

**DISCOURSE LEVEL LISTENING COMPREHENSION IN 3rd GRADE
AND 4th GRADE KANNADA SPEAKING CHILDREN WITH
LEARNING DISABILTIY**

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A Dissertation Submitted in Part Fulfillment for the Degree of Master of Science (Speech-
Language Pathology)

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May, 2017

Certificate

This is to certify that this dissertation entitled “Discourse-level listening comprehension in 3rd grade and 4th grade Kannada speaking children with learning disability” is a bonafide work in part fulfillment for the Degree of Master of Science (Speech- Language Pathology) of the student (Registration No. 15SLP012). This has been carried out under the guidance of a faculty of this institute and has not been submitted earlier to any other University for the award of any other Diploma or Degree.

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This dissertation entitled “Discourse-level listening comprehension in 3rd grade and 4th grade Kannada speaking children with learning disability” is the result of my own study under the guidance of Dr. Jayashree C. Shanbal, Reader in Language Pathology, Department of Speech-Language Pathology, All India Institute of Speech and Hearing, Mysore, and has not been submitted earlier in any other University for the award of any Diploma or Degree.

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Dedicated to LORD and my PARENTS

**POWER OF PRAYER CANNOT BE EXPLAINED BUT ITS POWER CAN
BE EXPERIENCED**

PRAY BEFORE YOU OVERTHINK

Acknowledgement

Thank you mommy and Daddy so much for all your support, love and care....

I would like to thank everyone who has supported me throughout my dissertation and otherwise....

Dr. Jayashree ma'am... thank you so much for your constant support throughout the work.

You have always been inspirational and supportive throughout ma'am. Every time I have come to meet you, it's been a wonderful learning experience. Every single thing you taught me improved my research skills and it helped in clinical service as well. I adore you immensely for your dedication and your patience whenever I came to you with doubts. Thank you so much for imparting skills in me. You always remain as a smartest guide for me Ma'am.... thank you so much for always listening to me, supporting me, and encouraging me whenever I had to go through a tough time. I can never really thank you enough ma'am.... I also thank you for being so adorably cute ma'am which made me fall in love with you....

All my lecturers and staffs members at AIISH I sincerely thank for all your support your support in these two years. Special thanks to Dr. Prema ma'am, Dr. Yeshoda ma'am and Dr. Manjula ma'am for supporting me so much and helping me during my hard times. Dr. Prema ma'am and Dr. Yeshoda ma'am thank you so much for providing me moral support always.

Thank you Dr. Santhosha sir for all your guidance and help.

Thank you so much Robina and Suhas for being a huge support throughout.

All my classmates, batch mates especially Jesnu thank you all for direct and indirect help and support. A special thanks to my dissertation counter parts Pritismita and Vishnupriya..

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CHAPTER 1: Introduction

Narrative discourse could be an event that happened to the narrator (usually an everyday life event or experience) told in an order or discourse of the narrator's fancy in which he/she invents a story from imagination or recreates a story via an illustrated book, a series of pictures or movies (McCabe & Peterson, 1991). Authors have reported that a basic narrative structure begins to be established already at age of 5 to 6 years, when representations (usually partial), a single episode and/or attempts to resolve a problem appear in the children. In addition to using diverse linguistic strategies to express evaluative contents, children begin to exhibit verbal expression of emotions and other states from a global perspective related to the story line that is from age 9 years (Bamberg & Damrad-Frye, 1991).

Communication is a process which involves a listener and a speaker. Speaking alone does not constitute communication until and unless what is said is comprehended by a listener (Rivers, 1966). Listening is a pre requisite for language learning according to many studies. The ability to listen and understand what is been told can be considered as a basis for speaking. Listening, speaking, reading and writing are the normal sequence of development of language skills. Listening and reading can be described as decoding functions, and speaking and writing can be described as encoding functions (Varghese, 2000). Listening is a process which differs from hearing where in selection, organization and interpretation of ideas takes place. It also requires evaluation, acceptance or rejection, internalization, appreciation of the ideas expressed (Varghese, 2000). In an active process of listening, sound waves carry the spoken words to ears, it is then passed through the outer ear canals without destruction. Then pass through the ear drum and the middle ear. These sound waves travel through inner ear which is carried to the brain via

auditory nerve. Then the brain compares this information to previously stored sounds to make sense of the message (Varghese, 2000).

Listening comprehension milestones given by American Speech Language Hearing Association (ASHA, 2007) indicate that in the kindergarten children will be able to follow 1-2 simple directions in a sequence, listen to and understand age-appropriate stories read aloud and will be able to follow a simple conversation. At the age of six, that is, during first grade children will be able to remember information, respond to instructions and can follow 2-3 step directions in a sequence. In the second grade level children will be able to follow 3-4 oral directions in a sequence, can understand direction words (e.g., location, space, and time words), they will be able to answer correctly to questions about a grade-level story. In the third grade they can listen attentively in group situations and will be able to understand grade-level material. Fourth graders will be able to listen to and understand information presented by others, will be able to form opinions based on evidence, and listen for specific purposes. Fifth graders will be able to listen and draw conclusions in subject area learning activities.

It appears that once the child achieves pre-reading skills fluently, the ability to comprehend spoken sentences also develops. Listening comprehension is highly predictive of academic achievement (Bishop & Snowling, 2004). The cause of early learning difficulty is weakness in child's ability to comprehend spoken language (Stoganovik & Riddell, 2008). In some children, such as children with learning disability, poor listening comprehension and poor reading comprehension are observed (Snowling, 2012) and reading comprehension is found to be strongly related to listening comprehension (Diakidoy, Styllianou, Karefillidou, & Papageorgiou, 2005; Hagtvet, 2003; Nation & Snowling, 2004).

Listening comprehension plays an important role in language development and academic achievement. Children with deficit in listening comprehension such as Specific language impairment (Van der Lely & Stollwerck, 1997; Bishop & Adams, 1992), autism (Norbury & Bishop , 2002), hearing impaired (Arfe, 2015) are found to encounter serious problems with respect to academic achievements and fall behind when compared to their peer group. Impact of listening comprehension deficit in children with learning disability (Nation & Snowling, 2004) is seen in various forms. They exhibit difficulty with reading comprehension, difficulty with word identification skills, have difficulty with following oral directions, can remember only some part of directions, have problem remembering homework and assignments, have difficulty with understanding oral narratives, have difficulty answering questions about the content of the information given, have problem with critical thinking to arrive at logical answers, have difficulty with word associations, categorizing, and classifying, have difficulty with note-taking or dictation, have difficulty with listening for long period of time, they require multiple repetition, can carry out task by watching other children but fail to do it when said orally, difficulty memorizing their personal details (phone numbers, address), they exhibit difficulty in paying attention

CHAPTER 2: Review of Literature

“Language is a wonderful thing, which makes man a man”

- Mc Grady (1968).

Learning process in individual's life is dependent on language and individual's facility with verbal symbols (Varghese, 2000). It is a tool that helps us to process things and understand and speak as well. Expressive and receptive modalities can be considered as the forms of the language, where in speech and writing are expressive modalities and listening and reading are receptive modalities. Since speech and listening are acquired first they are considered as primary language modalities (Varghese, 2000).

The modalities share mutual underlying cognitive-linguistic-communicative systems and processes, where in they differ in surface features but their essentials are the same for all the modalities. This indicates the role of the language in learning and its deficiency in the language that may manifest in the form of many problems such as, misunderstanding what is being said or having problem with what is being said, taking long time to understand what is read or several reading is required for comprehension of the passage or story which are reported to lead to difficulties such as enjoying stories, speech language and listening difficulties, and poor attention during listening tasks (Varghese, 2000). Therefore it can be said that listening has an important role in language learning.

2.1 Listening and Listening Comprehension

Listening differs from hearing where in hearing is physiological process which does not require interpretation. Listening is a process which requires selection of an

appropriate meaning and organizes ideas according to their relationships. Listening also requires evaluation, acceptance or rejection, and internalization. Listening is defined as an active process of hearing and comprehending what is said (Varghese, 2000).

The processes of listening include receiving, interpreting, recalling, evaluating, and responding (Jones, 2016). These processes are explained in the following section. In the process of receiving, the authors have reported that an individual engages in other steps in the listening process i.e., he/she must take in stimuli through the senses. It was observed by the authors that this part of the listening process is more physiological compared to other parts, which include cognitive and relational elements. Primarily the information is taken from listening through auditory channel (Jones, 2016).

During the interpreting stage of listening, the authors observed that the information will be combined and an individual attempts to make meaning out of that information using schema. The interpreting stage engages cognitive and relational processing as we take in informational, contextual, and relational cues and try to connect them in meaningful ways to previous experiences. It is through the interpreting stage that one may begin to understand the stimuli that were heard. When we understand something, we are able to attach meaning by connecting information to previous experiences. Through the process of comparing new information with old information, we may also update or revise particular schema if we find the new information relevant and credible. The ability to recall information is dependent on how the memory works. Our memory consists of multiple “storage units,” including sensory storage, short-term memory, working memory, and long-term memory (Jones, 2016).

During evaluation, it is reported that one makes judgments about its credibility, completeness, and worth. In terms of credibility, one tries to determine the degree to

which we believe a speaker's statements are correct and/or true. In terms of completeness, one tries to "read between the lines" and evaluate the message in relation to what we know about the topic or situation being discussed. One tries to evaluate the worth of a message by making a value judgment about whether we think the message or idea is good or bad, right or wrong, or desirable or undesirable. All these aspects of evaluating require critical thinking skills, which we are not present as inherit but must develop over time through our own personal and intellectual development. Responding requires sending verbal and nonverbal messages that indicate attentiveness and understanding.

Operationally in the present study literal/factual and inferential word are used synonymously. Literal/ factual comprehension: the direct information provided in the text will be utilized for comprehension of the text. Inferential comprehension: drawing an inference by integrating textual information with their prior knowledge (Hogan, Adlof, & Alonzo, 2014).

There are studies conducted to study the role of cognitive components in normal language development. Simple model of the phonological loop (Baddeley, 1986), a component of working memory, has proved capable of contributing for the development. However, the role of this subsystem in everyday cognitive activities was unclear. Therefore in the review article by Baddeley, Gathercole, and Papagno (1998), the authors reviewed studies of word learning. They reported that the phonological loop plays a crucial role in learning the novel phonological forms of new words for language development. The authors proposed that the primary purpose of the phonological loop is to store unfamiliar sound patterns while more permanent memory records are being constructed. It is also said that it is used in retaining sequences of familiar words. Baddeley (1986) proposed that short term memory or the working memory is composed

of three separate units such as central executive, phonological loop and visuo-spatial sketch pad. The phonological loop plays an important role in everyday life. The phonological loop may play a key role in the acquisition of vocabulary, particularly in the early childhood years. It may also be vital for learning a second language. The phonological loop (or "articulatory loop") as a whole deals with sound or phonological information. Visuo-spatial sketch pad is specialized for storing visual and spatial information. Here the visual imaginary tasks are performed. Sketch pad also stores visual information that has been encoded from verbal stimuli. It is used in the temporary storage and manipulation of spatial and visual information, such as remembering shapes and colours, or the location or speed of objects in space.

There are also many studies conducted to study specific linguistic components such as phonology, semantics and syntax for comprehension and expression. Bishop (1997) stated that the comprehension of spoken language requires competence at different levels such as phonology, semantics, syntax and pragmatics. The author observed that the comprehension of spoken language involves encoding the available information through listening into phonological representation. Further phonological representation would make contact with the long term representations in mental lexicon. This helps in associating a given sound pattern with meaning. The author found that as the processing proceeds down the information processing chain, representation becomes more abstract and remote from the surface characteristics.

Comprehension of information can be of two types, listening comprehension and reading comprehension. According to the literature, listening comprehension is influenced by linguistic components and also by cognitive components. Hannon and

Daneman (2001) tried to measure of individual differences in reading comprehension ability. The task of the participants was to read 3-sentence paragraphs which described the relations among a set of real and artificial terms, and then they were supposed to answer for true–false statements. This assessed their ability to access and integrates long-term memory knowledge with text information, to make inferences from text, and to recall text. The authors put forth that both linguistic components and cognitive components contributed for the comprehension. Linguistic component such as adequate vocabulary knowledge and cognitive component such as working memory contributes for the comprehension. Integration of many linguistic and cognitive processes results in better comprehension of the text.

Cain, Oakhill, and Bryant (2004) aimed at investigating the relationship between working memory capacity and reading comprehension skills. The study included participants of age range 8, 9, and 11 years. The authors assessed children’s reading ability, vocabulary and verbal skills, performance on 2 working memory assessments that is sentence-span and digit working memory. The component skills of comprehension were also assessed (i.e., inference making, comprehension monitoring and story structure knowledge). The authors observed that working memory and component skills of comprehension predicted unique reading comprehension .The authors also found that relations between reading comprehension and both inference making and comprehension monitoring were not totally influenced by working memory.

Literature also highlights on the assessment and intervention that can be undertaken in order improve the comprehension skills. Vanden Broek, Kendeou, Kremer, Lynch, Butler , White and Lorch (2005) aimed at throwing a light upon development of

comprehension skills in young children. They also aimed at discussing possible ways to assess comprehension skills. They found that the comprehension processes used by preschool children was similar to that of older children and adults. The children use processes such as identification of meaningful relationships between events and facts, in particular of referential and causal relationship. This indicates that young children engage in these processes when the information is about concrete, familiar events, and when they provide a lot support for necessary inferences. The results of this study also show that these processes for comprehension are predictive of later reading comprehension skills. The study also highlight on the assessment of comprehension. The authors say that the assessment must not just focus on the basic level of identifying the processes but it should include high level processing assessment. The study also emphasizes on the importance of assessment of quality of recall, question and answering and so on. This is because children acquire more vocabulary knowledge, comprehension strategies and the efficiency of their cognitive processes increases with age.

Brand-Gruwell, Aarnotses and Bos (1998) conducted a study in order to determine whether it is possible to teach children text comprehension strategies. The study included 4th grade learning disability children and control group. These children were poor decoders and had poor reading comprehension. They also scored poorly on listening comprehension task. Then the four strategies such as clarifying, questioning, summarizing, and predicting were trained through direct instruction in reading and listening settings. The performance in post test was better compared to pre test was observed by authors. The authors indicated that the children who exhibit poor reading and listening comprehension can be trained with strategies such as clarifying, questioning, summarizing, and predicting in order to improve their comprehension skills.

2.2 Discourse level Listening Comprehension in the Language Impaired

The area of language learning that is often ignored or minimally explored by researcher's remains listening comprehension at the discourse level. There are studies which have been conducted on these lines in children. Zwaan and Radwansky (1998) tried to explore the use of situation models in language comprehension and memory retrieval. According to them, it is explained that the situation models are integrated mental representation of a described event. According to the review the authors found that for normal discourse processing, working memory is utilized in order to construct, maintain, and update detailed and coherent mental representations of both explicit information (i.e., facts) and implied (i.e., inferential) information during listening and reading. Finally more in-depth understanding and greater skill in recalling facts and making inferences from the text through listening area associated with more elaborate mental representations. Ability of the children to construct the information, maintain it in the working memory, and also update the information with upcoming new information allows them to identify the facts from the text. The ability to understand the text beyond what is literally presented requires in depth comprehension in order to make inferences about the text.

