

## **ABSTRACT**

Learning disabilities is one of the most important fields that has been receiving the interest of scholars and rescarches of various specialisations. The concept of learning disabilities refers to those pupils who, inside the classroom, not catch up with their classmates as for as language comprehension is concerned or realize scholastic achievement that can be regarded proportionate with their general mental abilities in spite of having average or more than average intellegence; those pupils also do not suffer from economic or enviromental deprivation *Kirk & Kirk 1971, Batman 1978, Wiederholt 1978, Glover & Brunning 1984, Kirk Clfant 1984, Pressman et al 1986, Dolgins 1986 and Fletchen et al 1994).*

Since problems in language comprehension are associated to learning disabilities and since these problems are due to pupils defects in language, lexical, syntactic and semantic processing and since these defects can be remediated, then the present study concerned itself with the investigation of processes of language comprehension on behalf of pupils of fourth grade primary with leaning disabilities. The study also presented a training program to remediate the defects in these processes.

## **STATEMENT OF THE PROBLEM**

To what extent is the suggested training program effective in developing processes of language comprchension of learning disabled pupils of the first cycle of basic education ?

### ***Purpose of the study***

#### **The study aimed at :**

- 1- investigating the nature of the processes of language comprehension of leaning disabled pupils .
- 2- Preparing a training program to remediate learning disabled pupils defects in processes of language comprehension.

### ***Previous Related studies :***

#### **Previous related studies are dealt with as follows :**

- 1- Studies on lexical processing and learning disabilities
- 2- Studies on syntactic processing and learning disabilities
- 3- Studies on semantic processing and learning disabilities
- 4- Studies on preparing remedial programs for some variables with learning disabled children.

### ***Sample of the Study :***

The sample consists of thirty learning - disabled pupils and thirty normal pupils who were selected from among 375 pupils of fourth grade primary- the original population.

### ***Tools of the Study :***

#### **First : Diagnostic tools that include :**

- 1- Pictorial Intelligence test, (*Saleh 1978*)
- 2-Primary Silent Reading Test (*Elghzawey et al 1972*)
- 3- Child Intelligence test, Wisc-R.

- 4- Visual- Motor Gestal Test (*Pendar 1938*) Standardized by *Fahmi* and *Ghoneim 1968*.
- 5- List of characteristic features of learning disabled children- by the researcher.

***Second : Tools of measuring leanguage comprhension Processes.***

The researcher prepared the following tests :

- 1- Phonetic Encoding test.
- 2- Orthographic Encoding test.
- 3- Semantic Encoding test.
- 4- Phonetic Analysis test.
- 5- Phonetic Blending test.
- 6- Word Recognition test.
- 7- Semantic classification test.
- 8- Semantic Antonymy test.
- 9- Sentence Processing test.
- 10- Syntactic Processing test.
- 11- Text Processing test.

***Major Findings :***

**Major findings revealed by the study are as follows :**

- 1- There are significant means differences between learning- disabled pupils pre-post scores and normal pupils pre-post scores and normal pupils pre-post scores on the tests of lexical processing syntactic processing and processes of language comprhension in favor of the learning - disabled pupils at (0.05) level.

- 2- There are significant mean differences between learning-disabled pupils pre-post scores and normal pupils pre-post scores on test of semantic and text processing in favor of the learning disabled pupils at 0.01 level.
- 3- There is statistically significant effectiveness of the program at (0.01) level in overcoming external discrepancy since the ratio of effectiveness is 80% .
- 4- There is statistically significant effectiveness of the program at 0.01 level in overcoming internal discrepancy since the ratio of effectiveness is 63%.

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**DEVELOPING LANGUAGE COMPREHENSION  
PROCESSES AT PUPILS WITH  
LEARNING DISABILITIES**

A Thesis for the Degree of Ph.D in Education

[Educational psychology]

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