen</td>
<td>1983</td>
<td>Cognitive style</td>
<td>Male pupils are more field – independent</td>
</tr>
<tr>
<td>10.</td>
<td>Parikh</td>
<td>1983</td>
<td>Cognitive style</td>
<td>Female children are field – independent</td>
</tr>
<tr>
<td>11.</td>
<td>Panda</td>
<td>1991</td>
<td>Cognitive style</td>
<td>There is no significant difference in the level of field – independence of boys and girls.</td>
</tr>
<tr>
<td>12.</td>
<td>Sudersanam</td>
<td>1980</td>
<td>Home environment and reading comprehension</td>
<td>Educational and occupational status of parents correlated significantly with the comprehension scores of students.</td>
</tr>
<tr>
<td>13.</td>
<td>Suriyakanth</td>
<td>1982</td>
<td>Language development</td>
<td>Educational level of parents was found to affect language development.</td>
</tr>
<tr>
<td>S.No</td>
<td>Name</td>
<td>Year</td>
<td>Thrust area</td>
<td>Findings</td>
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</tr>
<tr>
<td>14.</td>
<td>Homera Khursheed</td>
<td>1997</td>
<td>Reading comprehension</td>
<td>The students of class X were found to be not very good at comprehending evaluative and re-organization questions.</td>
</tr>
<tr>
<td>15.</td>
<td>Ray Reutzel</td>
<td>1993</td>
<td>Fluency training and Reading comprehension</td>
<td>Fluency training helped students to improve their Reading comprehension.</td>
</tr>
</tbody>
</table>

B) FOREIGN STUDIES

3.5. FOREIGN STUDIES – IN DETAIL

Study - 1

**Investigator**: Lucia Maria (1991)

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

**Objective**

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

**Procedure**

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

**Findings**

1. Children’s knowledge of the alphabetic codes develop gradually and that incomplete knowledge of word spelling may interact with sentence level information to help children read unfamiliar words.

2. Phonemic awareness is the metalinguistic factor affecting word level processes.

3. Contribution of the syntactic and semantic awareness measures was specific to the use of contextual information in reading.
Study - 2

**Investigator** : Timothy V. Rasinski (1992)

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

**Objectives**

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

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

**Procedure**

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

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

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

**Findings**

1. Direct relationships were found between teacher attitudes and student achievement.

2. No relationships were found for theoretical orientation.

3. No direct relationships were found between student attitudes and teacher attitudes.

Study - 3

**Investigator** : Ronald Taylor (1992)

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

**Objective**

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

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

Result

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

Study - 4

Investigator : Naji Ibrahim (1996)

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

Objectives

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

Procedure

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

**Findings**

1. High percentage of students reported that they face difficulties when reading English as a foreign language.
2. Most of the reading difficulties reported by the students were attributed to linguistic factors.
3. Majority of the students have positive attitudes toward EFL reading in particular and learning English in general.

**Study - 5**

**Investigator** : Rosalie Whiteway A (1996)

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

**Objective**

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

**Procedure**

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

**Findings**

It was confirmed that there are significant relationships among reading attitude, self-concept and reading comprehension.
Study - 6

Investigator : Jean Grant (1993)

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

Objectives

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

Procedure

By using the Cognitive Skills Assessment Battery Test and the first grade readiness test children were assessed as either 'ready' or 'not ready' for first grade instruction. Surveys were given to a group of one hundred and fifty parents of first grade students designated as either 'ready' or 'not ready' according to this test. The survey information was analyzed using chi-squares, frequency and percentages.

Findings

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

Study - 7

Investigator : Ranfen (1996)

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

Objectives

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

Procedure

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

**Findings**

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

**Study - 8**

**Investigator** : Sylvia Macy (1997)

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

**Objectives**

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

2. To study the influence of gender and ethnicity on the academic performance of elementary students.

**Procedure**

A $2 \times 2 \times 3$ factorial design and a $2 \times 3$ factorial design were employed to collect and analyze the data for this study. 240 elementary parents and 210 elementary students were randomly selected from a school district in an urban area in Southeast Texas to participate in the study. A parent profile sheet, students’ records, and the TAAS (Texas Assessment of Academic Skills) were used to collect the data. The data were treated through the application of the three-way analysis of variance and the two-way analysis of variance.

