CHAPTER II

CONCEPTUAL ASPECT OF ORAL READING

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2.1 What is reading?

Reading is the meaningful interpretation of written or printed verbal symbols. Reading is a type of oral communication. "Reading can and should embrace all types of thinking, evaluating, judging, imaging, reasoning, and problems solving".  

Various explanations have been put forward to give the definitions of reading. Reading is explained as reasoning. Reading involves recognition of printed or written symbols. These printed symbols help the reader to recall meanings which have been developed through the past experience. This process of recalling the meanings may help him to construct new meanings. All these meanings are arranged and organised into a thought process as required for the situation. When a child learns reading, first of all he learns to recognise the words. As he learns more, this capacity increases and the child's ability of recognising the words also increases. This continuous process teaches him how to recognise phrases, afterwards the sentence, paragraphs and the matter explained. The child's capacity to recognise the meanings becomes automatic. The child learns to locate what he needs and also to distinguish

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the points. He can understand the matter the author wants to convey to the reader, with the help of his previous knowledge acquired in relation to the present reading.

Reading is not a simple mechanical skill; if properly cultivated, it is essentially a thoughtful process. Reading is an act of communication from the author to the reader. Reading teaches the man new techniques and modernization. Reading connects the local place to the remaining part of the world. Reading tells us all about our past, present and even future. That is why it is said that even if all the inventions of a hundred years were destroyed and only books were left, man could still be man because books and the reading would reveal everything needed for him. Reading is a humanising process.

Reading connects the child to the environment. Reading helps the child to explore all about the universe.

2.2 The nature of reading

Reading can be classified into three main types according to its nature. They are (1) developmental reading (2) functional reading and (3) recreational reading. Through developmental reading, the teacher improves the skill of the pupil in reading. Through functional reading the pupils get information that is reading to learn. Through recreational reading one gets enjoyment and entertainment.
But all these three types of reading cannot be treated as different. The following views about reading are prevalent among the teachers:

1. as a visual task
2. as a word recognition
3. as a mere reproduction of what the author says
4. as a thinking process and
5. as a contribution to the personal development and social welfare.

According to these views the teacher, while teaching reading, may give importance to that particular point and may prepare the pupils in reading. When a person reads any matter, it has a direct bearing and influence on him. It may make him laugh, cry or put him in an embarrassing situation according to the matter explained. If matter is very sad, it may make him faint on the spot if he is not strong enough. In a good reading process, the reader searches out for details. When a newspaper is read, one reads the head lines to see what had happened recently and if the headings interest him, he reads further for details.

2.3 Forms of reading

It is a known fact that there are two forms of reading. They are: (1) loud reading and (2) silent reading. Each form has its own effects and goals in instruction. Oral
reading was given much importance in the distant past. In due course, silent reading took its place in instruction. When silent reading was given such an importance, people totally forgot about the importance of oral reading. This growing tendency toward silent reading created adverse effects on the mind of pupils as well as teachers. When the teachers did not give practice in oral reading, there was a gradual deterioration in the capacity of the students in word recognition and also resulted in the poor application of intonation, stress and rhythm. Silent reading should be practised at a later stage in their studies but oral reading which contributes to the total development of the child cannot be neglected. The frequency of use of one form may be more; but to neglect the other form may cause a serious damage to child development.

In fact both these forms are closely connected with each other. Some of the reading behaviours are common in both the forms. Influence of one form is always found in the other form. Some common behaviours seen in both the forms are:

1. lateral head movements
2. finger pointing due to word-by-word reading
3. rate of reading
4. facial tension signs
5. inability to concentrate
One may ask which form of reading gives better comprehension. The answer is that it all depends on how well one can read. Here the individual differences are to be taken into account. Usually beginners comprehend more in oral reading than in silent reading. But as the practice in reading increases, we find the below-average pupils comprehend best in oral reading and good readers in silent reading. There is not much evidence to show the superiority of any one approach to the other.