Kendeou, Bohn-Gettler, White and Van den Broek (2008), conducted a study to investigate the degree to which children's inference generation ability generalizes across different media. They also tried to explore how this ability predicts narrative comprehension over and above basic language skills and vocabulary. For this purpose they followed two cohorts of children aged 4 and 6 as they turned 6 and 8 years old, respectively. The authors assessed children's inference and narrative comprehension skills using aural, televised and written stories. The children's basic language skills and

vocabulary was also assessed. The findings demonstrated that children's inference generation skills were highly inter-related across different media for both cohorts and at both time points. They also found that children's inference generation had a significant contribution to children's narrative comprehension over and above basic language skills, vocabulary and media factors.

But there are group of poor comprehenders reported in literature. These groups include children with language impairment such as SLI, HI, Autism, etc. A subgroup of children with LD is found to also have poor listening comprehension at discourse level. Van der Lely and Stollwerck (1997) in their study aimed to understand the nature of grammatical SLI in children. They also explored the relationship between different sources of knowledge such as syntactic knowledge versus knowledge of lexical properties and pragmatic inference in the intra-sentential co-reference. The authors have considered 12 grammatical SLI children and 12 control group children. The picture-sentence pair judgment task was used by the authors. The result revealed that children with SLI often produce only simple syntactic structures and have problems comprehending complex sentences.

Bishop and Adams (1992) in their study considered a group of 61 children with specific language impairment (SLI) and compared them with a control group on a comprehension task, in which the child was questioned about a story that had been presented either orally or as a series of pictures. Half the questions were literal and the remainder required the child to make an inference about what had not been directly shown or stated. The authors found that SLI children were impaired on this task. The authors concluded that SLI children are impaired in constructing an integrated

representation from a sequence of propositions, even when such propositions are presented nonverbally.

Norbury and Bishop (2002) investigated the story comprehension abilities of four groups of children that is children with typical specific language impairment (SLI-T), children with pragmatic language impairments who were not autistic (PLI), children with high-functioning autism (HFA) and typically developing controls. The story comprehension task required children to answer questions about the literal content of the story, as well as questions involving two types of inferences. The authors observed that children with pragmatic difficulties related to HFA were more likely to have specific inferencing deficits. Therefore this supports the notion of weak central coherence underlying deficits in inferencing. The authors concluded saying that comprehension aids recall by enabling the listener to build a more stable mental representation of the story. The pragmatic deficits seen in autism compromise this process.

Arfe (2015) examined the discourse skills of deaf and hard of hearing (DHH) children by comparing their oral and written narratives produced for the wordless picture book. The written stories produced by 42 Italian 7- to 15-year-old children with moderate to profound hearing loss were compared with those of 48 school-age-matched hearing controls. The authors determined that the children with hard of hearing showed poorer discourse skills in oral and written narration.

2.3 Discourse-level Listening Comprehension in Learning Disability

Children with LD are also found to have poor reading comprehension along with listening comprehension. “Simple view reading model” of reading given by Gough and Tunmer in 1986 says that there is a necessary for reading comprehension for overall

language comprehension. According to this model reading comprehension is the product of two primary factors. First factor is word recognition that is the ability to translate printed text into pronounceable words. Second factor is linguistic comprehension that is the ability to understand the text if it is heard instead of read. The model also says that just with these two factors achievement in reading comprehension is not possible. Therefore during text decoding along with reading comprehension even listening comprehension is required. In other words skilled reading requires development of a set of processes by which the words are recognized and understood (i.e., word recognition processes). It also requires the development of language comprehension processes which helps in comprehending spoken language as well. Learning to read involves setting up of the processes. That is words are recognized and understood and the language comprehension processes continue to develop for both written and spoken language comprehension.

Cain and Oakhill (2007) stated that listening comprehension which is comprehension to spoken language and its cognitive processes are considered to be building blocks for reading comprehension (which is comprehension to written text). According to the authors comprehension of written and spoken language is considered as a complex task which requires various cognitive skills and processes. The authors determined that the spoken language comprehension skills are considered very important as it serves as a foundation for reading comprehension. In other words reading comprehension is dependent on underlying listening comprehension skills. Reading and listening comprehension seem to share some common language skills. Therefore the components of spoken language comprehension which contribute to language comprehension become very important for adequate reading comprehension skills.

Kendeou, Van den Broek, White and Lynch (2009) examined the development of oral language and decoding skills from preschool to early elementary school. The authors tried to explore their relation to beginning reading comprehension. All the children of age group 4 to 6 year were tested on oral language and decoding skills and were retested 2 years later. The results of the study revealed that early in a child's life oral language and decoding skills contribute to the reading comprehension. The comprehension of oral language is considered as the primary ability which helps in the development or reading skills. The authors concluded saying that at very young age itself the influence of oral language and decoding skills influences on reading comprehension.

Diakidoy et.al. (2005) tried to investigate that whether the relationship between listening and reading comprehension becomes stronger after decoding mastery. They also aimed at investigating the difference between listening and reading decreases with increasing grade level. The sample included 612 students in Grades 2, 4, 6, and 8. The task of the students was to read and listen to two narratives and two expository texts. They were also made to undergo comprehension tests which were in the form of sentence verification tasks. The authors found that the relationship between listening and reading comprehension was weaker than the corresponding one with narrative text, and performance levels were comparable across all elementary grades. It was also found that reading comprehension levels were higher than listening comprehension levels in Grade 8, regardless of text type.

According to the literature the children with learning disability (LD) has problem with language components and cognitive components required for discourse level listening comprehension. McLean and Hitch (1999) aimed at investing the working

memory deficit in 9 year children with difficulties specific to arithmetic. The authors have used a battery of 10 tasks used to assess different aspects of working memory, including subtypes of executive function. The results revealed that children with poor arithmetic had normal phonological working memory but were impaired on spatial working memory and some aspects of executive processing. They were also impaired task designed to assess executive processes for holding and manipulating information in long-term memory. Therefore these deficits in executive and spatial aspects of working memory seem likely to be important factors in poor arithmetical attainment.

According to the review article by Baker (1995) who considered the studies which included students identified as general low performers, students with learning or reading disabilities, remedial readers not considered to have learning disabilities, high achievers, as well as culturally disadvantaged, language delayed, and linguistically diverse students. For examining the research evidence on vocabulary acquisition, five themes emerged and converged such as vocabulary size differences between students, accounting for those differences theoretically, successful methods to improve the vocabularies of students with diverse learning needs, and the relation between vocabulary knowledge and reading achievement. The result revealed that the children with LD, for reading typically exhibit widely disparate vocabulary knowledge.

Wise, Sevcik, Morris and Lovett and Wolf (2007) aimed to examine causal relationships among different linguistic subsystems and different measures of reading achievement in a group of children with reading disabilities. They considered 279 students in 2nd to 3rd grade who met research criteria for reading disability. These children's pre-reading skills, word identification, reading comprehension, and general oral language skills were assessed. They found that receptive and expressive vocabulary

knowledge was independently related to pre-reading skills. The authors have said that this suggests that vocabulary knowledge influences the development of pre-reading skills and indicates that receptive vocabulary knowledge is more strongly related to pre-reading skills than is expressive vocabulary knowledge. Expressive vocabulary knowledge and listening comprehension skills were found to be independently related to word identification abilities. Expressive vocabulary knowledge encompasses accessing both phonological representations and semantic knowledge, therefore expressive vocabulary knowledge may support word identification through two routes that is knowledge of a word requires both linguistic and meta-linguistic knowledge. Since listening comprehension is also related to identification abilities it may be attributed to a higher order skill, such as listening comprehension skills, being dependent on more basic vocabulary knowledge.

Since in the literature it was already proved that young children's reading comprehension skill is associated with their ability to make inferences from the text. Therefore Cain and Oakhill (1999) conducted an experiment to investigate this relationship and also to explore possible sources of inferential failure. The study included three groups of children where in one group included same-age skilled and less skilled comprehenders, and a control group. The authors found that the ability to make inferences was not a by-product of good reading comprehension, but good inference skills are the cause of good reading comprehension ability. The authors found that the failure to make inferences was not due to lack of general knowledge but it was due to poor reading comprehension strategies.

According to a study by Nation and Snowling (2004) which examined 72 students at 8.5 and at 13 years of age, which measured both vocabulary knowledge and listening

comprehension skills, listening comprehension skills appeared to be the most important factor in prediction of reading comprehension which was assessed by aloud passage reading followed by questions intended to assess comprehension of reading passage. Listening comprehension skills were found to be the strongest predictor of reading comprehension.

Hagtvet (2003) examined a group of second grade children. The author used a written cloze task to assess reading comprehension, the task involved the presentation of a set of sentences in which some sentences were missing a word and the children were required to complete the sentence with an appropriate word. Results revealed that the listening comprehension strongly predicted the written cloze task. A study done by Beninger and Abbott (2010) documented as the interrelationship between reading and listening comprehension is bidirectional in first, third, fifth and seventh grade children. The assessment of listening comprehension might provide an insight into the learning difficulties that the child with learning disability is likely to encounter in their school years.

As listening plays an important role in understanding what the speaker is saying, the children with deficit in listening comprehension are often reported to fail in following the classroom directions which is the level I difficulty where in they will miss out information. Most of the time they are able to remember only some part of the instructions and fail to take notes in the class, therefore they are found to show difficulty in following instructions appropriately and also to finish their home works in time. They may also exhibit word identification and association difficulty. This could lead to poor writing and later reading as well. Poor ability to infer the meaning from the chapters taught in the class through listening can hamper the ability to understand and grasp the

information taught in the class. This may impede their overall academic language skills in school. As literature suggests, poor academic language abilities in children with Learning disability could be due to an underlying poor oral language abilities. This would also include yet another aspect of language such as the listening comprehension abilities at various levels which need to be addressed with caution especially when it comes to intervention of children with Learning disability (LD). Hence there is a need to study the listening comprehension in children with learning disability.

Aim of the study

The primary aim of the present study was to study the discourse level-listening comprehension of children with learning disability in the 3rd grade and 4th grade.

The objectives of the study were as follows:

1. To study the performance of typically developing children in the 3rd and 4th grades on listening comprehension.
2. To study the performance of children with learning disability in the 3rd and 4th grades on listening comprehension.
3. To compare the performance of children with learning disability and typically developing children on listening comprehension.

CHAPTER 3: Method

The primary aim of the present study was to study the discourse level-listening comprehension of children with learning disability in the 3rd grade and 4th grade. A standard two group comparison research design was used to compare the discourse level listening comprehension in typically developing children, TDC (i.e., control group) and the children with learning disability, LD (i.e., clinical group)

3.1 Participants

The participants were divided into two groups the clinical group and the control group. The clinical group included a total of 20 children with learning disability. The children were further subdivided into groups of 3rd grade and 4th grade. The control group included a total of 40 typically developing children. The children were further subdivided into groups of 3rd grade and 4th grade children who were age and gender matched.

Participant Selection Criteria

The participants in the two groups were selected on the basis of following criteria:

- a) Children attending regular English medium school
- b) Kannada as the mother tongue
- c) Children with no history of speech, language and hearing problems.
- d) Children identified as learning disability by a qualified Speech-Language Pathologist and Clinical Psychologist.
- e) Participants who had no sensory, motor issues as on International Classification of Functioning, Disability and Health (ICF CY Checklist, 2003) of the World Health Organization.

An informed consent was taken from all the participants and/ or caretakers before the actual testing.

3.2 Test material

The test material included stimuli for assessing listening comprehension task using five stories followed by questions. The task was selected based on the principle of Test for listening comprehension- TOR 3-8 given by Roch, Altoe`, and Levorato (2009). The material consisted of 5 Kannada stories selected from Reading acquisition profile in Kannada given by Prema (1997) which is of equal difficulty and length. Each story consisted of 6 questions, where in 3 questions were based on explicit information (factual questions) and 3 questions were inferential questions. The questions were followed by a multiple-choice task where the participants were provided with the multiple-choice in the form of pictures (See appendix I & II). The stories, questions (factual questions and inferential questions), and pictures were validated by three Speech Language Pathologists (SLPs). The SLPs were expected to rate the stories and questions using the likert scale given based on two criteria for each grade (Grades 3rd and 4th). The two criteria included ‘Level of appropriateness of the stories and questions’ and ‘Level of difficulty’. Rating was done for two aspects which included (1) Appropriateness and difficulty of stories for each grade and (2) Appropriateness of questions for each grade.

Likert scales: following likert scales were used to rate score stories and questions

Level of Appropriateness: 1– Absolutely inappropriate; 2 – Inappropriate; 3 – Slightly inappropriate; 4– Neutral; 5– Slightly appropriate; 6– Appropriate; – Absolutely appropriate
Level of difficulty: 1– Very difficult; 2 – Difficult; 3 – Neutral; 4 – Easy; 5 – Very easy. The SLPs were also asked to rate the level of appropriateness and level of difficulty using same likert scale for pictures, they were asked to rate the parameters like

size and appearance of the pictures, iconicity, stimulability and clinical relevance as very poor, poor, fair, good and excellent.

Linguistic profile test in Kannada (Suchithra & Karanth 2007) was used to assess for language ability, where in the phonological, syntactical and semantic ability of the participants was assessed.

3.3 Procedure

The participants were tested individually in quiet room. After the administration of the screening test, the stories were played to the child one at a time. Then the child's comprehension was assessed by 6 multiple-choice questions (3 factual questions and 3 inferential questions) with four possible answers which were represented by pictures. After reading the questions, the experimenter read the possible answers while pointing to the corresponding pictures. The child was then asked to choose the correct answer.

The language ability of the child was assessed using the Linguistic profile test in Kannada LPT (Suchithra & Karanth 2007).

3.4 Scoring and analysis

The responses were recorded on a response sheet and scored. Each passage consisted of 6 questions (3 factual questions and 3 inferential questions), each question carried 2 points. For factual questions the score of '0' was given for incorrect answer and the score of '2' was given for correct response. For inferential question the score of '0' was given for incorrect response, the score of '1' was given for incomplete correct

response and the score of '2' was given for correct response. The total score for factual questions (score out of 6) and the total score for inferential questions (score out of 6) was obtained for each passage. Then the grand total of both was considered (score out 60). The data was further analyzed using SPSS software (Version 20.0).

CHAPTER 4: Results

The primary aim of the present study was to study the discourse level-listening comprehension of children with learning disability in the 3rd grade and 4th grade. Forty typically developing children participated as the control group and twenty children with learning disability participated as clinical group. The task of listening comprehension involved the participants to answer the six multiple-choice questions with four possible answers which were represented by pictures once they are played with stories.

