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Abstract
This study sought to examine and evaluate oral miscues in struggling readers. All participants in the study took part in a five-week reading camp at Indiana University-Purdue University Fort Wayne. At the onset of the camp the children were asked to read an unfamiliar text. Transcripts of the texts were made, and miscues were recorded on the transcripts. Miscues were evaluated for syntactic acceptability and semantic acceptability. Type of miscue was also recorded and separated into categories: substitution, omission, successful correction, and unsuccessful correction. The hypothesis tested is that the children would make less overall miscues and more high quality miscues at the end of the reading camp than they did at the beginning of the camp. Results of the study showed that there was no significant change in the percentage of overall miscues, syntactically acceptable miscues, semantically acceptable miscues, or high quality miscues. During re-telling all children demonstrated knowledge of an unfamiliar text, indicating that miscue analysis may not have been the best method of describing reading progress in struggling and emerging readers.

Keywords: miscue analysis, struggling readers

The Language and Literacy Project
The Language and Literacy Project (LLP) was a summer reading camp for children ages 6-10. The duration of the LLP was two hours a day, four days a week, and lasted five consecutive weeks. Undergraduate students in the Department of Communication Sciences and Disorders at Indiana University-Purdue University Fort Wayne served as reading buddies to the children and were supervised by two licensed speech-language pathologists. During the LLP children were encouraged to read for meaning using a whole language approach. Techniques served as reading buddies to the children and were supervised by two licensed speech-language pathologists. The LLP took place at IPFW. Before and after the LLP diagnostics were given to the participants to determine their reading ability. Semantic acceptability, syntactic acceptability, and meaning change were examined. The hypothesis tested is that the children would make less overall miscues and more high quality miscues at the end of the reading camp than they did at the beginning of the camp. Results of the study showed that there was no significant change in the percentage of overall miscues, syntactically acceptable miscues, semantically acceptable miscues, or high quality miscues. Each child read a story during both diagnostic sessions. The retelling of the story did not show improvement, but it showed that children were making meaning from the text despite errors in fluency. These results suggest that reading is more than accurate decoding of a text. It demonstrates that students can still understand a story without being able to pronounce every word in the text. Furthermore, it gives support for a teaching approach to reading that is diverse and values reading comprehension over reading decoding.

Results
Results of the study showed that there was no significant change in the percentage of overall miscues, syntactically acceptable miscues, semantically acceptable miscues, or high quality miscues. During re-telling all children demonstrated knowledge of an unfamiliar text, indicating that miscue analysis may not have been the best method of describing reading progress in struggling and emerging readers.

References

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