Teachers use oral reading in the classroom, thinking that it may improve silent reading of the pupils. But the two are not interdependent in that sense. During the reading process separate objectives for both oral and silent reading must be kept in mind. The child has to concentrate on words and expressions and also translate words into meaning. In silent reading no vocalization is needed; it is a translation of written words into inner understanding.

In both the forms of reading recognition of symbols and comprehension is essential. Oral reading interprets the thoughts, sentiments and ideals expressed in the reading material to others. Therefore, the oral interpretation is
more difficult process than interpretation while reading silently.

2.4 Types of reading

The types of reading based on the reader's general attitude are two. They are work type and recreational.

1. Work-type reading: It is connected with the demands of our vocations, duties and other things connected with daily life. This is more concerned with the practical side of life. This is connected with business, trade and all that provides information. For this purpose people read news items, advertisements, editorials, notices etc., to know more about current events.

2. Recreational Reading: This is reading during leisure time. During recreational reading one gets away from the real life and seeks fun or enjoyment during the leisure time. The growing complexity promotes both the types of reading because of the demands of a complex society. Enjoyable passtime and satisfaction of interests and curiosities have created greater interests in the recreational reading.

Another type of reading is based on certain specific purposes of the reader. The purpose of reading varies with individuals. For example children may read to solve the
problems or to follow detailed directions, while adults may read to find out different situations of his social life.

2.5 Reading Comprehension

An analysis of the evidence available showed that the understanding, skills and attitudes could be classified under four headings. They are:

1. Word perception, including pronunciation and meaning.
2. Comprehension which includes a 'clear grasp of what is read'.
3. Reaction to and evaluation of ideas the author presents.
4. Assimilation of what is read, through fusion of old ideas and information through reading.

This definition of comprehension includes three levels or types of understandings. (1) literal comprehension means a, 'clear grasp of what is read'. (2) determining implied meanings (3) focuses on the implication and significance of the author's ideas beyond those things. These three levels are summed up as 'ability to read the lines, to read between the lines, and to read beyond the lines.

A detailed model of reading was presented by Gray (1960). It is given below:

Major Components of Reading
Major components of reading (Gray, 1960)

The dimensions of reading comprehensions are mainly of five types. They are (1) Literal comprehension, (2) Reorganizational (3) Inferential comprehension (4) Comprehension for on evaluation and (5) Comprehension for appreciation. The broad principles of transfer of training apply to reading as they do to other areas of learning. F.R. Davis (1968, 1971) presented the following subskills: recalling word meaning, drawing inferences about a word from context, getting the literal sense meaning of detailed and weaving together ideas in the content, drawing inference from the content, and recognizing an author's purpose, attitude, tone, mood, and techniques. She also found that training in sentence comprehension also improved paragraph involved a very complex mental operation. It varied from individual to individual and each one might get different impressions from reading or hearing the same paragraph; because it depended on the past experience and also his

mental alertness. Comprehension is always partial, incomplete and highly personal in character.

The speed of comprehension also varies with different pupils. It is difficult to judge how rapidly a child should be able to read in a particular grade.

Association of meaning with the symbol is one of the most important factors in reading. Various methods are explained to identify and recognise the printed symbol. These are synthetic, analytic or analytic-synthetic methods. Synthetic method consists of:

1. Alphabet method (with letters)
2. Phonic method (with sounds)
3. Syllable method (with syllables)

In the analytic method the larger units are broken to their basic units as words, phrases or sentences. In the analytic-synthetic method, beginning is with the words, simultaneously breaking it down into phonemic elements; in synthetic-analytic method vice-versa is carried on i.e. begin with phonemes and combine these to form meaningful words. As there should be flexibility in the behaviour of pupils the method also would vary with different individuals. But most children learn to read regardless of any method; showing that method varies with individuals. This is explained in fig. 2.
SYNTHETIC METHOD

WORD → PHRASES → SENTENCE

ANALYTIC METHOD

SENTENCE → PHRASES → WORD

SYNTHETIC AND ANALYTIC METHOD
In reading there must be both identification and meaning. Reading is a process of obtaining meaning, therefore from the early stages pupils should be taught how to obtain meaning out of the reading. The meaning of the word has to be interpreted according to the contextual setting.

