An Analysis of Oral Reading Miscues for the English language and Retelling Comprehension of Fifth Preparatory Graders in Thiqar, Iraq : Psycholinguistic Study

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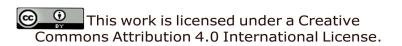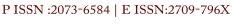
Abstract

This study is an attempt to identify and analyze the oral reading miscues (30) students,(15 males and 15 females) are chosen randomly from fifth Preparatory graders in Thiqar. The teachers choose the students as being remedial readers and those who are identified as being exceptionally good readers are excluded from the population of the study for the purpose of having a sample very much of average readers.The reading miscues inventory which is first developed by Goodman, is used to code and analyze in depth the students' miscues with respect to how these miscues relate to their counterparts in the text. They are classified under graphic, sound, syntactic and semantic categories. This analysis also shows the effect of these miscues on the students' comprehension: meaning and grammatical acceptability.The study shows the high percentage of correction attempts made by the male readers. This high percentage of correction attempts shows that the fifteen females' readers are successful in their oral reading.The results of this study also reveal that the females' readers are syntactically and semantically acceptable. The results also show that the readers are strong comprehenders while the male readers' miscues are not syntactically and semantically acceptable. Thus, this study applies the psycho-linguistic reading process, which is illustrated by comparing unexpected and predicted reading-related responses. An extensive analysis of the phenomenon of oral reading is possible with the help of this taxonomy of reading errors and signals. This taxonomy is developed in close proximity to the theory and has been improved by use in an ongoing series of thorough studies on oral reading.

Keywords: Miscues, Females, Males, Semantic Categories, Oral Reading

Introduction

Reading is very important skill in our life. It has received the interest of linguists and researchers in most countries of the world. It is the language skill that has received most attention from those concerned with language learning in this century since it is regarded an essential goal of learning and a basic tool of learning: being able to read is very essential because the whole scheme of learning depends heavily upon the ability to read. Crosby (1969) says that "a child may have the capacity to write literature, walk upon the surface of the moon or define the nature of man as he ponders his maker, but he cannot do any of it unless he learns to read "(P.3).
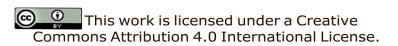
Over a century ago, it was assumed that reading was primarily a perceptual act which involved nothing more than the correlation of the print and the sound. This view is best illustrated by the definition given by Fries (1963)" the process of transfer from the auditory signs for language signals, which the child has already learned"(P.120). Structuralists dominated the field of reading processes, they indicated that a child should learn to respond to the graphic representations of the phonemic patterns in his speech depending on a conditioned response and a well-organized stimulus with accuracy and fluency whether the reader understood what was read was not important; the goal was to ensure that the reader became a proficient decoder.

After 1960, a new psycholinguistic view has emerged under the effect of Piaget's development of cognition (Mikdadi, 1986,P.17). The focus has shifted from isolated decoding of individual words and letters to the broader field of comprehension. Proponents of this approach (Brown, Goodman, Burke, and others) maintain that reading even for the most proficient reader, is not a perfect process or a true rendition of the print (Rabadi, 1985, P.5).

The majority of writers defined reading as getting meaning encoded by the writer from the text, and most of them agree that the reader interacts with the text and employs his/her experience and previous Knowledge to get the meaning,

Goodman (1970) defines reading as " a selective process, It involves partial available minimal language cues selected from perceptual input on the basis of the teacher's expectation. As partial information is processed, tentative decisions are made to be confirmed, rejected or relined as reading progress"(P.498).Thus, for Goodman, reading is a psycholinguistic guessing game. By "guess", Goodman means

the informed response that the reader makes when he is not quite sure. That guess is based on many factors the reader's personal experience, his knowledge of the language,

the context in which a word or a sentence appears, the graphic cues provided by the text. (Collasch 1982,P.8)

1.2 The Value of the study

The researcher believes that this study will help the teachers of both Arabic and English in Iraq to understand how their students process the reading material by giving them insight into the actual reading process. Moreover, it should help teachers to decide the weaknesses and strengths of their students, and as a result design appropriate developmental and remedial instruction.

1.3 Aims of the study:

The aims of this study are to achieve the following:

1. To identify and classify the oral reading miscues of the subjects in Arabic and English languages using the Reading Miscue Inventory (RMI).

