



Original Contribution

RESEARCH ON THE RETELLING AND READING COMPREHENSION OF CHILDREN WITH SPECIFIC LEARNING DISORDERS (GRADE(AE) 2 - 4)

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ABSTRACT

A study of the retelling and comprehension difficulties in school students with Specific learning disorders (SLD) was conducted.

The slow transition from letter-by-letter decoding to identification of a group of letters difficult the students from grade (AE) 2 with SLD in some cases they would not understand the text they had read.

When reading a non-studied text most of grade (AE) 3 and 4 students with SLD experienced difficulties in finding the logical links, and they reproduced the text by changing its chronological sequence, and therefore they understood superficially (partially) what they had read. Difficulties in reading did not always allow these students independently to differentiate and acquire the information about the meaning of unfamiliar words contained in the context, and therefore they were not able reliably to reproduce the text they had read.

Key words: reading technique, specific learning disorders, reading comprehension, retelling of text

INTRODUCTION

Pedagogical practice (1-5) shows that the number of children with difficulties in mastering of the academic skills - reading, writing, calculation, narration, reading comprehension in primary school is on the increase. According to many authors (5-11), children with specific learning disorders (SLD) are also involved.

Typically, children with SLD show a significant discrepancy between their potential capabilities and their actual school achievements, demonstrated in an insufficient level of knowledge and written language -reading and writing (7-12).

The question for the development of the ability for reading comprehension in school students with SLD is not enough investigation.

This prompted us to conduct a research of retelling and reading comprehension of such

students within their training period from class 2 until completion of class 4.

We assume that such a research will help to improve the quality and effectiveness of school activities of these students both at the start and in the next stage of their education.

MATERIALS AND METHODS

The research includes 59 students with good reading technic and 13 pupils with SLD from second class. Observed until the finishing of fourth class.

The research was held in the retelling and comprehension of three texts were selected: poem, studied and non-studied narrative.

The retelling and comprehension of the text was assessed as per the following criteria (13): Retold accurately and fully the text; retold with omissions which however did not change the meaning of the text-understand sufficiently the text after reading; retold with omissions and with a change the meaning of the text-understand superficially the text; retold correct some words only – missing understand.

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RESULTS AND CONCLUSION

Grade(AE) 2: an average for the three texts 42.4% of students retold accurately and fully the text, and 57.6% made omissions or distortions

which however did not change the meaning of the text, that is, they understand sufficiently the text after reading. (**Table 1**)

Table 1. Retelling and reading comprehension in students with a good reading technique (Grade(AE) 2-4

Grade AE	Number of students	Form of the text	Retold the text accurately and fully		Omissions, but not change the meaning of the text	
			number	%	number	%
II	11	Poem	5	45.5	6	54.5
		Taught text	6	54.5	5	45.5
		Not taught text	3	27.3	8	72.7
		Average for the three texts		42.4		57.6
III	26	Poem	15	57.7	11	42.3
		Taught text	17	65.4	9	34.6
		Not taught text	13	50.0	13	50.0
		Average for the three texts		57.7		42.3
IV	22	Poem	18	81.8	4	18.2
		Taught text	18	81.8	4	18.2
		Not taught text	14	63.6	8	36.4
		Average for the three texts		75.8		24.2

Grade(AE) 3: 57.7% of students retold accurately and fully the text, and 42.3% made omissions or distortions which however did not change the meaning of the text, that is, they understand sufficiently the text after reading.

Grade(AE) 4: 75.8% of students retold accurately and fully the text, and 24.2% made omissions or distortions which however did not change the meaning of the text, that is, they understand sufficiently the text after reading. Results in students with SLD studied within their training period from class 2 until completion of class 4 were more different (**Table 2**).

Grade(AE) 2: an average for the three texts only 23.0% of students retold the text with omissions or distortions with change the meaning – superficially understanding the reading text. In the not taught text 84.6% retold only some words.

Grade(AE) 3: an average for the three texts only 20.5% retold the text with omissions which however did not change the meaning of the text– they understand sufficiently the text after reading. In the not taught text 79.5% from the students retold the text with omissions and with change in the meaning, that is, the understand superficially the text after reading.

Grade(AE) 4: an average for the three texts 56.4% of students retold the text with omissions which however did not change the meaning of the text– they understand sufficiently the text. Still, an average of 43.6% of the students made errors in text retelling which led to a change in meaning, that is, they understand superficially the text after reading. This can be explained by the limited ability to establish logical connections and inability to independently allocate and utilize the content of the text after reading it in the context of the information about the meaning of unfamiliar words (text not taught) which is typical for children with SLD.

Table 2. Retelling and reading comprehension in students with SLD (Grade (AE) 2-4)

Grade AE	Number of students	Form of the text	Retold the text with:				Retold correctly only some words from the text	
			Omissions but not change the meaning of the text		Omissions and change the meaning of the text			
			numbe r	%	numbe r	%	numbe r	%
II	13	Poem	0	0.0	3	23.1	10	76.9
		Taught text	0	0.0	4	30.8	9	69.2
		Not taught text	0	0.0	2	15.4	11	84.6
		Average for the three texts		0.0		23.1		76.9
III	13	Poem	3	23.1	10	76.9	0	0.0
		Taught text	5	38.5	8	61.5	0	0.0
		Not taught text	0	0.0	13	100.0	0	0.0
		Average for the three texts		20.5		79.5		0.0
IV	13	Poem	8	61.5	5	38.5	0	0.0
		Taught text	12	92.3	1	7.7	0	0.0
		Not taught text	2	15.4	11	84.6	0	0.0
		Average for the three texts		56.4		43.6		0.0

A positive indicator in the retelling of a text taught to students was the considerable number of correctly constructed sentences which demonstrates the potential of students with SLD. Most of them showed sufficient reading comprehension at the end of the initial stage of training, but meaningful substitutions although generally not contradicting the text content, impeded the full and accurate retelling of the text after reading.

Difficulties in reading and their peculiarities, and their effect on the extent of reproduction and comprehension of a text read by elementary school students indicate the need for introduction of a screening test to check the reading technique that will allow adequate selection of students who require more comprehensive study.

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