



People's Democratic Republic of Algeria  
Ministry of Higher Education and Scientific Research



University "Des Frères Mentouri", Constantine  
Faculty of Letters and Languages  
Department of English

N° ordre:65/DS/2018  
N° serie :03/Ang/2018

**FLUENCY ORIENTED READING INSTRUCTION AND  
REPEATED READING EFFECTS IN ENHANCING READING  
FLUENCY AND COMPREHENSION**

*The Case of Second Year EFL Students at the Teacher Training School of Constantine*

Thesis submitted in Candidacy for the Degree of "Doctorat ES- Sciences" in  
Applied Linguistics

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## **DEDICATIONS**

**To** the Memory of my Mother “Fatima Zohra”

**To** my father “Ahmed”

**To** my beloved sisters “Mounia & Nadira” and brother

Your love, understanding, and faith have been the torch that guided me throughout the long process of the realization of this work.

**To** my husband “Hakim”

**To** my children “Nour, Ahmed & Amine”

You have been constant sources of love, concern, support, and strength all these years.

## ACKNOWLEDGMENTS

The writing of this dissertation is the most significant and difficult academic challenge that I have ever experienced. Without the support, patience, and guidance of many people, this study would have never been completed. It is to them that I owe my greatest gratitude.

I greatly acknowledge my endless gratitude and indebtedness to my supervisor, **Prof. Hacène HAMADA** who has never underestimated my work. His vast understandings, timely feedback, probing questions, and insightful suggestions which have been source of inspiration to me can be best described in one word—priceless.

Besides my supervisor, I express my sincere gratitude to the members of the examination board, **Prof. SAADI**, **Prof. BEGHOUL**, **Prof. ABDELATIF-MAMI**, **Dr. GRINE**, and **Dr. CHELLI** who accepted to devote their precious time to read and evaluate my thesis.

A heartfelt gratitude I express to my respected colleague and friend, **Prof. Doudja SLOUGUI** for her intellectual insights that continue to advance my professional development.

I must also express my deepest gratitude to my friend and colleague **GHOUALMI Djamila** for the undying support, time, and tolerance that she afforded me from day one until the end.

Special thanks also go to **LABIOD Ahlem** and **BADER Faiza** who valued and supported my endeavor throughout the different stages of this study.

I will never forget the precious help of my colleague **KIOUCHE Nedjoudja** during the treatment period. I thank a lot Second year English students in group 4 and group 3 for sharing with me and trusting me during the training. The shared experiences will always be remembered and treasured.

To my colleagues at the departments of English in the Teacher Training School of Constantine and in Mentouri University, Constantine 1.

## Abstract

Fluency is reading written texts accurately with an appropriate speed and a proper expression which leads to comprehension, the ultimate goal of reading. Developing this skill in reading as a stepping stone to facilitate generating meaning from a print urges researchers and educators to look for the appropriate fluency instructions that foster this reading talent. This research seeks to investigate the effect of two instructional approaches on developing students' reading fluency and comprehension: the Fluency Oriented Reading Instruction and the Repeated Reading. In particular, the study aims at a) measuring the improvement in the different components of reading fluency (automaticity, word recognition accuracy, prosody, and comprehension) and b) finding out the most effective approach in enhancing reading fluency sub-skills. A quasi-experimental study, involving a pretest and posttest was conducted on second year students at the department of English in the Teacher Training School of Constantine. The results revealed a correlation between reading fluency and comprehension, and *t* tests confirmed the statistical significance of change in the means scores of reading fluency components within the experimental groups and the control group. Both the Fluency Oriented Reading Instruction and the Repeated Reading proved practical approaches for developing students' reading fluency and comprehension. Hence, the three research hypotheses were confirmed. However, in terms of efficiency, the statistical analysis certified that the Fluency Oriented Reading Approach effects mainly at the levels of prosody, accuracy and comprehension was more profound than that of the Repeated Reading one. In addition, the questionnaires and interviews administered to the focus group demonstrated that the regular use of Fluency Oriented Reading Instruction not only enhances students' fluency in reading but it enables them to experience growth in other skills as well.

**Key words:** *Fluency Oriented Reading Instruction, Repeated Reading, Reading Fluency, Automaticity, Reading Accuracy, Reading Prosody, Reading Comprehension*



## LIST OF ABBREVIATIONS AND SYMBOLS

**CBM:** Curriculum Based Measurement

**CG:** Control Group

**CR:** Comprehension Retelling

**CWPM:** Correct Word per Minute

**DV:** Dependent Variable

**EG:** Experimental Group

**EFL:** English as a Foreign Language

**ENS-C:** Ecole Normal Supérieure of Constantine

**FL:** Foreign Language

**FORI:** Fluency Oriented Reading Instruction

**FORI-G:** Fluency Oriented Reading Instruction Group

**IRIs:** Informal Reading Inventories

**IV:** Independent Variable

**L1:** First Language

**L2:** Second Language

**NRP:** National Reading Panel

**NRC:** National Research Council

**N°:** Number

**RR:** Repeated Reading

**RR-G:** Repeated Reading Group

**RT:** Reading Techniques

**SD:** Standard Deviation

**WRC:** Word Read Correctly

**WRE:** Word Recognition Errors

**WRPM:** Word per Minute

**1<sup>st</sup>:** First

**2<sup>nd</sup>:** Second

**3-MRA:** Three Minutes Reading Assessment

**%:** Percentage

## LIST OF TABLES

<b>Table 4.1:</b>	Comprehension Rubric.....	<b>94</b>
<b>Table 2 :</b>	Script of Verbal Instructions.....	<b>134</b>
<b>Table 3 :</b>	Pretest Results .....	<b>143</b>
<b>Table 4 :</b>	Posttest Results .....	<b>151</b>
<b>Table 5 :</b>	Descriptive Statistics of Pretest.....	<b>165</b>
<b>Table 6 :</b>	Correlation Chart CWPM and CR in Pretest.....	<b>167</b>
<b>Table 7 :</b>	Descriptive Statistics: Pre/Posttest CWPM for FORI-G and CG.....	<b>171</b>
<b>Table 8 :</b>	CWPM Mean Difference between FORI-G and CG in Posttest .....	<b>171</b>
<b>Table 9 :</b>	Descriptive Statistics: Pre/Posttest Accuracy for FORI-G and CG.....	<b>173</b>
<b>Table 10 :</b>	Accuracy Mean Difference between FORI-G and CG in Posttest .....	<b>173</b>
<b>Table 11:</b>	Descriptive Statistics: Pre/Posttest Prosody for FORI-G and CG.....	<b>175</b>
<b>Table 12:</b>	Prosody Mean Difference between FORI-G and CG in Posttest.....	<b>175</b>
<b>Table 13:</b>	Descriptive Statistics: Pre/Posttest CR for FORI-G and CG.....	<b>177</b>
<b>Table 14:</b>	CR Mean Difference between FORI-G and CG in Posttest.....	<b>177</b>
<b>Table 15:</b>	Descriptive Statistics: Pre/Posttest CWPM for RR-G and CG.....	<b>179</b>
<b>Table 16:</b>	CWPM Mean Difference between RR-G and CG in Posttest.....	<b>179</b>
<b>Table 17 :</b>	Descriptive Statistics: Pre/Posttest Accuracy for RR-G and CG.....	<b>181</b>
<b>Table 18:</b>	Accuracy Mean Difference between RR-G and CG in Posttest.....	<b>181</b>
<b>Table 19:</b>	Descriptive Statistics: Pre/Posttest Prosody for RR-G and CG.....	<b>183</b>
<b>Table 20:</b>	Prosody Mean Difference between RR-G and CG in Posttest .....	<b>183</b>
<b>Table 21:</b>	Descriptive Statistics: Pre/Posttest CR for RR-G and CG.....	<b>185</b>
<b>Table 22:</b>	CR Mean Difference between RR-G and CG in Posttest .....	<b>185</b>
<b>Table 23:</b>	Descriptive Statistics: Pre/Posttest CWPM for RR-G and FORI-G.....	<b>187</b>
<b>Table 24:</b>	CWPM Mean Differences between FORI-G and RR-G in Posttest.....	<b>187</b>
<b>Table 25:</b>	Descriptive Statistics: Pre/Posttest Accuracy for RR-G and FORI-G....	<b>189</b>

<b>Table 26:</b>	Accuracy Mean Differences between FORI-G and RR-G in Posttest...	<b>189</b>
<b>Table 27:</b>	Descriptive Statistics: Pre/Posttest Prosody for RR-G and FORI-G.....	<b>191</b>
<b>Table 28:</b>	Prosody Mean Differences between FORI-G and RR-G in Posttest....	<b>191</b>
<b>Table 29:</b>	Descriptive Statistics: Pre/Posttest CR for FORI-G and RR-G.....	<b>193</b>
<b>Table 30</b>	CR Mean Difference between FORI-G and RR-G in Posttest.....	<b>193</b>
<b>Table 31:</b>	FORI-G Gains in Fluency Sub-Skills.....	<b>195</b>
<b>Table 32:</b>	RR-G Gains in Fluency Sub-Skills .....	<b>196</b>
<b>Table 33:</b>	Informants' Reaction to the FORI Objectives.....	<b>211</b>
<b>Table 34:</b>	FORI Training Satisfies Informants' Needs.....	<b>211</b>
<b>Table 35:</b>	Informants' Reaction to the FORI Course Design.....	<b>212</b>
<b>Table 36:</b>	Informants' Attitude to the Gained Skills by the End of the Training....	<b>215</b>
<b>Table 37:</b>	The Informants' Impression to the Role of the Instructor.....	<b>219</b>
<b>Table 38:</b>	Informants' Attitude towards the Topics Covered.....	<b>219</b>
<b>Table 39:</b>	Informants' Opinion about the Value of the FORI Training.....	<b>220</b>
<b>Table 40:</b>	The Interesting Part(s) in the FORI Training.....	<b>221</b>
<b>Table 41:</b>	Informants' Attitude towards the FORI.....	<b>222</b>
<b>Table 42:</b>	FORI Useless Parts in the Future.....	<b>222</b>
<b>Table 43:</b>	Factors Contributing in the Change of Behaviour.....	<b>223</b>
<b>Table 44:</b>	The Informants' Future Needs.....	<b>224</b>

## LIST OF FIGURES

<b>Figure 1:</b> The Reading Process in Beginning Reading.....	<b>42</b>
<b>Figure 2:</b> The Reading Process in Fluent Reading.....	<b>43</b>
<b>Figure 3:</b> CWPM and CR Scatter Plot.....	<b>166</b>
<b>Figure 4:</b> The Best Fit-Line.....	<b>166</b>
<b>Figure 5:</b> Posttest CWPM for FORI-G and CG.....	<b>170</b>
<b>Figure 6:</b> Posttest Accuracy for FORI-G and CG.....	<b>172</b>
<b>Figure 7:</b> Posttest Prosody for FORI-G and CG.....	<b>174</b>
<b>Figure 8:</b> Posttest CR for FORI-G and CG.....	<b>176</b>
<b>Figure 9:</b> Posttest CWPM for RR-G and CG.....	<b>178</b>
<b>Figure 10:</b> Posttest Accuracy for RR-G and CG.....	<b>180</b>
<b>Figure 11:</b> Posttest Prosody for RR-G and CG.....	<b>182</b>
<b>Figure 12:</b> Posttest CR for RR-G and CG.....	<b>184</b>
<b>Figure 13:</b> Posttest CWPM for FORI-G and RR-G.....	<b>186</b>
<b>Figure 14:</b> Posttest Accuracy for FORI-G and RR-G.....	<b>188</b>
<b>Figure 15:</b> Posttest Prosody for FORI-G and RR-G.....	<b>190</b>
<b>Figure 16:</b> Posttest CR for FORI-G and RR-G.....	<b>192</b>
<b>Figure 17:</b> FORI-G Fluency Progress during the Training.....	<b>197</b>
<b>Figure 18:</b> RR-G Fluency Progress during the Training.....	<b>198</b>
<b>Figure 19:</b> The Informants' Positive Attitude to the FORI Course Design.....	<b>214</b>
<b>Figure 20:</b> Informant's Overall Reaction to the Gained Skills after the Training.....	<b>217</b>
<b>Figure 21:</b> Informants' Opinion about the Length of the Training and the Session.....	<b>218</b>
<b>Figure 22:</b> Recommending the FORI Program for 2 <sup>nd</sup> Year Students.....	<b>220</b>

## CONTENTS

### Introduction

1. Statement of the Problem.....	2
2. Significance of the Study in L2/EFL Context.....	3
3. Purpose of the Study.....	5
4. Research Questions.....	5
5. Research Hypotheses.....	6
6. Sampling and Methodology .....	6
7. Research Limitations.....	8
8. Definition of Terms.....	9
9. Structure of the Thesis.....	10

### CHAPTER I: READING FLUENCY A BRIDGE TO COMPREHENSION

Introduction.....	13
1.1. Reading Vs Reading Fluency.....	13
1.2. Reading Fluency: Historical Background.....	14
1.2.1. Early Researches on Reading Fluency.....	14
1.2.1.1. Reading Fluency in the Early 1950's.....	15
1.2.1.2. Reading Fluency in the Late 1950's.....	17
1.2.2. The National Reading Panel Reports.....	18
1.3. Fluency and the NRP Reports.....	19
1.4. Defining Reading Fluency.....	21
1.4.1. General Definitions of Reading Fluency.....	21
1.4.2. Specific Definitions of Reading Fluency.....	22
1.4.3. Operational Definition.....	24

<b>1.5.</b>	<b>The Components of Reading Fluency.....</b>	<b>25</b>
<b>1.5.1.</b>	<b>Fluency through Automaticity .....</b>	<b>25</b>
<b>1.5.1.1.</b>	<b>Word Reading Accuracy.....</b>	<b>25</b>
<b>1.5.1.2.</b>	<b>Reading Rate.....</b>	<b>27</b>
<b>1.5.2.</b>	<b>Fluency through Prosody .....</b>	<b>28</b>
<b>1.5.2.1.</b>	<b>Prosodic Features.....</b>	<b>30</b>
<b>1.5.2.2.</b>	<b>The Importance of Prosody.....</b>	<b>31</b>
<b>1.5.3.</b>	<b>Reading Fluency and Comprehension.....</b>	<b>34</b>
<b>1.6.</b>	<b>Relationship between Fluency and Comprehension.....</b>	<b>35</b>
<b>1.7.</b>	<b>Reading Fluency a Bridge to Comprehension: Theoretical Basis.....</b>	<b>37</b>
<b>1.7.1.</b>	<b>Fluency and the Reading Process.....</b>	<b>38</b>
<b>1.7.2.</b>	<b>LaBerge and Samuels Automatic Processing Theory.....</b>	<b>39</b>
<b>1.7.2.1.</b>	<b>The Central Role of Attention in the Theory.....</b>	<b>41</b>
<b>1.7.2.2.</b>	<b>Memory and the Automatic Processing Theory.....</b>	<b>43</b>
<b>1.7.2.3.</b>	<b>Stages of the Automatic Word Recognition.....</b>	<b>46</b>
<b>1.7.3.</b>	<b>Prosody Theoretical Perspective.....</b>	<b>47</b>
<b>1.7.3.1.</b>	<b>Scheriber’s 1980 Prosody Theory.....</b>	<b>47</b>
<b>1.7.3.2.</b>	<b>Prosody and Text Chunking.....</b>	<b>49</b>
<b>1.7.3.3.</b>	<b>The Chunking Process.....</b>	<b>51</b>
<b>1.8.</b>	<b>Importance of Developing Fluency .....</b>	<b>53</b>
<b>1.9.</b>	<b>Reading Fluency in Foreign Language Context.....</b>	<b>54</b>
<b>1.10.</b>	<b>Importance of L1 Findings in L2/EFL Research on Fluency.....</b>	<b>55</b>
	<b>Conclusion.....</b>	<b>58</b>

## **CHAPTER II: DEVELOPING READING FLUENCY: INSTRUCTION AND ASSESSMENT**

Introduction.....	59
<b>2.1. Teaching Reading Fluency.....</b>	<b>59</b>
<b>2.1.1. Definition of Fluency Instruction.....</b>	<b>61</b>
<b>2.1.2. Characteristics of Fluent and Non-fluent Reader.....</b>	<b>62</b>
<b>2.1.3. Main Aspects of a Successful Fluency Instruction.....</b>	<b>63</b>
<b>2.1.4. Instructional Methods for Teaching Fluency.....</b>	<b>65</b>
<b>2.1.4.1. Repeated Reading Strategy.....</b>	<b>65</b>
<b>2.1.4.2. Assisted Reading.....</b>	<b>66</b>
<b>2.1.4.3. Partner Reading and Its Benefits.....</b>	<b>66</b>
<b>2.1.4.4. Choral Reading.....</b>	<b>69</b>
<b>2.1.4.5. Echo Reading.....</b>	<b>69</b>
<b>2.1.4.6. Readers' Theater and Its Principles.....</b>	<b>70</b>
<b>2.1.5. Characteristics of Texts for Fluency Practice.....</b>	<b>72</b>
<b>2.1.5.1. The Type of Text.....</b>	<b>73</b>
<b>2.1.5.2. The Level of Difficulty.....</b>	<b>74</b>
<b>2.1.5.3. The Length of the Text.....</b>	<b>75</b>
<b>2.2. Assessing Reading Fluency.....</b>	<b>76</b>
<b>2.2.1. Types of Fluency Assessment Tests.....</b>	<b>77</b>
<b>2.2.1.1. Formal Fluency Assessment.....</b>	<b>78</b>
<b>2.2.1.1.1. Test of Silent Word Reading Fluency.....</b>	<b>78</b>
<b>2.2.1.1.2. The Gray Oral Reading Tests.....</b>	<b>79</b>
<b>2.2.1.2. Informal Fluency Assessment.....</b>	<b>80</b>
<b>2.2.1.2.1. The Dynamic Indicators of Basic Early Literacy Skills.....</b>	<b>80</b>
<b>2.2.1.2.2. CBM of Oral Reading Fluency Test.....</b>	<b>81</b>



2.2.2. CWPM as an Indicator of Reading Fluency.....	82
2.2.3. Assessing Prosody .....	83
2.2.3.1. Type of Rating Scales.....	84
2.2.3.1.1. NAEP Oral Reading Fluency Scale.....	84
2.2.3.1.2. The Multidimensional Fluency Scale.....	85
2.2.4. Combining Tests.....	87
2.2.5. The Three Minutes Reading Assessment Test.....	88
2.2.5.1. Objectives of the 3-MRA Test.....	89
2.2.5.2. Conducting the 3-MRA Test.....	89
2.2.5.3. Scoring and Interpreting the Assessment.....	91
2.2.5.3.1. Scoring and Interpreting Word Recognition Accuracy.....	91
2.2.5.3.2. Scoring and Interpreting Automaticity.....	92
2.2.5.3.3. Scoring and Interpreting Prosody.....	92
2.2.5.3.4. Scoring and Interpreting Comprehension.....	93
Conclusion.....	95

**CHAPTER III: FLUENCY ORIENTED READING INSTRUCTION AND  
REPEATED READING: FLUENCY INTERVENTIONS**

Introduction.....	96
3.1. Fluency Intervention.....	96
3.2. Repeated Reading: a Traditional Intervention Approach .....	97
3.2.1. Characteristics of the RR Intervention.....	98
3.2.2. RR Approaches.....	99
3.2.2.1. Guided RR Method.....	100
3.2.2.2. Independent RR Method.....	101
3.2.3. Benefits of RR Interventions.....	101
3.2.4. Weaknesses of the RR Method.....	103

<b>3.2.5.</b>	RR Intervention in EFL Setting.....	<b>104</b>
<b>3.3.</b>	Synthesizing Reading Fluency Instruction.....	<b>105</b>
<b>3.4.</b>	Fluency Oriented Reading Instruction an Integrated Fluency Instructional Routine.....	<b>106</b>
<b>3.5.</b>	Characteristics of a Fluency Instructional Routine.....	<b>106</b>
<b>3.6.</b>	Types of Fluency Instructional Routines.....	<b>109</b>
<b>3.6.1.</b>	Oral Recitation Lessons.....	<b>109</b>
<b>3.6.2.</b>	Fluency Developmental Lessons.....	<b>111</b>
<b>3.6.3.</b>	Fluency Oriented Reading Instruction.....	<b>112</b>
<b>3.6.3.1.</b>	Conducting FORI Program.....	<b>114</b>
<b>3.6.3.1.1.</b>	FORI Objectives.....	<b>114</b>
<b>3.6.3.1.2.</b>	FORI Procedure.....	<b>115</b>
<b>3.6.3.1.3.</b>	The Role of Fluency Strategies Involved in FORI.....	<b>119</b>
<b>3.6.3.2.</b>	FORI in the Literature.....	<b>120</b>
<b>3.6.3.3.</b>	FORI Intervention in EFL Setting.....	<b>122</b>
<b>3.6.3.4.</b>	Shared Aspects between FORI Lesson and RR method.....	<b>122</b>
	Conclusion.....	<b>124</b>
 <b>CHAPTER IV: RESEARCH DESIGN AND METHODOLOGY</b>		
	Introduction.....	<b>125</b>
<b>4.1.</b>	Research Approach.....	<b>125</b>
<b>4.1.1.</b>	Research Questions and Purpose of the Experimental Investigation.....	<b>127</b>
<b>4.1.2.</b>	Research Questions and Purpose of the Qualitative Investigation... ..	<b>128</b>
<b>4.2.</b>	Research Setting.....	<b>129</b>
<b>4.3.</b>	Research Participants: Sampling.....	<b>130</b>
<b>4.4.</b>	Research Instrumentation.....	<b>131</b>

4.4.1.	The FORI-G Reading Materials.....	131
4.4.2.	The RR-G Reading Materials.....	132
4.4.3.	Pretest and Posttest Texts.....	133
4.4.4.	Post Evaluation Training Questionnaire.....	134
4.4.5.	The Interview.....	134
4.4.6.	Fluency Tracking Sheets.....	135
4.4.7.	Home Reading Tracking Sheet.....	136
4.4.8.	Reading Response Journals.....	136
4.4.9.	Recording Instruments.....	137
4.5.	Research Methods.....	137
4.5.1.	Design of the Quasi-Experimental Study.....	137
4.5.1.1.	Pretest Description and Results.....	137
4.5.1.1.1.	The 3-MRA Test Procedure.....	138
4.5.1.1.2.	Collecting Data from the 3-MRA.....	139
4.5.1.1.3.	Pretest Results.....	142
4.5.1.2.	Description of the Treatment Phase.....	144
4.5.1.2.1.	The FORI Condition.....	144
4.5.1.2.2.	The RR Condition.....	148
4.5.1.2.3.	The Utility of the Fluency Tracking Sheet during the Intervention.....	150
4.5.1.2.4.	The Control Condition.....	150
4.5.1.3.	Posttest Description and Results.....	151
4.5.2.	The Qualitative Study Design.....	152
4.5.2.1.	Purpose from a Program Evaluation.....	152
4.5.2.2.	Objectives of the FORI Evaluation.....	153

4.5.2.3. The Evaluation Methods.....	153
4.5.2.3.1. The Questionnaires.....	154
4.5.2.3.1.1.The Rational for Using Questionnaires.....	154
4.5.2.3.1.2. Aim of the Questionnaire.....	155
4.5.2.3.1.3. The Informants.....	155
4.5.2.3.1.4. Description of the Questionnaire.....	155
4.5.2.3.1.5.Limitation for Using Questionnaires.....	158
4.5.2.3.2. The Interviews.....	158
4.5.2.3.2.1. The Rational for Using Interviews.....	159
4.5.2.3.2.2. Aim of the Interviews.....	159
4.5.2.3.2.3.The interviewees.....	159
4.5.2.3.2.4.Context of the Interviews.....	160
4.5.2.3.2.5.Description of the Interview Questions.....	161
Conclusion.....	162
<b>CHAPTER V: QUANTITATIVE DATA ANALYSIS AND DISCUSSION</b>	
Introduction.....	163
<b>5.1. Quasi-Experimental Study Data Analysis Procedure.....</b>	<b>163</b>
<b>5.1.1. Quantitative Correlation Study.....</b>	<b>163</b>
<b>5.1.1.1. Pretest Descriptive Statistics.....</b>	<b>165</b>
<b>5.1.1.2. Correlation Graphic Representation.....</b>	<b>165</b>
<b>5.1.1.3. Pearson Product-Moment Correlation Analysis.....</b>	<b>167</b>
<b>5.1.1.4. Interpretation of the Correlation Coefficient (<i>r</i>) .....</b>	<b>168</b>
<b>5.1.2. The Quasi-Experimental Study Data Analysis Procedure.....</b>	<b>169</b>
<b>5.1.2.1. The First Intervention Group: FORI-G and CG Results.....</b>	<b>170</b>
<b>5.1.2.1.1. CWPM Results.....</b>	<b>170</b>

5.1.2.1.2.	Accuracy Results.....	172
5.1.2.1.3.	Prosody Results.....	174
5.1.2.1.4.	CR Results.....	176
5.1.2.2.	The Second Intervention Group: RR-G and CG Results.....	178
5.1.2.2.1.	CWPM Results.....	178
5.1.2.2.2.	Accuracy Results.....	180
5.1.2.2.3.	Prosody Results.....	182
5.1.2.2.4.	CR Results.....	184
5.1.2.3.	Comparing the Two Experimental Groups' Achievements.....	186
5.1.2.3.1.	CWPM Achievements.....	186
5.1.2.3.2.	Accuracy Achievements.....	188
5.1.2.3.3.	Prosody Achievements .....	190
5.1.2.3.4.	CR Achievements.....	192
5.2.	Discussion of the Quasi-Experimental Study Findings.....	194
5.2.1.	Summary of the Findings.....	194
5.2.1.1	The FORI-G Gains.....	194
5.2.1.2	The RR- Gains.....	196
5.2.1.3	Fluency Gains during the Treatment Period.....	197
5.2.2.	Discussion of the Findings.....	198
5.2.2.1.	Research Question One.....	199
5.2.2.2.	Research Question Two.....	202
5.2.2.3.	Research Question Three.....	203
5.2.2.4.	Research Question Four.....	205
5.2.2.5.	Research Question Five.....	206
5.2.3.	The Comparative Benefits of FORI Approach Vs RR Approach.....	207

Conclusion.....	208
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## **CHAPTER VI: QUALITATIVE ANALYSIS AND RESEARCH IMPLICATIONS**

Introduction.....	210
<b>6.1. Program Evaluation: Questionnaires.....</b>	<b>210</b>
<b>6.1.1. Data Analysis Procedure of the Questionnaire.....</b>	<b>210</b>
<b>6.1.1.1. Participants’ Reaction about FORI Training and the Course</b>	
Objective.....	211
<b>6.1.1.2. Strengths, Weaknesses, and Areas for Improvement in the</b>	
FORI.....	217
<b>6.1.1.3. Informants’ Future Intention as a Result of the Gained Skills.....</b>	<b>219</b>
<b>6.1.1.4. Informants’ Additional Educational Needs and Interests.....</b>	<b>221</b>
<b>6.1.2. Overall Analysis.....</b>	<b>225</b>
<b>6.2. Crosschecking the Questionnaire Data: The Interviews.....</b>	<b>227</b>
<b>6.2.1. Data Analysis Procedure: Thematic Analysis of the Interview.....</b>	<b>227</b>
<b>6.2.1.1. Emergent Themes.....</b>	<b>227</b>
<b>6.2.1.1.1. Developing Self-Confidence.....</b>	<b>229</b>
<b>6.2.1.1.2. Satisfaction .....</b>	<b>230</b>
<b>6.2.1.1.3. Motivational Climate.....</b>	<b>232</b>
<b>6.2.1.1.4. Getting Rid of Fear and Hesitation to Read Aloud.....</b>	<b>234</b>
<b>6.2.1.1.5. Transferable Skills.....</b>	<b>235</b>
<b>6.2.1.1.6. Empowerment and self-determinism.....</b>	<b>237</b>
<b>6.2.1.1.7. Trustworthiness.....</b>	<b>238</b>
<b>6.2.1.2. Data Validation.....</b>	<b>239</b>
<b>6.3. Summary of the Study Findings.....</b>	<b>240</b>
<b>6.4. FORI Approach or RR Approach.....</b>	<b>241</b>

<b>6.5. Pedagogical Implications.....</b>	<b>243</b>
<b>6.5.1. Teacher’s Role during Fluency Instruction.....</b>	<b>243</b>
<b>6.5.2. The Choice of Reading Materials.....</b>	<b>244</b>
<b>6.5.3. Encouraging At-Home Reading.....</b>	<b>245</b>
<b>6.6. Recommendation for Further Research.....</b>	<b>246</b>
Conclusion.....	248
<b>GENERAL CONCLUSION.....</b>	<b>249</b>
<b>LIST OF REFERENCES.....</b>	<b>253</b>
<b>APPENDICES.....</b>	<b>272</b>
<b>I. FORI-G Reading Materials</b>	
<b>II. RR-G Reading Materials</b>	
<b>III. Pretest and Posttest Texts</b>	
<b>IV. Post Training Evaluation Questionnaire Sheet</b>	
<b>V. The Interview Schedule</b>	
<b>VI. FORI-G Fluency Tracking Sheet</b>	
<b>VII. RR-G Fluency Tracking Sheet</b>	
<b>VIII. Home Reading Tracking Sheet</b>	
<b>IX. A Sample of a Student’s Response Journal</b>	
<b>X. Multidimensional Fluency Rubric</b>	
<b>XI. The Participants’ Scores in the Pre-test</b>	
<b>XII. FORI Instructional Procedure (Sample Lessons)</b>	
<b>XIII. Reading Comprehension Instruction (Sample Lessons)</b>	
<b>XIV. FORI-G Fluency Monitoring Progress (Sample Sheet)</b>	
<b>XV. Sample of a Student’ Home Reading Tracking Sheet in FORI-G</b>	
<b>XVI. RR-G Fluency Monitoring Progress (Sample Sheet)</b>	
<b>XVII. The Participants’ Scores in the Posttest</b>	
<b>XVIII. Interview Transcriptions</b>	

# Introduction

<b>1.</b>	<b>Statement of the Problem.....</b>	<b>2</b>
<b>2.</b>	<b>Significance of the Study in L2/EFL Context.....</b>	<b>3</b>
<b>3.</b>	<b>Purpose of the Study.....</b>	<b>5</b>
<b>4.</b>	<b>Research Questions.....</b>	<b>5</b>
<b>5.</b>	<b>Research Hypotheses.....</b>	<b>6</b>
<b>6.</b>	<b>Sampling and Methodology .....</b>	<b>6</b>
<b>7.</b>	<b>Research Limitations.....</b>	<b>8</b>
<b>8.</b>	<b>Definition of Terms.....</b>	<b>9</b>
<b>9.</b>	<b>Structure of the Thesis.....</b>	<b>10</b>



## **1. Statement of the Problem**

Reading is a complex process that requires background knowledge activation, phonemic awareness, a letter to sound correspondence, vocabulary knowledge, and a meaning construction from the text (National Reading Panel, 2000). The consecutive and automatic performance of all those tasks results in reading fluency (Samuels, 2002). The latter becomes a major area of concern for L1 scholars and educators mainly after acknowledging fluency as a key component in an effective reading comprehension (Rasinski et al., 2009).

In L2/EFL context, the readers' emphasis on word recognition is done at the expense of meaning extraction from the print leading, thus, to a comprehension deficiency (Chang, 2010; Grabe, 2014). Devoting, almost, a large portion of their limited cognitive attention on decoding words, results in an insufficient attention to be used for gaining the meaning of what is read. Some preliminary studies on reading fluency in L2/EFL contexts stress the fundamental role reading fluency may have on successful reading comprehension (Taguchi & Gorsuch, 2002; Takayasu-Maass & Gorsuch, 2004; Yamashita & Ichikawa, 2010) as opposed to other researches that consider fluency as a by-product of reading skills (Taguchi et al., 2006). Since then, developing EFL students' reading fluency has become a literacy prerequisite (Nation, 2009; Grab, 2010). Consequently, foreign language practitioners' actions have been inspired from L1 findings in relation to reading fluency. Investigating for the effective fluency instruction that focuses on reading with understanding, rather than simply reading quickly has stimulated them to test the best conditional practices that would sustain the development of reading fluency and provide an indirect support to reading comprehension as well (Grabe, 2004). Among the methods that have been generally recognized as effective in promoting growth in these reading performances is the Repeated Reading (RR). This reading fluency development approach in

L2/EFL (Taguchi et al., 2006) proved to enhance L2/EFL reading fluency and to increase comprehension (Taguchi & Gorsuch, 2002; Takayasu-Maass & Gorsuch, 2004, Yamashita & Ichikawa, 2010).

Since the development of the RR procedure by Samuels (1979), approaches to fluency teaching have attempted to find the adequate reading instruction that not only boosts fluency development as Samuel's Repeated Reading, but simultaneously targets the development of comprehension.

Interest in reading fluency impact on comprehension has propelled many researches. The correlative relation that links fluency to comprehension was the starting point for old studies in the field of fluency (Samuels, 1979; Dowhower 1987), and still the motivating factor for recent investigations (Rasinski, Padak, Linek, & Sturtevant, 1994), Stahl & Heubach, 2005). The main concern of all these studies is to set the basis for the best instructional approaches that help enhance fluency and comprehension in both L1 and L2/ EFL settings. If a relationship really exist between reading fluency and reading comprehension, what effects can two different approaches namely the Fluency Oriented Reading Instruction (FORI) and the Repeated Reading (RR) method have on EFL students' reading performance, mainly reading fluency, and then reading comprehension. Meaning that to what extent the effect of these fluency instructions is the same or different on fluency components progress.

## **2. Significance of the Study in L2/EFL Context**

As long as it creates a bridge to comprehension, reading fluency is an important skill to master. Being able to read fluently allows the reader to focus his cognitive attention on gaining meaning from what is read, rather than focusing on the decoding of each individual word. The time this skill is recognized as a key indicator of not only L1 but L2/EFL highly skilled readers, developing EFL students' reading fluency has turned into a

literacy necessity (Nation, 2009; Grab, 2010). This estimated association between fluency and comprehension makes from the former a subject of interest in any reading instruction curriculum either in L1 setting (Rasinski et al.,2009; Rasinski & Padak, 2013) or in L2/EFL setting as well (Grabe, 2010). Though EFL studies investigating this field are limited, Nation's continuous writing for more than two decades on the importance of developing fluency in ESL/EFL contexts led foreign language practitioners to put into practice the effective fluency instruction that focuses on reading with understanding, rather than simply reading quickly or expressively.

This study contributes, on the one hand to the existing literature on the functional relationship between reading fluency and comprehension, and on the other hand, the intended findings of this investigation can have important implications for classroom reading instruction. The latter sustains students in developing accurate, automatic word recognition and prosody; and at the same time, ensures their understanding to the text's meaning as they read.

As long as successful comprehension is achievable only when the reader has gained skill in developing a control over surface level text processing (Samuels, 2002; Rasinski, 2004, 2006), exploring the nature of the relationship between fluency and comprehension through an in depth analysis of the data helps educators in knowing more about how these two reading skills impact each other. In a sense, if teachers are aware about the association that exists between the two while teaching fluency and comprehension, they could assist their students in building fluency through the implementation of effective instruction. Henceforth, it is high time for EFL teachers to understand the relationship between these reading skills, and begin implementing effective fluency instruction that simultaneously contributes to fluency and comprehension growth.

### **3. Purpose of the Study**

Reading techniques (RT) is one of the subjects taught to EFL students during the first two years of their training in the ENS of Constantine. Strategies of reading, techniques of comprehension...etc are the targeted objectives of this subject. Notwithstanding, developing reading fluency as a reading skill is a neglected goal in the two years syllabi of RT. The development of reading fluency, then, is neither observed nor measured during these years. Because fluent reading is a best indicator of skilled readers, it is high time that the RT syllabi address this reading talent by adopting a reading instructional approach which targets the development of fluency and comprehension right from the first two years of the students' training at the Teacher Training School (ENS-C)

The fact that students, or teacher-trainees, in the ENS-C study RT as an independent subject during the first two years of their training, we assume that the more their reading fluency is in continuous check, the better their fluent reading will be. Hence, it is important for this category of EFL teacher trainees to develop their reading fluency as they may in the future serve as models of fluent readers for EFL learners. The purpose of this investigation, then, is to check the kind of relationship that might exist between fluency and comprehension, as well as, test the utility of two instructional approaches: the FORI approach and the RR approach in an EFL setting.

### **4. Research Questions**

To reach the aim of this present study, the following research questions guided this quantitative quasi-experimental investigation;

- 1- Does improved automatic and accurate word recognition lead to improved comprehension?
- 2- Is the effect of the FORI method on second year learners' automaticity of reading the same or higher than the effect of the RR method?

- 3- Is the effect of the FORI method on second year learners' word decoding accuracy the same or higher than the effect of the RR method?
- 4- Is the effect of the FORI method on second year learners' reading prosody the same or higher than the effect of the RR method?
- 5- Is the effect of the FORI method on second year learners' comprehension of the reading texts the same or higher than the effect of the RR method?

## **5. Research Hypotheses**

The research questions may be answered if the study examines; first, the nature of the relationship that may exist between fluency and comprehension, and second, the nature of the relationship that may exist between two different instructional approaches, Repeated reading and Fluency Oriented Reading Instruction, and their effects on reading fluency and reading comprehension development. Hence three hypotheses are formulated below:

**Hypothesis One:** When EFL readers are fluent, they are likely to be better comprehenders and vice versa.

**Hypothesis Two:** When the Repeated Reading Instruction is applied, it would enhance reading fluency and reading comprehension of 2<sup>nd</sup> year EFL learners at the ENS-C.

**Hypothesis Three:** When the Fluency Oriented Reading Instruction is applied, it would enhance reading fluency and reading comprehension of 2<sup>nd</sup> year EFL learners at the ENS-C.

## **6. Sampling and Methodology**

As the main goal of the current research is to check whether or not the FORI and the RR, two fluency instructional procedures, have/or have not the same impact on reading fluency and reading comprehension growth, we relied on sequential mixed methods (quantitative and qualitative research design).

First, a quasi-experimental pre/post-test control group study was conducted where ninety (90) students, selected from the total population of 2<sup>nd</sup> year students, participated in this study. The participants were pre-tested prior to the beginning of the experiment to diagnose their fluency and comprehension performances. To check the effect of both the FORI and the RR on reading fluency and reading comprehension growth, the control and the two experimental groups followed three distinctive reading instructions for 9 weeks (duration of the treatment). During this period, unlike the participants of the first experimental group who experienced the FORI procedure, the second experimental group experienced the RR method; however, the control group followed a traditional reading instruction (the Silent Reading instruction). At the end of the experiment, the three groups were again post-tested. To arbitrate students' fluency, the three groups were pre and posttested via the Three Minute Reading Assessments test (3-MRA). The objective of this tool of measurement was to generate the following scores (a) word recognition accuracy; (b) automaticity in reading; (c) prosody; (d) retelling comprehension.

The process pursued in the analysis of data is divided into parts. First, a correlation study was established to detect if there is an association between fluency and comprehension. The Pearson's statistical analysis of the pre-test scores was utilized to conclude if there exists a correlation between the two variables among 2<sup>nd</sup> year EFL students at the ENS-C. Second, to determine the statistical significance of change in fluency components (CWPM, accuracy, prosody, and comprehension) from pre-test to posttest, we employed a *t*-test statistical analysis.

The qualitative study shouldered the findings of the experimental study. To support our findings, two complementary evaluation methods were administered to the FORI group. A post training questionnaire was given by the end of the treatment to participants of the FORI group. In order to crosscheck the informants' responses, six (06) participants

from the same group were interviewed. The analysis of the focus group's questionnaire and the thematic analysis of the interview that reported the informants' attitude towards the FORI practices provide strong basis to the study conclusions.

## **7. Research Limitations**

We acknowledge some limitations that did occur in this study and that we must take into account with reference to non-random assignment, sampling and the lack of prior research in the topic.

One limitation concerns the lack of random assignment to control and treatment conditions. The latter inhibits the researcher from exercising a control over all the confounding variables that may affect the outcome of the experiment. Because in this investigation we used intact classes, not all individuals were given the same probability for being selected to the study manipulations. And this procedure, argues Creswell (2009), does not eliminate the possibility of systematic differences among characteristics of the participants that could affect the outcomes of the study.

A second limitation was in the sampling. The sample population involved in this investigation was selected from 2<sup>nd</sup> year EFL university students in one specific location: ENS-C. This purposeful sample was chosen, to reach an "in-depth understanding of a situation" (Gall et al., 2007). Therefore, the findings in this study can only be generalized to the population from which the sample was taken because it is not possible to determine the degree to which the conclusions of this study will hold for similar population in other settings.

Another study limitation turns around the lack of prior research studies on the topic. Many of L1 researches achievements in the field of fluency development that offer important implications for L2/EFL reading research and instruction might not be well known for many L2/EFL practitioners (Grabe, 2010:72). Whereas the RR has been well

investigated both in L2 and EFL settings, the FORI has not been a subject of study at least in EFL setting. This state of fact stands as a limitation in the discussion of the study findings with reference to previous researches.

## **8. Definition of Terms**

Certain terms that represented important features in the design of this study are defined below.

*Repeated Reading (RR)* is a reading instructional method used to develop automaticity in reading. With the multiple exposures to the same orthographic patterns, readers may shift from decoding and encoding to the construction of meaning. This method encourages the reader to reread the same passage out loud with systematic and explicit guidance and feedback from their teacher (Samuels, 1979, 2002).

*Fluency Oriented Reading Instruction (FORI)* is a reading instructional cycle that provides the students with a multiple experience with a text (Stahl et al, 1997). The FORI cycle includes the following steps:

1. Modeling (model of a fluent reading by the teacher), text comprehension, and a review of the key vocabulary.
2. Teacher led Choral/or Echoic reading.
3. Partner rereading of the text.
4. Design extension activities that focus on comprehension.

NB: Each step lasts for 15 to 20 minutes.

*Reading Fluency (RF)* is the ability to read orally with accuracy, with an appropriate speed and with a proper expression as a result comprehension is made possible (Rasinski, 2004c). Fluency through automaticity is measured by the number of words read correctly in one minute, and fluency through prosody is measured via a rating scale.



*Reading Comprehension (RC)* is defined as the purpose of reading (Allington, 2006). Reading is a meaning-making activity in which the reader connects to and understands the text by reading, interpreting, and reacting to the author's message. Reading comprehension is measured via question answering which requires the recall of information that are contained in idea units of the text read (Fuchs et al, 2001). In the present study, it is represented by the Comprehension Retelling scores.

Accordingly, RR and FORI stand as the independent variables which may result in positive or negative effects on fluency sub- skills and comprehension as dependent variables.

## **9. Structure of the Thesis**

The present study is an investigation into the state of teaching and learning to read fluently for the sake of facilitating reading comprehension. It is divided into six chapters arranged in an ascending form. While the first three chapters deal with the literature review and the theoretical issues, the last three chapters constitute the empirical part of the study.

Chapter one – Reading Fluency a Bridge to Comprehension– explores a set of issues twisting around reading fluency and its major effects on reading comprehension. It begins with what fluency is, why it is important, and how it has progressed through the past decade. This chapter aims at understanding the fluency factors that characterize a fluent reading and lead to the ultimate reading goal (comprehension) through the lens of the most influential reading theories in this field. Developing reading fluency in EFL context becomes a literacy necessity where fluency researches and achievements cannot progress unless L1 findings are taken with a serious care.

Chapter two – Developing Reading Fluency: Instruction and Assessment– emphasizes the role of instruction and assessment in the development of students' reading fluency. The first part covers the most influential fluency instruction proved effective in

promoting fluency growth. The literature and research supporting the use of the repeated reading instruction along with the different rereading strategies are traced. The second part aims at facilitating the task of assessing this reading skill. After distinguishing formal from informal fluency assessment, the different factors favoring the informal tests are thoroughly discussed. Being time consuming, the need for a tool of measurement that helps teachers not only in detecting their students' fluency level, but to decide on what does and does not go in the instruction is primordial. The chapter ends with an important decision on the assessment tool to be utilized in the current study.

Chapter three – Fluency Oriented Reading Instruction and Repeated Reading: Fluency Interventions- explores pedagogical consideration to fluency teaching through two research-based fluency developmental instructions, Fluency Oriented Reading Instruction and Repeated Reading. Prior to inspecting whether or not fluency progress is affected by the type instruction, this chapter highlights the fluency intervention methods proved to be effective in promoting fluency sub-skills starting from the classical repeated reading (Samuels, 1979) to the most recent ones, integrated fluency instructional routines. Guided by the study hypotheses and the research questions, the scope of the literature review is narrowed at investigating the how(s) and the what(s) of two different direct fluency instructions Repeated Reading method and Fluency Oriented Reading Instruction routine. This inquiry is very crucial to the adequate manipulation of these two distinctive approaches in the current investigation.

Chapter four is concerned with the description of the research design and methodology arranged for the current study. After explaining the rationale for choosing sequential mixed methods as an approach in the study design, we describe the other research components: the setting, the participants, instrumentations and the research methods. This latter describes the three methods we adopted as well as the data collection

procedure we followed. To support the findings of the experiment, two complementary evaluation methods- the post training questionnaire and the interview-were administered to the FORI group. The qualitative data obtained from these tools of research that reported the informants' attitude towards the Fluency Oriented Reading Instruction practices strengthened the study findings by making them reliable and valid.

Chapter five describes the quantitative analysis and discussion of results. In this quantitative, quasi-experimental study, the main objective of the data analysis was to test whether or not a relation exists between fluency and comprehension, to check to what extent these skills enhance in 2<sup>nd</sup> year EFL students as a result of two fluency instructional procedures FORI and RR, and to judge which of them is more effective. Hence, the research findings are displayed in two phases: a quantitative correlation analysis of the pretest results, and then a statistical analysis where the pre –posttest findings are compared to test the hypotheses and answer the research questions.

Finally, the study is brought to a close in chapter six. This chapter begins with the qualitative analysis of the data generated from the post evaluation questionnaires and the interviews, and ends with the research implications. The analysis of the focus group's feedback to the questionnaires and the thematic analysis of the interviews provide new insights about the Fluency Oriented Reading Instruction training that help in establishing a strong basis to the research conclusions. The chapter terminates by shedding light on some pedagogical implications for improving reading fluency through an integrated fluency instruction framework (Fluency Oriented Reading Instruction) in English as a Foreign Language setting. These recommendations help teachers who want to embed fluency instruction in their language courses or reading courses or lessons.

# CHAPTER ONE

## READING FLUENCY A BRIDGE TO COMPREHENSION

Introduction.....	13
1.1. Reading Vs Reading Fluency.....	13
1.2. Reading Fluency: Historical Background.....	14
1.2.1. Early Researches on Reading Fluency.....	14
1.2.1.1. Reading Fluency in the Early 1950's.....	15
1.2.1.2. Reading Fluency in the Late 1950's.....	17
1.2.2. The National Reading Panel Reports.....	18
1.3. Fluency and the NRP Reports.....	19
1.4. Defining Reading Fluency.....	21
1.4.1. General Definitions of Reading Fluency.....	21
1.4.2. Specific Definitions of Reading Fluency.....	22
1.4.3. Operational Definition.....	24
1.5. The Components of Reading Fluency.....	25
1.5.1. Fluency through Automaticity.....	25
1.5.1.1. Word Reading Accuracy.....	25
1.5.1.2. Reading Rate.....	27
1.5.2. Fluency through Prosody.....	28
1.5.2.1. Prosodic Features.....	30
1.5.2.2. The Importance of Prosody.....	31
1.5.3. Reading Fluency and Comprehension.....	34
1.6. Relationship between Fluency and Comprehension.....	35
1.7. Reading Fluency a Bridge to Comprehension: Theoretical Basis.....	37
1.7.1. Fluency and the Reading Process.....	38

<b>1.7.2.</b>	<b>LaBerge and Samuels Automatic Processing Theory.....</b>	<b>39</b>
<b>1.7.2.1.</b>	<b>The Central Role of Attention in the Theory.....</b>	<b>41</b>
<b>1.7.2.2.</b>	<b>Memory and the Automatic Processing Theory.....</b>	<b>43</b>
<b>1.7.2.3.</b>	<b>Stages of the Automatic Word Recognition.....</b>	<b>46</b>
<b>1.7.3.</b>	<b>Prosody Theoretical Perspective.....</b>	<b>47</b>
<b>1.7.3.1.</b>	<b>Scheriber's 1980 Prosody Theory.....</b>	<b>47</b>
<b>1.7.3.2.</b>	<b>Prosody and Text Chunking.....</b>	<b>49</b>
<b>1.7.3.3.</b>	<b>The Chunking Process.....</b>	<b>51</b>
<b>1.8.</b>	<b>Importance of Developing Fluency .....</b>	<b>53</b>
<b>1.9.</b>	<b>Reading Fluency in Foreign Language Context.....</b>	<b>54</b>
<b>1.10.</b>	<b>Importance of L1 Findings in L2/EFL Research on Fluency.....</b>	<b>55</b>
	<b>Conclusion.....</b>	<b>58</b>

## **Chapter One**

### **Reading Fluency a Bridge to Comprehension**

#### **Introduction**

Reading and making meaning from the print is the reader's ultimate goal. To reach this objective he should go beyond the process of accurately recognizing word to a proceeding where decoding is almost accurate and automatic. This level of expertise is labeled reading fluency. The main target of chapter one is to raise a set of issues turning around reading fluency and its major effects on reading comprehension. It starts from what fluency is and its main constituents, how it has progressed through the past decade. Understanding the fluency factors that characterize a fluent reading and lead to ultimate reading goal is, then, explained by the most influential reading theories. Regarded as a level of expertise without which comprehension diminishes, developing this reading talent in EFL context is becoming a prerequisite. Hence, fluency research achievements in an EFL framework cannot progress unless L1 findings and recommendations are taken with a serious care.

#### **1.1. Reading Vs Reading Fluency**

Learning to read is a hard task. The reading process requires from the reader learning to develop his background knowledge, phonemic awareness, letter to sound correspondence, widening his vocabulary, and construct meaning from the text (NRP, 2000). Effective reading requires the execution of all these tasks consecutively and automatically resulting on what is called reading fluency (Samuels, 2002). This latter becomes an alarming current topic for L1 scholars and educators mainly after the reports of the National Reading Panel (NRP) provided in the year 2000. The

reports announcement brought to the forefront a set of pedagogical implications for reading instruction that stress the importance of developing reading fluency because it represents a level of expertise beyond word recognition accuracy that may aid comprehension.

## **1.2. Reading Fluency: Historical Background**

Reading fluency history can be divided into three major eras. Each period depicts a given picture to the skill. Whereas by the end of the nineteenth century, fluency development was given a special care for it freed the reader's attention to focus more on comprehension. However, in the early 1950's, silent reading diminishes from the necessity to develop this talent in readers. The late 1950's marked a renaissance for this skill. From that time and on, fluency development dominates reading instructional programs.

### **1.2.1. Early Researches on Reading Fluency**

Research on fluency as a reading skill is not a new phenomenon either in the field of education or in psychology (Brezintz, 2006). Although not directly named fluency, some of its components that make up this term today were mentioned as early as the end of the nineteenth (19<sup>th</sup>) century.

In 1890, the concept of "repeated reading" was, first, mentioned by William James in. In his book "*Principles of Psychology*", James suggested the importance of practice and repetition for effective reading (NRP, 2000; Rasinski, 2006a; Brezintz, 2006). Following the same line of thought, in 1905, Edmund Heuy provided a valuable psychological insight into how fluency develops (Samuels, 2006t:25). He described automaticity in reading in "*the Psychology and Pedagogy of Reading*". In this book, he admitted the relevancy of reducing time in reading to free the reader's

mind from paying attention to details. When he encounters the word for the first time, explained Heuy, the reader's attention is focused on that word; however with a multiple exposure to this same word, attention goes beyond these details resulting in the decrease of the time the mind needs in the process of reading (Rasinski, 2006a; Brezintz, 2006).

### **1.2.1.1. Reading Fluency in the Early 1950's**

For more than fifty (50) years, reading fluency was completely neglected in the field of reading researches (Allington, 2006; Rasinski & Padak, 2013; Cotter 2012). Multiple of reasons were behind the exclusion of this skill as a reading objective from any reading instructional program during that time (Rasinski & Padak, 2013).

First, reading fluency evolved to refer to reading speed by many teachers and students (Cotter, 2012). Regarding fluency as a mere speed, reading negatively affected the way this skill was taught and instructed in many of that time classrooms. This over concern to the importance in developing reading speed as the main indicator of reading fluency was mainly the consequence of the high correlation proved to exist between rate and reading comprehension, argued Rasinski (2012:516). In accordance with this new assumption, fluency and reading rate became one. Due to this state of fact, the best way to improve the former was to train students to read quickly (Paige et al., 2012). Since then, instructions promoting reading speed were established as a way to teach fluency. However, "If fluency is nothing more than reading fast, then, fluency instruction should be considered cold", concludes Rasinski (2012:516).



