

Evaluation of Comprehension Strategies in Oral Contexts Among Fourth-Grade Students with Dyslexia – A Descriptive and Analytical Study in Selected Schools in El Oued City

Mohammed Salah DJALAB^{1,*}

¹ Cognitive and Social Neuropsychology Laboratory; University of Eloued, (Algeria),
djalab-mohammedsalah@univ-eloued.dz

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Abstract: The study aimed to evaluate comprehension strategies in oral situations among fourth-grade students with Dyslexia, by attempting to answer the following question: What are the most commonly used comprehension strategies in oral situations among the study sample, which consisted of 7 cases aged 10 and 11 years? The study relied on the descriptive-analytical method and the application of both the "Dyslexia Scale for Children and Adolescents" by Adel Abdullah to determine the degree of difficulty and the "O52 Oral Comprehension Test" by Abdelhamid Khomsi (1987), which classifies oral comprehension strategies into immediate comprehension strategies, including the lexical strategy, grammatical-morphological strategy, and narrative strategy, as well as holistic comprehension strategies, including behavior related to changing designation, self-correction behavior, and behavior of persistence in error. After analyzing the results, the study concluded that the sample of students with Dyslexia predominantly uses immediate comprehension strategies, particularly the lexical strategy. However, they use the grammatical-morphological and narrative strategies to a lesser extent. It was also found that they employ holistic comprehension strategies, which is due to the comprehension difficulties experienced by the sample in oral situations as a whole.

Keywords: Dyslexia; oral comprehension; immediate comprehension; holistic comprehension.

* Corresponding author, e-mail: authorC@mail.com.

1- Introduction

Language is one of the most important means that distinguish humans from other beings, serving as a tool for communication, interaction, and the transmission of knowledge among individuals and societies. Through language, individuals can express their thoughts and emotions, build social relationships, and understand their surroundings. Since language is not merely sounds and words but a comprehensive system of letters, symbols, and rules, acquiring and mastering it is a fundamental skill that enables individuals to develop their cognitive and intellectual abilities.

In this context, reading holds a central place in the educational process, as it is the primary key to acquiring knowledge and engaging with the world. It is also an essential means of understanding and interacting with information. Through reading, individuals can develop their intellectual and linguistic skills, enabling them to communicate effectively in various fields. Therefore, educational institutions place special emphasis on teaching reading from the early stages of education, considering it a fundamental pillar of academic and social success.

However, some students find it difficult to learn to read, as they face problems in distinguishing letters and words, understanding written texts, and comprehending the phonological structure of language. This is known as dyslexia, a disorder that can significantly affect primary school children and directly impact their academic achievement, due to the difficulties it causes in understanding the written word, distinguishing sounds, and retrieving information when needed. As a result, the child becomes slow at reading and unable to keep up with their classmates in class.

Given the impact of dyslexia on academic performance, it has become essential to explore appropriate teaching methods to help these students overcome their difficulties. One of the key areas requiring special attention is **oral comprehension**, as the ability to understand spoken texts plays a crucial role in developing reading and comprehension skills for students with dyslexia. The better their oral comprehension skills, the more efficiently they can process linguistic information.

Based on this premise, our study, titled *"Evaluating Comprehension Strategies in Oral Situations Among Fourth-Grade Students with Reading Difficulties,"* aims to analyze the strategies these students use to understand spoken texts and examine the factors influencing their ability to grasp oral linguistic content.

1.1- Research Problem

Learning difficulties are among the challenges that affect students' academic and social performance, with dyslexia being one of the most common difficulties. Children with dyslexia experience challenges in word recognition, reading skill development, and oral comprehension (Dias et al., 2014). These difficulties directly impact students' ability to process and understand spoken content (Newby et al., 1989).

Learning difficulties are a relatively recent concern in the school environment, affecting a significant proportion of students across different educational levels. Among these difficulties, dyslexia presents a major obstacle to students' progress, creativity, and success, particularly in the early years of primary education. As a result, it has become a central issue of concern for teachers and specialists in the field of education.

Given the importance of knowledge and learning, reading education remains one of the primary skills that schools emphasize, especially in the early years of education, to ensure students' academic and social adaptation. Reading is a key tool for personal development, skill acquisition, and social integration. It plays a crucial role in determining a student's academic trajectory—its mastery fosters growth and achievement, while its absence leads to difficulties and disruptions in the learner's future academic journey.

