

Study of Reading Abilities in Primary School Children

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"This is not the end
it is not even the beginning
of the end
But it is, perhaps, the end of the beginning"

(Winston Churchill 1942)

Tests of oral reading and reading comprehension have been one of the earliest and most frequently used tools of reading assessment. They also, usually form a regular feature of test batteries of reading assessment.

This study therefore made use of tests of Oral reading and reading comprehension and teacher rating of the two tasks to find

- a. Performance of primary school students Grades (1-4) with Kannada as medium of instruction on oral reading and reading comprehension.

Correlation between Oral reading and reading comprehension in primary school students.

- b. Correlation between Oral reading and reading comprehension as rated by teachers against pupils test performance.

Results indicated that

- a. Oral reading and Reading comprehension correlated highly.
- b. Teacher rating on oral reading and reading comprehension correlate highly with test performance.

However within the overall group there were individuals in whom

- a. Oral reading and reading comprehension performance did not correlate.
- b. Teacher rating and test performance in oral reading and reading comprehension did not correlate.

Suggestion :

While formulating or applying an assessment procedure of reading it is important to take the following factors into consideration regarding subject selection, test materials etc.

While selecting subjects researchers should be aware of students socioeconomic status, interest in reading, school attendance etc. and the role each of these factors play on reading performance.

The criteria for school admission, teaching strategies etc. are also very important to be known while assessing reading abilities of school children.

Test materials developed should take into account the developmental aspects of reading, components of reading, process and factors important in reading. Selection of test material should be on an objective basis like using readability formulae etc.

A test battery approach is the best approach to assess the reading abilities of primary school children. Hence a comprehensive battery making use of formal tests of reading and comprehensive teachers rating scale should be formulated for optimal understanding and assessment of reading.

Thus the importance of the present study lies in the fact that it is one of the first in the assessment of reading

abilities of children in the Kannada language. Studies of this kind will therefore enrich our knowledge of reading abilities in terms of acquisition and developmental aspects on the basis of which we can develop better teaching strategies, reading or instructional materials, early identification and better rehabilitation strategies of reading problems, thereby assisting educationalists in making our society a literate and educated one.