**Findings**

1. Parents’ ethnicity has an effect on the reading, writing and mathematics scores of elementary students.

2. Level of involvement of the parents influenced the reading score of elementary students.
3. Parents' gender has no effect on the reading, writing and mathematics scores.

4. The reading scores of elementary students are not influenced by the combination of the variables parents' gender, ethnicity, and level of involvement.

Study - 9

Investigator : Lou Ellen (1997)

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

Objectives

1. To examine the extent to which middle school students' reading attitudes, behaviours, and interests differ when exposed to literature either through Paideia, whole language, or traditional language arts instruction.

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

Procedure

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

Result

The analyzes indicated that no interaction was present between the methods factor and the gender factor.
Investigator: Josephine Mayfield (1997)

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

Objective

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

Procedure

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

Results

1. Analysis of variance and controlled stepwise regression analysis indicated that there was a strong positive statistically significant relationship between reading for inferential comprehension in Spanish and reading for inferential comprehension in English.

2. The majority of female subjects performed better on both tests than their counterparts.
### 3.6. STUDIES ABROAD - IN CAPSULE FORM

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name</th>
<th>Year</th>
<th>Title</th>
<th>Sample</th>
<th>Tool</th>
<th>Statistics</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Margaret Lee White</td>
<td>1994</td>
<td>The relationship between self-concept and reading achievement of minority students: third and sixth grades.</td>
<td>120 third and sixth grade minority students from an urban, low socio-economic area.</td>
<td>The Piers-Harris Children's Self-concept scale. The Metropolitan Achievement Test.</td>
<td>Pearson Product Moment Correlation</td>
<td>There is a positive relationship between self-concept and reading achievement</td>
</tr>
<tr>
<td>3.</td>
<td>Susan Brand</td>
<td>1989</td>
<td>An Examination of mothers' and teachers’ perceptions about parent involvement in a school initiated home-based reading program.</td>
<td>7 first grade teachers, 87 mothers and children.</td>
<td>Teacher and parent questionnaires</td>
<td>Discrimination Analysis</td>
<td>Parents are more likely to participate in home-based school initiated activities when they know they are helping their children’s academic achievement.</td>
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<td>4.</td>
<td>Emily Biesett</td>
<td>1988</td>
<td>A comparison of selected characteristics of reading programs of</td>
<td>20 lowest achieving and 20 highest achieving rural districts in</td>
<td>Teacher questionnaire</td>
<td>ANOVA Correlation</td>
<td>The difference between high achieving and low achieving school districts may be supported by</td>
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<td>high and low achieving rural Oklahoma schools</td>
<td>Oklahoma (three and seven grades)</td>
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<td>external forces such as socio-economic status and minority population.</td>
</tr>
<tr>
<td>5.</td>
<td>Tuyen Vu Thi</td>
<td>1989</td>
<td>A Casual Model explaining English reading achievement of Vietnamese -</td>
<td>171 Vietnamese - American high school students.</td>
<td>Personal background questionnaire.</td>
<td>Path Analysis</td>
<td>The first language factors were perceived as having intervening effects.</td>
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<td></td>
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<td>American high school students.</td>
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<td>Vietnamese and English cloze test.</td>
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<td>Vietnamese and English reading</td>