Fig. 3
on page 33 A

Fig. 3 explains how to obtain meaning from the reading of words, phrases, sentences, paragraphs and then stories or whole matter.
Meaning from reading
According to Emerald V. Dechant, a good comprehender possesses:

1. The ability to associate experiences and meaning with the graphic symbol.
2. The ability to react to the sensory images (visual, auditory, kinesthetic, taste, smell) suggested by words.
3. The ability to interpret verbal connotations and denotations.
4. The ability to understand words in context and to select the meaning that fits the context.
5. The ability to give meaning to units of increasing size: the phrase, clause, sentence, paragraph and whole selection.
6. The ability to detect and understand the main ideas.
7. The ability to recognize significant details.
8. The ability to interpret the organization.
9. The ability to answer questions that are answered in a printed passage.
10. The ability to follow directions.
11. The ability to perceive relationships: part-whole; cause-effect; general-specific; place, sequence size and time.

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12. The ability to interpret figurative expressions.
13. The ability to make inferences and to draw conclusions, to supply implied details, and to evaluate what is read.
14. The ability to identify and evaluate character traits, reactions, and motives.
15. The ability to anticipate outcomes.
16. The ability to recognize and understand the writer's purpose.
17. The ability to recognize literary and semantic devices and to identify the tone, mood, and intent or purpose of the writer.
18. The ability to determine whether the text affirms, denies or fails to express an opinion about a supposed fact or condition.
19. The ability to identify the antecedents of such words as 'who', 'some' or 'they'.
20. The ability to retain ideas.
21. The ability to apply ideas and to integrate them with one's past experience.

The skills mentioned above are organised as follows:

<table>
<thead>
<tr>
<th>I</th>
<th>Developing Comprehension Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>Word meaning</td>
</tr>
<tr>
<td>B</td>
<td>Phrase meaning</td>
</tr>
</tbody>
</table>
Paragraph comprehension depends on paragraph organization. Such a paragraph contains limited and related ideas, or details are presented in a summary form. To understand units larger than a paragraph students should know location.
skills like locating chapter headings, main headings, sub-headings, introductions and introductory paragraphs, enumeration devices and summary statements.

Comprehension cannot be taught. It is an ability which can be developed by practice. It depends on the reading background of the pupil in different situations.

The level on which comprehension takes place is classified into three heads:

a. the factual level
b. the interpretative level and
c. the evaluative level

The factual level is understanding of what is written; in interpretative level the reader comprehends the inner meaning that is not really written on the page; and at the evaluative level the reading is done with evaluation in mind.

Good comprehension demands that we think of reading as a constant searching out of meaning that evaluates and selects among the facts and ideas on a page, noting what is most relevant, discarding the unneeded.

In the reading process comprehension is given importance because it provides tools for learning, builds a love for reading, and it helps the child to meet the needs of the
child and to deal with all important aspects of life. When the children comprehend what they read, the world of understanding is opened to them through the printed page.

Just as one can understand the spoken words one can recognise printed words too, and the process of achieving comprehension in both the cases would be the same. Understanding depends on his preceding experience. Comprehension should be intelligent, and varied in character during the reading as during the listening.

2.6 Silent reading

During the early part of this century oral reading was predominant. However, silent reading received more attention later on as a useful part of reading instruction. But both the forms play important roles in the reading programme.

Silent reading is the means through which word recognition and comprehension should be practised. The first objective of silent reading should be to develop reading ability through practice. Silent reading can fulfil the affective needs of children. The reading instruction given in the schools brings out life-long readers. The reading programmes teach the children how to read, and they also inculcate in them the desire to read. Life-long reading is a product of silent reading. The modern world is flooded with print. The different types of silent reading should be familiar to one so that he knows to deal with the
varied forms of printed matter. Silent reading is the most frequent form of reading. It is faster. But the speed depends on the interest and the comprehension. During the silent reading the children should increase their comprehension because they become involved in reading.