Another important reason for disregarding reading fluency as a reading goal and thus removing any reading instruction that promote fluency progress was due to the emergence of silent reading. As the only distinctive way fluency could be taught through was the oral reading and because there was a shift from the Performance-Based Curriculum of reading and writing that focused on public speaking towards a silent reading curriculum in the early 19<sup>th</sup> century; consequently, silent reading overpasses oral reading in more advanced levels of reading instruction (Rasinski & Padak, 2013). Boycotting this skill in advanced levels of learning was a logical effect of Chall's Model of Reading Development (1996). This model of reading places fluency as a competency to be taught, developed, and measured in early stages of reading development. Because in more advanced levels there is a shift from the stage of "learning to read" to the stage of "reading to learn"; adult students rarely employ oral reading. Consequently, teaching fluency in more advanced level became a syllabus neglected goal (Allington 2006; Rasinski, 2012).

Still another important factor behind the removal of fluency instruction from the curriculum was that this kind of instruction did not focus on reading for meaning. Since the main objective of the repeated reading, a fluency instructional strategy is the multiple practices of graded passages where students are just reading for speed; reading for meaning and enjoyment were indirectly excluded from the classroom instruction (Rasinski, 2012). Henceforth, the importance developing reading fluency diminished; simply because fluency instruction did not provide a full image of a real reading: reading for meaning (Rasinski, 2012).

### **1.2.1.2. Reading Fluency in the Late 1950's**

After a period of hibernation, in the late 1950's, attention was again turned to the study of the cognitive processes in reading. Light started to be shed on the main cognitive elements that must be developed in a good reader (Wren, 2000). Studies in the field of cognitive psychology identified language comprehension and decoding, two cognitive competencies of equal importance, as key components in an efficient reading, argues Wren (2000).

Even though this finding contributed a lot in reconsidering the main constructs of reading fluency; this field did not flourish until 1974's Seminal Article of LaBerge and Samuels (Rasinski, 2006a, Brezintz, 2006). In their article, LaBerge and Samuels (1974) set up the theoretical foundation of the *Automatic Processing Theory* in reading (Chapter 1, Section 1.7.2). For these scholars, reading becomes efficient when automaticity in word decoding is developed. As the reader recognizes words automatically, the unused portion of his attention is shifted to focus more on comprehension (Samuels, 1979, 2002, 2006r).

Thereupon, Automaticity became the stimulating factor for all the contemporary researches on reading fluency (Rasinki 2004c, 2006a, 2006r, Brezintz, 2006). More importantly, investigations started to dig deep in this field after the NRP's reports of the late 1980's. The latter gives a revival to the importance of this skill in the reading world and that became as "a focal point in educators' concerns when reading fluency has been recognized as one of the evidence-based "pillars" of scientific reading by the National Reading Panel 2000", argues Allington (2006: 94). Therefore, fluency is another time a debatable topic among teachers, and educators.

### **1.2.2. The National Reading Panel Reports**

In 1997, the US congress demanded the director of the National Institute of Child Health and Human Development (NICHD) to found a National Panel that was charged: 1) to provide a report containing the Panel's different conclusions about the effectiveness of various reading instructional approaches and methods, 2) to include a strategy for classroom practices to facilitate effective reading instruction in schools.

The constituted panel was made of fourteen (14) specialized individuals who were representatives of college education, reading teachers, educational administrators, and parents. The selection of the topics to be addressed took into account the findings of the National Research Council (NRC) report on "*Preventing Reading Difficulties in Young Children*" (Snow et al., 1998). In this report, the NRC Committee did not shed light on some crucial topics such as how reading was effectively taught and what were the most successful instructional approaches...etc. To expand its understanding of the reading issues, the NRP began its work by a systematic analysis of the NRC report's main findings. Among the agreed on topics and the subtopics to be intensively studied by the members were:

- a) Phonemic Awareness and Phonics Instruction.
- b) Fluency
- c) Comprehension which included Vocabulary Instruction, Text Comprehension Instruction, Teacher Preparation and Comprehension Strategies Instruction.
- d) Teacher education and Reading Instruction.
- e) Computer Technology and Reading Instruction.

Respectively, each topic and subtopic became a field of inquiry for a Panel subgroup that was composed of one or more Panel members. To facilitate the task of the subgroups and to meet with the Congressional charges on spotting out the best instructional reading approaches, seven main research questions were stated. Take the example of the subgroups investigating the area of comprehension; they were leaded by this research question: “Does comprehension strategy instruction improve reading? If so “how this instruction is best provided?”

The NRP work ended by the identification of “the five pillars of literacy” as referred to by Haskins and Aleccia (2014: 103). (a) Phonemic awareness, (b) phonics, (c) fluency, (d) vocabulary, and (e) comprehension were labeled as the five crucial components of reading instruction for the acquisition of reading skills.

As long as the main focus of our study is reading fluency; our analysis to the Panel reports, then, is to be focused on only one of their debatable topics; fluency. The panel’s subgroups member were analyzing various classroom reading instruction aiming to answer the following question: “Does guided oral reading instruction improve fluency and reading comprehension?” If so “how is this instruction best provided?

### **1.3. Fluency and the NRP Reports**

Multiple of reasons stimulated the NRP to select fluency for review. First, it was recognized that English language learners were not achieving fluency in reading; even though, these learners went unnoticed in the classroom because they read with a normal decoding skills. Second, the National Assessment of Educational Progress (NAEP) study on fluency improvement at early levels of education revealed alarming data. It was found that just 55% of 4<sup>th</sup> grade students were considered to be fluent,

and less than half (44%) were rated as non-fluent (Pinnell et al., 1995:22). Besides these findings, this same study concluded that there is a close relationship between fluency and comprehension (Pinnell et al., 1995:23). After these conclusions, the following recommendations were provided in the NRC's report in 1998:

- a) Adequate progress in learning to read any Alphabetic language relies on sufficient practices in reading to develop fluency with different texts,
- b) Because of the prominent role word recognition accuracy and fluency play in generating the meaning from the print, the regular assessment of these latter in classroom is vital for it permits an immediate instructional responses in case of an apparent delay.

Not surprisingly, the NRP's investigators started from the above listed recommendations where their main objective was to review the changing concepts of fluency as an essential aspect of reading with a regard to the effectiveness of two major instructional approaches to fluency development. More importantly, the NRP' analysts aimed to check the readiness of these approaches for wide use by the schools (NRP, 2000:3). Whereas the first approach emphasized *repeated oral reading practice* or *guided repeated reading practice* starting from Samuels' Repeated Reading (1979), Topping's Paired Reading (1979) and other techniques. For the second approach, the focus of the Panel's subgroup was on the analysis of the reading instructional methods that encourage *independent reading* such as the Hunt's Uninterrupted Sustained Silent Reading (1967) etc...

For more than two years of investigation, the members of the Panel ended with a set of pedagogical implications for reading instructions where they recommended the following:

1. Teachers need to know that word recognition accuracy is not the end point of reading instruction.
2. Fluency represents a level of expertise beyond word recognition accuracy,
3. And reading comprehension may be aided by fluency.
4. Skilled readers read words accurately, rapidly and efficiently.
5. Learners who do not develop reading fluency, no matter how bright they are, will continue to read slowly and with great effort. (NRP, 2000, 3-3)

#### **1.4. Defining Reading Fluency**

Effective instruction and accurate assessments require a thorough understanding of what constitutes fluency because how we define a construct determines and influences to a large degree how we will measure it. As the emphasis of what constitutes reading fluency has changed over time, agreeing on a single definition was a difficult task Rasinski (2006a). In their attempt to define reading fluency, researchers try to focus on what is seen as the important constituent of this latter. How reading fluency has been defined since the publication of the seminal article of LaBerge and Samuels 1974 is the main concern of the following section. Starting from general definitions to this concept then moving to more specific ones are the main point to be discussed below.

##### **1.4.1. General Definitions of Reading Fluency**

Even though the dictionary definitions are generalizations rather than specifications, it is almost important when studying something to move from general to specific. The concept of fluency is referred to by The Collins Cobuild English Language Dictionary (1987) as the ability to speak, write and read a language

accurately with no hesitation. The fluent reader is characterized by his ability to read smoothly and rarely stops at unknown words.

Similar to the previous description, the Concise Oxford English Dictionary (2001:546) recognizes fluency as smoothness, easiness and accuracy in speaking, reading and writing. However, for the Cambridge Advanced Learner's Dictionary (2003), this term is relevant to the fluency in speech. According to the dictionary's interpretation, someone is identified as fluent when he is able to speak a language easily, well and quickly.

From the above listed dictionary entries, it can be deduced that fluency as a skill is characterized by smoothness, easiness and accuracy in all the language skills speaking, writing, or reading.

#### **1.4.2. Specific Definitions of Reading Fluency**

The interest provided to the concept since 1974 made from reading fluency a field of investigation where the attention of scholars and researchers is focused on providing a fitful description to the term. Their attempts resulted in a set number of definitions differing from one another in the focus given to the major fluency component or components that best represent this construct.

In one of the earliest definitions to this concept, LaBerge and Samuels (1974) emphasized accuracy of word recognition and reading speed as the best indicators of fluent reading (Samuels, 1979; 1997). Focusing on the same constituents, reading fluency is regarded by Hodge and Harris (1995:85) as "Freedom from word identification problems that might hinder comprehension in silent reading or the expression of ideas in oral reading." In accordance with this assumption, a fluent reader manifests an adequate comprehension either while reading silently, or orally

whenever he overcomes word recognition problems. However, the latter is not the only characteristics of reading fluency; some experts in the field included another component in their attempt to define this concept. Allington (2006:95) expands this list by assuming that effective and fluent reading is mainly distinguished by the reader's ability to read in phrases with appropriate intonation and prosody. Henceforth, reading with expression as the chief indicator of a fluent reading gains researchers' attention.

This variability in researchers' interpretations to this reading skill, argue Hudson et al. (2009:5), is a good reminder to how reading fluency is complex and multifaceted. As long as the emphasis on what constitute reading fluency has changed over time, Rasinski (2006a: 4-5) groups scholars and researchers' distinctive approaches to define this reading talent in the following:

To some reading fluency is considered primarily an act of oral reading specifically the oral interpretation and expressiveness (prosody) associated with the oral production of a written text. To others, reading fluency has to do with accuracy and speed (automaticity) in word decoding. And to yet others, reading fluency has largely to do with understanding or comprehension that comes as a result of reading with appropriate decoding speed and accuracy.

In the light of the above quote, one can deduce that reading fluency has been accessed from three distinctive intersections where in each there is a strong emphasis on one separate constituent of the concept. First, fluency is an oral reading phenomenon where both the speaker and the reader use the same fluency features in their two different tasks; speaking and reading. Second, reading fluency is manifested through the accurate recognition of words with an appropriate speed during the reading activity. And third, reading fluency is coined with comprehension



in which a fluent reader manifests his ability to decode and comprehend at the same time.

Each of these three peculiar insights sheds light on a single key component of reading fluency. Whereas in the first there is a focus on reading with expression (prosody); the second, however, stresses the automatic recognition of words (automaticity); and the third emphasizes comprehension. Despite these varied explanations of this reading skill, most of the researches centered on ease, rapidity, and accuracy of the performance (Pinnell et al., 1995: 13). As such, the focus on what constitutes fluent reading was and is still the main concern of scholars and educators.

### **1.4.3. Operational Definition**

This diversity in the definitions of reading fluency gives the opportunity for any investigator to selecting the definition that seems adequate to the context he is investigating in. Meaning, he is free to opt for the definition whose components are part of his research objectives. In our case, the definition of fluency that guides this empirical study is reflected in Kuhn et al.'s (2010:240) description to the main characteristics of this reading skill.

Fluency combines accuracy, automaticity, and oral reading prosody, which, taken together, facilitate the reader's construction of meaning. It is demonstrated during oral reading through ease of word recognition, appropriate pacing, phrasing, and intonation. It is a factor in both oral and silent reading that can limit or support comprehension.

Based on, the components of reading fluency addressed in the present study are automaticity, accuracy, prosody and comprehension. These latter represent the dependent variables we ought to manipulate in this investigation.

Since prosody progress cannot be detected silently, the type of reading fluency we deal with and refer to in this work is the oral one, oral reading fluency.

## **1.5. The Components of Reading Fluency**

With reference to the above section, reading fluency is a multidimensional skill where each dimension stresses one component of reading fluency (Rasinski, 2004: 46). The first dimension refers to the reader's ability to sound out the words in a text with minimal errors, *word reading accuracy*. The second targets *the automaticity* that requires from the reader the automatic recognition of words. The third one, however, reflects *prosody* that is manifested through the reader's capability to use the appropriate prosodic features of speech.

### **1.5.1. Fluency through Automaticity**

Automaticity refers to the reader's talent to decode words without conscious thought both accurately and rapidly. It is often viewed as the essential component of fluency (Paige et al., 2012). In that, most often, reading fluency is assessed by measuring students' reading rate. Fluency through automaticity, explains Rasinski (2012:517), is beyond reading words in the text accurately, the reader needs to read the words automatically. Fluent decoding, then, depends on the readers' capability to achieve automaticity or the accurate and rapid word recognition of words whether in isolation or in a connected text (Samuels, 1979; Day & Bamford, 1998; Shanahan, 2006). In accordance with, accuracy and rate do combine to represent automaticity.

#### **1.5.1.1. Word Reading Accuracy**

In terms of skills, *accuracy in word decoding* or the correct identification of words during the reading task is almost an important characteristic of a fluent reader. It is regarded as a precondition for fluency, argue Rasinski and Padak (2013),

because the reader's ability to recognize or decode words correctly would facilitate the reader's understanding and correct interpretation of what is being read (Hudson et al, 2005). To achieve his target, accurate decoding of words, the reader uses his knowledge about the word, phonics. He relies on the linguistic systems including the phonological, orthographic, morphological, syntactic, and semantic knowledge of the words (Wolf, 2003).

What makes a good reading differs from a poor reading? In “ *Holding in the Bottom: an Interactive Approach to the Language Problems*”, Eskey (1988) considers that good readers are good decoders and interpreters of the text. As long as the accurate decoding stands as the main characteristic of a good reader; poor reading accuracy would have a negative influence on reading comprehension and fluency; argue Kuhn and Stahl (2003). Following this line of thought, may the development of the decoding skills really solve the reader’s fluency and comprehension problems? In other words, is helping readers to accurately decode words in a text is sufficient for them to be considered fluent? For Kuhn and Stahl (2003), if a great deal of attention is required to correctly identify words then it is not enough to do so. The importance of this skill in good reading that is characterized by fluency and comprehension is best highlighted in Eskey’s (1988:94) detailed description about the decoding process good of readers go through:

Good readers know the language, they can decode with occasional exception, both the lexical units and syntactic structures they encounter in texts, and they do so, for the most part, not by guessing from the context, or prior knowledge of the world, but by a kind of automatic identification that requires no conscious cognitive effort.

From this quote we can say that accurate word recognition is a key component in building fluency that can never stand alone. Simply because, affirm Abadiano and Turner (2005:51), “phonics alone is insufficient to developing fluency”. To develop reading fluency, the reader needs to develop the ability of recognizing written words not only accurately but as quick as possible. Meaning that besides accuracy in decoding words stands reading speed or reading rate. These two skills combine together to form what is called automatic word recognition.

### **1.5.1.2. Reading Rate**

The existing correlation between reading rate and comprehension makes from the former a prerequisite for good comprehension to occur (Hudson et al., 2005). Given this importance, reading rate becomes the main predictor of fluency. According to Grabe (1991: 378), “research argued that fluent reading is rapid where the reader needs to maintain the flow of information at a sufficient rate to make connections and inferences that are vital to comprehension”. Henceforth, a fluent reader is someone who manipulates the speed of reading; generally, he reads at a conversational rate (Hudson et al., 2005: 702). For these experts, rate is not only acknowledged as an integral component of effective and efficient reading, it also reaches the extent of representing an accurate measure of reading fluency. That is why; this skill has long been manipulated in studies whether in fluency instruction or fluency assessment (Rasinski, 2006a).

As recommended in the NRP (2000) reports both rate and word accuracy or the automatic word recognition is to be focused on during reading fluency practice. Students need to receive instruction on how to combine the accurate recognition of words with the speed of reading. The teacher’ s role during the instruction, explains Anderson (1999:5), is to provide assistance during the reading activity by raising the

students' awareness of keeping a balance between increasing both reading speed and word accuracy, rather than enhancing one aspect at the expense of the other because this would have a negative effect on reading fluency and comprehension as well. Helping students to shift from decoding words accurately to the stage of recognizing words automatically by using the appropriate instructional method is all what the teacher has to state as the main objective for automaticity instruction lesson.

Stressing the role of automaticity during fluency instruction is vital; however, instructors should not forget that fluent reading is incomplete if the role of prosody in reading is not emphasized as well. In that reading fluency goes further to how does the reader successfully manipulates the prosodic features of speech on the written passage. As it is said; "if automaticity is the fluency link to word recognition, prosody completes the bridge by linking fluency to comprehension." Rasinski (2012:519)

### **1.5.2. Fluency through Prosody**

Prosody, or reading with expression is defined as the ability to project tonal aspects of speech on to print making from the reader's reading sounds natural as if he is speaking. This concept is used interchangeably with the "the music of speech" or "the music of the language" (Kuhn et al., 2010; Erikson, 2010). In that the same music that characterizes the English speech is manifested when the reader is reading with expression. This melody is achieved when the reader manipulates and includes while reading features of sound such as pitch, stress, duration, and loudness (Allington, 2006; Erikson, 2010). Before getting to the main components of prosody, it is crucial to clarify some twined concepts such as: expression and prosodic reading.

*Expression* refers to the use of the appropriate “*tone*”, the adequate “*phrasing*”, and the suitable “*pitch*” while reading. The term that is mostly used to describe those features of expression, argues Schumm (2006: 192), is prosody. For him, the appropriate use of tone, phrasing, and pitch makes the oral reading sounds like conversational speaking. Meaning that, fluent reading or reading as if talking results from the reader’s appropriate use of the prosodic features.

“*Prosodic reading*” implies the compilation of the spoken language features including stress or emphasis; pitch variations, intonation, rate, pausing and other elements in oral expression onto print, explain Osborn and Lehr (2003). Adding to the reader’s talent in decoding and translating punctuation into speech; the reader has to include the ordinary rise and fall of pitch in ordinary conversation, assert Paula Schwanenflugel and her colleagues (2004). In brief, these same characteristics of the oral language constitute what is called prosodic features that characterize the prosodic reading, or the fluent reading.

Fluent readers make appropriate manipulation and use of the prosodic features in their reading manifesting their understanding of what is read. Opposite to, affirm Hudson et al. (2005), the lack of fluency is manifested via the reader’s incapacity to transfer the prosodic elements that occur naturally in speech onto written text. Learners who have not achieved fluency read either in a word by word manner, read in a monotonous tone, or group words in ways that do not parallel spoken language. The crucial role prosody plays in fluent reading stimulates any instructor or teacher to look deep into the main components of this skill.

### **1.5.2.1. Prosodic Features**

As the lack of the capability to manipulate the prosodic features of the written text , and to appropriately segment meaningful units is deemed a co-factor for the lack of reading fluency (Han & Chen, 2010), developing this competence is a crucial task for teachers and instructors. However, important is to know what are the prosodic elements a teacher needs to stress on during fluency instruction? Miller and Schwanenflugel (2008:337) group the important features of reading prosody into pitch fluctuation, pausing, and phrase-final lengthening.

Pitch fluctuation refers to any perceived changes in speech. It is manifested by the raising or lowering of the voice providing clues to the type of sentence being read (e.g., a question vs. a statement). These changes in the pitch are relative to the speaker's voice (Schwanenflugel & Benjamin, 2012). Besides pitch, stress or the degree of force (stress) or loudness (intonation) with which a word or part of a word is pronounced making it sounds stronger than other parts displays another prosodic feature that needs to be focused on during fluency instruction.

Duration and pausing at the sentence level is demonstrated via the pauses both within the sentence (intra-sentential) and between sentences (inter-sentential). This can be achieved when the reader is able to make slight pauses between words, longer pauses between phrases, and even longer pauses between sentences. Duration makes a good reader distinguished from a slow reader. According to Schwanenflugel and Benjamin (2012:35), "a faster reader will have shorter phrase final lengthening and shorter duration of all vowels than slower readers."

Thereupon, the prosodic reading is targeted when the reader knows how to adequately manipulate the prosodic features of the spoken language while reading. Yet, when does the reader apply these features? Hudson and his associates (2005)

admit that the reader uses these features when facing questions, surprises, and other meanings. In these situations, the reader must use these combinations of pitch, duration, and stress pattern manifesting his understanding of the writer's message (Hudson et al., 2005). Unquestionably, argue Rasinski and his colleagues (2009:352), fluency is not achieved unless a regard to the internal and external, as well as explicit and implicit punctuation is given to text being read. Moreover, any disregard to these elements of the print results in a non-fluent reading.

### **1.5.2.2. The Importance of Prosody**

From what has been said so far, reading prosody or with expression not only displays a fluent reading; moreover, it indicates and gives evidence that the reader is actively understanding or constructing meaning from the text. While reading, a fluent reader makes an appropriate use of the text features such as punctuation marks, capitalizations...etc to manifest his competency in generating meaning from what is read; for example, punctuation marks tell him where and how long to pause and what kind of intonation to use to read a sentence. Additionally, a fluent reader understands that words written in boldface or that are capitalized give him hints where to place emphasis. All this information is used rapidly and often without conscious attention in order to construct meaning as he is reading; resulting in a prosodic reading.

The reader's appropriate manipulation of the prosodic features indicates that he has succeeded to syntactically and semantically segment the text showing his ability in understanding what is read (Kuhn & Stahl, 2003). Moreover, it signals his capacity to go further in adding to the meaning of the text where the reader does not only show his ability in the understanding of what is being read but he goes further manifesting these meanings through expressing some other additional meanings that are associated with . In their book *"From Fluency to Comprehension"*, Rasinski and



Padak (2013) explained through a declarative sent that number of implied meanings can be added to the sentence that describes “what Jerry did”:

eg. “*Jerry borrowed Sahra’s red wagon.*”

Only by putting an emphasis on **one** word an implied meaning is inferred from the sentence. Of course, this meaning is not explicitly stated. From the above stated example; the reader may emphasize different meanings, explain Rasinski and Padak (2013):

- “*It is Jerry and not Tom who did the action.*” when the emphasis is on

**Jerry,**

or

- “*Jerry just borrow and do not steal Sahra’s red wagon.*” when the focus is

on **borrow** ,

or

- “*Jerry didn’t borrow my wagon but Sahra’s one*” when the stress is put on

**Sahra** etc...

These inferences that are created by the reader’s voice reflect a high level of comprehension; argue Rasinski and Padak (2013). As such, the prosodic elements cue the reader to bring surprise, anger, question, exclamation, and other meanings to the written text that are not visually evident. The employment of an appropriate tone, voice and other aspects of oral language manifest the reader’s deep understanding of the text.

Even though identified as an important characteristic of effective reading, this skill has long been disregarded by scholars as compared to automaticity (Swanenflugel et al., 2004; Allington, 2006; Rasinski, 2012). The role played by prosody in an

effective comprehension either in listening or in reading is best clarified by Schwanenflugel and Benjamin (2012:39) in the following:

Prosody serves as a guide to the listener (and passage reader) as to what information ought to be preserved in working memory for understanding the message and what things have a supportive role. Presumably, as the listener (reader) decodes the important information signaled prosodically, the information is maintained in working memory so that it can be linked with incoming information... Thus, prosody serves to support comprehension in a very basic way.

Unlike native speakers, who already possess the mechanism of prosody in their heads and are presumably able to render it as long as comprehension is obtained, EFL students may lack perception of English prosodic features nurtured by natural and rich vocal input. Starting from this statement of the problem, Huang and Chen (2004) explored in their study the relationship between prosodic oral reading and reading comprehension of Taiwanese EFL learners. Their primary goal was to examine the plausibility of using oral reading to assess reading comprehension in an EFL context. The study ends with a set of recommendations.

They recommended for EFL teachers to implement in their fluency instruction reading materials that are mainly dialogues- based. For them, this kind of materials creates more opportunities for oral demonstration and modeling in the instruction. Besides, it was thus speculated that EFL students' prosodic performance was learned and conditioned by instruction and exposure. At last, they advised teacher to include direct explicit instruction of oral reading as part in any reading instruction where the prosodic reading should serve as an alternative measure for reading comprehension at least at the primary level.

Despite the vital role automaticity plays in a fluent reading; however it should not be the primary goal in any fluency instruction or assessment otherwise fluency loses its value as it happened in the early 1950's ( Chapter 1, Section, 1.2.1.1) Thus, fluency is not complete if one of its components; rate, accuracy and prosody is missed.

### **1.5.3. Reading Fluency and Comprehension**

What is common in teachers' definition to comprehension, is that it is “ a process in which readers construct meaning by interacting with text through the combination of prior knowledge and previous experience, information in the text, and the stance the reader takes in relationship to the text”, postulates Pardo (2004:272). The use of the information from the printed page and the knowledge stored in the head of the reader, are considered by Samuels (2000: 169) as the building materials involved during the construction of meaning. Processing the text and then comprehending it are vital for a successful comprehension to occur. This is achievable, argues Rasinski (2004:46), only when the reader has gained the capability in developing a control over surface level text processing. This talent, as a consequence, enables him to focus on understanding the deeper levels of meaning embedded in the text. “Because reading comprehension involves more than simply accessing the meanings of the individual words in the text” (McNamara, 2007:51), it is conditioned with how much the reader is able to recognize the words accurately and efficiently.

Acknowledged as one of the five pillars of reading instruction (NRP, 2000), this level of reading competence at which non-technical textual materials can be effortlessly, smoothly, and automatically understood (Schrieber, 1980: 177) gained researchers attention mainly when the concept of reading fluency becomes critically intertwined with reading comprehension (Nathan & Stanovich, 1991). This area of

research flourished when fluent reading has been enlarged to include both the word recognition decoding process as well the comprehension process. Solidifying this line of thought, Samuels (2000:168) assumes that it is only when many components of the reading process are coordinated a successful comprehension in a fluent reading may occur. For this expert, these sub-skills include a) word recognition, b) accessing word meaning, c) deciding on the correct meaning of the word, d) grouping words into grammatical units, e) generating inferences and f) using reader knowledge to construct coherent, understandable model of the text.

Due to the fact that the human brain has a limited capacity to make all these components process at the same time, developing word recognition process to the level of automaticity would free up reader's cognitive attention to be focused on comprehension processes (Samuels, 1997; Rasinski, 2006). Therefore, successful comprehension is achievable, argues Rasinski (2006), unless the reader is able to decode words correctly and effortlessly (automatically). This task will facilitate for the reader putting all these words together into meaningful phrases with appropriate expression making sense of what is read.

## **1.6. Relationship between Fluency and Comprehension**

The complex nature of the relationship between fluency and comprehension has long been a debatable topic since the time reading fluency started to be referred to as a bridge between word recognition processes and the comprehension processes (Allington, 2006). Investigating the type of the relationship that might exist between fluency and comprehension becomes a field of interest attracting researchers' attention mainly after proving that there is a correlation between fluency and comprehension (Samuels, 1997, 2002; Allington, 2006; Rasinski, 2004c, 2006; Rasinski & Padak, 2013). Since the association between these two reading skills is

somehow complex to determine (Pikulski & Chard, 2005), whether fluency leads to, or results from comprehension have been the guiding questions to any investigator in this area of interest.

Most researchers agree that when fluency is developed, comprehension is the expectation (Grabe, 2010). The work by Fuchs et al. (2001) has shown that there is a surprisingly strong relationship between oral passage reading fluency and reading comprehension measures. Along the same line of thought, Klauda and Guthrie (2008) confirm that oral passage reading fluency significantly accounted for comprehension abilities. However, when readers are not fluent, comprehension suffers (Rasinski et al., 2009).

Investigations in this field are multiple between those who affirm that the relationship between fluency and comprehension is unidirectional. Either fluency is the result of good comprehension (Anderson et al., 1990: 17). These specialists found that students in highly fluent groups experience a smooth and continuous reading that promotes the development of a connected representation of the story. Or, it is the increasing fluency that leads to deeper comprehension (Deno, 1985). Notwithstanding, in their review to fluency research, Stecker and his colleagues (1998) have evidenced that fluency is both a contributor to and a product of comprehension. They defended their assumption by the fact that comprehension and fluency share a reciprocal causal relationship (Cited in: Pikulski & Chard, 2005:510). To make it clear, the relationship between the two is reciprocal rather than unidirectional.

Better to end this important section with Pikulski and Chard's view in this regard. In their article "*Fluency: a Bridge between Decoding and Reading Comprehension*", Pikulski and Chard (2005:517) estimate the following:

While the construct of fluency might have been neglected in the past, it is receiving much-deserved attention presently. A very strong research and theoretical base indicates that while fluency in and of itself is not sufficient to ensure high levels of reading achievement; fluency is absolutely necessary for that achievement because it depends upon and typically reflects comprehension.

One concludes that fluency and comprehension are interrelated. Fluent readers reflect the meaning of the text via reading at a conversational rate manifesting the author's message via their respect to the text prosodic features. Reading as if speaking proves that the reader is not only reading fluently; however, he is reading with a profound comprehension of what is read.

### **1.7. Reading Fluency a Bridge to Comprehension: Theoretical Basis**

As reading is both decoding and comprehension, investigating on the relationship between its components was and still a subject of interest. Are these cognitive components dependent or interdependent? According to Perfetti and Hogaboam (1975), similar possibilities of independence and interdependence exist between decoding and comprehension. Even though, it has been proved that decoding is not sufficient for comprehension; undeniable is that highly developed skills such as converting print into the language code is what is necessary for comprehension to occur, argued Perfetti and Hogaboam (1975:461). The execution of a single cognitive skill basically demands a cognitive attention which is almost of a limited capacity.

Several reading theories attempted to develop an understanding of the relation existing between fluency and comprehension where each of them provides the reading model that explains the process involved during a fluent reading. Because the

intent of this investigation is to provide a theoretical explanation of the role fluency components play in an effective reading, two major theories regarding fluency are to be discussed in this section. The first theory, LaBerge and Samuels' Automaticity Theory (1974) focuses on the importance of automaticity at the lower level processing, decoding. As fluency is not complete if prosody is not regarded, the second theory which is a more recent one stresses on the role of prosody, reading with expression in the reading process. Schreiber's Prosody theory (1980) attempts to give a theoretical basis about the role of this fluency construct in efficient reading.

### **1.7.1. Fluency and the Reading Process**

Since reading is both decoding and comprehending, both skills require the reader's cognitive attention consecutively at the lower level processing (decoding) and at the higher level processing (comprehension). Whereas the former requires a mastery of the orthographic, syntactic and semantic representations of the words; the latter requires from the reader the understanding of text meaning, interpreting the ideas represented by the text. To generate the text comprehension, the reader uses a number of reading strategies if necessary such as: making inferences, drawing on background knowledge, and evaluating the information being read. Because the execution of these comprehension sub-skills is demanding a more cognitive capacity, what would happen if the reader requires considerable attention to decode a single word, asked Perfetti and Hogaboam (1975)? For them, the result will be a decrease from the memory cognitive capacity to be used in the comprehension processing. In this case, how can the reader succeed in executing both decoding and comprehension at the same time with a limited cognitive capacity?

Getting deeper in explaining the processes involved at the lower level prior the reader's attention shifts to the comprehension processing, Wolf (2003:2) assumes

that before letters are identified and recognized as visual patterns the memory system has to connect these visual representations to six major memory sub-systems:

(1) The appropriate sound-based matches (Phonological representations) , (2) then meanings (Semantic representations), (3): knowledge about the word's roots (Morphological knowledge), (4) sentence context (Syntactic knowledge) Only after all these cognitive and linguistic processes are accessed and their representations are retrieved resulting either in (5) the phonological plan for articulating the words smoothly (the articulatory system), (6) with appropriate speech melody (prosody). And all of this has to happen in lightning fashion, or the end result is not fluent!

Since comprehension requires higher order processes that cannot become automatic, in this case it is the word identification (word recognition) that must become automatic. In this respect, for achieving fluency in reading, lower-level skills must be processed rapidly and automatically paving the way for the higher-level processes, comprehension processes.

### **1.7.2. The LaBerge and Samuels Automatic Processing Theory**

LaBerge and Samuels (1974) proposed a theory of automaticity or automatic information processing stating that word recognition and phrasing should be done at an automatic level to free up cognitive resources to focus on comprehension of text. The model of reading proposed by these scholars sets a theoretical support for developing reading fluency.

Learning to read for meaning, according to the Automatic Processing model of reading, is quite impossible until the beginning reader have learned to identify words and letters automatically (Logan, 1988). And it is only by diminishing from the cognitive processes needed for activating the decoding sub-skills that the reader



may shift his attention to getting the meaning from the print, hypothesizes Wolf (2003). LaBerge and Samuels (1974) assume that reading words fluently must occur before comprehension is possible. Their theory follows the principles of the automaticity theory in the acquisition of new skills. In that, as human cognitive capacity is limited, one can only attend one thing at a time; however he may be able to process many things as long as no more than one requires attention. (1974: 295).

The execution of a complex skill, then, necessitates the coordination of many component processes within a short time frame. If each component required attention, the performance of the complex skill would exceed attentional capacity and therefore be impossible. By contrast, if enough components are executed automatically, then attentional load would be within tolerable limits, permitting successful performance.

If this model of skill acquisition is applied on learning to read, this latter is quite impossible if readers have not developed automaticity in word recognition. Because the efforts they expend in decoding will limit the power they direct to comprehension. However, the more automatic the decoding is, the more attentional resources will be available for the reader to direct his focus towards comprehension. But what are the characteristics of an automatic decoding? According to Logan (1997:124), an automatic processing has four properties which he categorizes as the following:

1. An automatic processing is fast because it is not subject to attentional limitation. Speed is an important criterion for automaticity because an increase in speed -a decrease in reaction time—is characteristic of the development of automaticity. The speed in performing a task increases with practice

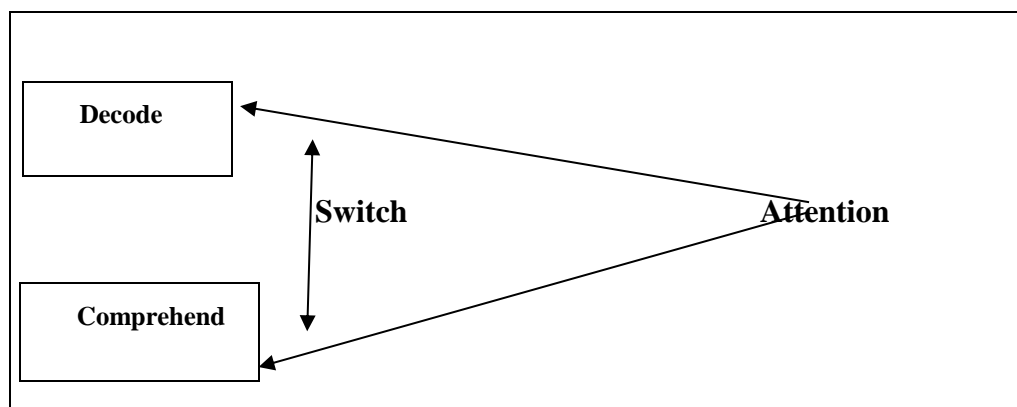
2. An automatic processing is effortless. This latter is apparent; first as a sense of ease and second as the ability to do another task while performing an automatic one.
3. Automatic processing is autonomous, in that it begins and runs on to completion without intention.
4. Automatic processing is not available to consciousness. The task is fulfilled without being aware of the stimulus that produced it.

In explaining the transition from beginner reader to an expert, the automaticity theory makes certain assumptions, asserts Samuels (2012:4). First, human mind has a limited capacity to perform difficult tasks; and second, to perform difficult tasks such as recognizing words and understanding them, this mental effort consumes some of the limited cognitive capacity of the mind. The third assumption of this theory is that with continuous practice overtime, this amount of effort decreases gradually. At last, when the amount of the mental effort drops sufficiently, that person can engage in a new task in parallel. For Samuels (2012), these rules facilitate the description of a fluent reading.

#### **1.7.2.1. The Central Role of Attention in the Theory**

Attention is the key element in LaBerge and Samuels's automaticity theory. The adequate performance of any skill is often dependent on how to allocate attention appropriately during the performance of the task. In order to achieve successful reading comprehension, these scholars assume that part of the reading process should be executed with a slight amount of attention. Since the performance of any skill requires attention from the learner, to get engaged in a reading task, the reader's attention is required to derive meaning from the text. Samuels (1994:817) classifies attention in two types: external attention and internal attention.

For Samuels the internal attention that is central to the theory of automaticity in reading is characterized by alertness, selectivity, and limited capacity. Whereas *alertness* refers to the active attempt to come in contact with the source of information; *selectivity* is the skill to select and use individual processes at any given moment. In reading a piece of writing, the process of selective attention permits the reader to choose which line he will process, though he can see the lines above and below. *The limited capacity*, the third feature of internal attention, signifies that the human mind has a limited capacity to perform difficult tasks. What makes a novice car driver differs from an experienced driver is devoting all his internal attention to the task of driving. However, an experienced one can drive and simultaneously doing other tasks such as listening to music, talking to someone, and sometimes even watching TV. Similar is said for reading. The difficulty in decoding the text and comprehending it makes a beginner reader differs from a more advanced one. Samuels (1994: 821) explained via the below figures why the decoding process is automatic for a fluent reader and difficult for a beginner reader.

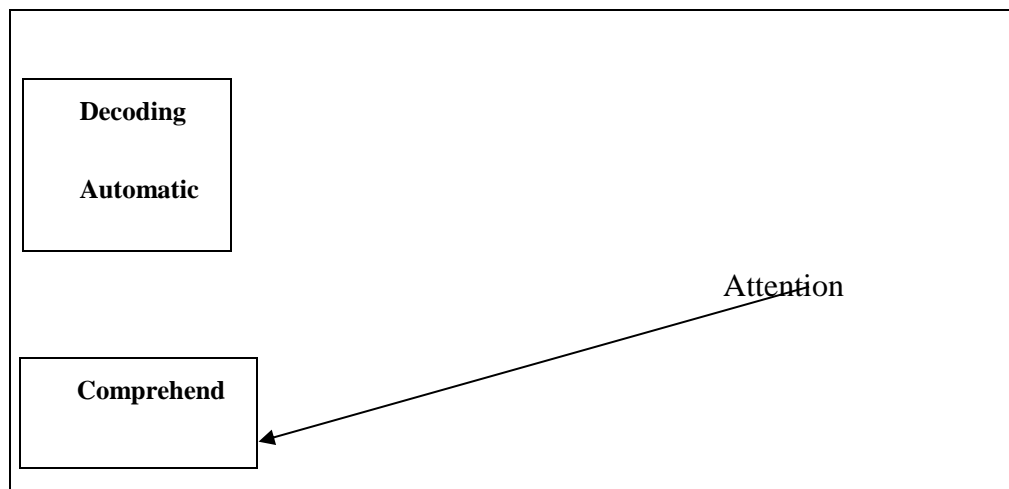


Adapted from Samuels (1994:821)

**Figure 1: The Reading Process in Beginning Reading**

As displayed in **Figure 1**, in beginning reading only one task can be done at a time. The mental process of a beginner reader is focused on word recognition process

leaving little or no attention for comprehension. When the entire or a large portion of attention is focused on decoding, argues Samuels (1994, 2012), the construction of meaning becomes difficult. Consequently, readers use the strategy of switching their attention back and forth, between decoding and comprehension, trying to make a balance between the two components of the reading process. Attention switching is not an easy task. According to Samuels (2012) besides being time consuming, attention switching is slow, hard, and effortful on memory and this may result in slowing down the reading process. But, with time and practice, the decoding process can be performed unconsciously, or automatically.



Adapted from Samuels (1994:821)

**Figure 2: The Reading Process in Fluent Reading**

However in **Figure 2**, one can see that in a fluent reading because decoding becomes automatic, the reader's attention remains focused on comprehension. As a result both tasks are fulfilled at the same time.

### **1.7.2.2. Memory and the Automatic Processing Theory**

The crucial role of *visual memory* in an automatic processing is related to the readers' ability to extract the printed letters from the page to form words. This cognitive process used in word recognition starts from letters that are the smallest

unit, to combination of letters the next smallest unit, and to whole words as the largest units. The size of the visual unit is the key component that makes a distinction between fluent and non-fluent reader. The variation in the size of the visual unit while getting in a contact with the print depends on the reader's skill and familiarity with the words. A beginner reader, for instance, may focus on individual letters to form words; yet, an experienced reader may focus on the entire word. In accordance with account, the amount of time in processing a text differs from one reader to another.

Besides the distinctive role of visual memory in a fluent reading, the *phonological memory* shoulders this process. The reader's capacity to sound units that map onto the letters and words is another contributing factor in the automatic decoding. As the latter is initiated by the adequate perception to letters or words on the written page, uttering or pronouncing the sounds that corresponds with these letters represents is primordial. Similar to the visual code, the phonological memory follows the same organization. The variation in the size of the phonological unit is affected by the reader's competency and familiarity with the words. According to LaBerge and Samuels' theory, becoming an effective reader means that both the visual and the phonological memory become automated. This atomization signifies that more space is left in working memory for understanding the meanings of words and text.

Since reading is for comprehending, accessing word meaning is the last component in this theory. Processing words at *semantic memory* refers to the reader's capacity to recall the general knowledge which concerns his general information about the words and their meanings. Whenever the print is identified both orthographically and phonologically, the turn is given to the semantic processing of

these recognized words. In this kind of processing, the semantic representation of words is retrieved from the semantic memory in order to facilitate the processing of the new information in the working memory. The result will be an understanding of what has been read.

Thereupon, one can see the importance of the reader's knowledge at the word level and its vital role in the automatic decoding of the print. In this concern, McNamara (2007:51) assumes that though for achieving an integral comprehension of what is read, the reader should go beyond the surface level (word decoding); however, still no one could deny the importance of word level knowledge. In this context he says;

Although simple vocabulary knowledge may not be a strong determinant of comprehension skill, individuals who possess a rich and interconnected knowledge base may comprehend text better than those whose representations are sparse. Thus, if word meanings are poorly represented in semantic memory, less information will be accessed, and perhaps fewer relations between concepts will be made, than if a rich semantic representation for word meaning exists.

Achieving automaticity in reading, then, means to boost the reader's attention away from decoding words to comprehending. Because if the identification of letters and words is not accurate and automatic, attention will be then centred on letter identification and not on comprehending what is being read. In brief, the atomization of the visual, phonological, semantic memory, free the reader's cognitive attentional capacity to be focused on the understanding of what has been read.

### **1.7.2.3. Stages of the Automatic Word Recognition**

Acknowledged as a crucial factor in a fluent reading, how do develop readers' automatic word recognition skills has always been a raised issue among teachers and instructors. To progress this fluency sub-skill, a novice reader has to pass through different stages. Han and Chen (2010:244) explained the three possible developmental stages of word recognition as outlined by Samuels in 1979 and which they classify as the following:

The first [stage] is called the non-accurate stage, wherein the developing reader experiences great difficulty in recognizing words, even when given ample time, and achieves little comprehension. The second [stage] is called the accuracy stage, wherein the developing reader is able to recognize printed words with accuracy but with much cognitive effort, and as a result, comprehension is slow and halting. The third stage is called the automatic stage, wherein the developing reader is able to recognize words accurately and with ease; correspondingly, comprehension is fast and smooth.

Briefly, at the first stage [non-accurate stage] students had difficulty in identifying words in a beginning reading text. Moreover, when moving to the second stage students achieve accuracy but not yet automaticity. At the accuracy level, due to the appropriate reading instruction, and through multiplying the reader's exposure to a variety of skills, students start to develop the skill to recognize sight words and others by easily sounding them out; but still, the oral reading remains slow and laborious at this stage. Besides reading in a slow monotonous manner, the reader is both reading with less expression and unable to recall what was read orally. It is at this level that most fluency interventions can be provided. For the sake of developing a full understanding of the passage, Samuels (1979) pinpoints the rereading strategy

as the suitable remedy at this level. The student has to reread the passage many times. Thereafter, the reader shifts to the last stage (the automaticity level) where he has developed fluency. Here, he is capable to read with accuracy, speed, and a normal expression as if he is speaking. Being able to decode words without conscious thought is the best indicator of good readers. Apart from occasional exceptions, these readers can decode both the lexical and syntactic structures they encounter, they do so not by guessing from the context; but by a kind of automatic identification that requires no conscious cognitive effort, argues Eskey (1988:94)

In nutshell, as explained by the LaBerge and Samuels's theory (1974); in performing difficult tasks, such as decoding words and comprehending a text, the reader makes efforts and as a result consumes his limited mind capacity. Through practice over time, the amount of effort needed for the tasks decreases; and eventually, the effort required for performing the tasks drops remarkably. The simultaneous performance of multiple tasks such as decoding and comprehension signals that the reader's decoding is becoming automatic which in turn means that he is becoming fluent. Henceforth, overcoming the boundaries of word recognition skills that enables the reader to pronounce words rapidly and accurately represents the theoretical frame of the Automaticity theory approach to reading fluency.

### **1.7.3. Prosody Theoretical Perspective**

#### **1.7.3.1. Scheriber's 1980 Prosody Theory**

Apart from emphasizing the important role of automaticity and accuracy of decoding words in an effective fluent reading, the LaBerge and Samuels' theory did not shed light on some other contributing factors in a fluent reading such as prosody. Many researchers now believe prosody is the key to fluency (Allingthorn, 2006; Rasinski et al., 2009; Schwanenflugel & Benjamin, 2012). In addition to achieving



automaticity in decoding, the student must learn other skills needed to provide the missing elements in the written code which are found in the spoken code (Harowitz & Samuels, 1985:188). The lack of the ability to manipulate the prosodic features of the written text and to appropriately segment meaningful units is deemed a co-factor for the lack of reading fluency (Han & Chen, 2010).

Oral reading fluency or smooth expressive reading is the result of an appropriate phrasing (chunking) of words into meaningful phrases in accordance with the syntactic structure of the text (Schwanenflugel & Benjamin, 2012). First, a fluent reader is able to manipulate the prosodic features of the written text through his appropriate use of pitch, intonation, stress, loudness, and duration manifesting an expressive oral reading. Second, a fluent reader is able to appropriately segment the written text into meaningful units. Chunking groups of words into phrases or meaningful units in accordance with the syntactic structure of the text is another important characteristic of a prosodic reading (Kuhn & Stahl, 2000).

Schrieber (1980) assumes that good reading involves the application of skills associated with the use of pitch, stress, and juncture to interpret meaning. As a consequence, some reading fluency difficulties are related to the reader's incapacity to apply these linguistic skills while reading. This difficulty is manifested via his inability to transfer the prosodic understanding from the oral language to the written text. As explained in earlier (Section: 1.5.2.1), the punctuation marks cue the reader on how to produce an expressive reading. It may happen that the reader faces the absence of prosodic cues in written language. Standing as an obstacle for the reader, he will fail to generate appropriate prosodic markings. As a result, he does not succeed in dividing sentences into meaningful phrases. The latter best signals his incapacity in comprehending the written text whatever his high skill in decoding

words is. Thus, fluency difficulties may stem from problems in decoding or from an inability to divide sentences into meaningful phrases due to an absence of explicit prosodic markers in printed language (Rasinski et al., 2011; Therrien, 2004). Admittedly, Schreiber's prosody version of fluency that received positive attention among reading researchers did not question the accuracy and rate components but added to them (Hoffman et al., 2007:294).

### **1.7.3.2. Prosody and Text Chunking**

The talent to construct the meaning of the text illustrated through the reader's appropriate manipulation of the features of the oral language, argue Paige et al. (2012), may be hindered by slow laborious reading when the reader is confused through his inappropriate or meaningless grouping of words (chunking). Being unable to appropriately segment meaningful units is considered as co-factor for the lack of reading fluency, alongside a failure to decode words (Han & Chen, 2010: 244). As the reader's understanding of the text is demonstrated through his appropriate parsing (chunking) of words reflecting prosodic reading; how do readers process text parsing? Before answering this question, a definition of this key term is crucial.

A chunk is a meaningful unit of information that is constructed from smaller pieces of information where the process of creating new chunks is called chunking (Gobet & Lane, 2012). Text chunking involves dividing a text into phrases in such a way that syntactically related words become member of the same phrase; chunk. The latter can be seen as a collection of elements having strong associations with one another, but weak associations with elements belonging to other chunks (Tjong Kim Sang & Buchholz, 2000:127). In a sense that these chunks (phrases) are non-

overlapping; in that only one word can be a member of one chunk. To clarify the procedure Tjong Kim Sang and Buchholz use the following example sentence:

*“He reckons the current account deficit will narrow to only £1.8 billion in September.”*

[NP He ] [VP reckons ] [NP the current account deficit ] [VP will narrow ] [PP to ]  
[NP Only £1.8 billion ] [PP in ] [NP September ] .

Chunks have been represented as groups of words between square brackets. A tag next to the open bracket denotes the type of the chunk. Where NP denotes for a noun phrase, VP denotes a verb phrase, and PP denotes a prepositional phrase.

Text chunking or parsing, then, refers to this series of actions that starts by the identification of proper chunks from a sequence of words, and the classification of these chunks into some grammatical classes. A text is read chunk by chunk where the identification of NP chunks in the former would facilitate its understanding. Therein, if the reader can grasp the noun phrases of the texts, the text will be understood to some extent; argue Chen and Chen (1994). How this process is fulfilled?

To make out the noun phrases in a text, explains Chen and Chen, is to parse the text and to resolve the attachment relations among the constituents. Apparently, the identification of NP(s) in the text seems a quite easy process; however, parsing the text completely is very difficult since various ambiguities cannot be resolved solely by syntactic or semantic information, confirm Chen and Chen (1994).

### **1.7.3.3. The Chunking Process**

The proceeding of chunking was first initiated by Chase and Simon's Chunking Theory in 1973. This theory explains how experts circumnavigate the limitations of cognitive processes (Gobet & Lane, 2012). Attention is serial and short-term memory is limited to about seven items (chunks). When individuals acquire information about a domain, with practice and study, they acquire an increasingly larger number of chunks, which themselves tend to become larger, up to a limit of four or five items (chunks). According to Chase and Simon's theory, the implicit nature of chunks that are seen as the product of automatic learning processing sometimes called perceptual chunking. The acquisition of a skill, as suggested by these scholars, is mainly based on the recognition of the items that make up a task to be accomplished, and then practicing to build up the skill to perform those patterns, based on patterns already mastered.

Miller formulated the chunk concept in 1956. In explaining the concept of chunking in relation to the capacity of Short Term Memory, Miller stated the evidence that short-term memory could only hold 5-9 chunks of information (seven plus or minus two) where a chunk is any meaningful unit that could refer to digits, words etc... The concept of chunking and the limited capacity of short term memory became a basic element of all subsequent theories of memory. Hence, Information processing theory has become a general theory of human cognition; the phenomenon of chunking has been verified at all levels of cognitive processing.

Being able to read expressively is solely manifested through the reader's capacity to parse or chunk the text into syntactically and semantically appropriate units (Rasinski 2004). To do so, the reader should be loaded by a set of knowledge enabling him to make the adequate segmentation, chunking. The key idea here is

among the needed language for achieving an appropriate text parsing is the reader's knowledge at the word level; reveal Ahmad and Ryaz (2013). This knowledge includes syntactic and the semantic knowledge of the language. Whereas syntactic knowledge is concerned with all the rules concerning the structure of the language (rules of grammar); semantic knowledge deals with the meaning of words and sentences. What makes a fluent reader distinguished from less fluent is the appropriate semantic and syntactic chunking or parsing. Because text chunking (syntactic and semantic) has important applications in natural language processing, the reader should succeed in parsing the text both syntactically and semantically (Zhang et al., 2002).

*Syntactic parsing* refers to the task of dividing a sentence into a parse tree indicating how the sentence can be syntactically decomposed into smaller syntactic constituents. Syntactic parsing as it is also known as text chunking is referred to by Venturi (2010:7-8) as a technique which segments sentences into an unstructured sequence of syntactically organized text units called chunks. These chunks include relationships between words in sentences and phrasing. Developing the syntactic skills is a key component behind the reader's ability to make appropriate chunks manifested through reading with expression that ultimately might result in the appropriate construction and interpretation of the text.

*Semantic parsing* is the process of mapping a natural language sentence into a formal representation of meaning. The purpose of the semantic parser, then, is to analyze the structure of sentence meaning.

To parse any language, argued Ahmad et al. (2013: 741-742), all what the reader needs to be loaded with is (a) a rich information about words and concepts (word level knowledge), (b) a rich knowledge about the different situation (sentence

level knowledge), and (c) defined rules about mapping from syntactic to semantic relations.

In nutshell, what makes the LaBerge and Samuels' (1974) automaticity theory prominent among other theories is the Repeated Reading method. Even though, the above theory highlights important angles not covered by the automaticity theory; however it provides intuitive support for the notion of repeated reading as an intervention for fluency building.