2. To compare the oral reading miscues according to the subjects' language and sex.

3. To analyze the subjects' different strategies of reading in Arab and English, using the following cueing system: graph phonic. syntactic, and semantics.

1.4.Hypotheses

The study tries to answer the following questions

1-What is the relationship between the number of miscues and the comprehension of each text measured by retelling scores in English and Arabic.

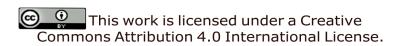2.What are the reading strategies followed by the fifth graders while reading Arabic and English.

1.5.Techniques

The description of the procedures is presented here and the instruments employed to carry out this study as well. It also specifies the population and the area where the study conducted.

2 ١.Population:

The population of this study consisted of thirty students of the Fifth Graders in Thi-Qar Governorate schools in the academic year 2006-2007. The two public schools for boys and the two schools for girls are chosen. This study focuses on reading miscues and retelling comprehension.

2. ٢.The sample:

The researcher used the sample random technique to choose thirty students out of one hundred and eighteen. Four public schools are chosen, two for boys, and two for girls. Average students are chosen by the researcher with the help of their teachers after excluding above average and under average students (average students are those who score above 70%). Ten boys are chosen randomly Before choosing the girls, the researcher asked their permission to use the recorder to record them while reading, then ten girls are chosen randomly depending on their agreement. The reason behind choosing thirty students is that procedure used for analyzing the oral miscues is complex and lengthy, ten hours were required for each subject to analyze his/her miscues. Table (1) shows the distribution of the sample:

Table (1)

Sample Distribution

No	Schools	Number of students
1	Al-Shatra Preparatory School for girls	35
2	Al-Shatra Preparatory School for boys	20
3	Al-Shatra Vocational Preparatory School for boys	30
4	Al-Shatra Vocational Preparatory School for girls	35
Total	4	120

This study includes the following steps:

1) Selecting appropriate material for the students; the researcher selected an unseen passages. A jury from expert teachers are chosen to examine the suitability of the passages, as well as number and rate of difficulty of vocabulary. A pilot study is conducted to determinate the appropriateness of this reading selection for the Fifth Preparatory Graders. The first student is asked to read the selected passages. He produces 38 oral reading miscues. The second student is asked to read the same passages. He produces 58 miscues. The result of this pilot study indicates that this reading selection fully served the purposes of these miscues research study.

2) Preparing the selected reading material for typing. The reading passages are retyped on worksheets on, which each line is numbered so that the readers' miscues could be marked and identified.

3) Audio-taping the subjects' uninterrupted readings of the reading text and marking the miscues on the worksheets.

4) After the reader finishes oral reading, he is asked to retell the passages orally without interruption, and his retelling is audio- taped.

2.3 The Test:

This included the following steps:

1) The oral reading miscues are selected and coded on the RMI(Reading miscues inventory) coding sheets. After the researcher has coded all the deviation between the oral response of the reader (miscue) and the expected response (what was on the printed page), the miscues are selected from their worksheets and entered in the RMI coding sheet according to graphic, syntactic and semantic.

2) The miscues are coded according to the RMI main categories of graphic, syntactic and semantic cues. The first category in the RMI which is "Dialect" is not included in the analysis since it is irrelevant to the second language learners. The second category in the RMI "intonation" is also excluded when it becomes clear that the subjects do not follow any clear intonation patterns as most of the reading is word-by-word.

3) The miscues are scored according to the cues, graphic and phonic similarity, or syntactic and semantic acceptability by using the RMI questions 6, 7 and 8 involving correction. whereas comprehensions patterns are produced by using the RMI questions 6, 7 and 9.The researcher used percentages for categorizing and analyzing the students' miscues and comparing between male and female miscues on the same percentages.

2.4. Validity:

Validity is the degree to which a test measures what it is supposed to measure or can be used successfully for the purpose for which it is intended.
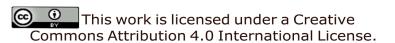
Two questions must always be considered:

1) What precisely does the test measure?

2) How well does it is?

There are, in fact, four kinds of validity, the first Content validity being concerned with what is being tested, and the remaining three: Construct, Empirical and Face validity with the extent to which the measurement is satisfactory.

