CONTENTS

ACKNOWLEDGEMENT

LIST OF TABLES

LIST OF GRAPHS

LIST OF CHARTS

LIST OF APPENDICES

CHAPTER

I TEACHING INITIAL READING WITHOUT REASONING 1 - 16

1.1 Introduction
1.2 Conceptual Basis of Beginning Reading
1.3 Nature of Reading Disability
1.4 Metalinguistic Ability and the Present Problem
1.5 Definitions of Terms of the Problem
1.6 Objectives of the Study
1.7 Limitations of the Study
1.8 Scope of the Study
1.9 Scheme of Chapterization

II CONCEPTUAL UNDERSTANDING OF THE VARIABLES 21-85

2.1 Introduction
2.2 Language Development Factors
   2.2.1 Analysis of the Reading Tasks
   2.2.2 Developmental Tools for the Young Child
   2.2.3 Changes in Language Factors with Age
2.3 Piaget's Model of Cognitive Thinking
   2.3.1 Characteristics that hamper Reading
   2.3.2 A Problem of Reading Readiness
   2.3.3 Cognitive Development - Onset of Conservation
   2.3.4 Theoretical Perspective
   2.3.5 Cognitive Development - Operations & Structures
     2.3.5.1 Operations
     2.3.5.2 Structures

2.4 Stages of Development: A Stage Theory

2.5 Conservation or Invariance of Number

2.6 Factors Affecting Cognitive Development

2.7 Conservation: Stages of Development

2.8 Piagetian Tasks for Measuring Conservation

2.9 Metalinguistic Ability - An Introduction

III REVIEW OF PAST RESEARCHES

3.1 Introduction

3.2 Researches done in Foreign Countries
   3.2.1 Mary B. Cox: Relationship between Conservation and Reading Readiness
   3.2.2 M.A. Crutchfield: Conservation Training: Posited Effects on Reading Readiness
   3.2.3 Marilyn J. Hurta: The Relationship between Conservation ability on selected Piagetian Tasks and Reading Abilities
   3.2.4 Anita H. Kent: Relationships of Reading Comprehension, Conservation Ability, Auditory Discrimination and Visual/Motor Development of Third Grade Pupils
   3.2.5 W.E. Tunmer, M.L. Herriman, A.R. Nesdale: Metalinguistic abilities and beginning reading
3.2.6 J. Lloyd Eldredge, Bill Quinn, D.D. Butterfield: Causal relationship between phonics, reading comprehension, and vocabulary achievement in the second grade

3.3 M.R. Patel: An Investigation into Conservation ability and reading readiness of children in relation to certain psycho-social variables

3.4 Conclusion

IV PLANNING AND PROCEDURE

4.1 Introduction
4.2 Phases of Research
4.3 Formulation of Null Hypotheses
   4.3.1 Hypotheses of Phase-I
   4.3.2 Hypotheses of Phase-II
   4.3.2 Hypotheses of Phase-III
4.4 Variables and Their Measurement
   4.4.1 Parent's SES and Its Measurement
   4.4.2 Parent's Educational Level and Its Measurement
   4.4.3 Sex
   4.4.4 Conservation Ability and Its Measurement
   4.4.5 Metalinguistic Abilities and Their Measurement
   4.4.6 Reading Achievement
4.5 Time Allowances for Test Administration
4.6 Research Designs and Statistical Models
4.7 Sample

V CONSTRUCTION AND STANDARDIZATION OF TESTS

5.1 Introduction
5.2 Some Specific Considerations for Test-maker
5.3 Nature of the Test Items
5.4 Administration of the Test
   (A) Pilot Study
   5.4.1 Sample for Tryout Testing
5.5 Item Analysis
5.6 Estimation of Reliability
5.7 Estimation of Validity
5.8 Why No Norms?

VI ANALYSIS AND INTERPRETATIONS OF THE DATA

6.1 Introduction
6.2 First Phase
   6.2.1 Testing of Null Hypotheses - First Phase
       Study 1: Parent's SES Vs. Conservation
       Study 2: Parent's Education Vs. Conservation
       Study 3: Sex Vs. Conservation
   6.2.2 Interactive Hypotheses
       Study 4: Parent's SES X Sex Vs. Conservation
6.3 Computation of Components of Variance
6.4 Phase 2: Metalinguistic Ability - A Correlational Study
       Study 5: Correlational Study
       Study 6: Cross-lag Correlation Study
6.5 Phase 3: Reading Comprehension
6.6 Variables of the Third Phase and Data Collection
6.7 Final Sample of the Third Phase
6.8 Descriptive Data of the Third Phase
6.9 Testing of Null Hypotheses of the Third Phase

Study 7: Metalinguistic Ability Vs. Reading Comprehension Scores

Study 8: Conservation Ability Vs. Reading Comprehension Scores

Study 9: Sex Vs. Reading Comprehension Scores

Interactive Hypotheses

Study 10: Metalinguistic Ability X Conservation Ability Vs. Reading Comprehension Scores (AxB)

6.10 Computation of Components of Variance
6.11 Discussion of Results

VII SUMMARY OF CONCLUSIONS AND SUGGESTIONS

7.1 Introduction
7.2 Phases of the Research, Variables and Designs
7.3 Conclusions of the Research

7.3.1 Conclusions of the First Phase
7.3.2 Conclusions of the Second Phase
7.3.3 Conclusions of the Third Phase

7.4 Implications of the Study
7.5 Suggestions

BIBLIOGRAPHY

APPENDICES