Dyslexia is one of the most widespread learning difficulties among schoolchildren, leading to lower academic achievement compared to their peers. A student with dyslexia typically struggles with recognizing printed symbols, understanding words, distinguishing

sounds, storing information in memory, and retrieving it when needed. This makes dyslexia a significant and prevalent issue in most schools, impacting both individuals and society. The increasing number of students experiencing reading difficulties has drawn the attention of experts and specialists in the field, prompting efforts to find effective solutions.

The study conducted by Dahal Siham (2005) addressed this issue by analyzing oral comprehension strategies among children with reading difficulties. The findings indicated significant differences between children with reading difficulties and proficient readers. Additionally, the study by Freebody & Byrne (1988) demonstrated that the ability to comprehend oral texts has a direct impact on the academic performance of children with dyslexia. Students with weak oral comprehension skills exhibit poor verbal and written expression, negatively affecting their ability to engage in classroom interactions.

Comprehension is a fundamental aspect of cognitive and linguistic activity in an individual's life. It serves as a crucial means of communication, forming the foundation for effective interaction with others. Through comprehension, individuals fulfill their needs, develop their thoughts and emotions, and enrich their experiences by gaining awareness and understanding of ideas, opinions, and knowledge. Furthermore, comprehension is the cornerstone of the learning and teaching process and a critical factor in achieving success (Benostman, 2006).

Oral comprehension is a key component in the development of reading and writing skills. Siegel (2008) found that children with dyslexia face difficulties in morphological awareness and inferring meanings from oral context, which in turn affects their ability to understand written texts later on. Similarly, Snowling & Melby-Lervåg (2016) established that children with weak oral language skills are more likely to experience reading difficulties in the future.

Studies indicate that oral comprehension strategies differ between children with reading difficulties and typically developing children. The study by Gonçalves et al. (2020) found that children with dyslexia rely on distinct strategies to comprehend texts, such as:

- Oral repetition to aid memory retention.
- Using visual cues to enhance understanding.
- Think-aloud strategies to connect new information with prior knowledge.

According to Abdelhamid Khamsi, the process of oral language comprehension is built upon the types of strategies employed. He categorizes them into immediate comprehension strategies and holistic comprehension strategies.

The use of these strategies varies among children, which can significantly impact their oral comprehension abilities. Based on this premise, the present study aims to assess comprehension strategies in oral situations among fourth-grade students with dyslexia, by addressing the following research question:

What are the most commonly used comprehension strategies among fourth-grade students with dyslexia?

1.2- Research Hypotheses:

- Fourth-grade students with dyslexia primarily use immediate comprehension strategies.
- Fourth-grade students with dyslexia rely mainly on the lexical strategy.

1.3- Research Objectives:

The present study aims to:

- Identify the oral comprehension strategies (immediate comprehension and holistic comprehension) used by fourth-grade students with dyslexia.
- Analyze and examine the immediate comprehension strategies as well as holistic comprehension strategies employed by the study sample.
- Determine the most frequently used strategies among the study sample.

1.4- Significance of the Study:

This study holds great significance both theoretically and practically, as it is directly related to the field of education and its impact on improving the academic performance of primary school students, particularly those with dyslexia. The study's importance can be summarized as follows:

a. Theoretical Significance:

- Contributes to the body of research on learning difficulties, specifically dyslexia and oral comprehension, by highlighting the strategies used by students affected by this disorder.
- Clarifies the relationship between immediate comprehension and holistic comprehension and their impact on the cognitive processing abilities of students with dyslexia, thereby establishing a knowledge base on how they process linguistic information.

b. Practical Significance:

- Assists teachers and educational specialists in improving instructional methods tailored to this group by introducing effective teaching strategies that leverage students' strengths to enhance their oral comprehension.
- Provides a scientific foundation that can be utilized in designing intervention programs aimed at strengthening oral comprehension skills, which can be integrated into curricula and educational support programs.

