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THEORETICAL FOUNDATIONS OF READING

Reading is a complex skill and a number of factors influence the reading ability of a person. Reading in general implies inferring meaning from the graphic symbols that one reads and this process of inference includes biological, psychological and cultural aspects which form the foundations of reading. The foundations of reading are briefly discussed hereafter.

2.1 Physiology of Reading

One has to see and read. Seeing is an active process and an important aspect of this activity is eye movement. Two kinds of movements are involved in the act of reading – actual movements of the eyeballs and changes in the accommodation size of the pupil of the eye.

2.1.1 Movements of the Eyeball

The movements of the eye balls are controlled by three distinct pairs of muscles, the medical and lateral recti contract reciprocally to produce side to side movement; the superior and inferior recti contract reciprocally to produce up and down movements and the inferior and superior oblique muscles serve chiefly to rotate the eye balls in such a way that the visual field maintain an upright position when the head is titled towards the shoulders. Each of these three sets of muscles is controlled by nerve connections which act reciprocally to cause one muscles of the pair to release while the other contracts. These nuclei controlled by complex interconnections with parts of the brain.

Eye movements are a part of the person's active searching for more information. Eye movements are not specific to reading, but the reader makes use of the general eye movement abilities to the task of reading.
2.1.2 **Fixations**

The fixation processes are the means by which people fix the vision on some object to obtain more information about it. There are two neurological mechanisms involved in the control of fixations. Voluntary fixation mechanisms which are used to move one's eyes at will to seek out something upon which one desires to fix one's vision, and the involuntary fixation mechanism which automatically locks the eyes on the object when it has been found. These two mechanisms are controlled by different areas of the context – Impulses from an area in the frontal eye fields (Broad Mann's area) control the voluntary searching movement and the automatic 'locking' mechanism has its control centre in the eye fields of the occipital cortex.

Involuntary movements are of three types. Slight tremours, a slow drift of the eye balls, and sudden flicks occurring every second or so. These movements effect the movement of stimulating points across the receptors in the retina. Flicking movements are automatic and are controlled by the involuntary fixation mechanisms during the process of maintaining fixation on an object (Ditchburn, Fender and Mayne 1959).

Saccadic movements are another type of involuntary searching eye movements of the older neurological mechanism. Saccadic eye movements are the rapid conjugate movements by which we change fixation from one point to another voluntarily. They include the "Jump and Rest" fixation movements observed in scanning a visual scene or reading. Its purpose is to fix the image of the target on the fovea, the high acuity region of the retina. In reading, it is estimated that saccades take up about ten percent of the reading time and the average seccadic extend is about $2^\circ$ of visual angle across the fovea region (Rayher 1978). It is observed that the eye movements in reading take on similar search behaviour. This indicates that reading is active searching in which the movements of the
eyes serve the purpose of locating appropriate data to increase available information.

2.1.3 Perceptual Span in Reading

Peripheral vision plays an important role in reading. The extent of peripheral vision would be expected to influence the total amount of print that can be seen in a single fixation of the eyes. This amount is variously termed the visual span, peripheral span, or span of apprehension. This span is related to cognitive processing in reading. The peripheral span can be measured by testing how much of printed message can be seen in single tachistoscopic exposure, though this span could be greater or smaller than the normal fixation in everyday reading behaviour. Recognition span is computed by measuring the number of fixations made by the teacher in reading a passage and then dividing the total number of words in the passage by the number of fixations used in reading it.

Most studies (Abram and Zuber 1972, Tinker 1951, 1965) found that eye movement patterns are determined by the difficulty of the material being read. A sentence type, which is less structurally predictable, requires more visual attention. A sentence's immediate constituent analysis affects the way the reader's visual attention is distorted across sentence. Varying the structural predictability of items inserted into the same immediate constitute framework affects the amount of visual attention required. Differences in the kinds of linguistic cue (i.e. content words versus function words) to the same underlying sentence relation's affect the reader's allocation of visual attention. Differences in the immediate constituent analysis of sentences affect forward scanning, while differences in the structural predictability of items within a given immediate constituent framework affect regressive scanning. Oral reading requires more visual attention than silent reading of the same type of materials, and the reader's allocation of visual attention may have different linguistic factors in oral reading than they do in silent reading (Wahat 1976).
The ability to see printed words depends to some extent on the forms and patterns of the physical stimuli. The visual print during visual perception is not continuous but is interrupted by eye jumps several times a second. This visual information is divided into chunks, which are integrated spatiotemporally in the brain – the sequencing of visual data in space and auditory data in time. The ability with which the child can encode visually perceived symbols such as letters or words into some auditory form is of relevance to the reading process.

2.1.4 **Perceptual Process in Reading**

The main perceptual processes involved in reading are visual, auditory and relational. Whatever the ability of the learner is, the process of reading has to start with the perception of the shapes of certain print units.

Visual coding, lexical access and working memory are three sub-processes of reading which help the reader to perceive the letter strings, retrieve and semantic and syntactic information they already process in memory, to store and process the perceived letter strings for comprehension respectively.

The mental result of perceiving the usable visual information obtained in one eye fixation is the ‘percept’. Duration of the percept is known as the “span of recognition.” The rate at which the word groups form thought units in turn are combined to give meaning or comprehension is the rate of comprehension.

Thus the physiology of reading explains how eye movements, fixation, and other auditory and visual perceptions are basic to reading in terms of perceptual process.

2.2 **Reading Activity**

McCullough et al, described reading "as a means to an end; as a form of experience which itself depends on previous experience; as an
avenue of communication; as a process of interpretation of meaning. Reading may also be explained in terms of psychological theory; it may be analyzed into its constituent elements; and it may be studied with reference to related factors" (McCullough et al, 1946, p.32). Thus reading is a psychological process in which reader obtains meaning from printed words. He determines the meaning in a particular context and interprets it according to his past experiences. Tinker opines that "Reading involves the reconstruction of printed or written symbols which serve as stimuli for the recall of meanings built up through past experience, and the reconstruction of new meanings through manipulation of concepts already possessed by the readers" (Tinker, 1952; p.11).

Again, reading can be viewed as an act of communication in which information is transferred from a transmitter to a receiver. At the receiving end, the reader gets a thought conveyed by the author; the transmitting end involves sharing that thought with others. In order to communicate one must first comprehend. Fries (1962) is also of the view that one can read in so far as he can respond to the graphic shapes. Gibson (1965) characterises reading behaviours as (a) receiving communication, (b) making discriminative responses to graphic symbols, (c) decoding graphic symbols to speech, and (d) obtaining meaning from the printed page. Jenkinson (1973) views reading as an act of responding to printed symbols so that meaning is created. Bringing meaning to the printed page indicates more accurately the reciprocal process between the printed symbols and the mind of the reader. Thus constructing meaning is vital prerequisite of all reading.

Reading is not merely a passive activity. The reader must make an active contribution if he is to acquire the available information. According to Smith, "All information-acquisition in reading, from the identification of individual letters or words to the comprehension of entire passage, can be regarded as the reduction of uncertainty. Skilled reading utilises redundancy of information from a variety of resources so that for example, knowledge of the world and of language will reduce the need for visual
Figure 3.
information from the printed page” (Smith, 1971; p.12). He further elaborates that normal reading demands comprehension prior to, and even without the identification of words. If comprehension is necessary before words can be identified, and if the purpose of reading is to make sense of the text, then there is often no point in identifying the individual words at all. “Meaningful language is transparent; we look through the words for the meaning beyond” (Smith, 1978; p.119).

Thus reading is essentially a symbolic behaviour. A reader employs visual symbols to represent auditory symbols. As pointed out by Deboer and Dallaman, “The basic task in reading is... to establish in the mind of the reader automatic connections between specific sights and the sounds they represent. Since the sounds themselves are symbols of meanings, the process of reading involves a hierarchy of skills ranging from auditory and visual discrimination of such higher order mental activities as organizing ideas, making generalizations, and drawing inference” (Deboer & Dallaman, 1967; p.19).

Words become meaningful to us through our experience. If a word has no roots in our experience, it is difficult to grasp its meaning. “Meaning is not inherent in the words of the writer but it resides in the experience of the reader. If a word represents an idea which is not within the experience of the reader, it is meaningless for him” (Srivastava, 1979; p.5). It is because of this fact that modern reading instruction stresses from the very beginning the idea that reading is primarily a matter of comprehension and interpretation of meaning which results in the overall improvement of the child’s ability to process information.

Some investigators have even argued that reading is thinking and reasoning too. Long back Thorndike suggested that the reading of a paragraph involves the same sort of organization and analysis as does thinking. It includes learning, reflection, judgment, analysis, synthesis, problem - solving behaviour, selection, inference, organization, comprehension of data, determination of relationships, and critical
GOODMAN'S MODEL OF READING AS A PSYCHOLINGUISTIC GUESSING GAME

SCANNING AND EYE-FIXATION

Nonvisual information
- knowledge of the language and the prior and cognitive choices

Reading Strategies
- Anticipated clue
- Phonological, semantic and syntactic clues
  - Memory
  - Short terms

Graphic clue
- Perceptual Image
  - Sharpening of the perceptual image
    - Guess or tentative choice
      - Semantic and syntactic acceptability of choice
        - Yes
        - No

Decoding
- Assimilation of meaning with the prior meaning
  - Recall

Figure 4.
evaluation, and deduction (Thorndike, 1917; p.331). Later investigators like Strang et al maintain that reading is more than seeing words clearly, more than recognizing the meaning of the individual words. Reading requires us to think, feel and use our imagination. Effective reading is purposeful. The use one makes of his reading largely determines what he reads, why he reads and how he reads (Strang et al, 1961; p.1). According to Dechant, "The good reader thinks with the writer. And, because his experience are different from those of the writer, he frequently thinks beyond or differently from the writer. One has only to read or listen to the varied interpretations.... of the Bible, or of a newspaper editorial to realize that even good readers obtain different understandings from the same experience" (Dechant, 1969; p.10).

On the other hand for Goodman (1968) 'reading is a psycholinguistic guessing game.' He does not agree with the notion that reading is a matter of getting sequential units of meaning in a series of left-to-right movements and pauses, and putting them together. In his opinion we scan a piece of text for cues, form a hypothesis as to its meaning, match this against the text while taking more cues into account, and so on, bringing the cue-scanning process to a halt as soon as we feel that 'the meaning in our head makes the good match with the text.' Thus the perceptual and cerebral aspects of the reading act are brought together. Goodman was thus led to perceive that the purpose of reading is the 'reconstruction of meaning.' Meaning is not in the print, but it is the meaning that the author begins with, when he writes. Somehow the reader strives to reconstruct this meaning as he reads.

2.3 The Psychology of Reading

Reading has integrated perspectives from cognitive psychology, linguistics, artificial intelligence and education. Researchers in the area of reading have emphasized the multilevel interactive and hypotheses-based characteristics of reading comprehension. The cognitive psychology
explains reading in items of cognitive clarity, language awareness, schema and cognitive processes in reading.