Descriptive statistics was used to compute mean, median and standard deviation values (SD) for typically developing children and children with learning disability. Shapiro Wilk's test was administered to check for normality, and the results revealed that the data did not follow normal distribution. Non-parametric tests were carried out to infer about performance of typically developing children (TDC) and children with learning disability (LD) on listening comprehension and also to compare the performance of children across grades and across groups.

The results of the study are described under the following section:

- 4.1 Performance of TDC in the 3rd grade and 4th grade on listening comprehension.
- 4.2 Performance of children with LD in the 3rd grade and 4th grade on listening comprehension.
- 4.3 Comparison of performance of TDC and LD on listening comprehension.
- 4.1 Performance of TDC in the 3rd grade and 4th grade on listening comprehension.**

Descriptive statistics was used to compute mean, median and standard deviation values (SD) for correct responses for listening comprehension components such as listening comprehension for factual questions (LCF), listening comprehension for inferential questions (LCI), total scores on listening comprehension (LCT) for the TDC across grades. Table 4.1 shows the mean, median and SD scores for LC of TDC in the 3rd and 4th grades.

Table 4.1:

Mean, median and SD scores of 3rd and 4th grades TDC on listening comprehension.

Grades	Listening comprehension components	Mean	Median	SD
3rd grade	LCT	56.20	56.00	2.73
	LCF	29.20	29.00	0.83
	LCI	27.15	27.00	2.21
4th grade	LCT	55.00	54.50	2.45
	LCF	29.90	30.00	0.45
	LCI	25.10	24.50	2.36

Note: LCT-Total score of Listening comprehension, LCF- Listening comprehension to factual questions, LCI-Listening comprehension to inferential questions

Analysis of results as observed from the table 4.1 for listening comprehension indicated that on LCT, TDC showed similar performance in 3rd (Mean=56.20; SD=2.726) and 4th grades (Mean=55.00; SD=2.449). On LCF, it was found that TDC in 4th grade (Mean=29.90; SD=0.447) showed better performance than 3rd grade (Mean=29.20; SD=0.834). On LCI, it was found that TDC in 3rd grade (Mean=27.15; SD=2.207) showed

better performance than 4th grade (Mean=25.10; SD=2.360). Results on Mann Whitney-U test showed that there was no significant difference between 3rd and 4th grades for LCT ($|z|= 1.457, p>0.05,$); significant differences were found between 3rd and 4th grades for LCF ($|z|= 3.474, p<0.05,$) and LCI, ($|z|= 2.578, p<0.05$) between 3rd and 4th grades. Thus the results indicated that, there was a significant developmental trend observed for listening comprehension to factual questions (LCF) wherein an improvement in performance of TDC was observed from 3rd grade to 4th grade. Overall the total LCT scores indicated that there was an improvement on listening comprehension from 3rd to 4th grade.

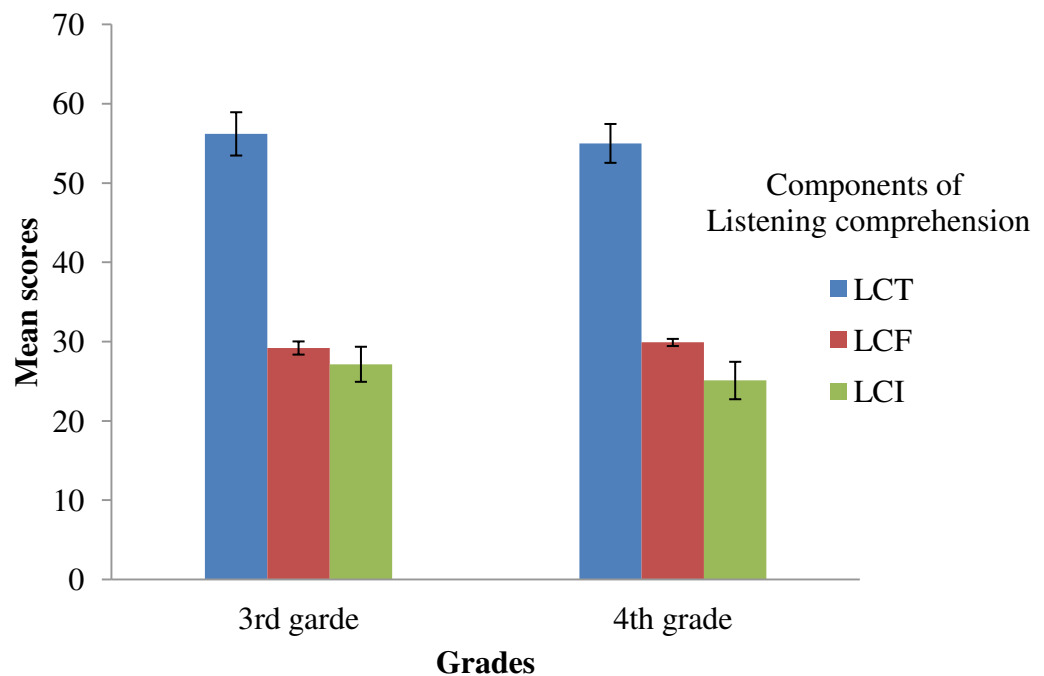


Figure 4.1. Mean scores of 3rd and 4th grades TDC on listening comprehension

4.2 Performance of LD in the 3rd grade and 4th grade on listening comprehension.

Descriptive statistics was used to compute mean, median and standard deviation values (SD) for correct responses for listening comprehension components such as LCF,

LCI and LCT for the LD group across grades. Table 4.2 shows the mean, median and SD scores for LC of LD in the 3rd and 4th grades.

Table 4.2:

Mean, median and SD scores of 3rd and 4th grades LD on listening comprehension

Grades	Listening comprehension components	Mean	Median	SD
3rd grade	LCT	37.70	38.50	6.27
	LCF	27.80	28.00	2.39
	LCI	9.90	9.50	4.31
4th grade	LCT	38.50	37.50	3.92
	LCF	29.50	30.00	0.71
	LCI	9.00	9.00	3.80

Note: LCT-Total score of Listening comprehension, LCF- Listening comprehension to factual questions, LCI-Listening comprehension to inferential questions

Analysis of results as observed from the table 4.2 for listening comprehension indicated that on LCT, LD showed similar performance in 3rd (Mean=37.70; SD=6.275) and 4th grades (Mean=38.50; SD=3.923). On LCF, it was found that LD in 4th grade (Mean=29.50; SD=0.707) showed better performance than 3rd grade (Mean=27.80; SD=2.394). On LCI, it was found that TDC in 3rd grade (Mean=9.90; SD=4.306) showed better performance than 4th grade (Mean=9.00; SD=3.801). Results on Mann Whitney-U test showed that there was no significant difference between 3rd and 4th grades for LCT ($|z|= 0.189$, $p>0.05$); significant differences were not found between 3rd and 4th grades for LCF ($|z|= 1.667$, $p>0.05$), and LCI ($|z|= 0.495$, $p>0.05$) between 3rd and 4th grades. Thus the results indicated that, there was a developmental trend observed for listening

comprehension to factual questions wherein an improvement in performance was observed from 3rd grade to 4th grade. Overall the total LCT scores indicated that there was an improvement on listening comprehension from 3rd to 4th grade.

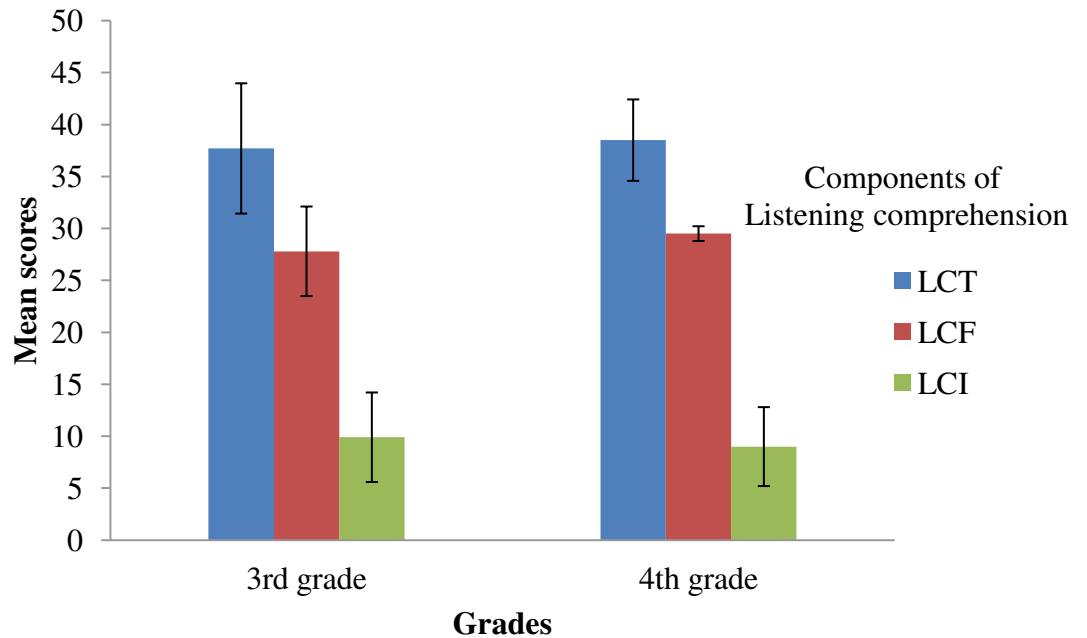


Figure 4.2. Mean scores of 3rd and 4th grades LD on listening comprehension

4.3 Comparison of performance of TDC and children with LD on listening comprehension

Descriptive statistics was used to compute mean, median and standard deviation values (SD) for correct responses for listening comprehension components such as LCF, LCI and LCT for the TDC group and LD group. Table 4.3.1 shows the mean, median and SD scores for LC of TDC and LD irrespective of grades.

Table 4.3.1

Mean, Median and SD scores of TDC and LD on listening comprehension.

Groups	Listening comprehension components	Mean	Median	SD
TDC	LCT	55.60	55.00	2.63
	LCF	29.55	30.00	0.75
	LCI	26.13	26.00	2.46
LD	LCT	38.60	38.00	1.99
	LCF	28.65	29.50	1.93
	LCI	9.45	9.00	3.98

Note: LCT-Total score of Listening comprehension, LCF- Listening comprehension to factual questions, LCI-Listening comprehension to inferential questions

Analysis of results as observed from the table 4.3.1 for listening comprehension indicated that on LCT, children with LD (Mean=38.60; SD=1.99) showed poorer performance than TDC (Mean=55.60; SD=2.629); there was a significant difference found between TDC and LD groups for LCT ($|z|= 6.285$, $p<0.05$) on Mann Whitney-U test. On LCF, it was found that children with LD (Mean=28.65; SD=1.927) showed poorer performance than TDC (Mean=29.55; SD=0.749); no significant difference was found between TDC and LD groups for LCF ($|z|= 1.794$, $p>0.05$) on Mann Whitney-U test. On LCI, it was found that children with LD (Mean=9.45; SD=3.980) showed poorer performance than TDC (Mean=26.13; SD=2.463); it was found that there was a significant difference between TDC and LD groups for LCI ($|z|= 6.289$, $p<0.05$) on Mann Whitney-U test. Thus the results indicated that, the performance on listening comprehension to inferential questions was good in TDC compared to LD group. Overall the total LCT

scores indicated that LD group was not able to perform well on listening comprehension compared to TDC group.

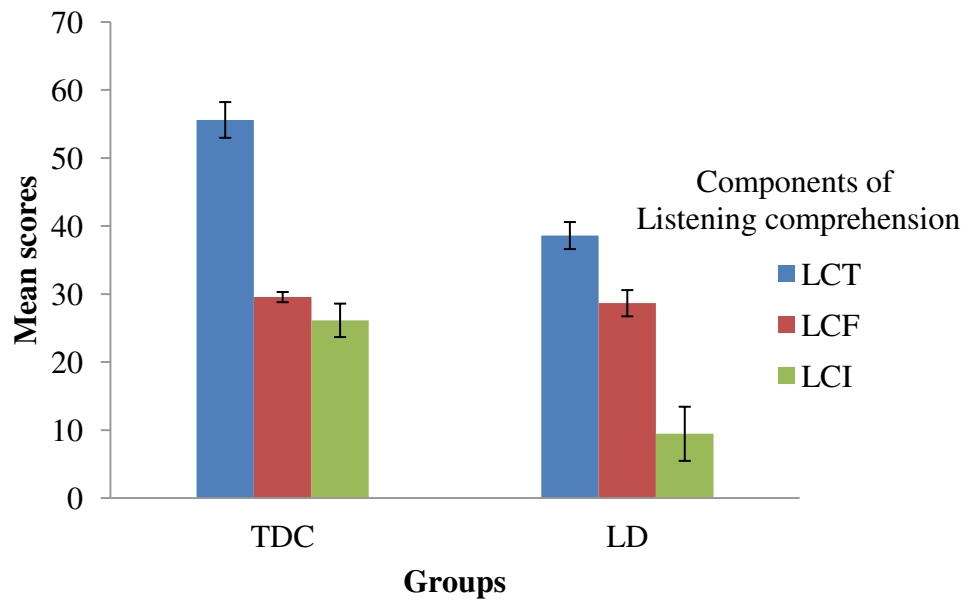


Figure 4.3.1. Mean scores of TDC and LD on listening comprehension

Table 4.3.2 shows the mean, median and SD scores for LC of TDC and LD in 3rd and 4th grades. Analysis of results as observed from the table 4.3.2 for listening comprehension indicated that on LCT, 3rd graders in LD group (Mean=37.70; SD=6.273) showed poorer performance than 3rd graders in TDC group (Mean=56.20; SD=2.726).

Table 4.3.2

Mean, median and SD scores of TDC and LD in 3rd and 4th grades on listening comprehension.

Grades	Listening comprehension components	TDC			LD		
		Mean	Median	SD	Mean	Median	SD
3 rd grade	LCT	56.20	56.00	2.73	37.70	38.50	6.27
	LCF	29.20	29.00	0.83	27.80	28.00	2.39
	LCI	27.15	27.00	2.21	9.90	9.50	4.31
4 th grade	LCT	55.00	54.50	2.45	38.50	37.50	3.92
	LCF	29.90	30.00	0.45	29.50	30.00	0.71
	LCI	25.10	24.50	2.36	9.00	9.00	3.80

Note: LCT-Total score of Listening comprehension, LCF- Listening comprehension to factual questions, LCI-Listening comprehension to inferential questions

Further, the analysis of results indicated that there was a significant difference between TDC and LD 3rd graders for LCT ($|z|= 4.410$, $p<0.05$) on Mann Whitney-U test. On LCF, it was found that 3rd graders in LD group (Mean=27.80; SD=2.394) showed poorer performance than 3rd graders in TDC group (Mean=29.20; SD=0.834); no significant difference was found between TDC and LD 3rd graders for LCF ($|z|= 1.387$, $p>0.05$). On LCI, it was found that 3rd graders in LD group (Mean=9.90; SD=4.306) showed poorer performance than 3rd graders in TDC group (Mean=27.15; SD=2.449); there was a significant difference between TDC and LD 3rd graders for LCI ($|z|= 4.419$, $p<0.05$). Thus the results indicated that, 3rd graders in LD group performed very poor in listening comprehension for inferential questions compared to 3rd graders of TDC. Overall the total LCT scores indicated that the performance of 3rd graders in LD group was poorer compared to 3rd graders in TDC group.