1.5- Operational Definitions of the Study

A/ Dyslexia :

Dyslexia is a neurological learning disorder that affects students' ability to recognize words accurately and fluently, leading to difficulties in spelling and decoding texts. This disorder is not related to low intelligence but rather results from neurological differences in the way the brain processes written language. According to Shaywitz et al. (2020), children with dyslexia struggle with associating sounds with letters, which impacts their reading ability and oral comprehension. Dyslexic individuals are identified based on the results obtained from the application of the Dyslexia Scale for Children and Adolescents by Adel Abdullah

B/ Comprehension Strategies According to Abdelhamid Khomsi (1987)

In this study, comprehension strategies refer to the different methods used by children to understand linguistic information in oral situations. These strategies are assessed based on the child's ability to employ three fundamental strategies: the lexical strategy, the morpho-syntactic strategy, and the narrative strategy, either during the first presentation or after the test is retaken.

B-1/ Immediate Comprehension

Immediate comprehension is the child's ability to identify and understand oral instructions when they are presented for the first time in the initial administration of the test. This ability is measured based on the child's first response upon hearing the instruction and their use of the three basic strategies (lexical, morpho-syntactic, and narrative) to comprehend the linguistic event.

B-1-1/ Lexical Strategy (L): This refers to the child's ability to use their vocabulary knowledge to understand a linguistic event. This ability is assessed by testing the child's

capacity to recognize words and understand a sentence based on the word as the fundamental unit of comprehension.

B-1-2/ Morpho-Syntactic Strategy (M-S): This strategy reflects the child's ability to apply grammatical rules and verb conjugations in different tenses to comprehend a linguistic event. It is measured by analyzing the extent to which the child utilizes these grammatical structures when interpreting a sentence, where the sentence serves as the unit of comprehension in this strategy.

B-1-3/ Narrative Strategy (C): This is the most complex of the three strategies. It represents the child's ability to use advanced linguistic structures, including both syntactic and lexical elements, to comprehend a linguistic event. This ability is assessed by evaluating how well the child understands a short story (micro-récit) or a paragraph as the basic unit of comprehension, reflecting a higher level of linguistic processing.

B-2/ holistic Comprehension

Holistic comprehension is operationally defined as the final performance outcome of the child after the test is retaken, meaning after the second administration. It is assessed by analyzing the extent to which the child utilizes various comprehension strategies across both test administrations. Holistic comprehension is determined based on three behavioral patterns: reassignment behavior, perseverance in error, and self-correction behavior. These behaviors are represented graphically through a profile analysis (profil), which helps evaluate the child's progress in processing linguistic information.

B-2-1/ Perseveration Behavior:

Perseveration is defined operationally as the child's insistence on maintaining their initial response, even if it is incorrect, regardless of whether the instruction is presented again. This behavior is measured by observing the child's tendency to stick to their first response throughout the test.

B-2-2/ Reassignment Behavior:

Reassignment is operationally defined as the child's ability to modify their response after the second administration of the test. This behavior is measured by analyzing the child's capacity to revise their response upon realizing their mistake in the first presentation, reflecting their ability to reanalyze the linguistic event.

B-2-3/ Self-Correction Behavior:

Self-correction is operationally defined as the child's ability to independently correct their response after initially providing an incorrect answer. This ability is measured by evaluating how well the child transitions between different comprehension strategies, moving from simpler to more complex approaches to correct their mistake without external intervention.

2- Methodological Procedures of the Study

2.1- Research Methodology:

A methodology is a path or approach leading to the discovery of the truth, chosen by the researcher from among several scientific methods and techniques in accordance with the subject of their research to reach solutions or some results (Amira, 1979). Since the subject of the study is the evaluation of comprehension strategies in oral situations among fourth-grade students with dyslexia, we have chosen the descriptive-analytical method as it suits our research topic. It is defined as: "Any investigation that focuses on a phenomenon as it exists in reality, with the aim of diagnosing it, identifying its aspects, determining the relationships between its elements, then attempting to analyze, describe, and compare it to achieve a better understanding of the phenomenon." (Abdelnabi, 2016)

2.2- Study Sample:

A total of 7 cases of students with dyslexia, of both genders, aged between 10 and 11 years, were selected. This selection was made after applying the Dyslexia Scale for Children and Adolescents by Adel Abdullah to determine the degree of dyslexia and selecting cases that exhibited severe dyslexia, as indicated in the table presenting the sample characteristics within the study field.