## **1.8. Importance of Developing Fluency**

The supposed association between fluency and comprehension makes from the former a subject of interest in any reading instruction curriculum either in L1 setting ( Samuels, 1994, 2002; Rasinski, 2004c, 2006,2014) or in L2/EFL setting as well ( Nation, 2009; Grabe, 2010, 2014;Taguchi & Gorsuch, 2002; Takayasu-Maass & Gorsuch, 2004, Yamashita & Ichikawa, 2010) ). This reading skill is proved to provide a bridge between word recognition and comprehension (NRP, 2000). According to Pressley (2002), reading starts as the ability to identify words quickly and decode automatically, while on the other side of the bridge is the ability to understand text. For him, fluency, with its automatic decoding, accuracy, and prosody, is the link between the two. This assumption sets the objective in any fluency instruction where the target is not just improving reading fluency; but rather enabling learners to focus more on getting meaning from the print through decreasing from the amount of attention devoted to decoding words. Developing this ability, , makes from the reader's internal attention focused on comprehension (Samuels, 1994). By helping the reader reaches this ultimate goal, developing reading fluency grabs researchers' attention to explore ways that foster this reading skill either for English L1 readers, or L2/EFL readers as well.

Another important factor that makes from this reading skill a target is the distinction made between fluent and non-fluent reader. Fluent readers are more likely to read and enjoy reading than the non-fluent readers do. “Non-fluent readers find reading difficult, even punishing, so they do not choose to read and, therefore, do not enjoy the benefits of reading, such as increased vocabulary, more sophisticated understanding of the world, and fluency”, argue Cooper et al. (2006:102). Helping non-fluent readers overcome these obstacles and experience the pleasure while reading requires from researchers a careful attention towards the development of this reading skill.

### **1.9. Reading Fluency in Foreign Language Context**

As the cognitive processes (decoding and understanding) involved in a fluent reading are the same for both L1 and L2/FL readers (Day & Bamford, 1998), developing reading fluency becomes a prerequisite not only for L1 readers (NRP, 2000; Samuels, 2002), but also for SL/FL readers too (Day & Bamford, 1998; Nation, 2009). By enhancing the automatic word recognition skills of either L1 or L2/FL, students can devote the unused portion of their cognitive attention to a higher cognitive processing on which understanding is based. Progressing automaticity in reading as a stepping stone to facilitate generating meaning from a print urges researchers and educators to look for the appropriate fluency instructions that foster reading fluency main components; automaticity, prosody, and comprehension.

In his attempt to specify the most useful fluency activities, Nation (2014:12) clarifies first the importance of fluency for L2 English learners by stating the following:

Fluency is important in the receptive skills of listening and reading as well...people tread at different speeds and writes

at different speeds. While learners need to read at different speeds with different kinds of materials, they also need to be flexible in their reading so that they can adjust their speed when they need too.

### **1.10. Importance of L1 Findings in L2/EFL Research on Fluency**

Research in L1 has strongly contributed in enhancing research in L2/ EFL context. According to Grabe (1991:378), studies on L1 learners have influenced and shaped investigators' current views of second language reading. This is mainly due to a couple of reasons. First, L1 student populations are much more stable; second, cognitive psychology has seen comprehension research as a major domain of their field; and third, considerable cognitive psychology and educational grant funding is available. These reasons, argues Grabe, stimulated L1 reading studies to make a big jump in learning about the reading process, and then providing pedagogical implications for teachers of reading.

Identifying reading fluency as a level of expertise (NRP, 2000) had excited L1 researchers to dig deep in this area of research many decades ago. Even though proved that fluent reading, either in L1 or in L2, is the key indicator of a highly skilled reader (Grabe, 2010); L2 researchers did not seem to be aware about the development of this skill, argue Yamashita and Ichikawa (2010). The focus of L2/EFL was mainly on studying the factors behind the difficulty in L2/EFL reading comprehension where rate and smoothness of reading do not figure among these factors. Contrastively, this lack of interest does not lessen from the importance of this skill in L2/EFL context. It has been proved that L2/EFL learners' desire is not only to comprehend L2 texts well; but also to read these texts quickly and smoothly as early as they start reading in L2, postulate Yamashita and Ichikawa (2010:264). Besides, studies reveal that millions of L2 readers actually develop reading fluency



after many years of reading L2/EFL texts (Grabe, 2010: 73). Henceforth, it becomes necessary, maintains Grabe (1991), for L2/EFL researchers and teachers to thoroughly regard what L1 research has to say about the process involved in a fluent reading, and the development of reading abilities.

Understanding the behavior of L1fluent reader, and then deciding how to guide L2/EFL students in that developmental direction become a key objective in L2/EFL reading theory and instruction (Grabe, 1991:378). Mainly that research in cognitive psychology proves that the cognitive processes involved in a fluent reading are the same for both L1 and L2/FL readers (Day & Bamford, 1998: 17). When both L1 and L2/FL students get engaged in a reading task they start by decoding, then understanding to gain the meaning of what is being read. By developing the automatic word recognition skills of either L1 or L2/FL, students can devote the unused portion of their cognitive attention to a higher cognitive processing on which understanding is based. Consequently, achieving automaticity in reading as a foot step towards a fluent reading is equally important for L1 students and L2/FL students too.

Because fluent reading is a key component in a skilled reading, how to move L2/EFL readers towards a fluent reading is repeatedly asked by L2 instructors and teachers. L2/EFL instructors should be aware that to become a fluent reader is not a sudden behavior as a result a reading development course, asserts Grabe (1991). According to him, since reading develops gradually; fluent reading is the product of long-term effort and gradual improvement. This perspective holds equally well for L2/EFL students who are not already fluent readers in English but who need to be for their academic future (Grabe, 1991:379)

The merits that gained reading fluency in L1 context, since the time it has been proved that slow and effortful word recognition might impede comprehension and the presence of automaticity frees the reader's attention to the comprehension of what is being read, motivate L2/EFL researchers to exploit this field of investigation where their main objective is to answer some of the raised questions. Yamashita and Ichikawa (2010:264) refer to this raised issue in the following:

Whether L2 readers' comprehension, rate, and smoothness always go hand in hand or whether there is compensation among them and if so how different aspects of reading compensate for each other; and how or whether relationships among them change over the course of development.

In a study undergone in an EFL context, Yamashita and Ichikawa (2010) attempt to make a more comprehensive understanding of L2 reading by focusing on the third component of reading fluency (text phrasing). Their aim was to understand the relationship between chunking and second language (L2) reading fluency. However the study did not deal explicitly with the use of prosodic clues simply because "L2 readers' reliance on prosodic features is less clear as compared with L1 readers" (Yamashita & Ichikawa, 2010:265).

Despite the fact that the number of studies is scarce, L2/EFL fluency researches shoulder the importance of word reading fluency, passage reading fluency, extensive reading, and reading rate training on vocabulary and reading comprehension improvements, concludes Grabe (2010:77). Further, even though these studies are far fewer when compared to those in English L1 contexts, "this difference is not surprising in light of the vastly greater number of L1 reading researchers and the much larger levels of grant funding for L1 literacy research" proclaims Grabe (2010:76).

The fact that developing reading fluency is a prerequisite not only for L1 readers (NRP, 2000; Samuels, 1979; Rasinski, 2004; Rasinski, 2006) but for L2/FL readers too (Anderson, 1999; Day & Bamford, 1998), L2/EFL researchers are recommended to dig deep in the L1 fluency research field. Fluency instructions, then, should be part in any reading program and this can be achieved by teaching and assessing fluency progress the same way we teach and assess vocabulary acquisition and other language skills.

## **Conclusion**

Fluency components- automaticity, accuracy and prosody- combine and altogether facilitate the reader's construction of meaning. As long as it contributes in an effective comprehension, fluency becomes a topic of interest for scholars and educators for more than three decades. What remains debatable among researchers is whether fluency leads to, or results from comprehension competence. As most reading theories assume that it is only when the processing of information becomes automatic and fluent at the lower surface that comprehension is easily gained. As such, developing reading fluency is strongly recommended as an integral part in any reading program.

**CHAPTER TWO**  
**DEVELOPING READING FLUENCY**  
**INSTRUCTION AND ASSESSMENT**

Introduction.....	59
2.1. Teaching Reading Fluency.....	59
2.1.1. Definition of Fluency Instruction.....	61
2.1.2. Characteristics of Fluent and Non-fluent Reader.....	62
2.1.3. Main Aspects of a Successful Fluency Instruction.....	63
2.1.4. Instructional Methods for Teaching Fluency.....	65
2.1.4.1. Repeated Reading Strategy.....	65
2.1.4.2. Assisted Reading.....	66
2.1.4.3. Partner Reading and Its Benefits.....	66
2.1.4.4. Choral Reading.....	69
2.1.4.5. Echo Reading.....	69
2.1.4.6. Readers’ Theater and Its Principles.....	70
2.1.5. Characteristics of Texts for Fluency Practice.....	72
2.1.5.1. The Type of Text.....	73
2.1.5.2. The Level of Difficulty.....	74
2.1.5.3. The Length of the Text.....	75
2.2. Assessing Reading Fluency.....	76
2.2.1. Types of Fluency Assessment Tests.....	77
2.2.1.1. Formal Fluency Assessment.....	78
2.2.1.1.1. Test of Silent Word Reading Fluency.....	78
2.2.1.1.2. The Gray Oral Reading Tests.....	79
2.2.1.2. Informal Fluency Assessment.....	80

<b>2.2.1.2.1.</b>	<b>The Dynamic Indicators of Basic Early Literacy Skills.....</b>	<b>80</b>
<b>2.2.1.2.2.</b>	<b>CBM of Oral Reading Fluency Test.....</b>	<b>81</b>
<b>2.2.2.</b>	<b>CWPM as an Indicator of Reading Fluency.....</b>	<b>82</b>
<b>2.2.3.</b>	<b>Assessing Prosody .....</b>	<b>83</b>
<b>2.2.3.1.</b>	<b>Type of Rating Scales.....</b>	<b>84</b>
<b>2.2.3.1.1.</b>	<b>NAEP Oral Reading Fluency Scale.....</b>	<b>84</b>
<b>2.2.3.1.2.</b>	<b>The Multidimensional Fluency Scale.....</b>	<b>85</b>
<b>2.2.4.</b>	<b>Combining Tests.....</b>	<b>87</b>
<b>2.2.5.</b>	<b>The Three Minutes Reading Assessment Test.....</b>	<b>88</b>
<b>2.2.5.1.</b>	<b>Objectives of the 3-MRA Test.....</b>	<b>89</b>
<b>2.2.5.2.</b>	<b>Conducting the 3-MRA Test.....</b>	<b>89</b>
<b>2.2.5.3.</b>	<b>Scoring and Interpreting the Assessment.....</b>	<b>91</b>
<b>2.2.5.3.1.</b>	<b>Scoring and Interpreting Word Recognition Accuracy.....</b>	<b>91</b>
<b>2.2.5.3.2.</b>	<b>Scoring and Interpreting Automaticity.....</b>	<b>92</b>
<b>2.2.5.3.3.</b>	<b>Scoring and Interpreting Prosody.....</b>	<b>92</b>
<b>2.2.5.3.4.</b>	<b>Scoring and Interpreting Comprehension.....</b>	<b>93</b>
	<b>Conclusion.....</b>	<b>95</b>

## **Chapter Two**

### **Developing Reading Fluency**

#### **Instruction and Assessment**

### **Introduction**

Developing reading fluency becomes a subject of interest among scholars and educators when the latter was recognized as a level of expertise both in L1 and L2/EFL context. Instead of letting this talent develop by itself without providing a direct instruction and making the skill under a constant check where the results may be positive or negative, embedding fluency instructions in all reading instructional programs right from the beginning of learning to read becomes essential (Samuels, 1979; Samuels, 2002; Nation, 2009). The purpose of chapter two is to stress the role of instruction and assessment in the development of students' reading fluency. In the first part the focus is on the most influential fluency instruction proved to be efficient in promoting fluency progress. Part two aims at facilitating for the teacher the task of assessing this reading skill. The need for a tool of measurement that helps teachers not only to detect their students' fluency level but also to evaluate efficiency of the provided instruction is primordial. The chapter ends with an important decision on the assessment tool to be employed in the current study.

### **2.1. Teaching Reading Fluency**

Designing a reading lesson where developing fluent readers is the target has long been a concern to regard. The layout of this type of lessons is guided by the way in which fluency components are conceptualized, their role in reading development, and their function in reading comprehension, proclaims (Kuhn et al., 2010). Henceforth, automaticity, accuracy and prosody combine together in a unison influencing and determining the way we teach and assess reading fluency. Nevertheless, effective fluency

instruction should focus on reading with understanding, rather than simply reading quickly or expressively, postulate Kuhn et al. (2014). To achieve this objective, the teacher needs to know about the main characteristics of a fluency lesson. In his article “*Teaching Students about Reading: A Fluency Example*”, Clark (1995:250) classifies these characteristics into three categories.

*Effective instruction involves high but achievable expectations.* Like any instruction, what the learner is expected to learn, or to be able to do by the end of a course of instruction or after being exposed to a given learning experience should be stated prior to the beginning of the instruction. In that, the teacher must know about what his students are capable of, so that he guides the students to what is expected from them and help them to achieve the goals.

*Effective instruction is direct and explicit.* By definition in an explicit instruction students are required to pay deliberate attention to the targeted form with a view to understanding it; however, in an implicit instruction they are required to infer how a form works without awareness (Hinkel, 2005:717). It is true that students learn from both the indirect and the direct instruction; yet, the explicit direct instruction is proved to be significantly more effective than the implicit indirect instruction especially when it is combined with ample practice opportunities (Hinkel, 2005).

The design of tasks and their implementation plays an important role in an effective fluency instruction. For Clark (1995), the *tasks that the students engage in to learn and practice should be meaningful and functional for them.* Because If students feel that a task has no relationship to do with what they know of the world, or is not useful for them, they will be less motivated to participate, and they are less likely to apply the information in other situations, argue Clark (1995: 251).

### **2.1.1. Definition of Fluency Instruction**

Highlighted as one of the five pillars of literacy by the NRP's reports of 2000, fluency instruction becomes an integral component of any researched based reading curriculum. The interest in developing this skill increases when it has been proved that slow and effortful word recognition might impede comprehension and the presence of automaticity, *the rapid and the effortless recognition of words*, frees the reader's attention to the comprehension of what is being read ( LaBerge and Samuels,1974) . From that time and on, developing effective instructional approaches that promote fluency progress was, and still a target for many researchers and investigators not only in L1 setting (NRP, 2000; Samuels, 1979, 1994; Rasinski, 2004, 2006); yet, in L2/EFL setting as well (Grab, 1991, 2010; Nation, 2014).

Despite of there is a consensus among researchers that fluency is an essential component of skilled reading, proclaim Kuhn et al. (2006), theoretical and practical questions regarding the ways in which instruction can best be implemented to facilitate fluent reading remain always questionable. This state of fact is due to the complexity of developing the skill. To refer both to the complexity and the importance of a fluent reading, Fuchs et al. (2001:239-240) provide a detailed description of the process the reader engages in to be judged as skilled and fluent:

oral reading fluency represents a complicated, multifaceted performance that entails, for example, a reader's perceptual skill at automatically translating letters into coherent sound representations, unitizing those sound components into recognizable wholes and automatically accessing lexical representations, processing meaningful connections within and between sentences, relating text meaning to prior information, and making inferences to supply missing information. That is, as an individual translates text into spoken language, he or she quickly



coordinates these skills in an obligatory and seemingly effortless manner, and because oral reading fluency reflects this complex orchestration, it can be used in an elegant and reliable way to characterize reading expertise.

This description not only shows how difficult is to achieve fluency, but rather it indirectly introduces the kind of instruction that could succeed in targeting all the aforementioned stages in the process of a fluent reading. Henceforth, “fluency should be part and parcel of how we teach reading and how we teach teachers of reading”, postulates Wolf (2003:3). However, before the teacher engages in a fluency instruction, he needs to make a clear cut between a fluent and a non-fluent reader.

### **2.1.2. Characteristics of Fluent and Non-fluent Reader**

The main difference between a fluent and non-fluent reader is in the way oral reading is manifested. For being able to read orally to the point that reading sounds natural as if the reader is speaking, a number of reading skills needs to be developed. In *the Reading Assessment and Instruction for all Learners*, Schumm (2006: 193) lists the main characteristics of fluent readers and classifies them as follows:

- Fluent readers have *the ability to group words into appropriate clause or phrase units and to express these units with the proper rhythm, intonation, expression, and pauses.*
- These readers see clauses and phrases as chunks of text and use these chunks to *read faster*, allowing their oral reading to sound like conversational speaking.
- Fluent readers *read whole passages for meaning*, as opposed to single words or phrases.
- Their ability to decode text automatically allows them *to devote their attention to the meaning* of the text.

- Finally, they are confident readers who are consciously *engaged in continuous self-monitoring* and are able to make the necessary substitutions and corrections, while always maintaining the meaning of what they read.

On the other hand, a non-fluent reader is recognizable via some reading characteristics maintains Schumm (2006:194).

- He *reads slowly* and laboriously because he reads each word as a single unit, thus limiting the flow of the passage.
- Because he is *unable to put words together in meaningful phrases*, he concentrates on putting sounds together to form words, and words together to form sentences, thus leaving *little attention available for comprehending* what he reads.
- This reader also *lacks self-monitoring* skills; his *substitutions are occasionally inappropriate* in maintaining the context; moreover, he *needs excessive assistance* when reading age-appropriate materials.

Deciding on the kind of fluency instruction that is effective in increasing from the characteristics of a fluent reader and diminishing from the characteristics of a non-fluent reader represents the starting point prior to any fluency intervention.

### **2.1.3. Main Aspects of a Successful Fluency Instruction**

Opting for an effective fluency instruction that fosters the progress of fluent readers has always been the objective of fluency development instruction since the LaBerge and Samuel's 1974 seminal article. Since then, the kind of instruction that can contribute in fostering readers' ability to group the words of the text into appropriate phrases and clauses, to read at a conversational rate as if they are speaking, to both automatically decode and focus their attention on gaining the meaning of the text, and to engage in a continuous self-monitoring has attracted scholars interests.

Among the recommendation of LaBerge and Samuels' Automaticity theory (1974) is that the extensive exposure to the print is the most successful way for developing automatic word recognition. By increasing the reader's exposure to the print, he can develop his familiarity with the language orthographic patterns leading to the growth of the accurate and the automatic recognition of words that would result in freeing the reader's cognitive attention to generating the meaning of the text.

Besides the importance of boosting the automatic word recognition in a fluent reading, no fluency lesson could be valued effective if prosody instruction is not included. Such importance is coined to reading with expression. This latter is acknowledged as a crucial fluency indicator without which comprehension is impeded (Allington ,2006; Schrieber, 1980). Even this fluency component, prosody, is proved to flourish through increasing the reader's exposure to the print, as it is suggested by Schreiber's Prosody theory (1980).

Good fluency training is the one that targets the three components of fluency at the same time by giving them the same portion of importance both during the instruction and the assessment. Is it possible for the teacher to supervise the three of them in the same instruction? Nothing is impossible if he knows how to make the three of them - accuracy, automaticity, and prosody- occur in unison in the same reading instruction, postulates Rasinski (2006r). Thereupon, no fluency instruction is efficient if one of its components (accuracy, rate, prosody) is not targeted during instruction.

Adding to increasing the opportunities of the reader' exposure to the print and manipulating the three stages of fluency during instruction, studies also support the belief that teachers can help students become more fluent readers by providing them with models of fluent reading and by having students repeatedly read passages with guidance from a

tutor (Schwanenfluegel, 2008). Modeling, repetition and tutoring have long been the steps in any fluency instruction whatever the fluency strategy employed is.

## **2.1.4. Instructional Methods for Teaching Fluency**

### **2.1.4.1. The Repeated Reading Method**

Repeated Reading is an instructional method used to develop automaticity in reading. Suggested by Samuels (1979), the method follows the same principle of the automatic processing theory in the acquisition of new skills. Samuels (2006) compares learning to become a good reader with learning to become good at music or at any other skill. Musicians, for instance, gain proficiency by practicing the same task over and over until they become professional in these skills. By repeating the same task a number of times, the learner acquires facility in the performance of this task in spite of its complexity at the very beginning of the skill acquisition.

Similarly, in the Repeated Reading, students work on reading as they work at making music; they continue working with each text until it is fluent. In his article “*The Method of repeated Readings*”, Samuels (1997:379) describes this method as follows:

The method consists of rereading a short meaningful passage several times until satisfactory level of fluency is reached. Then the procedure is repeated with new passage.

The main assumption of this strategy is that instead of having our students encounter a new selection daily, a better method to building fluency would be to have them read the same selected passage several times until they reach a predetermined fluency criterion. This last is set according to the student's grade level, where each level requires a given standards and norms that the students should achieve before moving to the next grade.

### **2.1.4.2. Assisted Reading**

Assisted or Guided repeated reading is a kind of a rereading strategy where the student listens to a model of a fluent reading provided by his/her teacher or the adult reader. The teacher can use a live model (Samuels, 1979), or he can use a tape assisted reading model (Chomsky, 1976). The student reads first the same passage aloud and the teacher or the adult provides help when necessary. Each student is helped during his oral reading to identify problem words. Next, he rereads the passage more times until s/he can read it comfortably with ease and less errors, i.e.; fluently.

The number of the rereading varies according to the reader's level of proficiency and to the level of difficulty of the text. According to O'shea and Sindelar (1985), to achieve fluency, the reader needs to reread the same passage three to four times.

### **2.1.4.3. Partner Reading and Its Benefits**

Partner reading is another rereading technique where pairs of students take turns reading and rereading aloud the same passage to each other. This fluency strategy that is referred to as scripted cooperative learning strategy, argue Meisinger et al. (2004:111) is often used in classrooms to promote the development of fluent and automatic reading skills. During this activity, the student is required to read a short passage to a partner who in turn gives feedback when needed; then, the partners switch roles to avoid frustration. How does the teacher assign pairs for this fluency practice? A successful classroom practice of partner reading, explain Meisinger et al. 2004, is mainly related to how the teacher pairs students. To do so, the instructor is asked to take into account the following recommendations:

- Teachers should provide basic script instruction and allow students to choose their own partners.

- Pairings of low ability students with other low ability students and high ability students with other high ability students should be avoided.
- Teachers may want to suggest alternate partners for students who inadvertently choose such pairings or adjust the text difficulty to the pair. (Meisinger et al., 2004:111)

In accordance with the so far, more fluent readers are to be paired with less fluent readers; so that, the stronger reader could provide assistance and feedback to his partner. The former reads the passage first, providing a model of fluent reading; then, the latter reads back the same passage aloud where the capable student is offering help with word recognition and provides feedback and encouragement to his partner. The latter rereads, again, the passage, until s/he can read it independently. Even though they refer to the same strategy; yet, partner reading differs from paired reading in some aspects.

In comparing them, Meisinger et al. (2004:112) conclude that both strategies do share some essential components as the oral reading of text with partner assistance. However; they differ in their procedures. First, the pairing in paired reading requires the selection of a more capable reader (the supporter) with a less capable reader (the reader) for the purpose of providing support and practice in reading connected text. The supporter provides assistance for the reader through facilitating difficult texts, modeling fluent reading etc... By contrast, in partner reading the role of the supporter and the reader is extended to both participants by including a turning taking procedure. During the reading procedure in partner reading, students alternate the role of reader and supporter page by page through the oral reading of the text.

This rereading procedure gives all students the possibility to read orally making less fluent readers gain their self-confidence. Additionally, it lessens the burden from the teacher; and thus, donates him the opportunity to guide and observe the performance of pairs. At that time, the instructor role is to offer guidance and feedback when needed.

Besides the fact that this reading instructional strategy seems to be an enjoyable pedagogical technique for teaching reading fluency, several studies have examined its effectiveness as an independent strategy to the development of fluency (Meisinger et al., 2004). Vaughn et al. (2000) attempted to inspect the varying effects of partner reading and comprehension-oriented instruction on fluency and comprehension outcomes in two groups of third grade students. The partner reading intervention group was designed to enhance fluency; however, the collaborative strategic reading group was arranged to enhance comprehension. Pre- to posttest findings did not announce an increase in reading comprehension, but they did reveal statistically significant effects for rate of reading and correct words read per minute in paired reading condition. Furthermore in another study, Bryant et al. (2000) studied the effects of this fluency instruction strategy on middle-school students achievement. Results indicated that classrooms where partner reading was implemented as a part of peer tutoring manifested remarkable reading gains.

These conclusions prove that partner reading is an effective fluency instruction that fosters reading fluency in students with varying levels on one hand; and on the other hand, it is time saving strategy for the teacher as it releases from some of his responsibilities to his students.

#### **2.1.4.4. Choral Reading**

During choral reading instruction, small groups listen and then repeat to a fluent model. Everyone in the group reads the same text together at the same time. After the teacher provides a model of a fluent reading and discusses with his students the qualities of this fluent reading -the manipulation of rate, the appropriate phrasing, and expression- a group of students is assigned to echo chorally. The students in that group are asked to keep their voices together and make them sound as much like the model as possible. Or they can vary in the practice of choral reading by reading in unison. Teacher and students read simultaneously, rather than sequentially.

The aim from this instruction is to make students keep their voices together in order to read at the same pace, using the same phrasing, tone, and expression. Adding to the benefits students gain while reading in unison, choral reading enables students to experience reading aloud without the stress and the fear from reading alone, clarifies Willis (2008: 59). Moreover, studies proved that students of all ages tend to enjoy this strategy (Housel, 2010: 33). Reading in a group and in one voice offers students the possibility to develop their fluent reading through learning from each other under the guidance of the instructor.

#### **2.1.4.5. Echo Reading**

Echo Reading which is another variation of repeated reading used with a whole group, small group, or an individualized instruction aims at increasing oral reading fluency (Stahl & Heubach, 2005). In the implementation of this classroom strategy, explains Anderson (1981), the teacher reads first and the student repeats what has been read. The teacher models with clarity and expression, and the student echoes not only the words but the intonation (cited in Hapstak & Tracey, 2007:319).



During echo reading activity, it is recommended that the teacher provides a model of a fluent expressive reading. Next, he reads one line at a time and asks the class to echo read the same line before going on to the next line (Stahl & Heubach, 2005). This means, after distributing the reading materials, students have to follow along as the instructor models reading a sentence or a longer section of text fluently. The students should be told to listen carefully to how their instructor is using his voice and how the reading sounds. To make them aware about the factors surrounding a fluent reading, the teacher has to ask them some questions about the reading such as Was the reading fast or slow? How did my tone of voice or expression sound? Which words were grouped, or chunked, together? Were any important words stressed?

While performing orally, the teacher has to remind students to read with expression. Raising students' awareness to the text prosodic features during reading is an important step in an echo reading activity. Through the model of how the voice goes up for a question and down for an exclamation statement, the instructor can rise from his students' attention to these features. Individual students are then invited to be like an echo making their reading sound as much like the model as possible. This step in the procedure marks the beginning of the rereading practice. Partners take turns echo-reading aloud to one another.

#### **2.1.4.6. Readers' Theater and its Principles**

Readers' theatre or script reading is another type of re-reading procedure. What is the role of the word theatre in this fluency instruction strategy? In making the distinction between the conventional theatre and the Readers Theatre, Martinez and her colleagues (1999:326) note the following:

Unlike conventional theater, Readers Theatre requires no sets, costumes, props, or memorized lines. Rather, the performer's goal

is to read a script aloud effectively, enabling the audience to visualize the action. Besides the characters, the narrator has a special role in Readers Theatre. Narrators provide the cementing details and explanations that may be found in the original text's narration, descriptions, or even illustrations.

After providing students with the script several days in advance and asking them to read and reread their assigned parts prior to a final performance, they stand in front of an audience, usually made up of their classmates and reads from script (Rasinski, 2003: 104). Changing their positions on the stage enables students to create drama through their voices as they expressively read their parts without acting.

Usually the scripts used to practice this rereading strategy are derived from books rich in dialogues. Students play characters who speak lines or a narrator who shares necessary background information. The fact that students have to stand in front of the audience provided them with a legitimate reason to reread text and to practice fluency (Hapstak & Tracey, 2007). However, in terms of a repeated reading activity, Readers Theatre provides reluctant readers with an acceptable, legitimate reason to reread the same text several times, assert Tyler and Chard (2000:166). Yet, important is to know when does the rereading practice occur during Readers Theater procedure?

In Readers Theater, the rereading occurs naturally in the context of preparing for the performance; explain Tyler and Chard (2000). During this process the student's role is limited to a number of steps which are classified by these scholars to the following:

- After students first read the text silently or with a peer in paired reading, they read it again by taking turns in reading different roles in the process of getting a feel for the characters' emotions, feelings, and different personalities.

- Students read the text again when they have chosen the role they wish to portray in the context of one or more rehearsals.
  - Students read the text a final time when, script in hand, they present their interpretation of the play to the class or some other appreciative audience.
- (Tyler & Chard, 2000:166-167)

For the teacher's role during the activity, he can incorporate sound instructional practices into the activity by discussing characters and setting and by encouraging students to predict what will happen next and then prompting them to check their predictions, postulate Tyler and Chard.

Albeit briefly, the above listed fluency: paired reading, assisted reading, choral reading... share in between some common point. All of them require oral reading that start with a model of a fluent reader, feedback (teacher's assistance), and most importantly they require repetition of the reading until the text is read accurately with an appropriate speed and a proper expression, fluently. In other words, what it is common with this variety of strategies of repeated reading is that all of them require: modelling, rereading from the student, and immediate feedback.

### **2.1.5. Characteristics of Texts for Fluency Practice**

Fluency flourishes as a result of increasing students' opportunities to practice reading with high degree of success. Accordingly, one of the roles of the tutor during a fluency practice is to select the appropriate material. Many factors contribute in matching the suitable material for a fluency practice such as the type of text, the level of difficulty, and the length, argue Rasinski and his associates ( 2008).

### **2.1.5.1. The Type of Text**

Not all texts are appropriate for a fluency procedure, certain texts lend themselves to practice and oral performance, proclaim Rasinski et al. (2008). These scholars summarize the characteristics of these texts in the below quote:

Poetry, songs and song lyrics, rhetoric, plays (usually in the form of readers theater scripts), and other texts written with a sense of the author's voice are among the texts that we find lend themselves most fittingly to fluency instruction. Not only can these texts be read orally and repeatedly, they also lend themselves to oral interpretation. (Rasinski et al., 2008:11)

Apparently, materials that best fit a fluency development instruction are those that help the reader in recreating the author's voice while practicing them. Through them, he can use the suitable voice to transmit the author's main ideas and emotion. Since informational texts do not necessarily lend themselves to expressive renderings, all what is needed are those texts that tend to be written with voice such as narrative, poetry, rhymes, scripts, dialogues, etc... (Rasinski et al., 2008). This type of materials that Stahl and Huebach (2005) implemented in their FORI program proved to be successful for the participants in this study. Rasinski (2006r:705) lists the characteristics of texts to be chosen during fluency proceeding:

To continue with this line of reasoning, if performance is the incentive to practice, then we need to ask what kinds of texts lend themselves to expressive oral performance? Informational texts? Not likely. Despite other important qualities, they do not lend themselves easily to expressive interpretation. Narrative material?

Narrative materials, argues Amer (1997), are characterized by the frequent occurrence of certain communicative elements (e.g. direct speech and dialogues). The

prosodic features included in the latter when orally produced with an appropriate expression help EFL learners to become aware about the feelings, mood, and emotions of the characters in the text. “This may facilitate their overall comprehension of the text, and enhance their appreciation of narratives” concludes Amer (1997:44).

All in all, the benefits from exposing students to a wider variety of reading genres, gains in accuracy, automaticity (rate), prosody, *and* comprehension may become an ultimate reading goal , argues Rasinski (2006r:705).

### **2.1.5.2. Level of Difficulty**

As previously clarified, for building fluency, students need noteworthy number of practicing reading connected texts. Besides selecting the appropriate instructional method that fits the goal of the lesson, the level of text facilitating fluency progress seems an important factor to consider by teachers and instructors (Schanenflugel, 2008). Three levels of reading characterize the reading material: frustration level, instructional level and independent level (Denton et al., 2007).

- **Independent Reading Level:** Text that the student can read on his or her own, without support. A text which is at students' independent reading level can be read with less than 99% accuracy.
- **Instructional reading level:** Text that students can read with assistance, or instruction; this level is best for teaching students how to become better readers. Instructional reading level is normally marked by a word recognition accuracy rate of 92-98%.
- **Frustration reading level:** Text that is too difficult for students; when students repeatedly read text at this level, they may develop counterproductive habits.

Relying on a challenging material where most of the words contained in it are known or can be decoded by the students can be the suitable choice during a rereading practice, argues Schwanenflugel (2008:44). This means using texts that are neither difficult nor easy is one of the requirements in the selection of texts. What is a challenging text? According to her, this reading material is considered to be at the top of the students' instructional level, or even the beginning of their frustration level. This latter is identified when the initial level of reading is from 85% to 90% accuracy. Research studies proved the effectiveness of challenging texts in building reading fluency of students (Stahl & Heubach, 2005; Schwanenflugel & Kuhn, 2006; Schwanenflugel, 2008).

### **2.1.5.3. Length of the Text**

Whenever the level of difficulty is determined, the length is the second issue to regard. As most of the fluency instruction interventions rely on various forms of rereading strategies, using relatively short texts is among the recommendation (Samuels, 2002; Hudson et al., 2005). Teachers are, then, advised to use 50 to 200 words- passage according to the age of the students. Choosing short texts rather than long ones, provide the opportunity for students to reread the same selection a number of times in the same session.

Multiplying the sources to selecting materials for a fluency instruction gives the instructor more freedom and offers the students more opportunities to develop this skill through different reading genres. Better to support this account by Rasinski and his colleagues Homan and Biggs (2008:9) conclusion in which they state the following:

Certain texts such as poetry, songs... lend themselves to practice and oral performance; and other texts that are written with a sense of the author's voice. For them, this last category of texts is the most suitable to fluency instruction. Besides the fact that this

category can be read orally and repeatedly, these texts lend themselves to oral interpretation where the reader uses his or her voice to convey meaning and emotion.(Rasinski et al.2008:9)

Albeit briefly, to progress his students' reading fluency; the teacher should take into consideration a set number of factors either before the instruction, during the instruction, or after the instruction. first, opting for the appropriate materials that lend themselves to fluency practice; second, choosing the adequate fluency strategy; third, providing assistance for learners during the instruction, and then checking the fluency progress after the instruction represent the contributing factors in a fluency developmental instruction.

## **2.2. Assessing Reading Fluency**

Assessment is a critical part of what occurs in the classroom that “helps teachers determine if the instruction they provide students has resulted in adequate student progress” (Rasinski & Padak, 2005:5). The Evaluation of the effectiveness of any instructional program in use can be done through the evaluation of the students' performance prior, or during, or at the end of the program. After each instance of measurement important action are taken by the teacher. Kuhn and Stahl (2003) emphasize the importance of fluency measurement both before and after any intervention occur. For them the initial assessments enumerate those students who are in need of intervention assistance from those who are not. At the end of the program, however, the evaluation of oral reading fluency achievement helps the teacher to check whether or not students' fluency scores increased as a result of the fluency training they followed. Consequently, he can opt for or against adopting this fluency instructional training as a remedy to fluency problems.

Among the list of the pedagogical recommendations of the NRP reports of 2000 is to keep track on the students' reading fluency progress. This is achieved through the

teacher's regular assessment of his learners' reading fluency. Multiple reasons stand as major behind this classroom action. One of them is because reading fluency is proved to be an indicator of reading comprehension (Samuels, 1979, 1997, 2002; Fuchs et al., 2001, Rasinski, 2004a). Moreover, this regular assessment enables teachers to detect students' fluency deficiencies during the instruction. In other words, the teacher can diagnose via this step what is the fluency sub skill the mostly problematic either at the level of accuracy, or automaticity, or prosody. Just after, he can provide immediate remedial measures during the training. Important measures a teacher takes after establishing his students' fluency level.

When the teacher keeps checking regularly his students' fluency achievement, he can make important decisions in evaluating and deciding about the effectiveness of the current fluency instruction (Rasinski, 2004). Therefore, he maintains or modifies the instructional goals stated before getting engaged in this new fluency instruction. How should teachers assess fluency? What are the most useful tests proved to be efficient for the assessment of this skill? What components a teacher should address during the assessment? These questions have always been of interest for researchers, teachers and educators. To provide valuable answers, the following section sheds light on the different tests that can be used to measure this skill. Moreover, it ends with the specification of the tool of evaluation to be used in the current study.

### **2.2.1. Types of Fluency Assessment Tests**

Fluency tests are of two types; Formal and Informal assessments. According to Schumm (2006:195), both assessment measures share some common points, and differ in others. The two can be used to obtain various information about establishment of the reading baseline data and this same data screens student' fluency progress. However, the main difference between these two types is related to the question that each attempts to



provide an answer for. Whereas the formal fluency assessments measure evaluate *what* students have learned; the informal assessments measure main concern is to provide information on *how* students learn.

Whatever the test employed, formal or informal, it helps the teacher/instructor in generating more knowledge about student's Oral Reading Fluency (ORF) scores. Because the aim in the present study is to determine the tool of measurement of the dependent variable, our concern in the following section is to shed light on some widely used tests in the field of fluency and then announce about our assessment tool.

### **2.2.1.1. Formal Fluency Assessment**

The formal way to assess fluency is to take timed oral reading samples of students and then compare the number of correct word per minute (CWPM) with published oral reading fluency norms. For example, according to Hasbrouck and Tindal's (2006:639) fluency norms, students should be reading approximately 89-142 words per minute correctly by the end of grade two, and 107-162 words per minute correctly by the end of the third grade.

Most of the formal fluency assessment tests aim at identifying the kind of word recognition problems that students make and not just measuring fluency level (Schumm, 2006). These tests include Standardized and norm-referenced tests such as the Test of Silent Reading Fluency, the Gray Oral Reading Test 4 etc...

#### **2.2.1.1.1. Test of Silent Word Reading Fluency**

The test of Silent Word Reading Fluency, explain Marshall and Campbell (2006: 195) is a norm-referenced test that enables teachers to detect students who are in need for thorough assessment in fluency and at the same it tests increases in the other reading skills. During three minutes students are individually tested. After providing them with a row of words with no boundaries, they are asked to put slashes in between words. This test helps

teachers to monitor students' fluency progress during the academic year and can be given to students whose age is between six years and six months and seventeen years eleven months (Marshall & Campbell, 2006: 195).

#### **2.2.1.1.2. The Gray Oral Reading Tests—4**

The Gray Oral Reading Test (GORT-4) is another norm referenced test that helps in the assessment of reading fluency in students aged six to eighteen. According to Strauss et al. (2006:365), this test had been modified since the original GORT of 1963. It was revised in 1986 (GORT-R), and then in 1992 (GORT-3). The last review ends up with the GORT-4 (Wiederholt & Bryant, 2001). This last version, explain Strauss et al. (2006: 365), shares in common the same format, content, and scoring as the previous ones; however, it contains new normative data. Despite the fact that this test supplement teachers with objective measure of growth in oral reading; it, also helps in diagnosing students' oral reading difficulties. This is achieved by identifying students who are significantly below their peers in the oral reading proficiency (Strauss et al., 2006: 365). All these characteristics make from the GORT-4 a purposeful test.

Enabling teachers and instructor to study the student's oral reading progress through time, the GORT-4 test consists of two parallel forms where each form contains 14 developmentally sequenced reading passages with five comprehension questions following each passage. This test makes it possible to generate five distinct scores (Marshall & Campbell, 2006: 195) classified as follows:

- First Score: a Rate score represents the time to complete reading a passage in seconds.
- Second Score: an Accuracy score represents the number of miscues made while reading each passage.

- Third Score: a Fluency score which is a combination between the reader's Rate and Accuracy scores.
- Fourth Score: a Comprehension score that represents the number of correct responses to comprehension questions.
- Fifth Score: an Overall Reading Ability score displayed via a combination of the reader's Fluency and Comprehension scores.

### **2.2.1.2. Informal Fluency Assessment**

Even though there is a general agreement among researchers that fluency is comprised of multiple components; however, of the three components accuracy and rate are the most studied (Balanos et al., 2013). Whereas accuracy is the percentage of words read correctly in one minute, reading rate is the speed and pattern of a person's oral reading. These two components have been combined into a single quantifiable measure labeled as Correct Words per Minute (CWPM). This measure has long been an important step in informal fluency assessment. Teachers depend on the information they gain from these observations to determine the status of students' reading development and individual needs. In other words, these fluency measures upload teachers with information on *how* students learn. Many informal fluency assessment tests use only the simple measure of CWPM to represent the fluency construct; DIEBLS, and CBM tests are some of them (Marshall & Campbell, 2006).

#### **2.2.1.2.2. Dynamic Indicators of Basic Early Literacy Skills**

The Dynamic Indicators of Basic Early Literacy Skills test (DIEBLS) series of short tests aimed at assessing fluency. The tests were first used in the late 1980's at the Good and Kaminski at the University of Oregon. The DIEBLS Oral Reading Fluency (ORF) measures accuracy and fluency in connected texts. After asking individual students to read three passages that reflect the curriculum, the CWPM of the passages is calculated.

At the end end the median score is compared to the established benchmark to determine the student's fluency level. Because the main focus of this test was on reading for speed rather than meaning, another subtest has been included in the DIEBLS to validate the ORF scores. The Retell Fluency (RTF) is employed as a comprehension check for ORF test (Marshall & Campbell, 2006: 196). This test was purposefully designed to increase from the validity of the ORF test and to help teachers identify those students who read fluently but without comprehension.

### **2.2.1.2.3. CBM of Oral Reading Fluency Test**

Curriculum-Based Measurement (CBM) test is “a set of testing strategies that places a high reliance on the measurement of students’ oral reading fluency to make a variety of decisions about students’ reading skills” (Shinn et al., 1992:461) . In the assessment of reading, this sequence of informal tests targets the rate of reading, or automaticity in reading that is represented by the number of words correctly read in a minute (CWPM). The procedure is quite easy to administer, teachers determine samples of graded passages, then asks individual student to read a small part from the passage for one minute. After collecting student’s CWPM, it is compared to a scale in order to determine his reading progress. Besides facilitating the task for teachers to track students’ oral reading fluency progress, explain Valencia et al., (2010:272) , “CBMs were designed to meet several criteria: a)they were to be reliable and valid, b) simple and efficient to administer, c) easily understood by teachers, d) and inexpensive.” Such characteristics make from CBM as one among the reliable and valid measures of oral reading fluency. Fuchs et al.( 2001:251) make notes on the many benefits of CBM tests in the following:

Besides generating quantitative scores, CBM is a practical tool for the collection of qualitative, diagnostic descriptions of students’ performance. In addition to obtaining the number of words read correctly in one minute, teachers can note the kinds of decoding

errors students make and the types of decoding strategies students use to decode unfamiliar words.

Henceforth, after diagnosing the type of the reading problem; important decisions can be taken by the instructor on what concerns the kind of intervention to use. To reach this objective all what is needed is to conduct the test adequately.

The CBM test is administered individually. Each student is asked to read aloud three unrehearsed passages consecutively where each passage is read for one minute. During the reading time, the teacher keeps track of the number of words read in one minute (WPM) and the number of word recognition errors (WRE). At the end, he calculates the number of the CWPM for the three passages. To compute the total number of the Correct Word per Minute of each passage, the teacher has to subtract the number of errors from the total number of words read in one minute. The median score is then chosen to represent student's reading automaticity. Like the average, argue Deno et al. (2002), the median is the best indicators of the student's true reading because it affords a more precise and stable estimate of a student's current level of reading performance. The obtained scores are then compared to the curriculum-based oral reading fluency norms.

### **2.2.2. CWPM as an Indicator of Reading Fluency**

Many informal fluency assessment tests such as CBM and others use only the simple measure of words correct per minute (WCPM) to represent the fluency construct. Though it is the commonly used method for assessing reading fluency, the CBM test is characterized as a reading speed test (Samuels, 2006). This test does not provide a full measure for reading fluency as it just focuses on rate and accuracy that is signaled by CWPM.

Most definitions provided for fluency take into account three of its constituents (rate, accuracy, and prosody). Thus, if fluency is defined as number of words read correctly

from text in one minute, postulate Deno and Marston (2006:180), then, other important features of fluent reading are not included in this kind of tests. Samuels (2007) criticized CBM test and any other test were WCPM is the indicator of reading fluency as one that does not meet the full description of a fluent reading. For this reading expert as noted by Valencia et al. (2010:272):

Fluent readers orchestrate many skills so they can engage in word identification and comprehension simultaneously; speed, accuracy, and prosody are indicators of this simultaneity. Nevertheless, measures of wcpm take into account only two of these indicators, accuracy and rate of reading,[...] they are combined to yield a metric of wcpm; expression and phrasing are not directly assessed. Furthermore, comprehension is not assessed on the passages actually read nor is it identified as a goal for students during the assessment process.

CWPM could never stand as a full indicator of reading fluency because the ability to read with intonation and expression, and the ability to construct meaning from written text is not targeted during the assessment. Additionally, when educators measure CWPM, students are often not given any comprehension measures based on the passage and are not instructed to read for comprehension, which Samuels (2007) describes as problematic, postulate Valencia et al.(2010). Hence, without regarding prosody and comprehension during the assessment of fluency, the credibility of the test is questioned. As the definition of the any variable should match the way it should be measured, an assessment of reading fluency should evaluate speed, accuracy, expression, and comprehension.

### **2.2.3. Assessing Prosody**

The prosodic elements a teacher needs to focus on during fluency instruction are the same ones he needs to measure for detecting his students' prosody improvement. Since

the manipulation of pitch, stress, intonation, phrasing...etc during an oral reading distinguishes fluent from non-fluent reader, a tool of assessment that addresses these sub skills is primordial. For Balanos and his associates (2013: 222), “expressive reading is typically measured in two ways. One way is to have teachers or evaluators use rating schemes that have been created directly for this purpose”. Those rating schemes represent (a) The NAEP Oral Reading Fluency Scale (Pinnell et al., 1995), (b) the Multidimensional Fluency Scoring Guide (MFSG) (Rasinski et al., 2009); originally, the Multidimensional Fluency Scale; (Zutell & Rasinski, 1991), and (c) Spectrographic examination of voice features; or the automatic assessment of oral reading fluency.

### **2.2.3.1. Types of Rating Scales**

A rating scale is a tool used for assessing the performance of tasks. It requires the rater to make an evaluative judgment of the target by marking one of a series of categories organized into a *scale* (Dornyei, 2003:36). Some educators rely on rating scales in evaluating the quality of a student's reading prosody,. The two rating scales that have been widely used in the assessment of reading prosody are the National Assessment of Educational Progress (NAEP) Oral Reading Fluency Scale (Pinnell et al., 1995), and the Multidimensional Fluency Scale (Zutell & Rasinski, 1991).

#### **2.2.3.1.1. NAEP Oral Reading Fluency Scale**

As pervious tests focused on providing measures of reading rate and reading accuracy, the need to measure prosody progress is a prerequisite. To have a full measure of students’ reading fluency abilities where reading with appropriate rhythm, intonation, and expression is detected, NAEP’s measure of oral reading fluency seems fitting this context. The measures this test provide, argue Valencia et al. (2010:272), more closely parallels definitions of prosody as compared with WCPM as a measure of accuracy and rate.

NAEP provides an integrated scale that can assist teachers in distinguishing fluent reading (characterized by good prosody) from less fluent reading (characterized by poor prosody). This scale is made of four levels that differentiate word-by-word reading from reading that reflects awareness of larger, meaningful phrase groups, syntax, and expressive interpretation. Pinnell and his colleagues (1995:15) describe in a detail below the four levels of the scale one need to refer to for distinguishing fluent from non-fluent readers.

### **The National Assessment of Educational Progress Fluency Scale**

- **Fluent Level 4:** Reads primarily in larger, meaningful phrase groups. Although some regressions, repetitions, and deviations from text may be present, these do not appear to detract from the overall structure of the story. Preservation of the author's syntax is consistent. Some or most of the story is read with expressive interpretation.
- **Fluent Level 3:** Reads primarily in three- or four-word phrase groups. Some smaller groupings may be present. However, the majority of phrasing seems appropriate and preserves the syntax of the author. Little or no expressive interpretation is present.
- **Non-Fluent Level 2:** Reads primarily in two-word phrases with some three- or four-word groupings. Some word-by-word reading may be present. Word groupings may seem awkward and unrelated to larger context of sentence or passage.
- **Non-Fluent Level 1:** Reads primarily word-by-word. Occasional two-word or three-word phrases may occur but these are infrequent and/or they do not preserve meaningful syntax.

Thereupon, each subscale focuses on a particular level of phrasing and expression performance that the student manifests while reading aloud. Just by listening to an individual student oral reading, the teacher can rate the student's reading according to the level that best describes his overall performance.

#### **2.2.3.1.2. The Multidimensional Fluency Scale**

The Multidimensional Fluency Scale developed by Zutell and Rasinski in 1991 is another rating scale that focuses more on the prosodic characteristics of the oral reading (Rasinski et al.,



2009). In their study of 2012 on prosody as an indicator of reading fluency, Paige et al. (2012: 69) refer to Zutell and Rasinski's (1991) Multidimensional Fluency Scale (MFSG) as "a rubric that allows teachers to listen to and rate students' readings based on four prosodic dimensions: expression and volume, phrasing, smoothness, and pace. The four sub scores are summed to yield a total prosody score". The scale, then, is used to rate the reader's fluency in the areas of expression and volume, phrasing, smoothness, and pace.

The rubric is made of four separate subscales where each dimension is rated in accordance with 4-point subscale (Appendix X). The rating scores of these subscales are then summed to represent students' overall ratings of prosody. When the student completes his oral reading, the teacher starts evaluating the four dimensions in the student's reading. In evaluating expression and volume, the teacher compares the one minute oral reading to the 4-point of the first subscale. How is the student reading?

1. Does he read words as if simply to get them out. Little sense of trying to make text sound like natural language. Tends to read in a quiet voice. If so, the student's reading expression and volume is scored one out of four (1/4).
2. Does he Begin to use voice to make text sound like natural language in some areas of the text but not in others. Focus remains largely on pronouncing the word. Still reads in a quiet voice. If so, the student's reading expression and volume is scored two out of four (2/4).
3. Make text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally appropriate throughout the text. . If so, the student's reading expression and volume is scored three out of four (3/4).

4. Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage. If so, the student's reading expression and volume is scored four out of four (4/4).

Whenever the first dimension is scored, the teacher moves to the second dimension (phrasing), then to the third one (smoothness) and he ends his evaluation of prosody by scoring the last dimension (pace). Scores are summed to display students' reading prosody. Scores range from 4-16. Whereas scores below 8 indicate that fluency may be a concern; scores of 8 or above indicate that the student is making good progress in fluency.

The two rating scales seems adequate in measuring prosody in an oral reading; yet, which of them is the mostly used by researchers and educators. When comparing the MFSG test to the NAEP test, Balanos and his associates (2013:222) assert that even though both of them main focus is on prosody or reading with expression; however the latter is the most widely used . Because adding to the fact that this test makes it possible to detecting fluent from non-fluent reading, the testing procedure employed in NAEP included having students respond to comprehension questions indicating that they are reading for understanding. This means that the three variables associated with fluency: automaticity (rate and accuracy), prosody, and comprehension are best detected when the 4-point scale of the NAEP rubric is associated with the CWPM measure.

#### **2.2.4. Combining Tests**

How to measure a variable in a study depends mainly on how it has been defined by the researcher. As the operational definition provided for reading fluency both guides instruction and assessment, the components of reading fluency addressed in the present study that are automaticity, accuracy, prosody and comprehension have to be measured by the same test. How is it possible to assess the four components at the same time?

### **2.2.5. The Three Minutes Reading Assessment Test**

If fluency definition includes accuracy, rate, prosody, and comprehension; then, an assessment of fluency should incorporate all four sub skills. Recognizing the need for a multidimensional assessment, Rasinski and Padak (2005) developed a new tool able to give a full measure to fluency components (accuracy, rate, prosody and comprehension) which they refer to as the *3-Minute Reading Assessments, Word Recognition, and Fluency*. The *3-MRA* contains a procedure for figuring out word recognition accuracy, measuring a fluency reading rate, and determining reading expression through a scale. Additionally, as comprehension is the first and the last goal in any successful reading, the test includes a rubric for computing student's comprehension performance.

This tool of measurement that combines several assessment techniques is designed to be administered to individual students. Adding to the fact that 3-MRA test aids teachers in detecting the student's oral reading areas of strength and areas of weakness, this test is not time consuming as it was the case with previous tests. Even though the data obtained from formal or informal assessment are valid and valuable, argue Rasinski and Padak (2005), the needed time to administer such an assessment to every student in a classroom is prohibitive. As long as time should be devoted to instruction rather than assessment, the 3-MRA test seems an appropriate choice for teachers who want to check the effect of their instruction on their students' overall achievement without diminishing from the time of instruction. In the following Rasinski and Padak (2005:6) explain how 3-MRA test may satisfy the teaching learning needs.

In fewer than five minutes, you can use this system to measure a child's progress and identify areas of strength and concern that may need special and intensive instruction. You will be able to sample a student's reading and determine his or her level of performance in

three critical areas—word recognition (decoding), reading fluency, and comprehension.

