CHAPTER X
OBSERVATIONS AND SUGGESTIONS

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10.1 General observations

Oral reading is an inevitable aspect of the present day learning. In the classroom oral reading was given due importance but there was no systematic approach to measure the oral reading. So further improvement could be implemented. Thus the learner would be benefitted not only in English but also in other languages and subjects. Hence the investigator decided to undertake an investigation pertaining to this matter for constructing and standardising an oral reading test. Review of different foreign oral reading tests, discussions with the test constructors and consultation with experts and experienced persons working these areas helped the investigator in proceeding with the various processes. It was decided to measure the following aspects of the pupils:

1. The various errors committed by the pupils during the oral reading and

2. The level of comprehension after the oral reading.

A suitable answer sheet was prepared to mark the errors during the oral reading. Multiple-choice items were constructed to measure the comprehension. The pilot form
was administered to a random sample of 370 pupils of standard VIII. The data collected by pilot testing were used to calculate the item difficulty and discriminating power. The data also helped in item selection. By applying this procedure the paragraph as well as the items were selected for the final run of the test. Eight paragraphs and 32 items were selected for the final run.

The final form was administered to 1,250 pupils including boys and girls coming from different areas. The percentage of boys and girls tested was the same as that of the boys and girls studying in standard VIII of Gujarat as a whole. The data obtained by administering the final test were used for calculating sex norms and area norms and also for the determination of reliability and validity.

The test had high reliability values. Reliability index by test-retest was 0.87, split-half was 0.82 and K.R. method was 0.97.

As regards the validity of the test, the main concern was with the concurrent validity, content validity and predictive validity. The validity index by concurrent validity was 0.65 and predictive validity was 0.61 which are fairly high. The intercorrelations between the eight paragraphs obtained by using the correct responses of the
item of the paragraphs. Further, the point biserial 'r' of each item was calculated by the 'product moment method' and each item was found to be valid. Thus the tool that was prepared could be considered as adequately reliable and valid.

T-scores and percentile norms were calculated by different methods on the basis of the data collected on comprehension scores as well as error scores. Regression equations are derived to predict any one score provided we know the second score.

10.2 Specific observations

Though several oral reading tests were available in foreign countries, the investigator could not come across such test published in India. The oral reading tests which were constructed and administered in foreign countries were not suitable to our country since the local conditions were quite different. The various mistakes committed in oral reading by our pupils were found to be similar to those committed by the pupils of other countries. The foreign tests could not be applied or modified for our purpose. Completely new paragraphs were, therefore, written and comprehension was tested by multiple-choice questions.
The norms were established after administering the final test to 1,250 pupils. There were significant sex differences and area differences. The mean scores varied significantly from boys to girls. Girls were found to be better in comprehending and made less mistakes in oral reading. Significant difference between urban and rural areas was observed after a detailed study.

The main objective of the investigation was fulfilled after completing the construction and standardization of the test. A reliable and valid tool of testing has been prepared and it should turn out to be very reliable. The value and utility of the test are given below:

10.3 Value and utility of the test

The purpose was to construct an oral reading test for a particular standard so that oral reading could be systematised. This test would help the concerned teachers in the following matters:

1. to distinguish between the poor and better readers;
2. to diagnose various types of errors a pupil makes and their frequency so that remedial measures could be taken;
3. to correct his sound, tone and pitch in oral reading.
These are the immediate uses but it has also many more far reaching uses. Various correlational studies could be undertaken with the help of this test. Immediately after completing the establishing norms the investigator conducted three side studies with the help of four language teachers by administering the test to 249 pupils and proved its various uses. These studies were:

1. The various correlational studies of the sex and area. The various correlations were obtained and the findings were reported.

2. Regression and prediction studies were conducted and it was suggested to use the regression lines or graphs to predict the comprehension of an individual pupil by knowing his or her error score.

3. Another study reported was about the age level and comprehension of the pupils of standard VIII. From the study it was concluded that there was no difference in comprehension according to age except at the stage of fourteen and seventeen group.

Suggestions for further research are given below:

10.4 Suggestions for further research

The present test is an individual test and hence it can be used in various ways to study the individual traits of the
concerned pupil. It can also be used to study groups by collecting the data. As more data would be collected, its value in different kinds of application would increase.

A systematic study would be possible to know the role of different variables such as intelligence in reading, different habits of reading and interests in reading. Predictive validity using achievement of the pupils and the reading comprehension was reported in chapter eight of the present thesis. Similar predictive validities can be established by using other variables also. In our country there is enough scope to study the field of oral reading and the variables connected with it. Compared to the U.S.A. and England, India has done less work in this field. In our country this field has to be explored and exploited.

As English is taught in the secondary schools of Gujarat, this test can be used in different parts of the state excluding Saurashtra and Kutch. Similar oral reading tests can also be standardized according to the needs of the different grade levels of the secondary schools of other states.

For any one who is interested in this area, the following problems also need further research.
1. A study of the influence of parents' occupation on oral reading.


3. A study of the comparison of oral reading comprehension in English with that in other language subjects.

4. An investigation into the relationship between the rate of oral reading and comprehension.

5. A study of the oral reading comprehension of the retarded readers.

6. An investigation into the effect of readability of the reading material on oral reading comprehension.

7. A study of the oral reading comprehension in the context of some psycho-socio variables.


9. An investigation into the various factors that promote oral reading comprehension.

10. A preparation and try out of a remedial programme for oral reading comprehension and to see its effect on the achievement.
11. To compare the reading ability of the pupils with their reading errors in the context of pupils, I.Q., S.B.S. and parental education.