2.7 Development in reading - silent and oral

In silent reading, the pupil recognises the word and knows its meaning; but he may not necessarily know how to pronounce it. Thought getting is common in both oral and silent reading. As both oral and silent reading are common during the early stages, the question would arise as to what should be the proportion of these types of reading. It varies from school to school or grade to grade and depends on a variety of factors such as length of reading period and the time allotted. In the same class or grade the time spent on each may vary in the different subject periods. During the early schooling silent reading is not very common and oral reading is given more importance. Oral reading gives ample pleasure to the children in the early stages. Hence it is beneficial for the social and emotional development of the child; and moreover sympathetic relations among members of a group are often created or strengthened due to oral reading; and it may help in developing self-assurance and poise among the group. When the teacher finds that the oral reading gives satisfying experience to the pupils concerned
it should be encouraged in all concerned situations. Thus
the amount of oral or silent reading can be judged according
to the situation.

2.8 Oral reading

Reading aloud is a form of re-reading for a definite
purpose. Oral reading contributes to the total development
of the child in many ways. It evaluates the progress in
the reading skills, i.e. word recognition, phrasing and to
discover specific instructional needs. Oral reading
provides experience for dramatization and effective portrayal
of stories. The teachers and parents can judge the pupil's
social adjustment from the oral reading and hence should be
improved or corrected.

Oral reading is a more difficult activity than silent
reading. It demands all that is required in silent reading
and several other things in addition to that. In oral
reading, the child has to recognise the words, and guess the
unfamiliar words, and pronounce the words with proper
punctuations and also face the audience. In silent reading
one can take time to get clues if a word is unfamiliar.
But in oral reading the reading comes to a halt under such
circumstances. So in oral reading the child gets embarrassed
when he is uncertain about its pronunciation or its meaning.
Thus oral reading mistakes lead to confusions. Therefore,
oral reading is a complex and difficult activity. Oral reading makes the child nervous and tense in a critical and emotional situation due to which he may make more mistakes of even familiar words. Therefore, proper precaution should be taken while oral reading is given to an immature child. The reader's past experiences with language determines his knowledge of semantics, syntactics and idiomatic usage and affect his ability both to read orally and to comprehend a specific passage. Knowledge of the learner's past experiences with reading will help the teacher to understand the overall behaviour manifested during the reading situations. The teacher should also know whether the pupil gets frequent chances of reading at home and their reaction towards reading.

Oral reading is itself a product, it is not a process upon which comprehension is directly dependent. Reading has many components. A series of components are carried on to an end; knowledge of the components alone will not help to carry on that process well. One should know the amount of components and the way in which they appear because the end products may not be related to the components. This process of reading is compared to the preparation of cake using different ingredients. The quality of the final product depends upon the ingredients the baker used. The nature of the product varies according to the requirements of the situation. But in any situation the final product does
not show individual components, though the final product depends greatly on the components. In oral reading also we can observe the same relation between the components and the product. Oral reading depends on the situation of the moment. Oral expression and the comprehension are the final products in oral reading; and as the situation demands the reader combines his skills to interact with the text book to achieve the above mentioned final product. Reading greatly depends on the academic skills. If comprehension is given more importance, the words would lose their importance. But each reading takes place in a particular context and individuals do not respond equally in varying stimuli.

In oral reading the visual symbols are converted into auditory symbols. This is an automatic connection. The sounds are symbols of meanings. Therefore the skills like sensation and perception are involved in reading. Mind interprets the visual stimuli and it depends on the past experience of the reader. So in reading the complex processes like symbols and meaning, memory, organising making inferences, predicting outcomes, judging the accuracy of statements, arriving at generalization etc., are included; hence it is a visual as well as thinking process.