### **2.2.5.1. Objectives of the 3-MRA Test**

The gained information about the reader's achievement in three critical areas of reading marks the starting point for some classroom decisions. Since the *3-MRA* assesses fluency and comprehension development of students, the teacher can monitor his students' fluency and comprehension progress. He can also know about what is working from what is not in the provided instruction. Adding to, because the *3-MRA* can be done at regular intervals three or four times during the school year, the teacher can detect in his students' oral reading areas of special need; consequently, remediation and measures are immediately given (Rasinski & Padak, 2005).

### **2.2.5.2. Conducting the 3-MRA Test**

The 3-MRA test requires from the teacher to pursue some particular steps that are easy to follow. In administering this test, the following materials should be present beforehand; the examinee's copy of the oral reading passage, the examiner's copy of the same oral reading passage different from the examinee's copy in that each line ends with the number of the words included in that line, and a tape recorder to record the one minute reading.

After providing the student with a copy of the reading selection in accordance with his grade level, he is given one minute to read aloud the text. However, before starting to read he is informed that at end of the reading, she/he will be asked to tell about what she/he can recall about the main event of what is read. The student then engages in one minute of oral reading. While he is reading, the teacher follows along with his personal copy keeping track of the word recognition errors by marking any uncorrected errors. What is to score as

correct, and what is to score as incorrect? Rasinski and Padak (2005:9) give teachers a set of instruction.

1. If the student stops at an unknown word and does not attempt to pronounce it for 2 seconds, or if she attempts the word but clearly has little chance of reading it correctly, tell her the word and ask her to continue reading.
2. During the oral reading, keep your copy of the passage in front of you. Mark any uncorrected errors that the student makes by drawing a line through the missed word. Errors include words that are mispronounced or that you provide to the student and words that the student omits.
3. If a student initially mispronounces or omits a word, but corrects it, write and circle a c above the word to indicate it was corrected and do not count these corrected words as incorrect.

When the first one minute is over, the teacher marks the last word the student reached after 60 seconds. The teacher then reads the text aloud as the student follows along silently. At the end of the reading, he takes the passage away and asks the student to do a retelling. Sometimes the students do not complete reading the full passage in one minute, what is the action the teacher hold? In case the student reads the text with few errors, he can finish the passage silently on his own before asking them to retell the story (Rasinski & Padak, 2005).

Important to note is when the student is unable or unwilling to retell anything at all from the passage; in these circumstances, the teacher may ask him about the text main idea or about the gist of the story (Rasinski & Padak, 2005). When the student gets over from the retelling, the assessment is finished and ready to be scored.

### 2.2.5.3. Scoring and Interpreting the Assessment

#### 2.2.5.3.1. Scoring and Interpreting Word Recognition Accuracy

Accuracy represents the percentage of words read correctly in one minute. Students' accuracy levels can be easily detected when the total number of words read correctly is divided by the total number of words read (correctly and incorrectly). One student was able to read 120 words in a minute; moreover he made 7 word recognition errors. To decide about his level of reading accuracy, we just compute it.

$$\frac{113}{120} = (113 \text{ divided by } 120) = 94\%$$

This student is reading 94% of words correctly. In order interpret the result; the teacher has to identify the level of accuracy that matches this percentage.

Accuracy is often divided into three levels: (1) *independent*, (2) *instructional*, and (3) *frustration*. The independent level characterizes a reader who can accurately pronounce or decode 99% of the words without any assistance from the teacher. The second level, the instructional level, matches a reader who is able to accurately decode at least 95% of the words. At the last level, the frustration one, reading becomes too difficult where the reader can only decode 90% or fewer of the words accurately. These same levels that contribute in selecting the materials that best fit in a successful fluency instruction (Chapter 2, Section 2.1.5.3) are used by teachers to determine how the reader is accurate in decoding. In the above example, one can say that this reader is reading at an instructional level because his accuracy equals 94%.

Once the accuracy level is identified, teacher makes some decisions. However, an important factor is to be considered before any response concerns the btime of scoring. Is this accuracy level detected at the beginning of the school year, or by the end? According to Rasinski and Padak (2005:9), "A normally developing student should begin the school

year reading grade-level material at an instructional level and, by the end of the school year, at an independent word recognition level.” As such, if this 94% is leveled prior to any school instruction, this student has no decoding problem. But if this level is detected by the end of the year, they advise the teacher to confirm through extra test whether this student does have serious decoding problems; so that he could benefit from additional decoding instruction intervention.

### **2.2.5.3.2. Scoring and Interpreting Automaticity**

Automaticity or student’s reading rate is calculated by substituting the number ( $n^{\circ}$ ) of errors from the total number of words read. From the above stated example, we can see that the CWPM of that student equals 113. In L1 context, once the CWPM is identified; the next step is to compare it with established norms and standards to check whether or not this student’s reading rate is following a normal progress as far as the grade. However, in L2/EFL context there is no established norms a teacher can use as a reference

Nothing could suit this context rather than Fuchs et al.’s conclusion (2001). For them having students read graded passages aloud for one minute and calculating the number of words correct per minute provides a highly reliable and valid measure of general reading competence, as well as comprehension, for most students.

### **2.2.5.3.3. Scoring and Interpreting Prosody**

Recognized as an important factor in a fluent reading, the ability to interpret the text with appropriate phrasing and expression is the third aspect to measure in a 3-MRA besides accuracy and automaticity. This fluency dimension can be measured by listening to the student’s one minute oral reading and rating it on the Multidimensional Fluency Scale ( Appendix X).

To facilitate the rating of the four dimensions of prosody –expression and volume, phrasing, smoothness, and pace-, the teacher may need to tape record the student’s one

minute reading and listen to it in order to give an adequate rating for each of the four scales. For scoring and interpreting student 'reading expression refers back to the above section: Multidimensional Fluency Scale (Section 2.2.3.1.2).

#### **2.2.5.3.4. Scoring and Interpreting Comprehension**

Retelling is an assessment strategy that enables the teacher check students' understanding to what they have read. It is an active procedure where the student manifests his comprehension through the ability and the talent in reconstructing stories (Morrow, 1985:447). In other words, the student's performance during this task is to communicate what he has learned to others.

Since this assessment can be administered orally or as a written response to the text, student's retelling can be either in the form of an oral presentation or a written assignment. To adequately respond, his attention needs to be focused on the story components such as character, setting, events, problem, solution and theme. Thereby, the student reproduces or transforms the text into his own words showing his ability in giving a personal interpretation to the reading material. Is it easy to score retelling comprehension?

While scoring student's retellings, one of the difficulties that confronts teachers is the analysis of the massive data provided by each student, postulate Kalmbach (1986). His argument is mainly related to lack of adequate methods that facilitates this task for teachers. In this context, Kalmbach (1986:119) confesses that "despite the growing recognition of the value of retellings, no adequate method exist for assessing retellings in the classroom."

Because 3-MRA test uses retelling in order to detect student's comprehension, a comprehension rubric is provided to the assessor for making easy the task of the analysis and the interpretation. After recoding the student's performance, in an ulterior time, the teacher listened again to each individual student's retelling and then scored it according to



the rubric. The latter relies on a rating score from one to six. Each rating score corresponds to a set of characteristics in the retelling. For instance, 3 or below as a rating score suggests inadequate recall and comprehension of the passage, explain Rasinski and Padak (2005:12). For an appropriate scoring of retelling comprehension, teachers are advised to use the below rubric.

<b>Rating Score</b>	<b>Interpretation</b>
<b>1</b>	Student has no recall or minimal recall of only a fact or two from the passage.
<b>2</b>	Student recalls a number of unrelated facts of varied importance.
<b>3</b>	Student recalls the main idea of the passage with a few supporting details.
<b>4</b>	Student recalls the main idea along with a fairly robust set of supporting details, although not necessarily organized logically or sequentially as presented in the passage.
<b>5</b>	Student recall is a comprehensive summary of the passage, presented in a logical order and/or with a robust set of details, and includes a statement of main idea.
<b>6</b>	Student recall is a comprehensive summary of the passage, presented in a logical order and/or with a robust set of details, and includes a statement of main idea. Student also makes reasonable connections beyond the text, such as to his/her own personal life or another text.

Adapted from Rasinski & Padak (2005:12)

**Table 1: Comprehension Rubric**

The *3-MRA* test allows teachers and educators to assess different reading skills at once. This evidence-based assessment (Rasinski & Padak 2005) supplies valuable information on the link between reading fluency components – automaticity, accuracy and prosody- on one hand; and the link between fluency and comprehension on the other hand. These information aids teachers to take important decisions on how to better to teach and assess this construct, reading fluency.

## **Conclusion**

Developing reading fluency that becomes more than a concern whether in L1 or L2/EFL setting as well has boosted researchers to test the effectiveness of a variety of direct fluency instructional methods on students' reading proficiency. Their aim turns around identifying the fluency strategies that meet the needs of readers with distinctive educational conditions. Admitting that the understanding of reading fluency is based on knowing more about the promoting fluency instructional strategies, it is the assessing of the fluency progress that certifies for the teacher the students' reception of the targeted instruction. Regardless of the numerous tools of measurement suggested in the literature review, opting for the 3-MRA test as the tool of measurement meets with the main objectives of the present investigation. Before inspecting whether or not fluency progress is affected by the type of fluency instruction, a wrap up around the most promoting developmental fluency instruction represents the core of chapter three.

## **CHAPTER THREE**

### **FLUENCY ORIENTED READING INSTRUCTION AND REPEATED READING FLUENCY INTERVENTIONS**

Introduction.....	96
3.1.Fluency Intervention.....	96
3.2.Repeated Reading: a Traditional Intervention Approach.....	97
3.2.1. Characteristics of the RR Intervention.....	98
3.2.2. RR Approaches.....	99
3.2.2.1. Guided RR Method.....	100
3.2.2.2. Independent RR Method.....	101
3.2.3. Benefits of RR Interventions.....	101
3.2.4. Weaknesses of the RR Method.....	103
3.2.5. RR Intervention in EFL Setting.....	104
3.3. Synthesizing Reading Fluency Instruction.....	105
3.4. Fluency Oriented Reading Instruction an Integrated Fluency Instructional Routine.....	106
3.5. Characteristics of a Fluency Instructional Routine.....	106
3.6. Types of Fluency Instructional Routines.....	109
3.6.1. Oral Recitation Lessons.....	109
3.6.2. Fluency Developmental Lessons.....	111
3.6.3. Fluency Oriented Reading Instruction.....	112
3.6.3.1. Conducting FORI Program.....	114
3.6.3.1.1. FORI Objectives.....	114
3.6.3.1.2. FORI Procedure.....	115
3.6.3.1.3. The Role of Fluency Strategies Involved in FORI.....	119

<b>3.6.3.2. FORI in the Literature.....</b>	<b>120</b>
<b>3.6.3.3. FORI Intervention in EFL Setting.....</b>	<b>122</b>
<b>3.6.3.4. Shared Aspects between FORI Lesson and RR method.....</b>	<b>122</b>
<b>Conclusion.....</b>	<b>124</b>

## **Chapter Three**

### **Fluency Oriented Reading Instruction and Repeated Reading**

#### **Fluency Interventions**

##### **Introduction**

Looking for the appropriate fluency instructions adjusted to make the reading fluency main components improve was and still a debatable topic since the LaBerge and Samuels' 1974 seminal article. Nevertheless, prior to examining whether or not fluency progress is affected by the type of fluency training, chapter four seeks to highlight the fluency intervention methods which proved to be effective starting from the classical repeated reading (Samuels, 1979) to the most recent ones where fluency strategies are integrated into instructional routines. Guided by the study hypotheses and the research questions, the scope of the literature review is narrowed at investigating the how(s) and the what(s) of two different direct fluency instructions Repeated Reading (RR) method and Fluency Oriented Reading Instruction (FORI) routine.

##### **3.1. Fluency Intervention**

An intervention is “an intensive instruction designed to help remediate a student’s difficulties; usually provided in addition to the student’s regular instruction” (Denton et al., 2007:14). In applying this definition to our study, a fluency intervention is an in-depth program that attempts to enhance students’ reading fluency. To design an effective oral reading intervention where developing fluency is the objective, a number of principles need to be regarded by the teacher. Three major steps characterize the development of an appropriate fluency intervention in the classroom which Rasinski (2003) classifies below:

- Teacher modeling of effective oral reading for students;
- Multiple opportunities for students to practice in a classroom setting;

- And a focus on appropriate phrasing to complete the process.

Modeling of a fluent reading helps in developing students' awareness towards a deep understanding of what fluency is. The best way to achieve this goal is not only through words; but through the demonstration of an awareness towards and attention to phrases and expressive reading, argues Morgan (2013:11). These demonstrations aid students understand the role fluency plays in the understanding of what is read because reading in smooth, effortless and expressive way makes the students' better understand what the teacher has read.

Once students understand what fluency is and begin to focus on it as an achievable goal, important is to give techniques that allow them to become successful readers, speculates Clark (1995:256). The fluency techniques that advance students' fluency progress have been a questionable issue, since the time the LaBerge and Samuels' seminal article was published,.

Because our concern in this study is to test the effectiveness of two direct fluency instructional approaches the FORI and the RR in EFL context (Second year EFL Students at the ENS of Constantine) as determined by the hypotheses, the scope is to be limited to shed light on the different direct fluency instructions starting from the classical repeated reading to the most recent ones fluency integrated instructional routines.

### **3.2. Repeated Reading: a Traditional Intervention Approach**

The way researchers and educators in the world of reading approached the instructional methods for developing reading fluency starts to emerge since 1974. The LaBerge and Samuels's Automatic Processing Theory to reading did not provide any practical implications on how to develop the reader's automatic word recognition. In 1979, Jay Samuels put the theory to test. Following the recommendation of this theory,

he developed a method which he named “the Repeated Reading method”. The main objective of this procedure is to develop the reader’s automatic word recognition through multiplying his exposure to the print. Since that time, the world of reading has been immersed by a wide range of intervention methods designed to develop this reading skill. According to the NRP reports of the year 2000, two different instructional approaches to the development of fluency are proved to be efficient in meeting learner’s needs (developing readers able to read fluently at the early literacy levels).

The first approach that is more implicit in the instruction and calls for a wide reading is labeled as *the Independent Silent Reading*. In this kind of fluency instruction, learners engage in an extensive practice of reading books that are graded to their level of reading development. Students are encouraged to read silently on their own (independently) inside and outside the classroom with little guidance and feedback from their teacher.

The second approach that is more direct in the instruction known as the *Repeated Oral Reading* concerns the different variations of the repeated reading method: echo reading, choral reading, and readers’ theater (Davidson, 2005). During this kind of explicit instruction, students are persuaded to read passages out loud with systematic and explicit guidance and feedback from a model that can be a skilled reader (teacher), a tape recording, or computer narration.

### **3.2.1. Characteristics of the RR Intervention**

As explained earlier in chapter two, Samuels’ (1979) Repeated Reading that put into practice the pedagogical implications of the LaBerge and Samuels (1974) automatic processing model of reading claims that with a multiple exposure to the same

orthographic patterns, the cognitive focus of the reader is allowed to shift from decoding and encoding to meaning making.

Samuels' work on the method of repeated reading revealed that when students orally practiced a piece of text they improve on their reading of that text – rate, accuracy and comprehension. Furthermore, these gains are transferred to new unpracticed texts. He found that when they were asked to read a new passage, students' initial readings of these new selections differed from the initial readings of the previous passage. Students were capable of reading those new pieces with higher levels of fluency and comprehension than they did with the previous selection.

This new instructional strategy empowers novice readers to move beyond word recognition skills through practice to the automatic level in which they develop the ability to recognize words accurately and with ease; in correspondence with this level, comprehension is easily fulfilled.

Briefly, this method can change its shape and form; however, whatever the form is, it keeps the same principals of Samuels' original repeated reading method where modeling, rereading and tutoring are the building rocks.

### **3.2.2. RR Approaches**

Since Samuels' 1979 repeated reading, different instructional approaches to the development of fluency emerged: guided repeated reading and unassisted repeated reading (Davidson, 2005). Originally, repeated reading strategy was developed as an intervention method for students experiencing reading difficulties; however in practice, this method has been practiced with both disabled and non-disabled students taking a variety of forms (Han & Chen, 2010). For these scholars, in the guided repeated reading (Samuels, 1979) the learner is asked to read aloud; in tape assisted repeated reading



(Chomsky, 1978), he listens to a tape recorder and simultaneously or subsequently reads aloud; and in the unassisted repeated reading (Anderson, 1999), the learner silently reads the same material a number of times (Han & Chen, 2010:243).

### **3.2.2.1. Guided RR Method**

Guided or Assisted RR is the repeated reading method that encourages students to read passages out loud repeatedly. During this kind of direct instruction, students are persuaded to read passages out loud with systematic and explicit guidance and feedback from a model that can be a skilled reader (teacher), a tape recording, or computer narration (Clark, 1995).

It has been requested that this kind of repeated reading suits more young and struggling readers; readers who need to be under the tutoring of a teacher or coach (Clark, 1995). Rasinski and his associates (2008:5) limit the role of the coach in the following:

The reader's coach can select appropriate materials, model fluent reading, provide assistance while reading, evaluate progress within and between passages, give encouragement, and celebrate successes

Besides the direct tutoring, the coach selects materials at learners' instructional level (Deno, 1985), provides assistance while reading and evaluates his students' fluency progress within and between passages. The guided RR method has been modified to include Choral Reading, Echo Reading, and Partner Reading and Readers Theater.

### **3.2.2.2. Independent RR Method**

In the Independent or Unassisted repeated reading the learner reads a text repeatedly until a desired level of fluency is attained. It can be requested that the requirement of the repeated reading method fit only young and beginner readers who are in the process of the skill development (Turpie, 1994). Is it true that with adult readers the technique may seem boring nevertheless? Scholars and experts do not exclude this category of learners from the benefits they can get from the method by suggesting the independent repeated reading instead (Rasinski et al., 2008:4). For these specialists, independent repeated reading fits readers who are already sufficiently accomplished readers; readers who are able to evaluate and monitor their own reading, proclaim.

### **3.2.3. Benefits of the RR Interventions**

It can be seen when going through research on L1 reading fluency, that “the majority of studies on English L1 reading fluency involve various approaches to training with repeated reading of texts in various formats”, postulates Grabe (2010:73). The researchers’ intent is testing the effectiveness of repeated reading approach in developing effective readers able to exhibit a fluent reading characterized with a good understanding. Some specialists in the field see that the method itself is a remedy for anyone who wants to become fluent (Samuels, 2002). Supporting this line of thought, Kuhn (2005:131) suggests that: “rather than continually encountering new text, readers have the opportunity to repeatedly read a given text until they have mastered it and can read it fluently.” Samuels’ 1979 findings pave the way for an unlimited number of studies in the field of fluency instruction; all attempting to identify the rereading strategy that is more efficient in satisfying students’ needs to become both fluent readers

and better comprehenders. Most of the researches undergone in L1 setting revealed that repeated reading improves simultaneously reading rate, word accuracy, reading with expression (prosody) and reading comprehension (NRP,2000).

In his investigation on the repeated reading, Rasinski (1990) compared the effect of repeated readings and assisted reading (listening while reading) in developing students' reading fluency. He concluded that both methods have the same effects on fluency progress. Additionally, he found that reading speed and word reading accuracy remarkably increased. Nevertheless, among his recommendation is that better if teachers use them both together as a substitute an alternative to the traditional repeated readings method; in order to create more motivation in their classrooms by making their students more engaged during the instruction.

In a more recent study that aims to check the validity of the repeated reading method in today classroom, Roundy and Roundy (2009) tested this traditional method in a classroom composed of diverse learners ( learners different in their academic ability, in their socio-economic status, and in their race and ethnic background). Their main research question seeks to validate if this method remains effective till today. To investigate this question, they conducted a study using the repeated reading strategies with a sample of population selected from an urban middle school in USA. Results revealed an increase in students' reading fluency. In addition, the success that the students experienced in this study rose from their self-esteem and motivated them to continue the practicing of the repeated reading strategies. However among the important questions raised by these researchers concern the difficulties teachers found when manipulating this method for long period of time. Roundy and Roundy (2009) regard this issue as one of the last longing weaknesses of RR method.

### **3.2.4. Weaknesses of the RR Method**

The numerous benefits of the repeated reading as an intervention method cannot hide its unintentional drawbacks. One major problem with this method is mainly related to the over focus of this procedure either during the instruction or the assessment on developing automaticity in reading at the expense of other fluency components.

Most repeated reading interventions main goal is the rereading mechanistically until the passage can be read quickly. While speed in reading may be an indicator of automaticity in word recognition, “speed is not reading fluency and should not be used as an explicit goal for instruction”, argue Rasinski and his associates (2008:11). During the practice of the repeated readings, students are asked to measure the reading rate; consequently, they will focus on rate rather than on sounding good. For that reason, argues Clark (1995:258), repeated reading is useful primarily for choppy and slow readers. Further, he recommends stopping the calculation of CWPM and the graphing as soon as fluency is judged sufficient. For Clark (1995), whenever students are confident and have developed a feeling of success, the emphasis should be explicitly changed from reading fast to sounding good, entertaining, and communicating meaning and feeling.

Noticeably, repeated reading works best when the practice of the technique is aimed at recreating the voice of the author who wrote the text (Rasinski et al., 2008s). Rather than focusing on developing automaticity in reading, for an effective repeated reading instruction to occur, developing students’ ability to read with appropriate expression and meaning have to shoulder automaticity both during repeated reading practice.

As mentioned above (Section 3.2.4), Roundy and Roundy (2009) consider that the time a RR intervention consumes from the regular literacy program is a noteworthy

weakness in this method. These scholars clarify this state of affairs in the implication of their study stating the following:

It has been found that long-term, individualized repeated reading instruction with multiple opportunities to practice each passage of text is too hard for most teachers to easily weave into their daily literacy instruction. But fortunately, researchers have found ways to reduce the burden on the classroom teacher by using less structured, adaptive reading methods. (Roundy & Roundy, 2009: 1825)

### **3.2.5. RR Interventions in EFL Setting**

While RR has received considerable attention in L1 settings, somewhat less attention has been paid to research on RR in L2 or FL settings (Grabe, 2010). Some important findings have been stated from EFL research studies in this field are highlighted below.

Tafaraji Yeganeh conducted a study with EFL learners at the University of Iran in 2012 published in 2013. The researcher examines the effects of this method on fluency and comprehension using improved reading comprehension testing procedures. In a quasi-experimental study, university level Iranian learners of English followed a repeated reading training for 8 weeks. Results affirm that this method is promoting in developing reading fluency and comprehension of treatment group as compared with the control group who does not following any rereading strategy.

This finding is not in line with other previous studied which have failed to report reading comprehension gains from repeated reading (Taguchi & Gorsuch, 2002; Taguchi et al., 2004). In Taguchi and Gorsuch's study (2002), the researchers want to conclude if the repeated reading method really promotes the transfer of new acquired reading skills- speed, accuracy and comprehension- to a new unpracticed passage.

Findings indicate a lack of transfer. For them, this lack of transfer effects of reading rate and comprehension of the RR group is due to the length of the treatment period (only ten weeks).

In Taguchi et al. (2004) study, the length of the treatment was extended to 17 weeks instead. During this study, they wanted to investigate whether and how assisted repeated reading with an auditory reading model enhances EFL readers' fluency. Reported findings indicated that assisted repeated reading positively affect students' reading rate; still, these gains were transferred to new unpracticed passages. However, there was no reading comprehension transfer.

This sample of studies selected from EFL setting proves that the RR method helps both L2 and EFL learners to move beyond word by word reading level to a level where attention is focused on comprehension processing simply because readers have developed automaticity in recognizing words in the text.

### **3.3. Synthesizing Reading Fluency Instructions**

Since 1974, several research studies have proved that the RR is the best method in improving students' automaticity in reading (Samuels, 1979, 2002; Hudson et al., 2005). Despite this gained importance, a fluency instruction is judged incomplete if prosody and comprehension skills are not prominent as accuracy and rate. Unintentionally, whenever the repeated reading is implemented, both students and teacher focus on developing automaticity even though the other fluency components are the most targeted during the instruction. This fact is proved by the study of Martinez et al. (1999). Results revealed that students in the Readers Theater group where the RR method is implemented made remarkable improvement in reading rate than the control group, knowing that the repeated reading instruction was focused on developing

students' expressive reading and not on speed. In this line of reasoning, Rasinski (2006:705) argues that a good fluency instruction is the one where the instruction on accuracy, automaticity, and prosodic reading occur in unison—in an integrated and synergistic manner.

To reach this goal, the repeated reading should stress meaningful and expressive oral interpretation or performance of text, rather than just faster reading. How can this occur? How is it possible to make from the RR instruction stress on reading rate, accuracy, and prosody, if by nature the method was created to just developing automatic word recognition. Nothing is impossible, if the fluency instructional strategies work together within the same instruction (Rasinski, 2009). For this reading expert, if these latter are combined in an integrated way within a reading program “the potential impact on fluency and overall reading proficiency is even greater” (Rasinski, 2013:4). For him, a synergistic impact is created since the effect of the combined fluency instructional approach is higher than the effect of a fluency instruction working individually.

### **3.5. Fluency Oriented Reading Instruction an Integrated Fluency Instructional Routine**

#### **3.5.1. Characteristics of Fluency Instructional Routines**

An instructional routine is regarded by Rasinski and his colleagues (2008s:10) as “a set of instructional activities aimed at developing a particular skill in reading that is implemented on a regular schedule, usually on a daily or weekly basis”. Every instructional routine follows the format of “*I do, We do, You do*”, argues Kosanovich (2012:7). First, the routine begins with the teacher explaining and modeling the task “*I do*”. Then, the teacher and students practice the task together, followed by the students practicing that task with scaffolding from the teacher “*We do*”. The routine ends with students practice the newly learned skill independently “*You do*”.

Integrated fluency instructional routines are fluency lessons where a multiple number of effective fluency instruction such as repeated reading method, partner reading, echo reading, choral reading are followed daily in a week cycle. The main target of these routines is to sustain students in developing accurate, automatic word recognition and prosody along with an appropriate understanding of what is read Kuhn et al. (2014). Despite the differences between these approaches to fluency instruction; in fact, four common aspects are shared between them that Kuhn, Rasinski and Zimmerman (2014:72), attempt to clarify in the coming quote.

First, the approaches provide young or struggling learners with extensive opportunities to read *connected text*. Second, the approaches provide feedback and *modeling* that emphasize appropriate word recognition, phrasing and expression. Third, they incorporate sufficient support – or *scaffolding* – to allow readers to work with challenging reading materials (grade level or higher). Fourth, the instructional routines involve students in *repeated* exposures or readings of texts.

*Reading connected text* instead of short passages. Previous fluency approaches such as the Round Robin that rely on making individual students take turns in reading small portions of the text do not provide enough opportunities for a fluency practice (Kuhn & Levy, 2015). For Kuhn and Levy (2015:42), the reading of a paragraph or two aloud each day does not provide the student with enough practice. Moreover when the whole text is broken down into portions, the comprehension becomes more difficult to grasp. The need to for developing reading fluency, then, can be achieved via multiplying the student's exposure to reading connected texts because it is this practice that helps students to develop automaticity and prosody (Kuhn & Levy, 2015).

*Modeling* is a direct/explicit teaching strategy. As its name implies, to model is to show through a direct demonstration for the students how to use their learning,



postulate Rupley and his collaborators (2009). This strategy is used by effective teachers to aid students develop their reading fluency. According to Tankersley (2003:77), students must hear fluent readers model reading and must be given time to improve their delivery with strong adult coaching. By listening to good models of fluent reading, students can hear how a reader's voice makes sense of the text (Martinez et al.2002; Rasinski, 2013); accordingly, they learn through observation. This state of fact is supported by Bandura (1977) Social Learning Theory assumptions. According to this psychologist, from observing others, we can form an idea of how new behaviors are performed; and on later occasions this coded information serves as a guide for action. Henceforth, for an appropriate performance of a fluent reading, the student needs to put in to action what he has learned from the model.

*Scaffolding* is an essential component of direct instruction. Scaffolding incorporates a variety of techniques; it can be general aids such as modeling or demonstrating a strategy, or they can be specific aids used to teach a strategy (Rupley et al., 2009). In one of the scaffolding techniques, speculates Kosanovich (2012:8), a teacher might provide more information, modeling, guidance, or feedback during the instruction. In another technique called "scaffolding suggestion for errors", the teacher asks individual student model the task again with a different word or model fluent reading by his own. This last task is included in the last part of each Instructional Routine, adds Kosanovich (2012:8). In brief, scaffolding releases responsibility for learning from the teacher to the students.

*The repeated exposure* to the text is the backbone in any instruction that aims at developing reading fluency and comprehension, not only for fluency instructional routines. As recommended by Automaticity theory, students can focus on comprehension when they develop the automatic recognition of words. This skill is

shaped when the number of the exposure to the print is multiplied. A set number of rereading strategies such as echo reading, choral reading and partner reading are integrated together to form the body of the instructional routines (Stahl & Heubach, 2005).

### **3.6. Types of Fluency Instructional Routines**

Integrated fluency instructional routines that encourage reading connected texts instead of short passage, that provide a direct instruction based on modeling and scaffolding and that increase students' exposure to the print via the rereading strategies practices include Oral Recitation Lessons (ORL), Fluency Development Lessons (FDL), and Fluency Oriented Reading Instruction (FORI). The main objective of these routines is to provide direct instruction where fluency factors: accuracy, automaticity, prosody, and comprehension are the main targets.

#### **3.6.1. Oral Recitation Lessons**

Oral Recitation Lesson (ORL) is a fluency developmental lesson designed by Hoffman and Crone (1985). ORL incorporates direct and indirect instruction during small-group reading. Kuhn and his colleagues (2006) describe this fluency instructional procedure as a framework where a basal reading lesson is effectively implemented over the course of a week.

After selecting a reading material that lends itself for performance, an ORL starts (Nichols et al., 2008: 8). Since the lesson is both fluency and comprehension based, students are directly instructed in these skills. The teacher reads the story to his students providing a model of a fluent oral reading that is immediately followed by a comprehension instruction. He raises a class discussion where students are asked to identify the story elements such as the main theme, characters, main events,

setting...etc. By the end of the lesson, they use the information to write the summary of the story.

Fluency instruction, however, begins when the teacher talks about fluent reading and guides students in practicing word accuracy, automaticity, and prosody during oral reading. During this latter, Students either alone or with a partner start practicing the reading of the sections modeled by the teacher. By the end of the cycle, each student manifests his mastery of the week selection with their performance of the story.

This integrated fluency routine that is designed to cover four instructional sessions was found to lead to gains in oral reading fluency and text comprehension (Rasinski, 2003: 127). Research studies contributed a lot in raising the issue of the existing correlation between reading fluency and comprehension achievement; but none of the studies prove that when students receive direct training the result will be improved comprehension, reveal Reutzell and Hollingsworth (1993). In their study they attempted to assess the effects of ORL training on developing both student's reading fluency and comprehension improvements as well. For one semester, a sample of second grade students were assigned either ORL direct fluency instructional group or to the round robin reading group. By comparing the results of the two groups a statistically significant difference in fluency and comprehension promoting the ORL group over the other treatment group was revealed. These findings prove the effectiveness of this fluency instructional routine as a means in enhancing students' oral reading fluency as well as comprehension. Moreover, ORL has been recommended as an important means of providing fluency instruction in the regular classroom reading curriculum by these researchers (Reutzell & Hollingsworth, 1993) and others (Rasinski, 2003).

### **3.6.2. Fluency Developmental Lessons**

Since reading fluency is a vital component in reading instruction and performance, Rasinski, Padak, Linek, and Sturtevant (1994) developed another integrated fluency routine. The Fluency Development Lesson (FDL) was designed as an intervention method for use with students experiencing difficulties in fluency and learning to read. In *“Teaching Reading Fluency for Struggling Readers”*, Rasinski, Homan and Biggs (2008t) describe this type of lessons as a direct fluency instruction model where poetry is incorporated as a means of maximizing students’ fluency and comprehension development within a 10–15 minute lesson.

In 1994 study, Rasinski, and his colleagues used a similar format as the ORL; however, they combined an oral recitation lesson and paired repeated reading where they used short texts instead of stories (Kuhn et al., 2006). This modification in ORL lesson marked the beginning of the FDL one. The use of short texts helps teachers involved in this study to present daily a reading lesson in 15 minute session over the period of six (06) months. Additionally, short reading passages such as poems, story segments, or other texts are employed to facilitate for students the task of reading and rereading over a short period of time.

During the treatment period, students in the experimental group made a remarkable improvement in reading rate, word recognition, and fluency than the participants in control condition who were following traditional literacy activities (Kuhn et al., 2006). What was striking in the findings of this study is that low achievers students at the beginning of the year made the greatest gains by the end of the study. The greatest effectiveness of FDL is that both teachers and the students enjoyed engaging in the lessons and continued to practice this integrated fluency instructional

routine several years after the completion of the study, argues Rasinski and Schwanenflugel (2006).

The FDL combines several aspects of effective fluency instruction: choral reading, paired reading, and repeated readings, in order to focus on fluency and reading comprehension in a relatively short period of time. During the 15 minutes per day of reading practice, students and their teachers work with a daily text following some steps. The first lesson of the week starts by the prediction of text that is followed by a modeled reading performed by the teacher. When the teacher provides a live model of a fluent reading for students, the responsibility for reading the text is gradually released from the teacher to the students via the repeated reading practices such as choral reading and paired reading.

Next, a class discussion is raised to assess students' initial understanding of the text. Just after, they engage in fluency practice choral reading, paired reading. Adding to the in class tasks, the students perform the text, and engage in word study and further practice of the passage at home.

### **3.6.3. Fluency Oriented Reading Instruction**

The benefits drawn from the ORL leads to the emergence of a new approach judged to be effective as a whole class fluency instructional routine (Shwanenflugel, 2008). Stahl's and Heubach (2005) Fluency-Oriented Reading Instruction (FORI) approach is designed for wide classroom instruction. One of its initial goals is the provision of heavily scaffolded reading instruction to ensure that students have multiple opportunities to read each selection. These researchers assume that by incorporating extensive amounts of support or scaffolding as part of the overall lesson plan, the learners would benefit from instruction within the classroom. With the help of teachers, they create a reading intervention that supports learners' reading development.

In their description to this fluency instructional routine, Hapstak and Tracey (2007:318) regard that Stahl and Heubach's FORI cycle which uses repeated reading in the classroom to develop students' automatic word recognition incorporated three areas of instruction - a redesigned basal reading lesson, a free reading period, and a home reading program. The schools that first initiated this approach used selections from the basal reader. These reading materials were part of the students' literacy curriculum. A reading lesson plan was designed around the implemented selections (Kuhn & Stahl, 2003).

In her interpretation of Stahl and Heubach's findings (2005), Schwanenflugel (2008) considers that this noticeable improvement in the students, teachers and parents creates enthusiasm and motivation for reading. Further, the results indicate that the structure of FORI and its emphasis on fluency development is a highly effective approach to literacy instruction. Since then, more concern has been oriented towards this integrated routine and new approaches to the FORI emerge. Wide Fluency-Oriented Reading Instruction (Kuhn et al., 2006) that makes use of multiple texts coupled with scaffolded reading strategies arise.

Despite the differences between these two widely used FORI approaches in the number of texts used, postulates Schwanenflugel (2008), both of them share some common points related to the number of practices during the week, comprehension goal, and duration of the daily reading instruction. In other words, similar to the FORI, Wide FORI is also a five-day program that is relatively easy to implement as reading program; comprehension is brought to the fore in both methods; both programs call for students to spend at least twenty to thirty minutes per day reading connected text. Classroom-based research has also shown that the Wide FORI approach is a successful in promoting fluency and comprehension as well (Kuhn et al., 2006). Notwithstanding,

the lens of this study is focused on investigating the effectiveness of the FORI approach in an EFL setting.

### **3.6.3.1. Conducting a FORI Program**

To conduct a FORI program, one needs to consider the main objectives targeted by this latter. The program objectives are achieved through a week procedure.

#### **3.6.3.1.1. FORI Objectives**

Stahl and Heubach's FORI is guided by five (05) main objectives. *The first objective* in a FORI program is that the lessons are to be comprehension centered even when fluent reading is being focused on during the instruction. This objective is attained through raising students' awareness that any practice they are undertaking is for the sake of facilitating their comprehension of the material at hand.

*The second objective* is related to the materials to be implemented. The materials to be used during the training should be graded at the learners' instructional level. Using texts that are neither easy nor difficult is more beneficial in this fluency instruction lesson. Challenging texts are proved to be effective in their FORI program. Stahl & Heubach (2005) conclude that students experienced success with this type of texts.

Repeated reading represents the key aspect of the FORI program as well as *the third objective*. Students are supported in their reading through the varying forms of the repeated reading strategies (assisted reading, choral reading, echo reading...etc).

No FORI program is complete without partner reading practice. This rereading strategy that represents *the fourth objective* in this course is a crucial activity during a FORI instruction. This fluency instruction strategy provides the students with the opportunity to read connected texts within a socially supportive context.

*The last objective* concerns at home reading. This goal represents an important component in the FORI. Increasing the amount of at home reading via motivating students to read extensively where the teacher supervises this activity through the regular check.

### 3.6.3.1.2. FORI Procedure

The FORI procedure usually follows a five-day lesson plan, allowing the instructor to cover approximately one story per week. To facilitate the implementation of FORI in reading classrooms, Schwanenflugel (2008) explains the weekly procedure involved in Stahl's and Heubach (2005) FORI as follows:

#### *The First Day*

Day one in the FORI cycle begins by introducing the week selection. The teacher presents the selected reading material of the week by using some pre-reading activities that aids in introducing a story. These can include teaching key vocabulary words, making predictions, or developing the students' background knowledge regarding the subject matter. Just after fluency instruction starts; the teacher reads the text aloud while his students follow along in their own copy. During modeling, it is important that the teacher moves between the rows to ensure that the students are following along. Just after, a discussion of the story is raised. Stahl and Heubach (2005) advice teacher to vary in this classroom discussion by extending the text "*what do you think happened to the characters after the story ended?*"; discussing character motivation "*why do you think a given character made a particular choice?*"; or by developing the students' empathy "*would you have made the same decision as the character in a given situation? Why or why not?*"

In accordance with, the main characteristic of the first day is the focus on the students' attention on two important elements of literacy learning: the fluent rendering of a text and the construction of meaning. As a home work and in order to encourage independent reading, students are asked to read a book of their own choosing at home Schwanenflugel (2008:49).



### ***The Second Day***

Day two of the cycle is initiated by a fluency instruction. In this day, the teacher conducts an echo reading of the text with his students. Students hear and repeat, or echo, a model of fluent reading. Then partners practice reading aloud using the same expression, tone of voice, phrasing, and reading rate as the model (see Chapter 2 for an explanation of the echo reading procedure).

Another vital piece of the second day's instruction, postulate Schwanenflugel (2008:50) involves ensuring that the readers focus on the meaning of the selection and not just on word recognition. Comprehension instruction can be accomplished in several ways; for instance, the teacher can integrate questions within the text at appropriate pausing points to check that students understand the meaning of a new vocabulary word or a particular event. Asking students to summarize sections of texts in pairs, with each partner taking a turn in revolving order is another alternative. Or students create questions to ask each other about the story. Additionally, a number of comprehension strategies could work at this point in the lesson. The home work of day 2 constitutes asking students to take the text home and read the story aloud to a family member or friend as an additional practice for the week selection.

### ***The Third Day***

The third day is marked by the introduction of a new fluency instructional strategy. On this day, the teacher choral read the selections with his students. Choral reading simply involves the teacher and his students reading the text in unison. . As it was suggested for the preceding days, to pay particular attention to students who may experience trouble keeping up with their peers, the teacher has to move around the room in order to refocusing students who have lost their place simply by pointing out where the class is reading or by making sure they are looking at the material during the

practice of the strategy (see Chapter 2, Section 2.1.4.4 for a description of the choral reading procedure).

The homework reading of day 4 depends on how fluently students appear to be reading the week's selection. In case, they seem to be fairly comfortable with the text, the teacher can give them the option of reading something of their own choosing. However, if they seem to need additional practice, they are asked to reread the main selection out loud to a family member or friend (Schwanenflugel, 2008:50).

### ***The Fourth Day***

Another strategy of fluency instruction is introduced in that day. The final reading of the story in day four incorporates a partner reading of the selection. Partner reading involves dividing the class into pairs of readers and having each member of the pair read alternate pages of text (see Chapter 2, Section 2.1.4.3 for a description of effective partner reading procedures as well as ways to select partners). Because the students have already covered the material at least three times, if one reader experiences difficulty with the text, his partner will likely be able to provide assistance. Once again during the fluency practice, the teacher provides additional help as needed when moving among the pairs. Whenever partners have completed reading the text, and if time allows, they can reread the material again to ensure that both students read the entire text at least once during this period.

For homework, the same outline of Day three is followed. Students who are reading the primary text fluently can read a text of their own choosing, whereas struggling readers read the week's selection one last time.

### ***The Fifth Day***

The final day of the weekly cycle is comprehension based instruction. This day consists of extension activities to develop a richer understanding of the text. These latter

can include student-led discussions, written responses or alternative endings to the text or an artistic response to the selection. Students can read a book of their own choosing for homework. Briefly in this five-day program that is relatively easy to implement, it is essential that the students read connected text for at least twenty to thirty minutes per day. During this routine, the teacher implements direct instruction where the focus is both on fluency and comprehension.

Fluency instruction is crowned by the manipulation of a multiple number of fluency strategies such as partner reading, echo reading and choral reading. During these fluency practices, students' awareness to how a fluent reading sounds is raised. The teacher's role is to provide a model and makes his students distinguish the factors that characterize a fluent reading- appropriate speed, accurate word recognition, and adequate expression.

For stressing the crucial role of comprehension in a fluent reading, during the week cycle, from day one till day five, the stages of the reading process are regarded. The before reading strategy instruction motivates the students for the story of the week selection. The while reading strategy instruction enables the teacher to make sure that students have developed the initial understanding of the text. By the end of the week and as after reading strategy instruction, students are asked to respond either orally or in a written form to some elevated issues in week reading selection. This last step in the cycle marks the end and paves the way for another selection the coming week.

More important to mention is the role of at home reading instruction in the FORI program. Besides providing more opportunities for the students to practice the rereading of the week selection mainly when the classroom reading is judged as non-fluent, reading books of their own choice at home is vital for students whose reading is determined to be a fluent one.

### **3.6.3.1.3. The Role of Fluency Strategies Involved in FORI**

Among the recommendation for an effective fluency instruction is to provide a support during the oral reading practice (Rasinski, 2006). While practicing the fluency instructional strategies implemented in the FORI cycle, the teacher provides guidance and support for his students. He begins with an echo reading instruction. In the students' second encounter with the same text, they practice the same text chorally with their teacher. However in the third encounter, they practice the text with a partner. An important questions to ask are should we follow this order or can we change it from time to time? And what is the amount of the teacher's support in order to enable students develop their fluency in reading?

According to Kuhn and Levy (2015:41), teacher support during a fluency instruction is ordered from the most support to the least support. For them during an echo reading practice most of the teacher's support is provided. The echo reading activity intends to help students understand how to read with expression. For achieving this goal, students have to follow along as the teacher models reading a sentence or a longer section of text fluently and to carefully listen to how their model is using his voice while reading. One can perceive the importance of the teacher's support during this activity.

Choral reading is another kind of teacher-assisted oral reading. As the students have already practiced the text the day before, less support is provided by the teacher during this rereading practice (Kuhn & Levy, 2015). The teacher begins by reading the week selection aloud with a proper manipulation of the fluency components: speed, accuracy and prosody. In his second reading, students are asked to read with him out loud together (in unison). They, then, continue the rereading practice until they become able to read the material independently.

Why choral reading practice succeeds an echo reading one? The former is regarded as follow-up to the latter (Kuhn & Levy, 2015:45). For them, utilizing this fluency practice that furnishes less scaffolding after an echo reading moves the students towards a greater independence.

Partner reading is often a key component in programs that aims to facilitate the development of reading fluency skills (Meisinger et al., 2004). This rereading strategy is not a teacher-assisted reading; argue Kuhn and Levy (2015: 47), but one in which students works in pairs providing support one another. Working in partnership, one student performs the role of a fluent reader and the second gets the role of the listener. Whereas the first reads aloud in an expressive way, the second is following along providing assistance whenever his partner falls into a difficulty. As remarked, the role of the teacher during this practice is to observe rather than assist the oral reading.

This gradual release of responsibility from the teacher to the students is achieved through this order of fluency instruction. Starting by the fluency instruction that is the most demanding to the teacher's support (echo reading), then moving to the one that is less demanding to the teacher's support (choral reading), and terminating with the strategy that needs the least teacher's support (partner reading) enable the students to gain a full responsibility during their reading of the week selection. In other words, by the end of the week cycle, the student can read independently that text that was challenging for him at the beginning of the week.

### **3.6.3.2. FORI in the Literature**

As FORI framework incorporates an extensive support or scaffolding as part of its overall lesson plan, students gain benefits from the in-class reading instruction as well as the at home reading instruction. Being regarded by Stahl and Heubach, (2005)

as a key to fluency progress, more researches attempted to examine the effectiveness of this integrated instructional routine (FORI) in new settings and with new conditions.

In one study, Kuhn et al. (2006) observed the effects of FORI and Wide-Reading Instruction on reading fluency of second-grade students. By the end of the school year, the two experimental groups -FORI and wide-Reading- manifest similar progress in reading fluency and in reading comprehension skills as compared to control group.

In another investigation, Thornton (2008) tested the efficiency of m-FORI on 65 African American male and female students assigned to classrooms in Grades 2 through 7. The main objective of this investigation was to determine the effects of m-FORI fluency instruction on students' oral reading fluency and reading attitude scores. Adding to, the researcher wanted to check if this instructional routine varied in its effect from males to females. Results from this study demonstrated the positive effects of this integrated fluency instructional routine on oral reading fluency scores and attitude towards reading of African American students and especially the African American boys. Moreover, this program seemed to have the same effect both on males and females students.

Additionally, Turner (2010) tried to examine the effectiveness of FORI in promoting reading fluency for 2<sup>nd</sup> grade students. The sample population was selected from Asian, African American, Latino, and Caucasian students. Results indicated that FORI was a useful procedure for reading instruction with a diverse second-grade student population. Due to the positive effects of this routine, second-grade students made significant improvements in word efficiency and reading comprehension.

Moreover, Turner (2012) inspected the efficacy of two FORI reading programs - FORI Reading Instruction and Wide-FORI Instruction- in improving reading fluency of

second-grade students belonging to diverse ethnic groups. The results indicated that both approaches afford useful designs for reading instruction to this category of learners, ethnically diverse second-grade students.

### **3.6.3.3. FORI Intervention in EFL Setting**

The importance of developing fluency in L2/EFL setting becomes a necessity. However researches in this field are limited in number compared to L1 researches. In his article “Fluency in Reading—Thirty-Five Years Later”, Grabe (2010:77) concludes the following:

Overall, the L2 fluency research, while limited in number of studies, generally supports the importance of word reading fluency, passage reading fluency, extensive reading, and reading rate training on vocabulary and reading comprehension improvements.

The two fluency approaches that have been proved effective in promoting reading fluency and comprehension within EFL students are the RR approach (Taguchi & Gorsuch, 2002; Taguchi et al., 2004) and the extensive reading program (Day & Bamford). As FORI routine is not yet investigated in an EFL setting (relying on my limited own resources), the current study aims to test the effectiveness of two reading instruction procedures this integrated fluency routine against the RR method on 2<sup>nd</sup> year EFL students at the ENS-C.

### **3.6.3.4. Shared Aspects between RR and FORI**

Reading fluency improves not only by multiplying the readers’ opportunities to practice reading connected text (RR Strategies); rather, instructors should insist on the fact that the practice is heavily scaffolded. By providing sufficient instructional support in the form of immediate feedback and modeling, students are allowed to experience

automatic and expressive reading (Kuhn & Stahl, 2003; Samuels, 2002). This feature that characterizes the FORI is the one that makes this program distinct from the RR method. Adding to scaffolding, the reading material used during both interventions is another distinguishing aspect. Both the level of difficulty and the length of the text distinguish the FORI from the RR. Whereas the FORI instruction relies on connected challenging texts, RR encourages students to read short passages at their instructional level. However since both methods are considered as fluency intervention programs, some common points are shared between them.

Modeling or teacher's reading aloud is one shared characteristics between the RR and FORI. During the instruction, the teacher is required to provide a model of a fluent reading for his students through an oral reading. On the importance of this task, Amer (1997:41) sums up the main benefits an EFL reader may gain when the teacher reads aloud:

Reading aloud by the teacher helps EFL readers discover units of meaning that should be read as phrases rather than word by word. It also helps readers to see reading as a continuous, meaningful process of building larger semantic units rather than focusing on graphic cues. With appropriate practice readers gradually realize that they can achieve a higher level of comprehension by reading larger meaningful units of texts rather than focusing on individual units. The proper production by the teacher of punctuation signals, stress, and intonation, may play an important role in this process.

Adding to the importance of modeling during FORI and RR instruction, multiplying the student's exposure to the print is one more similar point. Whereas the former increases the student's opportunity to practice the same text at least three times



through the different rereading strategies practiced during the week. The latter enables the student to reread the same passage four times. In none of the programs, a student can start practicing a new reading material until a level of fluency is judged sufficient in reading the previous material. Accordingly, checking the student's fluency progress is an additional shared characteristic between FORI and RR.

## **Conclusion**

The FORI framework, where the extensive support or scaffolding is part of its overall lesson plan, enables students gain benefits from the in-class reading instruction as well as the at home reading instruction. On the other hand, RR method that calls for the rereading of the same reading passage at least four times that develops the automatic word recognition and ensures a transfer of the skill to new unpracticed reading materials. Hence, to what extent the use of scaffolded support and the focus on extensive oral reading of more difficult texts during the instruction (FORI) is similar or different in its effects on reading fluency and comprehension than the rereading of the same passage until fluency is judged sufficient (RR). Before drawing conclusions, these two promoting fluency instructions will be put to the test of reality in the next chapter.

## **CHAPTER FOUR**

### **RESEARCH DESIGN AND METHODOLOGY**

Introduction.....	125
4.1. Research Approach.....	125
4.1.1. Research Questions and Purpose of the Experimental Investigation.....	127
4.1.2. Research Questions and Purpose of the Qualitative Investigation... ..	128
4.2. Research Setting.....	129
4.3. Research Participants: Sampling.....	130
4.4. Research Instrumentation.....	131
4.4.1. The FORI-G Reading Materials.....	131
4.4.2. The RR-G Reading Materials.....	132
4.4.3. Pretest and Posttest Texts.....	133
4.4.4. Post Evaluation Training Questionnaire.....	134
4.4.5. The Interview.....	134
4.4.6. Fluency Tracking Sheets.....	135
4.4.7. Home Reading Tracking Sheet.....	136
4.4.8. Reading Response Journals.....	136
4.4.9. Recording Instruments.....	137
4.5. Research Methods.....	137
4.5.1. Design of the Quasi-Experimental Study.....	137
4.5.1.1. Pretest Description and Results.....	137
4.5.1.1.1. The 3-MRA Test Procedure.....	138
4.5.1.1.2. Collecting Data from the 3-MRA.....	139
4.5.1.1.3. Pretest Results.....	142
4.5.1.2. Description of the Treatment Phase.....	144

4.5.1.2.1. The FORI Condition.....	144
4.5.1.2.2. The RR Condition.....	148
4.5.1.2.3. The Utility of the Fluency Tracking Sheet during the Intervention.....	150
4.5.1.2.4. The Control Condition.....	150
4.5.1.3. Posttest Description and Results.....	151
4.5.2. The Qualitative Study Design.....	152
4.5.2.1. Purpose from a Program Evaluation.....	152
4.5.2.2. Objectives of the FORI Evaluation .....	153
4.5.2.3. The Evaluation Methods.....	153
4.5.2.3.1. The Questionnaires.....	154
4.5.2.3.1.1. The Rational for Using Questionnaires.....	154
4.5.2.3.1.2. Aim of the Questionnaire.....	155
4.5.2.3.1.3. The Informants.....	155
4.5.2.3.1.4. Description of the Questionnaire.....	155
4.5.2.3.1.5. Limitation for Using Questionnaires.....	158
4.5.2.3.2. The Interviews.....	158
4.5.2.3.2.1. The Rational for Using Interviews.....	159
4.5.2.3.2.2. Aim of the Interviews.....	159
4.5.2.3.2.3. The interviewees.....	159
4.5.2.3.2.4. Context of the Interviews.....	160
4.5.2.3.2.5. Description of the Interview Questions.....	161
Conclusion.....	162

## **Chapter Four**

### **Research Design and Methodology**

#### **Introduction**

For the sake of developing reading fluency in 2<sup>nd</sup> year EFL students at the ENSC, two fluency developmental instruction approaches are followed. Fluency Oriented Reading Instruction (FORI) and Repeated Reading (RR) are tested to determine the extent of their utility in this EFL setting. The purpose of chapter four is to describe the general research design and methodology we have used in this work. After explaining the rationale for choosing sequential mixed methods as the study design approach, we describe the other research components: the setting, the participants, instrumentations and the research methods. This latter portrays the three methods we adopted as well as the data collection procedure we followed. To support the findings of the experiments, two complementary evaluation methods were administered to the FORI group: the post training questionnaire and the interview. The qualitative data obtained from these tools of research that reported the informants' attitude towards the FORI practices strengthen the study findings .