A-Content Validity:

Almost certainly the most important for the practicing teacher is the extent to which a test adequately covers the syllabus to be tested. A valid test must be based upon a careful analysis of the subject or skill we are testing. It must also be constructed as to represent adequately each portion of this analysis. If, for example, a test is to measure students' mastery of English

grammatical structures, the teacher has to study the unit and pick out the new structure points. He has, then, to plan how the students are to demonstrate mastery of these structures in behavioral terms. This is achieved by the use of a specification table and behavior (ie., recognition or production).

b- Empirical Validity:

If we are to check the effectiveness of a test and to determine how well the test measures, we should relate the test scores to some independent, outside criteria such as scores given at the end of the course or the teacher's judgment of his student or an external examination.

C. Face Validity

This simply means the way the test books to the examinees, supervisors or in general to the people concerned with the education of the students obviously face can never replace content validity empirical validity, yet its importance should not be underestimated.

d- Construct Validity:

A test is said to possess construct validity if it is designed in accordance with a theory of language behavior and learning. For example if the course of study is based on the assumption that systematic language habits are best acquired by means of the structural approach then a test, which emphasizes the situational meaning of language, will have low construct validity.

2.5 Reliability:

Reliability means the stability of test scores. Presumably, if the same test is given twice to the same group of students, under the same conditions, it would give the same results. The requisites of a dependable test are the following

1) Multiple sample: The more samples of students' performance we take the more reliable will be our assessment of their knowledge and ability. Consequently, the test must be long enough to provide a generous sampling of the area tested. And it should also contain a wide variety of levels of difficulty.

2) Standard conditions: The reliability of the score can be assured only if all students take the examination under identical conditions. In a listening test, for example, all students must be able to hear the items clearly.

3) Standard tasks: All students must be given the same items or items of equal difficulty. In other words, the tests must be identical so as the format.

4) Standard scoring: All tests must be scored in an identical manner. The scorer should give the same or nearly the same score repeatedly for the same test performance. Two or more scorers should give equivalent score for the same performance. Objective tests tend to be more reliable than free response test like composition, where individual judgment must be made.

2.6 Scoring:

Some organization for collecting the retelling should be prepared before the oral reading session. It is desirable to score a retelling, it is convenient, but not necessary, to set a final total of 100 points. The point distribution that the teacher/researcher chooses will depend on the passage and the purpose of the retelling score.

When assigning points to the retelling, teacher/researcher take into consideration their goals, the text itself, and the age, and ability of the reader. Standardization of scores is best done on a population similar to the one being used for research purposes. For classroom or school purposes, standardization is best established by keeping students' records over time. It may be helpful to or both readers' retellings independently to see the degree to which your scoring matches.

3.The Process of Reading /Learning to Read

According to this perspective, reading is seen as an exchange between the writer and the reader that is facilitated by the text rather than as a response to it. Engaging in a dialog between two or more people is what reading is all about. This seems to imply that the quantity of information in a book cannot be used to gauge how effective a reader is. This is impossible to calculate since it relies on the reader's background knowledge and the amount of information he wants to take away from the book. Instead, reading efficiency refers to the effectiveness of the discourse the reader is able to generate from the text, either in terms of his or her goal for engaging in the discourse in the first place or in terms of rapport with the writer (Widdowson,1979, P. 169).

According to Carrell (1990), reading and writing have been neglected mostly because of the effect of the audio-lingual approach, and it appears that this potential is unknown. Nonetheless, the college students who take part in reading workshops are conscious of their shortcomings and requirements in order to become self-sufficient learners.

3.1.Reading Conception Strategy

Every time a student has to study a certain text, we want them to conduct comprehensive reading in order for them to absorb, assimilate, and apply concepts from many subject areas. It is because of this kind of reading that an understanding of world events or facts is insufficient. Therefore, it is crucial that we impart to our pupils specific tactics so that they may grow

intellectually and be able to analyze various texts based on predefined needs that they themselves must be able to recognize.