Audience reading is the oral reading to the audience. Such occasions arise in connection with religious observances, political meetings, literature appreciation groups,
reading to the sick and so on. In each of these cases oral reading is for the specific purpose. When the matter is read it should be clear and audible to the people concerned and they should be able to understand what is read. The pupil should get the practice from the school. There should be regular periods included in the curriculum for the inclusion of the audience reading.

Fluent oral reading lies in training the eye to travel a little ahead of the voice, that is, one should see the words two inches or so in advance of the word one is speaking. This scouting ahead of the eye is called 'eye-voice span'. Good oral readers have a large eye-voice span.

Considerable attention has been paid to the eye-voice span. Investigators agree that the efficient oral reader has a large perceptual span; the inefficient oral reader uses a span that does not include sufficient clues to comprehension to allow his phrasing and information to become meaningful. Various investigations prove that most readers use some degree of inner speech in reading. Good audience reading requires a number of simple, but definite techniques.

While reading aloud, long stops should be at the end of the sentences and sections especially when the child listens to follow the story.
When the child goes to school, he or she is familiar with the oral forms of language; speaking and listening. Oral reading is like talking, a type of language used by the child. Oral reading allows children to hear what they read. One objective of oral reading is to make the beginning stages of reading more natural and easier.

There are two objectives of oral reading; one is to develop an art of oral expression in the reader so that she or he can share readings with others and the other is to develop attitudes toward such sharing and toward reading in general.

There are many benefits from choral reading. The pupils gain in literature and improve pronunciation, phrasing interpretation, rhythms and flexibility.

Oral reading has social values. It provides enjoyment in a social group. It has diagnostic values. It is helpful in testing for fluency and accuracy in reading. Oral reading requires skills beyond those needed in silent reading. In oral reading there are more fixations, more regressions and longer pauses. Oral reading demands skills in voice, tempo and gesture and with the mood and feeling demanded by the author. In oral reading, reading rate is limited by pronunciation, in silent reading it is limited by the ability to grasp the meaning. According to Emerald V. Dechant the good oral reader:

5. Ibid., pp. 23-24.
1. Interprets the author's meaning accurately.
2. Transmits correctly the author's meaning to the listener.
4. Reads in meaningful thought units.
5. Is accurate and clear in articulation, enunciation, and pronunciation.
6. Gives an accurate translation of the writer's punctuation marks into pauses, stops etc.
7. Is fluent and smooth in reading, keeping the eye well ahead of the voice.
8. Has suitable quality and volume of voice.
9. Has suitable pitch.
10. Has unlabored speech.
11. Avoids labored precision in reading aloud.
12. Has appropriate rate.
13. Has proper posture.
14. Looks at the audience at frequent intervals.
15. Holds the attention of the audience.

The above mentioned qualities are said to be reading behaviour. None of the above behaviour is mutually exclusive. They are seen together. Sometimes the child is anxious when he reads orally to a group. Then he or she may read either word-by-word or in a too low or high volume.
When a word is not immediately recognised, there are several methods which may be used by the child to decode it. From the context it may be guessed. A good reader is resourceful. He may attack a word either from the spelling lessons, or linguistic approach or by looking the size and shape of the word or the resemblance of one word to an already known word. But a poor reader may use one method and probably fail in his attempt. It is, therefore, an important point for the teacher to find out what are the methods of attacking a word by a reader and what methods are not used by the reader and how far he is successful in his methods.

The teacher can use a check list to find out the major kinds of faults the pupils make. A check list developed by Albert J. Harris and Edward R. Sipay is given below:

- Inadequate sight vocabulary
- Many hesitations
- Errors on common little words
- Weak symbol-sound association
- Difficulty blending sounds
- Tends to guess unknown words
- Over depends on context
- Ignores context
- May repetitions

Weak Comprehension
P Poor enunciation
E Lack of expression
H Volume too loud or soft
A Word-by-word reading
V Ignores/misinterprets punctuation
I Tense
O Finger pointing
R Loses place
Book held too close/far
Poor reading posture
Comments

A check list for recording oral reading characteristics.
The following is another oral reading check list
developed by the same author.