#### **4.1. Research Approach**

In our investigation, data include quantitative findings collected from pre-posttest, feedback from questionnaires and verbal accounts in which the respondents of the focus group went back through their experiences with the FORI training. This variety in data resources reflects in a way or in another the use of more than one method of research. Combining several research methods in the same single study,

or the triangulation in the research design, is decided by the requirement of the research (Currie, 2005). The idea behind any kind of triangulation is “to better look at something from different angles than to look at it in only one way” Neuman (2006:149). There are different types of triangulation such as: triangulation of measures, triangulation of theory, and the last one is the triangulation of methods. The latter involves mixing quantitative and qualitative styles of research. Neuman (2006:150) clarifies this type as follow:

Mixing the styles can occur in several ways. One way is to use the methods (quantitative and qualitative) sequentially: first one and then the other. Another is to use the two methods in parallel or both simultaneously.

In the current investigation, we adopted a sequential mixed method procedure as an approach for the study. In this kind of inquiry, the investigator starts first by a quantitative method in which theory is tested, and then, he ends up with a qualitative study design where few cases are involved in a detailed exploration (Creswell, 2009). For this scholar, the objective behind is to elaborate on, or expand on the findings of one research method with another research method. In our case, examining the effect of two different fluency instructions in developing the three dimensions of fluency along with comprehension and then to decide on the one that is more promoting requires an experimental manipulation of the two independent variables, FORI and RR. To back the quantitative findings, a qualitative investigation was arranged to gain from the focus group’s feedback to the questionnaires and the interviews new insights about the FORI training that help in establishing a strong basis for the research conclusions.

#### **4.1.1. Research Questions and Purpose of the Experimental Investigation**

The purpose of this study is to check the kind of relationship that might exist between reading fluency and reading comprehension, as well as, to test the utility of two fluency instructional approaches: the FORI approach and the RR method in EFL setting. Thereby to investigate whether the implementation of FORI and RR enhance CWPM, prosody and reading comprehension scores of 2<sup>nd</sup> year EFL students at ENS-C, the following questions are to be answered:

- 1- Does improved automatic and accurate word recognition lead to improved comprehension?
- 2- Is the effect of the FORI method on the second year EFL learners' rate of reading the same or higher than the effect of the RR method?
- 3- Is the effect of the FORI method on the second year EFL learners' word decoding accuracy the same or higher than the effect of the RR method?
- 4- Is the effect of the FORI method on the second year EFL learners' reading prosody the same or higher than the effect of the RR method?
- 5- Is the effect of the FORI method on the second year EFL learners' comprehension of the reading text the same or higher than the effect of the RR method?

By answering the above listed research questions, the three hypotheses may be validated or refuted. First, when EFL readers are fluent, they are likely to be better comprehenders and vice versa. Second, when the RR Instruction is applied, it will enhance 2<sup>nd</sup> year EFL learners' reading fluency and reading comprehension. Third,

when the Fluency Oriented Reading Instruction is applied, it will enhance 2<sup>nd</sup> year EFL learners' reading fluency and reading comprehension.

To furnish adequate answers for the aforementioned questions, we relied on 3 Minutes Reading Assessment test (3-MRA) as a tool for measuring components of reading fluency and comprehension as well. In less than five (05) minutes, this test supplies reliable and valid measures of CWPM, prosody scores and comprehension retelling; moreover, it helps in interpreting the results via the scoring guide set for each area in the assessment (for a full description of 3-MRA test: see chapter 2, Section 2.2.5).

#### **4.1.2. Research Questions and Purpose of the Qualitative Investigation**

Our intent from this exploratory qualitative investigation was to get an in-depth understanding of FORI, this developmental fluency instructional routine that is rarely manipulated in the EFL setting. For an effective evaluation to occur, we employed two research methods, questionnaires and interviews. Why two different tools? Surveys or questionnaires are used if the researcher wants to find small amounts of information from a wider selection of people about their opinions, experiences, and behavior; however, interviews are best used when he wants to learn detailed information from a few specific people, argues Driscoll (2011:163). We employed both of them. On one hand, the participants of the focus group responded to the post training evaluation questionnaire because we wanted to develop a thorough understanding about the FORI program. And on the other hand, to give more validity to the questionnaire' findings; a sample from the FORI-G was interviewed to cross check the respondents' opinion towards this promoting program. Multiplying data sources in our research study helped us to gain certainty in drawing

conclusions. As Currie (2005:91) postulates, lingering doubts may lead the investigator to base his conclusions and recommendations on several methods including secondary research.

Since the purpose of the qualitative data was to assist in explaining the quantitative results gathered from the experimental investigation, the research questions guiding this research action did not emerge prior to the beginning of the study ( see **Section 4.5.2.3.1.1**). Creswell (2009:138) justifies this fact by stating that “if the study begins with a quantitative phase, the investigator might introduce hypotheses later in the study, when the qualitative phase is addressed, the qualitative research questions appear” which is our case.

## **4.2. Research Setting**

The study took place in the department of English, one of the most important departments at the Teachers’ Training School, commonly known as the Ecole Normale Supérieure de Constantine (ENSC). The ENSC is a specialized educational institution that instructs the students in the teaching skills through a theoretical instruction of four to five years to prepare competent teachers. In other words, this school enrolled university students who wanted to become future teachers either at the Primary school (BAC+3), the Elementary school (BAC+4), or at the Secondary school (BAC+5). Because English is not taught at the Primary school, exceptionally the English department does not provide training at this level. Since then, the students who took part in the current case study were teacher trainees either at the Elementary school level (BAC+4), or the Secondary school level (BAC+5).



### **4.3. Research Participants : Sampling**

The fact that this research took place in pre-existing educational settings where individual students were not randomly assigned neither to the control or experimental conditions, a quasi-experimental study was carried out on a sample of population selected from 2<sup>nd</sup> year EFL students. Ninety (90) students represented the total number of the participants where thirty (30) of them formed the first experimental condition (FORI), the other thirty (30) constructed the second experimental condition (RR) and the last thirty (30) students constituted the control condition.

The age of the participants who were from different sexes (84 girls and 6 boys) was between twenty (20) to twenty three (23). And all of them studied English as foreign language for six (06) years: two (02) years at the Elementary school, three (03) years at the Secondary school, and one (01) year at the ENSC.

Carrying the experiment with future English teachers would increase our chances to collect more concrete data; especially, that this method was going to be presented as a part in the Reading Technique (RT) subject. RT is taught for 1<sup>st</sup> and 2<sup>nd</sup> year students. During the first year, they are just introduced to the different reading comprehension strategies such as previewing, predicting, making inferences, scanning, skimming, drawing conclusions, guessing words from context (context clues)...etc. Because the FORI training needed students who could manipulate the different comprehension strategies during the reading process, 2<sup>nd</sup> year students pictured the target population. This sample corresponded to the students who had taken the pre-test, who were under observation during the treatment period, and finally who received the posttest.

## **4.4. Research Instrumentation**

To facilitate the implementation of the two interventions, the different tools employed whether prior the beginning, during, or after the training are grouped in the below sections.

### **4.4.1. The FORI-G Reading Materials**

When selecting the reading materials for the FORI experiment, we relied on two different sources; “Reader’s Choice” and “Linguapress.com”. Whereas the former is a reading textbook designed for students of English as a Second or Foreign language (copyright by the University of Michigan 1994); the latter is a website that offers a wide range of free online resources for EFL/ESL teachers and students.

Nine long connected texts bodied the number of selections worked on during the training (Appendix I). The four texts selected from Reader’s Choice are “Midnight Visitor, p 41-43”, “Toledo a Problem of Menus, p 44-47”, “The Chaser, p 222-225” and “Pockety Women Unite, p 211-212”. The ones chosen from Linguapress.com are “English Ghost Stories”, “Robin Hood: Separating the Myth from the Reality”, “The Titanic and the Temple of Doom”, “Bill” and “the Box”.

The type of text and the level of difficulty were the two factors we took into account while choosing these reading materials. Using challenging texts is recommended in a FORI instruction (Chapter II, Section 2.1.5). These materials that are at the top of the learners’ instructional level, or even at the beginning of their frustration level (a bit difficult reading materials) prove to be effective in Stahl and Heubach’s study (2005). Additionally, since the aim of a fluency instruction is to develop reading fluency components that results in a successful interpretation of what is read, the material to be used in the practice should provide opportunity for

developing reading prosody. Being characterized by the frequent occurrence of certain communicative elements (e.g. direct speech and dialogues), the narrative texts are the targeted ones in a fluency instruction (Amer, 1997; Rasinski, 2006r). This type of texts that lend themselves to conversation enable EFL learners to become aware about the feelings, mood, and emotions of the characters in the text prosodic features included in. Almost all the materials implemented in the FORI condition were challenging narrative texts (see appendix I).

#### **4.4.2. The RR-G Reading Materials**

Because facilitating the repetition of the same text four (04) times is among the requirements of the RR method, short passages are to be used (Samuels, 1979). The fact that the RR treatment period extended over 9 weeks, where two (02) reading passages were covered each week, eighteen (18) passages of about 200 words or more were selected.

Grading the reading passages to the level of the students by limiting the number of the new vocabulary is another fundamental requirement of the RR method. As such, all the reading materials used in the RR condition were graded to fit 2<sup>nd</sup> year EFL students' level of proficiency.

The reading materials employed during the RR manipulation were either extracts from the same selections used in the FORI condition, or short passages designated from "Fluency Assessment" (2009). Six passages were extracts from the following texts; (1) "*English Ghost Stories*", (2) "*Robin Hood*", (3) "*The Titanic*". As these materials were the long connected texts, for facilitating the rereading activity, they were subdivided. For the twelve (12) other reading passages, they were adopted from "Fluency Assessment" (2009), Florida Assessments for Instruction in

Reading, McGraw-Hill (see appendix II). Because the RR instruction is a fluency based lesson, all these reading selections were short narratives that did not need comprehension lessons for facilitating the RR practice. This latter justified why we did not utilize all the reading materials of the FORI group. The fact that the FORI protocol is a combination between fluency and comprehension instruction where the lessons are comprehension centered; RR protocol, however, is fluency instruction based in which comprehension is superficially dealt with.

#### **4.4.3. Pretest and Posttest Texts**

Since Blevins (2001) recommends that the fluency reading passages should be at the students' independent level, or instructional level, we selected two passages that suit the participants' independent level with a limited number of unfamiliar vocabularies(see appendix III). Both texts were short narratives of about 300 words. Adding to, they were conversation based. According to the lens of theory, narrative and dialogue-based texts, two main characteristics of the fluency reading passage, seem appropriate for eliciting expressive oral reading (Pinnell et al., 1995:26).

These texts were selected from "Ongoing Progress Monitoring: Oral Reading Fluency Grade Five (2009)". For more appropriateness, the instructions we provided for the examinees prior the beginning of each test were the same directions followed in Ongoing Progress Monitoring: Oral Reading Fluency test (2009 State of Florida, Department of Education). The below window sheds light on the different instructions each individual examinee received before s/he started his/her oral reading.

**Table 2: Script of Verbal Instructions**

<b>Script</b>
1. I would like you to read out loud for me.
2. I will use my stopwatch to tell me when I want you to stop reading. Please do your best reading because I will ask you a question about what you read.
3. <b>This story is called ____.</b>
4. Begin here. (Point to the first word of the text. Start the stop watch when the student reads the first word.)
<b>--Story Reading--</b>
5. Now, I'm going to ask you a question about the story you have just read.

#### **4.4.4. Post Evaluation Training Questionnaire**

The second instrument used for collecting data was a questionnaire (see appendix IV). This post training evaluation questionnaire comprises 22 items and was administered immediately after the training got over. It contained both a 5-point Likert scale in seventeen (17) items and open ended questions for the rest of the items. On what concerns the options of the scale, they ranged from strongly agree (the highest most positive impression) to strongly disagree (the lowest most negative impression), with neutral as the midpoint representing an adequate impression.

#### **4.4.5. Interview**

The interview, the third data collection tool in this study, was used as a means of ensuring the reliability of the data provided in the questionnaires. The interview schedule comprises twenty two (22) items (see appendix V).

#### 4.4.6. Fluency Tracking Sheets

A fluency tracking sheet is a fluency folder designed mainly to aid each individual student to path his own fluency progress. Each sheet includes a chart where students can record the reading sessions and fluency scores. The  $x$  axis in the chart displays the number of the reading sessions, and the  $y$  axis represents the number of words read correctly in one minute. By the end of the fluency practice, each student marks down the dot that reflects the exact number of words read correctly. That is why, this folder makes it possible for a student -to-complete the graph enabling him to visually perceive how much s/he has improved.

In their description to the role of fluency tracking sheet, or as referred to “fluency record” in monitoring students’ fluency progress, Adams and Brown (2007:37) point the following:

It is critical to monitor improvement and make instructional decisions based on individual student progress. This may be accomplished by using either the *Fluency Record* or the *Fluency Graph* ... Students tend to enjoy using the *Fluency Records* and *Fluency Graphs*, as they make it easy for them to see their progress. Graphs can be especially motivating to students who have not had much reading success in the past. It gives them a concrete way to see their reading skills improve.

In brief, besides keeping students’ motivation high during the fluency training, these sheets provided the teacher with the opportunity to set fluency goals for individual students and instantly assess their progress. As two experimental groups were manipulated in this experimental exploration, two different sheets were used in approval with the requirements of each method.

- **FORI-G Fluency Tracking Sheet:** Since the FORI method requires each individual student to record the number of words read correctly in one minute by the end of the week, the fluency tracking sheet is divided into nine (09) columns (see appendix VI). These latter represents the number of the training weeks.
- **RR-G Fluency Tracking Sheet:** Because during the RR manipulation students practice two short reading passages each week, , the fluency tracking sheet is parted into eighteen (18) columns (see appendix VII) according to the number of the reading sessions.

#### **4.4.7. Home Reading Tracking Sheet**

By cause of the FORI intervention, students in the FORI-G were required to read at least 20 minutes each night. To make this process easy to track, each student in the group was afforded a home reading chart (see appendix VIII). The latter was checked three times a week by the teacher to footsteps students' home reading process.

#### **4.4.8. Reading Response Journals**

This material that is not part in the FORI program was utilized in our study with a specific purpose. As far as we could not judge students home reading performance just by referring to the numeric data the home reading tracking sheet displayed, a reading response journal could make the task easy for us in drawing appropriate judgments on how serious students were doing this activity. For this reason, we instructed students on how to organize their response journals (see a sample of a student' response journal in appendix IX). This journal gave information about the student's different at home reading experiences. In his/her journal, the student did not only include information about the reading material; but in addition s/he expressed his/her attitude and emotions in a written form that is labeled as the

reading response. Just by glimpsing at students' written responses, we can be quite certain if they were really reading at home.

#### **4.4.9. Recoding Instruments**

Since we recorded students' performances in the pre/post tests and during the interviews we made use of recording instruments.

### **4.5. Research Methods**

#### **4.5.1. Design of the Quasi-Experimental Study**

The treatment period lasted 9 weeks. Prior to the beginning of the experimentation, the participants were pretested through 3-MRA test to know consecutively their reading fluency scores, prosody scores, and comprehension retelling scores as well. From October to December 2015, over a nine (09) weeks study, the first experimental group (EG) followed the FORI instruction three (03) times a week and (30) minutes per session, the second EG pursued the RR instruction two (02) times a week and (30) minutes per session, and the control group (CG) received the ordinary reading instruction. At the end of the experiment, the participants were posttested via the same test used in the pretest.

##### **4.5.1.1. Pretest Description and Results**

On the 27 of September 2015, ninety (90) participants were pretested via Rasinski and Padak's (2005) *3-Minute Reading Assessments, Word Recognition, Fluency & Comprehension*. During the test, each participant is asked to read a passage orally (the length of passage is about 290 words) for 60 seconds where the regular procedure of the 3-MRA is followed.



#### **4.5.1.1.1. The 3-MRA Test Procedure**

In a quiet location that can be a corner of the room, the examiner had to sit down individually with the examinee where the former gave some directions for the latter prior to the examination (refer to Table 1, Chapter 4, Section 4.4.3). Additionally, the examinee should know that his oral reading would be recorded for a later analysis.

After providing him with a copy of the reading passage appropriate to his level of proficiency, the examinee was told that s/he would read aloud for the examiner one passage where the latter made some notes on his own copy( the examinee's and the examiner's copies are included in appendix III). Each line in the examiner's copy ends with the number of the words included in that line. The examiner explained to the examinee that while reading loudly, s/he had to try each word; but if s/he confronted an unfamiliar word, s/he just skipped it and move to the next word. Adding to, the examiner had to raise the examinee's awareness towards speeding through the passage; as it made him commit more and more errors. As the last test direction, s/he was communicated that after completing the reading of the text, s/he would be asked about what s/he could remember and recall from the passage.

The examinee read for one minute where the examiner pursued along on his copy tracking any uncorrected errors and marking the last word the student reached after 60 seconds. The examiner then read the text aloud as the examinee followed silently. In case, the examinee read the text with few errors, s/he could complete the text silently on his own. Before s/he started retelling, the examiner removed the text from the examinee's sight.

#### 4.5.1.1.2. Collecting Data from 3-MRA Test

As said in the literature review the 3-MRA enabled the examiner to score the three dimensions of reading fluency (CWPM, Accuracy and Prosody) along with comprehension. The 3-MRA scoring rubric facilitates the task of the examiner to generate the scores of the IVs (CWPM, accuracy, prosody, and comprehension).

##### A. Recording CWPM Scores

To score CWPM, the examiner had to subtract the recorded word errors (WE) the examinee commits during the one minute reading from the total number of words read in one minute (WPM). Because the 3-MRA does not provide a detailed list of what to score as WEs, we adopted Deno et al' s scoring guidelines (2002:7-8) that are specified in the sections: A1 and A2.

##### A.1. Words Scored as Errors

- a) *Mispronunciation/Word-substitution*: for example when “the dog ate the bone” is read as: "the dig ate the bone" WRC=4 WRE=1
- b) *Omission*: each word omitted is an error. For example, when “Susan bought a marvelous car” is read as: " Susan bought a car " WRC=4 WRE=1
- c) *Hesitations*: when the student hesitates or fails to read the word within 3 seconds. For example when “Peter plays football” is read as: "Peter plays foo..." WRC=2 WRE=1
- d) *Reversals*: when two or more words are transposed, those words not read in the correct order are errors. For example, when “Peter plays football in the garden” is Read as: " Peter plays in the garden football" WRC=2 WRE= 4

##### A.2. Words Scored as Correct

- a) *Correct pronunciation*: the word must be pronounced Correctly

- b) *Repetitions*: repeated words are counted as correct
- c) *Self-corrected words*: words misread initially but corrected within 3s(seconds) are counted as correct
- d) *Insertions*: when a word is added it is not counted as correct word not as reading errors.
- e) *Dialect/Articulation*: variations in pronunciation that are explained by local language norms are not errors.

Hyphenated words and abbreviations that are part of what is read are scored as follow:

- f) In the case of hyphenated words, each morpheme separated by a hyphen is counted as an individual word if it can stand alone. For example, " Daughter-in-law " WRC= 3
- g) Abbreviations are counted as words and must be read correctly within the context of the sentence. For example: "Pr. Smith started his seminar", *Should be read as*: " Professor Smith started his seminar;" WRC= 5; but *Not as*: " P.R Smith started his seminar " WRC= 4

When measuring reading fluency through rate, we had to record the total number of words read correctly in one minute. This number was calculated by subtracting the number of words read incorrectly (WEs) from the total number of words read per minute (WRPM) as the demonstrated in the below example.

<p><b>WRPM</b>= 120 words</p> <p><b>WEs</b>= 7 words</p> <p><b>WRPM-WEs</b>= 120-7=113</p> <p><b>CWPM</b>= 113</p>
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## B. Recording Word Reading Accuracy

As accuracy is defined as the percentage of words read correctly in the initial 60 seconds of oral reading (Rasinski,2004), to calculate word recognition accuracy we divided the total number of WRC by the total number of WRPM. For example

<p><b>WRPM</b>= 120 words</p> <p><b>WRC</b>= 113</p> <p><b>WRC ÷ WRPM</b> = <math>113 \div 120 = 0,94</math></p> <p><b>Accuracy</b>= 94%</p>
--

To determine the student's level of reading and then interpret the reader's level of accuracy, this calculated number is compared to the established norms and standards (see chapter 2, Section2.1.5.3). From the above result, one can say that reading with 94% reflects an instructional reading level.

## C. Recording Prosody Scores

Prosody is measured by listening to the examinee's reading performance and then rating the prosodic quality of his oral reading using a rubric that describes levels of competency on various elements of prosody. In the current investigation, we relied on Rasinski and Padak's (2005:11) adaptation of Zutell and Rasinski's (1991) Multidimensional Fluency Scale (MFS). As explained in the second chapter (section 2.2.3.1.2), the rubric is made of four (04) separate sub-scales: (a) expression and volume, (b) phrasing and intonation, (c) smoothness, and (d) pace. Each dimension is rated on a scale of one through four according to a set of characteristics organized in the rubric. At the end, the rating scores of these sub-scales are then summed in a score out of 16 points to represent students' overall ratings of prosody. This final score is then compared to the following norms in order to interpret the score and

determine the student's level of reading prosody. Hence, prosody is scored according to a rubric (see appendix X).

#### **D. Recording Comprehension Retelling Rating Scores**

After completing the one minute first reading, the examinee was asked to tell what he can remember from the reading passage; of course, after removing the passage from his sight. This occurs, if the examinee read the passage within the 60 seconds. In case, he did not, the examiner asked the examinee to silently complete reading the passage, and then assigned him to retell the story. To score the student's ability in comprehension retelling, the examiner relied on the comprehension rubric (Chapter 2, Section 2.2.5.3.4).

According to Rasinski and Padak (2005:12), attributing 1 out of 6 as a rating score means that the Student has no recall or minimal recall of only a fact or two from the passage. However a Rating Score of 4 out of 6 is manifested by student's ability to make comprehensive summary of the reading passage; by stating explicitly the main idea(s) and by following a logical order in the organization of the events. A rating score of 6 out of 6 signifies that adding to the ability of summarizing, and explicitly stating the main idea; the students could relate what was read to his/her own personal life or another text.

#### **4.5.1.1.3. Pretest Results**

Just after the participants' scores in the Pre-test (see appendix XI) were collected, the mean score of reading fluency sub-skills (CWPM, accuracy and prosody) as well as the comprehension retelling scores (CR) was calculated. The bellow table summarizes students' reading fluency performances and comprehension achievements in the pretest.

	<b>WPM</b>	<b>WE</b>	<b>CWPM</b>	<b>Accuracy</b>	<b>Prosody</b>	<b>CR</b>
<b>FORI-G</b>	130.09	6.89	123.20	94.30%	9.03	3
<b>RR-G</b>	132.2	9.6	122.26	91.93%	8.83	2.40
<b>CG</b>	134.13	9.93	124.2	92.57%	8.93	2.67

**Table 3: Pretest Results**

We notice from **Table 3** that on the total number of the WPM, the CG scored 134.13, the FORI-G recorded 130.09 WPM and the RR-G marked 132.2 WPM. These results revealed the reading speed of the 3 groups prior the beginning of the study. For the number of errors, we could see that the CG scored 9.93; the FORI-G, however, pointed 6.89 WE and the RR-G reached 9.6 WE. By subtracting WE from WPM, we got the number of CWPM that displayed the fluency score through automaticity in the pre-test. The CG obtained 124.2 CWPM, and the FORI-G attained 123.3 CWPM, and the RR-G reached 122.2 CWPM.

Concerning the second dimension of reading fluency, accuracy, the CG marked 92.57%. The FORI-G word reading accuracy was 94.30%; however, 91.93% represented RR-G gains.

Students' achievement in the last dimension of fluency, prosody, was the following: 8.93 for the CG, 9.03 for the FORI-G, and 8.83 for the RR-G. As far as the CR rating scores is concerned; the CG achieved 2.67/6, the FORI-G marked 3/6, and the RR-G scored 2.40/6.

In collecting the above listed results, we relied on the mean score which portrays the average score. The collected data of the CWPM which was represented

by the mean score of 3 groups not only set a baseline to which the posttest collected results would to be compared to; rather, it aided in setting a goal to be reached after the treatment period. In other words, these means were used by the researcher as a reference during the treatment period.

#### **4.5.1.2. Description of the Treatment Phase**

The treatment phase of this study lasts nine weeks, beginning in October 2015 and ending in December 2015. Over a nine (09) weeks study, three (03) times a week and (30) minutes per session, the first EG followed the FORI method instruction. The second EG pursued the R-R instruction twice a week where each session lasts thirty (30) minutes. The third group, however, received the ordinary reading instruction.

As we were both the researcher and the intervention teacher, I utilized either an approach that focused on scaffolded reading of connected text within the course of a week cycle (FORI), or an approach that spotted light on the repetition of short passages (RR). And this was the reason why the treatment period was restricted to nine weeks only. Performing the role of the instructor, the researcher and the examiner for the two experimental groups during this study was really a hard task; that is why, nine weeks were a big challenge during this study.

##### **4.5.1.2.1. The FORI Condition**

During the intervention, the first intervention group followed the FORI instructional procedure, an adaptation to Stahl and Heubach (2005) FORI. Participants were exposed to a set of fluency and comprehension instruction in a cycle extending over three days a week instead of five (05) days. Reducing the number of contact days from five (05) to three (03) days a week was for a couple of reasons. On one hand, since the intervention was provided during reading techniques

sessions, and because this latter is scheduled in two sessions per-week, organizing more than one (01) make-up sessions would be boring for the participants of the FORI-G. On the other hand, as previously stated, the fact that we were both the researcher and the instructor in the two intervention groups, FORI and RR, the task was hard to organize five sessions as required by the FORI routine. However, to overcome this problem, the duration of the session extended to thirty (30) minutes instead of twenty (20) minutes; accordingly, the participants could benefit more. This instruction included both in-class reading instruction and at-home reading instruction.

### **A. Weekly in-Class Reading Instruction**

Each week the reading text selected by the participants changed but the protocol remained the same for the 3 days of the week. Meaning that, the same fluency instructional strategies and comprehension strategies were utilized each week for the nine (09) different texts during the nine weeks, the duration of the study. Important to know was that each week selection was divided into two or three parts where each part was covered in one session. The number of parts was determined by the length of the week selection.

The thirty (30) minutes of the first day went through a number of steps. Before reading the material for students, a before-reading strategy was employed. The aim was to motivate students and get them ready for the topic of the text. Providing a model of a fluent reading where teacher read aloud the selected passage fluently with an appropriate speed, word accuracy, and with expression marked the next step. While the teacher was reading, students followed along. As a FORI is comprehension oriented lesson, the teacher raised a class-discussion where a number of recall questions and vocabulary study of some unfamiliar words represented the



core of this session ( see a sample of a comprehension instruction in appendix XIII). When the initial understanding of the passage was judged achieved through comprehension activities, students engaged in silent reading first.

As echo reading was the first fluency instruction strategy in the FORI cycle, after the silent reading, they started practising echo reading line by line after their teacher. During the first fluency instructional strategy practice, each student was required to echo read the same line the teacher was reading echoing back the same prosodic features manifested through this reading model (see Chapter 2,Section 2.1.4.5). By the end of the session, the instructor asked students to make some predictions about the content of the second part of the text.

In the thirty (30) minutes of the second day, before the instructor began reading the second part of the text aloud, he checked his students' ability to make predictions. He, then, read the second part followed by some comprehension activities. After comprehension was achieved, teacher introduced the second fluency instructional strategy, choral reading. In this session, students with their teacher practice choral reading. After providing a model of a fluent reading where the students were following along, the teacher reread the text inviting all the students in the group to read aloud in unison (see chapter 2, Section 2.1.4.4).

During the third and last day, an oral review of the reading material was done by asking students to sum up the main event / retell the story, or just perform an activity manifesting their ability to synthesize. Students engaged in the third fluency instructional strategy referred to as partner reading. After designing adequate pairs of students, students are paired able with less able students (Chapter 2, Section 2.1.4.3), they started the fluency practice. In partner reading, one student read and the other took the role of the coach by providing assistance; and, then, they switched the

places. When the session ended, each student recorded his partner's CWPM and reported the result on the fluency tracking sheet. Recording their CWPM each week helped the participants in the FORI-G to monitor their progress. By reporting their CWPM on the graph, they diagnosed by themselves if their reading fluency was or was not progressing (see samples of students' fluency tracking sheets of the FORI-G in appendix XII).

To remind students that FORI is comprehension based, a writing response task was given in this session. As post reading activity, students were told to respond in written or oral form to an issue raised in the reading selection of the week. As each participant recorded his CWPM by the end of the week cycle, the instructor had to make sure that all the students achieved the required fluency gains before they started working on a new text the next week. In other words, he compared their CWPM scores of the week to the mean score of the CWPM in the pretest. In this case, if the scores were below the baseline, the instructor was required to give a further fluency practice before engaging his students in a new text.

### **B. At Home Reading (Free Choice Reading)**

From Sunday through Thursday, the participants spent at least fifteen minutes reading at home the selected short story of the week. Each participant, then, was demanded to read each week a short story of about eight (08) to ten (10) pages and respond to his reading in his reading response journal where the teacher supervised this activity by the end of the week. To achieve this target, the teacher verified students' at home reading tracking sheets (see a sample of a student' home reading tracking sheet in appendix XV), and the response journals ( a sample of this same student is included in appendix IX).

## **C. Teacher's Role in the FORI-G**

The teacher's task with the FORI-G was to integrate fluency instructional strategies within a literacy reading program. During a reading comprehension process that involved pre reading, while reading and post reading; fluency developmental strategies were thoroughly practiced.

His role during the intervention required the provision of heavily scaffolded reading instruction to ensure that students had multiple opportunities to read each selection. By providing sufficient instructional support in the form of immediate feedback and modeling, students were allowed to experience automatic and expressive reading (Kuhn & Stahl, 2003; Samuels, 2002).

Besides developing students' reading fluency, from the first session of the week till the last one, the teacher employed some comprehension strategies that foster students' comprehension of the text through class discussion, vocabulary study, story map or graphic organizer, and extension activities in the form of written or oral responses to the week's selection. In brief, the instructor in the FORI condition made a harmony between comprehension and fluency instruction where a set number of comprehension and fluency strategies were utilized during the reading process of the week reading selection. The lesson plan of some reading selections that are included in appendix (XII) show the process the teacher went through during the three sessions of the week cycle.

### **4.5.1.2.2. The RR Condition**

#### **A. Overview of the RR Method**

During the period of the intervention, the RR session moved through the same set of steps. After assigning the passage to be practiced during the session, the

participants of the second EG were provided with copies of the same passage. At first, they listened to a live model of a fluent reading. Teacher modeled the first reading by manifesting a fluent reading characterized by an appropriate speed, accurate word recognition, and with proper expression. Before starting the repeated reading practice, each participant read the same passage out loud. During their first reading the teacher assisted and guided the students by providing them with an immediate corrective feedback when needed (decoding difficulty). For the unfamiliar words that were vital in completing the meaning of the passage, the teacher clarified their meaning prior the RR practice (Samuels, 1979).

Since the RR session is not comprehension centered lesson, indeed for facilitating the RR task, a couple of recall questions might be asked to check the students understanding before starting the rereading activity. Next, time was set for practice. Students began reading repeatedly continuing until each student can read it comfortably: with an appropriate speed, less errors, and a proper expression. To reach this set objective, each student was demanded to repeat the same passage four (04) times because four repetitions seemed to be appropriate for students to achieve fluency (O'shea & Sindlar, 1985). During their rereading practice, teacher offered a corrective feedback when necessary.

At the end of each RR session, the students recorded their one minute reading. To compute his CWPM, each student read the passage loudly for his partner for one minute timing while the latter kept track of both the total number of words read in one minute and the number of word errors. After calculating the CWPM, as a last step, each student reported his or her CWPM in his/her graph (see a sample of a student' fluency tracking sheet in appendix XVI).

## **B. The Teacher's Role with the RR Group**

In all the sessions during the treatment period, the role of the teacher with the RR group is the following: (a) modeling the first reading, (b) asking some recall questions prior starting the RR practice, (c) explaining the unfamiliar words if there are, (d) introducing students to the different variations of the repeated reading method (choral reading, echo reading, partner reading), (e) engaging students in the rereading activity, and provide an immediate corrective feedback when necessary during the students' oral reading, (f) and monitoring fluency progress via collecting the one minute reading which is recorded at the end of each session and reported on the fluency tracking sheet ( see appendix VII ).

### **4.5.1.2.3. The Utility of the Fluency Tracking Sheet during the Intervention**

Reporting results on a fluency tracking sheet was important during the treatment period. At the beginning of each session, students in the experimental groups consulted their sheets to see how their fluency was progressing. This step kept the participants' motivation high during the treatment period; and at the same time helped us, teacher, to observe and monitor their progress during the intervention. Monitoring the fluency progress of the participants in the experimental groups would later assist us, EFL teachers, with some teaching implication concerning the use of these two fluency instructional approaches in EFL setting.

### **4.5.1.2.4. The Control Condition**

Similar to the two experimental groups, the reading materials worked on by participants in the control condition were selected from the same reading text book "Readers Choice". Adding to the reading materials, the reading instruction were

provided during the sessions of RT module. The time devoted for reading instruction was somehow the same for the RR-G and the CG (2 sessions per week) with a slight difference for the FORI-G (3 sessions per week).

However, different from them, the CG pursued the traditional reading instruction. During the nine weeks, the given instruction turned around, (a) silent text reading, (b) guided reading, (c) comprehension instruction. However, no fluency instruction was supplied to this group. Adding to, oral reading or teacher's read aloud was rarely performed during the period of the manipulation.

#### **4.5.1.3. Posttest Description and Results**

After nine weeks ( the duration of the treatment period), to determine growth in oral reading fluency as represented by the CWPM, WA, prosody and CR, the ninety second year participants were individually posttested. The same tool of measurement (3-MRA test) used for the pre-test was also employed in the posttest. Once computing the participants' scores in the posttest (see appendix XV), the mean score of CWPM, accuracy and prosody as well as CR was calculated. The students' reading fluency performance and comprehension achievement in the Posttest is summarized in Table 4.

	<b>WRPM</b>	<b>WE</b>	<b>CWPM</b>	<b>Accuracy</b>	<b>Prosody</b>	<b>CR</b>
<b>FORI-G</b>	130.7	3.2	127.4	97%	11.97	4.3
<b>RR-G</b>	130.9	5.1	125.7	95%	10.97	3.2
<b>CG</b>	126.8	6.4	120.03	94%	7.9	2.9

**Table 4: Posttest Results**

Concerning WRPM or the reading speed performance of the three groups by the end of the study, the CG scored 126.8, the FORI-G recorded 130.7WPM and the RR-G marked 130.9 WPM. For the number of errors, we notice that the CG achieved 6.4; the FORI-G, however, pointed 3,2 WE and the RR-G reached 5.16 WE. By subtracting WE from WPM, we got the number of CWPM which was the fluency score of the three groups in the posttest. Whereas the control group scored 120.03 CWPM, the FORI-G reached 127.4CWPM; however, the RR-G attained125.76 CWPM. Regarding accuracy gains, the CG marked 94%. The FORI-G word reading accuracy was 97%; however, 95% represented RR-G gains. Students' achievement in the prosody was the following: 7. 9 for the CG, 11.96 for the FORI-G, and 10.96 for the RR-G. As far as CR rating scores, the CG rated 2.9, the FORI-G marked4.3, and the RR-G scored3. 2.

#### **4.5.2. The Qualitative Study Design**

The gains marked in the performance of the FORI-G stimulated us to go further in investigating on this promoting fluency instruction program. to gain a thorough understanding about, FORI; evaluating the participants' training seemed an adequate choice as it contributed a lot in generating from the respondents' feedback a wide range of information. The latter facilitated the task of identifying areas of strength and weaknesses upon which important conclusions are stated.

##### **4.5.2.1. Purpose from a Program Evaluation**

What is to be evaluated after a given training is accomplished? "Because the program the students enter has certain characteristics which provide them with educational experiences; it is these characteristics that are to be evaluated" replied Moss, Jr (1970:19). For him, these characteristics are mainly related to the selected content to which students are exposed, that is organized and presented in specific

ways, and to which the students are encouraged to respond in a particular ways under the supervision of a qualified instructor. Evaluating these last aids not only in knowing about the current training; but it will help in improving the plans for future trainings (Phillips, 1991) by determining whether the implemented program requires modification, needs to be retained, or needs to be introduced widely or generalized to other settings (Alkin, 1970).

#### **4.5.2.2. Objectives of the FORI Evaluation**

The results of the case study indicating that the FORI program is an effective approach to improve students' reading fluency and comprehension as demonstrated by CWPM improvement, prosody gains, and comprehension achievements as well stimulated us to make an evaluation of this promoting training. Getting through the participants' experience during the FORI training allows us to solidify the conclusions drawn from the quantitative quasi-experimental study. This action aims at feeding this work with information that empowers us to make decisions about the program as a whole and the possibility to generalize it to other situation. In other words, the collected data from this evaluation helps in deciding whether the FORI requires to be modified, to be maintained, or to be generalized.

#### **4.5.2.3. The Evaluation Methods**

To reach the target, we employed two complementary methods of evaluation: a post evaluation questionnaire and a semi-structured interview. Whereas the former was administered to the participants of the FORI-G immediately when the training was over, the latter was delayed for short period of time (the time to check the participants' feedback to the questionnaire).



The need for qualitative data that the questionnaire could not provide us with inspired us to seek a more valuable data collection which is the interview. Additionally, we wanted to utilize the gathered qualitative data to validate data obtained from the questionnaire through cross checking of the opinion of the focus group (FORI-G) towards the training they experienced for nine weeks. To reach this end, the interview was conducted with the same persons who filled out the questionnaire.

#### **4.5.2.3.1. The Questionnaires**

The questionnaire as the second data collection tool in this study was utilized as a way to investigate through it about this new fluency program. Learning from the participants' direct experiences enables us to plan future programs where the weaknesses are excluded.

##### **4.5.2.3.1.1. The Rational for Using Questionnaires**

Aiming at improving this program, the individual participants who received the FORI training were given a space for expressing their opinions towards this program. Their feedback to the questionnaire items was gathered for a multiple of reasons:

- a. To generate immediate information about what worked and what did not during the FORI training;
- b. To provide information for improving the FORI training and designing future ones;
- c. More importantly, to show to the participants that their feedback is so valuable for the ongoing of the current and future programs

#### **4.5.2.3.1.2. Aim of the Questionnaire**

After nine weeks of training, three sessions per week and thirty minutes per session, a post-training (end-of-session) questionnaire was administered to the participants of the FORI-G. As stated before, we wanted from this step to know how the participants of FORI-G reacted to our effort, responded to the training and mainly what they learned.

To that end, this questionnaire attempted to assess the effectiveness of the **FORI** program. In a consequence, the provided feedback enabled us to find out the trainees' reaction to the program and course objective, identify strengths, weaknesses and areas for improvement in this promoting integrated fluency instruction routine. And more importantly, the gathered information aided us to know about what the informants intend to do as a result of the gained skills. This feedback made it easy to plan future programs.

#### **4.5.2.3.1.3. The Informants**

The thirty (30) participants who responded to this questionnaire were the ones who received the FORI training. As two students were absent during that day, we excluded them. Accordingly, we were able to gather twenty-eight (28) feedbacks. For collecting reliable data, the questionnaire was carried out immediately after the training got over and the informants answered it in the classroom. To reach our main objective, check the effectiveness of this program, the items of the questionnaire were read and explained before they started answering.

#### **4.5.2.3.1.4. Description of the Questionnaire**

The questionnaire started with an introduction that aimed at explaining to the participants the purpose of the questionnaire. It included twenty two (22) items

(Appendix IV) that vary between Likert scale items and open ended question items. In the Likert scale questions, informants were invited to express their degree of agreement or disagreement with a proposition; in open-ended questions each respondent had the freedom to answer in his or her own way rather than in terms of the researcher's predefined answer categories (Sapsford & Jupp, 2006).

Seventeen items (17) in the questionnaire were 5- point Likert-like items that were based on a scale from 1="strongly disagree" to 5="strongly agree". To avoid getting artificial results after rating, informants were asked to comment on their ratings. These clarification questions complete the informant's answer by clearing up a given rating. The remaining five (05) questions were *Open-ended questions*.

The twenty two (22) items of the questionnaire are categorized into four major groups: (a) Participants' Reaction about FORI Training and the Course Objective, (b) Strengths, Weaknesses, and Areas for Improvement in the FORI, (c) Informants' Future Intention as a Result of the Gained Skills, (d) Informants' Additional Educational Needs and Interests.

### **a) Participants' Reaction about FORI Training and the Course Objective**

The adequate definition for *reaction* is credited to how well the trainees liked a particular training program (Kirkpatrick, 1970: 36). In accordance with, the first set of questions intended to collect data about the trainees' perception after attending the FORI program. In **Q1**, they were asked to specify whether or not the objectives of this training were clearly stated by the instructor prior the beginning of the training. **Q2** was about the different areas of improvement that this training allows. The third, fourth, and fifth questions revealed the apprentices' opinions toward the effects of employing the fluency tracking sheet, the use of the response journal, and in class and at home reading during their training. From question six to nine (**6-9**), trainees

were demanded to report what did they gain after attending this program such as being able to manipulate the different components of fluency (speed, accuracy and prosody) that in turn facilitated their comprehension of texts and enabling them to manifest this latter (comprehension of the text) via their fluent and expressive reading.

### **b) Strengths, Weaknesses, and Areas for Improvement in the FORI**

The second set of questions aimed at providing information on how trainees viewed this training. Through these questions, they were requested to evaluate essentially the length of the session (Q 13), the duration of the training (Q 14), the fluency instruction strategies (Q 15), the instructors' role during the period of instruction (Q 16), and the different topics covered (Q 17). The informants' feedback could contribute in identifying strengths, weaknesses and areas for improvement (Powell & Renner, 2000)

### **c) Informants' Future Intention as a Result of the Gained Skills**

The third group of questions tended to know about what did learners plan to do in the future as a result of the gained benefits for them and for others. While in Q10 informants were demanded to acknowledge if FORI training would aid them as an EFL learner; in Q11, however, they were questioned about the value of this program for them as future teachers. Question 12 requested them to affirm their recommendation of this training for 2<sup>nd</sup> year students.

### **d) Informants' Additional Educational Needs and Interests**

This last category of open ended questions inquired about what did trainees really appreciate in this training (Q 18), which part in the program was the least useful (Q 19), evaluate the before and after differences (Q 20), the kind of training

programs they liked to have in the future (Q 21), and their last impression towards the FORI program (Q 22). The respondents' feedback might help researchers, instructors, and educators to plan future programs.

#### **4.5.2.3.1.5. Limitation for Using Questionnaires**

The evaluation of the program characteristics aimed at suggesting revisions in these characteristics where the trainees' judgment is the key. In reaching this target (designing a good program), Kirkpatrick (1970:29) advises researchers to be aware from prior judgment. According to him, "we must not, however, delude ourselves into believing that these judgments are necessarily correct; care must be taken not to compound possible judgment errors". Accordingly, to avoid any error in drawing conclusions, "prior judgments must be put to the test of reality" (Kirkpatrick, 1970: 29).

One of the weak points in a questionnaire is the misunderstanding of questions. Because it was impossible to thoroughly explain the 22 questions when carrying out the post training questionnaire and as it would be very hard to correct mistakes if the respondents misunderstand or misinterpret questions, we backed it with another evaluative method. To validate or refute prior judgments, the trainees' opinions about the FORI were put to the test of reality via face-to-face interview.

#### **4.5.2.3.2. The Interviews**

The interviews as a third data collection tool in this study was employed as a means of ensuring the credibility of the data provided in the questionnaires. After analyzing the data and drawing some conclusions, we conducted the interviews. To validate this data, they were carried out with the same individuals who responded to

the questionnaire. Our aim was to cross-check the varying opinions of the FORI group to the characteristics of this training.

#### **4.5.2.3.2.1. The Rational for Using Interviews**

The need for qualitative data that the questionnaire could not provide us with inspired us to seek a more valuable data collection, the semi-structured interview. Our aim was mainly to cross check the respondents' opinions about the training and to gain an in-depth understanding on what concerns the FORI program. In other words, we wanted to utilize the gathered qualitative data to validate findings obtained from the questionnaire through cross checking of the opinion of the focus group (FORI group) towards the training they experienced for nine weeks. Because their opinions and perceptions to this new program were of a supreme importance, the selected respondents for these interviews were the same persons who completed the questionnaire as well.

#### **4.5.2.3.2.2. Aim of the Interviews**

The main target of the post-training questionnaire was to decide whether the FORI program needed modification, required to be retained, or needed to be introduced widely. The openness and the flexibility of the interviews not only contributed in justifying the respondents' feedback to the questionnaire; moreover, it helped in giving us a thorough understanding of this new developmental fluency instructional program that was based on individuals' own experiences.

#### **4.5.2.3.2.3. The Interviewees**

With the hope of discussing the gathered information of the questionnaire with the respondents so that to cross check their opinions and justify what needed to be justified, a sample from the FORI group was invited for the interview. Six (06)

female participants were interviewed to inspect their own reactions and impressions on some important raised issues from the experience they went through during the FORI training. The interviewees were selected according to their scores in the posttest. They were ranging from high, to average, to low achievers; two (02) highest scores, two (02) average scores, and two (02) lowest scores. In other words, it was the fluency progress of these individuals made from pre to posttest that established the basis in this selection. To protect participants' confidentiality, we used their surnames instead of their full names.

#### **4.5.2.3.2.4. Context of the Interviews**

Before conducting the interviews, an interview schedule was arranged in advance with a set of guiding questions presented in Appendix V to aid in directing the conversation around the subject of concern. The schedule was designed with reference to the questionnaire because both of them had the same target. Despite the fact that the schedule is composed of fixed questions, some additional questions have arisen during the interview where the interviewees' feedback is again questioned. Moreover the order of questions was not rigidly followed. In responding to the questions some interviewees anticipated to other questions resulting in the emergence of new questions and the deletion of others.

After informing the respondents about the objectives of this action research, the interview was held. The interview gathering took place at the ENS-C in an appropriate room, a research laboratory, to avoid any kind of disturbance and interruption. It lasted two (02) hours where each respondent was questioned for about twenty (20) minutes. With the permission of the interviewees, the interviews were audio taped to guarantee accuracy in recoding all their responses. These audio-recordings were transcribed stating explicitly all what was said, word to word

transcription. Transcripts were marked with the interviewees surnames (see Appendix XVIII).

#### **4.5.2.3.2.5. Description of the Interview Questions**

As displayed in appendix V, the interview schedule is composed of 22 semi-structured questions. The latter attempted to certify or prove false the findings of the questionnaire where opinions were crosschecked. These questions turned around the following areas:

- a. The reasons behind the positive attitude towards the FORI routine;
- b. Checking what theory says about FORI against what they have experienced
- c. Why the strengths of the FORI hide its weaknesses;
- d. The informants' perception to the FORI cycle, fluency and comprehension instructions, materials supplied, the teacher's role and their role in a FORI program;
- e. The evaluation of their own learning and the gained benefits, and their future intention as a result of these acquired skills;
- f. Finally, inspecting whether or not their participation was worthwhile.

Almost all the interview schedule items were open-ended questions seeking for opinion and attitudes, for instance, *what are the strengths and weaknesses of this program?* Even with fixed alternative items respondents were asked to justify their choice, for example, *has the use of the FORI strategies (partner reading, repeated reading, choral reading and echo reading) improved your reading fluency skills? If so, how?* Important to mention, the ordering of questions during the interview was often modified. During the interview, respondents often anticipate on other questions while responding to a question. Automatically, some questions were deleted; while



new ones emerged such as; “for *one of the interviewee, the response journal limits from her freedom as a reader? Do you agree with her?*”

## **Conclusion**

Testing the effectiveness of FORI and RR approaches in real EFL settings started when two intervention groups and a control group were under the scope of investigation for nine weeks and ended when the questionnaires and the interviews were administered to the focus group to determine how efficient FORI training was. This triangulation in approaching our study offered us a wide range of data ranging from numeric quantitative information to qualitative testimony. The findings that will be first analyzed and then discussed using different analysis procedures in accordance with the nature of the results will set the ground for answering the research questions in the coming after chapter.

**CHAPTER FIVE**  
**QUANTITATIVE DATA ANALYSIS AND DISCUSSION**

Introduction.....	163
5.1. Quasi-Experimental Study Data Analysis Procedure.....	163
5.1.1. Quantitative Correlation Study.....	163
5.1.1.1. Pretest Descriptive Statistics.....	165
5.1.1.2. Correlation Graphic Representation.....	165
5.1.1.3. Pearson Product-Moment Correlation Analysis.....	167
5.1.1.4. Interpretation of the Correlation Coefficient ( <i>r</i> ) .....	168
5.1.2. The Quasi-Experimental Study Data Analysis Procedure.....	169
5.1.2.1. The First Intervention Group: FORI-G and CG Results.....	170
5.1.2.1.1. CWPM Results.....	170
5.1.2.1.2. Accuracy Results.....	172
5.1.2.1.3. Prosody Results.....	174
5.1.2.1.4. CR Results.....	176
5.1.2.2. The Second Intervention Group: RR-G and CG Results.....	178
5.1.2.2.1. CWPM Results.....	178
5.1.2.2.2. Accuracy Results.....	180
5.1.2.2.3. Prosody Results.....	182
5.1.2.2.4. CR Results.....	184
5.1.2.3. Comparing the Two Experimental Groups' Achievements.....	186
5.1.2.3.1. CWPM Achievements.....	186
5.1.2.3.2. Accuracy Achievements.....	188
5.1.2.3.3. Prosody Achievements .....	190
5.1.2.3.4. CR Achievements.....	192

<b>5.2.</b>	<b>Discussion of the Quasi-Experimental Study Findings.....</b>	<b>194</b>
<b>5.2.1.</b>	<b>Summary of the Findings.....</b>	<b>194</b>
<b>5.2.1.1</b>	<b>The FORI-G Gains.....</b>	<b>194</b>
<b>5.2.1.2</b>	<b>The RR- Gains.....</b>	<b>196</b>
<b>5.2.1.3</b>	<b>Fluency Gains during the Treatment Period.....</b>	<b>197</b>
<b>5.2.2.</b>	<b>Discussion of the Findings.....</b>	<b>198</b>
<b>5.2.2.1.</b>	<b>Research Question One.....</b>	<b>199</b>
<b>5.2.2.2.</b>	<b>Research Question Two.....</b>	<b>202</b>
<b>5.2.2.3.</b>	<b>Research Question Three.....</b>	<b>203</b>
<b>5.2.2.4.</b>	<b>Research Question Four.....</b>	<b>205</b>
<b>5.2.2.5.</b>	<b>Research Question Five.....</b>	<b>206</b>
<b>5.2.3.</b>	<b>The Comparative Benefits of FORI Approach Vs RR Approach.....</b>	<b>207</b>
	<b>Conclusion.....</b>	<b>208</b>

## **Chapter Five**

### **Quantitative Data Analysis and Discussion**

#### **Introduction**

The purpose of chapter five is to describe the quantitative analysis and discussion of results. In this quantitative, quasi-experimental study, the main objective of the data analysis was to test whether or not a relation exists between fluency and comprehension, to check to what extent these skills enhance in 2<sup>nd</sup> year EFL students as a result of two fluency instructional procedures FORI and RR, and to judge which of them is more effective. To answer the research questions, first, the participants' pretest scores for the 3-MRA test were examined to determine the existence of a correlation; and then, pre/posttest scores were analyzed to detect any perceived changes in automaticity, accuracy, prosody and retelling comprehension.

#### **5.1. Quasi-Experimental Study Data Analysis Procedure**

The quantitative analysis of data is displayed in two phase. The first one includes the quantitative correlation analysis of pretest results, and the second one includes a statistical analysis where pretest and posttest results are compared to test the hypothesis and answer the research questions.

##### **5.1.1. Quantitative Correlation Study**

Examining the type of the existing relationship between fluency and comprehension becomes a field of interest attracting investigators attention mainly after proving that there is a correlation between these two reading skills (Samuels, 2006r; Rasinski, 2006; Rasinski et al., 2009; Rasinski & Pedak, 2013). Stimulated by this bulk of researches, our first research action is to explore whether or not these two variables correlate with one another. A correlation study, another kind of non-

experimental research design, requires from the researcher to rely on the correlational statistic to describe and measure the degree of relationship between two or more variables (Creswell, 2009:41). Variables are said to be positively correlated when high values on one predict high values on the other (Sapsford & Jupp, 2006:121).

In this work, automatic word recognition was represented by CWPM at which the participants read the text; however, comprehension was illustrated by the participants' scores on the comprehension retelling. Investigating if CWPM scores correlated with CR scores, and then measuring the degree of this correlation facilitated the understanding of our dependent variables before engaging in a more deep analysis of the nature of this association. Because a correlation study does not imply a causal relationship (Gray, 2004); rather, it paves the way for the coming steps in this research, experimental study.

