



A Study of Miscues (Errors) of the Children at Primary Stage

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ABSTRACT

In this study an attempt has been made to analyze the student's oral reading miscues by miscue analysis. Sampling for this study was purposive. The sample of this study included two English medium schools of Bhopal city. A sample of 60 students (30 girls and 30 boys) was selected from Grade III, IV and V. The data was analyzed by employing mean and S.D. The result revealed that there was no difference when gender was taken into consideration on reading accuracy scores. The patterns of grades (i.e. positive, intermediate and negative) of the miscues were same between boys and girls and there was a real difference among different grades on reading accuracy. The pattern of grades (i.e. positive, intermediate and negative) of the miscues was also different among different grades.

KEYWORDS: Miscues Analysis

Reading is a complex activity. Reading has been defined as an activity which involves the comprehension and interpretation of ideas symbolized or written printed page. A deviation in oral reading from the printed text, substitutions, insertions, omissions, reversals and refusals counts as errors or miscues, unless subsequently voluntarily corrected by the reader. Goodman (1972) recommends a qualitative analysis of a student's oral reading miscues. These miscues have been classified according to type, and symbols have been developed to represent each type. Goodman names five categories of miscue: Insertions (or additions), Omissions, Substitutions Reversals, Regression (repetitions of part of the text).

Miscue Analysis enables the test user to make judgments on a more delicate linguistic level than the main test procedures. It is possible to assess oral reading in even greater detail by miscue analysis. It has been considerable value as a source of insight into the nature of the reading process and some reading specialists recommend it as diagnostic techniques.

According to Goodman (1972), error analysis must be qualitative rather than quantitative. If a child's errors are tallied merely to obtain a reading level on a passage and a placement in reading materials, the opportunity to diagnose the strategies the child uses when reading orally is lost. The teacher should carefully evaluate such errors as regressions, Omissions, substitutions, reversals and insertions.

Positive and Negative Miscues

Miscues are not necessarily counted as bad and in need of remediation. They are actually necessary for qualitative analysis. They are looked on as symptoms of possible mental processes which can be good (Positive) or bad (Negative)

A mature reader uses three main cueing systems, which interact with each other. They are-Grapho-phonics: matching the look of a letter with its sound. Syntactic: using knowledge of grammatical structure, word order etc. Semantic: using the content of the passage to make sense.

Statement of the problem: "A Study of Miscues (Errors) of the children at Primary Stage."

Objectives:

1. To analyze the miscues (errors) in the form of substitutions, insertions, omissions, reversals, refusals, self corrections, hesitations and repetitions.
2. To study the patterns of the miscues (errors) committed by boys/girls.
3. To study the patterns of the miscues (errors) committed by different grades (i.e. III, IV and V).

Variables:-

1. Independent variables-

- (a) Gender (Boys and Girls)
- (b) Grade (III, IV and V)

2. Dependent variables -

- (a) Reading accuracy in form of following miscues; substitutions, insertions, omissions, reversals, refusals, self-corrections, hesitations, repetitions.

3. Controlled variables-

- (a) Socio-economic factor
- (b) Age

SAMPLE-

Sampling for this study was purposive. The sample of this study included two English Medium schools of Bhopal city. With the help of teacher concern 30 boys and 30 girls with reading problem were selected (10 each from grade III, IV and V).

RESEARCH QUESTIONS-

- 1- Does reliance on the different available cue system differ with the students of different gender (Boys and Girls)?
- 2- Does reliance on the different available cue system differ with the students of different grades (III, IV and V)?

Description of the Tool Used-

In the present study the test used was developed by the investigator. The test developed is an oral test having three passages and a record sheet. It tests the reading accuracy of the students. There was time limitation for the test (i.e., 20-25 minutes). While developing the test the instructions given by Goodman (1972) were taken into consideration by the investigator. The passages with increasing length and difficulty were sorted out for the students from the books of similar standard other than their text book. These passages were selected and they were ranked in increasing order of difficulty after showing to the regular teachers, the guide and conducting pilot testing. The test was conducted on 60 students (Grade III, IV and V). The students were called one by one and instructions were given properly to the students for administering the test after which he or she was allowed to read the passage. Errors committed by the students were marked and it was followed by the process of recording in a cassette.

Scoring and Tabulation of Data

For recording, reading behavior, first it was classified as substitutions, insertions, omissions, reversals, refusals, hesitations repetitions and self corrections. After evaluation and grading of each error, it was recorded in the appropriate boxes in the behavior category. The reading behav-

ior categories on the record sheet present a profile of performance on the test. They are intended as a basis for the qualitative evaluation of reading performance.

First, a count of all the seven errors (substitutions, insertions, omissions, reversals, refusals, hesitations, repetition and self corrections) were made from each passage of test. Thereafter an overall record for each type of error was kept by adding up errors committed in each passage and this was recorded in the count row in the reading behavior section

of the record sheet. The mean score and SD obtained were placed in the Tables formed.

Statistics Used-

In the Present study descriptive statistics had been used in the form of means and standard deviation to organize, summarize and describe scores on dependent variable (reading accuracy) for different independent variables.