1. Word Recognition, general.
   - a Inadequate sight vocabulary
   0 b Errors on high utility words
   - c Omits - whole words; - final word elements
   - d Inserts - whole words - final word elements
   - e Does not attempt to decode unknown words
   - f Tends to guess unknown words - over relies on initial elements.
2. Use of context

a. Substitutes words of similar meaning.
b. Substitutes words that are grammatically correct.
c. Reads words correctly in context which he mis/reads in isolation.

Inadequate use of context:

a. Substitutes words of similar appearance but different meaning.
b. Substitutes words that spoil or change meaning.
c. Makes errors which produce nonsense.

3. Decoding procedures:

a. No method of word analysis
b. Unsuccessfully attempts to decode
c. Breaks words into syllables.
d. Uses morphemic analysis: - inflected endings; - compound words; - prefixes - root words; - suffixes.
e. Looks for little words in big words.
f. Spells
g. Attempts to sound out: - single letters; phonograms; - syllables
h. Overrelics on configuration, size, and shape.
i. Attends mainly to one part of word: - initial; - medial; - final
j. Lacks flexibility in decoding.
4. Possible specific decoding difficulties:
   a. Visual analysis skills
   b. Symbol-sound association skills:
      - consonants - single - blends, - digraphs -
      vowels - single - short - long; final silent e -
      vowel digraphs - diphthong:
   c. Blending: - single letters into syllables -
      syllables into words
   d. Reversal tendency
   e. Letter confusions

5. Comprehension:
   a. Main ideas - strength - weakness
   b. Phrases poorly
   c. Hesitations
   d. Repetitions
   e. Ignores/misinterprets punctuation: - commas, -
      periods, - question marks, - other.
   f. Inappropriate speed: - too fast; - too slow
   g. Rapid and jerky.

6. Use of voice:
   a. Monotone; lack of meaningful inflection
   b. Enunciation generally poor.
   c. Slurs and runs words together
   d. Sound substitutions
e. Stuttering or cluttered speech.

f. Nervous or strained words

g. Volume - too loud; - too soft

h. Pitch: - too high - too low

i. Peculiar cadence.

7. Behaviours:

a. Finger pointing - word-by-word; - by phrases; - by lines; - line marker

b. Head movements

c. Tension signs

d. Vision; holds book - too close, - too far away, - at odd angle - covers left/right eye; - loses place often, skips lines

e. Poor concentration

f. Poor task orientation

g. Impulsive behavior

h. Compulsive behavior

i. Lack of motivation

j. Unwillingness to try

k. Possible emotional problems

l. Poor posture

By using the check list, the reading problems of the child can be identified.
2.9 **Oral reading errors**

English is a rich language with more than 6,00,000 words. English is a conglomerate of many languages - Greek, Latin, Arabic, Germanic, Anglo-saxon, French and others. Its richness from various roots and derivations adds to the complexity of pronunciation, spelling and writing which requires comprehension, interpretation, evaluation and organisation process of a high order to bring about satisfaction. Difficulty is indicated by the fact that some vowels are sounded in different ways and some sounds are spelled in different ways also. Oral reading involves acquiring thought and feeling through printed or written symbols - thoroughly interpreting them and communicating them to the listeners. The type of mistakes committed in reading may also depend on certain habits formed on one's mother-tongue.

The common errors committed by the pupils are of the following types:

1. **Misprediction**:

A word may be mispronounced in different ways. The mispronunciation may be at the beginning or ending or anywhere in the middle of the word. Those pupils who are not trained to apply phonetics in unlocking new words make more mispronunciations. The possible causes are impediment in speech, eye defect, defective beginning methods, too little
phonics, carelessness, overdependence on context clues or the difficulty of the material.