Table (1): Characteristics of the Study Sample

Case	Age	Grade Level	Repeater/Non-Repeater	Disabilities	Dyslexia Degree
Case (01)	10	Fourth Grade	Non-Repeater	/	31
Case (02)	10	Fourth Grade	Non-Repeater	/	35
Case (03)	10	Fourth Grade	Non-Repeater	/	37
Case (04)	10	Fourth Grade	Non-Repeater	/	32
Case (05)	11	Fourth Grade	Repeater	/	36
Case (06)	10	Fourth Grade	Non-Repeater	/	35
Case (07)	10	Fourth Grade	Non-Repeater	/	36

2.3- Study Tools:

Oral Language Comprehension Test (O52):

The Oral Language Comprehension Test (O52) was designed by Dr. Abdelhamid Khamsi in 1987 at the Center for Applied Psychology in Paris, France.

A. Purpose of the Test:

This test aims to identify comprehension strategies in oral situations used by children. These strategies relate to oral comprehension, assessing the extent to which children employ the lexical strategy, morpho-syntactic strategy, and ultimately progress to a more complex strategy, the narrative strategy. This process enables children to develop essential comprehension strategies necessary for oral language understanding.

B. Test Principle:

The test consists of 52 scenarios (images), where responses are not limited to school-acquired terminology but also include basic knowledge acquired at an early age, which is later refined in school. The test helps determine the strategies children use to comprehend oral situations. The child's task is to select the image that corresponds to the instruction (sentence) given by the researcher.

The main strategies assessed by this test include:

- **Immediate comprehension strategies:** Lexical strategy, Morpho-syntactic strategy, Narrative strategy
- **Holistic comprehension strategies:** Persistence in error behavior, Designation change behavior, Self-correction behavior

Pre-Test Procedures:

Before administering the test, it is essential to ensure that the child understands the concept of selecting an image, as the test consists of 52 scenarios (images) distributed across 30 panels. Each panel contains four images, and some panels are used more than once, meaning that a single panel may represent two different scenarios simultaneously.

Test Structure:

❖ Part (A):

This section includes 17 scenarios spread across 14 panels, designed to assess the lexical strategy (L). A child aged 4 to 6 years is expected to complete this section successfully.

The primary panels used in the lexical strategy assessment are: Panel (01), (02), (03), (04), (05), (07), (10), (11), (13), (16), (20), (23), (25), (28).

It is important to note that the number of scenarios does not match the number of panels, as some panels represent two different scenarios simultaneously. The most significant of these are Panel (1), Panel (2), and Panel (3), as illustrated in the following diagram:

The man is standing	The girl is running
The boy is running	The boy is standing

A Clause of the Lexical Strategy / Panel 01

❖ Part (B):

This section includes 23 scenarios distributed across 17 panels and is designed to assess the morpho-syntactic strategy (M-S). A child is expected to complete this strategy successfully by the age of five and a half.

The primary panels used in this morpho-syntactic strategy assessment are: Panel (04), (05), (07), (13), (14), (16), (17), (18), (19), (21), (22), (23), (25), (26), (29), (30). Some panels represent two different scenarios simultaneously.

The morpho-syntactic strategy is considered more difficult than the lexical strategy, as it involves morphological and syntactic elements such as pronouns, verb tense structures, singular/plural forms, dual form, and gender distinctions.

These elements appear throughout the panels, allowing the child to activate their metalinguistic abilities (métalinguistique) and compare images based on linguistic cues. The following example illustrates one of the panels with its four scenarios for this strategy:

The car is parked in front of the house	The car is inside the house
There is no car in front of the house	The car is between the two houses

A Clause of the Morpho-Syntactic Strategy / Panel 14

❖ Part (C):

This section includes 12 scenarios distributed across 12 panels, meaning that each scenario corresponds to a single panel. It is designed to assess the narrative strategy (C). A child is expected to complete this strategy successfully from the age of 6 years and above.

The primary panels used in this narrative strategy assessment are: Panel (06), (09), (10), (11), (12), (15), (18), (20), (24), (27), (28), (29).