Recognizing that there are a number of reading strategies that support students' reading tasks and help them develop intellectual skills that support their studies, while also acknowledging that reading is an active process in which students can make predictions by drawing on prior knowledge (Goodman in Carrel, 1990, P. 3). Regarding the degree of difficulty of the many exercises included in Grellet's book. Grellet(1991) expounds:

> The level of difficulty of the texts is unimportant here: the exercise-types suggested can be adapted for elementary, intermediate or advanced levels. What is important is the degree of complexity of the tasks the students are asked to perform in relation to the text. (P.2)

The new psycholinguistic model of reading suggests that real reading occurs when the three language systems: graphic, syntactic. and semantic are used by the reader who shows these kinds of information: graphic, syntactic, and semantic; the graphic: the spelling patterns and relationships between letters and sounds, the syntactic: the grammatical relationships and grammatical structures of the language, and the semantic: the meaning of these structures. Goodman (1976) believes that each of these three kinds of information is a cueing system that the reader makes use of as necessary in order to get meaning. The reader is either cued or miscued. Goodman's research strategy is to look at these miscues in oral reading in order to investigate the functioning of the reading process.

Oral reading performance is a very important technique used for evaluating the adequacy of a student's word recognition and comprehension abilities. So by analyzing readers' miscues we can understand how the reading process actually works since their miscues reflect their reading strategies and their comprehension abilities. Many researchers use the miscue analysis as a tool to indicate the reading strengths and weaknesses of readers. The readers' miscues can be a primary source of diagnostic procedure when each miscue is analyzed into graphic, syntactic. The procedure of analyzing the renders miscues can help teachers identify the strength and weakness of their students reading ability.

Most readers produce miscues while they are reading. These miscues are not the same, they differ from reader to reader, these differences depend on the readers' proficiency; they are varied qualitatively and quantitatively.

Goodman (1976) indicates that proficient readers usually use less graphic input and tend to correct miscues which result in meaning loss. whereas poor readers may show in:

1) High degree of correspondence between the expected response and the observed response and the observed response in world substitution, even when meaning is lost.

2) Frequent correction of miscues that do not affect meaning.

3) Multiple attempts at getting a word's pronunciation, even when it makes little difference to the general comprehension

Goodman and Burke (1972) identified the readers' miscues depending on the Reading Miscue Inventory which they developed to analyze the miscues generated during the oral reading.

4.The Theoretical Base

Holmes' substratum factor theory, one of the most well-known theories of reading, is actually an artifact of statistical manipulation produced by a series of reading tests rather than a theory at all (Holmes, 1965, P. 15).

Reading is viewed as information processing in the rapidly developing theory of the reading process. As a language user, the reader engages with the graphic input in an attempt to decipher a message that the writer has encoded. He applies all of his previous knowledge and expertise to the assignment, relying on his experiences, concepts learned, and acquired linguistic proficiency.

Thought and language are not the same, they relate to each other in this process. Rather than being a cognitive or linguistic activity, reading may be defined as a psycholinguistic process in which meaning is extracted from a linguistic medium of communication. Furthermore, in reaction to what they read, readers may go through cycles of reflective thought; these cycles cannot be seen as a part of the reading process itself, any more than following instructions after reading them can be regarded as a component of the reading process.

Drawing a distinction between reading and its effects is crucial, for this reason. However, this boundary should not be drawn too thinly, as the whole reading experience should be focused on reconstructing the meaning. The process, which is much more than the sum of its parts due to its interrelationships, is qualitatively altered when it is fractionated into individual skills or bits for research or instruction. Additionally, the parts themselves are altered since they typically serve as a component of a complex process.

The reader's failure to utilize all of the material at his disposal is the primary reason why reading cannot be broken up into smaller reading sessions. During the process of reading, the reader selects and predicts a decodable language structure by making only a few decisions from the available information. It is not a precise perceptual process in any way. According to Kolers,
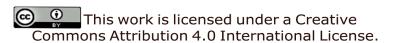
it is just "incidentally visual" (Kolers, 1969, P. 8). It is not a method of word recognition in sequential order. A skilled reader is one who utilizes the least amount of information necessary—not the most—by efficiently sampling and making predictions (Goodman, 1965). For the reader to follow the process and for the beginner's sample methods to evolve, all the necessary information must be present.

5.A Taxonomy of Cues and Miscues in Reading

With the use of this taxonomy, one may examine miscues, or any situation in which a reader's observed response (O.R.) deviates from the anticipated response (E.R.), to see how the reader responds to different types of information and to learn about the tactics he employs.