2. **Repetitions**:

Repetitions may involve word parts, single words or groups of words. Repetitions may be made for correcting an error, to help comprehension and to regain the thinking when a pupil recognizes the error, most probably through the use of context, he goes back to correct this initial response.

3. **Substitutions**:

Certain words are replaced by some other words in oral reading. The cause may be limited vocabulary and lack of thoughtful attitude while reading. Pupils may fail to differentiate words somewhat different in spelling. This may happen due to the lack of attention to meanings.

4. **Insertions**:

New words are inserted in between the words and phrases. The possible causes are short eye-span, inability to get words through context, insufficient phrase drill or defective beginning methods.

5. **Hesitations**:

The words are not completely left out but they may fail to respond immediately. The pupils show inability to
attack new and unfamiliar words. The possible causes are wrong beginning methods and insufficient training in getting words through context.

6. **Disregard of punctuations**:

   They fail to express the punctuation marks wholly or partially.

7. **Omissions**:

   They completely forget to read certain words. Sometimes the reader fails to notice certain words. It is caused due to carelessness or inattention. If a reader does not know a word then also omissions may occur.

8. **Words pronounced by the examiner**:

   They are unable to pronounce a few words so they stop in front of that word, demanding help. Then the examiner has to help the pupil and all the words spoken are noted as mistakes committed by the pupil.

9. **Prolonged pronunciation**:

   Sometimes certain words are lengthened unnecessarily causing an awkward situation to the listeners. This may be the cause of not knowing the word attacking skill.

   Along with the mistakes committed certain other points are also marked. These points are clarity of voice, strained
high pitch voice, word-by-word-reading too low high volume and reading in monotone.

Oral reading gives the teacher the idea whether the child is making the proper response or not and the teacher can direct and guide him where he makes the mistakes. Oral reading is better during the early stages and faster than silent reading. In some children the changing from oral to silent reading takes place independently. When the change takes place, his reading behaviour in silent reading should be marked. Certain people's occupation is closely connected with the oral reading. Religious readings in temples and churches, news announcers in mass media and teachers are examples. In schools there are different occasions to use oral reading. The child may read individually to the teacher, or he may read a prepared paragraph to a selected group or the teacher may read a passage or announcements to his pupils and news is read to the general assembly of the school. When a child reads to his teacher it is partly instructional and partly social. The teacher can recognise where he stands and further planning can be done in his case. Socially the child has the privilege of the teacher's undivided attention. Oral reading to a group is needed in the school for various purposes like giving information and entertainment and requires preparation for the same. The pupil gets ample chances for story telling, dramatisation or musical recital. The child should prepare the passage before
going to the stage. Then only the presentation of the reading will be appropriate. It is preparation, repetition, discussion and rehearsal that improves comprehension and results in good oral reading. Another occasion is that of the teacher reading to the class. This is more necessary in the infant and junior classes. The teacher should present the best possible model of oral reading. Tape recording is also found useful in this process. Each child has different abilities, skills, weaknesses, interests, aspirations, backgrounds and learning rates. Therefore, the reading must meet the need of the individual child. Majority of the children would need guidance in (1) continuation of the development of general reading ability and (2) learning to apply general reading skill to a wide range of other reading material. The child should be allowed to select the book; and only in case he cannot, the teacher should help in the process.

Oral reading can help the pupil in silent reading. It can help the diagnosis of difficulties in silent reading. The teacher can detect the type of errors the pupils make in silent reading also; such as omission of words, insertions, substitutions or skipping lines and repeating lines. Clear articulation, pleasing tone and a good contact with the audience are necessary. In oral reading, the pupil must know the interest of his listeners; and must be sensitive
to their response. He must be fluent enough to focus his mind on the matter and also to recognise words and to pronounce them at the same time he must convey the author's mood and intention such as the idioms, figure of speech, literary usage or his happiness or depression excitement and pensiveness. The reader must use the pauses correctly with good control of his voice.