In this quantitative correlation study, we used the data collected in the pre-test. The participants scores in CWPM and CR were employed to establish whether or not these latter correlate one with the other. As long as a correlation is not a complete summary of the two -variable data, the means and standard deviation of both x and y along with the correlation are assumed important in a quantitative correlation study (Moore, 2007:110). Hence, we commenced by the analysis of the quantitative scores where descriptive statistics of the participants' scores in the pre-test was utilized. This step was followed by the correlation analysis.

### 5.1.1.1. Pretest Descriptive Statistics

**Table 5: Descriptive Statistics of Pretest**

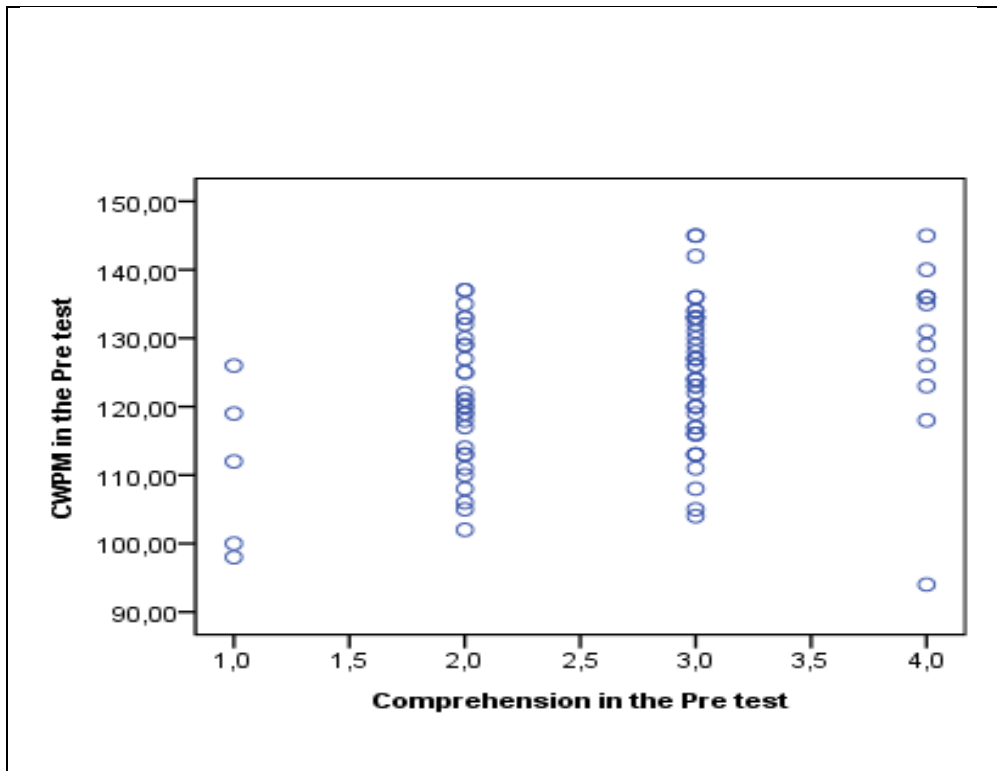
<b>Descriptive Statistics</b>	<b>N</b>	<b>Mean</b>	<b>SD</b>
<b>CWPM</b>	90	123.22	11.06
<b>Prosody</b>	90	8.93	1.436
<b>Accuracy</b>	90	92.93	2.41
<b>CR</b>	90	3.50	1.09

**Table 5** displays the Mean scores and Standard Deviation (SD) of the four dependent variables in the pre-test for the 90 participants, subject of the study. We notice that the mean score of CWPM is 123.22 and the SD is 11.06. Prosody's mean score is 8.93 with an SD of 1.436. For accuracy, it is 92.93 as a mean and 2.41 as an SD. CR mean is 3.50 and an SD of 1.09.

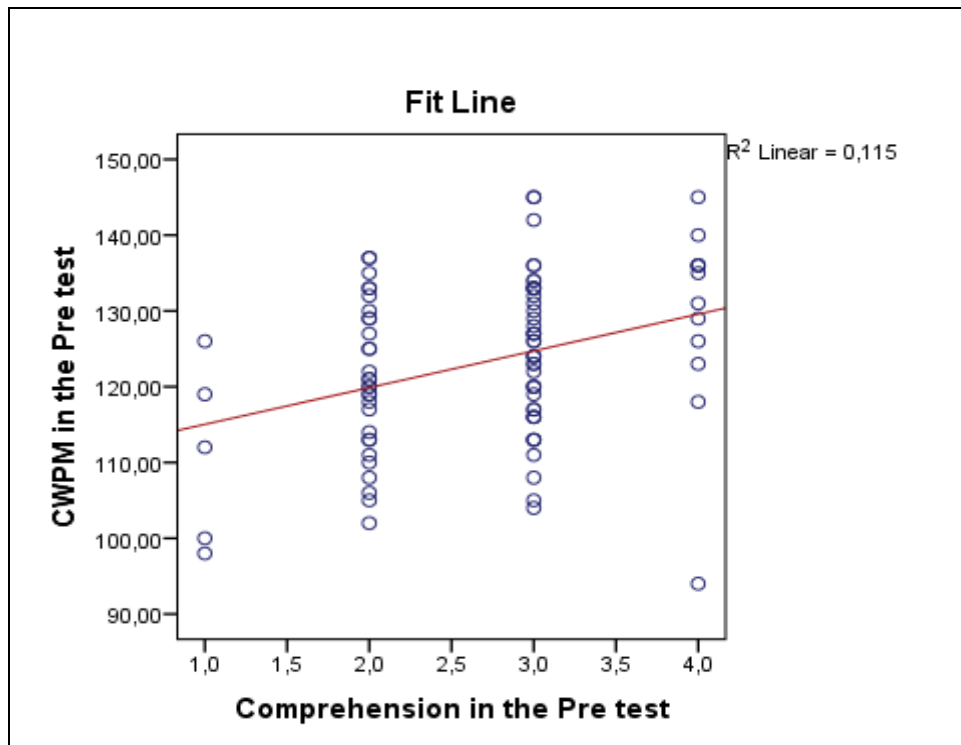
### 5.1.1.2. Correlation Graphic Representation

Prior to investigating the relationship between two quantitative variables, it is always helpful to create a graphical representation where the two variables are included. The most useful graph for displaying this relationship is the scatter plot (Moore, 2007). The latter "shows the relationship between two quantitative variables measured for the same individuals where values of one variable appear on the horizontal axis, and the values of the other variable appear on the vertical axis", clarifies Moore (2007:98). As such, each individual in the data appears as a point on the graph.

**Figure 3: CWPM and CR Scatter Plot**



**Figure 4: The Best Fit-Line**



As a scatter plot provides a visual representation of the correlation or relation between the two variables, we notice in **Figure 3** that the data points representing the two dependent variables, CWPM and CR, seem somehow falling closer to the regression line displayed in **Figure 4**. It looks as if one variable can be predicted from the other with some degree of accuracy. Hence, one can say there is a kind of association between CWPM and CR. To decide about the nature of this relationship, if it really exists between these variables, all the needed is to calculate the Pearson product-moment coefficient that helps in deciding about the strength and the direction of the relationship. CWPM and CR scores in the pre-test generated via 3-MRA were statistically compared to explore the strength or weakness of the correlation.

### 5.1.1.3. Pearson Product-Moment Correlation Analysis

A Pearson product-moment correlation coefficient ( $r$ ) was computed to assess the relationship between participants' achievement in their comprehension and reading fluency scores. The coming after **Table 6** attempts to determine the statistical significant correlation between reading fluency and retelling comprehension. The reading fluency subscale measured was automaticity (WCPM). In computing the correlation coefficient between CWPM and comprehension, we relied on SPSS 20.0 statistical analysis.

**Table 6: Correlation Chart CWPM and CR in Pretest**

		CWPM in the Pretest	RC in the Pretest
CWPM in the Pretest	Pearson Correlation	1	.339**
	Sig. (2. tailed)		.001
	N	90	90
CR in the Pre test	Pearson Correlation	.339**	1
	Sig. (bilatérale)	.001	
	N	90	90

\*\* . Correlation is significant the 0.01 level (2-tailed).



We notice from the above table that the Pearson correlation ( $r$ ) equals .339 and the  $p$  value is 0.01. What do these numerical data communicate?

#### **5.1.1.4. Interpretation of the Correlation Coefficient ( $r$ )**

Analysis of the data displayed in the scatter plot in Figure 3 using Pearson product-moment correlation coefficient ( $r$ ) revealed that there is a moderate positive correlation between the two variables,  $r(90)=.339$ ,  $p < 0, 01$  as shown in **Table 6** Why such conclusion?

Pearson Correlation coefficient ( $r$ ) that is a measure of the linear relationship between two numerical values may “range from  $-1$  (a perfectly negative relationship) to  $+1$  (a perfectly positive relationship), with  $0$  meaning no relationship” ( Gray, 2004:396) . This means that the closer the ( $r$ ) is to  $-1$  or  $+1$ , the stronger the correlation is between the variables. The negative numbers represents a negative correlation (one variable increases, the other variable decreases) and positive numbers represents a positive correlation showing that when one variable increases, the other also increases too. Since the obtained Correlation value, as stated by the SPSS.20 statistical analysis, is 0.339, it confirmed what was apparent in the Scatter Plot and the Fit-Line; it appeared to be a positive correlation between CWPM and RC scores.

By convention, if the  $p$  value is less than .05, then the correlation is considered to be significant, meaning that one can be 95% confident that the relationship between the variables (subject of the correlation) is not due to chance. According to the correlation chart, the fact that the Sig value is .001 (which is less than .05), we can confirm the existence of a significant correlation between the two dependent variables.

## 5.2. The Quasi-Experimental Data Analysis Procedure

The form, strength and measure of the association between reading fluency components and comprehension revealed the existence of a positive and linear correlation. Searching for the fluency instructional methods that enhance fluency and comprehension as well leads us to make a thorough quantitative analysis. To examine whether the implementation of FORI and RR, two different fluency instruction procedures, improve CWPM, accuracy, prosody and reading comprehension scores of 2<sup>nd</sup> year EFL students at the ENS-C, pre and posttest results were analysed.

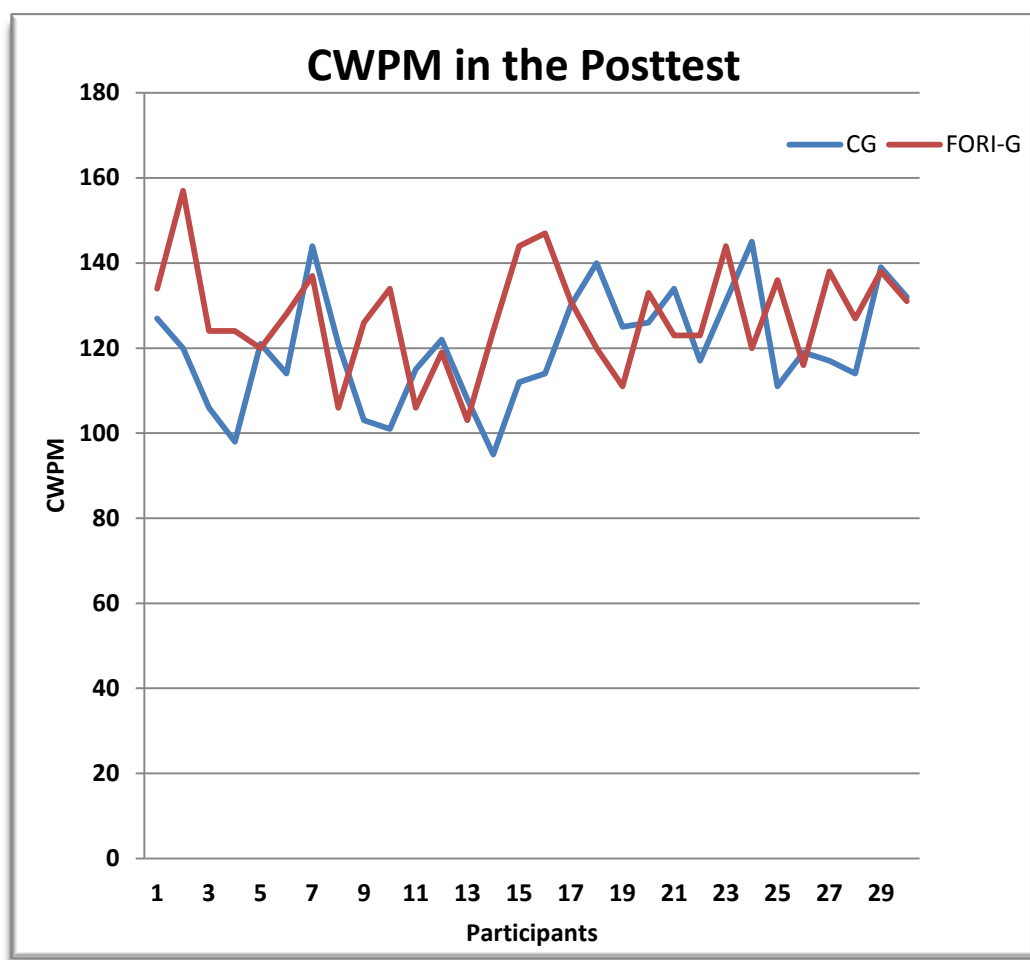
The quantitative analysis of the pre and post-test results was divided into two parts: first, the results of each dependent variable during the posttest were demonstrated in graphs to visualize if there was an apparent difference in the performance of the three groups (FORI-G, RR-G and CG). In the second part, and after describing statistically the collected data from the pre-test and the posttest of CWPM, accuracy, prosody and RC, we compared means. As long as a hypothesis cannot be confirmed just by comparing means, mainly if the difference is not large, a statistical analysis is followed. We employed a *t*-test analysis to give more validity for the findings and to reinforce the drawn conclusions. Before responding to the research questions, pre/post test results of the two experimental groups were compared to that of the CG. We aimed to check, first, if the three dependent variables-CWPM, prosody and RC- differentiate one group from another. In analyzing these differences, at the beginning, we provided a descriptive statistic for participants' scores in each dependent variable. We then distinguished means to set up important conclusions. To validate these latter, we tested for the statistical significance of differences in the means using a *t* test. Prior engaging in this statistic

description and analysis, scores of each experimental group were contrasted to those of the control group through a series of graphs. The aim from this graphic representations, explains Moore (2007:15), is to help in the understanding of data.

### 5.1.2.1. The First Intervention Group: FORI-G and CG Results

#### 5.1.2.1.1. CWPM Results

Figure 5: Posttest CWPM for FORI-G and CG



By first sight, we notice in **Figure 5** that the red curve portraying the performance of the FORI-G is slightly higher than the blue one that is demonstrating the CG performance. This means that CWPM of the two groups in the posttest seems apparently different.

➤ **Descriptive Statistics**

**Table 7: Descriptive Statistics: Pre/Posttest CWPM for FORI-G and CG**

Descriptive Statistics	CG		FORI-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	124,2	120.03	123.2	127.46
<b>SD</b>	12.793	13.176	9.341	12.549
<b>Median</b>	125.50	119.50	124.50	126.50
<b>MIN</b>	94	95	105	103
<b>MAX</b>	145	145	140	157

From the results listed in **Table 7**, we notice that the mean scores of the CG, 124.2 and FORI-G, 123.2 in CWPM pretest, are nearly similar with a slight difference. The same remark is made for the rest of values namely Standard deviation (SD), Median, minimum (MIN) and maximum (MAX) scores. However, comparing the means of both groups in CWPM posttest shows that the mean score of the FORI-G, 127.46 is interestingly higher than the control one, 120.03 with a considerable difference. An apparent variance is also observed for the remaining values. This reveals that the FORI-G manifests a progress in CWPM which is not the case of the CG whose scores have rather regressed since the pretest. To show the significance of this comparison a statistical testing is needed.

➤ ***t*-Test Statistical Analysis**

**Table 8: CWPM Mean Difference between FORI-G and CG in Posttest**

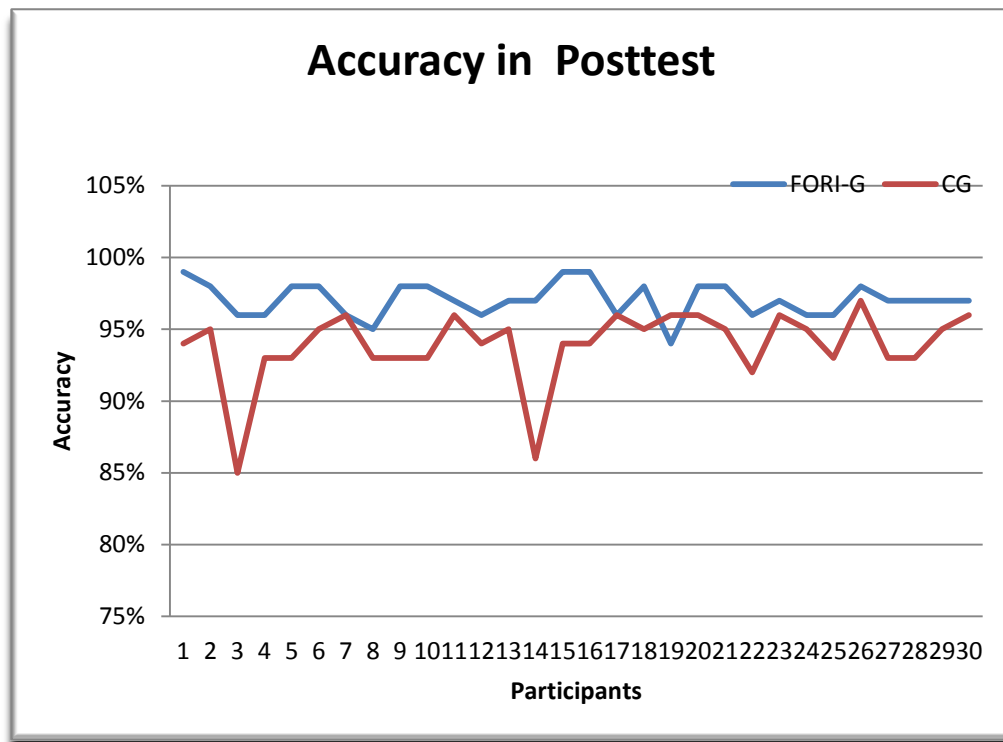
	CWPM Mean Difference					
	N	Mean/Difference	Std. error	Student <i>t</i>	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>7.43</b>	3.32	<b>2.237</b>	58	<b>.762</b>

**Table 8** reveals that posttest CWPM mean difference between the two groups is 7.43 and the calculated *t* equals 2.237. Since our work is based on one tailed test, to confirm or refute the stated hypothesis, the calculated *t* at 0.05 level of

significance must equal or exceed the half of the critical  $t$ . The results from Independent Samples  $t$ -test Procedure reveal that the calculated  $t$  with 58 degrees of freedom at 0.05 level of significance equals 2.237. Since the value of the calculated  $t$  exceeds the value of the critical  $t$   $2.237 > 1.118$ , this means that the results obtained from this study are statistically different. Consequently, a statistically significant difference exists between the two groups in terms of CWPM. Such conclusion reflects the positive effect of the FORI procedure to which the experimental group has been exposed. The research question asserting that when FORI is applied, 2<sup>nd</sup> year EFL learners' CWPM increase is upheld.

### 5.1.2.1.1. Accuracy Results

Figure 6: Posttest Accuracy for FORI-G and CG



From **Figure 6**, it is quite apparent that the performance of the FORI-G in the posttest represented by the blue line is greater from that of the CG which is

represented by to the red curve. This means that word reading accuracy of the two groups in the posttest is remarkably distinctive.

### ➤ Descriptive Statistics

**Table 9: Descriptive Statistics: Pre/Posttest Accuracy for FORI-G and CG**

Descriptive Statistics	FORI-G		CG	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	94.30	97.07	92.57	93.90
<b>SD</b>	2.336	1.202	1.775	2.631
<b>Median</b>	95.00	97	93.00	94.50
<b>MIN</b>	89	94	89	85
<b>MAX</b>	98	99	95	97

As exposed in **Table 9**, the mean scores of the FORI-G, 94.30 and C-G, 92.57 in accuracy pretest, are slightly different. Similar remarks are generated for the rest of values SD, Median, MIN and MAX scores. But, when comparing the means of both groups in the posttest, we deduce that the mean score of the FORI-G, 97.07 is higher than the C-G one, 93.90. Observable variance is made for the remaining values. This proves that the FORI-G divulges a progress in accuracy which is not the case of the C-G. To show the significance of this comparison a statistical testing is needed.

### ➤ *t*-Test Statistical Analysis

**Table 10: Accuracy Mean Difference between FORI-G and CG in Posttest**

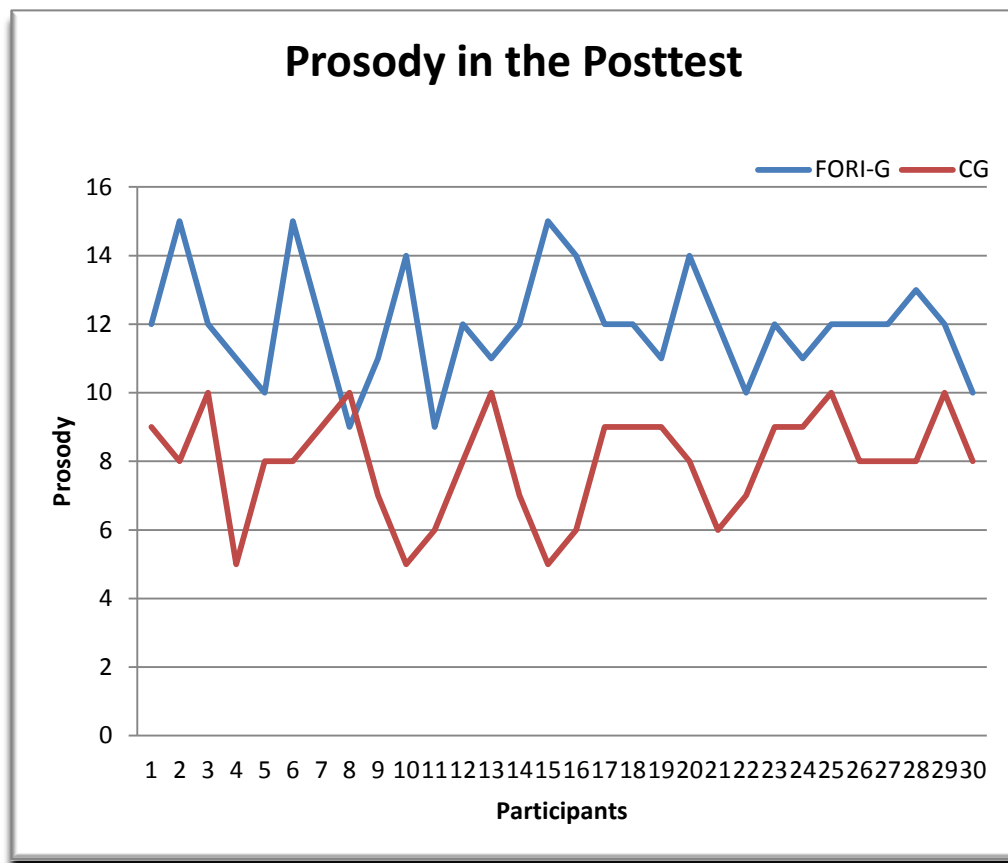
	Accuracy Mean difference					
	N	Mean/ Difference	Std. error	Student- <i>t</i>	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>3.167</b>	<b>.528</b>	<b>5.997</b>	58	<b>.045</b>

**Table 10** indicates that posttest accuracy mean difference between the two groups equals is 3.167 and the calculated *t* equals 5.997. As the value of the calculated *t* with 58 degrees of freedom at 0.05 level of significance exceeds the

value of the critical  $t$   $5.997 > 1.118$ , this means that the results obtained from this study are statistically different. As a result, a statistically significant difference exists between the two groups in terms of accuracy. This reveals that it is statistically certified that the FORI program has positive effects on reading accuracy. The research question asserting that when FORI is applied, 2<sup>nd</sup> year EFL learners' accuracy increase is proved true.

### 5.1.2.1.2. Prosody Results

**Figure 7: Posttest Prosody for FORI-G and CG**



Looking at **Figure 7**, we easily perceive that the red curve portraying the performance of the FORI-G is higher than the blue one that is demonstrating the CG

performance. This means that prosody achievement of the two groups in the posttest is apparently different.

### ➤ Descriptive Statistics

**Table11: Descriptive Statistics: Pre/Posttest Prosody for FORI-G and CG**

Descriptive Statistics	CG		FORI-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	8.93	7.97	9.03	11.97
<b>SD</b>	1.574	1.542	1.450	1.608
<b>Median</b>	9	8	9	12
<b>MIN</b>	6	5	5	9
<b>MAX</b>	12	10	11	15

As displayed in **Table 11**, the mean scores of the CG, 8.93 and FORI-G, 9.03 in prosody pretest, are nearly similar with a negligible difference. The same remark is made for the rest of values SD, Median, MIN and MAX scores. Eye strikingly when comparing the means of both groups in prosody posttest, one can see that the mean score of the FORI-G, 11.97 is interestingly higher than the control one, 7.97 with a considerable difference. An apparent variance is also observed for the remaining values. This reveals that the FORI-G manifests a progress in prosody which is not the case of the CG whose scores have rather regressed since the pre-test. To show the significance of this comparison a statistical testing is needed.

### ➤ t-Test Statistical Analysis

**Table 12: Prosody Mean Difference between FORI-G and CG in Posttest**

	Prosody Mean difference					
	N	Mean	Std. error	Student-t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>4.00</b>	.407	<b>9.834</b>	58	<b>.762</b>

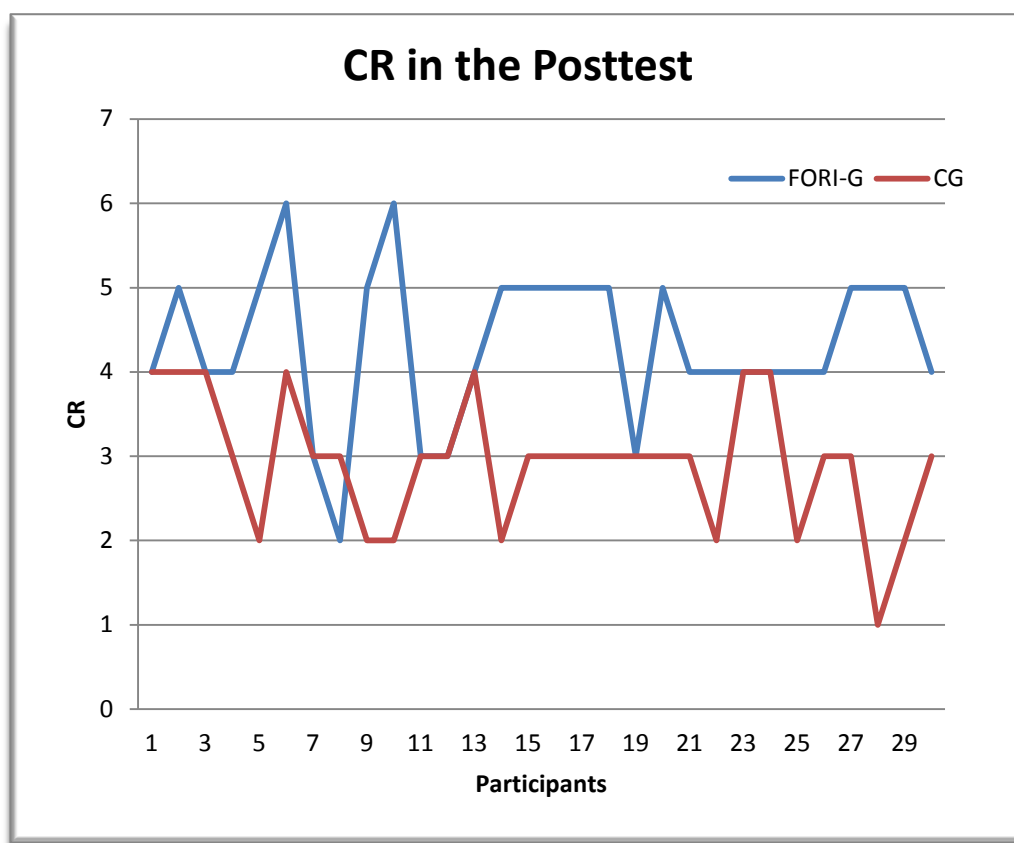
**Table12** demonstrates that posttest prosody mean difference between the two groups is 4.00 and the calculated  $t$  equals 9.834. Since the value of the calculated



$t$  with 58 degrees of freedom at 0.05 level of significance exceeds the value of the critical  $t$   $9.834 > 1.118$ , this means that the results obtained from this study are statistically different. Consequently, a statistically significant difference exists between the two groups in terms of prosody. This finding reflects the positive effect of the FORI procedure to which the experimental group has been exposed. The research question asserting that when FORI is applied, 2<sup>nd</sup> year EFL learners' prosody increase is proved true.

### 5.1.2.1.3. CR Results

**Figure 8: Posttest CR for FORI-G and CG**



**Figure 8** shows that the blue curve embodying the comprehension performance of the FORI-G in the posttest is remarkably higher than the red curve that symbolizes the attainment of CG in this test.

➤ **Descriptive Statistics**

**Table13: Descriptive Statistics: Pre/Posttest CR for FORI-G and CG**

Descriptive Statistics	FORI-G		C-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	3	4.33	2.67	2.93
<b>SD</b>	.643	.922	.711	.785
<b>Median</b>	3	4	3	3
<b>MIN</b>	2	2	1	1
<b>MAX</b>	4	6	4	4

As summed in **Table 13**, the mean scores of the FORI-G, 3 and CG, 2.67 in CR pretest, are nearly the same with a slight difference. Similar can be said for remaining values namely SD, Median, and MIN and MAX scores. Hence, comparing the means of both groups in posttest shows that CR mean score of the FORI-G, 4.33 is remarkably distinctive to the one of the CG, 2.93 with a considerable difference. Noticeable deviation is also noticed for the other values. This reveals that the FORI-G exhibits an eye-catching progress in CR which is not the case of the CG who rather remains stable. To certify the statistical significance of this conclusion, a *t*-test statistical analysis is utilized.

➤ ***t*-Test Statistical Analysis**

**Table 14: CR Mean Difference between FORI-G and CG in Posttest**

	CR Mean difference					
	N	Mean	Std. error	Student- <i>t</i>	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>1.40</b>	.221	<b>6.33</b>	58	<b>.162</b>

According to the results presented in **Table14**, posttest CR mean difference between the two groups equals 1.40 and the calculated *t* equals 6.33. As the value of the calculated *t*(58) at 0.05 level of significance is higher than the value of the critical *t*,  $6.33 > 1.118$ , this confirms the statistical significance of these results. Such

confirmation proves that the FORI program has positive effects on comprehension recall. Hence, the research question asserting that when FORI procedure is applied, 2<sup>nd</sup> year EFL learners' CR increase is confirmed.

### 5.1.2.2. The Second Intervention Group: RR-G and CG Results

#### 5.1.2.2.1. CWPM Results

Figure 9: Posttest CWPM for RR-G and CG

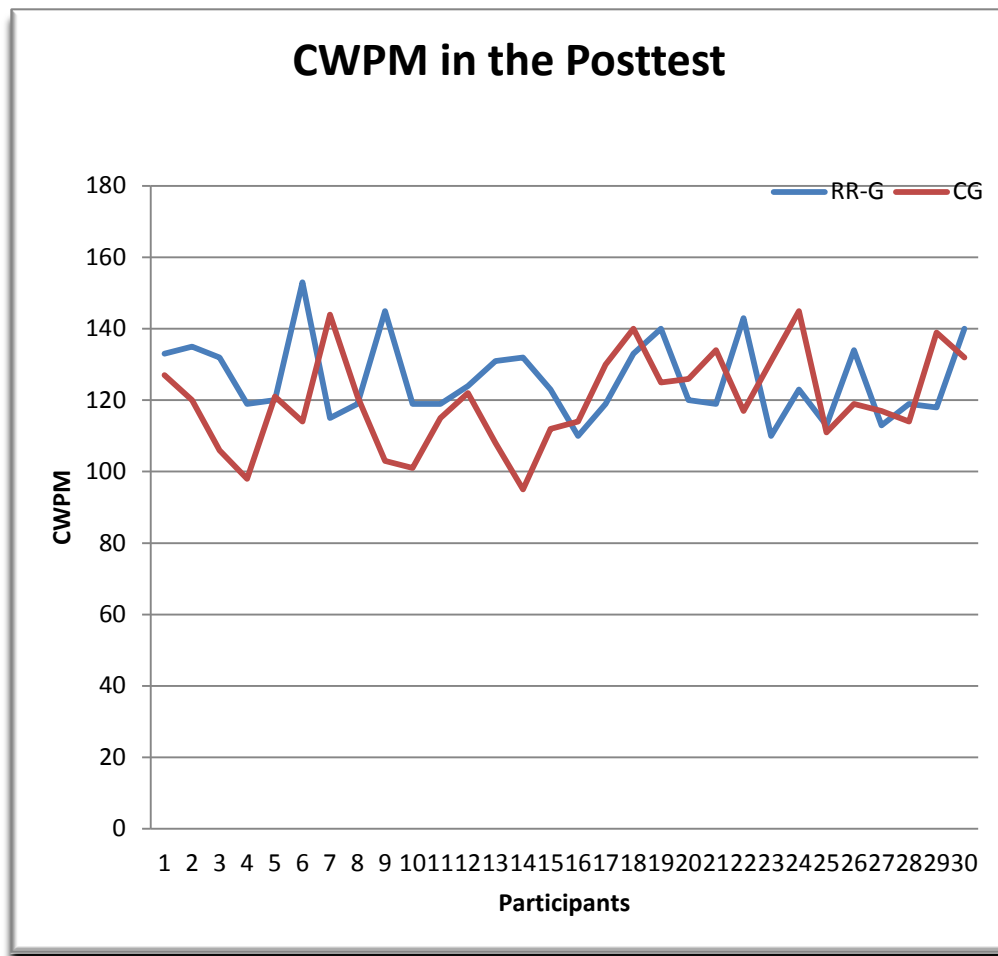


Figure 9 displays RR-G and CG performance in the post-test. We see that the blue curve portraying the performance of the RR-G is modestly higher than the red one that is representing CG performance. This means that CWPM of the two groups in the posttest is slightly different.

➤ **Descriptive Statistics**

**Table 15: Descriptive Statistics: Pre/Posttest CWPM for RR-G and CG**

Descriptive Statistics	CG		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	124,2	120.03	122.26	125.76
<b>SD</b>	12.793	13.176	11.08	9.341
<b>Median</b>	125.50	119.50	122.50	121.50
<b>MIN</b>	94	95	98	110
<b>MAX</b>	145	145	145	153

From the results presented in **Table 15**, we can see that the mean scores of the CG, 124.2 and RR-G, 122.26 in CWPM pretest, are quite similar with an inconsiderable difference. The similar remark can be said for SD, Median, and MIN and MAX scores. However, comparing the means of both groups in CWPM posttest shows that the mean score of the RR-G 125.76 is higher than the CG, 120.03 one, with a noticeable difference. An apparent deviation is also spotted for the remaining values. This reveals that the RR-G divulges an improvement in CWPM which is not the case of the CG whose scores have rather regressed since the pre-test. To evidence the significance of this comparison a statistical testing is needed.

➤ **t-Test Statistical Analysis**

**Table 16: CWPM Mean Difference between RR-G and CG in Posttest**

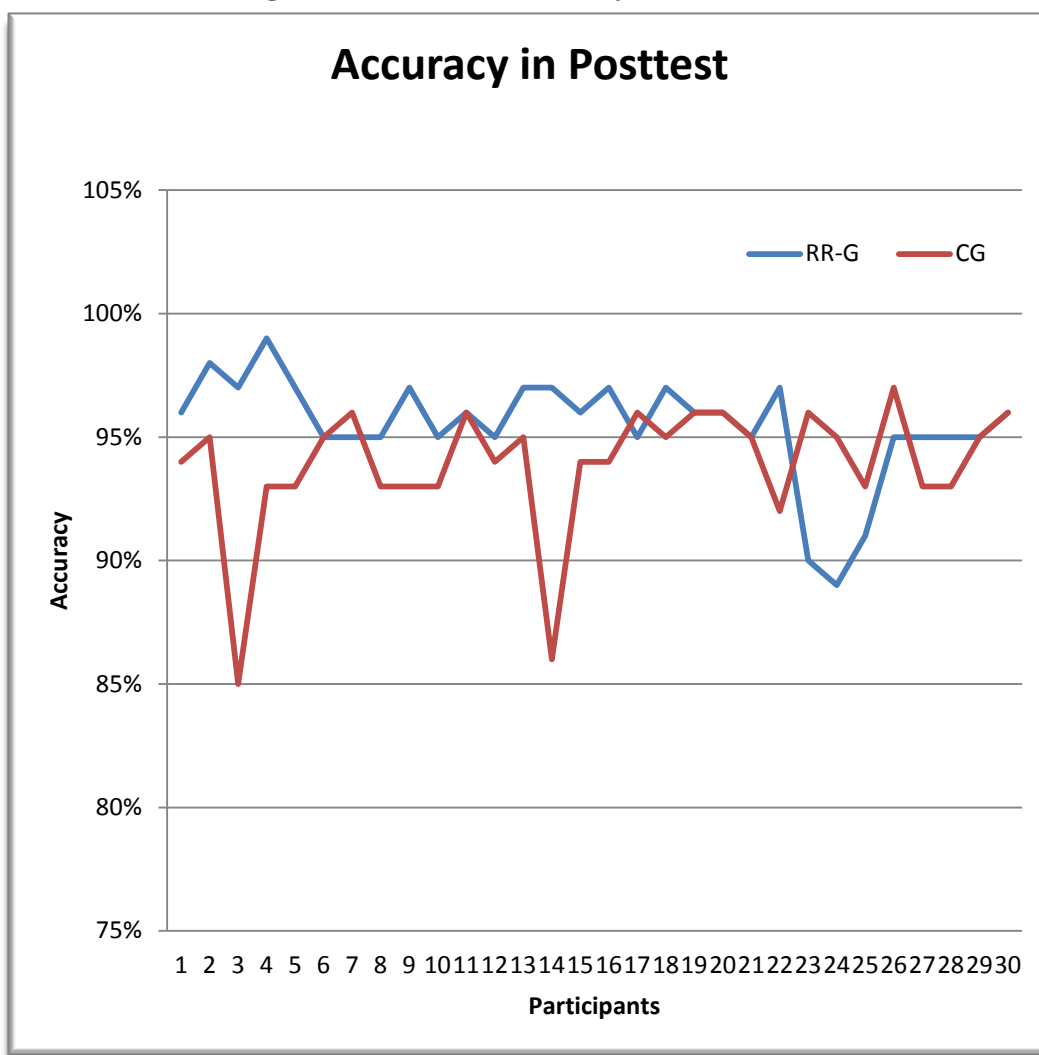
	CWPM Mean difference					
	N	Mean/ Difference	Std. error	Student-t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>5.733</b>	3.147	<b>1.82</b>	58	<b>.577</b>

**Table 16** shows that posttest CWPM mean difference between the two groups is 5.733 and the calculated  $t$  equals 1.82. Since the value of calculated  $t(58)$  at 0, 05 level of significance exceeds the value of the critical  $t(58)$   $2.237 > 1.118$ , this affirms that the results obtained from this study are statistically different. Such conclusion reflects the positive effect of the RR procedure to which the experimental

group has been exposed. The research question asserting that when RR procedure is applied, 2<sup>nd</sup> year EFL learners' CWPM increase is proved true.

### 5.1.2.2.2. Accuracy Results

**Figure 10: Posttest Accuracy for RR-G and CG**



From **Figure 10**, one can visually perceive that blue curve representing accuracy performance of the RR-G in the posttest is a bit increasing from that of CG, the red curve with the exception of few individual differences.

➤ **Descriptive Statistics**

**Table 17: Descriptive Statistics: Pre/Posttest Accuracy for RR-G and CG**

Descriptive Statistics	RR-G		CG	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	91.93	95.47	92.57	93.90
<b>SD</b>	2.477	2.145	1.775	2.631
<b>Median</b>	92.00	96.00	93.00	94.50
<b>MIN</b>	87	89	89	85
<b>MAX</b>	97	99	95	97

As exposed in **Table 17**, the mean scores of the RR-G, 91.93 and C-G, 92.57 in accuracy pretest, are nearly the same. Similar remarks are generated for the rest of values SD, Median, MIN and MAX scores. But, when comparing the means of both groups in accuracy posttest, we deduce that the mean score of the RR-G, 95.47 is higher than the C-G one, 93.90. Observable variance is made for the remaining values. This proves that RR-G divulges a progress in accuracy which is not the case of the C-R. To show the significance of this comparison a statistical testing is needed.

➤ **t-Test Statistical Analysis**

**Table 18: Accuracy Mean Difference between RR-G and CG in Posttest**

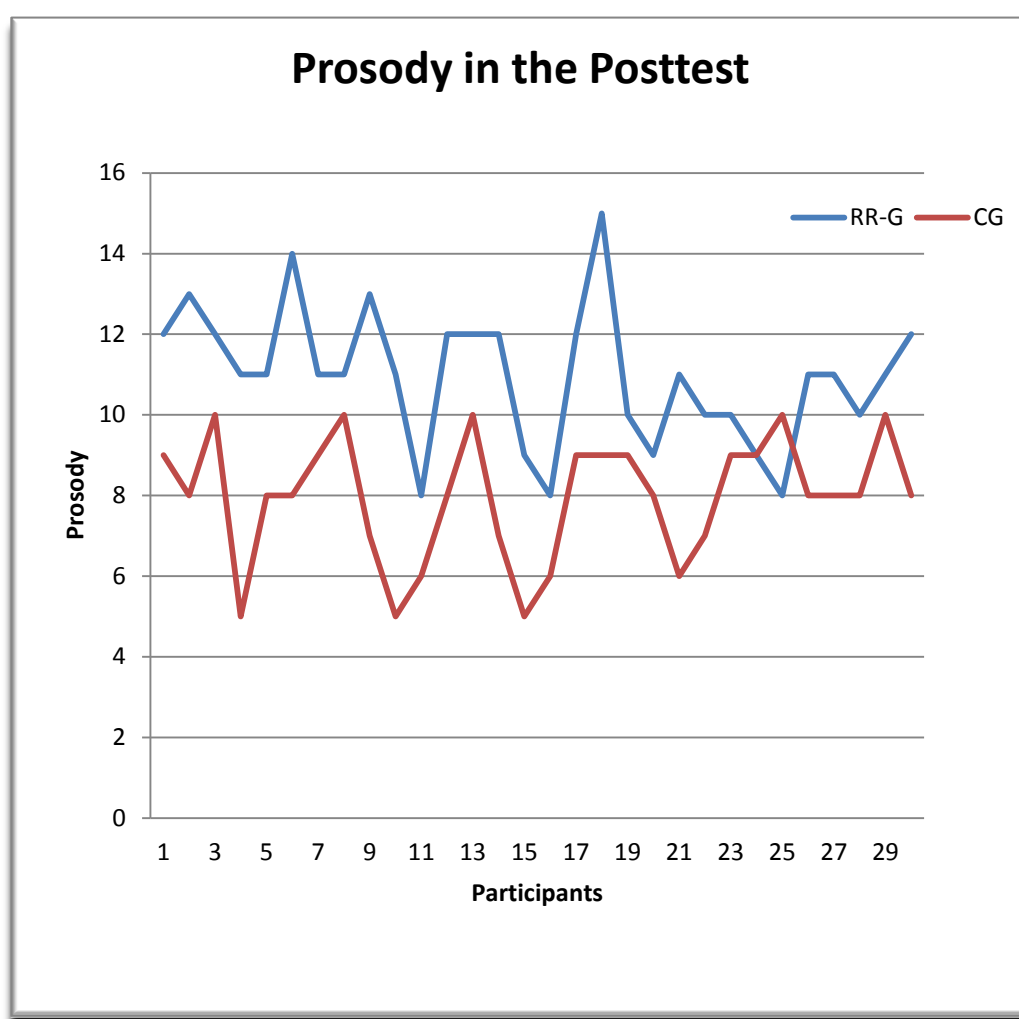
	Accuracy Mean difference					
	N	Mean/ Difference	Std. error	Student- t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>1.567</b>	<b>.620</b>	<b>2.528</b>	58	<b>.528</b>

**Table 18** reveals that posttest accuracy mean difference between the two groups equals 1.567 and the calculated  $t$  equals 2.528. As the value of the calculated  $t$  with 58 degrees of freedom at 0, 05 level of significance exceeds the value of the critical  $t$   $2.528 > 1.118$ , this means that the results obtained from this study are statistically different. As a result, a statistically significant difference exists between the two

groups in terms of accuracy. This means that, it is statistically certified that the RR method has positive effects on reading accuracy. Thereupon, the research question asserting that when RR procedure is applied, 2<sup>nd</sup> year EFL learners' accuracy improves is asserted true.

### 5.1.2.2.3. Prosody Results

Figure11: Posttest Prosody for RR-G and CG



By glimpsing at **Figure 11**, we notice that the blue curve displaying the performance of the RR-G is higher than the red one that is demonstrating the CG performance. This means that prosody of the two groups in the posttest is seemingly different.

## ➤ Prosody Descriptive Statistics

**Table19: Descriptive Statistics: Pre/Posttest Prosody for RR-G and CG**

Descriptive Statistics	CG		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	8.93	7.97	8.83	10.97
<b>SD</b>	1.574	1.542	1.315	1.691
<b>Median</b>	9	8	8	11
<b>MIN</b>	6	5	7	8
<b>MAX</b>	12	10	11	15

As exposed in **Table19**, the mean scores of the CG, 8.93 and RR-G, 8.83 in prosody pretest, are nearly the same. The same remark is made for the rest of values SD, Median, MIN and MAX scores. However, by comparing the means of both groups in prosody posttest, we notice that the mean score of the RR-G, 10.97 is remarkably higher than the control one, 7.97. An apparent variance is also observed for the remaining values. This proves that the RR-G manifests a progress in prosody which is not the case of the CG whose scores have rather regressed since the pre-test. To show the significance of this comparison a statistical testing is needed.

## ➤ t-Test Statistical Analysis

**Table 20: Prosody Mean Difference between RR-G and CG in Posttest**

	Prosody Mean difference						
	N	Mean/ Difference	Std. error	std. deviation	Student- t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>3.00</b>	.418		<b>7.179</b>	58	<b>.813</b>

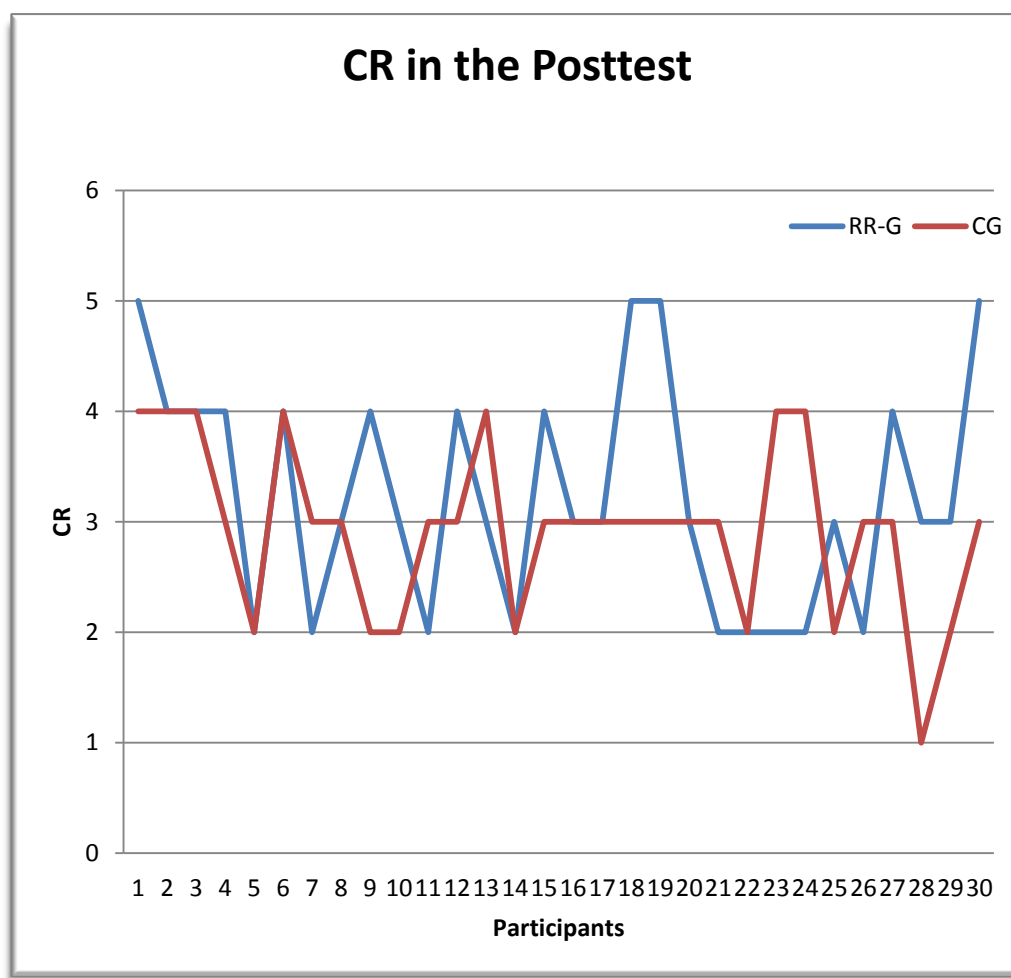
**Table 20** demonstrates that posttest mean difference between the two groups equals 3.00 and the calculated  $t$  equals 7.179. Because the value of the calculated  $t$  with 58 degrees of freedom at 0.05 level of significance exceeds the value of the critical  $t$   $7.179 > 1.118$ , this means that the results obtained from this study are statistically different. Consequently, a statistically significant difference



exists between the two groups in terms of prosody. This conclusion proves the positive effect of the RR procedure to which the experimental group has been exposed. The research question asserting that when RR is applied, 2<sup>nd</sup> year EFL learners' prosody increase is confirmed.

#### 5.1.2.2.4. CR Results

**Figure12: Posttest CR for RR-G and CG**



**Figure12** shows that the blue curve embodying the performance of the RR-G in the posttest is quite as high as the curve that represents the performance of CG, the red one. However, we cannot generate conclusions from visual perception.

➤ **Descriptive Statistics**

**Table 21: Descriptive Statistics: Pre/Posttest CR for RR-G and CG**

Descriptive Statistics	CG		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	2.67	2.93	2.40	3.23
<b>SD</b>	.711	.785	.855	1.040
<b>Median</b>	3	3	2	3
<b>MIN</b>	1	1	1	2
<b>MAX</b>	4	4	4	5

From **Table 21**, we notice that the mean scores of the RR-G, 2.40 and CG, 2.67 in CR pretest, are nearly the same with a slight difference. The same thing is said for the SD, Median, and MIN and MAX scores. Still, the comparisons of the means in the posttest reveals that CR mean score of the RR-G, 3.23 is apparently distinctive from of the CG one, 2.93 with a slight difference. Observable variance is noticed for the other values. This proves that both groups, RR-G and CG, manifest a negligible progress in CR. To check whether or not the difference in means is statistically significant, a *t*-test statistical analysis is utilized.