Since the reader has always formed his answer by utilizing the vast array of information at his disposal throughout the reading process, the taxonomy offers a series of questions to be asked on each error. The analyst is not required to select between potential causes and clues; instead, each question is to be addressed on its own merits. In fact, it is uncommon to be able to pinpoint a precise mistake with any degree of certainty. However, the patterns that appear paint a detailed picture of the reader's reading experience.

1. Words in the miscue. The smallest amount of text that may be added without omitting anything is known as the extent of the error. Depending on which is longer, the E.R. or the O.R. is used to count words. An nearby word is included in the count if its function is altered by substitution, insertion, or removal. When many tries are performed with the same word or phrase, the last attempt is randomly designated as the miscue. Complex mistakes can necessitate the independent coding of sub-mistakes under certain categories. E.R. stands for "or" and O.R. for "of monkeys."

2. Correction. The most important thing to consider when examining any miscue is whether or not it was fixed. The most illuminating analysis has been of which miscues are fixed and under what circumstances. It's also important to distinguish between attempts at rectification that are effective and those that are unsuccessful, even though the majority of them are. Occasionally, accurate answers are dropped in favor of inaccurate ones.

3. Repeated miscues. Only the first occurrence is counted for analytical purposes in order to prevent exaggerating certain sorts of miscues (especially those containing unfamiliar words or phrases) when the same miscue happens frequently. Still, a count of the number of reruns is maintained. It is important to take precautions to ensure that the miscue is the same in every instance. Continual replacement of typical with topical or successive attempts to produce oral counterparts of philosophical are examples of recurrent miscues. However, the insertion of the or removal of the terminal in verbs under different conditions cannot be considered separate miscues.

4. Word-phrase identification. Word-phrase identification, closely related to No. 3, deals with the occasional success following a string of miscues. It is not unusual for readers to eventually have no more trouble answering the question after making many failed efforts. Rarely, readers will sometimes waver between giving the right or wrong answer.

5. Observed response in periphery. There's always a chance that miscues might be caused in part by processing peripheral visual information out of order. Two ovals surrounding the miscue are arbitrary defined as the peripheral field in order to address this question. The line where the miscue happens plus one line above and below is known as the near field. Two lines above and below represent the enlarged field.

5.1.Potential of Analysis of Miscues

The intricacy of the analysis should make it evident that research employing the taxonomy are depth studies, and each study's subject count must necessarily be somewhat limited. This method works well when one wants to fully comprehend how some readers use the reading process. It contrasts sharply with statistical research on a small number of important, separate variables involving numerous people.

Goodman, 1965; Goodman & Burke, 1968; Y. Goodman, 1967; Allen, 1969) and other researchers that have made use of the taxonomy have attempted to comprehend the reading process and refine the theoretical model of the process. They have examined children over time to observe how the reading process changes, compared small groups of kids at various skill levels, and thoroughly examined certain phenomena like substitutions and transformations. The goal of ongoing research is to comprehend the entire spectrum of variance in how readers' tactics and the reading process function.

Although reading has received a lot of attention, studying reading miscues presents some intriguing opportunities for linguistic and psycholinguistic research in general. For example, this kind of analysis makes use of natural language instead of artificial quasi-linguistic tasks. Additionally, it offers an expectation model (the E.R.) with which to compare the subject's actual performance (the O.R.). It may enable reading tasks to be used in psychological, linguistic, and psycho-linguistic research in a more scientific manner. Paradoxically, reading tasks are widely used in this kind of research, but the task's impact on the outcomes has often been overlooked. Reexamining the conclusions of this kind of research and conducting it again could provide a great deal of fresh insight.

Even though the current study is laborious and complex, a limited application of the ideas and insights it contains could result in novel diagnostic techniques for use in hospitals and

classrooms. Based on the taxonomy, Y. Goodman and Burke (1969) have already proposed an informal classroom technique.

It is hoped that the current descriptive research will produce theories regarding the reading process that can be empirically verified and provide fresh perspectives on strategies and resources for teaching reading.Like any reading research, the ultimate measure of this study's worth is the impact it has on improving reading instruction.

4. Error Analysis and Findings

This study aimed at identifying and categorizing the miscues students generated by the students in their oral reading, and then coding their miscues according to Goodman's and Burke's of graphic similarity. syntactic acceptability. The passages, which are read by thirty students. consisted of 335 words. The researcher used the Goodman Taxonomy of Oral Reading Miscues Inventory (1972) are used as instruments for coding, analyzing, and examining these miscues. The study also aims at determining the relationship between the number of miscues and the comprehension.