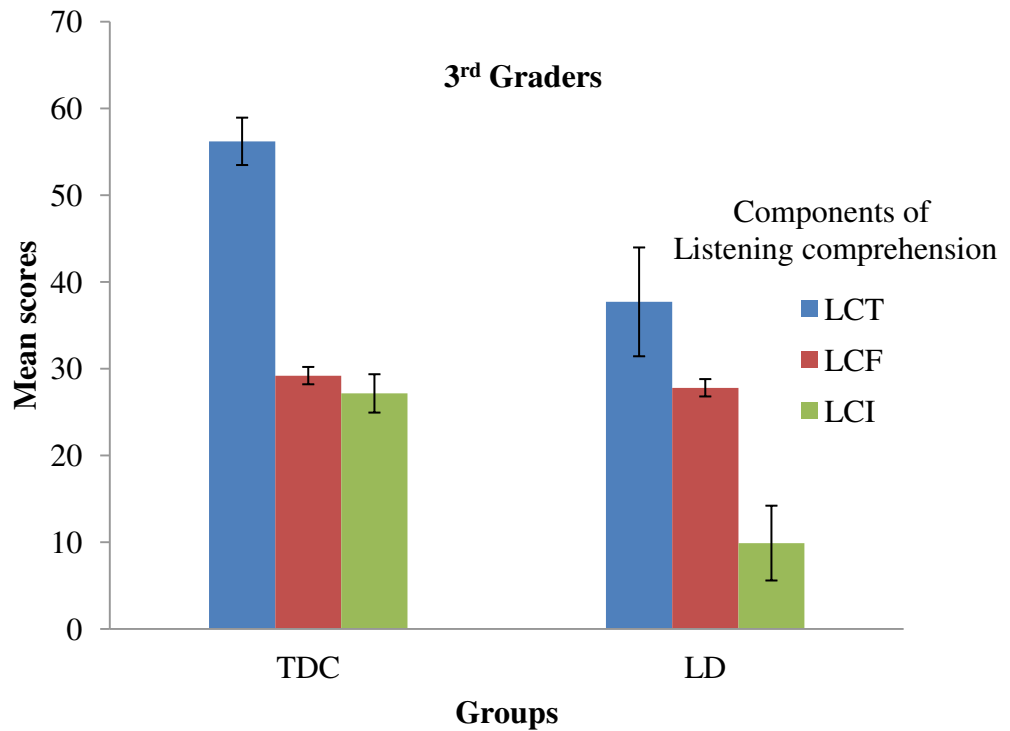


Figure 4.3.2a .Mean scores of TDC and LD in 3rd graders on listening comprehension

The mean values as observed from the table 4.3.2 for listening comprehension indicated that on LCT, 4th graders in LD (Mean=38.50; SD=3.923) showed poorer performance than 4th graders in TDC (Mean=55.00; SD=2.449); there was a significant difference between TDC and LD 4th graders for LCT ($|z|= 4.411$, $p<0.05$) on Mann Whitney-U test. On LCF, it was found that 4th graders in LD (Mean=29.50; SD=0.707) showed poorer performance than 4th graders in TDC (Mean=29.90; SD=0.447); there was a significant difference between TDC and LD 4th graders for LCF ($|z|= 2.273$, $p<0.05$) Mann Whitney-U test. On LCI, it was found that 4th graders in LD (Mean=9.00; SD=3.801) showed poorer performance than 4th graders in TDC (Mean=25.10; SD=2.360); there was a significant difference between TDC and LD 4th graders for LCI ($|z|= 4.416$, $p<0.05$) on Mann Whitney-U test. Thus the results indicated that, 4th graders in LD group performed very poor in listening comprehension for inferential questions compared to 4th graders of TDC. It was also found that 4th graders in TDC were able to perform better on listening

comprehension for factual questions. Overall the total LCT scores indicated that the performance of 4th graders in TDC was better compared to 4th graders in LD group.

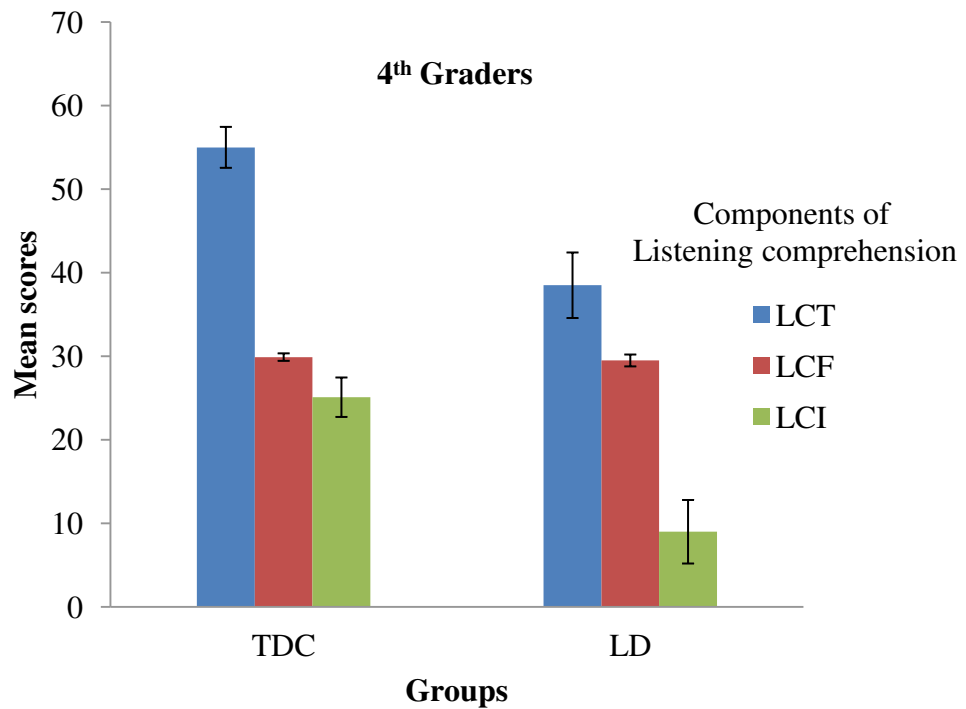


Figure 4.3.2b .Mean scores of TDC and LD in 4th graders on listening comprehension

Qualitative analysis of listening comprehension was done in order to compare the performance of the groups for factual questions and inferential questions for each passage. A detailed examination of the questions between the groups is explained in the following section.

Factual questions: Answers for factual questions were present in the passages itself. Amongst TDC, most of the children gave complete correct responses in 3rd and 4th grades, few gave incomplete correct responses in 3rd and 4th grades and none gave incorrect responses. For e.g., TDC group answered as ‘ಕೋಳಿ ಮರಿಯನ್ನು ತಿಂದಿತು’ (/kooLi mariyannu tinditu/ , It ate the chick) for the factual question ‘ನಾಯಿ ಯಾರನ್ನು ತಿಂದಿತು?’ (/naayi yaarannu tinditu/, whom did the dog eat?). Amongst children with LD, most of the children gave

incorrect responses in 3rd and 4th grades as the complexity of the passage increased. For e.g., children answered as 'ಕೂಗ ಬೇಕು ಅನಿಸಿತು' (/kuuga beeku anisitu/, he felt like shouting) for the factual question 'ಒಂದು ದಿನ ಕುರಿ ಕಾಯುವಾಗ ಹುಡುಗನಿಗೆ ಏನು ಮಾಡಬೇಕು ಅನಿಸಿತು?' (/ondu dina kuri kaayuva huDuganige enu maDabeku anisitu/, one day what the boy felt like doing?). Maximum complete correct responses of TDC group compared to LD group shows that the TDC group was able to pick the answer keys from the passages while listening to it.

Inferential questions: In order to answer inferential questions children had to listen to the passages carefully and comprehend it and then infer the meaning from it. Amongst TDC, most of the children gave complete correct responses in 3rd and 4th grades, 3rd graders gave few incomplete correct answers and incorrect answers as the complexity of the passage increased where as 4th graders gave complete correct answers as the complexity of the passage increased. For e.g., for the question 'ಒಂದು ದಿನ ಕುರಿ ಕಾಯುವಾಗ ಹುಡುಗನಿಗೆ ಏನು ಮಾಡಬೇಕು ಅನಿಸಿತು?' (/ondu dina kuri kaayuva huDuganige enu maDabeeku anisitu/, one day what did the boy felt like doing?) 4th graders answered as 'ಸುಳ್ಳು ಹೇಳಿದ' (/suLLu heLida/, he lied) 3rd graders answered as 'ನಕ್ಕನ್ನು' (/nakkannu/, he laughed). Amongst children with LD, most of the questions were answered as 'ಗೊತ್ತಿಲ್ಲ' (/gottilla/, I Don't know)' by 3rd and 4th graders at the level of passage I itself. For e.g., 'ನಾಯಿ ಏಕೆ ಕೋಳಿ ಮರಿಯನ್ನು ತಿಂದಿತು?' (/naayi eeke kooLi mariyaannu tinditu/, why did the dog eat chick?).

The TDC group showed better performance on listening comprehension for inferential questions which showed TDC group was able to listen to the passage carefully and comprehend it which led them to infer the meaning and therefore answer the inferential questions correctly.

CHAPTER 5: Discussion

The aim of the present study was to study the discourse level-listening comprehension of children with learning disability in the 3rd grade and 4th grade. Performance of typically developing children (TDC) was compared with children with Learning disability (LD) on listening comprehension. The findings of the present study are discussed in the following sections:

- 5.1 Performance of TDC in the 3rd grade and 4th grade on listening comprehension.
- 5.2 Performance of children with LD in the 3rd grade and 4th grade on listening comprehension.
- 5.3 Comparison of performance of TDC and LD on listening comprehension.

5.1 Performance of TDC in the 3rd grade and 4th grade on listening comprehension.

The findings of the current study revealed that the overall discourse level listening comprehension was better in the 4th graders compared to the 3rd graders in the TDC. A significant difference was found in listening comprehension for factual questions between 3rd and 4th graders where in 4th graders performed better compared to 3rd graders. This is indicative of a significant developmental trend where in the higher grade children (4th graders) performed better compared to lower grade children (3rd grade). Similar to reading comprehension of text as explained by Gough and Tunmer (1986) in Simple view reading model, it could be possible that the young children are able to engage themselves in an active processing of information through listening and longitudinal developmental changes are also observed in this process, wherein older children showed better performance than

the younger children. In the developmental process, younger children are involved in constructive processes that are not equal to the older children. This is indicative that younger children are in a constant active process of developing comprehension and creating network representations of events that they experience around them. Therefore younger children use these networks to recall and remember the answers but still their networks are less developed compared to older children. Since in the younger children, these networks are functionally organized and contain fewer relations that are abstract, distant or that involves group of events performance of younger children was poorer compared to older children. It is reported in literature, that as their vocabulary knowledge and cognitive processing efficiency expands, their networks also seem to expand and hence an improvement in comprehension skill is observed with development of age in children (Van den Broek et al., 2005).

Further analyses of the components of discourse level listening comprehension that were specifically assessed for factual questions and inferential questions revealed significant findings. The findings of the present study indicated that older children showed better performance than younger children in discourse level listening comprehension for factual questions. This could be because older children would have acquired better semantic representation and language abilities in terms of processing explicit information, when compared to the younger children. Normal discourse processing states that working memory is utilized in order to construct, maintain, and update detailed and coherent mental representations of both explicit information (i.e., facts) and implied (i.e., inferential) information during listening and reading (Zwaan & Radwansky, 1998). Therefore more in-depth understanding and greater skill in recalling facts and making inferences from the text through listening are associated with more elaborate mental representations. The older

children would have acquired elaborated mental representation to concepts when compared to younger children. Therefore older children showed a better performance in listening comprehension for factual questions compared to younger children in the current study.

The findings of the present study also indicated that similar to comprehension to factual questions, older children showed better performance than younger children in discourse level listening comprehension for inferential questions as well. A potential explanation for the older children's better comprehension of inferences can be explained with the help of Baddeley's model of working memory (Baddeley, 1986). Comprehension of inferences while listening to the stories would require on-line formation of mental representations of information presented (i.e., during listening). The ability of the children to retrieve and connect two or more mental representations relevant to each inference question also contributes to make inferences. Therefore answering inferential questions would require both the short-term maintenance (i.e., the phonological loop) and manipulation functions (i.e., the central executive) of verbal working memory while information was being retrieved and considered in order to answer the questions. Therefore it can be said that if the children have an intact verbal span and if they are able to simultaneously recall and manipulate information from the stories, then they can infer the meaning to answer inferential questions. Since the older children showed better performance in discourse level listening comprehension for inferential questions, it could be due to better verbal span and they could recall and manipulate the information from the stories well when compared to younger children.

5.2 Performance of children with LD in the 3rd grade and 4th grade on listening comprehension.

The findings of the current study revealed that the overall discourse level listening comprehension was better in 4th graders compared to 3rd graders. The significant difference was found in discourse level listening comprehension for factual questions between 3rd and 4th graders where in 4th graders performed better compared to 3rd graders. A developmental trend was observed where in the higher grade children performed better compared lower grade children. Listening comprehension skills predicts word identification abilities (Wise et al., 2007). It appears that comprehension of orally presented material influences word identification abilities. This result may be attributed to a higher order skill, such as being dependent on more basic vocabulary knowledge. Therefore it could be said that poor vocabulary knowledge results in poor discourse level listening comprehension skills. Since in the present study older children performed better on discourse level listening comprehension task compared to younger children, it can be said that the older children would have acquired more vocabulary knowledge when compared to younger children. Listening comprehension strategies such as predicting, clarifying, questioning and summarizing helps in better comprehension in the children (Brand-Gruwell, Aarnotses & Bos, 1998). In the present study the performance of the older children compared to younger children could be due to better discourse level listening comprehension strategies.

The findings of the present study indicated that older children with LD showed better performance than younger children with LD in discourse level listening comprehension for factual questions. The mental representations required for comprehending facts during listening task in younger children with LD might be not equal to older children with LD. Therefore they might fail to make more in-depth understanding

and recall the facts from the text through listening. The older children with LD would have acquired expanded mental representation when compared to younger children with LD which could be the reason for their better performance in discourse level listening comprehension for factual questions.

The findings of the present study indicated that older children with LD showed better performance than younger children with LD in discourse level listening comprehension for inferential questions. The ability of the children to retrieve and connect two or more mental representations relevant to each inference question is an essential factor. Therefore answering inferential questions would require both the short-term maintenance of the information which was heard and manipulation of the information. Since the older children with LD showed better performance in discourse level listening comprehension for inferential questions, it could be due to better verbal span and they could recall and manipulate the information from the stories well when compared to younger children with LD. The overall performance in discourse level listening comprehension for inferential questions remained poorer and this could be because of poor verbal span and poor recalling and manipulating abilities required to infer in meaning from the text.