2.3.1 Cognitive Clarity

This term refers to clear thinking, clear understanding, reasoning or other psychological structures needed for skill acquisition and problem solving. Understanding the purpose of reading and understanding technical characteristics of reading add to cognitive clarity.

When there is a general failure in the development of reasoning process or a failure to analyse the abstract and generalize linguistic material, that condition is termed cognitive confusion (Vernon 1975). In learning to read, children should have clear concept of a 'word' and of a 'sentence' and should be aware of their constituent parts of phonemes, syllables and phrases.

2.3.2 Language Awareness

Language as an abstraction of rules to express the mind (Chomsky 1965) and the children's cognition of language as a means to express ideas (Fillmore 1968) relate to language awareness. Language awareness involves the monitoring, control and repair of and general reflection on language (Mattingly 1972). Communicative function of language shows that both structure and function can provide insight into language learning and reading (Feldman 1977). Language is rule governed, highly logical, is idealized and focuses on intralingual regularities (Chomsky 1965). While the formal linguistic system determines the mental operations, the social interactions trigger off and elaborate on these operations (Vygotsy 1934).

Language awareness is a 'meta-cognition'. It implies reflective abilities, general development of consciousness and objects of reflection over and above language as a formal system (Sinclair, Janvell and Levelt 1978).
Reading Comprehension requires perceptual foundations and phonological segmentation, but it also requires sensitivity to and flexible use of the structures inherent in the material read, and also sensitivity to and retention of content which will permit inference of points not directly expressed in the material. Structure may be important at levels from frequency of occurrence of letters to the hierarchical organization of themes and ideas. Especially important is the ability to integrate meanings based on the relationships among words and phrases as opposed to being caught up by words one by one. As for content, good readers relate the meaning of what they read to what they know and in the process infer meanings which are not directly expressed. All of these and others, must be simultaneously and flexibly brought into play if one is to read fluently and with good comprehension. This is possible only when meta-cognition and cognitive monitoring develops in students.

This is essentially the view of the general problem of one knowing that he knows or knows not or knows not that he knows not. It is 'conscious repairing' a reflection on language and refers to cognitive structure, not directly observable, not directly inferable from a person's actions on conceptual representations and it is relatively unconscious. Language awareness is a hierarchy of monitoring, controlling and repairing processes.

2.3.3 Schema View of Reading

A schema is an abstract representation of a generic concept for an object, an event or a situation. The notion of schema dates back to eighteenth century (Kant 1781). This is defined differently by different people such as 'Schemata' (Piaget 1926, Bartlett 1932) 'Plans' (Miller, Galenter and Pribram 1960) 'Strategies' (Bruner, Goodnow and Austen 1956). The current artificial intelligence counterparts are the concepts of 'Frames' (Minsky 1975) and 'Scripts' (Schank Abelson 1977). It is an active organisation of past reactions and experiences which are always operating in any well developed organism (Bartlett 1932). It denotes
knowledge structure (Piaget 1932, Bartlett 1932) and it seems that people learn through some kind of abstract system or schema (Bartlett 1932).

Schema theory specifies the interface between the reader and the text, specifies how the reader’s knowledge interacts with and shapes the information in the page and specifies how the knowledge must be organized to support the interaction. This theory assumes that the reader has to use his/her own previous knowledge to construct or reconstruct meaning from the text.

Any set of schemata (Schemas) repeatedly activated facilitates the activation of other schemata and that the extraction of visual information is related to the interactions between the schématas against which the visual information is mapped. There may be inter connections between schemata at the letter level where individual letter schemata activate appropriate word schemata and the structure of the word schemata. Similarly at the syntactic and semantic level, word schemata facilitate other word in these higher level schemata (Adams 1979). Bottom up and top down process operate simultaneously at all levels of analysis. Bottom-up processes include schemata of letter identification and word identification. Top-down processes include problem-solving schemata for goals and the propositions (Adams and Collins 1979).

Readers encode text materials first at an orthographic level, then at a phonological and at semantic levels. The levels are defined by the nature of the stimulus features perceived and encoded at each level. Retention of prose material would improve as one moves from orthographic to semantic coding. An expectation on the part of the reader guides the mapping from grapheme to meaning and the developing of hypotheses that are tested against incoming visual data (Anderson 1973). Prior knowledge of the syntactic structure of a sentence allows it to be read faster and to understand better (Wisher 1976). It is assumed that language comprehension involves elaboration and particularization and that semantically most-relevant cues would not be differentially effective until
they relate to the internal mental representation of the reader during the process of encoding.

Thus understanding a sentence depends on analysis of context and on the degree of interaction with the context and the existing knowledge base that the new information the sentence 'carries' (Anderson and Ortony 1975).

Since schema is an 'ideational scaffolding' a 'building block' for mental structure, schema contains 'slots' into which some of the specific information described in a message will fit. Cross cultural perspectives of the knowledge of social reality influences textual schemata in reading comprehension (Steffensen, Joag Dev and Anderson 1979).

Research programmes on schemata have shown that high level schemata play a role in learning and remembering textual information. The high level schemata serve both 'slot-filling' and attention directing functions to facilitate the understanding and recall of prose. Slot filling, attention directing to other elements and specificity of textual material facilitate understanding and thus high level schemata is an important source of individual differences in reading comprehension.

In language comprehension, people have some abstract understanding of the words, the sentences and the concepts involved. They have to relate these abstract concepts to particular situations, time sequences or messages. Thus meaning is not in the message. A message is a cryptic recipe that can guide a person in constructing a representation. The representation, which accounts for a message will usually include elements that are not explicitly contained in the message. These imported elements will be ones required maintaining consistency with the schemata from which the representation is built. Abstract schemata (programme) help individuals to generate concrete scenarios and the locus of understanding resides in the schemata at different levels and pervades the whole system. Schema change is maximized when a person realizes difficulties and the
difficulties can be resolved within a different schema. The Problem-solving structure is akin to the high level organization of text (Anderson 1977). Context can increase the amount of information learned from prose (Sulin and Dooling 1974). Height of ideas in the structure of prose passage could account for most of the variations usually attributable to serial position effects in comprehension and that ideas in the structure are remembered more frequently (Meyer and MoConkie 1973). It is believed schema integrates new ideas with preexisting knowledge (Sulin and Dooling 1974, Meyer and McConkie 1973, Bransford and Johnson 1972).

The schema approach to comprehension is illuminating when the text materials are well organized and cohesive and when these materials require more than mere rote memory for their recognition, reconstruction or recall. The schema use is flexible involving constructive and interactive process, so as to help dissolve the seeming paradox between abstract linguistic competence, on the one hand, and the rich particularity of the mental representation, which arises from specific instance of language comprehension on the other (Anderson 1977).

Readers expect certain patterns of information from the text material, attend to sequences of information and integrate input information into their existing schemata to obtain new knowledge (Brown et al 1975). Children as well as college students use semantic and episodic memory to integrate the thematic structures of materials read.

To summarize, schemata are mental structures or abstract representations which provide interpretations for inputs in different modalities. Such inputs include linguistic contexts and situational factors. These schemata are essential for comprehension, storage and retrieval of input information. They permit the prediction and inference of as yet unobserved input information, which is required in comprehension.
2.3.4 Cognitive Processes in Comprehension

There are two aspects of 'textual coherence': the thematic organization (Perfetti and Lesgold 1976) and cohesion or staging (Grimes 1975). The thematic organization deals with the manner in which the text communicates a point of view as topic (theme) or comment (rHEME) (Halliday 1970) or as old (given or new chafe 1972). Cohesion is the manner in which a text relates what is being said in current sentence to knowledge which is pre-supposed, either within the text (anaphoric or cataphoric reference, substitution, ellipsis, conjunction) or outside the text (exophoric reference) (Halliday and Hansen 1976).

If the text is coherent, its propositions can be organized into a propositional macro-structure consisting of a hierarchical organization of semantic units starting at the bottom of the semantic units with a set of micro-propositions and terminating with a unit containing the entire set of propositions. Any propositions, which are not connected to other propositions either explicitly or implicitly do not contribute to the prepositional coherence of the text and thus, in this conception are not regarded as 'part' of the text.

There are four levels of communicative decisions, which appear to be involved in the production of coherent text:

1. First level, writers decide what prepositional information to explicitly incorporate into the text. This selection process reflects assumptions writers make about what information they want to communicate, what they already share with the person being addressed, what the inferential capabilities and pragmatic assumptions of the addressee are likely to be and what illocutionary functions (communicative intentions e.g., requests, responses, statements etc.) to communicate (Dore 1976).

2. At the second level, writers make decisions which determine how the message has to be communicated, the propositional information is to be organized thematically in the text, including decisions about
sequences, topicalisation and marking of information as given or new. Staging decisions provide a means where writers can incorporate into a text, a perspective on the propositional content by assigning relative prominence to units of semantic information (Grimes 1975).

3. The third level involves the specification of cohesive devices to signal to the addressee the coherence, which exists at the prepositional level.

4. Finally, grammatical rules are applied to generate sentences which realize the content, staging and cohesive decisions which have been made. Since, during text communication a reader is constantly making decisions at different levels, these levels of processing should be regarded as interacting and not as occurring in a fixed linear sequence. Comprehension could be described as part of a communicative process that involves the cognitive processes of both writers and comprehenders.

2.4 The Importance of Reading

Reading is a key to a wealth of knowledge and experience that links people in a way that extends to distant environs and distant times. Reading provides experience by which an individual may expand his horizon of knowledge. He gains the essence of himself and of the universe. Without reading an individual is deprived of a fundamental right to gain further education because reading is the inevitable instrument for learning. If ‘learning is living and living is learning’, reading is an indispensable element in a person’s equipment for living in the world. Reading provides experience through which the individual may expand his horizons, identify, extend and expand his interests and gain deeper understandings of himself, of other human beings, and of the world. Deboer and Dallmann are of the view that “The world of people and events encountered on the printed page may shape a reader’s attitude toward his fellows, toward school, toward parents, toward life in general. It may heighten his appreciation of the physical world about him or give him a sense of
excitement about the future.... Especially to the young child in school, successful and happy experiences with reading will determine in great measure his feelings about himself and his social environment" (Deboer & Dallmann, 1967; pp.8-9).

Reading is necessary for personal and social adjustment. Reading disability leads to maladjustment and vice versa. Gates (1933) presented evidence that in certain instances failure in reading may be a contributing cause of juvenile delinquency as well as various other kinds of antisocial behaviours. Tinker (1952; p.4) opined that reading can aid young people not only to estimate their own abilities and limitations but also to understand motives of human conduct in themselves and in others, and to appreciate the varied influences that constantly play upon them as they make their adjustment. No doubt, books can furnish information necessary to meet life's challenges and to understand its problems.

Reading has socio-political significance in as much as democracy in any country can survive only if the people of that country achieve a certain level of reading competence. Russell rightly considered reading ability as being essential to the working of democracy. Inspite of complex state institutions, democracy is still the rule of people, and citizens can participate in governance only when, through reading, they appreciate and understand some of the important problems facing their community or country and consequently contribute to thoughtful decision-making. Citizens must know what the problems are, and what are some of the facts concerning their solution. According to Russell, "To acquire such facts and to use judgments based on evidence requires a high level reading ability" (Russell, 1949; p.4).