Male and female students differed significantly in the number of miseries produced and in the proportion of these miscues to the number of words in the passages. Female students produced a total of (225) of different miscues, whereas male students produced a total of (295) miscues.

Table (2) shows the total of miscues and their proportions to the number of words in the passages for both sexes.

Sex	Total of miscues	Proportions of miscues to words of the text
Males(N=15)	295	88.05%
Females(N.=15)	225	67.5%

The proportions of miscues are computed by multiplying the total number of the miscues of each student by 100 and dividing the total by the number of words in the passages.

Table 2 shows that the female students produced less miscues than male students. (The proportion of miscues of each male or female to the total words of the passages is 88.05 for the male students. 67.16 for the female students). This shows that the female students produced less miscues than male ones, all things being equal.

Correction in all students appeared when they realized that reading went wrong when they combined it with the meaning, which is not clear to them They regressed to check and correct in order to arrive at the right message Not only did they regress at the level of the word, but also at

the level of connected speech and quite often regression ended with successful attempts. The regression and correction attempts are mainly triggered by Lack of fitness between the observed response and what is there in the text or as a result of students' preoccupation with sounding out the words correctly where they lost track of the connected speech and the meaning involved. On the whole, this seemed a healthy strategy because it is a sign of good reading for comprehension.

Table 3 shows the correction behavior for males and females. Seventy two out of live hundred and twenty were not corrected by the readers in this sample. Three hundred and thirty six are corrected successfully.

Table (3)

Number and percentage of correction behavior for male and female readers.

Correction Behavior						
Sex	Successful attempts at correction	Percentages	unsuccessful attempt at correction	Percentages	Miscues left uncorrected	Percentages
Males (N=15) Total 295	160	47.6%	82	73.21%	53	73.61%
Females(N=15) Total 225	176	52.4%	30	26.78%	19	26.83%
Total 520	336	100	112	100	72	100

Correction Behavior

The correction miscue type consisted of three sub-divisions: the miscues which are successfully corrected, miscues which are unsuccessfully corrected, and those which are left uncorrected.

Table 3 indicates that the male students of the study made 160 successful attempts whereas the female students made 176 successful attempts.

The percentages of successful attempts are 47.6% for males and 24% for females as revealed in table (2) the twenty students made 336 successful attempts at correction. Unsuccessful attempts to correct their miscues are (82) for males and (30) for females. The percentages of unsuccessful attempts are 73.21% for males and 26.78% for females. The total number of unsuccessful attempts is (112) as indicated in table (3). The male students leave 19 miscues without

correction. The percentages of the miscues left uncorrected, were 73.61% for males and 26.38% for females and 72% miscues were left without correction which implies that they were not proficient readers.

The teachers are required to encourage self-correction attempts by the students in all graders, males and females, guiding them by whatever cues are available in the text. The teachers also should guide the students to read for comprehension which is the ultimate goal for reading, and to read for a variety of purposes. On the other hand, they should be in a position that enables them to identify, categorize, and analyze their students' miscues and find out what causes them, in order to tackle them properly. The results in table (3) indicate that they are reading for comprehension. On the other hand, males made fewer attempts at correction and left more words uncorrected. This shows that females are better comprehenders and are more conscious of the role of meaning in reading

Graphic Similarity

The comparison between the graphic similarity of the miscues is done between the male and the female miscues on the three levels, when the similarity is strong, weak, or when there is partial similarity. Table (4) shows the percentages of graphic similarity and sounds similarity between male and female miscues. The sample resulted with the respect to these RMI coding sheets categories: graphic similarity and phonic similarity are presented in table(4)

Table (4)

Percentages of Graphic and sound (phonic)relationships for male and female readers.

Miscue Category						
Graphic Relationships			Sound Relationships			
sex	strong	Partially strong	weak	strong	Partially strong	weak
Males(n=15)	39%	45%	16%	40%	43%	17%
Females(n=15)	25%	63%	12%	27%	62%	11%
	32%	54%	14%	35.5%	55%	14%

Looking at the RMI, we can see that the readers achieved high scores on sound relationships across all readers in this sample since 55% of their oral reading miscues show partially strong sound similarity between the expected responses and the observed responses, where as 35.5% of the twenty readers are classified as "strength, and 14% of the twenty readers are classified as "weakness".