This section is more complex than the previous ones due to the variety of linguistic structures and the similarity between different scenarios. The following illustration presents one of the panels with its four scenarios for this strategy:

The boy is sleeping while the rain is falling outside	I see that it is sunny outside
I see that it is raining outside	The boy is playing in the rain while his mother watches him

A Clause of the Narrative Strategy / Panel 10

Third – Test Tools:

The test consists of the following tools:

- A notebook containing the definition of the test objectives and the steps to be followed for test administration (manuel).
-

- A second notebook containing all 30 test panels, where each panel includes four images, numbered as follows:

1	2
3	4

Scoring Sheet

The scoring sheet, used to record the child's responses for each strategy, is a double-sided sheet divided as follows:

❖ First Page:

- Contains the child's personal information, in addition to the method for calculating the obtained scores.
- At the bottom of the page, there is a graph representing the obtained percentages for both immediate comprehension and holistic comprehension for each case.

❖ Second and Third Pages:

- Contain the sentences corresponding to the 52 scenarios, distributed across various strategies.
- These pages are divided into seven columns, where the appropriate score is recorded in each column.

The appropriate score is recorded in each column.

- **First Column (L):** Represents the **lexical strategy**, containing **17 sentences**.
- **Second Column (M-S):** Represents the **morpho-syntactic strategy**, containing **23 sentences**.
- **Third Column (C):** Represents the **narrative (complex) strategy**, containing **12 sentences**. This column records the **first designation response** for each strategy.

The first, second, and third columns fall under the first presentation (D1).

- **Fourth Column (D2):** Represents the **second presentation**, where the second response is recorded if the first designation was incorrect.
- **Fifth Column (P):** Represents **persistence in error**, recording responses after both the **first and second designations**, if both were incorrect.
- **Sixth Column (DA1):** Records **atypical responses** in the first presentation.
- **Seventh Column (DA2):** Records **atypical responses** in the second presentation.
- **Fourth Page:** Contains **six graphs** illustrating the consistency of the student's results compared to N1, which represents **immediate comprehension**.

Fourth – Instruction:

The examiner must first ensure that the child understands the concept of designating an image on a panel containing four (04) images. For this purpose, the panel numbered zero (0) at the beginning is used for training and is presented to the child as follows:

"We are going to play a game: I will read or say a sentence, and you will point to the image that matches the sentence."

Example:

- Show me the picture where the **boy** is.

- Show me the picture where the **little girl** is.
- Show me the picture where the **man with folded arms** is.

Thus, the instruction for the entire test follows this format: "**Show me the picture where**"

While giving the instruction, the following considerations must be observed:

- **Use a normal voice tone.**
- **Do not insist or pressure the child.**
- **Do not change the pitch of your voice.**

Fifth – Scoring:

- A (+) mark is given if the child correctly identifies the image on the first attempt, and the mark is placed in one of the corresponding columns (C, M-S, L) for each scenario.
- If the answer is incorrect, the number of the selected image is recorded in the appropriate column.
- If the child fails on the first attempt, they are given a second chance by repeating the instruction exactly as before, without any modifications. The score for this second attempt is recorded in the (D2) column, which is designated for the second designation attempt.
- If the answer is correct on the second attempt, a (+) mark is placed. If incorrect, the number of the selected image is recorded instead.

Sixth – Scoring Method

First Stage:

Count the number of (+) **marks** recorded in the **seven columns** and write the **final score** at the **bottom of the sheet**, following this order from **left to right: DA2, DA1, P, D2, C, M-S, L**.

Score Calculation:

Score N1: Obtained by summing the scores from the three columns (C, M-S, L) using the formula:

$$C+S-M+L=N1$$

Score N2: Calculated from N1 plus the score from the D2 column (second designation attempt), using the formula:

$$N\ 2 = N\ 1 + D\ 2$$

Score P: Obtained by summing all the marks in its corresponding column and applying the formula:

$$P = p_{total}/(52 - N\ 1).100$$

Score C-A: Calculated using N1 and N2 from the first and second designation attempts, using the formula:

$$A-c = (N\ 2 - N1) .100/(52 - N\ 1)$$

Score D-C: Derived from A-C using the formula:

$$C -D = 100 -A -C -P$$

Based on all these calculated scores, it is possible to identify the strategies the child uses to understand the scenario and to determine the behavior the child adopts towards these scenarios, whether the answers are correct or incorrect.