Overall, the findings of the present study indicated that children with LD also showed a similar developmental pattern as TDC for discourse level listening comprehension, however, their performance was significantly poorer than children with TDC. This finding is indicative of the fact that children with LD are showing a developmental lag in terms of discourse level listening comprehension when compared to TDC. A similar finding of developmental lag in children with LD was observed for

discourse level listening comprehension to factual questions as well as inferential questions.

5.3 Comparison of performance of TDC and LD on listening comprehension.

The findings of current study revealed that the performance of children with LD were deviant from that of TDC on discourse level listening comprehension for factual questions and inferential questions. The overall performance on discourse level listening comprehension was poorer in children with LD compared to TDC. There are evidences to say that the school aged TDC performed better in understanding and remembering implicit and explicit information .Children with LD who can be considered as the poor comprehenders amongst the two groups (i.e., TDC and LD) may lack the ability to perform a deep analysis required to comprehend listening to text and hence performed poorly at factual and inferential level of comprehension when compared to TDC (Cain & Oakhill, 1999). Therefore a deep analysis is required in order to achieve adequate discourse level listening comprehension at factual level and inferential level might be lacking in children with LD which results in poor listening comprehension in them.

Further, in the current study, a qualitative analysis of the data of children with LD indicated that, these children who showed poorer performance on discourse level listening comprehension also showed poorer performance on reading scores in the Early Reading Skill (Loomba, 1995) test. Text comprehension to reading has been reported to involve numerous components and recourses (Hannon & Daneman, 2001), according to the literature on school age children on reading comprehension (Cain & Oakhill, 2007). All these studies have considered linguistic components and cognitive components. The components such as verbal skills and working memory, inferential skills are reported to

contribute for reading comprehension in children (Cain, Oakhill, & Bryant, 2004). These components of cognitive processes which are found to be important for reading comprehension are also discussed in relation to listening comprehension in literature. Listening comprehension which is comprehension to spoken language and its cognitive processes are considered to be building blocks for reading comprehension (which is comprehension to written text) (Cain & Oakhil 2007). The comprehension of written and spoken language is considered as a complex task which requires various cognitive skills and processes. Spoken language comprehension skills are considered very important as it serves as a foundation for reading comprehension (Cain & Oakhil 2007). In other words reading comprehension is dependent on underlying listening comprehension skills. Reading and listening comprehension seem to share some common language skills. Therefore the component of spoken language comprehension which contributes to language comprehension becomes very important for adequate reading comprehension skills (Cain & Oakhil 2007).

Further, in the current study, a qualitative analysis of the data of children with LD indicated that, these children who showed poorer performance on discourse level listening comprehension also showed poorer performance on language scores on the Linguistic profile test (Suchithra & Karanth, 2007) test. The comprehension of spoken language requires competence at different level such as phonology, semantic, syntax and pragmatics (Bishop, 1997). Therefore comprehension of spoken language involves encoding the available information through listening into phonological representation. Further phonological representation makes contact with the long term representations in mental lexicon. This helps in associating a given sound pattern with meaning. As the processing proceeds down the information processing chain, representation becomes

more abstract and remote from the surface characteristics. Therefore it is reported in literature that these components and processing strategies also influence the reading comprehension. An analogous relationship is established between listening comprehension and reading comprehension and reported in literature (Kendeou et, al., 2008; Kendeou, Van den Broek, White, & Lynch, 2009). Adequate language development is required for both listening comprehension and reading comprehension. In order to comprehend the text through listening or by reading the children go beyond the explicitly stated information. They try to fill in the information in order to comprehend the text using language components and cognitive components. This evidence supports the unitary view of comprehension processes (e.g., Diakidoy et.al., 2005).

According to all these studies, it can be said that the reading and listening text comprehension are based on the similar comprehension processes, although there are some differences, mainly in the encoding of visual and auditory stimuli is considered. Therefore once word recognition skills are mastered, reading and listening text comprehension develop in a similar manner. According to the above literature it could be possible that adequate listening comprehension at factual and inferential level comprehension could also be facilitating a better reading comprehension in TDC. However, in children with LD, it is often purported of a poorer discourse level listening comprehension which could be related to their poorer performance on reading skills. Therefore poorer performance of children with LD could be due to deficit in language components and cognitive components.. The researchers have found that language components and cognitive components are required for adequate listening comprehension. Literature indicates that the children with LD lack in language components and in cognitive components as well. According to the literature it seems

that children with LD, for reading typically exhibit widely disparate vocabulary knowledge compared to TDC (Baker, 1995). The children with learning disability exhibited impaired spatial working memory and some aspects of executive processing (McLean & Hitch, 1999). Therefore poor performance on discourse level listening comprehension of children with LD in the present study could be due to poor language components and cognitive processes underlying for listening.

Further, in the present study, the children with LD showed poor performance in discourse level listening comprehension at the factual level than inferential level. This could be because the processing of explicit information (i.e., factual information) requires constructive processes, integrative processes and verbal working memory. That is previously acquired knowledge or previously processed information about the story or event has to be reactivated and must be integrated with information that is being processed. The process of recalling and remembering must take place in order to answer factual questions. Since children with LD lack in all these processes they failed at factual level of discourse level listening comprehension itself when compared to TDC.

In the present study it was also found that the children with LD performed significantly poorer in discourse level listening comprehension for inferential questions. A deep analysis of linguistic information is required in order to infer the meaning from the text (Cain & Oakhill, 1999). The processing of verbal information when it is presented within a meaningful linguistic context is required to bring about an inferential meaning. The ability to make inferences is contributed by the construction of a semantic representation in which text information is integrated and organized. The ability to manipulate the information and critically evaluate the information along with the

components such as adequate vocabulary knowledge and intact verbal working memory which could be contributing to inferential level processing of discourse information. Children with LD were found to show poorer ability to manipulate the information and hence, fail to critically evaluate the information. Therefore, along with the impaired verbal working memory and inadequate vocabulary knowledge, impaired manipulation and critical evaluation could be contributing to an overall poorer performance of children with LD in factual and inferential level of listening comprehension, when compared to TDC.

In the present study a qualitative analysis of the data of children with LD indicated that, these children who showed poorer performance on discourse level listening comprehension also showed poorer performance on reading scores in the Early Reading Skill (Loomba, 1995) test. This could be explained using 'Simple view of reading' (Gough & Tunmer, 1986). That is skilled reading requires development of a set of processes by which the words are recognized and understood (i.e., word recognition processes). It also requires the development of language comprehension processes which helps in comprehending spoken language as well. Therefore, in children with LD these processes might be affected which leads to poor listening comprehension and poor reading. Since children with LD are poor in listening abilities (which are considered as the building blocks for reading comprehension ability) the learning network between auditory and visual is not as strong as it is in TDC. Therefore listening may not be adequately augmenting reading which can result in poor reading abilities in children with LD. The findings of the study indicate the difficulties in children with LD may be due to inadequate cognitive processes which in turn affect their factual or inferential comprehension through listening

Summary and Conclusion

The current study was done in order to understand the discourse level listening comprehension at different levels, that is listening comprehension at the factual level and at the inferential level. The aim of the current study was to understand the discourse-level listening comprehension of children with learning disability in the 3rd grade and 4th grade. Researchers have conducted studies in order to understand reading comprehension and effects of deficit in reading comprehension. There are studies reporting on listening comprehension in typically developing children where in just the surface level listening comprehension has been tapped on. Researchers have also conducted studies in order to understand listening comprehension in other disorders such as attention deficit hyperactivity disorder (ADHD). Since very limited attempt has been made to understand listening comprehension at discourse-level in children with learning disability, the present study was taken up. As listening comprehension also plays an important role in children's language development and academic achievement there is a need for understanding the listening comprehension of children with learning disability.

The current study thus aimed to investigate discourse-level listening comprehension of children with learning disability in the 3rd grade and 4th grade. The objectives of the study were, to study the performance of typically developing children in the 3rd and 4th grades on listening comprehension, to study the performance of children with learning disability in the 3rd and 4th grades on listening comprehension, and to compare the performance of children with learning disability and typically developing children on listening comprehension.

The participants were divided into two groups, the clinical group and the control group. Clinical group included a total of 20 children with learning disability. The

children were further subdivided into groups of 3rd grade and 4th grade. Control group included of a total of 40 typically developing children. The children were further subdivided into groups of 3rd grade and 4th grade children. Assessing listening comprehension using 5 stories followed by questions was carried out where in questions included both factual level and inferential level questions. The obtained data was analyzed qualitatively and quantitatively. Non parametric tests were done to analyze the data. Mann Whitney-U test was administered in order to compare the data.

The findings of the current study revealed that the overall listening comprehension was better in the 4th graders compared to the 3rd graders in TDC group. A significant developmental trend was observed where in the 4th graders performed better compared to the 3rd graders children. Similar to reading comprehension of text (Gough & Tunmer, 1986), it could be possible that the young children are able to engage themselves in an active processing of information through listening and longitudinal developmental changes are also observed in this process, wherein older children showed better performance than the younger children. It is reported in literature, that as their vocabulary knowledge and cognitive processing efficiency expands, their networks also seem to expand and hence an improvement in comprehension skill is observed with development of age in children (Van den Broek et al., 2005).

The findings of the present study indicated that older children in TDC group showed better performance than younger children in discourse level listening comprehension for factual questions. The more in-depth understanding and greater skill in recalling facts and making inferences from the text through listening are associated with more elaborate mental representations. The older children would have acquired elaborated mental representation to concepts when compared to younger children.

Therefore older children showed a better performance in listening comprehension for factual questions compared to younger children in the current study.

The findings of the present study also indicated that similar to comprehension to factual questions, older children showed better performance than younger children in discourse level listening comprehension for inferential questions as well. The ability of the children to retrieve and connect two or more mental representations relevant to each inference question also contributes to make inferences. Therefore answering inferential questions would require both the short-term maintenance (i.e., the phonological loop) and manipulation functions (i.e., the central executive) of verbal working memory while information was being retrieved and considered in order to answer the questions. Therefore it can be said that if the children have an intact verbal span and if they are able to simultaneously recall and manipulate information from the stories, then they can infer the meaning to answer inferential questions. Since the older children showed better performance in discourse level listening comprehension for inferential questions, it could be due to better verbal span and they could recall and manipulate the information from the stories well when compared to younger children.

Further, the findings of the current study revealed that the overall discourse level listening comprehension was better in 4th graders compared to 3rd graders in LD group. The significant difference was found in discourse level listening comprehension for factual questions between 3rd and 4th graders where in 4th graders performed better compared to 3rd graders. Similar to TDC a developmental trend was observed where in the higher grade children performed better compared lower grade children. Since listening comprehension skills predicts word identification abilities (Wise, Sevcik, Morris, Lovett & Wolf, 2007). This result may be attributed to a higher order skill, such

as being dependent on more basic vocabulary knowledge. Therefore it could be said that poor vocabulary knowledge results in poor discourse level listening comprehension skills. Since in the present study older children performed better on discourse level listening comprehension task compared to younger children, it can be said that the older children would have acquired more vocabulary knowledge when compared to younger children. Listening comprehension strategies such as- predicting, clarifying, questioning and summarizing helps in better comprehension in the children (Brand-Gruwell, Aarnotses & Bos, 1998). In the present study the performance of the older children compared to younger children could be due to better discourse level listening comprehension strategies.

Further, the findings of the present study also indicated that the performance of the older children with LD was better compared to younger children with LD both at factual level and at inferential level. The findings of the present study indicated that older children with LD showed better performance than younger children with LD in discourse level listening comprehension for factual questions. The older children with LD would have acquired expanded mental representation when compared to younger children with LD which could be the reason for their better performance in discourse level listening comprehension for factual questions.

The findings of the present study also indicated that older children with LD showed better performance than younger children with LD in discourse level listening comprehension for inferential questions. It is found that answering inferential questions would require both the short-term maintenance of the information which was heard and manipulation of the information. Since the older children with LD showed better performance in discourse level listening comprehension for inferential questions, it could

be due to better verbal span and they could recall and manipulate the information from the stories well when compared to younger children with LD. The overall performance in discourse level listening comprehension for inferential questions remained poorer and this could be because of poor verbal span and poor recalling and manipulating abilities required to infer in meaning from the text.

Overall, the findings of the present study indicated that children with LD also showed a similar developmental pattern as TDC for discourse level listening comprehension, however, their performance was significantly poorer than children with TDC. This finding is indicative of the fact that children with LD are showing a developmental lag in terms of discourse level listening comprehension when compared to TDC. A similar finding of developmental lag in children with LD was observed for discourse level listening comprehension to factual questions as well as inferential questions.

Further, the findings of current study revealed that the performance of children with LD were deviant from that of TDC on discourse level listening comprehension for factual questions and inferential questions. The overall performance on discourse level listening comprehension was poorer in children with LD compared to TDC. According to the literature the school aged TDC performed better in understanding and remembering implicit and explicit information. Children with LD who can be considered as the poor comprehenders amongst the two groups (i.e., TDC and LD) may lack the ability to perform a deep analysis required to comprehend listening to text and hence performed poorly at factual and inferential level of comprehension when compared to TDC (Cain & Oakhill, 1999). Therefore a deep analysis is required in order to achieve adequate

discourse level listening comprehension at factual level and inferential level might be lacking in children with LD which results in poor listening comprehension in them.

Further, in the present study the children with LD showed poor performance in discourse level listening comprehension at the factual level itself even though answering factual level question are easier compared to inferential level. The process of recalling and remembering must take place in order to answer factual questions. Since children with LD lack in all these processes they failed at factual level of discourse level listening comprehension itself when compared to TDC.

In the present study it was also found that the children with LD performed significantly poorer in discourse level listening comprehension for inferential questions. A deep analysis of linguistic information is required in order to infer the meaning from the text (Cain & Oakhill, 1999). The ability to manipulate the information and critically evaluate the information along with the components such as adequate vocabulary knowledge and intact verbal working memory which could be contributing to inferential level processing of discourse information. Children with LD were found to show poorer ability to manipulate the information and hence, fail to critically evaluate the information. Therefore, along with the impaired verbal working memory and inadequate vocabulary knowledge, impaired manipulation and critical evaluation could be contributing to an overall poorer performance of children with LD in factual and inferential level of listening comprehension, when compared to TDC.

In the present study a qualitative analysis of the data of children with LD indicated that, these children who showed poorer performance on discourse level listening comprehension also showed poorer performance on reading scores on the Early

Reading Skill (Loomba, 1995) test. Since, children with LD are poor in listening abilities (which are considered as the building blocks for reading comprehension ability) the learning network between auditory and visual is not as strong as it is in TDC. Since the listening comprehension Therefore listening may not be adequately augmenting reading which results in poor reading abilities in children with LD. Hence, they are not able to apply adequate cognitive processes to either factual or inferential comprehension through listening and reading as well.