Reading is essential for national integration and international understand too. It helps us to understand and appreciate the common achievements - the unique contribution made by the people of different nations towards the advancement of human culture and civilization, and the joys and sufferings shared by the whole human family. According to Strang
et al "A just and lasting peace depends upon the universal communication of a new concept of greatness - greatness through co-operation and goodwill rather than through competition and power. Every avenue of communication should be employed to build this ideal of personal and national greatness. Through reading, it is possible to build sound values and to arrive at means and methods for creative living in this machine age" (Strang et al, 1961; p.21).
SECTION – B

REVIEW OF RELATED LITERATURE

2.5 Psychological Correlates Reading Comprehension in English

2.5.1 A Anxiety & Reading Comprehension in English

2.5.1 B Other Studies related to Anxiety

2.6 Social Correlates of Reading Comprehension in English

2.6.1 A Socio-Economic Status & Reading Comprehension in English

2.6.1 B Other Studies related to Socio-Economic Status

2.6.2 A School Environment & Reading Comprehension in English

2.6.2 B Other Studies related to School Environment

2.7 Control Correlates of Reading Comprehension in English

2.7.1 A Sex & Reading Comprehension in English

2.7.1 B Other Studies related to Sex

2.7.2 A Urban & Rural Area & Reading Comprehension in English

2.7.2 B Studies Related to Locale & Other Areas

2.8 Other Studies Related to Reading Comprehension
SECTION –B
REVIEW OF RELATED LITERATURE

Review of literature widens knowledge, deepens understanding and builds up ideas and insights for better perspective and therefore is an essential aspect of research.

The review in this section focuses on various researches undertaken on the topic 'Reading Comprehension'. The study in a sense is an attempt to identify some psychological and social factors, as independent variables influencing RC in English – the dependent variable. The review of the relevant literature has been presented in three groups: (i) the psychological correlates of reading comprehension; (ii) the social correlates of reading comprehension; and (iii) the control correlates of reading comprehension.

The studies classified under these heads are presented below:

2.5 Psychological Correlates of Reading Comprehension in English

2.5.1 (A) Anxiety & Reading Comprehension in English

Kopper (1970) investigated into 'An Enquiry into Factors Affecting Reading Comprehension in English' and found that anxiety was related negatively to reading comprehension.

Srivastava (1975) conducted 'Comparative Study of Academic Attainment of Smokers and Non-smokers with Special Reference to their Adjustments and Anxiety' and found that anxiety had a significant negative relation to academic attainment in intermediate and post graduate students of arts and science faculties.

Agrawal (1981) conducted 'A Study of Reading Ability in Relation to Certain Cognitive and Non-Cognitive Factors' and found that (I) The main effect on reading ability was significant in anxiety. (II) Males and females
did not differ statistically in anxiety. (III) The interaction effect was significant in anxiety.

Brahmbhatt (1983) conducted 'A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Some Psycho-Socio Factors' and found that the control variable anxiety was paired with the pre-achievement in language and this showed high correlation with achievement in English.

Shanmugasundaram (1983) studied 'An Investigation into Factors Related to Academic Achievement Among Undergraduate Students Under Semester System' and found that men students had greater anxiety than women students.

Dass (1984) worked on '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' and found that students having a low anxiety level had better reading comprehension than those with a high anxiety level.

Lall (1984) worked on 'Child Rearing Attitudes, Personal Problems and Personality Factors as Correlates of Academic Achievement' and found that (I) academic success was negatively and significantly related to anxiety. (II) Girls were more anxious than boys.

Dhanger (1985) conducted 'A Comparative Study of the Reading Ability of the Backward class and Non-Backward Class Pupils of Grade x in the Context of their Intelligence, Anxiety, n-Ach and Certain Demographic Variables' and found that the pupils having low anxiety were significantly better in their reading ability than those having high anxiety.

Mehrotra (1986) investigated into 'A Study of the Relationship Between Intelligence, Socio-economic Status, Anxiety, Personality Adjustment and Academic Achievement of High School Students' and
found that (I) both for the boys and girls there was an inverse relationship between level of anxiety and academic achievement. (II) The girls had a comparatively higher level of anxiety than the boys.

Patel (1986) worked on ' A Psychological Study of High Achievers' and found no relationship between anxiety and achievement.

Gupta (1987) conducted ' A Study of Relationship Between Locus of Control, Anxiety, Level of Aspiration, Academic Achievement of Secondary Students' and found that anxiety was found to have a significant negative correlation with academic achievement.

Yadav, P.L. (1989) worked on ' Anxiety, Frustration and Neuroticism as Functions of Socio-Economic Status and Cultural Setting in Different Divisioners and Failures of High School Students' and found that low achievers had more anxiety than high achievers.

Roy, Bina (1990) conducted ' A Study on Verbal Creativity, General Anxiety and Self-Concept as Predictors of Creative Reading Ability of Students' and found that boys exhibited less anxiety than girls.

Ramachandran (1990) worked on ' The Relationship Between Performance and Other Psychological Variables-Reasoning, Anxiety and Adjustment' and observed that there was a low negative correlation between academic performance and anxiety.

Thilagavathi (1990) worked on ' Academic Achievement in Relation to Intelligence, Creativity and Anxiety' and observed that the high achievers belonged to the low level anxiety group and low achievers belonged to the high level anxiety group. Anxiety had only a negative influence on academic achievement.

Ayishabi (1990) conducted ' A Study of Group Differences in Certain Achievement-Related Personality Variables of College Students' and found
that men and women differed in general anxiety, manifest anxiety, and examination anxiety.

Verma (1990) studied 'Sex Related Differences in Risk-taking, Self-Confidence and Anxiety Among Adolescent Learners' and observed that female adolescent learners had significantly more anxious than male adolescent learners.

Namrata (1992) worked on 'The Relationship of Personality Traits, Situational Stress and Anxiety Factors to Student Achievement' and found that (I) there was an inverse relationship between academic achievement and level of stress as a whole. (II) The students having lower level of anxiety tended to score higher in the high school examination. (III) High achievers tended to be outgoing, enthusiastic and frustrated whereas low achievers tended to be reserved, intellectually inferior, emotionally less stable, assertive, tense and frustrated.

Verma, Jagdish (1992) worked on 'A Study of Learning Style, Achievement-Motivation, Anxiety and other Ecological Correlates of High School Students of Agra Region' and found that sex did not make a difference in the learning styles of students, but it had a direct bearing upon anxiety.

According to MacIntyre and Gardner (1994 b), students with high levels of anxiety at the input stage may ask for their foreign language instructors to repeat sentences more often than do their low anxious counterparts, or they may have to reread material in the foreign language on several occasions to compensate for missing or inadequate input.

Trivedi, R.M. (1995) worked on 'Anxiety Level and Academic Achievement of Under Graduate Students' and found a negative relationship had been existed between the anxiety levels and academic achievement among the girls, but among boys a positive correlation had
been found, but the correlation had been found to be very low and not significant.

Singh, Archana and Broota, Aruna (1995) worked on 'Effect of Study Skill Counselling on High Test Anxious Students' and observed that there was a significant negative relationship between test anxiety and performance.

Promod, Shanthi (1996) investigated into 'Future Time Perspective, Cognitive Efficiency, Achievement Motivation, Anxiety and Academic Performance Among XI Standard Boys and Girls' and found that state anxiety was the influencing factor on academic performance.

Research has indicated that anxiety is common among foreign language students (Aida, 1994), and that it is associated negatively with language performance (Gardner & MacIntyre, 1993; MacIntyre & Gardner, 1991 a, 1991 b, 1991 c, 1994 b; Madsen, Brown and Jones, 1991). Ganschow and Sparks (1996) suggested that a student's anxiety level in a foreign language class may be "an early indicator of basic language problems" (p. 199). In fact, anxiety appears to be one of the best predictors of second language achievement (Ehrman & Oxford, 1995; Gardner, 1985; Horwitz, 1986; MacIntyre & Gardner, 1994 a, 1994 b; MacIntyre et al, 1997, Onwuegbuzie, Bailey, & Daley, 1999 b in press).

2.5.1(B) Other Studies Related to Anxiety

Vora (1982) worked on 'A Study of Effective Psychological Correlates of Reading Comprehension in Gujarati'. The important findings of the study were (I) pupils who were highly motivated were less anxious (II) Pupils with positive attitude towards reading were less anxious. (III) The more the literacy interest, the less was the anxiety. (IV) The students who highly motivated towards school were less anxious (V) Pupils who were less anxious had better reading speed than more anxious pupils.
Patel, K.J. (1982) worked on ‘An Investigation into Listening Comprehension in Gujarati of Pupils of Class V of Central Gujarat’ and found that the students who were less anxious did better on listening comprehension test than their counterparts with higher anxiety.

Dagaur (1988) worked ‘Relationship Between Neuroticism, Anxiety and Creative Thinking in the Context of Extraversion, Psychoticism and Sex’ and found that anxiety affected both introverts and extraverts in their creative thinking.

Swami, Priyakant (1989) conducted ‘A Study of the Adjustment, Anxiety, Self-Concept and Intelligence of Orphan Students Living in Orphanages as Compared to Normal Students’ and found that orphan students were more anxious than normal students.

Dutt, Sunil (1989) studied ‘The Effect on Problem-Solving Strategies on the Problem-Solving Ability in Science of High School Students in Relation to Anxiety Level, Cognitive Style and Intelligence’ and found that anxiety did not influence the problem-solving ability of students.

Badola, Sunita (1991) studied ‘Locus of Control, Achievement Motivation and Anxiety as Correlates of Creativity’ and observed that there was positive and significant relationship between high creativity and anxiety in respect of total creative students.

Chouhan, Sarita (1992) studied ‘Values, Self-Concept, Creativity and Anxiety Among Professional College Students’ and found that a significant different existed in the anxiety of engineering and medical college students in comparison to students of teacher-training colleges.

Pandya, Pratap (1996) conducted ‘A Study of Adjustment, Achievement Motivation, Anxiety and Educational Achievement of Working
and Non-Working Mother's Children' and found that non-working mothers' sons' anxiety was superior than daughters.

2.6 **Social Correlates of Reading Comprehension in English**

2.6.1(A) **Socio-Economic Status and Reading Comprehension in English**

A Comprehensive and Significant International Study Commissioned by International Association for the Evaluation of Educational Achievement (IAEFA) of Reading Comprehension in Fifteen Countries Led by Thorndike (1973) throws significant light on the relationship of Reading Comprehension and Socio-Cultural Advantage. Reading comprehension scores of the children of 10+, 14+ and 18+ were inter-correlated with the three into a composit socio-economic measure that would on an average give the most effective prediction of reading comprehension score. The weights assigned were 0.25 for father's occupation, .06 for father's education, and .125 for mother's education.

Bhishikar (1980) worked on 'An Experimental Analytical Study of the Acquisition of Reading Skill' and found that socio-economic status was significantly related to reading achievement.