➤ ***t*-Test Statistical Analysis**

**Table 22: CR Mean Difference between RR-G and CG in Posttest**

	CR Mean difference					
	N	Mean/ Difference	Std. error	Student-t	DF	Sig. (p-value)
<b>Post-test</b>	60	<b>.300</b>	.238	<b>1.261</b>	58	<b>5.268</b>

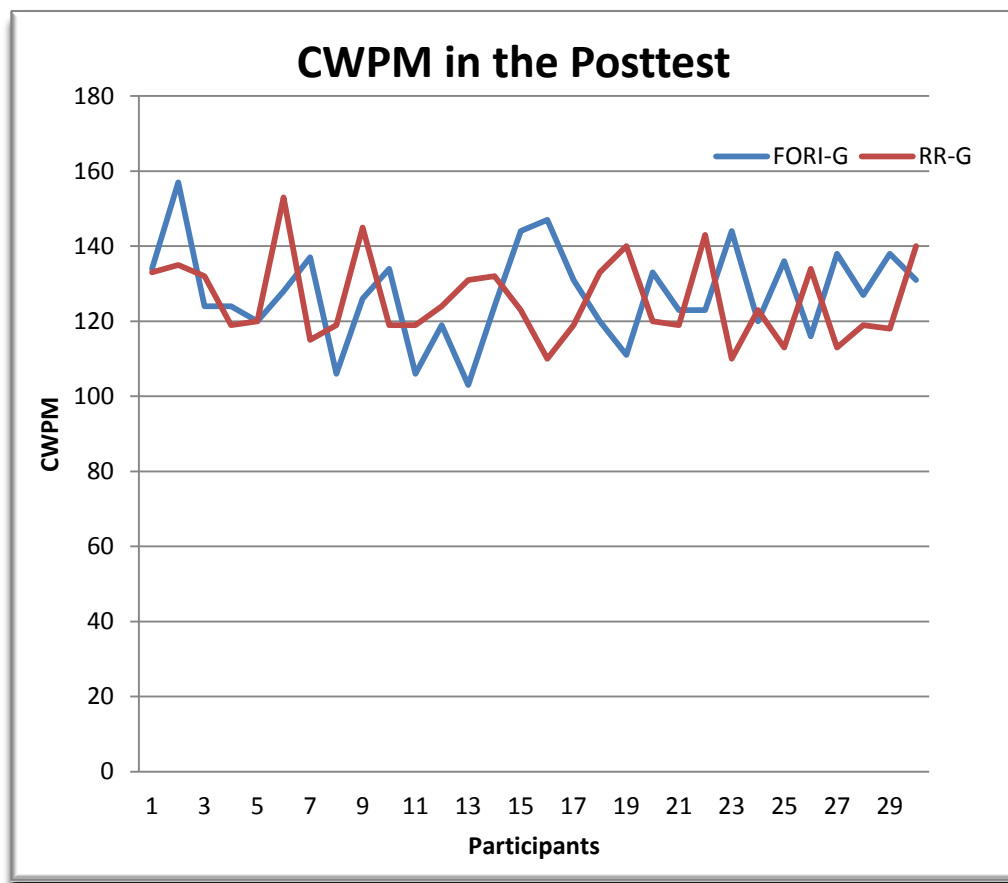
According to the results presented in **Table 22**, posttest CR mean difference between the two groups is .300 and the calculated *t* equals 1.261; but this time (compared to the pretest mean difference) it is the RR-G that outperforms the CG. As the value of the calculated *t*(58) is moderately higher than the value of the critical *t*,  $1.261 > 1.118$ , we certify the statistical significance of these findings. Such

confirmation proves that the RR procedure has positive effects on comprehension.. Accordingly, the research question asserting that when RR procedure is applied, 2<sup>nd</sup> year EFL learners' CR increase is validated.

### 5.1.2.3. Comparing the Two Experimental Groups' Achievements

#### 5.1.2.3.1. CWPM Achievements

**Figure13: Posttest CWPM for FORI-G and RR-G**



**Figure13** shows that the blue curve representing the performance of the FORI-G in the posttest is quite following the same line of the red curve that symbolizes the performance of RR-G. But still, we cannot build upon visual perception solid conclusions.

➤ **Descriptive Statistics**

**Table 23: Descriptive Statistics: Pre/Posttest CWPM for FORI-G and RR-G**

Descriptive Statistics	FORI-G		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	123.2	127.46	122.26	125.76
<b>SD</b>	9.341	12.549	11.08	11.11
<b>Median</b>	124.50	126.50	122.50	121.50
<b>MIN</b>	105	103	98	110
<b>MAX</b>	140	157	145	153

The data presented in **Table 23** shows that the mean scores of the FORI-G, 123.2 and RR-G, 122.26 in CWPM pretest, are nearly the same with a light difference. Similar can be said for SD, Median, and MIN and MAX scores. But, comparing the means of both groups in posttest shows that CWPM mean score of the FORI-G, 127.46 is slightly distinctive to that of the RR-G one, 125.76 with a negligible difference. Minor deviation is also noticed for the remaining values. This reveals that both groups demonstrate noticeable progress in CWPM. To validate the significance of this comparison, a *t*-test statistical analysis is vital.

➤ ***t*-Test Statistical Analysis**

**Table 24: CWPM Mean Difference between FORI-G and RR-G in Posttest**

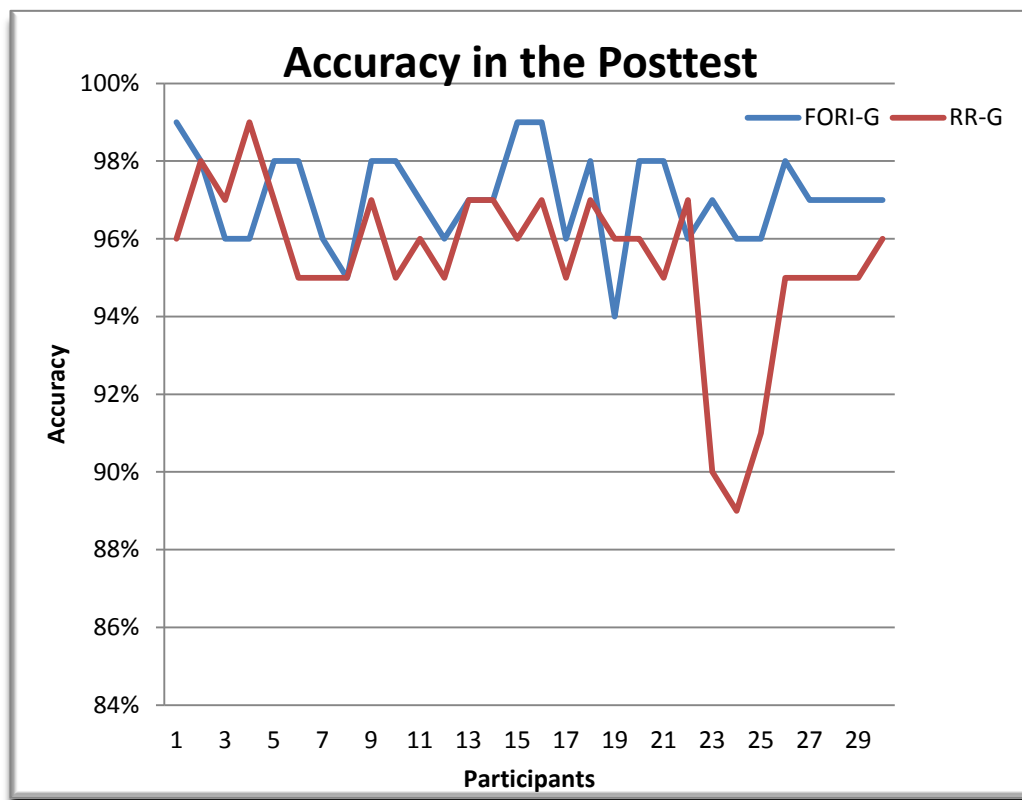
	CWPM Mean difference						
	N	Mean/ Difference	Std. error	std. deviation	Student- t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>1.70</b>	3.06		<b>.555</b>	58	<b>.827</b>

**Table 24** shows that pretest CWPM mean difference between the two groups equals .933 and it has no statistical significance as the calculated  $t(58)$  is less than the critical  $t(58)$ ,  $.555 < 1.118$ . Yet, posttest mean difference is 1.70 and the calculated  $t$  equals .555. As the value of the calculated  $t(58)$  at 0, 05 level of significance is

below the value of the critical  $t$ ,  $.555 < 1.118$ , this demonstrates that the results obtained from this study are not statistically different. Accordingly, this finding proves that both procedures (RR and the FORI) have positive results on CWPM. Hence, we affirm that the effect of the FORI method on the second year EFL learners' CWPM is not higher than the effect of the RR method; rather, both methods seem to have the same effects.

### 5.1.2.3.2. Accuracy Achievements

**Figure 14: Posttest Accuracy for FORI-G and RR-G**



From **Figure 14**, one can visually perceive that blue curve symbolizing accuracy achievements of the FORI-G in the posttest is slightly superior at many points in comparison to those of RR-G, the red curve, with the exception of few individual variances.

➤ **Descriptive Statistics**

**Table 25: Descriptive Statistics: Pre/Posttest Accuracy for FORI-G and RR-G**

Descriptive Statistics	FORI-G		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	94.30	97.07	91.93	95.47
<b>SD</b>	2.336	1.202	2.477	2.145
<b>Median</b>	95.00	97	92.00	96.00
<b>MIN</b>	89	94	87	89
<b>MAX</b>	98	99	97	99

As listed in **Table 25**, the mean scores of the FORI-G, 94.30 and RR-G, 91.93 in accuracy pretest, are nearly the same. Similar is witnessed for the SD, Median, MIN and MAX scores. But, when comparing the means of both groups in accuracy posttest, we deduce that the mean score of the FORI-G, 97.07 is higher than the RR-G one, 95.47. Observable variance is made for the remaining values. This proves that both groups, FORI-G and RR-G, manifest a progress in accuracy. To show the significance of this comparison a statistical testing is needed.

➤ **t-Test Statistical Analysis**

**Table 26: Accuracy Mean Difference between FORI-G and RR-G in Posttest**

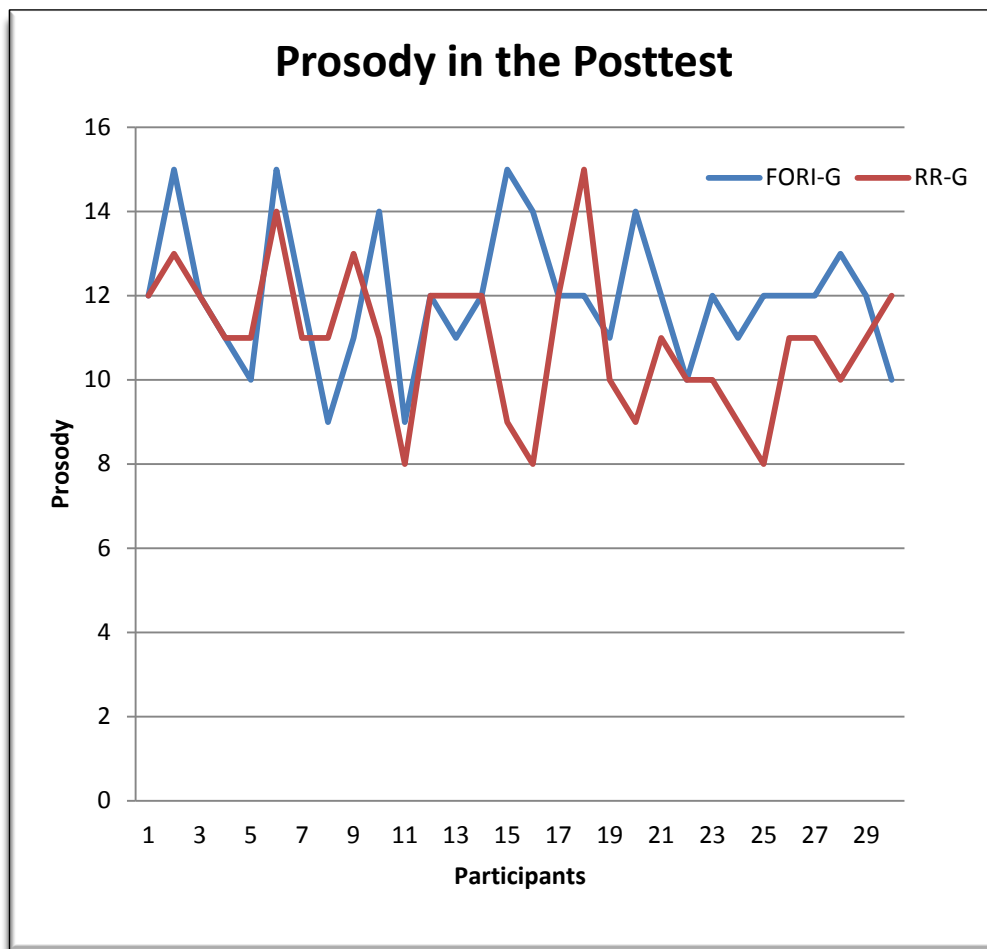
	Accuracy Mean difference					
	N	Mean/Difference	Std. error	Student-t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>1.600</b>	<b>.449</b>	<b>3.564</b>	58	<b>.127</b>

**Table 26** reveals that posttest accuracy mean difference between the two groups equals 1.600 and the calculated *t* equals 3.564. As the value of the calculated *t* with 58 degrees of freedom at 0.05 level of significance exceeds the value of the critical  $t_{3.564} > 1.118$ , this means that the results obtained from this study are statistically different. As a result, a statistically significant difference exists between the two groups in terms of accuracy. Such finding statistically certifies that the FORI

program has positive effects on reading prosody more than the RR procedure. Thereupon, we affirm that the effect of the FORI method on the second year EFL learners' accuracy is higher than the effect of the RR method.

### 5.1.2.3.3. Prosody Achievements

**Figure 15: Posttest Prosody for FORI-G and RR-G**



We can see in **Figure 15** that the blue curve displaying the prosody gains of the FORI-G is somehow high at some points and low at other points when compared to the red one that exhibits the RR-G gains. This means that prosody of the two groups in the posttest is somehow distinctive.

➤ **Descriptive Statistics**

**Table 27: Descriptive Statistics: Pre/Posttest Prosody for FORI-G and RR-G**

Descriptive Statistics	FORI-G		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	9.03	11.97	8.83	10.97
<b>SD</b>	1.450	1.608	1.315	1.691
<b>Median</b>	9	12	8	11
<b>MIN</b>	5	9	7	8
<b>MAX</b>	11	15	11	15

As exposed in **Table 27**, the mean scores of the FORI-G, 9.03 and RR-G, 8.83 in prosody pretest, are nearly the same. Similar remarks are generated for SD, Median, MIN and MAX scores. But, when comparing the means of both groups in prosody posttest, we deduce that the mean score of the FORI-G, 11.97 is slightly higher than the RR-G one, 10.97. Observable variance is made for the remaining values. Despite this distinction, both groups, FORI-G and RR-G, exhibit a progress in prosody. To show the significance of this comparison a statistical testing is needed.

➤ ***t*-Test Statistical Analysis**

**Table 28: Prosody Mean Difference between FORI-G and RR-G in Posttest**

	Prosody Mean difference					
	N	Mean/ Difference	Std. error	Student-t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>1.000</b>	.426	<b>2.347</b>	58	<b>.650</b>

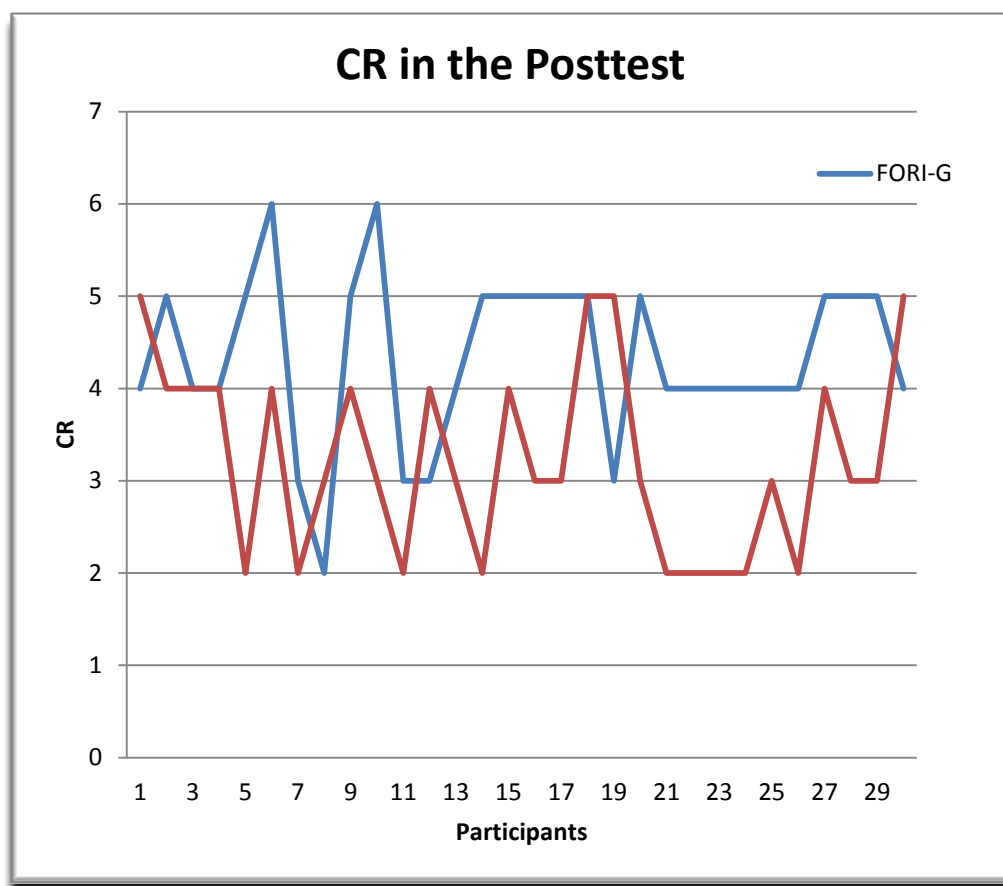
**Table 28** reveals that posttest prosody mean difference between the two groups matches 1.00 and the calculated *t* equals 2.347. As the value of the calculated *t* with 58 degrees of freedom at 0, 05 level of significance exceeds the value of the critical  $t_{2.347} > 1.118$ , this means that the results obtained from this study are statistically different. As a result, a statistically significant difference exists between the two



groups in terms of prosody. This means that, it is statistically certified that the FORI program has positive effects on reading prosody more than the RR procedure. Thereupon, we affirm that the effect of the FORI method on the second year EFL learners' prosody is higher than the effect of the RR method.

#### 5.1.2.3.4. CR Achievements

**Figure 16: Posttest CR for FORI-G and RR-G**



By glimpsing at **Figure16**, we notice that the FORI-G performance in the posttest as marked by the blue curve is distinctively higher than the one of CG as represented by the red curve. This means that comprehension Achievements of the two groups is seemingly different.

➤ **Descriptive Statistics**

**Table 29: Descriptive Statistics: Pre/Posttest CR for FORI-G and RR-G**

Descriptive Statistics	FORI-G		RR-G	
	Pretest	Posttest	Pretest	Posttest
<b>N</b>	30	30	30	30
<b>Mean</b>	3	4.33	2.40	3.23
<b>SD</b>	.643	.922	.855	1.040
<b>Median</b>	3	4	2	3
<b>MIN</b>	2	2	1	2
<b>MAX</b>	4	6	4	5

As displayed in **Table 29**, the mean scores of the FORI-G, 3 and RR-G, 2.40 in CR pretest, are quite closer one to the other. Identical is said for the other values: SD, Median, and MIN and MAX scores. Comparing the means of both groups in posttest reveals that CR mean score of the FORI-G, 4.33 is noticeably distinctive to the one of the RR-G, 3.23. Notable deviation is also perceived for the other values. This reveals that the FORI-G exhibits a progress in CR which is not the case of the RR-G who manifests a moderate increase. To certify the statistical significance of this conclusion, a *t*-test statistical analysis is operated.

➤ ***t*-Test Statistical Analysis**

**Table 30: CR Mean Difference between FORI-G and RR-G in Posttest**

	CR Mean difference					
	N	Mean/ Difference	Std. error	Student-t	DF	Sig. (p-value)
<b>Posttest</b>	60	<b>1.100</b>	.254	<b>4.334</b>	58	<b>.860</b>

In **Table 30** we see that posttest CR mean difference between the two groups equals 1.10 and the calculated *t* is 4.334. As the value of the calculated *t*(58) at 0, 05 level of significance is considerably higher than the value of the critical *t*,  $4.334 > 1.118$ , this justifies the statistical significance of these findings. Accordingly,

it is statistically proved that the FORI program has positive effects on reading comprehension recall more than the RR procedure. Thereupon, we affirm that the effect of the FORI method on the second year EFL learners' CR is higher than the effect of the RR method.

## **5.2. Discussion of the Quasi- Experimental Study Findings**

Data analysis for this quantitative, quasi-experimental, study revealed the existence of a correlation between oral reading fluency and comprehension on one hand; and on the other hand, it divulged the statistical significance of change in fluency sub-skills (CWPM, accuracy, prosody and CR) between the three groups as evidenced by the descriptive and the *t*-test statistical analysis among the of 2<sup>nd</sup> year EFL students at ENS-C. This statistical analysis of the effect of the two fluency instructional procedures, FORI and RR, on the fluency and comprehension skills of 2<sup>nd</sup> year EFL students was utilized to determine which procedure was more promoting. To achieve this goal, the discussion of the study findings is guided by five main questions (Chapter 4, Section 4.1.1). Before responding to these questions, it seems important to have a glance on the main findings achieved in this investigation.

### **5.2.1. Summary of the Findings**

#### **5.2.1.1. FORI-G Gains**

The FORI-G manifested a progress in CWPM, accuracy, prosody and comprehension which was not the case of the CG whose scores either slightly increased or rather regressed since the pre-test. During the pre-test, both the FORI group and the control group performed roughly in the same way. The differences in CWPM, accuracy, prosody and comprehension were somehow negligible. However

in the posttest, FORI-G results revealed noticeable gains in the four fluency sub skills. The below table summarizes the FORI-G and CG posttest mean scores of fluency sub-skills.

**Table 31: FORI-G Gains in Fluency Sub-Skills**

	<b>FORI-G</b>	<b>CG</b>
<b>CWPM</b>	127.46	120.03
<b>Accuracy</b>	97.07%	93.90%
<b>Prosody</b>	11.97	7.97
<b>CR</b>	4.33	2.93

According to **Table 31**, The FORI-G reading fluency as measured by the number of words read correctly in one minute (CWPM) increased as compared to that of the CG reading fluency CWPM. The striking finding concerns word reading accuracy. The FORI-G read at 97% word accuracy during the posttest, and the CG reading accuracy reached 94%. This means that after the training the FORI-G reading ability reached the Independent Reading Level; however, the CG remained reading at an Instructional Level as evidenced by the numerical findings (Chapter 2, Section, 2.1.5.2). The latter signified that the effect of the FORI training was profound on word recognition accuracy. Both groups were reading the same text; yet, their ability to decode it was not the same. Whereas 3% of the words were unfamiliar for the FORI-G; nearly 6% of the words were difficult for the CG.

These changes that were proved to be statistically significant affirm that fluency sub-skills (automaticity, accuracy, prosody and comprehension) enhance with the regular use of the FORI procedure in 2<sup>nd</sup> year EFL setting at the ENSC as certified by the t-test analysis in addition to the increase in the posttest mean scores. Such conclusions reflect the positive effect of the FORI procedure to which the

experimental group was exposed. In accordance with, our second hypothesis, then, is announced true.

### 5.2.1.2. RR-G Gains

Similar to the first intervention group, RR group made remarkable improvement in CWPM, accuracy, prosody and comprehension which was not the case of the CG whose scores either slightly increase or rather regress since the pre-test. The observed changes in the mean scores of the fluency sub-skills (see Table 32) that were statistically validated by the t-test analysis confirmed true the positive effect of the RR method to which the experimental group was exposed. Hence, fluency sub-skills (automaticity, accuracy, prosody and comprehension) progress with the regular use of the RR procedure in 2<sup>nd</sup> year EFL setting at the ENSC. These conclusions made us declare that the research third hypothesis is true.

**Table 32: RR-G Gains in Fluency Sub-Skills**

	<b>RR-G</b>	<b>CG</b>
<b>CWPM</b>	125.76	120.03
<b>Accuracy</b>	95.47%	93.90%
<b>Prosody</b>	10.97	7.97
<b>CR</b>	3.23	2.93

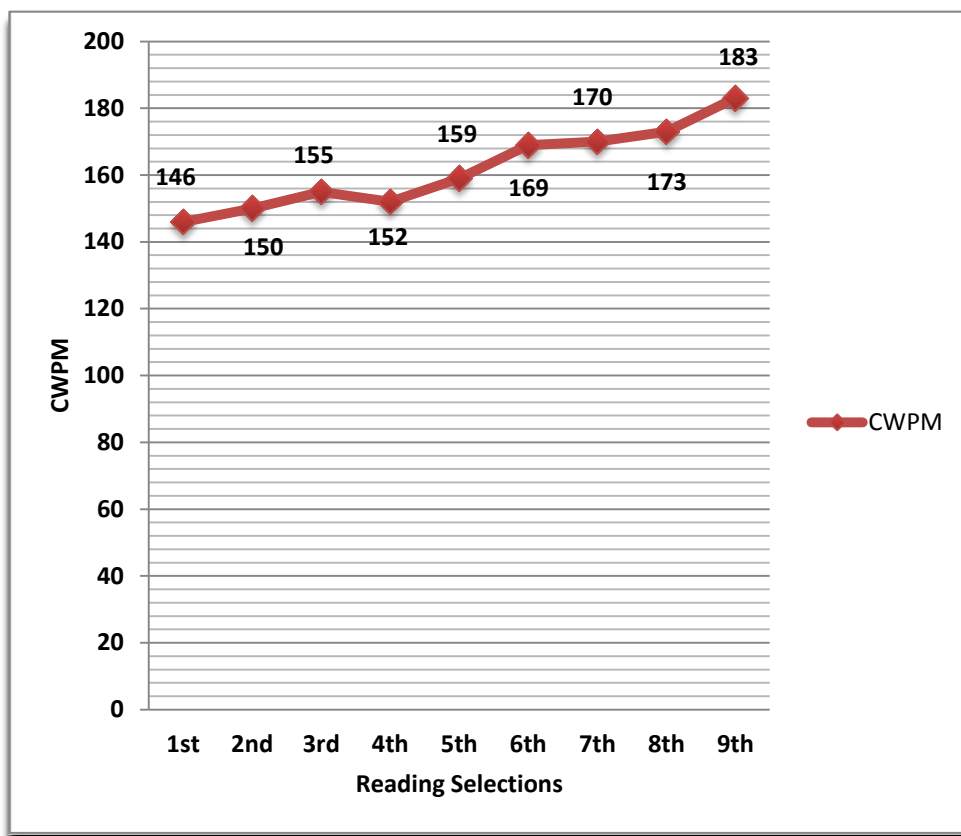
Participants in the two experimental groups made significant gains in fluency components when compared to the CG. The attainments in CWPM, accuracy, prosody and RC scores in the two experimental groups were greater in the post-test to that of the control group. Yet, these achievements differed from one experimental group to another. In summation, the findings in terms of the effect of the fluency instruction whether FORI or RR on the overall reading performance of the students

changes over the course of the study. Students in the two treatment groups learn gradually how to make a balance between the three components of reading fluency: rate, accuracy and prosody.

### 5.2.1.3. Fluency Gains during the Treatment Period

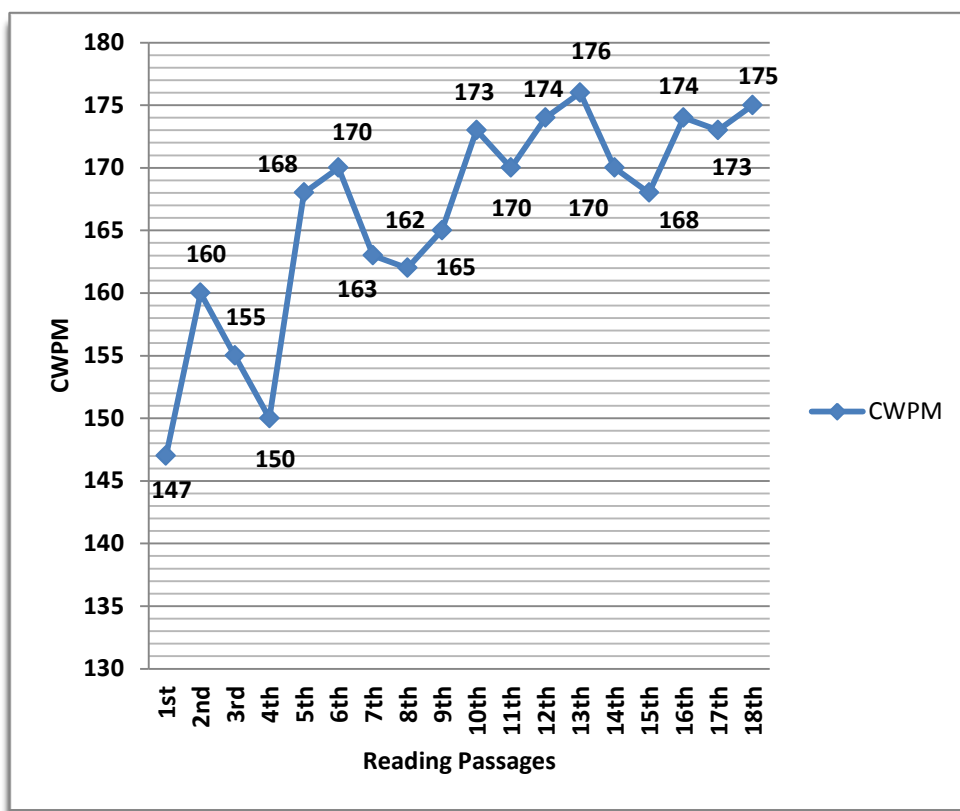
The growth manifested by the two intervention groups in the posttest was also signaled during the treatment period. By consulting the students' fluency tracking sheets of the FORI-G and RR-G, we deduce that the participants made a fluency progress. The below graphs (17 & 18) display the fluency monitoring progress of the two EG(s).

**Figure 17: FORI-G Fluency Progress during the Training**



When looking at **Figure17**, we could easily come away with the impression that the FORI-G performance during the course of training as marked by the red curve is increasing since the first reading selection.

**Figure 18: RR-G Fluency Progress during the Training**



Similar is said for the RR-G's attainments. **Figure 18** representing students' achievements during the course of training as symbolized by the blue curve appears to be rising since the first reading selection with few exceptions.

Albeit briefly, we can see that during their training, students in the two intervention groups were experiencing a fluency improvement with the exception of few cases in the two groups.

### **5.2.2. Discussion of the Findings**

In the light of the above listed findings, we respond to the five research questions through the lens of theory. The findings of the first question are addressed by presenting the results of the Pearson  $r$  correlation coefficient. The findings of the second, third, fourth, and fifth research questions are labeled by displaying the results of the data of descriptive statistics and t-test statistical analysis.

### 5.2.2.1. Research Question One

The first question in this investigation sought to find out “if a kind of relationship exists between automatic and accurate word recognition as represented by CWPM scores and CR scores”. Findings affirm that a positive correlation is dominant between CWPM and CR scores. The correlation coefficient signaled a more modest degree of interrelation between CWPM scores and RC rating scores with a meager coefficient of  $r = 0.339$ . This conclusion implied that the higher the participant’s score in reading comprehension was, the higher his scores in reading fluency would be; moreover, the lower the participant’s score in reading comprehension was, the lower his scores in reading fluency would be. These findings were not a mere accident for a couple of reasons.

First, they are consistent with the Automaticity Theory’s assertion that fast accurate word recognition frees cognitive resources to be focused on gaining the meaning from what is read, comprehension (LaBerge and Samuels, 1974). This was confirmed by the tested correlation between automatic word recognition and reading comprehension.

Second, a bulk of researches either in L1 setting (Tyler and Chard, 2000; Rasinski, 2006; Rasinski et al., 2009; Rasinski & Padak, 2013) or in L2/EFL setting (Corson & Lesaux, 2010) validate these conclusions. In a study undergone by Rasinski et al. (2009) with adolescent L1 readers, It was found that reading fluency was strongly and significantly associated with reading comprehension regardless of how reading fluency may be measured (prosody or automaticity). In another study where Tyler and Chard (2000) attempted to investigate this kind of association, they conclude that the relationship between fluency and comprehension is reciprocal rather than unidirectional. For them, this reciprocity signifies that automatic



recognition of words and phrases facilitate comprehension of the larger units of sentence, passage, and story. And on the other hand, better understanding of the text allows the student to read more quickly and accurately (Tyler & Chard, 2000:164). This reciprocal relationship allows the reader to comprehend more thoroughly as he reads more fluently. On the other side, as he reads more fluently, his ability to get the meaning of what is read also improves (Talada, 2007).

In the L2/EFL context, Corson and Lesaux (2010) examined the nature of text reading fluency and its association to reading comprehension on 76 Spanish speaker's text reading fluency in English. Results suggested the existence of a moderate correlation between the two variables. This finding is similar to our case. But, why is the correlation between fluency and comprehension moderate and not a strong one ?

In their synthesis to the bulk of the empirical studies on the relationships between reading skills, Klauda and Guthrie (2008) conclude that these investigations have often reported moderate to high positive correlations between measures of fluency and comprehension. These correlations appear in research involving young to adult students. Along with the same line of thought, in Yovanoff et al.'s study (2005) where both elementary to high school students were engaged; results revealed that correlations between text reading fluency and comprehension weaken and diminish with age.

Consistent with this line of thought, Rasinski et al. (2009) put to test this last assumption. In their investigation, they wanted to explore to what extent does the magnitude of the relationship between fluency through reading prosody and reading comprehension change through age. Their main goal was to check whether or not reading fluency is the best indicator of reading proficiency for intermediate and

middle grade students as it is for elementary children. After assessing students' progress in this skill using prosody assessment test rather than CWPM as a measure of reading fluency, results revealed a strong correlations between fluency and comprehension. Rasinski and his colleagues concluded that reading fluency is also an important variable that should be stressed on in upper elementary and middle grade levels of learning.

Undoubtedly, as certified by our study findings a reciprocal relationship is proved to exist between reading fluency and reading comprehension. Because high scores in reading fluency are confirmed to positively correlate with high scores in reading comprehension and the same is concluded for low scores. In a research work investigating the nature of the relationship between fluency and comprehension in L1 setting with high school students, Rasinski and his colleagues (2005:25) found a statistically significant ( $p < .001$ ) and moderately strong relationship between these two variables ( $r = .530$ ). In discussing these findings, these scholars consider that although a correlation between fluency and comprehension does not certify that fluency or lack of fluency leads to improved or deficient comprehension, the results do also suggest that this is a possibility researchers in the field should regard. And the theory of Automaticity again offers a compelling explanation for these conclusions. When the reader develops automaticity in recognizing, his full attention becomes focused on gaining meaning from the text. In conclusion, our first hypothesis, then, is affirmed true as a statistically significant positive relationship between automatic and accurate word recognition scores and retelling comprehension rating scores was certified.

### 5.2.2.2. Research Question Two

The second research question wanted to investigate “*whether or not the effect of the FORI method on the second year EFL learners’ automaticity of reading is the same or higher than the effect of the RR method.*”

Despite the fact that both groups demonstrated noticeable progress in CWPM with a negligible difference between the posttest mean score favoring the FORI; this difference is not proved to be statistically significant. Accordingly, this finding confirmed that both procedures (RR and the FORI) have positive impact on CWPM scores. A body of research either in L1 or L2/EFL context evidenced the positive effect of the rereading strategies instruction on reading fluency through automaticity. Multiplying the reader’s exposure to the print via the repetition of the same passage a number of time (RR approach), or practicing the same connected text through three different rereading strategies during the week cycle (FORI approach) enhance automaticity in reading (Samuels, 1979; Rasinski, 2003, 2004, 2013; Stahl & Heubach, 2005).

As explained in chapter three (section 3.6.3.4), the fact that the two approaches share in between some common points; students are allowed to experience automatic and expressive reading (Kuhn & Stahl, 2003; Samuels, 2002). Regarded as fluency interventions, both FORI and RR rely on modeling, multiplying students’ exposure to the print, monitoring fluency progress etc... In modeling or when the teacher is reading aloud, “EFL readers discover units of meaning that should be read as phrases rather than word by word” (Amer, 1997:41). Additionally, by providing the student with the opportunity to practice the rereading strategies of the same selection, he develops his familiarity with the language orthographic

patterns leading to the increase of the accurate and the automatic recognition of words (Kuhn et al., 2006:359). And this is one of the recommendations of LaBerge and Samuels' Automaticity theory (1974).

Even though the RR approach was established in 1979, its positive impact on reading automaticity is still recognizable. The study of Boily et al. (2015) reaffirms the positive effects of RR program on EFL students' reading fluency. In an eight-week program, students' CWPM scores remarkably improved. They concluded that repeated reading program is promising not only because of its positive impact on readers' fluency development, but rather because it meets the varied needs of EFL students in large classrooms. Having this positive effect on CWPM makes from the RR approach a promoting one. Because the student must be brought beyond accuracy to automaticity in decoding in order to have both fluent reading and good comprehension (Samuels, 1976:323).

Hence, we affirm that the effect of the FORI method on the second year EFL learners' CWPM at the ENSC is not higher than the effect of the RR method, rather, both methods seem to have the same influence on fluency through automaticity.

### **5.2.2.3. Research Question Three**

The third research question attempted to answer “*whether or not the effect of the FORI method on the second year EFL learners' word decoding accuracy is the same or higher than the effect of the RR method*”.

Both groups, FORI-G and RR-G, divulged a progress in accuracy. However, the differences between them in the posttest mean scores that was certified to be statistically significant advanced the FORI approach. The FORI-G read at 97% word accuracy during the posttest, and the RR-G reading accuracy reaches 95%. Such

findings confirm previous studies suggesting that effective fluency instruction enhances readers' accurate recognition of words (Samuels, 1976, 1979, 2002; Rasinski, 2004; Tagushi et al., 2006).

This implies that the FORI impact on word recognition accuracy is profound when compared with the RR approach. One possible explanation to this variation in the influence of the two methods on word recognition accuracy is given by Rasinski and his associates (2014). In a study that compared the effect of three integrated fluency routines, they concluded that in fluency instructional approaches like FORI, students are given the opportunity to read challenging texts rather than reading graded passages as it is required by the RR approach. Because of the scaffolding provided during the FORI instruction, students would benefit more from texts that are read with an accuracy level of approximately 85% (Rasinski et al., 2014). For these scholars, practicing this kind of reading materials during the week cycle contribute to widening students' vocabulary repertoire and leads to effective word recognition accuracy and comprehension as well. Which is not the case of the RR approach? As the selected passages in a RR instruction are to be read with an accuracy rate of 95%. One can see the difference. It seems apparent that the students' chances in acquiring new vocabulary is not high because 95% of the words contained in the passage are familiar words.

Our findings, then, support Rasinski et al.'s conclusions. It has been confirmed that FORI instruction exercises a positive effect on reading accuracy more than the RR instruction. Thereupon, we affirm that the influence of the FORI method on the second year EFL learners' accuracy is higher than the one of the RR method.

#### **5.2.2.4. Research Question Four**

The fourth research question wanted to explain “*whether or not the effect of the FORI method on the second year EFL learners’ word decoding accuracy is the same or higher than the effect of the RR method*”.

Despite the distinction in their performance in the posttest, the two EG(s) exhibited a significant growth in prosody. This remarkable achievement was manifested through the participants’ progress in the four components of prosody: expression and volume, phrasing and intonation, smoothness, and pace. Such results go in parallel with previous researches claiming that a fluent oral reading sounds much like speech with appropriate phrasing, pause structures, stress, rise and fall patterns, and general expressiveness (Schwanenflugel et al., 2004; Kuhn et al., 2006). Yet, a statistically significant difference existed between the two groups in terms of prosody. It was statistically certified that the FORI program has positive effects on reading prosody more than the RR procedure. What is it due this distinction in prosody manifestation?

Such findings raise questions as to what extent developing this fluency sub-skill is crucial for adult readers. Previous research has identified that fluent expressive reading is important for high school readers (Paige et al., 2012). In their study, they found that “students who read with appropriate expression when reading orally tend to have better comprehension.” (p.69). this statement of fact is best validated by the participants’ achievements in the posttest.

Thereupon, we affirm that the effect of the FORI method on the second year EFL learners’ prosody is higher than the effect of the RR method.

### **5.2.2.5. Research Question Five**

The fifth research question tried to answer “*whether or not the effect of the FORI method on the second year EFL learners’ comprehension is the same or higher than the effect of the RR method*”.

Gains in comprehension crown the results of the FORI-G which is not the case of the RR-G. The former manifested an increase in the ability to comprehend more than the RR-G who showed a moderate improvement instead. This distinction in the performance of the two groups was statistically confirmed. Hence, FORI approach has positive effects on reading comprehension recall more than the RR procedure. Important issue to advance is what was it due the positive effect FORI exercise on CR?

The type of instruction each teaching procedure calls for and that distinguishes one method from the other is the only factor we attribute to any particular advance. The effect of FORI on comprehension was more profound than that of the RR because the instructional procedure the former provides is both comprehension and fluency centered training. Alas, it is not similar to the kind of instruction offered by RR. The use of scaffolding, modeling, and reading connected challenging materials as major features in a FORI lesson plan enables learner to experience fluency and comprehension growth (Stahl & Heubach, 2005). And as it is recommended by the Automaticity theory, students can focus on comprehension when they develop the automatic recognition of words through increasing the number of readers’ exposure to the print. Since the main target of the rereading strategies such as echo reading, choral reading and partner reading that are integrated together to form the body of the FORI instructional routines is to multiply the students’ encounter with the print; consequently, they are oriented towards focusing

on increasing text reading comprehension because they have developed automaticity in reading. A bulk of research studies prove that the FORI approach that incorporates fluency instructional strategies such as Repeated Reading, Choral Reading, and Partner Reading is effective in developing reading fluency and comprehension (Rasinski, 2004; Stahl & Heubach, 2005, Kuhn et al., 2010). Thereupon, we affirm that the effect of the FORI method on the second year EFL learners' CR that was higher than the effect of the RR method was not a mere chance; rather it was due to the type of reading instruction EFL learners were provided with .

Albeit briefly, both interventions were efficient in advancing automaticity, accuracy, prosody and comprehension of the two intervention groups; yet, it was statistically certified that FORI approach to teaching reading has a profound impact on these reading skills as compared with the RR. Why this distinction in the impact?

### **5.2.3. The Comparative Benefits of FORI Approach Vs. RR Approach**

Our study suggests that the two fluency instructional procedures, FORI and RR, proved to be efficient in promoting reading fluency sub-skills. Nevertheless, when comparing the gains that both groups got as a result of the training; FORI group made remarkable improvements. An analysis contrasting the relative effectiveness of the approaches yielded significant difference at the level of accuracy, prosody and comprehension; still, at the level of automaticity there were no significant distinction. Why did the transfer of these fluency reading sub-skills favor the FORI approach?

Different from the RR lay out, FORI framework incorporates an extensive support or scaffolding as part of its overall lesson plan; accordingly, students gain



benefits from the in-class reading instruction. The effectiveness of this integrated instructional routine as a key to fluency progress is due to the use of scaffolded support and the focus on extensive oral reading of more difficult texts during instruction, argue Kuhn and Deborah (2008: 32).

FORI provides students with the opportunity to try out various ways of practicing the text where they experience the gradual release of support from a more knowledgeable reader (their teacher) over the course of a week via the use of an organized lesson plan (Kuhn et al, 2006:367). However, when repeated readings are combined with other effective practices, students will attain their optimum reading performance (Alber-Morgan, 2006; Rasinski, 2013). It is never chance and randomness which lead to such positive effects in the posttest; comparatively, this is consistent with the findings of Stahl & Heubach (2005), Torthon (2008) and Kuhn et al. (2006) researches. In these studies, FORI training proved to be effective in developing L1 reading fluency, prosody and comprehension.

Researchers suggest that reading fluency improves not only by multiplying the readers' opportunities to practice reading connected text (Repeated Reading Strategies) but also by scaffolding practice heavily (Kuhn et al., 2006). By providing sufficient instructional support in the form of immediate feedback and modeling, students are allowed to experience automatic and expressive reading (Kuhn & Stahl, 2003; Samuels, 2002). The effectiveness of this integrated instructional routine as a key to fluency progress, argue Kuhn and Deborah (2008: 32), is due to the use of scaffolded support and the focus on extensive oral reading of more difficult texts during instruction. It seems that working with the same connected text for three sessions in a week cycle, following direct fluency and comprehension instructions

and reading regularly at home a free choice reading help the participants in the FORI intervention to benefit a lot.

In nutshell, this approach where fluency instructional strategies such as Echo Reading, Choral Reading, and Partner Reading are combined in an integrated way within a reading program is confirmed to be effective because its potential impact on fluency and overall reading proficiency is remarkably greater (Rasinski, 2013). And additionally, it is proved efficient as a whole class fluency instructional routine in L1 contexts (Kuhn & Deborah, 2008) and has the same effect in EFL contexts too.

## **Conclusion**

The study quantitative data analysis confirmed true the research hypotheses. First, it revealed the existence of a relationship between fluency and comprehension because the Pearson  $r$  correlation coefficient divulged the presence of a moderate correlation between the two variables. Additionally, findings proved true the statistical significance of change in automaticity, accuracy, prosody and retelling comprehension scores among second year EFL students at the ENS of Constantine. Despite the fact that this quantitative analysis of data affirmed the positive effects of fluency instruction on fluency and comprehension growth, it was statistically demonstrated that FORI approach is more efficient than the RR method. To investigate why the effect of FORI was bigger than the RR one, the qualitative analysis of the participants' responses to the questionnaires and the interviews would answer a number of questions in the coming after chapter.

## CHAPTER SIX

### QUALITATIVE ANALYSIS AND RESEARCH IMPLICATIONS

Introduction.....	210
<b>6.1. Program Evaluation: Questionnaires.....</b>	<b>210</b>
<b>6.1.1. Data Analysis Procedure of the Questionnaire.....</b>	<b>210</b>
<b>6.1.1.1. Participants' Reaction about FORI Training and the Course Objective.....</b>	<b>211</b>
<b>6.1.1.2. Strengths, Weaknesses, and Areas for Improvement in the FORI.....</b>	<b>217</b>
<b>6.1.1.3. Informants' Future Intention as a Result of the Gained Skills.....</b>	<b>219</b>
<b>6.1.1.4. Informants' Additional Educational Needs and Interests.....</b>	<b>221</b>
<b>6.1.2. Overall Analysis.....</b>	<b>225</b>
<b>6.2. Crosschecking the Questionnaire Data: The Interviews.....</b>	<b>227</b>
<b>6.2.1. Data Analysis Procedure: Thematic Analysis of the Interview.....</b>	<b>227</b>
<b>6.2.1.1. Emergent Themes.....</b>	<b>227</b>
<b>6.2.1.1.1. Developing Self-Confidence.....</b>	<b>229</b>
<b>6.2.1.1.2. Satisfaction .....</b>	<b>230</b>
<b>6.2.1.1.3. Motivational Climate.....</b>	<b>232</b>
<b>6.2.1.1.4. Getting Rid of Fear and Hesitation to Read Aloud.....</b>	<b>234</b>
<b>6.2.1.1.5. Transferable Skills.....</b>	<b>235</b>
<b>6.2.1.1.6. Empowerment and self-determinism.....</b>	<b>237</b>
<b>6.2.1.1.7. Trustworthiness.....</b>	<b>238</b>
<b>6.2.1.2. Data Validation.....</b>	<b>239</b>
<b>6.3. Summary of the Study Findings.....</b>	<b>240</b>
<b>6.4. FORI Approach or RR Approach.....</b>	<b>241</b>

<b>6.5. Pedagogical Implications.....</b>	<b>243</b>
<b>6.5.1. Teacher’s Role during Fluency Instruction.....</b>	<b>243</b>
<b>6.5.2. The Choice of Reading Materials.....</b>	<b>244</b>
<b>6.5.3. Encouraging At-Home Reading.....</b>	<b>245</b>
<b>6.6. Recommendation for Further Research.....</b>	<b>246</b>
<b>Conclusion.....</b>	<b>248</b>

## Chapter Six

### Qualitative Analysis and Research Implications

#### Introduction

To decide whether the implementation of FORI was the appropriate solution for improving reading fluency that leads to facilitating reading comprehension, the program evaluation is necessary. This action research determines the extent to which the executed program meets its objectives stated prior the beginning of the training. Chapter six starts with the qualitative analysis and discussion of the FORI group's feedback to the questionnaires and the interviews. The main objective was to gain certainty whether the FORI required to be modified, to be maintained, or to be generalized. Crosschecking the informants' feedback to the post evaluation questionnaires with the findings of the thematic analysis of the interviews provide new insights about the FORI training and help in establishing a strong basis to the research conclusions. After summarizing the quantitative and the qualitative main findings, the chapter ends with a number of pedagogical implications for teachers who wants to embed this fluency instruction in their reading courses. Additionally, some directions for future research are proposed.

#### 6.1. Program Evaluation: Questionnaires

##### 6.1.1. Data Analysis Procedure of the Questionnaire

The data obtained from the questionnaire was analyzed using Microsoft Excel 2007. In the following analysis, we refer to the informant's level of satisfaction using numbers from 1 to 5. Each number substitutes a given attitude: 1 refers to "*Strongly Disagree*", 2 stands for "*Disagree*", 3 assigns "*Neither Agree nor Disagree*", 4 points out "*Agree*", and 5 designates "*Strongly Agree*".

### 6.1.1.1. Participants' Reaction about FORI Training and the Course Objective

When asked to express their reaction to the course objectives (Q1), whether or not FORI objectives were clearly defined prior to the beginning of the study, all the informants express a positive attitude (see the table below).

**Table 33: Informant's Reaction to the FORI Objectives**

Item	Levels of Satisfaction					Total
	1	2	3	4	5	
<b>FORI Objectives were clearly defined</b>	0%	0%	0%	50%	50%	100%

**Table 33** shows that the FORI objectives were stated and clarified before the informants engaged in the training. 100% of agreement certifies that the informants were informed that this training targets the development of reading fluency skills along with comprehension skills.

Did these objectives meet the informants' needs were requested by Q2. From this same table, we notice that 71% of the informants strongly agree and 29% of them agree that FORI training targeted their needs to improve fluent oral skills including speed, accuracy, and expression.

**Table 34: FORI Training Satisfies Informants' Needs**

Q 2	Levels of Satisfaction					Total
	1	2	3	4	5	
<b>(a) Fluent Oral Skills</b>	0%	0%	0%	29%	71%	100%
<b>(b) Comprehension Skills</b>	0%	0%	11%	39%	50%	100%
<b>(c) Reading at Home</b>	0%	4%	0%	39%	57%	100%

On what concerns their need to enhance comprehension skills such as predicting, asking questions while reading, context clues, written response, none of the informants express negative attitude, as it is noticed in **Table 34**. Whereas 50% of the informants strongly agree and 39% of them agree; 11%, however, held a neutral attitude. Such findings told us that apart from 1/8 of the total number of the informants (11%) who do neither agree nor disagree, all the informants were positively satisfied.

Concerning the at home reading, or free choice reading, the informants' attitude varied between positive and negative attitude where the latter is representing a low percentage. Almost all of them (96%) expressed a high level of satisfaction. 57% strongly agree and 39% agree that the FORI training motivated them to read at home.

These percentages show that almost all the informants agree to a certain degree that this training helped them to focus on some reading skills that they need to improve.

After checking the informants' reaction towards the FORI objectives which was judged satisfactory, the next step was to know about their attitude towards the course design (See: Q3, Q4, Q5). **Table 35** summarizes the data representing their feedback to these questions.

**Table 35: Informants Reaction to the FORI Course Design**

Items	Levels of Satisfaction					Total
	1	2	3	4	5	
(Q3) Fluency Tracking Sheet	0%	0%	7%	54%	39%	100%
(Q4) The response Journal	0%	7%	22%	32%	39%	100%
(Q5) Both in-class and at-home reading	0%	0%	0%	25%	75%	100%

To what extent the use of the fluency tracking sheet was utile during this training?  
 (Q3) Apart from few learners (7%) who express neutral attitude, the majority (93%) of

them manifest a positive attitude. For them, recording their CWPM by the end of each week then reporting the result on the tracking sheet made learners able to track their fluency progress (a sample of fluency monitoring progress sheet is included in Appendix XIII). This finding confirms Adams and Brown (2007) conclusion about the importance of the fluency tracking sheet (Chapter 4, Section 4.4.6).