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<td>achievement test.</td>
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</tr>
<tr>
<td>6.</td>
<td>Neil Anderson</td>
<td>1989</td>
<td>Reading comprehension tests versus academic reading: What are second</td>
<td>28 native speakers of Spanish</td>
<td>Reading comprehension test of</td>
<td>Multivariate Analysis</td>
<td>It is not the use of any particular strategy that distinguishes readers but the manner in which</td>
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<td></td>
<td></td>
<td></td>
<td>language readers doing?</td>
<td></td>
<td>language skills and a retrospective</td>
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<td>each reader orchestrates the use of strategies to get meaning from text.</td>
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<td>think - aloud protocol to describe</td>
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<td>the strategies they use.</td>
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</tbody>
</table>
2. Students may use text structure to improve thinking and communication process. |
| 8.    | George Martin | 1991 | Second Language reading recall as a function of vocabulary glossing and selected other variables. | 116 U.S. College students.   | Half reading an unglossed Spanish text and half reading the same text accompanied by English glosses | Scoring the written recalls. Percentage Analysis | 1. Glossing can play a useful role in aiding the comprehension of authentic or difficult passages.  
2. Acquisition of a second language will be increased more by the use of modified texts, which encourage students to gain large amount of comprehensible target language input via extensive reading. |
<table>
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<th>S.No.</th>
<th>Name</th>
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<th>Findings</th>
</tr>
</thead>
</table>
2. The students’ motivation to read for enjoyment and for the improvement of reading ability are positively correlated with their reading score. |
<p>| 10.   | Lola Richardson | 1995 | A comparative study of freshmen college students’ achievement and attitude toward reading when receiving a holistic, literature-based approach versus a basal, skill-based approach to teaching reading. | 94 first time college freshmen students. | Reading Attitude scale and Nelson - Denny Reading Test. | ‘t’ test, ANOVA                                   | Students who were taught reading comprehension through a holistic, literature based approach had a significantly more positive attitude toward reading comprehension. |</p>
<table>
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<tr>
<th>S.No.</th>
<th>Name</th>
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<th>Statistics</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.</td>
<td>William F. Barker</td>
<td>1996</td>
<td>Cognitive predictors of the dyslexia syndrome</td>
<td>400 school age students</td>
<td>Pennington’s model for 'Dyslexia syndrome', Aaron and Joshi’s subtypes of reading disability. Non-specific Reading disability and Low ability in Reading</td>
<td>Discriminant function analysis and linear regression analysis</td>
<td>Dyslexics were found to have cognitive deficits.</td>
</tr>
<tr>
<td>12.</td>
<td>Graden Lonnie</td>
<td>1995</td>
<td>The relationships between classroom climate and academic achievement in reading, mathematics and language for a group of fourth-grade sub-urban elementary students.</td>
<td>10 elementary school classrooms</td>
<td>My Class Inventory, Tennessee Comprehensive Assessment Program</td>
<td>Frequency distributions, Correlations and Stepwise Multiple Regression</td>
<td>There is relationship between elementary classroom climate and academic achievement in reading.</td>
</tr>
<tr>
<td>13.</td>
<td>Diane L. Schallert</td>
<td>1997</td>
<td>The effects of assessment features on performance in EFL reading comprehension</td>
<td>648 Korean high school students</td>
<td>Multiple-choice, Open-ended, Cloze and Summary formats</td>
<td>'t' test, ANOVA</td>
<td>Students' reading comprehension performance was significantly affected by task type, language of assessment and text availability.</td>