Basavayya (1980) studied 'Effect of Bilingualism on Achievement in School' and found that language achievement was not significantly influenced by parental occupation and education except for the fact that the language achievement of teachers' children was slightly better.

Charles (1981) worked on 'Developing Language Skills in Adults Attending English Improvement Classes' and found that both the SES groups, grade I and grade II, gained significantly but the gains were relatively more on the part of grade I SES group.
Agrawal (1981) investigated into ‘A Study of Reading Ability in Relation to Certain Cognitive and Non-Cognitive Factors’ and found that (I) 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.

Shah (1981) on the basis of his study, found that children of higher income, higher education, and higher occupation parental groups were superior in reading comprehension to those of the parental groups belonging to lower categories.

Gaur (1982) conducted ‘A Psychological Study of Reading Ability in Relation to Achievement.’ The result showed that economic status was not significantly related to comprehension and vocabulary but was significantly related with speed of reading.

Subrahmanyan (1982) worked on ‘Some Correlates of Reading Achievement of Primary School Children’ and found that (I) caste group and educational level and income of the family showed positive influence on children’s reading achievement, but the occupation of the parents, social participation of the members of the family and types of family they belonged to had no such relationship. (ii) Reading achievement of children is socially and culturally backward areas were very low.

Nanda, Kamala (1982) conducted ‘An Investigation into the Causes of Poor Attainment in English Comprehension of the Students of Class VIII in Cuttack City and their Remedial Measures’ and found that socio-economic conditions of both teachers and pupils causes poor attainment in English comprehension of the students.

Srinivasa (1982) investigated into ‘A Diagnostic Study of Reading Disability Among School Children.’ The findings of the study were: (I) reading skills of children were mostly dependent on the socio-cultural
background of their families. Students from highly developed and culturally advantaged families performed better on the reading tests when compared to those children who hailed from backward and culturally disadvantaged families. (ii) Children from socially and culturally backward families suffered from language deficiency and lagged behind in the reading skills.

Shivapuri (1982) conducted 'An Investigation into Pupils Comprehension of English' and found that socio-economic status affected the comprehension scores only in the case of girls, the upper class girls scoring higher than the lower class groups.

Suriakanthi (1982) worked on 'A Study of Language Development of Socially Disadvantaged Rural Pre-Primary Children of Madurai District' and found that (I) socially disadvantaged children were deficient in their language development when compared with socially advantaged children. (ii) Educational level of parents was found to affect language development of both disadvantaged and advantaged children.

Brahmbhatt (1983) conducted 'A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Some Psycho-Socio Factors' and found that the control variable socio-economic-status was paired with the pre-achievement in language and this showed high correlation with achievement in English.

Nagpal (1983) worked on 'A Comparative Study of the Effect of Piagetian Pattern and Advanced Curriculum Model of Cognitive Learning (ACMCL) on the Achievement of Primary Students with Reference to Some of their Personality Variables' and found that there were significant positive relationships between SES and reading comprehension.

Shelat (1984) studied the 'Impact of Reading Improvement Programme in Gujarati on Reading Comprehension of Pupils of Class VI of Varying Intelligence and Coming From Different SES' and found that the
programme was effective and could be used to improve the reading comprehension in Gujarati of pupils coming from high as well as low SES.

Dass (1984) conducted 'A Study of Reading Comprehension in English of Students of English Medium Secondary Schools of Standard of Central Gujarat in the Context of Some Socio-Psycho Factors' and found that the mean difference of reading comprehension scores was in favour of students with high SES.

Shukla (1984) worked on 'Achievement of Primary School Children in Relation to Their Socio-Economic Status and Family Size' and found that socio-economic status was positively and significantly related to academic achievement.

Joshi (1984) studied 'Factors Influencing English Language Abilities' and found that the growth of English language ability was influenced by caste, socio-economic status.

Patel (1985) worked on 'Impact of Reading Improvement Programme in Gujarati on Reading Comprehension of Pupils of Class VII in the Context of Some Psycho-Socio Variables' and found that the reading improvement programme was found to be effective in the case of students coming from high SES as well as low SES.

Patel and Vora (1985) worked on 'Construction and Standardization of Silent Reading Comprehension Tests in Gujarati for Pupils of Classes V, VI and VII to Study the Effect of Reading Improvement Programme' and found that SES was an effective variable influencing the reading comprehension of pupils of class V.

Deshpande (1985) conducted 'A Critical Study of Deprivation on Language Ability of Children Studying in a Municipal Corporation School in Standard I: A Comparison with Children in a Private School and a Village School' and found that (i) children who were seriously deprived
(economically, socio-culturally and experientially) were found to be affected more in all aspects of language ability. (ii) Linguistic ability of a child was more seriously affected by experientially deprivation than by socio-cultural and economic deprivation. (iii) Economic deprivation affected comprehension ability more than the other two components of language ability, namely, vocabulary and narration and expression. (iv) Factors of deprivation, which was found to be prominent for language development were (a) educational background of the family, and (b) standard of living of the family.

Patel (1986) worked on 'A Psychological Study of High Achievers' and found that the results of the entire sample showed that the higher the socio-economic status, the higher was the achievement.

Kachhia (1986) conducted 'An Investigation into the Effect of Reading Improvement Programme in Gujarati for Pupils of Class V of Sabarkantha District in the Context of Different Variables' and found that the programme was effective in improving reading comprehension of pupils having high as well as low SES.

Khare (1986) conducted 'A Comparative Study of Traditional & Structural Approach of Teaching of English with Reference to their Learning Outcomes' and found that (I) cultural and economic background was found to play a significant role in achievement in the areas of comprehension. (ii) The joint effect of cultural and economic background was found to be significant in the area of vocabulary.

Srivastava & Ramaswamy (1986) worked on 'A Study on the Effect of Medium of Instruction, Socio-Economic Status and Sex on Academic Achievement, Intelligence, and Creativity' and found that (I) the middle SES group and girls had achieved higher than the low SES group and boys respectively. (ii) The middle SES group had scored higher than the low SES group except in the case of low SES girls in cognate medium group;
boys scored higher than girls except in the case of low SES girls in the cognate medium group.

Mehrotra (1986) conducted 'A Study of the Relationship Between Intelligence, Socio-Economic Status, Anxiety, Personality, Adjustment and Academic Achievement of High School Students' and found that both for the boys & girls there was a positive relationship between socio-economic status of the family of the students and academic achievement.

Misra (1986) worked on 'A Critical Study of the Influence of Socio-Economic Status on Academic Achievement of Higher Secondary Students in Rural and Urban Areas of Kanpur' and found that there was a positive relationship between socio-economic status and academic achievements of the students.

Sabapathy (1986) conducted 'A Study of the Relationship of Manifest Anxiety, Emotional Maturity and Social Maturity of Standard X Students to their Academic Achievement' and found that socio-economic status was significantly and positively related to all the areas of achievement.

Trivedi (1987) conducted ' A Study of the Relationship of Parental Attitude, Socio-economic Background and Feeling of Security Among the Intermediate Students and Their Academic Achievement' and found that (I) students belonging to upper socio-economic classes showed better academic achievement than students in lower socio-economic status groups. (II) There was significant relationship between academic achievement and socio-economic status.

Narang (1987) worked on 'A Comparative Study of the Socio-Economic and Home Factors Affecting the Academic Achievement of Boys & Girls (10 and 11 Years) in the Urban and Rural Areas' and found that socio-economic status did not affect academic performance in the city, town and village areas.
Gupta (1987) conducted 'A Study of Relationship Between Locus of Control, Anxiety, Level of Aspiration, Academic Achievement of Secondary Students' and found that socio-economic status have a significant positive correlation with academic achievement.

Vyas, Sharad (1988) worked on 'Construction and Standardization of the Hindi Language Ability Test for the Entrants to the Standard XI (General Stream) of Higher Secondary Schools of Saurashtra Region' and found that there was no significant relationship between the Hindi language ability and different variables like social status, educational levels of parents and their profession. There was a significant relationship between the language ability and economic status of the pupils.

Sharma (1988) investigated into 'A Study of the Effect of Psycho-Social Factors on the Comprehensibility of Language Used in Textbooks at Primary Level' and found that the SES of the family did not affect at a significant level of the language comprehension ability of the children. However, when the data were put to further test the influence of parental occupation, education and income level on the comprehensibility of language used in the textbooks was clearly visible.

Reddy, Govinda (1988) worked on 'Language Development in Socially is Disadvantaged and Socially Non-Disadvantaged Children' and found that socially advantaged children performed better than socially disadvantaged children.

Singh, Manju (1989) conducted 'A Study of Achievement in English in Relation to Intelligence, Interest Socio-Economic Status and Facilities Available for Learning the Language at High School Stage' and found that (I) students who scored high on the English achievement test, also secured high marks on the socio-economic status scale. (II) English achievement of boys and girls was influenced by socio-economic status.
Kelu (1990) worked on some ‘Socio-Familial Correlates of Basic Language Skills in the Mother-Tongue of Secondary School Pupils of Kerala’ and found that parental income, occupation and education, socio-economic status, family acceptance of education and socio-familial status were positively correlated with reading comprehension.

Dubey Om Babu (1990) studied ‘A Comparative Study of a Play-Way Self-Learning Technique and the Traditional Method of Teaching Hindi at Initial Primary Stage’ and found that in the experimental group children from higher SES groups were found to be superior to children from low SES groups in the recognition of letters of the alphabet.

Verma, B.P. and Tiku Asha. (1990) worked on ‘Learning Styles of High School Students: Effects of Socio-Economic Status and General Intelligence’ and found that the main effect of socio-economic status was not found to be significant. Not a single learning style out of six, was seen to be affected by the socio-economic status of the students.

Rao, Soundaraja T.R. (1991) worked on ‘Establishing Norms of Reading Speed in Tamil for Pupils of Standards VI to VIII’ and found that parental education, occupation and income did not show any worthwhile relationship with either reading speed or comprehension or reading ability scores.

Alavandar, R. (1992) conducted ‘A Study of Selected Variables Relating to English Reading Competency of High School Pupils’ and found that (i) pupils from different income groups did not differ significantly in their English reading competency (ERC). (ii) Pupils whose parents were educated had a higher mean ERC than those whose parents were illiterate. (iii) Pupils from different income groups did not differ significantly in their ERC. (iv) The ERC scores of pupils differed consistently with respect to the occupation of the parents. (v) Pupils with a graduate father and an undergraduate mother had higher mean ERC than those who had a graduate father and illiterate mother.
Sankarappan (1992) conducted ‘A Study of Some Variables Related to Achievement in English of Standard IX Pupils in Madurai District in Tamilnadu’ and found that the pupils of literate parents had a higher level of achievement than the pupils of illiterate parents.

Dave, Meeta (1992) conducted ‘An Investigation into Reading Comprehension of the Pupils of Grade VII by Using the Standardized Tests in Gujarati’ and observed that (I) socio-economic status produced significant influence on reading comprehension of pupils. (II) The interaction between Sex X SES did not produce significant influence on reading comprehension of the pupils.