To obtain this information, the scoring sheet includes two curves:

- The first curve, located on the first page of the scoring sheet, helps assess the child's comprehension level based on N1 and N2 scores.
- The second curve, located on the last (fourth) page of the scoring sheet, verifies the consistency of results according to the obtained N1 (immediate comprehension) score. It also determines whether the child is positioned within the normal range (normalité) or outside of it (Merode, 2008).

Seventh – Modifications Made to the Test:

The sentences in the test were translated while preserving their lexical, morpho-syntactic, and complex (narrative) characteristics. These translated sentences were then tested on a group of typically developing children. Additionally, the sentences corresponding to the images (scenarios), which the specialist presents to the child, were translated. However, the images themselves, which the child designates, required no adaptation, as they are familiar to the child and do not contain elements that conflict with Algerian cultural context.

Regarding the translation process, the previously mentioned translation approach was followed, with corrections made to certain errors found in Dahal's research. These corrections ensured that all sentence characteristics were maintained, including: Verb, subject, object, Temporal and spatial adverbs, Nouns, past and present tenses, Negation, dual, plural, masculine, and feminine forms (Benostman, 2006)

Eighth – Test Administration Method:

The test was administered individually to fourth-grade students with dyslexia.

The instruction given was identical to that in the original test: **"Show me the picture..."**

The procedure was explained to the child by saying: **"I will read a sentence to you. Listen carefully and place your finger on the picture that matches the sentence."**

Before presenting the holistic results obtained by the children in the study group, we will first present the results of two cases to illustrate how the obtained results were analyzed.

2.4- Study Boundaries

❖ Spatial Boundaries:

Some primary schools in El Oued City.

❖ Temporal Boundaries:

The study was conducted during the period from April 9, 2023, to April 19, 2023.

3- Results, Analysis and Discussion

3.1- Presentation of Study Results

The results obtained from the test were compiled into a single table. The results are as follows:

Table (02): Results of the O52 Comprehension Strategies Test for the Study Sample.

C-D	A-C	N2	N1	DA2	DA1	P	D2	D1			
								C	M-S	L	
61	24	39	35	00	03	15	04	06	15	14	(01) Case
49	33	36	28	00	05	18	08	05	10	13	Case (02)
66	18	38	35	00	03	16	03	10	13	12	Case (03)
43	43	40	31	00	00	14	09	07	12	12	Case (04)
54	33	40	34	00	05	13	06	07	15	12	Case (05)
42	42	38	28	02	05	16	10	07	12	09	Case (06)
57	29	40	35	01	03	14	05	09	13	13	Case (07)
372	222	271	226	03	24	106	45	51	90	85	Total
		%74.45	%62.08	%01.12	%09.02	29.12	12.3	48.57	%55.90	71.42	Percentage
						%	%6	%		%	

Below is a statistical description of the previous results as follows:

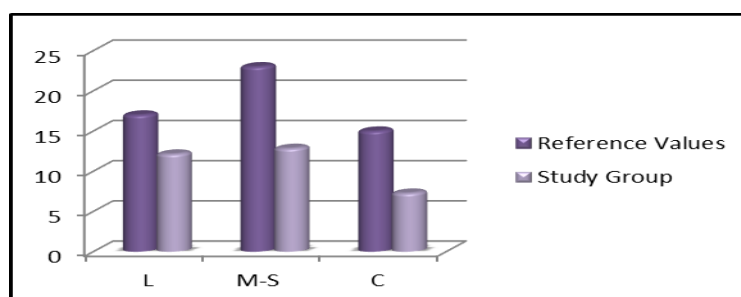
Table (03): Statistical Description of the Arithmetic Means for the Different Strategies of the O52 Test for the Study Sample.

	N	Min	Maxi	Mean
L	07	09	14	12.14
M.S	07	10	15	12.85
C	07	05	10	7.28
N1	07	28	35	32.28
N2	07	36	40	38.71
DA1	07	00	05	3.42
DA2	07	00	02	0.42
P	07	13	18	15.14
A.C	07	18	43	31.71
C.D	07	42	66	53.14
D2	07	03	10	6.42

3.2- Analysis of Study Results:

Based on the results presented in the two tables, which display the outcomes of immediate comprehension, encompassing three fundamental strategies (lexical strategy, morpho-syntactic strategy, and narrative or complex strategy), these results represent the first presentation of the instruction (first presentation - D1).