**Table 1 –
Reading Accuracy Miscues Among Boys and Girls**

Gender	Grade of Miscues		Subs.	Inser.	Omi.	Rev.	S.C.	Ref.	Total	Hes.	Rep.
Boys (N=30)	No. of Positive	X	1.86	1.33	2.03	0.06	1.43	0.13	6.86		
		SD	1.83	1.34	1.15	0.25	1.59	0.43	3.41		
	No. of Intermediate	X	6.36	0.20	0.33	0	0	0.43	7.3		
		SD	4.55	0.50	0.54	0	0	0.81	5.13		
	No. of Negative	X	2.83	0.03	0.26	0	0	0.61	3.73		
		SD	4.11	0.18	0.58	0	0	1.71	4.91		
Girls (n=30)	Total	X	11.03	1.56	2.63	0.06	1.43	1.16	17.83	1.30	6.80
		SD	8.05	1.52	1.29	0.25	1.59	2.40	10.20	1.39	7.00
	No. of Positive	X	2.03	1.66	1.90	0.03	1.63	0.06	6.92		
		SD	2.84	2.24	1.66	0.18	1.49	0.25	3.91		
	No. of Intermediate	X	5.91	0.23	0.60	0	0	0.26	6.96		
		SD	4.74	0.43	1.54	0	0	0.58	6.06		
	No. of Negative	X	1.96	0.06	0.46	0.06	0	0.53	3.03		
		SD	1.96	0.25	1.45	0.25	0	1.61	3.91		
	Total	X	9.56	1.96	2.90	0.10	1.63	0.86	16.96	1.56	4.89
		SD	6.78	2.47	3.43	0.30	1.49	2.04	11.49	1.69	3.79

Keys: Subs=Substitution; Inser=Insertion; Omi=Omission; Rev=Reversal; SC=Self Correction; Ref=Refusal; X=means; SD=Standard Deviation; Hes=Hesitation; Rep=Repetition.

Table 1 shows different types of miscues as committed by different genders (boys/girls). Each miscue is further classified on the basis of different grades (i.e. positive, intermediate and negative) to give a clear cut picture about the grades of miscues. The boys have scored mean of 17.83 of total miscues with 10.20 SD whereas the girls got mean of 16.96 with 11.49 SD. From Table 1 it is visible that the pattern of grades of substitution miscues is different between boys and girls. The boys have committed maximum intermediate substitution miscues and

minimum positive substitution miscues whereas girls have committed maximum intermediate substitution miscues and minimum negative substitution miscues. The pattern of grades of insertion, omission, self correction miscues is same between boys and girls. The patterns of grades of reversal miscues are same between boys and girls. The pattern of refusal miscues is also same between the boys and girls. The pattern of grades of the total miscues is also same between boys and girls.

**Table 2
Reading Accuracy (Miscues) Among Students of Grade III, IV and V**

Grade	Grade of Miscues		Subs.	Inser.	Omi.	Rev.	S.C.	Ref.	Total	Hes.	Rep.
III N=20	Positive	X	2.55	1.50	2.55	0	1.30	0.10	7.55		
		SD	3.23	1.50	1.50	0	1.17	0.44	2.60		
	Intermediate	X	7.85	0.15	0.90	0	0	0.60	9.50		
		SD	5.06	0.36	1.86	0	0	0.94	6.42		
	Negative	X	3.25	0.10	0.80	0.05	0	1.25	5.45		
		SD	2.67	0.30	1.76	0.22	0	2.59	4.78		
	Total	X	13.15	1.75	4.25	0.05	1.30	1.95	22.40	1.30	6.45
		SD	7.09	1.83	3.59	0.22	1.17	3.30	11.52	1.80	5.74
IV N=20	Positive	X	1.65	1.60	2.05	0.05	1.10	0.25	6.65		
		SD	1.42	1.50	1.35	0.22	1.02	0.71	3.18		
	Intermediate	X	6.75	0.25	0.20	0	0	0.45	7.60		
		SD	4.65	0.44	0.41	0	0	0.68	5.35		
	Negative	X	2.70	0	0.10	0	0	0.40	3.10		
		SD	4.26	0	0.30	0	0	0.90	4.93		
	Total	X	11.10	1.85	2.25	0.05	1.10	1.00	17.35	0.85	13.63
		SD	8.31	1.75	1.33	0.22	1.02	1.58	10.55	0.87	29.0
V N=20	Positive	X	1.65	1.40	1.30	0.10	2.20	0.05	6.55		
		SD	2.1	2.45	1.17	0.30	2.04	0.22	4.86		
	Intermediate	X	3.75	0.25	0.30	0	0	0	4.30		
		SD	3.10	0.63	0.45	0	0	0	3.45		
	Negative	X	1.25	0.05	0.20	0.05	0	0.05	1.60		
		SD	2.09	0.22	0.52	0.22	0	0.22	2.37		
	Total	X	6.65	1.70	1.80	0.15	2.20	0.10	12.45	2.15	4.35
		SD	5.32	2.55	1.54	0.36	2.04	0.30	8.24	1.56	3.70

Keys: Subs=Substitution; Inser=Insertion; Omi=Omission; Rev=Reversal; SC=Self Correction; Ref=Refusal; X=means; SD=Standard Deviation; Hes=Hesitation; Rep=Repetition.

Table 2 shows different types of miscues as committed by different grades (III, IV and V). Each miscue is further classified on the basis of different grades (i.e. positive, intermediate and negative) to give a clear cut picture about the grades of miscues. Table 2 reveals that the mean score of total miscues committed by the students of grade III is 22.40 with 11.52 SD, by the students of grade IV it is 17.35 with 10.55 SD and by the student of grade V it is 12.45 with

8.24 SD. It is visible that the pattern of grades of substitution miscues is different among different grades (i.e. III, IV and V). The patterns of grades of insertion, omission and self correction miscues are same among different grades. The pattern of grade of reversal miscues is different among different grades. The pattern of grade of the total miscues is different among different grade (i.e. III, IV and V).

Educational implications-

No doubt the findings of this study will be useful for teachers and researchers, but the most important thing would be to help and give an insight to the teachers and researchers who will be interested to

improve the quality of their classroom instruction. During the teaching learning process specifically while reading, teachers of beginners should only be concerned with those errors that can adversely affect the comprehension of the text, not with every type of errors.

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