Selvaraj, Gnanaguru (1992) worked on ‘A Study of Some Factors Related to Reading Achievement in Tamil in Secondary Schools of Tamilnadu’ and found that parental education, parental income and parental occupation have significant correlation’s with the pupils’ reading achievement in Tamil.

Srivastava, Remy (1992) in his work ‘A Study of Socio-Psychological Characteristics of Class X Students of Navodaya Vidyalayas’ found that socio-economic status have a positive relationship with academic achievement.

Garg, V.P. and Chaturvedi, Seema (1992) worked on ‘Intelligence and Socio-Economic Status as Correlates of Academic Performance: Some Field Evidences’ and observed that academic performance is related to socio-economic status.

Khader, M.A. (1992) studied ‘Analysis of the Differences Between Private and Public Schools on their Effectiveness on School Achievement’ and found that those from the higher social class were highly academic-oriented; in contrast those from the lower social class were considerably low on academic orientation.
Thejovathi, K. (1995) conducted ‘A Study of the Environmental Factors Affecting the Acquisition of English Language Skills at the High School Stage in Guntur District’ and found that students belonging to high, middle and low SES groups also were found to differ significantly in favour of the high group followed by middle and low socio-economic status groups.

Thampuratty, Girija Devi (1995) worked on ‘Socio-Economic Status of Creative High Achievers and Creative Low Achievers in Mathematics’ and found that (i) there was statistically significant difference between creative high achievers and creative low achievers in their socio-economic status, (ii) It was observed that the mean scores of parental income, parental occupation and parental education of creative high achievers were significantly higher than those of creative low achievers.

Khan, Intakhab Alam (1996) investigated into ‘Factors Affecting the Learning of English as a Second Language : The Indian Socio-linguistic Context’ and found that there was significant difference in learning difficulties and language performance of students belonging to different SES groups.

Akhani, Panna; Rathi, Nanda and Jasore, Meera (1999) worked on ‘Academic Achievement, Study Habits and Loneliness of Children of Employed and Unemployed Mothers’ and found that in the areas of comprehension, children of employed mothers had better ability than the children of unemployed mothers.

2.6.1(B) Other Studies Related to Socio-Economic Status

Dasgupta (1975) A Critical Study of the Vocabulary in English of the Students of Class VI (Usually 12 +) Reading in the Non-English Medium Schools of Meghalaya, and the Influence of Socio-Economic Background on the Actual Vocabulary’ and found that upper socio-economic group
students had a richer vocabulary than those from the lower socio-economic group.

Kantawala (1980) conducted 'An Investigation into the Reading Attitudes of High School Students of Kaira District' and found that the higher the SES, the better was the reading attitude.

Patel, K.J. (1982) worked on 'An Investigation into Listening Comprehension in Gujarati of Pupils of Class V of Central Gujarat' and found that there was no effect of the size of the family on listening comprehension.

Chandra, Joice (1988) studied 'Correlates of Written English at the Plus Two Stage' and found that proficiency in written English at the plus two level was significantly correlated with the occupational status of the parents, economic status of the family and the educational qualifications of the members of the family.

Kelu (1990) worked on 'Some Socio-Familial Correlates of Basic Language Skills in the Mother tongue of Secondary School Pupils of Kerala' and found that (I) parental income, occupation and education, socio-economic status and socio-familial status were positively correlated with listening comprehension, handwriting speed & vocabulary. (ii) Achievement in hand writing quality was facilitated by parental income, parental occupation, family acceptance of education facility for learning at home and total socio-familial status. (iii) Socio-familial status, cultural level of neighbourhood, family acceptance of education, learning facilities at home and parental occupation were found to be significantly differentiating high, average and low achievers in language skills.

Sadhu (1992) conducted 'An Investigation into the Listening Comprehension in Gujarati of the Pupils of Standards V, VI and VIII of Ahmedabad City with Respect to Different Variables' and found that (I) pupils who came from higher SES were superior to those who came from
lower SES. (ii) The size of the family had no effect on listening comprehension scores.

Thampuratty & Girja Devi (1995) worked on ‘Socio-Economic Status of Creative High Achievers and Creative Low Achievers in Mathematics’ and found that (i) all the socio-economic status variables showed significant mean difference. There was statistically significant difference between creative high achievers and creative low achievers in their socio-economic status. (ii) It was observed that the mean scores of parental income, parental occupation and parental education of creative high achievers were significantly higher than those of creative low achievers.

2.6.2(A) School Environment and Reading Comprehension in English

Studies proved environment, namely school environment, home environment etc. influence reading development (Brain, Thompson 1975; Richardson 1977; Tizard Schofield and Hewison 1982, Brown and Select 1977; Robert 1976, Kean, Michael and other 1979).

Nanda, Kamala (1982) studies ' An Investigation into the Causes of Poor Attainment in English Comprehension of the Students of Class XII in Cuttack City and their Remedial Measures' and found that lack of study atmosphere, unfavourable environment, apathy of teachers, lack of effective supervision and administrative control and poor financial conditions of schools were the responsible factors which causes poor attainment in English comprehension of the students of class VIII.

Gaur (1982) investigated into 'A Psychological Study of Reading Ability in Relation to Achievement' and found that the standard of the school did not affect significantly the comprehension and vocabulary of student but affected significantly the speed of reading.
Subrahmanyan (1982) investigated into 'Some Correlates of Reading Achievement of Primary School Children' and found that accommodation available in school, teachers' qualifications, instructional facilities, evaluation procedures, time spent of reading abilities, and library facilities positively influenced reading achievement.

Joshi (1984) studied 'Factors Influencing English Language Abilities' and found that (I) the growth of English language abilities was found to be maximum among eight graders of missionary schools followed by the students of state government schools and private schools. (II) The growth of English language ability was found to be influenced by administrative control of an institution.

Sarasamma (1984) conducted 'Studies on the Basic Vocabulary in Hindi for Eight Standard Non-Hindi Speaking Students of Karnataka' and found that (I) there was no significant difference in the performance of English and Kannada medium students, English medium students appeared to be slightly better and more consistent in performance than Kannada medium students. (II) There was no significant difference between the students of government and private schools.

Deshpande (1985) worked on 'A Critical Study of Deprivation of Language Ability of Children Studying in a Municipal Corporation School in Standard I: A Comparison with Children in a Private School and a Village School' and found that (I) the difference in mean scores on all the ten tests of language ability between the private schools and the corporation school as also between the private school and the village school were significant. (II) The private schools and the corporation school as also the private school and the village school differed significantly in scores in comprehension. However, the difference between the village school and the corporation school on comprehension was not significant. (III) School environment did affect the improvement in language ability of children, improvement being more in the corporation school as compared to the private school and in the village school than in the corporation school. (IV)
The corporation school and the village school children knew the vocabulary from their own environment. However, the children from the private school knew much more than that. Children from the private school were the best in comprehension.

Sabapathy (1986) worked on ‘A Study of the Relationship of Manifest Anxiety, Emotional Maturity, and Social Maturity of Standard X Students to Their Academic Achievement’ and found that (I) students from English medium schools scored higher in all areas of academic achievement over students from Kannada medium schools. (II) Students from private school scored higher than students from government schools.

Sharma (1988) investigated into ‘A Study of the Effect of Psycho-Social Factors on the Comprehensibility of Language Used in Textbooks at Primary Level’ and found that the environment of a child had a significant effect on the language development and thus on the language comprehensibility level of the learner.

Shah (1988) conducted ‘A Study of the Characteristics of the Academic Climate in Educational Institutions’ and found that the academic achievement of the student is closely related to academic climate, it gave rise to the proposition that academic achievement is a firm determinant of academic climate.

Rao, Soundaraja (1991) worked on ‘Establishing Norms of Reading Speed in Tamil for Pupils of Standard VI to VIII: An Independent Study’ and found that (I) children from aided schools did show better comprehension than children from government schools, especially when reading the story. (II) Children from aided and private schools were significantly better in reading ability than children from government schools.

Chelini (1991) studied ‘Achievement of Basic Understanding and Skills through Higher Primary Education’ and found that (I) English medium school students performed better than their rural counterparts in the
Kannada- Medium schools. (II) Students of the private schools were found to be better as compared to those of the government schools.

Pradhan (1991) worked on 'Effect of School Organizational Climate on the Creativity, Adjustment and Academic Achievement of Secondary Schools Students of Orissa' and found that the school organizational climate significantly affected the academic achievement of students.

Saheli, Morteza (1991) studied 'The Educational Environment of Higher Secondary Schools of West Azerbaijan of Iran as Perceived by Principals, Teachers, Students and the Local Community and Their Attitude Towards School System' and found that (I) principals, teachers, students and the local community expressed their unfavourable perception about the school environment. The factors affecting their negative perceptions included, physical facilities of the schools, educational aspirations, moral and emotional needs, co-curricular and extra curricular activities, strong environment control, parents involvement and intellectual orientation (II) The attitudes of the principals, teachers, students and the local community – either indifferent, or neutral or unfavourable – towards the school system by and large can be ascribed to the bureaucratic nature of the school administration and lack of appropriate educational programmes. (III) The attitudes and perceptions of the principals, teachers, students and the local community went side by side.

Grover, Santosh (1991) conducted 'An Investigation into the Standards of Reading Ability in English in Government and Central Schools of Delhi' and found that (I) there was no significant gender difference in reading in the case of government school boys and government school girls. (II) There were significant differences in the mean achievement of central school pupils and government school pupils in all the six varieties of the reading ability test.

Alavander, R. (1992) conducted 'A Study of Selected Variables Relating to English Reading Competency of High School Pupils' and found
that (I) English-medium pupils secured a higher mean English reading competency than Tamil medium pupils. (II) Pupils of private schools secured higher mean English reading competency score than those from government schools.

Khader (1992) studied 'Analysis of the Differences Between Private and Public Schools on Their Effectiveness on School Achievement' and found that students from public high-quality and average-quality, and private average quality schools perceived that the environments of these schools were either average or high. It was likely that those who were less affluent depended primarily on schools for academic oriented behaviours and considered school environment as important and perceived it as effective.

Panda, Bhujendra Nath et al (1995) worked on 'School Organizational Climate on Students' academic achievement' and found that (I) the academic achievement scores of the students studying in different types of schools revealed that there existed significance difference in performance of students. (II) It was found that students studying in central and public schools got the highest mean score as compared to government, aided and lowest in unaided schools. (III) The result indicated that student's performance in central and public schools differed significantly from all other school students performance except government schools. (IV) It was found that students studying in different types of climate differed significantly in their achievement.

Thejovathi (1995) conducted 'A Study of the Environmental Factors Affecting the Acquisition of English Language Skills at the High School Stage in Guntur District' and found a positive and significant relationship between different areas of environment and achievement.

Varghese (1995) investigated into 'School Facilities and Learner Achievement: Towards a Methodology of Analysing School Facilities in
Indian and found that the achievement scores showed a systematic improvement with improvement in the facilities of the school.

Chhikara et al (1996) worked on 'Cognitive Development of Rural Infants and Home Environment: A correlational study' and found that home environment played a significant role in cognitive development.