Implications of the study

The current study gives insight into the discourse level listening comprehension abilities and problems of children with learning disability and how the performance varies with respect to age and the level of discourse level listening comprehension. Since discourse level listening comprehension plays an important role in academic performance it is important to know the difficulties that the children with learning disability are facing with respect to discourse level listening comprehension.

An improvement on discourse level listening comprehension task was seen from lower age group to higher age group which indicates that the linguistic knowledge and cognitive processes required for discourse level listening comprehension expands as the children grow older. Therefore the present study indicates that it is possible to expect better listening comprehension skills for discourse in older children.

Understanding listening comprehension skills in children may help in understanding what are the possible deficit areas especially in children with LD. Though, literature does not report of specific strategies for discourse-level listening comprehension, strategies such as building on prior vocabulary knowledge, improving

questioning skills, monitoring the comprehension by clarifying and correcting one self, understanding literal meaning, drawing inferences from the text, critically evaluating the text, retelling the text (Hogan, Adlof, & Alonzo, 2014) may be some of the areas that need attention. Therefore identifying the problems with listening comprehension would help in planning an intervention program for resolving deficits in discourse- level listening comprehension.

The findings of the current study also indicated that the children with LD exhibits problem in listening comprehension at inferential level and also at factual level. Therefore children with LD face problem at basic level of listening comprehension in factual or literal comprehension itself. This could be indicative of the fact that these children need to be improved on their vocabulary knowledge and also background knowledge. Therefore it is important to identify the problem at this level itself as the explicit information (factual) helps in developing implicit information (inferential). It also indicates that if the children with LD exhibit problem at factual level then they may exhibit problem at inferential as well.

Overall findings on the current study indicate that there are deficits in discourse level listening comprehension in children with LD and the problem could be at any level of listening comprehension such as at factual level or at inferential level. Therefore assessing surface level listening comprehension may not benefit in identifying the underlying skills at literal/factual level and inferential level of discourse comprehension. Hence there is a need for assessing the children with LD for discourse-level listening comprehension at different levels.

Limitations of the study

The current study was done to understand the discourse-level listening comprehension in children with LD in 3rd and 4th graders only. Hence in order to comment on developmental trend children with wide age range could have been selected for the study. Future research will be required to generalize the results of the present study considering a broader age range.

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Listening comprehension stories

1. ರವಿಯ ನಾಯಿ

ರವಿಯ ಹತ್ತಿರ ಒಂದು ನಾಯಿ ಇದೆ. ಅದು ಕೋಳಿ ಮರಿಯನ್ನು ನೋಡಿತು. ಅದನ್ನು ಹಿಡಿದು ತಿಂದಿತು.

ರವಿ ನಾಯಿಯನ್ನು ಹೊಡೆದನು. ನಾಯಿ ಗೂಡಿನೊಳಗೆ ಸೇರಿಕೊಂಡಿತು.

1. ನಾಯಿ ಯಾರ ಹತ್ತಿರ ಇದೆ?
2. ನಾಯಿ ಯಾರನ್ನು ತಿಂದಿತು? (Cue card 1)
3. ನಾಯಿ ಯಾವುದರ ಒಳಗೆ ಸೇರಿಕೊಂಡಿತು? (Cue card 2)
4. ನಾಯಿ ಏಕೆ ಕೋಳಿ ಮರಿಯನ್ನು ತಿಂದಿತು?
5. ನಾಯಿ ಏಕೆ ಗೂಡಿನೊಳಗೆ ಸೇರಿಕೊಂಡಿತು? (Cue card 3)
6. ನಾಯಿ ಕೋಳಿ ಮರಿಯನ್ನು ತಿನ್ನದಿದ್ದರೆ ಮರಿ ಏನಾಗುತ್ತಿತ್ತು?

Answer keys

1. ನಾಯಿ ರವಿಯ ಹತ್ತಿರ ಇದೆ
2. ನಾಯಿ ಕೋಳಿ ಮರಿಯನ್ನು ತಿಂದಿತು
3. ನಾಯಿ ಗೂಡಿನೊಳಗೆ ಸೇರಿಕೊಂಡಿತು
4. ನಾಯಿಗೆ ಹಸಿವು ಆಗಿತ್ತು ಅದಕ್ಕೆ ಕೋಳಿ ಮರಿಯನ್ನು ತಿಂದಿತು
5. ರವಿ ಹೊಡೆದ ಎಂದು ಬೇಸರದಿಂದ ಗೂಡಿನೊಳಗೆ ಸೇರಿಕೊಂಡಿತು
6. ಕೋಳಿ ಮರಿ ಸಾಯದೆ ಬೆಳೆದು ದೊಡ್ಡದಾಗುತ್ತಿತ್ತು

1. raviya naayi

raviya hattira ondu naayi ide. Adu kooLi mariyannu nooDitu. Adannu hiDidu tinditu. raviyu naaiyannu hoDedanu. naayi guuDinolakke seerikonDitu.

1. naayi yaara hattira ide?
2. naayi yaarannu tinditu? (Cue card 1)
3. naayi yaavudara oLage seerikonDitu? (Cue card 2)
4. naayi yeeke koLi mariyannu tinditu?
5. naayi yeeke guuDinoLage seerikonDitu? (Cue card 3)
6. naayi koLi mariyannu tinnaddiddare mari yeenaaguttittu?

Answer keys

1. naayi raviya hattira ide
2. naayi kooLi mariyannu tinditu
3. naayi guuDinoLage SeerikonDitu
4. naayi hasivu aagittu adakke kooLi mariyannu tinditu
5. ravi hooDeda endu beesara dinda guuDinoLage SeerikonDitu
6. kooLi mari saayade beLedu doDDadaagittittu

2. ರಂಗ ಮತ್ತು ನಾಯಿ

ನಾಯಿ ಮರಿಯೊಂದು ರಂಗನ ಮನೆಯ ಬಾಗಿಲ ಬಳಿ ಕಿರುಚಿಕೊಳ್ಳುತ್ತಿತ್ತು. ರಂಗನು ಅದಕ್ಕೆ ಹೊಟ್ಟೆ ತುಂಬ ಹಾಲು ಹಾಕಿದನು. ನಾಯಿ ಸಂತೋಷದಿಂದ ಬಾಲ ಅಲ್ಲಾಡಿಸಿತು. ಈಗ ಅದು ರಂಗನ ಮನೆಯನ್ನು ನೋಡಿಕೊಳ್ಳುತ್ತಿದೆ.

1. ರಂಗನ ಮನೆಯ ಮುಂದೆ ಏನು ಕಿರುಚಿಕೊಳ್ಳುತ್ತಿತ್ತು? (Cue card 4)
2. ರಂಗನು ನಾಯಿಗೆ ಏನು ಕೊಟ್ಟನು? (Cue card 5)
3. ನಾಯಿ ಸಂತೋಷದಿಂದ ಏನು ಮಾಡಿತು? (Cue card 6)
4. ನಾಯಿ ಮರಿ ಏಕೆ ಕಿರುಚಿಕೊಳ್ಳುತ್ತಿತ್ತು?
5. ರಂಗ ನಾಯಿಗೆ ಹಾಲು ಹಾಕದಿದ್ದರೆ ಅದು ಏನು ಮಾಡುತ್ತಿತ್ತು?
6. ನಾಯಿ ಮರಿ ಏಕೆ ರಂಗನ ಮನೆಯನ್ನು ನೋಡಿಕೊಳ್ಳತೊಡಗಿತು?

Answer keys

1. ರಂಗನ ಮನೆಯ ಮುಂದೆ ನಾಯಿ ಕಿರುಚಿಕೊಳ್ಳುತ್ತಿತ್ತು
2. ರಂಗನು ನಾಯಿಗೆ ಹಾಲು ಕೊಟ್ಟನು
3. ನಾಯಿ ಸಂತೋಷದಿಂದ ಬಾಲ ಅಲ್ಲಾಡಿಸಿತು
4. ನಾಯಿ ಹಸಿವಿನಿಂದ ಕಿರುಚಿಕೊಳ್ಳುತ್ತಿತ್ತು
5. ರಂಗ ನಾಯಿಗೆ ಹಾಲು ಹಾಕದಿದ್ದರೆ ನಾಯಿ ಸಾಯುತ್ತಿತ್ತು
6. ರಂಗ ಅದಕ್ಕೆ ಹಾಲು ಕೊಟ್ಟನು ಎಂಬ ಪ್ರೀತಿಯಿಂದ ರಂಗನ ಮನೆಯನ್ನು ನೋಡಿಕೊಳ್ಳತೊಡಗಿತು

2. ranga mattu naayi

naayi mariyondu rangana maneya baagila baLi kiruchiloLLuttittu. ranganu adakke hoTTe tumba haalu haakidanu. naayi santooSadinda baala allaDisitu. Iiga adu rangana maneyannu nooDikoLLuttide.

1. rangana maneya munde yeenu kiruchikoLLuttittu? (Cue card 4)
2. ranganu naayige yeenu koTTanu? (Cue card 5)
3. naayi santoSadinda yeenu maaDitu? (Cue card 6)
4. naayi mari yeeke kiruchikoLLuttittu?
5. ranga addakke haalu haakadiddare adu yeenu maaDutitu?
6. naayi mari yeeke rangana maneyannu noDikoLLatoDagitu?

Answer keys

1. rangana maneya munde naayi kirucikoLLuttitti
2. ranaganu naayige haalu koTTanu
3. naayi santooSadinda baala allaDisitu
4. naayi hasivinida kirucikoLLuttittu
5. ranga naayige haalu haakadiddare naayi saayutittu
6. ranga adakke haalu koTTa emba priitige rangana maneyannu
nooDikoLLatooDagitu

3. ಕುರಿ ಕಾಯುವ ಹುಡುಗ

ಒಂದು ಊರಿನಲ್ಲಿ ಒಬ್ಬ ಕುರಿ ಕಾಯುವ ಹುಡುಗ ಇದ್ದನು. ಒಂದು ದಿನ ಕುರಿ ಕಾಯುವಾಗ ಅವನಿಗೆ ತಮಾಷೆ ಮಾಡಾಬೇಕೆನ್ನಿಸಿತು. 'ತೋಳ ಬಂತು ತೋಳ' ಎಂದು ಕೂಗಿಕೊಂಡನು. ಅದನ್ನು ಕೇಳಿ ರೈತರು ಹೊಲಗಳಿಂದ ಓಡಿ ಬಂದರು. ಅವರೆಲ್ಲರು ದೊಣ್ಣೆಗಳನ್ನು ತಂದಿದ್ದರು. ಕುರಿ ಕಾಯುವ ಹುಡುಗನು ರೈತರನ್ನು ನೋಡಿ ನಕ್ಕನು. ರೈತರು ಸುಳ್ಳು ಹೇಳಿದ ಹುಡುಗನನ್ನು ಬಯ್ಯದ ಹೊರಟು ಹೋದರು. ಒಂದು ವಾರ ಕಳೆದ ಮೇಲೆ ಹುಡುಗನು ತೋಳ ಬಂತೆಂದು ಕೂಗಿಕೊಂಡನು. ಈ ಬಾರಿಯು ರೈತರು ಓಡಿ ಬಂದರು. ತೋಳ ಬಂದಿಲ್ಲದೆ ಇರುವುದನ್ನು ತಿಳಿದು ಕೋಪಗೊಂಡು ಹೊರಟು ಹೋದರು. ಸ್ವಲ್ಪ ದಿನಗಳು ಕಳೆದ ಮೇಲೆ ಅದೆ ಹುಡುಗನು 'ತೋಳ ಬಂತು ತೋಳ' ಎಂದು ಕೂಗಿಕೊಂಡನು. ಈ ಸಲ ಸಹಾಯಕ್ಕೆ ಯಾರು ಬರಲಿಲ್ಲ. ತೋಳ ಯಾವ ಹೆದರಿಕೆ ಇಲ್ಲದೆ ಕುರಿಗಳನ್ನು ತಿಂದು ಹಾಕಿತು. ಹುಡುಗನಿಗೆ ಮಾಡಿದ ತಪ್ಪು ತಿಳಿಯಿತು.

1. 'ತೋಳ ಬಂತು ತೋಳ' ಎಂದು ಹುಡುಗನು ಮೊದಲನೆ ಸಲ ಕೂಗಿದಾಗ ರೈತರು ಏನು ಮಾಡಿದರು?
2. ರೈತರು ಬರುವಾಗ ಏನು ತಂದರು? (Cue card 7)
3. ಒಂದು ದಿನ ಕುರಿ ಕಾಯುವಾಗ ಹುಡುಗನಿಗೆ ಏನು ಮಾಡಬೇಕು ಅನಿಸಿತು?
4. ರೈತರು ದೊಣ್ಣೆಗಳನ್ನು ಏಕೆ ತಂದಿದ್ದರು?
5. ಹುಡುಗ ಮಾಡಿದ ತಪ್ಪು ಏನು?
6. ಹುಡುಗ ರೈತರನ್ನು ನೋಡಿ ಏಕೆ ನಕ್ಕನು?

Answer keys

1. 'ತೋಳ ಬಂತು ತೋಳ' ಎಂದು ಹುಡುಗನು ಮೊದಲನೆ ಸಲ ಕೂಗಿದಾಗ ರೈತರು ಹುಡುಗನ ಬಳಿ ಓಡಿ ಬಂದರು
2. ರೈತರು ಬರುವಾಗ ದೊಣ್ಣೆಗಳನ್ನು ತಂದರು

3. ಒಂದು ದಿನ ಕುರಿ ಕಯುವಾಗ ಹುಡುಗನಿಗೆ ತಮಾಷೆ ಮಾಡಬೇಕು ಅನಿಸಿತು
4. ರೈತರು ದೊಣ್ಣೆಗಳನ್ನು ತೋಳವನ್ನು ಹೂಡೆಯಲು ತಂದಿದರು
5. ತೋಳ ಬಂತೆಂದು ಸುಳ್ಳು ಹೇಳಿ ಕಿರಿಚಿದ್ದು
6. ರೈತರು ತಾನು ಹೇಳಿದ ಸುಳ್ಳಿಗೆ ಮೋಸ ಹೋಗಿ ಓಡಿ ಬಂದರು ಎಂದು

3. kurikaayuva huDuga

Ondu uurinalli obba kuri kaayuva huDuga iddanu. ondu dina kuri kaayuvaagaavanige tammaSe maadabeekennisitu. “tooLa bantu tooLa” endu kuugikondanu. adannu keeLi raitaru holagaLinda ooDibandaru. avarellarru doNNegaLannu tandiddaru. kuri kaayuva huDuganu raitarannu nooDi nakkanu. raitaru suLLU heeLida huDuganannu baidu horaTu hoodaru. ondu vaara kaLeda mele huDuganu tooLa bantendu kuugikonDanu. ii baariyuu raitaru ooDi bandaru. tooLa bandillade iruvudannu tiLidu koopagonDu horaTu hoodaru. svalpa dinagaLu kaLeda meele adee huDuganu ‘tooLa bantu tooLa’ endu kuugikonDanu. ii sala sahaayakke yaru baralilla. tooLa yaava hedarikayuu illade kurigaLannu tindu haakitu. huDuganige taanu maaDida tappu tiLiyitu.