</tr>
<tr>
<td>S.No.</td>
<td>Name</td>
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<tr>
<td>14.</td>
<td>Gail Gross M.</td>
<td>1995</td>
<td>Parental involvement and the reading achievement of third-grade students.</td>
<td>197 7-10 years old students</td>
<td>The Parent Survey Questionnaire and the Texas Assessment of Academic Skills</td>
<td>Pearson Product-Moment Correlation Technique</td>
<td>There is a statistically significant relationship between parental involvement and reading achievement.</td>
</tr>
<tr>
<td>15.</td>
<td>Lilita Garcia</td>
<td>1995</td>
<td>The relationship between teachers’ orientations to reading and the reading comprehension of bilingual students</td>
<td>20 third grade teachers</td>
<td>Theoretical Orientations to Reading Profile (TORP)</td>
<td>Descriptive Statistics, (Mean and Standard Deviation). Pearson Correlation Coefficient</td>
<td>There was no statistically significant relationship between teachers orientations to reading and reading comprehension.</td>
</tr>
<tr>
<td>16.</td>
<td>Mary Elizabeth</td>
<td>1996</td>
<td>Cognitive differences and their predictive ability on reading performance in skilled and unskilled readers</td>
<td>105 fourth and fifth grade students</td>
<td>A Battery of test comprising 14 cognitive variables and 24 reading variables.</td>
<td>Regression Analysis</td>
<td>A combination of cognitive and reading tasks is effective in discriminating readers and that cognitive tasks appear to be effective predictors of reading performance.</td>
</tr>
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<td>S.No.</td>
<td>Name</td>
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</tbody>
</table>
| 17.   | Su Ching Chai | 1996 | A study of elementary school students’ use of libraries for study and leisure reading in Taichung City, Taiwan, the Republic of China. | 825 fourth and sixth grade students (437 boys and 388 girls) | Closed-form type questionnaire titles. “Children’s use of Libraries for studies and Leisure Reading” | 't' test, Correlation         | 1. Elementary schools and teachers in more urban areas are not as likely to take their students to the school library as sub-urban schools and teachers.  
2. All children seem to have a very positive attitude toward using the library and leisure reading.  
3. Girls have a higher interest than boys.  
4. Urban children’s library skills are superior to those of sub-urban children.  
5. Home and friends rather than libraries are children’s greatest sources of reading materials. |
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<tr>
<th>S.No.</th>
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<th>Title</th>
<th>Sample</th>
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<th>Statistics</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>18.</td>
<td>Muhammed Adnan</td>
<td>1997</td>
<td>The effect of test type on reading comprehension in English as a Foreign language: The case of recall protocol and multiple choice.</td>
<td>226 high school students</td>
<td></td>
<td>Correlation and Multiple Regression Analysis</td>
<td>Testing method of reading comprehension in EFL has a significant effect on the reader’s performance.</td>
</tr>
<tr>
<td>19.</td>
<td>Maria Cuesta</td>
<td>1997</td>
<td>The effects of instruction in three cognitive strategies upon the English reading comprehension of children whose native language is Spanish.</td>
<td>60 second grade students</td>
<td>Cues Recall Test of Comprehension</td>
<td>‘t’ test, ANOVA</td>
<td>Significant difference was reflected in the increase in reading comprehension after utilizing direct instruction in predicting, questioning and summarising.</td>
</tr>
<tr>
<td>20.</td>
<td>Sheila Katz</td>
<td>1997</td>
<td>The relation among self-concept, attitudes and reading achievement in reading disabled children</td>
<td>228 second grade students</td>
<td>Harter’s Self-Perception Profile, Torgesen and Wagner’s Attitude Toward Reading Survey</td>
<td>Series of multiple Regression</td>
<td>Attitude toward reading was not a key component in reading intervention for the reading disabled.</td>
</tr>
</tbody>
</table>
### 3.7. FACTS DEDUCED FROM FOREIGN STUDIES