Vimala Devi, p.(1998) in her work 'Strategies for Developing Critical Reading Abilities in English' found that (I) English medium students have better achievement scores of the critical reading comprehension test than the Tamil medium students. (II) In achievement, central school students rank first, followed by corporation school students, then private school students, and lastly government school students. (III) Students of the girls’ school are better in their achievement level than the students of the co-education schools in private management. (IV) Students of the girls’ school are better when compared to students of the boy’s school or co-education schools in government schools, in their critical reading achievement level. (V) Boys and girls in central schools do not differ in their achievement level. Boys and girls in private management and government schools differ in their achievement level. But there is no difference in the achievement level of boys and girls in the total sample. (VI) Boys and girls in government co-education schools and private co-education schools differ in their achievement level. In both the management’s boys critical reading achievement is better than the girls. (VII) In Tamil medium government school students have better achievement of the critical reading comprehension in comparison to other management schools. (VIII) Boys and girls differ in their critical reading achievement in Tamil medium. Girls fared better than the boys. (IX) Management-wise, boys in private management and girls in government performed better in their critical reading achievement test. (X) The mean difference of the achievement of the students in different managements in English medium are significant at 0.01 level. (XI) In Tamil Medium, the students critical reading achievement level differs in different managements (government, private, corporation).
2.6.2(B) Others Studies Related to School Environment

Kaur, Deepika (1991) worked on 'A Study of the Effects of Test Anxiety, Belief in Control of Reinforcement, and Intelligence on Intellectual Achievement of Two School Populations' and found that for the public school sample, there were significant differences in achievement scores of boys and girls.

Pradhan (1991) worked on 'Effect of School Organizational Climate on the Creativity, Adjustment and Academic Achievement of Secondary School Students of Orissa' found that the school organizational climate significantly affect the students' scores of creativity.

Misra, Lokmanya (1992) worked on 'A Comparative Study of the Sanskrit Reading Ability Among Class IX Students of Different Types of Schools of Lucknow City' and found that Sanskrit reading performance of boys was found better than that of girls.

Sadhu (1992) conducted 'An Investigation into the Listening Comprehension in Gujarati of the Pupils of Standards V, VI and VII of Ahmedabad City with Respect to Different Variables' and found that there was no significant difference in listening comprehension scores between pupils of municipal as well as private schools.

2.7 Control Correlates of Reading Comprehension in English

2.7.1(A) Sex & Reading Comprehension in English

Shah (1979) worked on 'A Comparative Study of Some Personal and Psychological Variables and Reading Comprehension' and found that no difference existed in reading comprehension between boys & girls.
Sudarsanam (1980) conducted 'A Diagnostic Study of Reading Comprehension of the Undergraduate Students Studying English Under Part II in Colleges in Coimbatore' and found that men & women students differed at the first and second year levels.

Sridhara (1980) worked on 'A Study of Child's Learning of Kannada Morphological Rules' and found that boys and girls did not differ significantly in their performance.

Bhishikar (1980) conducted 'An Experimental Analytical Study of the Acquisition of Reading Skill' and found that there were no sex differences in reading skills.

Agrawal (1981) Investigated into 'A Study of Reading Ability in Relation to Certain Cognitive and Non – Cognitive Factors' and observed that males and females differed significantly in reading ability. Females scored higher than males in reading ability.

Srinivasa Rao & Subrahmanyan (1981) worked on 'Establishing Norms for Speed and Comprehension in Reading Telugu in Standard 3 to 8' and found that there was no significant difference between the performance of boys & girls.

Subrahmanyan (1982) studied on 'Some Correlates of Reading Achievement of Primary School Children' and found that sex of the child showed no influence on reading achievement.

Gaur (1982) worked on 'A Psychological Study of Reading Ability in Relation to Achievement' and found that comprehension and vocabulary were not influenced by the sex of the students.

Shivapuri (1982) conducted 'An Investigation into Pupil's Comprehension of English' and found that there was no difference in comprehension scores for the two sexes.
Roy (1983) worked on 'A Study of the Determinants of Reading Abilities of the Students in Bengali' and found that boys showed more proficiency in reading comprehension in Bengali than girls.

Brahmbhatt (1983) conducted 'A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Some Psycho-Socio factors' and found that the main effect of sex was not significant.

Sarasamma (1984) conducted 'Studies on the Basic Vocabulary in Hindi for Eight Standard Non-Hindi Speaking Students of Karnataka' and found that boys and girls exhibited the same standard in performance, but the performance of girls seemed to be slightly better than that of boys though it was not significant.

Dass (1984) conducted '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' and found that the mean score of girls was higher than that of boys. There were sex differences with regard to reading comprehension in English.

Shukla (1984) worked on 'Achievement of Primary School Children in Relation to their Socio-Economic Status and Family Size' and found that there was no significant sex difference in the academic achievement of primary school children.

Patil (1985) worked on 'The English Language Achievement of Shivaji University Arts Graduates' and found that there was no significant difference between the performance of male and female students.

Patel & Vora (1985) worked on 'Construction and Standardization of Silent Reading Comprehension Tests in Gujarati for pupils of classes V, VI and VIII to Study the Effect of Reading Improvement Programme' and
found that there were no sex differences with regard to reading comprehension of students of classes V, VI and VIII.

Rao, Srinivasa (1986) worked on 'Nature and Incidence of Reading Disability Among School Children' and found that sex differences were not significant with regard to reading disability.

Misra (1986) conducted 'A Critical Study of the Influence of Socio-Economic Status on Academic Achievement of Higher Secondary Students in Rural and Urban Areas of Kanpur' and found that the academic performance of girls was superior to the performance of boys.

Patel (1986) worked on 'A comparative Study of Rate of Reading and Comprehension of Students of Standard VIII in Different School Subjects' and found that (i) boys and girls did not differ significantly in reading comprehension in Gujarati. (ii) Boys and girls were equal in case of reading comprehension in English.

Skanthakumari (1987) worked on 'Development of Strategies for Improvement of Reading skills in English at Middle School Level' and found that there was a significant higher reading ability score for boys students with English as the medium of instruction.

Reddy, Govinda (1988) worked on 'Language Development in Socially Disadvantaged and Socially Non-Disadvantaged Children' and found that (i) there was a significant difference between boys & girls in favour of the former with regard to number of sentence scores. (ii) Similarly, urban children, socially advantaged children, those from higher grades performed better than rural children, socially disadvantaged children and those from lower grades, respectively.

Vyas Sharad (1988) worked on 'Construction and Standardization of the Hindi Language Ability Test for the Entrants of the Standard XI (general stream) of Higher Secondary Schools of Saurashtra Region' and
found that there was a significant difference between the Hindi language ability of boys and girls.

Shah (1988) conducted 'A Study of the Characteristics of the Academic Climate in Educational Institution' and found that (I) the boys and girls belonging to government and private college differed in the perception of the physical material, school provision and academic provision dimension of the Academic Climate Description Questionnaire (ACDG), while the teachers, principals and administrators perceived the importance of the physical material, school provision and academic provision dimension in a uniform way. (II) The interpersonal trust dimension was globally accepted by boys, girls and administrators for enhancing academic climate.

Singh, Virendra (1988) studied 'Analysing Teaching Behaviour of Effective Teachers in Different Types of School Climate in Etah' and found that (I) the differences between the means of academic achievement of boys in different organisational climates were significant. (II) The academic achievement of girls was better.

Khan, Yusuf (1989) worked on 'Construction and Standardized of Diagnostic Tests in English for Standard VIII with Regard to Structures' and found that the boys showed comparatively better results than girls.

Singh, Manju (1989) conducted 'A Study of Achievement in English in Relation to Intelligence, Interest, Socio-Economic Status and Facilities Available for Learning the Language at High School Stage' and found that the difference in the mean scores of the boys and the girls in English achievement was found to be insignificant.

Birkad (1989) studies 'The Relationship of Literary Creative and Linguistic Ability with Proficiency in the Marathi Language' and found that the boys had better linguistic ability and literary creative ability than girls.
Bhattacharya, Sulekha (1990) worked on 'A Critical Estimate of the Abilities of the Students in Differed Aspects of Bengali and Finding out their Relative Interdependence' and found that boy and girls did not differ significantly on their proficiency test in Bengali.

Bag, Anjali (1990) investigated into 'A Cross-Sectional Study on the Differential Aptitudes of the Students in English' and found that (i) boys showed more proficiency in English usage test than girls. (ii) Boys and girls did not differ in their verbal reasoning test. (iii) In reading comprehension boys and girls did not differ significantly.

Sarojamma (1990) in his study 'A Comparative Study of Reading Ability and Social Maturity of Over, Normal and Underachievers of Standard VII' found that there was a significant difference in the reading ability of girls and boys.

Dey, Sarswati (1991) studied 'A Critical Appraisal of the Abilities of the Students in Some Aspects of English as a Second Language and Finding out Some Linguistic Factors' and found that there was no difference between boys and girls.

Rao, Soundaraja (1991) worked on 'Establishing Norms of Reading Speed in Tamil for Pupils of Standard VI to VIII Independent Study' and found that sex was significant variable in reading ability in standard VIII, while the result in favour of girls.

Koteswara, Narayana (1991) studied 'A Comparative Study of the Characteristics of High Achievers and low Achievers in Reading of Class VIII Pupils with Special reference to School and Home Factors' and found that girls had a higher achievement in comprehension than boys but did not differ in vocabulary.

Mukherjee (1991) conducted 'Testing Reading Comprehension. A Comparative Analysis of Close Test and Multiple Choice Test' and found
that the difference between the boys group and the total group and for that matter, for each of the other groups with the total group were not significant at any level of confidence.

Alavandar (1992) conducted 'A Study of Selected Variables Relating to English Reading Competency of High School Pupils' and found that boys differed significantly from girls on English reading competency.

Misra, Lokmanya (1992) conducted 'A Comparative Study of the Sanskrit Reading Ability Among Class IX Students of Different Types of Schools of Lucknow City' and found that Sanskrit reading performance of boys was found better than that of girls.

Sankarappan (1992) conducted 'A Study of Some Variables Related to Achievement in English of Standard IX Pupils in Madurai District in Tamilnadu' and observed that boys and girls did not differ significantly in their achievement in English.

Dave, Meeta (1992) conducted 'An Investigation into Reading Comprehension of the Pupils of Grade VII by Using the Standardized Tests in Gujarati' and found that sex produced significant influence on reading comprehension of pupils.

Srivastava, Remy (1992) investigated into 'A Study of Socio-Psychological Characteristics of Class X Students of Navodaya Vidyalayas' and found that there was no significant difference among boys and girls as regards academic achievement.

2.7.1(B) Others Studies Related to Sex

Kantawala (1980) conducted 'An Investigation into the Reading Attitudes of High School Students of Kaira District' and found that the reading attitude scale did not indicate significant relationship with sex differences.
Patel (1982) worked on 'An Investigation into Listening Comprehension in Gujarathi of Pupils of Class V of Central Gujarat' and found that there were no sex differences with regard to listening comprehension.

Ramkumar (1982) studied 'Assessment of Entering Behaviour in English of Pupils of Standard VIII' and found that the vocabulary attainment of standard VIII pupils was very low, boys having significantly higher attainment than girls.