1. ‘tooLa bantu tooLa’ endu huDuga modalaneya sala kuugidaaga raitaru eenu maaDidaru?
2. raitaru baruvaaga eenu tandaru? (Cue card 7)
3. ondu dina kuri kaayuva huDuganige yeenu maaDabeku anisitu?
4. raitaru doNNegaLannu eeke tandidaru?
5. huDuga maaDida tappu eenu?

6. huDuga raitarannu nooDi eeke nakkanu?

Answer keys

1. “tooLa bantu tooLa endu huDuganu modalane sala kuugidaaga raitaru huDugana baLi ooDi bandaru
2. raitaru baruvaaga doNNegaLLannu tandaru
3. ondu dina huDuganige tamaaSe maaDabeku anisitu
4. raitaru doNNegaLLannu tooLavannu hooDeyalu tandiddaru
5. tooLa bantendu suLLu heeLi kiruciddu
6. raitaru taanu heeLida suLLige moosa hoogi ooDi bandaru endu

4. ಆನೆ

ಒಬ್ಬ ಮನಷ್ಯನ ಬಳಿ ಒಂದು ಆನೆ ಇತ್ತು. ಅವನು ಅದಕ್ಕೆ ಸಾಕಷ್ಟು ಆಹಾರವನ್ನೇ ಕೊಡುತ್ತಿರಲಿಲ್ಲ. ಆದರೆ ಅದರಿಂದ ಬೇಕಾದಷ್ಟು ಕೆಲಸ ಮಾಡಿಸಿಕೊಳ್ಳುತ್ತಿದ್ದನು. ಆನೆಗೆ ತುಂಬ ಕೋಪ ಬಂತು. ಒಮ್ಮೆ ತನ್ನ ಯಜಮಾನನನ್ನು ಕಾಲ ಕೆಳಗೆ ಹಾಕಿ ತುಳಿಯಿತು. ಅವನು ಸತ್ತು ಹೋದನು. ಅವನ ಹೆಂಡತಿ ಅಳತೊಡಗಿದಳು. ತನ್ನ ಮಗುವನ್ನು ತಂದು ಆನೆಯ ಕಾಲ ಕೆಳಗೆ ಹಾಕಿ 'ಆನೆ! ನೀನು ತಂದೆಯನ್ನು ಕೊಂದೆ. ಈಗ ಮಗುವನ್ನು ಕೊಲ್ಲು' ಎಂದು ಹೇಳಿದಳು. ಆನೆ ಹುಡುಗನನ್ನು ನೋಡಿತು. ಅವನನ್ನು ಮೇಲೆತ್ತಿ ತನ್ನ ಕತ್ತಿನ ಮೇಲೆ ಕೂರಿಸಿಕೊಂಡಿತು. ಅಂದಿನಿಂದ ಅದು ಆ ಬಾಲಕ ಹೇಳಿದಂತೆ ನಡೆದುಕೊಳ್ಳತೊಡಗಿತು. ಅವನಿಗಾಗಿ ಕೆಲಸ ಮಾಡತೊಡಗಿತು.

1. ಮನಷ್ಯನ ಬಳಿ ಯಾವ ಪ್ರಾಣಿ ಇತ್ತು? (Cue card 8)
2. ಆನೆಗೆ ಮನಷ್ಯ ಏನನ್ನು ಸಾಕಷ್ಟು ಪ್ರಮಾಣದಲ್ಲಿ ಕೊಡುತ್ತಿರಲಿಲ್ಲ?
3. ಆನೆ ಕೋಪದಲ್ಲಿ ಏನು ಮಾಡಿತು?

4. ಯಜಮಾನನ ಹೆಂಡತಿ ಏಕೆ ಮಗುವನ್ನು ಕೊಲ್ಲಲು ಆನೆಗೆ ಹೇಳಿದಳು?
5. ಯಜಮಾನನ ಹೆಂಡತಿ ಆನೆಗೆ ಮಗುವನ್ನು ಕೊಲ್ಲಲು ಹೇಳಿದಾಗ ಆನೆ ಏಕೆ ಮಗುವನ್ನು ಕೊಲ್ಲಲಿಲ್ಲ?
6. ಆನೆ ಮಗುವನ್ನು ತನ್ನ ಕತ್ತಿನ ಮೇಲೆ ಕೂರಿಸಿಕೊಂಡಿದ್ದೇಕೆ?

Answer keys

1. ಮನಷ್ಯನ ಬಳಿ ಆನೆ ಇತ್ತು
2. ಆನೆಗೆ ಮನಷ್ಯ ಅಹಾರ ಸಾಕಷ್ಟು ಪ್ರಮಾಣದಲ್ಲಿ ಕೊಡುತ್ತಿರಲಿಲ್ಲ
3. ಆನೆ ಕೋಪದಲ್ಲಿ ಮನಷ್ಯನನ್ನು ಕಾಲ ಕೆಳಗೆ ಹಾಕಿ ತುಳಿಯಿತು
4. ಆನೆ ತನ್ನ ಗಂಡನನ್ನು ಕೊಂದು ಹಾಕಿತು ಎಂದು ಮಗುವನ್ನು ಕೊಲ್ಲಲು ಆನೆಗೆ ಹೇಳಿದಳು
5. ಯಜಮಾನನ ಮನೆಯವರಿಗೆ ಕೆಲಸ ಮಾಡಿ ಕೊಡುತ್ತ ನೆರವಾಯಿತು
6. ಆನೆ ಮಗುವನ್ನು ತನ್ನ ಕತ್ತಿನ ಮೇಲೆ ಕೂರಿಸಿಕೊಂಡು ಮಗು ಹೇಳಿದಂತೆ ಕೇಳಿತು

4. aane

obba manuSyana baLI ondu aane ittu. Avanu adakke saakaStu aahaaravanne koDuttiralilla. aadare adarinda beekaadaStu kelsa maaDisikoLLUtiddanu. Aanege tumba koopa bantu. omme tanna yajamaanannannu kaala keLage haaki tuLiyitu. Avanu sattu hoodanu. avana henDati aLatoDagidaLu. Tanna maganannu tandu aaneya kaala keLage haaki 'aane! niinu tandeyannu konde, iiga maganannuu kollu' endu heeLidalu. aane huDuganannu nooDitu, avanannu meelakketti tanna kattina meelee kuurisikonDitu. andininda adu aa baalaka heelidante naDedukoLLatodagitu. avanige kelsa maaDatoDagitu.

1. manuSyana baLi yava praNi ittu? (Cue card 8)
2. aanege manuSyaa eenannu saakaSTu pramaanadalli koDitiralilla?
3. aane koopadalli eenu maaDitu?
4. yajamaanana henDati eeke maguvannu kollallu aanege heLidaLu?
5. yajamaanana henDati maguvannu kollallu heeLidaaga aane eeke maguvannu kollalilla?
6. aane maguvannu tanna kattina meele kuurisikonDiddeeke?

Answer keys

1. manuSyana baLi aane ittu
2. aanege manuSyaa aaharavannu saakashtu pramaaNadalli koDutirallilla
3. aane koopadalli manuSyannu kaala keLage haaki tuLiyitu
4. aane tanna ganDanannu kondu haakitu endu maguvannu kollallu aanege heeLidaLu
5. yajamaanana maneyavrige kelsa maaDi koDutta neravaayitu
6. aane maguvannu tanna kattina meele kuurisikonDu mugu heeLidante keeLidtu

5. ಕಳ್ಳ ಮತ್ತು ಅವನ ತಾಯಿ

ಒಂದಾನೊಂದು ಕಾಲದಲ್ಲಿ ಒಂದೂರಿನಲ್ಲಿ ಒಬ್ಬಳು ಹೆಂಗಸಿದ್ದಳು. ಅವಳಿಗೊಬ್ಬ ಮಗನಿದ್ದನು. ಅವನು ಒಂದು ದಿನ ಶಾಲೆಯಿಂದ ಪುಸ್ತಕವೊಂದನ್ನು ಕದ್ದು ತಂದನು. ತಾಯಿ ಅವನನ್ನು ಬಯ್ಯುವ ಬದಲು "ಓಳ್ಳೆ ಕೆಲಸ ಮಾಡಿದೆ ಮಗನೇ" ಎಂದು ಹೇಳಿದಳು. ಇದರಿಂದ ಆ ಹುಡುಗನಿಗೆ ಕಳ್ಳತನ ಮಾಡುವುದೇ ಒಳ್ಳೆಯದೇನೋ ಎನ್ನಿಸಿತು. ಅಂದಿನಿಂದ ಅವನು ಸಣ್ಣ ಪುಟ್ಟ ಕಳ್ಳತನವನ್ನು ಮಾಡತೊಡಗಿದನು. ಹುಡುಗ ದೊಡ್ಡವನಾದನು. ಆಮೇಲೆ ಅವನು ದೊಡ್ಡ ಕಳ್ಳತನಗಳನ್ನು ಮಡಲು ಆರಂಭಿಸಿದನು. ಆದರೆ ಅವನು ಒಂದು ದಿನ ರಾಜ ಭಟರ ಕೈಗೆ ಸಿಕ್ಕಿಬಿದ್ದನು. ಅವನನ್ನು ವಿಚಾರಣೆ ಮಾಡಿದ ಅರಸ, ಈ ಕಳ್ಳನನ್ನು ಗಲ್ಲಿಗೆ ಹಾಕಿ! ಎಂದು ಆಜ್ಞಾಪಿಸಿದನು. ಗಲ್ಲಿಗೆ ಹಾಕಲು ಕಳ್ಳನನ್ನು ರಾಜಬೀದಿಯಲ್ಲಿ ಕರೆದುಕೊಂಡು ಹೂಗುತ್ತಿದ್ದಾಗ ಅವನನ್ನು ನೋಡಲು ಊರ ಜನರೆಲ್ಲರೂ ಸೇರಿದ್ದರು. ಎಲ್ಲರೂ ಅವನನ್ನು ಅಪಹಾಸ್ಯ ಮಾಡಿ ನಕ್ಕರು. ಗಲ್ಲಿಗೆ ಹಾಕುವ ಮುನ್ನ ರಾಜ ಭಟರು "ನಿನ್ನ ಕೊನೆಯ ಆಸೆಯೇನು?" ಎಂದು ಕೇಳಿದರು. "ನನ್ನ ತಾಯಿಯ ಹತ್ತಿರ ಮಾತನಾಡಬೇಕು" ಎಂದ ಕಳ್ಳ. ಅವನ ತಾಯಿಯು ಹತ್ತಿರ ಬಂದಳು. ಕಳ್ಳ ಅವಳನ್ನು ಬಿಗಿದಪ್ಪಿ ಅವಳ ಕಿವಿಯಲ್ಲೇನೋ ಗುಟ್ಟು ಹೇಳುವವನಂತೆ ನಟಿಸುತ್ತಾ ಅವಳ ಕಿವಿಯನ್ನು ಹಲ್ಲಿನಿಂದ ಕಡಿದು ಹಾಕಿದನು. ಮುಂದೆ "ಅಯ್ಯೋ! ಅಯ್ಯೋ!" ಎಂದು ಚೀರಿದಳು 'ಕಳ್ಳತನ ಮಾಡಿದ್ದು ಸಾಲದು ಅಂತ ನಿನ್ನ ತಾಯಿಯ ಕಿವಿಯನ್ನೇ ಕಡಿದುಬಿಟ್ಟೆಯಲ್ಲಾ ನೀನೆಂಥ ದುಷ್ಟ' ಎಂದು ಹೀಯಾಳಿಸಿದರು ಭಟರು. 'ನಾನು ದುಷ್ಟ ನಿಜ, ಆದರೆ ನಾನು ಹೀಗೆ ಆಗಲು ನನ್ನ ತಾಯಿಯೇ ಕಾರಣ, ನಾನು ಚಿಕ್ಕಂದಿನಲ್ಲಿ ಕಳ್ಳತನ ಮಾಡಿದಾಗ ನನ್ನನ್ನು

ಬಯ್ಯದೆ ಹೋಗಲಿಡಳು. ಆದುದರಿಂದಲೇ ನಾನು ಕಳ್ಳನಾದೆ. ಀಗ ಹೀಗೆ ಸಾಯುವ ಹಾಗಾಯಿತು. ಇಲ್ಲದಿದ್ದರೆ

ನಾನು ನಿಮ್ಮ ಹಾಗೆ ಒಳ್ಳೆಯವನಾಗಿ ಬದುಕುತ್ತಿದೆ' ಎಂದು ಹೇಳೀದನು.

1. ಹೆಂಗಸಿನ ಮಗ ಶಾಲೆಯಿಂದ ಏನನ್ನು ಕದ್ದು ತಂದನು? (Cue card 9)
2. ಕಳ್ಳ ತಾಯಿಯ ಯಾವ ಭಾಗವನ್ನು ಕಡೆದು ಹಾಕಿದ? (Cue card 10)
3. ಅರಸ ಕಳ್ಳನನ್ನು ಏನು ಮಾಡಬೇಕು ಎಂದು ಆಜ್ಞಾಪಿಸಿದನು?
4. ಕಳ್ಳನ ತಾಯಿ ಮಾಡಿದ ತಪ್ಪೇನು?
5. ಕಳ್ಳನಿಗೆ ತಾಯಿಯ ಕಿವಿ ಕಡಿದು ಹಾಕುವಷ್ಟು ಕೋಪ ಏಕೆ?
6. ಕಳ್ಳನನು ಮನ್ನಿಸಿ ಬಿಡುಗಡೆ ಮಾಡಿದ್ದರೆ ಹೇಗೆ ಬಾಳುತ್ತಿದ್ದನು?