<table>
<thead>
<tr>
<th>S.No</th>
<th>Name</th>
<th>Year</th>
<th>Thrust area</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Kate Cain</td>
<td>1995</td>
<td>Goals of reading style</td>
<td>Less skilled comprehenders have a deficit in their awareness of the purpose and goals of reading and their ability to alter their reading style for different task demands.</td>
</tr>
<tr>
<td>3.</td>
<td>Susan Elaine</td>
<td>1992</td>
<td>Reading comprehension problems and decoding problems</td>
<td>Children with comprehension problems were found to have poor verbal, intellectual and language skills.</td>
</tr>
<tr>
<td>4.</td>
<td>Steen Larsen</td>
<td>1989</td>
<td>Reading and cerebral integration</td>
<td>Reading disabilities to some degree might be related to insufficient cerebral integration.</td>
</tr>
<tr>
<td>6.</td>
<td>Charles Sarland</td>
<td>1988</td>
<td>Young people reading texts</td>
<td>Texts provide readers with the opportunity to project their own experience of life into them.</td>
</tr>
<tr>
<td>7.</td>
<td>Oakhill J.V.</td>
<td>1981</td>
<td>Reading comprehension</td>
<td>Skilled comprehenders are better at making the inferences necessary to relate the ideas in a text.</td>
</tr>
<tr>
<td>8.</td>
<td>Altomese Marie</td>
<td>1994</td>
<td>Parental involvement in reading</td>
<td>There was no significant relationship between parental involvement and reading.</td>
</tr>
<tr>
<td>S.No</td>
<td>Name</td>
<td>Year</td>
<td>Thrust area</td>
<td>Findings</td>
</tr>
<tr>
<td>------</td>
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<td>--------------------------------------------------------------------------</td>
</tr>
<tr>
<td>9.</td>
<td>Susanna Maria</td>
<td>1989</td>
<td>Reading problems</td>
<td>The help given to a child with a learning problem can only be accountable if it is part of a total strategy.</td>
</tr>
<tr>
<td>10.</td>
<td>James Mitchess</td>
<td>1996</td>
<td>Skill-based instruction and reading for pleasure</td>
<td>Subjects in the pleasure reading group scored significantly higher than students in the skill-based groups.</td>
</tr>
<tr>
<td>11.</td>
<td>Janet Lee Berrier</td>
<td>1994</td>
<td>Reading achievement and reading attitude</td>
<td>There is no significant difference in reading achievement and reading attitude of students.</td>
</tr>
<tr>
<td>12.</td>
<td>Donni Cook</td>
<td>1995</td>
<td>Reading comprehension and metacognitive strategy</td>
<td>By developing the metacognitive awareness of news reading strategies reading can be improved.</td>
</tr>
<tr>
<td>13.</td>
<td>Julia Cigola</td>
<td>1995</td>
<td>Reading ability and attitude</td>
<td>Students had a positive attitude about reading but were undecided about whether reading plays a role in attaining educational or vocational success.</td>
</tr>
<tr>
<td>14.</td>
<td>Raghad A.</td>
<td>1997</td>
<td>Lexical and syntactic knowledge in English reading</td>
<td>There is a significant correlation between lexical and syntactic knowledge with reading comprehension.</td>
</tr>
<tr>
<td>15.</td>
<td>Latricia June</td>
<td>1997</td>
<td>Reading program to modify the attitudes of fifth grade students toward voluntary reading</td>
<td>An inviting environment, awards and incentives, reading guidance and an interested facilitator promote voluntary reading.</td>
</tr>
<tr>
<td>S.No</td>
<td>Name</td>
<td>Year</td>
<td>Thrust area</td>
<td>Findings</td>
</tr>
<tr>
<td>------</td>
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<td>------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>16</td>
<td>Michael Palady</td>
<td>1997</td>
<td>Home and school factors related to the development of the reading habit and attitude.</td>
<td>Increasing the availability of reading materials at home and in classrooms and encouraging children to read series of books help children enjoy reading.</td>
</tr>
<tr>
<td>17</td>
<td>William Summers E.</td>
<td>1996</td>
<td>Library use and reading habits.</td>
<td>Reading habits of childhood seem to persist into adulthood.</td>
</tr>
<tr>
<td>18</td>
<td>Ranfen</td>
<td>1996</td>
<td>Home environment and reading achievement.</td>
<td>Parents with higher educational backgrounds provided more educational experiences and reading opportunities at home, which in turn affected the higher reading achievement of their children.</td>
</tr>
<tr>
<td>19</td>
<td>Walberg and Tsai</td>
<td>1985</td>
<td>Reading achievement</td>
<td>Home environmental factors availability of reading materials at home and Kindergarten attendance influence reading achievement.</td>
</tr>
<tr>
<td>20</td>
<td>Newman</td>
<td>1986</td>
<td>Reading habit</td>
<td>Frequency of reading to young children and availability of magazines in the home are related to the amount of children’s leisure reading.</td>
</tr>
</tbody>
</table>

### 3.8. CONCLUSION

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

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

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