Aranha, Mabel (1988) worked on 'Reading Attitudes of Indian Students' and found that (I) as regards the sex differences the boys and girls differed significantly in both experimental and control groups in favour of girls. (ii) When boys and girls were compared for the effect of intervention, only among boys the sustained silent reading (SSR) programme helped to improve the reading attitude.

Pandya (1988) investigated into 'A Study of the Effect of the Presentation of Easy and Difficult Listening Material at Five Different Rates on Listening Comprehension' and observed that sex of students was an effective variable for listening comprehension.

Gani (1990) studied 'Phonological Awareness and Beginning Reading' and observed that (I) boys and girls did not differ on measures of phonological awareness. (ii) Boys and girls did not differ significantly on scores relating to their oral reading performance. Phonological awareness contributed to oral reading performance but this was not found statistically significant.

Raviya (1990) worked on 'Construction and Standardization of Reading Comprehension Test in the Subject of Sanskrit for Class VIII Students of Saurashtra Region' and found that boys were higher in Sanskrit reading comprehension than girls.
Aparaj (1991) conducted 'A Study of Developing Auditory Abilities Through Language Exercises in Teaching English as a Second Language in Secondary Schools' and found that the listening skills of girls developed more quickly than that of boys.

Sadhu (1992) conducted 'An Investigation into the Listening Comprehension in Gujarati of the Pupils of Standards V, VI and VII of Ahmedabad City with Respect to Different variables' and found that there was no significant difference in listening comprehension scores between two sexes of pupils studying in Grades V, VI and VIII.

2.7.2(A) Urban & Rural Area & Reading Comprehension in English

Sudarsanam (1980) conducted 'A Diagnostic Study of Reading Comprehension of the Undergraduate Students Studying English Under Part II in Colleges in Coimbatore' and found that rural and urban students differed only at the second year level.

Srinivasa Rao and Subrahmanyan (1981) worked on 'Establishing Norms for Speed and Comprehension in Reading Telugu in Standards 3 to 8' and found that the performance of the children who resided in rural areas and slum areas of town and those who studied in rural and disadvantaged schools was significantly less than that of those children who lived in urban areas and studied in big schools.

Subrahmanyan (1982) studied on 'Some Correlates of Reading Achievement of Primary School Children' and found that (I) reading achievement of children in socially and culturally backward area was very low. (II) Reading achievement of primary school children was comparatively low in rural areas.
Vora (1982) conducted 'A Study of Effective Psychological Correlates of Reading Comprehension in Gujarati' and found that (I) the pupils of urban area were better at reading comprehension than those of rural area; boys were superior to the girls.

Brahmbhatt (1983) worked on 'A Study of Preparation of Language Programme in English for Pupils of Class VIII and its Effect on Achievement in Relation to Some Psycho-Socio Factors' and found that the programme proved to be more effective that the usual material without being affected by area.

Roy (1983) worked 'A Study of the Determinants of Reading Abilities of the Students in Bengali' and found that (i) urban and semi-urban students showed better performance in reading comprehension in Bengali than semi-urban and rural students. (ii) Urban girls possessed higher reading comprehension in Bengali than semi-urban girls. (iii) Urban boys had more reading comprehension than semi-urban boys as well as urban girls. (iv) Semi-urban boys possessed more reading comprehension than semi-urban girls.

Shukla (1984) worked on 'Achievement of Primary School Children in Relation to Their Socio-Economic Status and Family Size' and found that there was no significant urban-rural difference in the academic achievement of primary school children.

Sarasamma (1984) conducted 'Studies on the Basic Vocabulary in Hindi for Eighth Standard Non-Hindi Speaking Students of Karanataka' and found that there was no significant difference in the performance of students coming from rural, urban and semi-urban areas, the performance of semi-urban students seemed to be slightly better than that of urban and rural students.

Dhanger (1985) studied '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’ and found that the pupils from urban areas were significantly better in their reading ability than those from rural areas.

Patil (1985) worked on ‘The English Language Achievement of Shivaji University Arts Graduates’ and found that the urban group was superior to the rural group on English language achievement.

Sharma (1985) worked on ‘A Study in the Comprehensibility of Language Used in Science, Social Science and Language Textbooks at Primary Level’ and found that (i) no significant difference was observed in the comprehensibility of language scores on science textbooks between urban and rural children. (ii) A significant difference in the comprehensibility of language used in the science, social studies and Hindi textbooks was observed in rural and urban schools.

Rao, Srinivasa (1986) worked on ‘Nature and Incidence of Reading Disability Among School Children’ and found that students in rural areas were significantly backward when compared to the students in urban areas in reading skills.

Misra (1986) worked on ‘A Critical Study of the Influence of Socio-Economic Status on Academic Achievement of Higher Secondary Students in Rural and Urban Areas of Kanpur’ and found that the academic achievement of the rural students was lower than the achievement of the urban students.

Vyas, Sharad (1987) worked on ‘Construction and Standardization of the Hindi Language Ability Test for the Entrants to the Standard XI (general stream) of Higher Secondary Schools of Saurashtra Region’ and found that there was no significant difference between the Hindi language ability of respondents from rural and urban areas.
Skanthakumari (1987) studied 'Development of Strategies for Improvement of Reading Skills in English at Middle School Level' and found that there was a significantly higher reading ability score for students with English as the medium of instruction, and students from urban areas.

Tripathi (1987) studied 'A Comparative Study of the Correlates of Academic Attainment of Pupils of Junior High School' and found that (i) urban boys of private institutions had secured comparatively better scores in achievement test than their rural counterparts. (ii) Urban girls secured better marks in Hindi than their rural counterparts.

Shah (1988) conducted 'A Study of the Characteristics of the Academic Climate in Educational Institutions' and found that (I) urban-rural students of government and private colleges differed in the perception of the physical material, school provision and academic provision dimension of the academic climate description questionnaire (ACDQ), while the teachers, principals and administrators perceived the importance of the physical material, school provision and academic provision dimension in a uniform way. (II) There was a marked similarity of the responses among the students of government colleges from rural and urban areas on the interpersonal trust dimension of ACDQ. Contrary to this the private college students differed significantly on this dimension.

Singh, Virendra (1988) studied 'Analysing Teaching Behaviour of Effective Teachers in Different Types of School Climate in Etah' and found that the academic achievement of urban students was better.

Reddy, Govinda (1988) worked on 'Language Development in Socially Disadvantaged and Socially Non-Disadvantaged Children' and found that urban children performed better than rural children.

Khan, Yusuf (1989) worked on 'Construction and Standardization of Diagnostic Tests in English for Standard VIII with Regard to Structures' and found that the students of urban schools had better scores in responding to
both diagnostic tests, general performance being of simple type in both the tests.

Singh, Manju (1989) conducted 'A Study of Achievement in English Relation to Intelligence, Interest, Socio-Economic Status and Facilities Available for Learning the Language at High School Stage' and found that the urban students of both the sexes were found to be superior to the rural students.

Raviya, D.L. (1990) worked on 'Construction and Standardization of Reading Comprehension Test in the Subject of Sanskrit for Class VIII Students of Saurashtra Region' and found that urban students were higher in Sanskrit reading comprehension in comparison to rural students.

Bag, Anjali (1990) investigated into 'A Cross Sectional Study on the Differential Aptitudes of the Students in English' and found that (I) urban students showed more proficiency in English usage test than their rural counterparts. (II) Rural boys-rural girls and urban girls – rural girls, did not differ from each other. (III) Urban and rural students did not differ significantly in reading comprehension.

Bhattacharya, Sulekha (1990) worked on 'A Critical Estimate of the Abilities of the Students in Different Aspects of Bengali and Finding out Their Relative Interdependence' and found that (I) urban students showed better performance in the proficiency test in Bengali as compared to their rural counterparts and the same was true with urban girls. (II) Urban boys and urban girls, rural boys and rural girls, urban boys and rural boys did not differ significantly on their proficiency test in Bengali.

Rao, Soundaraja (1991) worked on 'Establishing Norms of Reading Speed in Tamil for Pupils of Standards VI to VIII: Independent Study' and found that children from urban schools were found to be superior in reading speed and comprehension in comparison to the children of rural school.
Dey, Sarswati (1991) worked on 'A Critical Appraisal of the Abilities of the Students in Some Aspects of English as a Second Language and Finding out Some Linguistic Factors' and found that the (i) urban students showed better performance in the proficiency test in English as compared to their rural counterparts, and so were urban boys as against rural boys, and urban girls as against rural girls. (ii) However, there were no differences between urban boys and urban girls as well as rural boys and rural girls.

Koteswara, Narayana (1991) studied 'A Comparative Study of the Characteristics of High Achievers and Low Achievers in Reading of Class VIII Pupils with Special Reference to School and Home Factors' and found that urban students had a higher achievement in comprehension and vocabulary than the rural students.

Garg, V.P. and Chaturvedi, Seema (1992) studied 'Intelligence and Socio-Economic Status as Correlates of Academic Performance: Some Field Evidences' and found that mean academic score of rural students was lower than the mean academic score of urban students.

Alavander (1992) conducted 'A Study of Selected Variable Relation to English Reading Comprehension of High School Pupils' and found that urban pupils secured a significantly higher mean English reading competency score than rural pupils.

Sankarappan (1992) conducted 'A Study of Some Variables Related to Achievement in English of Standard IX Pupils in Madurai District in Tamilnadu' and found that the urban pupils had a higher level of achievement than the rural pupils in English.

Thejovathi (1995) conducted 'A Study of the Environmental Factors Affecting the Acquisition of English Language Skills at the High School Stage in Guntur District' and found that (i) there existed a positive and significant relationship between different areas of environment and
achievement. (ii) The rural and urban groups differed significantly on their English comprehension skills in favour of the urban group, but not the boys and girls.

2.7.2(B) Studies Related to Locale & Other Areas

Patel, K.J. (1982) worked 'An Investigation into Listening Comprehension in Gujarathi of Pupils of Class V of Central Gujarat' and found that the pupils of urban area were good at listening comprehension as compared to the pupils of rural area.

Ramkumar (1982) worked on 'Assessment of Entering Behaviour in English of Pupils of Standard VIII' and found that the vocabulary attainment of standard VIII pupils was very low, urban pupils having significantly higher attainment than rural parts.

Edke (1985) worked on 'Graded Basic Vocabulary of Standards I to IV' and found that rural students knew a larger number of words than urban students in case of grade I students, whereas in the case of grades II to IV, urban students knew more words than their counterparts from rural schools.

2.8 Other Areas Related to Reading Comprehension

Hacket, Marce Gammon (1968) identified eleven language comprehension skills in an hierarchy for reading comprehension. They are (I) identifying the stated main ideas, (ii) Providing examples by details, (iii) Reinstating a sequence of ideas, (iv) Inferring the main idea from specifies, (v) Identifying the mood, (vi) Applying standards to judge persuasion , (vii) Predicting the sequence of though , (viii) Inferring connotative word meaning, (ix) Identifying sequence ambiguities, (x) Inferring speakers' or writers' purpose and (xi) Judging logical validity.
Koppar (1970) conducted 'An Enquiry into Factors Affecting Reading Comprehension in English' and found that (i) reading comprehension was related positively to reading attitude. (ii) Dependence was related positively to reading comprehension. (iii) 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, and (g) social and economic compulsions.