Answer keys

1. ಹೆಂಗಸಿನ ಮಗ ಶಾಲೆಯಿಂದ ಪುಸ್ತಕ ಕದ್ದು ತಂದನು
2. ಕಳ್ಳ ತಾಯಿಯ ಕಿವಿಯನ್ನು ಕಡೆದು ಹಾಕಿದ
3. ಅರಸ ಕಳ್ಳನನ್ನು ಗಲ್ಲಿಗೆ ಹಾಕಲು ಆಜ್ಞಾಪಿಸಿದನು
4. ಮಗ ಕಳ್ಳತನ ಮಾಡಿದಾಗ ಬೈಯದೆ ಹೋಗಲಿಡ್ದು
5. ಕಳ್ಳ ಕೆಟ್ಟವನಾಗಲು ತಾಯಿಯ ಕಾರಣ ಎಂದು
6. ಎಲ್ಲರ ಹಾಗೆ ಒಳ್ಳೆಯವನಾಗಿ ಬಾಳಬೇಕೆಂದು

1. hengasina maga Saaleyinda pustaka kaddu tandanu
2. kaLLa taayiya kiviyanu kaDedu haakida
3. arasa kaLLanannu gallige haakalu aagnyaapisidanu
4. maga kaLLatana maaDidaaga baiyade hogaLiddu
5. kaLLa keTTavanaagalu taayiye kaaraNa endu
6. ellara haage oLLeyavannagi baaLabeekendu

5. KaLLa mattu avana taayi

Ondaanondu kaaladalli onduurinalli obbaLu hengasiddaLu. avaLigobba maganiddanu, avanu ondu dina Saaleyinda pustakavondannu kaddu tandanu. taayi avanannu bayyuva badalu “oLLeya kelasa maaDide maganee” endu hogaLidalu. idarinda aa huDuganige kaLLatana maaDuvudee oLLeyadeenoo ennisitu. andininda avanu saNna puTTa kaLLAtanagaLannu maaDa toDagidanu. huDuga doDDavanaadanu. ameele avanu doDDa kaLLatanagaLannu maadalu aarambhisidanu. aadare ondu dina raajabhaTara kaige sikkibiddanu. avanannu vicaaraNe maaDida arasa “ii kaLLanannu gallige haaki” endu aagnyaapisidanu. gallige haakalu kaLLAnannu raajabiidiyalli karedukonDu hooguttiddaaga, avannanu nooDalu uura janarellaru seeridaru. ellaru avanannu apahasya maaDi nakkaru. gallige haakuva munna raajabhTaru, “ninna koneya aaseyeenu?” endu KLIdaru. “nanna taayiya hattira maatanaaDabeeku” enda kalla avan taayiya hattita bandanu. kaLLa avaLannu bigidappi avaLa kiviyalleenno guTTU heeLuvante naTiutta avala kiviyanu hallinida kaDidu haakidanu, muduki, “ayyoo! Ayyoo!” endu ciridaLu. “kaLLatana maaDiddu saaladuunta ninna taayiya kiviyanee

kaDidubiTTEyalla, niinenta duSTa!” endu hiiyaaLisidaru bhaTaru “nannu duSTa nija, aadare naanu hiige aagalu nanna taaiyee kaaranNA, naanu cikkandinalli kaLLAtana maaDidaaga nannannu baiyyade hogaLidaLu. aadudarindalee naanu kaLLanaade, iiga hiige saayuva haagaayitu. illadiddare naanu nimma haage oLLEYavanaagi badukuttidde” endu heeLidanu.

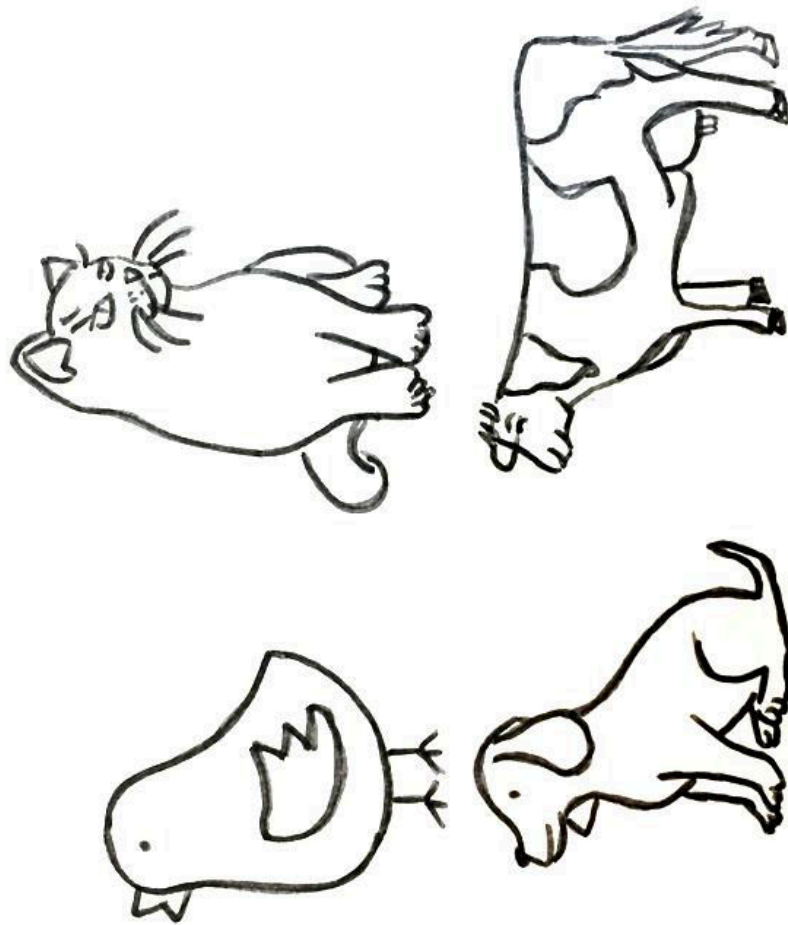
1. hengasina maga Saale inda eenannu kaddu thandanu? (Cue card 9)
2. kaLLu taaiya yava baaga kaDedu haakida? (Cue card 10)
3. arasa kaLLanannu yeenu maaDabeeku endu aagnyaapisidanu?
4. kaLLana taayi maaDida tappeenu?
5. kaLLaniye taaiya kivi kaDedu haakuvaSTu koopa eeye?
6. kallaannu mannisi biDugaDe maaDiddare heege baaLutidanu?

Answer keys

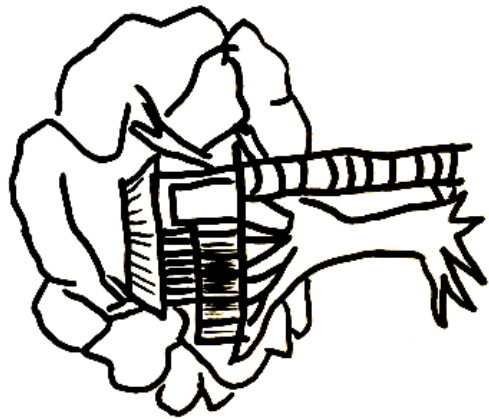
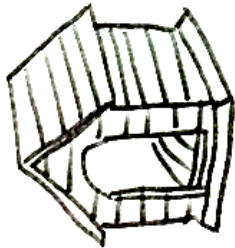
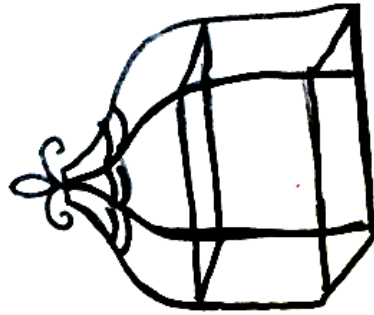
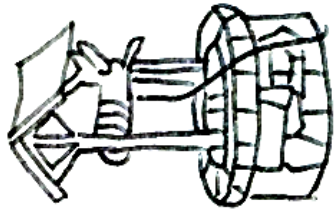
1. hengasina maga Saaleyinda pustaka kaddu tandanu
2. kaLLa taaiya kivianna kaDedu haakida
3. arasa kaLLanannu gallige haakalu aagnyaapisidanu
4. maga kaLLatana maaDidaaga baiyade hogaLiddu
5. kaLLa keTTavanaagalu taaiye kaaraNa endu
6. ellara haage oLLEYavannagi baaLabeekendu

Cue cards

Cue card 1



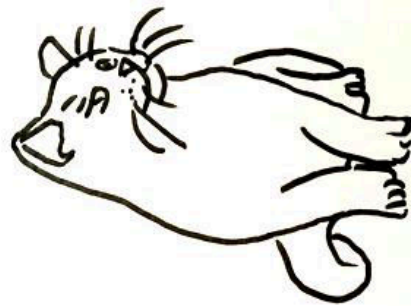
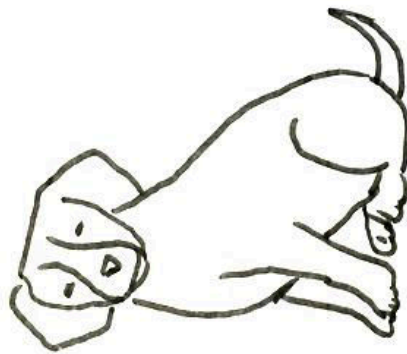
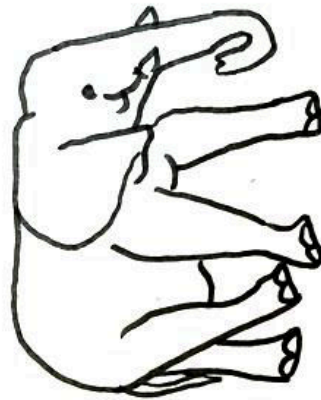
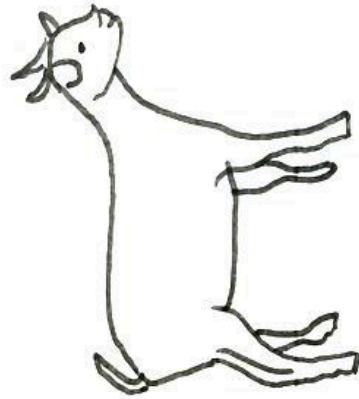
Cue card 2



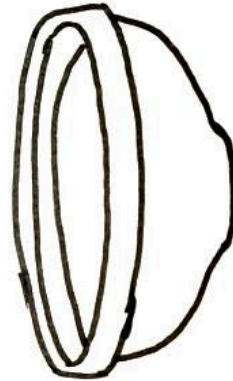
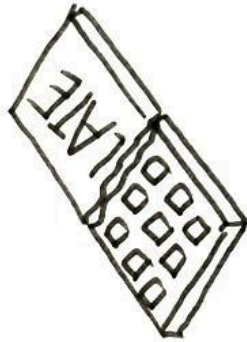
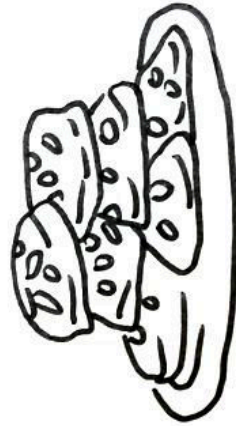
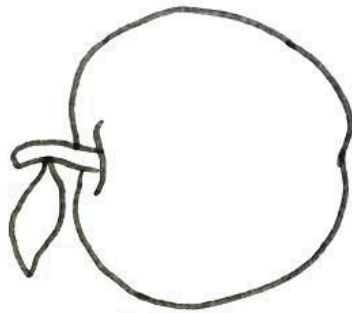
Cue card 3



Cue card 4



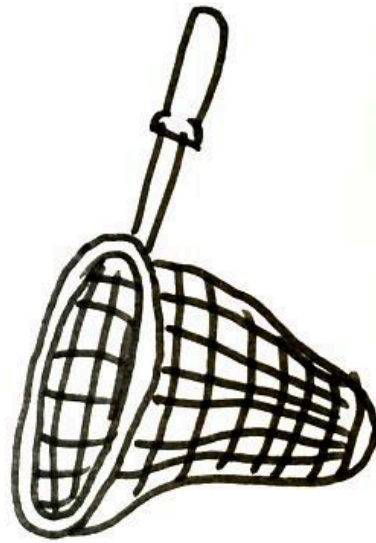
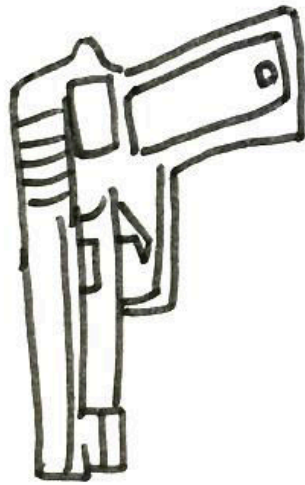
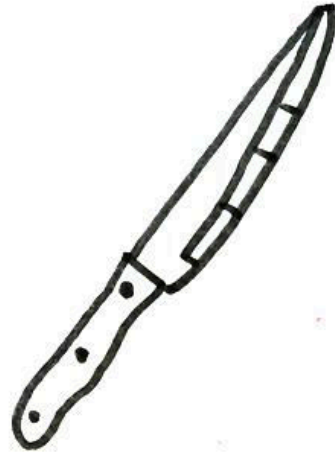
Cue card 5



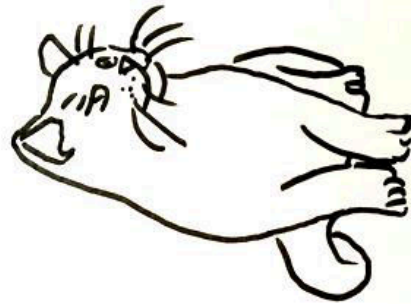
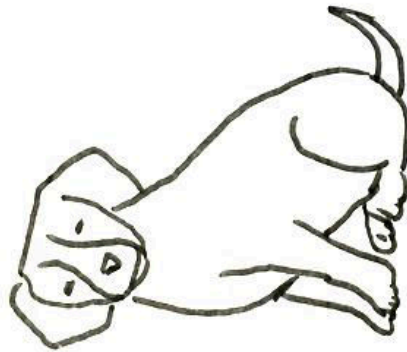
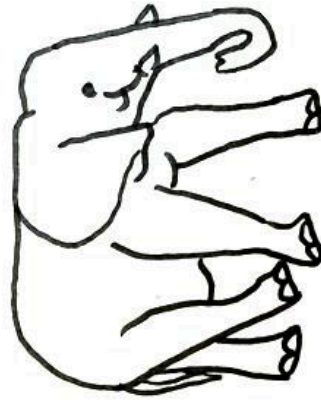
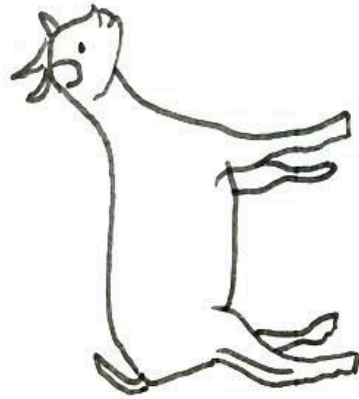
Cue Card 6



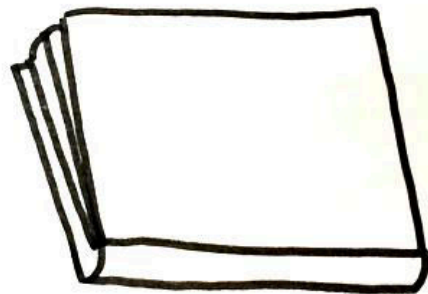
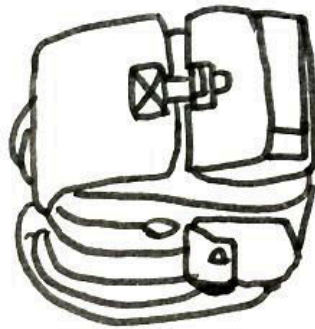
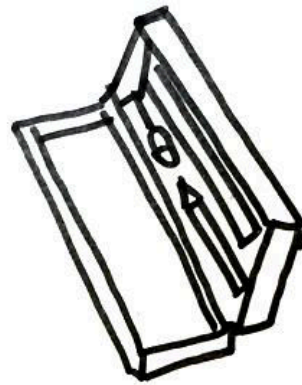
Cue card 7



Cue card 8



Cue card 9



Cue card 10