- The lexical strategy (L) showed a high success rate, with a mean score of 12.14, corresponding to 71.42%, indicating a strong performance by this group of students with dyslexia.
- The morpho-syntactic strategy (M-S) had a mean score of 12.85, equivalent to 55.90%, which is above average, demonstrating a relatively good performance among the students.
- The narrative or complex strategy (C) yielded lower-than-average results, with a mean score of 7.28, corresponding to 48.57%, which is weaker compared to the other two strategies.

Graph (01): Represents the Comparison Between the Study Group Results and the Reference Values for Immediate Comprehension Strategies.

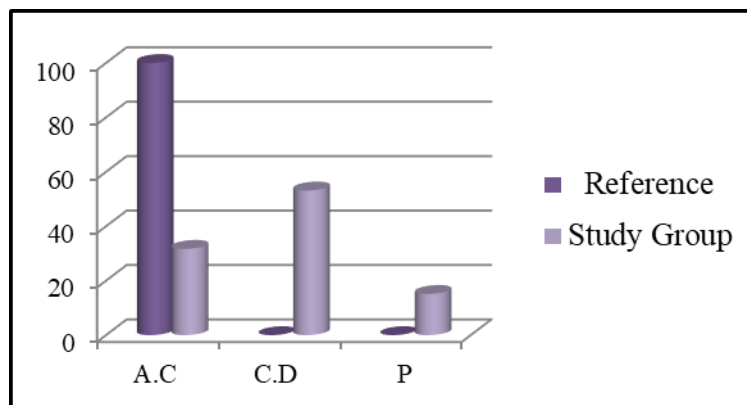
Source: The Researcher

Note: The reference value represents the ability to successfully answer the presented situations in the test for the different studied strategies, as a typical child of the same age is expected to provide correct answers to all situations.

Based on the results achieved in the previous strategies, the mean score obtained in immediate comprehension was 32.28, equivalent to 62.08%, which is above average.

The following presents the study group results compared to the reference values of the test:

Graph (02): Represents the Comparison Between the Study Group Results and the Reference Values for Holistic Comprehension Strategies.



Source: The Researcher

Regarding holistic comprehension, which includes persistence in error, self-correction behavior, and designation change behavior, assessed during the second presentation (deuxième presentation) when the student fails to answer correctly in the first attempt:

- The persistence in error (P) had a mean score of 15.14, equivalent to 29.12%, which is a moderate percentage compared to the reference value.
- The self-correction behavior (A-C) reached 15.14%, which is also relatively high when compared to the reference value for typical children.
- The designation change behavior (C-D) had a mean score of 6.42%, a significant value considering its calculation is based on (A-C) and (P).

Thus, the higher percentages in holistic comprehension strategies are primarily due to failures in immediate comprehension strategy-related situations.

3.3- Discussion of Results in Light of the Hypotheses

1. Discussion of the First Hypothesis Results:

The first hypothesis states: *"Fourth-grade students with dyslexia use immediate comprehension strategies specifically."*

Through presenting and analyzing the results of the seven cases after applying the Oral Comprehension Test (O52), we found that all seven cases of fourth-grade students with dyslexia used immediate comprehension strategies to a large extent, while they used holistic comprehension strategies to a lesser extent. Although the use of both strategies shows that it aligns with the reference results, i.e., the use of immediate comprehension strategies more than holistic comprehension strategies, immediate comprehension in this group appeared at a

lower rate than what we consider as the reference rate. This is reflected in the percentages we recorded, which show that children with dyslexia use the lexical strategy and other strategies, especially the narrative (complex) strategy, to varying degrees. Holistic comprehension appeared to be higher than the reference level, influenced by the moderate level of immediate comprehension, which is one of its components.

Thus, it can be said that the inability to control immediate comprehension strategies leads to the reliance on holistic comprehension strategies. Based on the above, the first hypothesis is confirmed, which states that fourth-grade students with dyslexia primarily use immediate comprehension strategies during oral comprehension tasks.