This profile also shows that the graphic similarity category indicates that 54% of the readers' miscues show a partially strength of graphic similarity between the expected responses and the observed responses. The graphic similarity also indicates that 32% of their oral reading miscues show "Strength". and 14% of their oral reading miscues show "Weakness".

The RMI Reader Profile 1 describes the performance of the twenty readers as a group. For example, the grammatical function revealed that 42.5% of the miscues are classified as "weakness". 31% of the miscues are classified as "strength" and 26.5% as "partial strength". On the other hand, the performance of the twenty readers on the grammatical relationships show that 33.5% of the miscues are classified as strength", but 27.5% of the miscues are not grammatically acceptable in terms of the meaning of the whole passages (the First Calendar) The RMI Reader Profile 1 also describes the performance of the students. It indicates that their retelling score is 52.85% which is a middle grade, this shows that they are moderate (fair) in retelling.

The readers' weakness profile in grammatical relationships indicate that 27.5% of the readers' miscues are not grammatically acceptable in the whole passages. In other words, the miscues are not corrected (72 out of 250) are not corrected by the readers, that is to say, the twenty readers profile in grammatical relationships show that 33.5% of the miscues are grammatically acceptable or are corrected. The readers' partial strength profile in grammatical relationships indicate that 38% of the readers' miscues are partially strength. The category of overcorrection in the grammatical relationships is dropped out because a few miscues are coded "overcorrection".

The findings in the RMI Reader Profile 2 and 3 show that 55% of the female renders' miscues produced "no loss" of comprehension, that is, there change in meaning as a result of these miscues, while 29% of their miscues show "loss" in meaning, that is, the miscues produce structures from which the renders gained no meaning. Moreover, 16% of their miscues show "partial loss" of comprehension, 14% of the male readers, miscues produce "no loss" of comprehension, while 24% of their misses produce "loss" of meaning 35% of their miscues show "partial loss" of comprehension.

Conclusion

The main purpose of this study is to analyze, identify and classify the oral reading miscues of fifth graders in preparatory studies in Thi-Qar Governorate. Thirty students of the study are chosen randomly. The researcher uses percentages to identify the differences between the male and the female students

It is noticeable that most of the students break the long words into two words when they pronounced them. For example "reconstruct" is broken into "recon" + "struct", "insignificant into "insg"+"nificant", "correlating" into "corr" "lating", and "depicted" into "depi" +"cted". The

researcher believed that most of the miscues which committed by those readers could be attributed to the teacher who didn't give enough information to his students.

The high number of successful attempts at corrections by male and female readers, show that the students are at advantage in the area of structure and semantics. Miller and Sakson, 1978). The researcher arrived at the conclusion that the thirty readers have command of the basic structures of English because 72 out of the 135 miscues are not corrected by the readers. The high percentages of correction attempts indicate that the thirty readers are getting meaning from the English print. The high percentages of correction attempts may be due for a variety of the readers levels, among which are the high comprehension scores, developmental levels of the readers, and the correspondence of familiarity with the grammatical structures.

Allen and Dorothy (1978) indicate that there is a relationship between the percentage of correction attempts and comprehension ratings. Generally, readers who have low comprehension scores show a tendency to make few correction attempts (p.71-2).

Summing up this study can be summarized as follows:

1. There is a statistically significant difference between the male and female readers in the proportions of miscues to words of the text, ie, the female readers produced less miscues than the male ones.

2. There is a statistically significant difference between the male and female readers in that, the female readers scored higher in grammatical functions than the male ones.

3. There is a similarity in using the reading strategies, ie, the twenty readers achieved high scores on the sound relationships in this sample.

4. It is clear that the performance of twenty readers indicate that their retelling are fair (moderate).

5. There is a similarity in using reading strategies, 1.9, the twenty readers show " no loss" in meaning that is, the miscues produce structures from which the readers gained less improvement in meaning.

6. There is a statistically significant difference between the male and female readers in that, the female readers scored higher in comprehension than the male ones.

7. It is clear that the female readers are better in their oral reading for the passage "The First Calendar" Than the male ones; therefore, the female readers were good comprehenders than the male ones

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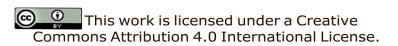
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