MacGregor, Marilyn (1976) showed that spelling is related to reading comprehension, phonetic analysis, vocabulary and visual memory in that order of importance.

Brooks, Arnold and Jacoby (1977) indicated that reading comprehension is a process involving assimilation of incoming information on to the child's previous knowledge. Reading ability is an index of general cognitive functioning and suggested that one strategy to increase reading comprehension is to provide prior experience with concepts, the objects talked about in the text.

Shah (1979) investigated into 'A Comparative Study of Some Personal and Psychological Variables and Reading Comprehension.' The major finding of the investigation was there were significant differences in frequencies of two different groups of pupils on all the two psychological variables viz., reading rate, and meaning vocabulary. Correlational values of the last two variables with reading comprehension indicated positive relationship between them.

Bhishikar (1980) in his work 'An Experimental Analytical Study of Acquisition of Reading skill' and found that (i) the low intelligence group were significantly greater in improvement in comprehension, the high intelligence group were significantly greater in improvement in vocabulary. (ii) Both the high and the low intelligence groups were not shown significant improvement in reading speed.
Sudarsanam (1980) worked on 'A Diagnostic Study of Reading Comprehension of the Undergraduate Students Studying English Under Part II in Colleges in Coimbatore' and found that the teaching of English did not contribute to the improvement of students' performance.

Agrawal (1981) worked on 'A Study of Reading Ability in Relation to Certain Cognitive and Non-cognitive Factors' and found that (I) males and females differed significantly in reading ability. Females scored higher than males only on reading ability and academic achievement. (II) The relationship between reading ability and study habits was significant and positive. Significant and negative association was observed between reading ability and ideal self-scores.

Shah (1981) conducted 'A Study to found out the Relationship Between Vocabulary and Reading Comprehension' and found that vocabulary has a positive bearing on reading comprehension. The correlation between vocabulary and reading comprehension was found to be 0.65 which indicated that vocabulary to some extent accounts for comprehension.

Vora (1982) worked on 'A Study of Effective Psychological Correlates of Reading Comprehension in Gujarati' and found that (I) the better speed of reading, the better was the reading comprehension. (II) There was a positive relationship between reading comprehension had reading achievement.

Gaur (1982) investigated into 'A Psychological Study of Reading Ability in Relation to Achievement' and found that (I) the speed of reading, comprehension and vocabulary affected the students' marks in Hindi language as well as aggregate achievements. (ii) Intelligence was significantly related to speed of reading, comprehension and vocabulary of students.
Srinivasa Rao (1982) investigated into 'A Diagnostic Study of Reading Disability Among School Children' and found that the correlation matrix revealed that the subjects of reading skills, namely, test - 1 word meaning in isolation, test - 2 word meaning in the context, test - 3 word meaning with antonyms, test - 4 word meaning with prefixes and suffixes and test - 5 word meaning with roots were interrelated. There was high correlation between vocabulary and comprehension and also between total reading skills and language achievement.

Shivapuri (1982) worked in 'An Investigation into Pupil's Comprehension of English' when correlation coefficients were observed (i) it was found that in the case of boys only the correlation of comprehension scores with intelligence was significant. (ii) Both in the case of boys and girls, the maximum contribution to comprehension scores was that of intelligence.

Gupta (1982) Studied 'Relationship Between Reading Ability and Father's Profession and Birth Order' and found that (i) father's profession did not bear any influence on reading performance. (ii) As a generalized fact, the eight-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. However, the inferiority in reading ability of the first-born children appeared to be significant only against the fifth-born and eight-born children.

Robert and Haffman (1983) identified six factors that influence reading comprehension. They are vocabulary, knowledge, inferring ability, ability to deal with the structure of the passage, understanding the library devices and finally the use of questions.

Studies have proved that verbal processing (Desoto & Desoto 1983), word synthesis (Whaley and Kibby 1980), linguistic and graphic information (Murray and Maliphant 1982), word recognition (Cohen. Gillian and Faulkner Dorothy 1983), word search (Fisk, Arthur and schmeider
Walter (1983), word frequency (Venkata Rao 1983), verbal Sescription (Kunnen and Dunnean 1983), and syntactic maturity (Distefanovalen cia 1980) all these factors affect reader's ability to comprehend.

Dass (1984) worked on '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' and found that (i) the mean difference in reading comprehension scores was in favour of students having high leadership traits. (ii) Emotional stability was not found to influence reading comprehension. (iii) Students having a high degree of radicalism were found superior in reading comprehension to those with a low degree of radicalism.

Srivastava (1984) studied 'An Investigation into the Relationship of Reading Ability with General Mental Ability, Socio-Cultural Status and School Achievement' and found that comprehension was found to be the most significant contributor to school achievement in almost all the four subjects (Hindi, social studies, science, mathematics) in all the four schools.

Dhanger (1985) studied 'A Comparative Study of the Reading Ability of the Backward Class and Non-Backward Class Pupils of Grade X in the Context of their Intelligence, Anxiety, n-Ach and Certain Demographic Variables' and found that (i) the pupils having high intelligence were significantly better in their reading ability than those having low intelligence. (ii) The pupils having high achievement were significantly better in their reading ability than those having low achievement.

Patel (1985) worked on 'Impact of Reading Improvement Programme in Gujarati on Reading Comprehension of Pupils of Class VII in the Context of some Psycho – Socio Variables' and found that (i) the mean difference of the reading comprehension scores of the students of the experimental and control groups was highly significant and it was in favour of the experimental group. (ii) The improvement in reading comprehension
depended upon the reading ability and reading improvement programme because the interaction between two levels of reading ability and reading improvement programme was significant.

Bhatt (1986) studied 'An Investigation into the Various Components of Textbooks in English in Std. XI and XII of Gujarat State' and found that reading material came out as a strong predictor of reading comprehension.

Kachhia (1986) conducted 'An Investigation into the Effect of Reading Improvement Programme in Gujarati for Pupils of Class V of Sabarkantha District in the Context of Different Variables' and found that (i) the members of the experimental group taking the reading improvement programme treatment proved better in reading comprehension on the post-test than students in the control group. (ii) RIP could be used to improve reading comprehension of pupils having good and poor reading comprehension. (iii) RIP could be used to improve the reading comprehension of pupils irrespective of their age.

Patel (1986) studied 'A Comparative Study of Rate of Reading and Comprehension of Students of Standard VIII in Different School Subjects' and found that the correlation between rate of reading and comprehension in English was significant.

Prakash, P. (1988) worked on 'Development of Reading Proficiency: Relationship with Metalinguistic Awareness and Cognitive Processing skills' and found that reading comprehension was a complex process involving several component skills at phonological, lexical, syntactic and pragmatic levels. Taken individually, each of the skills was necessary but not sufficient for good comprehension.

Aranha, Mabel (1988) worked on 'Reading Attitudes of Indian students' and found that the percentage of students who read more books liked silent reading and wanted to choose their own reading material were
considerably higher in the experimental group as a result of sustained silent reading.

Chandra, Joice (1988) studied 'Correlates of Written English at the Plus Two Stage' and found that proficiency in written English at plus two level was significantly correlated with knowledge of grammar, reading comprehension and vocabulary.

Bhattacharya, Sulekha (1990) worked on 'A Critical Estimate of the Abilities of the Students in Different Aspects of Bengali and Finding Out their Relative Interdependence' and found that (I) students with high proficiency in Bengali Vocabulary, spelling, stylistic transformation, word application, grammar and reading comprehension were found to be superior in total proficiency test in Bengali as compared to their low profile counterparts. (ii) Reading comprehension in Bengali was predicted from the scores in vocabulary, spelling, stylistic transformation, word application and grammar.

Bag, Anjali (1990) conducted 'A Cross-section study on the Differential Aptitudes of the Students in English' and found that achievement of students in English could not be predicted from English usage, verbal reasoning and reading comprehension.

Chatterjee (1991) studied 'Attention, Coding and Speech-related process of Skilled and Less Skilled Readers' and found that the performance on Speech-related tasks was not influenced by the reading comprehension level of the subjects.

Panda (1991) studied 'Word - non - Word Difference in Oral Reading as a Predictor of Reading Comprehension' and observed that (I) there was a clear difference across the grades with regard to Comprehension. (ii) Reading Comprehension and the discrepancy in time and error between oral reading and scrambled reading expressed in the form of a ratio were positively related in all the grades. (iii) Reading
comprehension and oral reading errors were negatively related in all the grades.

Dey, Sarswati (1991) worked on 'A Critical Appraisal of the Abilities of the Students in some Aspects of English as on Second Language and Finding out some Linguistic Factors' and found that students with high proficiency in vocabulary, spelling, stylistic transformation, derivational structure, applied grammar, and contextual meaning were superior in proficiency in English as compared to their low profile counterparts.

Rao, Soundaraja (1991) worked on 'Establishing norms of Reading Speed in Tamil for Pupils of Standard VI to VIII Independent Study' and found that there was a close relationship between word meaning, sentence comprehension and paragraph comprehension.

Mishra (1991) in his study 'Working Memory and Reading in Oriya Orthography' found that subjects with high working memory were expected to perform better on reading tasks. High working memory goes with better reading performance, both oral reading and reading comprehension.

Mukherjee(1991) conducted 'Testing Reading Comprehension: A Comparative Analysis of Close test and Multiple choice test' and found that (I) the coefficient of correlation between the two sets of data was found to be significant. (ii) There was a significant relationship between the students' achievement in the two types of tests used in the study.

Alavandar, R. (1992) conducted 'A Study of Selected Variables Relating to English Reading Competency of High School Pupils' and found that (i) there was a strong and significant correlation between English Reading Competency and reading habits, ERC and spelling, ERC and vocabulary, and ERC and grammar. (ii) The mean scores on silent reading comprehension and word recognition were less than 50%.
Misra, Lokmanya (1992) investigated into 'A Comparative Study of the Sanskrit Reading Ability Among Class IX Students of Different Types of Schools of Lucknow City' and found that (i) Sanskrit reading performance of boys was found better than that of girls. (ii) Students devoting more time to study Sanskrit and getting more chances of Sanskrit reading in the classroom were found to be more efficiency in Sanskrit reading opportunities, than those who did not get these opportunities.

Rajguru, Meghamala (1992) worked on 'Language Proficiency and Behavioural Information Processing: A Developmental view' and found that comprehension did involve behavioural cognition, convergent production and evaluation more than Behavioural divergent production.

There is ample research to show that efficient word recognition plays a major role in facilitating reading comprehension. Research documenting this relationship in children is available in L1 (e.g., Byrne & Fielding – Barnsley, 1995; Curtis, 1980; Wagner & Stanovich, 1996). It is also available in L2 (e.g., Geva & Clifton, 1993; Merbaum, 1998).

The next chapter deals with methodological aspects of putting the hypotheses to test.