This result aligns with the study by Gonçalves et al. (2020), which found that children with dyslexia rely on different strategies to understand texts. It also aligns with the results of Dahal's study (2005), which concluded that there are differences in the use of immediate and holistic comprehension strategies compared to typical children, and that children with learning difficulties primarily use immediate comprehension strategies. This is because the use of immediate comprehension strategies and holistic comprehension strategies operates inversely; as the use of immediate comprehension strategies increases, the use of holistic comprehension strategies decreases. The use of holistic comprehension strategies, which represents results from the second administration of the test after failure in the first presentation, corresponds to situations that represent immediate comprehension strategies.

2. Discussion of the Second Hypothesis Results:

The second hypothesis states: ***"Fourth-grade students with dyslexia specifically use the lexical strategy"***

Through presenting and analyzing the results of the seven cases after applying the Oral Comprehension Test (O52), we found that all seven cases of fourth-grade students with dyslexia used various strategies for oral comprehension. However, they did not use them in the same way. The lexical strategy was used more frequently compared to the morpho-syntactic strategy, while the lexical strategy was used to a lesser extent. This disparity in usage is due to the relative failure in using these strategies efficiently, which later led to the use, albeit to a lesser degree, of holistic comprehension strategies, such as perseverance in error, self-correction, and re-designation behavior. Nevertheless, the lexical strategy remained the most used strategy among the study sample, confirming the study hypothesis that *"Fourth-grade students with dyslexia primarily use the lexical strategy."*

These students heavily rely on vocabulary for understanding spoken language, as this strategy depends on words as one of the basic components of comprehension. This is due to its simplicity, relying on the word as the linguistic unit for understanding, as well as on the visual aspect that represents the image containing a simple situation or incident. We also observe weak performance in other tasks measuring the morpho-syntactic strategy, indicating that students can partially use grammatical rules to understand spoken language. However, their use of this strategy is less frequent compared to the lexical strategy, suggesting that they face greater difficulty in understanding sentences that require complex grammatical rules. This was highlighted in Siegel's study (2008), which indicated that children with dyslexia have problems with morphological awareness and the ability to infer meanings from oral context. Furthermore, we also find a weakness in using the narrative strategy, which depends on the child's ability to understand short texts or complex paragraphs that require critical

thinking and interpretation. That is, children with dyslexia struggle to absorb the oral language directed at them, especially when it requires linking complex ideas and multiple vocabulary words. This is evident from their inability to understand oral instructions during the second test administration, where they resorted to using perseverance in error and re-designation behavior. These results were confirmed by Dahal's study (2005), which noted that there is a problem in the immediate comprehension strategies, which affects the holistic comprehension strategies.

4- General Conclusion

Based on the analysis of the study results, it can be concluded that fourth-grade students with dyslexia primarily rely on immediate comprehension strategies in oral situations, particularly the lexical strategy, while the morpho-syntactic strategy and narrative strategy are used to a lesser extent. The findings also indicate that these students resort to holistic comprehension strategies, such as self-correction behavior, designation change behavior, and persistence in error behavior, as a result of their difficulties in directly processing information through immediate comprehension.

Based on these results, it can be stated that weak immediate comprehension negatively impacts the development of comprehension abilities in students with dyslexia, leading them to rely more on compensatory comprehension mechanisms. This highlights the importance of enhancing immediate comprehension strategies through educational programs aimed at developing their linguistic skills and improving their ability to process oral texts more effectively.

Recommendations

In conclusion, the following recommendations are presented based on the study results, which could help improve oral comprehension in students with dyslexia, whether within the school environment or through therapeutic and educational interventions:

- Develop educational programs that focus on improving the lexical strategy by expanding vocabulary and strengthening the connection between words and images.
- Integrate activities that encourage the use of the morpho-syntactic strategy through interactive exercises involving word and sentence manipulation.
- Introduce short stories tailored to strengthen the narrative strategy using analysis and inference techniques, which help develop critical thinking skills in students.
- Train students in self-correction behavior using techniques such as Think-Aloud Strategies, which encourage them to review and refine their responses.
- Use exercises designed to reduce persistence in error by providing immediate feedback that helps students correct their answers accurately.
- Implement interactive educational games to enhance designation change behavior, making the learning process more flexible and engaging.

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