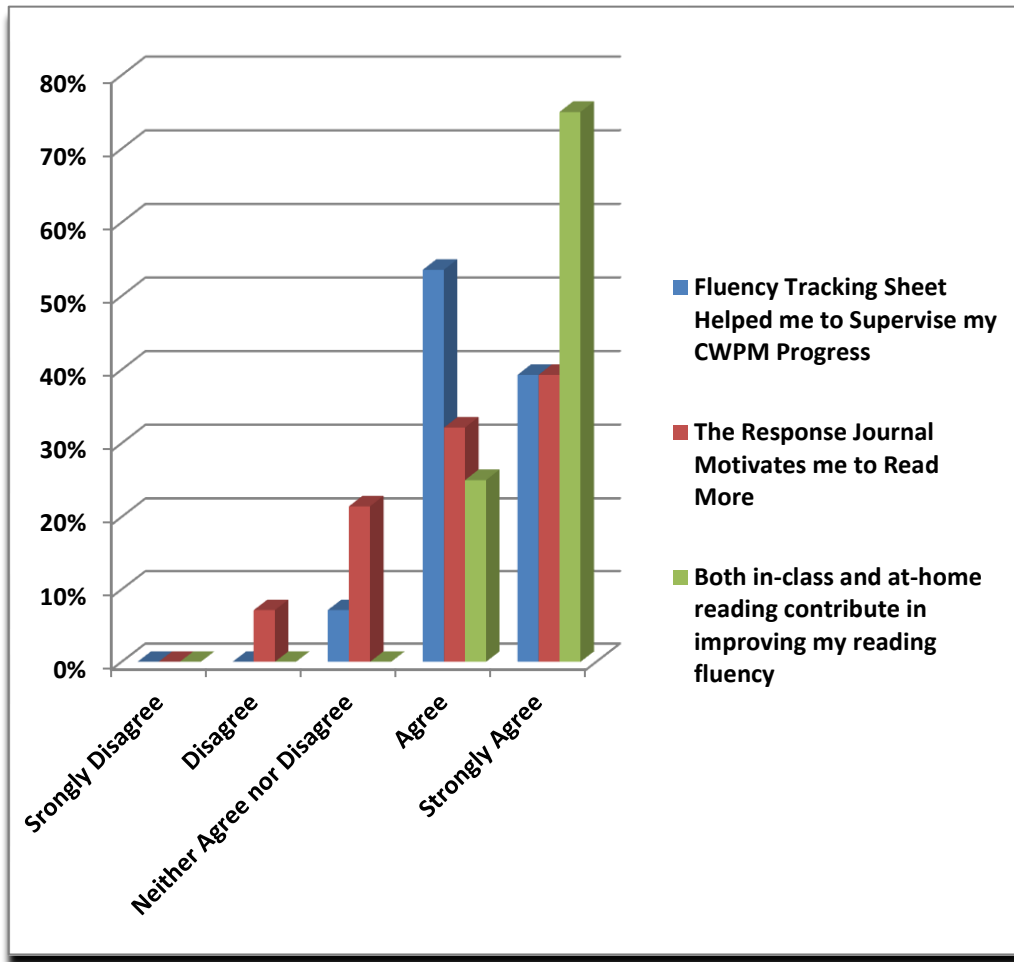
The use of the response journal is another item to consider in the FORI training. From their responses to Q4, according to the displayed data in table 34, we notice that high percentage of the informants (71%) find that reading and then responding in this journal was an important step in the training. However a 22% of the informants are indifferent and 7% of them express a negative feeling towards the response journal. When asked to justify their ratings, they consider that this habit that is totally new for them puts more stress on them when they are reading; moreover for others this hard task hinders rather than enhances their willingness to read.

From the informants' responses to Q5 on what regards the organization of the FORI course, the results in table 35 show that there was a general agreement among them (100%) that both in-class and at-home reading instruction contributed in improving their fluent reading. When asked to interpret their rating, they regarded that both type of instruction increased their opportunity to experience more reading experiences and at the same time helped them to a certain extent to get rid of some reading problems mainly reading and manifesting their comprehension of what was read through fluent and expressive reading.

The figure bellow demonstrates that the positive attitude of the informants toward the organization of the FORI course is much more dominating in their feedback.



**Figure 19: The Informants' Positive Attitude to the FORI Course Design**



As all the informants agreed to a certain degree that this training helped them to focus on some reading skills that needed to be enhanced prior to the beginning of the training, asking whether or not the FORI satisfied these needs is found in their responses to questions (6, 7, 8, and 9). Table 36 displays the informants' level of satisfaction towards the gained skills when the FORI got over.

**Table 36: Informants Attitude to the Gained Skills by the End of the Training**

Items	Levels of Satisfaction				
	1	2	3	4	5
(Q6) Develop the Ability to Read Fluently (Appropriate Speed and Proper Expression)	0%	0%	18%	50%	32%
(Q7) The Ability to Read Fluently Facilitates my Comprehension	0%	4%	14%	39%	43%
(Q8) Expressing the Writer's Feelings and Thoughts through my Fluent Reading	0%	0%	14%	61%	25%
(Q9) Manifesting Comprehension through my Fluent Expressive Reading	0%	7%	4%	57%	32%

Apart from 18% of the informants who manifested a neutral attitude, the majority of them (82%) expressed a total agreement that this training developed their ability to read fluently which was manifested via their ability to read accurately, with an appropriate speed and with a proper expression.

Whether this fluent reading facilitates their understanding of what is read, **Table 36** reveals that 82% of the informants (between those who agree and strongly agree) considered that being able to read fluently helped them to focus more on comprehension. For them, responding to the text cues such as punctuation by using the corresponding intonation reflected their deep understanding of the text. As argued by Rasinski and his colleagues (2009:352), fluency is not achieved unless a regard to the internal and external, as well as explicit and implicit punctuation is given to text being read. For the rest who were either neutral (14%), or just disagree (4%), holding this attitude was related to some factors that hinder comprehension such as text difficulty, topic unfamiliarity and vocabulary shortage.

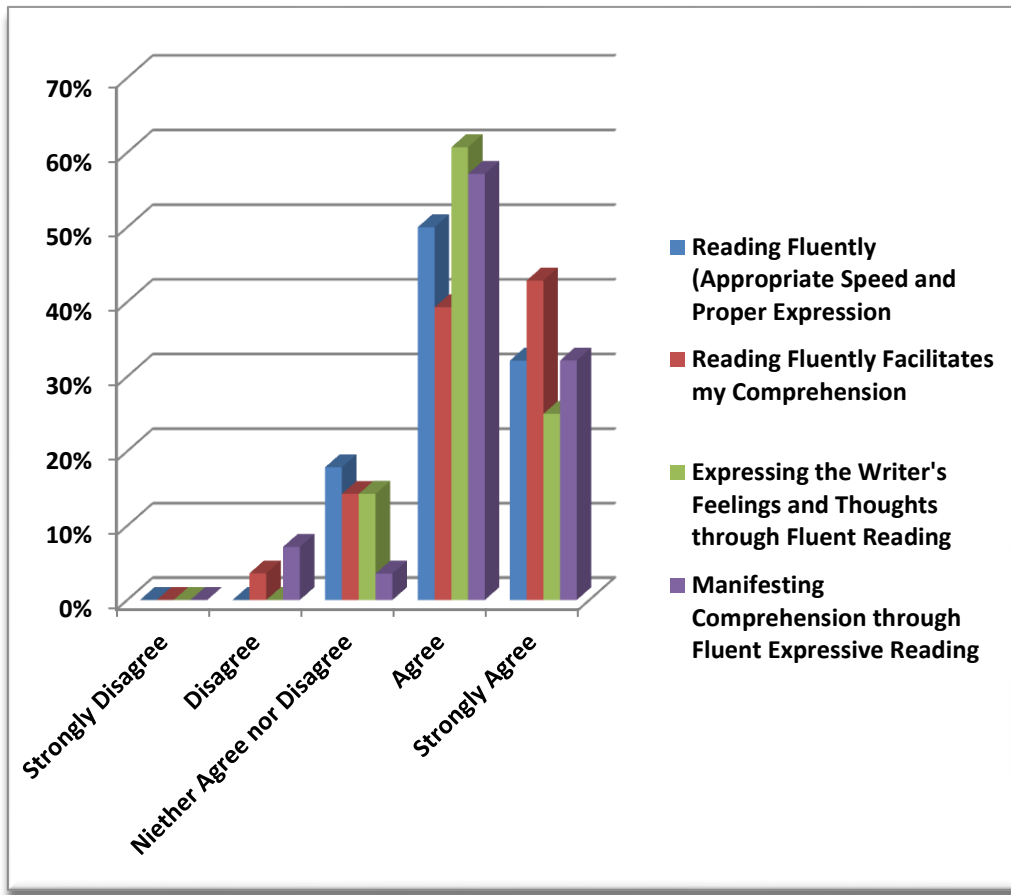
Moreover being able to express the writer's thoughts and feelings through a fluent reading (Q8), the data displayed in the above table suggests that a large portion of the informants (76%) manifested a general agreement. Through the use of the appropriate

intonation markers and the adequate pitch, they could get to the writer's intended feelings and thoughts. Such finding is confirmed by Rsinski's assertion (2012) when saying that the prosodic elements such as the exclamation mark (!), the question mark (?) etc... enable the reader to bring surprise, anger, question etc... and other meanings to the written text that are not visually evident. The 14% of the informants stood at the middle. This neutral attitude was justified by the fact that being able to express the writer's feelings and thoughts could not be achieved via expressive reading when facing an unfamiliar topic and difficult vocabulary.

On what concerns (Q9), informants responses varied between those who either strongly agree (32%) or agree (57%) that now they are able to exhibit their understanding of what is read through their fluent and expressive reading. For them, reading every sentence, phrase or words fluently and expressively best signals their understanding of the writer's message and intentions. This conclusion is confirmed by Rasinski and Padak's assertion. They argue that the adequate employment of tone, voice and other aspects of oral language while reading manifest the reader's deep understanding of the text (Rasinski & Padak, 2013). 7% of the informants, on the other hand, considered that fluent expressive reading could never manifest the comprehension of the text. The left portion of the informants (4%) who were neutral in their stand found that they could read fluently but without comprehension and the opposite was correct.

To sum up these results, we deduce from **Figure 20** that there was an over dominance of the positive attitude in the informants' feedback towards the different gains they developed during the nine (09) weeks, duration of the FORI training.

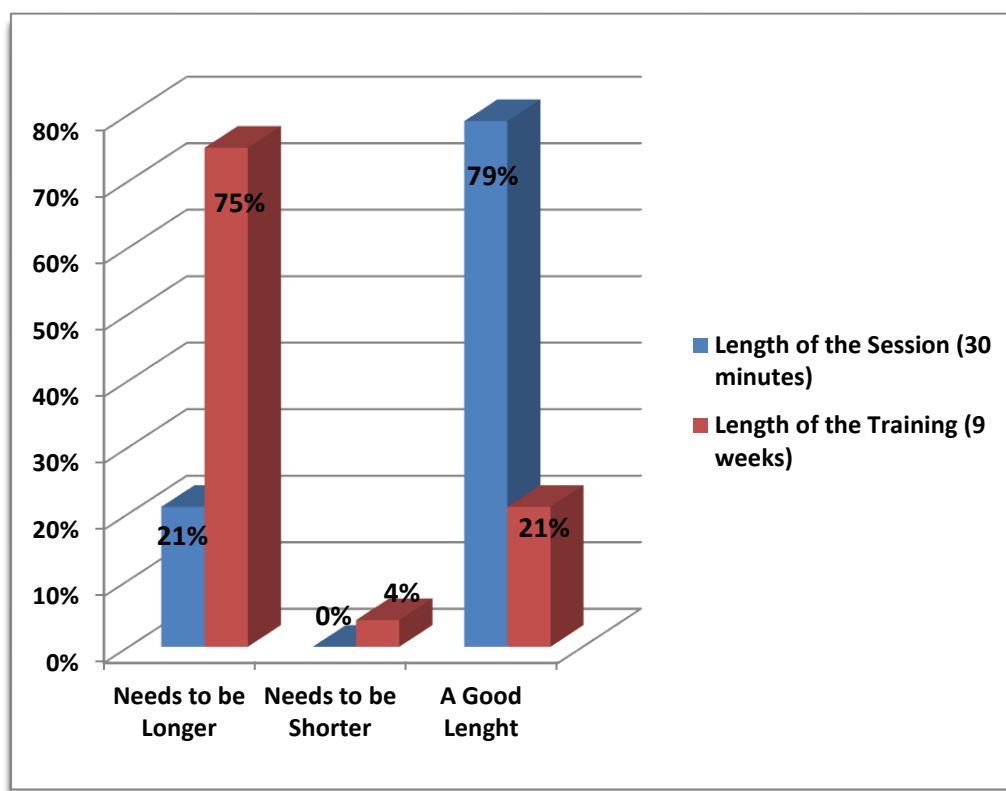
**Figure 20: Informant's Overall Reaction to the Gained Skills after the Training**



### 6.1.1.2. Strengths, Weaknesses, and Areas for Improvement in the FORI

In their response to Qs (13&14), a high percentage of the informants (79%) saw that thirty (30) minute was a good length of the FORI session; surprisingly, nearly the same percentage (75%) affirmed that the length of the training (nine weeks) needed to be longer. On the other hand, 21% of them certified that the length of the session needed to be longer; and 21% admitted that the 9 weeks was a good length. However, a negligible portion (4%) maintained that the length of the training required being shorter. These findings can be perceived in **Figure 21**.

**Figure 21: Informants' Opinion about the Length of the Training and the Session**



Within the same context of the FORI course organization, the role of the instructor during the training is another issue we raised in our questionnaire, Qs (15&16). The data displayed in **Table 37** divulges the informants' positive satisfaction towards the performance of the trainer during the training. The majority of the informants (89%) either strongly agree, or just agree that all the fluency instruction strategies such as echo reading, choral reading, partner reading...etc were presented in a clearer and precise manner. Yet, the rest (11%) took a neutral side. Additionally, and apart from the 18% of the informants who stood indifferent in front of Q16, 82% of them agreed with varying degrees on the fact that the instructor was always ready to provide guidance and assistance when needed.

**Table 37: The Informants' Impression to the Role of the Instructor**

Items	Levels of Satisfaction					Total
	1	2	3	4	5	
(Q15)Fluency Instruction Strategies Presented in Clearer and Precise Manner	0%	0%	11%	36%	53%	100%
(Q16)Guide and Provide Assistance when Needed	0%	0%	18%	21%	61%	100%

When referring to the topics covered during the training (Q17), the data in **Table 38** reveals that with the exception of the 14% of the informants who were nonaligned; the rest (86%) expressed their gratification. For these latter, all the topics covered during the 9 weeks were relevant, motivating and enjoyable. They support this attitude by a set of reasons such as the appropriate choice of text genre (narrative), new topics, the included morals, and that some stories are near to the reality. This is relevant to what research says in this context, texts that tend to be written with voice such as narrative, poetry, rhymes, scripts, dialogues are proved to be successful in any fluency instruction program (Stahl & Heubach, 2005; Rasinski et al., 2008).

**Table 38: Informants' Attitude towards the Topics Covered**

Item	Levels of Satisfaction					Total
	1	2	3	4	5	
(Q17)Topics Covered During the Training	0%	0%	14%	39%	47%	100%

### **6.1.1.3. Informants' Future Intention as a Result of the Gained Skills**

When asked to express their feeling about the a value of this training for them; first as an EFL learner and second as Future Teacher (Q10&Q11), nearly all of them exhibited their positive satisfaction to this program as reported in **Table 39**. 96% of the informants agree with varying degree that FORI training is valuable for them as EFL learners. And

95% express the same attitude for the utility of this training for them as future teachers. Still a low rate 4% and 3% of them do disagree.

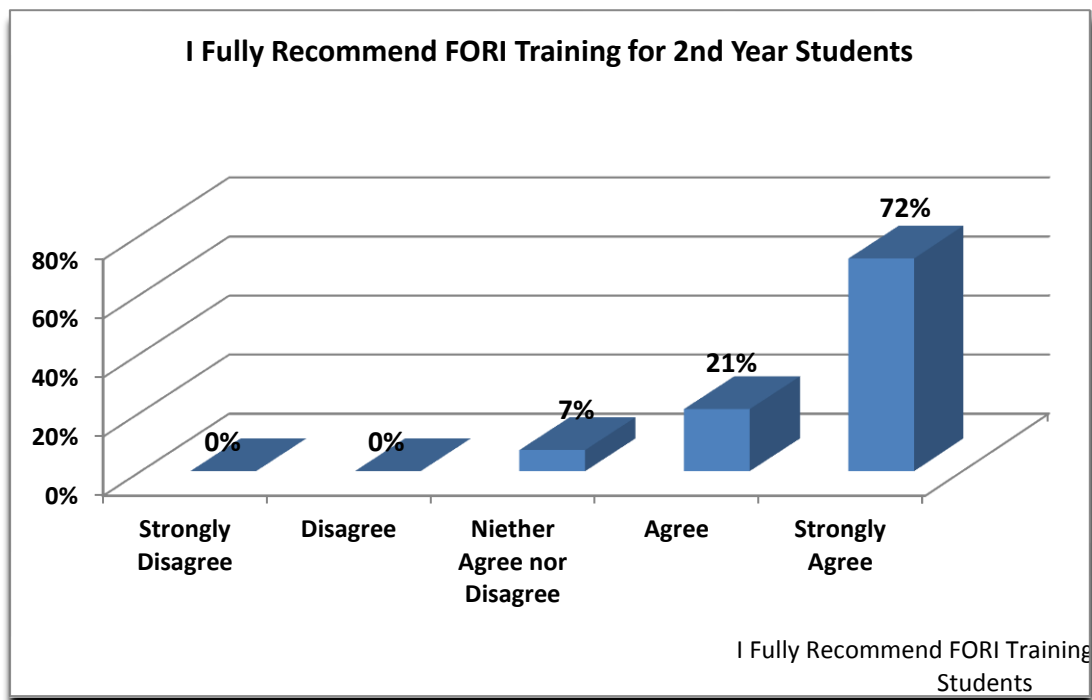
**Table 39: Informants’ Opinion about the Value of the FORI Training**

Items	Levels of Satisfaction					Total
	1	2	3	4	5	
(Q10)As an EFL Learner	0%	4%	0%	39%	57%	100%
(Q11)As a Future Teacher	0%	3%	0%	18%	79%	100%

Because of the numerous benefits they gained during this training, the informants recommended the FORI program for second year students. In their response to Q12, 93% of the informants expressed their agreement with a varying degree that all second year students should benefit from a FORI training. Yet the rest (7%) remained indifferent.

**Figure 22** best summarizes these findings.

**Figure 22: Recommending the FORI Program for 2<sup>nd</sup> Year Students**



#### 6.1.1.4. Informants' Additional Educational Needs and Interests

In their feedback to Q18 about what they really appreciate in this training, the parts that are mostly liked fall under three categories in table 40.

**Table 40: The Interesting Part(s) in the FORI Training**

Options	N°	%
Fluency Strategies	12	42.9
Comprehension Strategies	7	25
Reading and Responding	5	17.8
Others	4	14.3
Total	28	100

According to **Table 40**, noticeable is the trainees' motivation towards this new program. Their feedback carried a lot of interest to the different constituents of the FORI training. Nearly, half of the informants (42.90%) preferred the different fluency strategies they experienced during the training. However, choral readings, partner reading and reading aloud were the most enjoyable ones. Comprehension strategies that were mainly represented by making prediction of how story ends were given a special attention from the informants. 25% of them found that predicting as a strategy developed in them imagination and creativity the fact that made them more and more involved in the program. Yet, 17.8% of the respondent enjoyed reading and responding to the reading materials via a written response. For them, this step in the training gave them the opportunity to express their opinion and judgment towards the topic of the week selection. For the remaining informants (14.3%), the FORI training created a new atmosphere in the classroom full of motivation and harmony, it raised self-confidence, and mainly what made the nine (09) weeks enjoyable were the selected topics. Most of the topics covered were interesting.

When asked about the part or parts in this instructional routine that was least useful in the future, the informants' feedback is classified into two distinctive tables. Whereas,



Table 41 shows the two categories of informants between those who diagnosed this training as perfect, and others who saw that some parts were not really important in the future. These parts are classified in table 42 from the least to the less important.

**Table 41: Informants' Attitude towards the FORI**

Options	N°	%
<b>All Parts are of Equal Importance</b>	15	53.6
<b>Some Parts are Useless in the Future</b>	13	46.4
<b>Total</b>	28	100

As reported in **Table 41**, for 53.6% of the respondents, all parts of the FORI were of equal importance. Still, 46, 4% of them found that some parts were useless in the future.

**Table 42: FORI Useless Parts in the Future**

Options	N°
<b>Response Journal</b>	5
<b>Repeated Reading</b>	3
<b>Rating CWPM</b>	2
<b>Partner Reading</b>	2
<b>Choral Reading</b>	2
<b>Total</b>	13

As **Table 42** shows, 5 students (out of 13) regarded the response journal a useless part in the future. *“Despite the fact that reading and responding is a good strategy; yet, it seems so tiring and time consuming to respond to each material read”* one of the students said. For 3 students, the repeated reading was a needless fluency strategy to be employed later. *“Many other strategies are more important than this one”* one of them justifies his/her choice. Two (02) of them see that monitoring fluency progress through rating their CWPM is not necessary in the future. For two students, partner reading is not useful later.

Two (02) students object on the utility of Choral reading as a fluency strategy in the future. Most of these students did not provide convincing argument to support their attitudes.

**Q20:** If you are asked to read aloud in class, would you feel more confident than you did prior to beginning the FORI program? Explain

In their response to Q20, all the informants (100%) affirmed that reading aloud is no longer a challenge for them as it was in the past. Actually, they feel more comfortable and more self-confident when asked to read aloud. *“I suffered from hesitation before; now, I’m capable to read not only in front my classmates, but in front of anyone else”*, one of them asserted. Another one added, *“As we developed the habit of reading aloud during this training; now, I’m able to read in front of thousands of people”*. Such assertions proved that the informants could perceive the change in this behavior “reading aloud” that characterizes a fluent reading. When asked to specify the factors leading to this change, informants’ answers were of two kinds, see Table 43.

**Table 43: Factors Contributing in the Change of Behaviour**

<b>Options</b>	<b>N°</b>	<b>%</b>
<b>Lack of Skills</b>	23	82
<b>Psychological Factors</b>	5	18
<b>Total</b>	28	100

From the first sight to **Table 43**, we deduce that a large portion of the respondents (82%) related their deficiency in reading aloud with comfort and ease to the lack of fluency skills. Now, they confirmed that they learnt the needed techniques for fulfilling this task. Moreover, 18% of them saw that some psychological problems such as hesitation and feeling shy used to stand as obstacles whenever they were asked to read aloud before. *“I used to be shy; but after training myself, I feel more self-confident to read aloud and carry*

on reading”, one of them confessed. “*This training helped me to overcome my fears read in front of my peers*”, another one added.

Taking part in an educational program such as the FORI that has positively affected the participants’ reading fluency skills gave them the ability to suggest other kinds of EFL trainings they would like to have in the future. In responding to Q21, the informants’ future needs are summarized in Table 44.

**Table 44: The Informants’ Future Needs**

<b>Options</b>	<b>N°</b>	<b>%</b>
<b>More Reading Trainings</b>	5	17.8
<b>Writing trainings</b>	8	28.5
<b>Speaking Training</b>	12	42.9
<b>Others</b>	3	10.8
<b>Total</b>	28	100

**Table 44** provides clear evidence about the students’ awareness to improve other language skills. Most of them (42.9%) felt their need for speaking trainings. “*We are in need of a speaking training that targets speaking fluency to feel more confident while interacting with others*”, speculated one of them. Developing writing skills was another raised issue. 8 students (out of 28) claimed the importance for writing trainings. “*I wanted a writing training that helps me to get over my fears whenever I’m asked to write about a given topic*” a student said. Additionally, a category of students representing 17.8% (5 students) demanded more reading training programs. Yet, the 3 left students (10.8%) want follow in the future any language skill program that is similar in the structure to the FORI “weekly cycle, timed sessions, direct instructions...etc”.

When asked to provide any additional feedback about the FORI program, all the informants responded positively to question 22. Their feedback is classified as follow:

- 14 students (out of 28) agreed that thanks to the FORI their attitudes towards reading and reading books changed. This training developed in them the desire to read books. One student said: “ *FORI program motivates me to read more and more to the point I bought 3 books since we started the training; knowing that I was not a fan of reading before.*” Another one proclaimed that “*this training is a smart way to push students to read and discover the reading world.*”
- 4 informants (out of 28) expressed their gratitude towards this training; however, they wished if it lasted for the whole year. A student suggested: “*It would be more successful if it is for the whole year. It helped me to improve my reading.*” Another expressed the same idea saying: “*when I started to like reading, the nine weeks got over.*”
- 3 informants (out of 28) preferred if FORI training is part in the RT module.
- 3 informants (out of 28) expressed their wish if this training involved 1<sup>st</sup> year students. One of them said: “*I hope that FORI will be applied for all students in different levels; simply because it is a successful and smart program.*”
- 2 informants (out of 28) considered that FORI was a timed training. “*FORI training starts in the perfect time. The time I really felt the need to improve my reading skills; the chance (opportunity) comes*” one student proclaimed.
- 2 informants (out of 28) asserted that FORI helped them improve their way of thinking.

### **6.1.2. Overall Analysis**

The analysis of the data revealed that a large portion of the respondents reacted positively towards the FORI objectives because it targeted some reading skills that needed to be improved prior the start of the training. They all regarded the FORI in-class and at

home instruction an opportunity that increased their chances to experience more reading. At the same time, this provided instruction helped them to get rid of some reading problems mainly reading and manifesting their comprehension of what was read through fluent and expressive reading. Being under the FORI routine, the students' ability to read and express the writer's thoughts and feelings through the use of the adequate intonation markers and the appropriate pitch progressed. Consequently, by the end of this training, they became able to manifest a fluent expressive reading while their attention is kept focused on gaining meaning from the print, something that was impossible in the past. Reading in such manner means that the participants achieved the previously stated objectives.

All in all from their evaluation to the FORI, we conclude that this program did not only satisfy the participants' needs in improving their reading fluency and comprehension skills; moreover, it motivated them to practice at-home reading: a skill that was nearly inexperienced in the past. The kind of instruction afforded both in-class and at-home; the teacher's role and their role in the training, monitoring their own progress and some other factors the trainees have experienced during these nine weeks elevated their awareness towards the benefits they could gain from this particular reading program mainly reading without understanding and engaging in reading books. These conclusions confirm what was previously stated in (Chapter 3, Section: 3.6.2). Schwanenflugel (2008) concludes that the improvements students made under a FORI condition that are mainly due to the structure of this routine and its emphasis on fluency development make from this program a highly effective approach to literacy instruction. Not surprisingly, the numerous benefits participants gained from this training stimulated them to recommend Fluency Oriented Reading Instruction program to all second year English students.

## **6.2. Crosschecking the Questionnaires Data: The Interviews**

As previously stated, the respondents' provided feedback to the questionnaires might help us to plan future programs; yet, our fears from the effect of the respondents' prior judgment on the research conclusions stimulated us to put these latter to the test of reality through a face to face interview. The interview aimed to investigate (a) why the participants hold a positive attitude towards the FORI routine; (b) checking what theory says about FORI against what they have experienced; (c) why the strengths of the FORI hide its weaknesses; (d) the informants' perception to the FORI cycle, fluency and comprehension instructions, materials supplied, the teacher's role and their role in a FORI program; (e) the evaluation of their own learning and the gained benefits, and their future intention as a result of these acquired skills; (f) finally, inspecting whether or not their participation was worthwhile. Crosschecking the respondents' opinions towards these areas would give more credibility to the recommendation and the implication of this research study.

### **6.2.1. Data Analysis Procedure of the Interview: Thematic Analysis**

The data analysis procedures began once the interviews were converted from audiotapes to transcribed texts. The procedure adopted in the analysis of the interview transcripts is "the thematic analysis". According to Braun and Clarke (2006:79), it is "a method for identifying, analyzing, and reporting patterns (themes) within data. It minimally organizes and describes your (the researcher) data set in (rich) detail".

#### **6.2.1.1. The Emergent Themes**

When we started reading the transcripts, the same impression was developed as the time when we analyzed the questionnaires. The interviewees were holding again a positive

attitude towards this fluency instructional routine. They were satisfied while describing their reactions to the FORI course objectives, the structure and the design of its lessons.

For them, all what theory says about the FORI cycle has been experienced during the nine weeks of the training? Meaning that during the three session of each week, the students were provided with the same instruction. They get engaged in a weekly format that incorporates both fluency and comprehension instruction. The week selected challenging connected text is presented into a systematic lesson plan where a number of fluency strategies such the echo, choral, and partner reading are practiced. Besides developing their reading fluency, from the first session of the week till the last one, students develop their comprehension through the use of strategies like class discussion, vocabulary study, story map or graphic organizer, and extension activities in the form of written or oral responses to the week's selection. The aim from these activities is to emphasize that the primary goal of FORI is text comprehension.

Despite the different challenges they faced at the beginning, they succeeded to overcome them by the end of the training. They were so excited because they were able to get rid of some reading weaknesses. This routine became a part in their literacy education because it positively affected some other skills that were not initially targeted by the FORI objectives. Since the aim from this action research was to decide whether the FORI needs to be maintained, modified, or generalized to other setting, we engaged in an analytical reading to investigate why the participants were praising this program and what motivated them to do so?

After reading and re-reading the transcripts, data reduction began. The themes started to emerge with the initial reading of each transcript. What counts as a theme? For Braun and Clarke (2006: 82), “a theme captures something important about the data in relation to the research question, and represents some level of patterned response or

meaning within the data set”. To identify the emergent themes in our data, we utilized an open coding procedure where segments from the text that fit the research questions were depicted. This report is structured in terms of the main themes that emerged from the interviews. The seven emergent themes developed as follows: (1) developing self-confidence, (2) satisfaction, (3) motivational climate, (4) getting rid of fear and hesitation to read aloud, (5) transferable skills, (6) empowerment and self-determinism, and (7) trustworthiness.

#### **6.2.1.1.1. Developing Self-Confidence**

This theme becomes apparent in the participants’ responses when they demonstrate faith in themselves and trust their abilities in fulfilling tasks that were a little bit embracing before they attend the FORI training. The different benefits they gained from this program mainly: developing expressive reading and reading books accredited the informants with self-assurance to go further. Interview transcripts were analyzed for statements of confidence.

Being able to manifest a fluent reading characterized by speed, accuracy and expression loaded the students with self-assurance. This newly acquired skill enabled them to experience an effective reading, reading with understanding. The FORI instruction allowed Aya to endure the feeling of strength as she became able to read and exhibit an expressive reading, something that was difficult in the past. In her account, she declared that *“Now, I am totally aware about the text prosodic features. I’m able to show and express the author’s feelings and emotions to my classmates while reading aloud”*

Adding to the effect of fluency deficiency on students’ self-confidence, It has been deduced that the students’ lack of comprehension and their ignorance about their reading preferences were two other factors standing behind students’ tolerance to this feeling



before the training. In describing her reading prior to the beginning of the FORI, Nour regarded that the lack of comprehension decreased from her motivation to read books. She said *“before, I used to read one page more than one time in order to grasp the meaning”*. However, now she is more engaged as she is capable to read with understanding, Nour added *“because I am able to read and understand simultaneously; now, I can engage myself in reading thick books. In less than three weeks, I finished a book of 288 pages. Something that was impossible in the past.”* Side by side to the Nour’s comments, Roumaissa gained self-trust. Before the training, she was a lazy reader. Yet, now as *“this program encouraged me to read more because I discovered my reading preferences and interest that I was ignoring before”*, she claimed.

#### **6.2.1.1.2. Satisfaction**

Satisfaction as a theme comes out in the interview transcripts segments that show the participants’ feeling of pleasure due to the fact that some of their learning important needs that they wanted to do were realized. As previously stated, students were facing many reading problems where the lack of fluency and comprehension were major before they attended the FORI program. However, after the training, their voices revealed self-satisfaction because they developed the capacity to read and generate an understanding of what is read either during oral or silent reading.

Reading orally and manifesting a comprehension at the same time was one of the students’ goals. Fulfilling this need allowed them to experience the feeling of comfort and achievement. When requested about this issue, both Selma and Ikram expressed this state of content in the same way; Ikram said *“now I can read and understand while reading orally something that was impossible before this training.”* For Selma, *“this training*

*develops my ability to get to the meaning of the text while reading orally something that was difficult in the past.”*

Besides being able to read both orally and silently manifesting her understanding of what is read, Aya was gratified as she developed the talent to read orally for the others. She said that *“I switched towards oral reading because I developed a new habit “the public reader” of the old time.”* For her adopting this new skill was the result of the training she underwent. She confirmed *“I’m able to manifest a good comprehension of the text during my oral reading enabling my listeners to get the meaning of what I’m reading.”* Roumaissa went further in giving a percentage that reflected her ability to generate meaning from the text either during oral or silent reading. In her assertion, she said: *“I can say that now I can read and understand either during a silent reading or an oral reading at least not with 100% but with 90%, I can do.”*

In expressing her state of comfort, Amina seemed fulfilled when affirming that this training made her able to combine in a harmonious way the fluency sub-skills. She assumed that *“FORI helped me to make a fusion between speed, accuracy, and expression. Now, I’m reading to make others understand what I’ am saying because I have developed the ability to read at a conversational rate accurately and with expression.”*

This state of fulfillment was covering the students’ testimonies when they were asked whether or not the FORI training was good. Most of them express the feeling of gratification. For them this training paved the way to the development of some reading skills they were caring about before the training. Students agreed on that FORI was good because they became fluent readers who are able to read and manifest their understanding and who are more engaged in reading books...etc.

Among all the comments surrounding this state of affairs, the most vivid one came from Selma who was too much satisfied with this training. In her account, she announced that *“It was good. I felt myself improving. I felt myself more engaged to reading.”* Adding to this list, Selma discovered the type of reading materials that better fits her. She added, *“because of the training, I become able to choose the reading material that fits my reading preferences.”*

### **6.2.1.1.3. Motivational Climate**

This theme is quite apparent in the statements exhibiting the positive effect of the classroom environment on the respondents' learning. Their quotes about the nature of materials, the teacher's role and their role, the type of in-class and at home instruction prove to a large extent how far the FORI program creates a healthy motivational climate that enhances rather than hinders learning progress.

As it is labeled a routine, FORI procedure calls for regularity where the same instructions either the in-class or the at home are repeated throughout the week cycle. This classroom environment was more inviting rather than boring as it was affirmed by most of the respondents. They all confirmed that what made this routine different from any other routine was the fact that each week started with a new reading selection. And for them this was the motivating aspect in the program. According to Roumaissa, *“Apart from the boredom one get from being involved in any routine, this special routine is not boring because the topic of the selection changes each week.”* Nour described the environment created by the FORI routine by saying that: *“I didn't feel that it is like a doll moments, I felt really spontaneous. Instead of boredom, I was waiting the beginning of the week just to know about the reading adventure we go through that made me ask for more and more.”* When asked about the kind of instruction she really preferred, she opted for the in-class instruction because for her: *“The enthusiastic environment that the teacher creates, the*

*selections that were really interesting contribute in making from the in class instruction the more favoured one”.*

In her comment about the FORI classroom environment, Amina considered the regularity required by this approach as the major characteristic behind in the success of the program. She thought that *“the regularity is the key behind the success of the FORI program. Myself, I developed the habit for this regularity. Each time the session approaches, I felt impatient to start the thirty minutes of in-class practice.”*

On what concerns the classroom instruction, almost all of them agree that the in-class instruction crowned the FORI program. For them this kind of instruction that encouraged social interaction made them more aware about their learning. Selma affirmed that *“In class instruction was the one I really enjoy. I preferred working in a group. Sharing my reading experience with others was more beneficial for me.”* Ikram expanded this statement when she maintained that *“I really appreciate the in-class instruction because it was so active. I could give and take with the instructor and my classmates.”*

When asked to evaluate the efficiency of fluency instruction strategies, Ikram was quite certain that her fluency growth was due to the teacher’s direct instruction while practicing these strategies. She said: *“I regarded the fluency instruction strategies as the funny part in the program. The direct instruction provided by my teacher during the practice of each rereading strategy helped in making my fluent reading progresses”.*

In completing this talk, Nour found that this environment was too motivating that she wished the training lasted for a long period. She said: *“If the training lasted for the whole year or at least for one semester, FORI program would be perfect.”* Parallel to this account, Roumaissa added: *“now when the program gets over I’m always waiting that the FORI session would begin at any moment.”*

Better to end this section by Selma's quotes in which she expressed her attitude's change towards the FORI climate from negative to positive. In her talk, she asserted "*It was difficult for me to enjoy this reading program during the 1<sup>st</sup> weeks because everything was new for me. With practice, I started to be more engaged and committed to the point when the program gets over I could believe I didn't get bored from this regularity*". Selma described this

#### **6.2.1.1.4. Getting Rid of Fear and Hesitation to Read Aloud**

Fear and hesitation were dominant feelings that accompany the informants whenever they were asked to read aloud. This theme is mirrored in the statements where the participants described their reading aloud before they get engaged in this training. All of them considered that reading aloud was an overlooked skill because it had never been part in the reading instruction. They were almost encouraged to read silently. Yet the FORI training raised their awareness towards the importance of this skill, and through the provided instruction they succeeded to put an end to some psychological problems they were suffering from.

It was almost determined from the students' testimonies that both fear of mistakes and ignorance of the text prosodic features made from their reading aloud a hard task in the past. To overcome this embracing psychological state, shy, Amina used some techniques. She revealed that "*to avoid shy, I used to read fast because I did not know how to read aloud and mainly how to read with expression.*" Yet by receiving direct instruction she became able to make a harmony between the fluency main factors to the point that now she felt free and not bound to time. She said that "*Now, I feel free; I don't count time I let time count*".

Similar to Amina, Roumiassa recognized that now she is reading with less hesitation because her awareness towards the prosodic elements increased. According to her testimony, she announced that *“They [prosodic features] help me to get the meaning of the text easily, and to express the author’s feeling and emotions. These punctuation marks cued me during my reading.”* Nour added, *“when getting the meaning of what the author implicitly wants to say, as a reader, this same meaning is conveyed to those I am reading for them via the appropriate use of intonation, stress, pitch...etc”*. Selma on her turn succeeded to fulfil the task of reading orally without fear when she became able to *“express surprise, ask questions and all what is manifested in the text via some prosodic elements”*, she argued. And *“I learned how to express those meanings overtly to the listener while reading orally. By doing so, I make the text more vivid; since I will live with the author of the text these moments”*, Selma added.

In brief, the fluency strategies paired with the teacher’s direct explicit instruction developed in the students more attention towards the importance of the text prosodic elements during an oral reading. Being able to interpret the authors’ implied meaning accredited them with the ability to read with expression and consequently put an end for fear and hesitation to practice reading aloud.

#### **6.2.1.1.5. Transferable Skills**

A successful learning is characterized by the achievement of a set of objectives stated prior to the process of learning. Benefiting from classroom activities and relating this new learning to other contexts prove how much it was beneficial. The interviewees brought up several examples of how developing reading fluency is transferred to their success in other classes.

Ikram was quite sure that her way of reading changed a lot. She learned how to read and interact with the author and the text she is reading. She said *“I learned how to read and question what I’m reading, how to interact with the author, and mainly how to express myself after I finish reading.”* For her FORI training developed the critical reading skill.

Besides the positive impact of FORI on reading skills, Amina discovered that her writing skills improved as well. She confirmed that *“Adding to the improvement I made in my reading skills, my writing skill has been positively affected.”* Going further in describing her new way of writing, Nour asserted that *“my writing becomes more creative and more critical than it was before. I have noticed during my response to the week selection that included many questions that were not even asked by the author.”* Selma in her turn was too surprised by the fact that this training did not only influence her reading and writing; but rather, she became able to select reading materials. More than her colleagues, Selma declared that *“adding to learning how to make a summary, how to succeed in making predictions, and how to express my opinion towards the authors’ attitude, I become aware about my reading preferences. I learned how to select a material that fits my interests and suits me.”*

Besides all the listed skills that were directly or indirectly affected by this program, Nour declared that her speaking skill improved as well. According to her testimony, the fluency strategies instruction affected the oral skills. She asserted that *“Choral reading helps me a lot in overcoming hesitation while speaking. I think my fluency in speech has been positively affected by the FORI program. I feel it from my heart.”*

FORI training has a deep influence on the students’ learning and its positive effects go further to include other skills that were not directly targeted by the objectives of the program.

### 6.2.1.1.6. Empowerment and self-determinism

This line of thought is matched in the respondents' accounts in which they express that FORI increased the degree of autonomy in their learning. The many gained benefits due to the training empower and enable the participants to overcome their sense of powerlessness by making them self-determined in going on for not losing what they have already acquired.

On what concerns the ability to engage in reading challenging materials, the participants agreed that the FORI direct comprehension instructions helped them to approach this kind of materials that were too beneficial for them. In their assertions, we confirmed that the text of "Midnight Visitor" symbolized this type. When describing her experience in reading this text, Ikram affirmed that *"I found the text of "Midnight Visitor" difficult at the very beginning. But when I experienced the effect of the direct instruction in facilitating this text, I was no longer afraid from any text whatever its level of difficulty is. I'm quite sure that challenging materials can't be effective unless within the FORI instruction."* Supporting this talk, Selma added: *"I could not imagine myself responding to these texts without the teacher's explicit instruction."* For her gaining this ability was mainly due to classroom interactions. She said *"group work helps a lot in making those texts easy to deal with."* Dealing with challenging texts was facilitated by the heavily scaffolded reading instruction. The latter represents one of the FORI's initial goals.

Amina felt herself powerful because she benefited a lot from the training. In accordance with, she took an important future decision where she asserted the following: *"because it was beneficial, I do never stop or give up what I have experienced. Even though the program ends, I'll continue it by myself."* To back her attitude, she added: *"the benefits I gained and the improvements I make will stimulate me to continue the process by myself; simply because I get in the process of the FORI."*



For Aya and Selma, they are self-determined to engage in more at-home reading. Aya declared that she would never quit reading. *“Because this training oriented me to my field of interest, I mean topics that suit my interest as well as authors and style; I’ll carry on reading books but only scientific ones.”* She argued. Selma on her turn decided the coming after engagement: *“I want to read the whole collection of Jane Austen.”*

Better to finite this section by a quote in which a future intention towards a newly acquired skill is expressed in an inviting way. Amina description of her future intention towards at home-reading in the following:

In civilisation, we have learned that each civilisation “emerge-flourish- then vanish”. My reading at home will never collapse; it will remain flourishing till the day of my death. I will carry on reading with more power more willingness.” Amina expressed her strong will in the future.

#### **6.2.1.1.7. Trustworthiness**

This subject matter is raised in the interviewees’ announcements in which they express feelings of comfort towards FORI. This dominating state was reflected in their voices through the many praises they allocated for this program. Due to the fact that many skills were advanced as a result of the provided instructions, FORI is a trustworthy program that any EFL student need to profit from.

Many informants found that FORI enlightened their learning path. Aya was completely lost before attending the program. She said that *“this training helped me to find myself”* Yet, she wanted that her peers benefit as she did. She advised EFL learners to join FORI; her argument is that *“it is a suitable program for anyone who wants to develop his reading skills.”* She added *“I wish that all EFL students are given this opportunity.”* Like

Aya, Ikram regarded this training as a beginning for achievements, she asserted that *“FORI is definitely a starting point for all the improvements I did, does and will do in reading.”*

As being a trustworthy program, Amina wanted to invite anyone whose desire is to improve his reading skills. She requested the following: *“I would like to invite anyone who wants to improve his reading skills and mainly fluency to join this training because it was more entertaining and enjoyable both in the class and at home.”* In formulating her invitation, Selma tried to insure any participant from the worry he can get at the start of the program due to certain difficulties because they will soon fade. She addressed him by saying *“despite the difficulties, you’ll face at the beginning; however, you see another version of yourself by the end. You’ll be more skilful; you’ll learn many things you ignored about reading and writing, how to work in a group, in pairs...etc. in a word; you’ll learn how to be an effective reader.”* More than her peers, Romaiissa was offering extra grantees to seduce future attendants through her special invitation in which she requested the following: *“FORI is beneficial for you just try it and many skills will develop, mainly your way of thinking. You’ll learn how to be a critical thinker.”*

Despite the difficulty of the FORI instruction students experienced during the first weeks, they succeeded to overcome many learning obstacles by the end of the training. This offered training enabled them not only to improve their reading fluency and comprehension; yet, the many benefits they experienced made from it an enjoyable miraculous reading program they experienced more other benefits in parallel where reading books is no longer a challenge for them.

#### **6.2.1.2. Data Validation**

As to appropriately evaluate the FORI program and then suggest adequate revisions into the characteristics of this latter that are based on the participants’ judgments, we tested

the validity of the questionnaires data through crosschecking their opinions. The aim from this section is to definitely confirm or disconfirm the participants' view points towards the characteristics of the FORI procedure. When the questionnaires drawn conclusions are twined with the interviews findings, the FORI routine demonstrates its utility as literacy education program.

Another time, the participants expressed the same positive attitudes towards the characteristics of this program. It was confirmed that FORI supports students in gaining self-confidence through in-class and at home reading instruction. The direct instruction supplied during the week cycle enables students to trust their abilities in fulfilling tasks that were a little bit embracing before they attend the FORI training. The fact that they succeed in overcoming some psychological problems such as fear and hesitation, learners were self-determined, engaged and more future oriented to achieve more literacy goals. Manifesting fluent expressive reading, reading and understanding both orally and silently, and engaging in a permanent reading of books accredited students with self-confidence and comfort, satisfaction, self-assurance and trustworthiness, empowerment and self-determinism.

The Fluency Oriented Reading Instruction procedure is proved to be effective. By relying on the participants' valid judgments, one can feel secure when deciding to plan for future trainings.

### **6.3. Summary of Study Conclusions**

The quantitative data analysis that revealed the positive effect of fluency instruction on reading fluency sub-skills and comprehension favored the FORI over the RR approach. Additionally, the questionnaires findings and the thematic analysis of the students' testimony in the interviews validated the experiment's findings. Hence, the remarkable

gains in the FORI group were not a mere chance; but rather, they were due to the heavy influence of the FORI direct explicit instruction. Why recommending FORI approach over the RR approach? How to adequately consider all the factors that surrounds the implementation of this promoting integrated instructional routine?

#### **6.4. FORI Approach or RR Approach**

In the study findings, we found the students in the FORI instruction did somewhat better than did their peers in the RR group (although this difference was not significant in terms of students' reading rate as measured by CWPM. – and both groups did better than their peers in the control condition). Adding to the numerical gains marked by the FORI-G over the RR-G, the qualitative data generated via the questionnaires and the interviews proved to a large extent that students in the FORI setting benefited a lot from this approach. Accordingly, we recommend the Fluency Oriented Reading Instruction over the Repeated Reading for a number of reasons.

First, FORI empowers and enables EFL learners to hold responsibility. The gradual release of support from the teacher to the learners during the fluency instruction (echo reading, choral reading, and partner reading) and monitoring their own fluency progress allow them to become more engaged and more self-responsible about their own fluency growth.

Second, FORI puts an end for hesitation and shy to read aloud. By manipulating the three factors of a fluent reading- automaticity, accuracy during an oral reading , and expression-, students overcome the fear they used to have when asked to read orally. Moreover, they learned the value of interactive read aloud. The opportunity to practice the text of the week through three efficient rereading strategies (echo reading, choral reading,

and partner reading) helped students to benefit from this shared reading either when reading after a model or when reading altogether in one voice.

Adding to the focus on the fluency growth during the instruction, FORI explicit, direct instruction focuses on developing reading instruction which combines teaching foundational skills and higher order comprehension strategies. As an outcome, this integrated fluency instructional routine exercises a deep impact on vocabulary acquisition and developing higher order thinking skills.

FORI instruction boosts vocabulary acquisition. Because FORI provides students with an access to material that would be too difficult for them to read on their own, they may experience growth in their vocabulary repertoire. Challenging materials expose students to richer vocabulary and a broader range of concepts as it is evidenced by Rasinski and his associates (2014).

Conjointly with the teaching of word decoding skills such as determining the meaning of unfamiliar words, FORI ameliorates comprehension skills and encourages students to engage in a critical reading. Since comprehension is at the forefront, the implementation of some comprehension strategies during the reading direct instruction like predicting, making inferences, and drawing conclusions allow students to experience improvement in their comprehension skills. Many participants in the FORI conditions reaffirmed that they adopted a new way of reading. Reading and interacting with the author through questioning and stating hypothesis reflect a progress in the students' higher order thinking skills. And it is the appropriate teaching strategies and learning environments that facilitate their growth (King et al., 1998).

FORI turns students into writers. Through the emphasis on responding in a written form either to the week reading selection, or to their free choice readings, students writing skills improve. This regular written response motivates and gives an alibi for the students to write.

Albeit briefly, this offered training enabled learners not only to improve their reading fluency and comprehension achievements; yet they experienced more other benefits in parallel where reading books is no longer a challenge for them. As long as this fluency instructional routine is a beneficial reading instruction, EFL teachers and course designers are asked to seriously consider the recommendations grouped in coming sections.

## **6.5. Pedagogical Implications**

When the study statistical findings are paired with the qualitative ones, a call for an integration of the Fluency Oriented Reading Instruction routine in the reading instruction is literacy necessity. Since then, some pedagogical implications that can be gleaned from this study for a variety of stakeholders needed to be seriously regarded. Because the type of the provided reading instruction, the teacher's role during the instruction, scaffolding, the type of text, and the rereading strategies stand behind the success of the FORI program, EFL teachers are recommended to seriously regard these factors while implementing FORI lessons if they want their students experience both a fluency and comprehension growth.

### **6.5.1. Teacher's Role during Fluency Instruction**

Vital is the role played by the teacher for an effective fluency instruction to occur. He should develop student's awareness towards the importance of a fluent reading. This awareness contributes to a large extent in the developing, fixing and then improving students' reading fluency (Rutzel, 2013). During the in-class instruction, the teacher should

draw a clear cut when reading is characterized by fluency and when it is not; moreover, he should provide them with the needed instruction for fixing such problem. When evaluating the teacher's role in the FORI lessons, we can say that his role is a threefold. It turns around: scaffolding during the in-class instruction, creating a motivational climate, and evaluating students' fluency progress.

One of the most important things that any teacher can do for students is scaffolding during the instruction. The latter incorporates a variety of techniques; it can be general aids such as modeling or demonstrating a strategy, or they can be specific aids used to teach a strategy (Rupley et al., 2009). Through modeling a fluent expressive reading during the instruction, students can develop a new insight of what fluent reading is meant to be. Moreover, besides the necessity to listening to fluent readers' model, students must be given time to improve their delivery with strong adult coaching (Tankersley, 2003). Reading aloud to their teacher, reading to a more proficient partner and receiving corrective and performance feedback on their reading skills not only releases gradually the responsibility from the teacher to the student; however, it enables the latter to become a successful readers capable in generating the meaning of what is read.

Creating a motivational climate during the instruction is an additional factor that needs to be taken into consideration when planning for the implementation of a FORI routine. Motivation is one of the main determinants of L2/EFL learning achievement (Dornyei, 1994). Because it is the key in developing student interest and attitude,

Checking the fluency progress after the instruction is one more contributing factor in a fluency developmental instruction. Monitoring students' fluency progress that is among the requirement of the FORI instruction helps the teacher to keep his students' fluency progress in a regular check. The fluency progress tracking sheet that makes this task easy for teacher has many other benefits both the teacher and the students

### **6.5.2. The Choice of Reading Materials**

The choice of reading materials has an important implication during a fluency instruction. Two major factors are to be considered while selecting materials for a FORI instruction: text level of difficulty and interest.

It is required by this approach to use materials with a certain level of difficulty, challenging materials. Since learners are provided support during the comprehension instruction these materials would increase their vocabulary acquisition (Rasinski et al., 2014). But at the same time, teachers are warned from using texts that are completely beyond the learners' level of reading (Stahl & Heubach, 2005; Rasinski et al., 2014). For these specialists, learners would benefit more if they are afforded materials that are at the top of their reading ability. Meaning the selected text should have an accuracy rate of approximately 85% (Rasinski et al., 2014).

Opting for interesting and appealing materials is another characteristic to regard during a FORI manipulation. Rasinski and his associates (1994) observed that students became more interested in reading, especially when the reading materials are appealing. Similar to Rasinski's observation, in our study, students' revelation confirm this issue. Their accounts both in the questionnaires and in the interviews certify to high degree that the entertaining reading materials of the training helped them to experience both a fluency and comprehension growth. Besides choosing texts that lend themselves to fluency practice (Rasinski et al., 2008), teachers have to remember that the more reading materials are enjoyable and appealing the more motivation and interest is created in the classroom environment.

All in all, the material that fits a FORI instruction should to be selected in a manner that reflects not only the student's reading level but also his or her interests.



### 6.5.3. Encouraging At-Home Reading

Among the unexpected findings, in this study, the participants were 100% satisfied that FORI made them discover the pleasure of reading books. Their different accounts prove to a large extent that this ability was shaped during the training. As reading at-home is part in the FORI instruction, teachers are required to encourage students to engage in this activity by increasing the amount of at home reading. Motivating students to read extensively is insured when the teacher is guiding and supervising this task through his regular check to the students' response journal.

In nutshell, FORI routine is simple, straight-forward, and easy to implement. It can be used /or adapted, with minimal time within an instructional lesson. Instead of repeatedly practicing the same passage, the kind of instruction adopted in a FORI program is offering learners the possibility to practice the week selection using guided repeated reading, echo reading, choral reading and partner reading. According to theory, each fluency instruction offers an opportunity for the reader to improve his fluent reading; however, if these instructions are synthesized or integrated into lesson units, students may benefit more (Rasinski, 2013:7). If the listed above pedagogical implications are seriously regarded by the instructors while planning for a FORI program, students may divulge improvement in their fluency and comprehension skills. Better to end this account by a reading fluency expert's recommendation for teachers. Timothy Rasinski ,Ph.D., who is a professor of literacy education at Kent State University and director of its award-winning reading clinic and the author of the bestselling books on reading fluency, "*The Fluent Reader*" and "*The Fluent Reader in Action*" suggests the following:

Fluency instruction is an approach that offers great potential for many students, particularly those who find reading difficult and uninteresting. I hope that you will consider making reading fluency

a part of your daily classroom instructional routine. Rasinski (2014: 28)

## **6.6. Recommendation for Further Research**

In summary, FORI can be an effective intervention to improve students' reading fluency and comprehension skills and has the potential to open a new horizon for students who are not fan of reading books. These interesting results should be studied further. Future research may produce more definitive findings if the current study could be replicated. Because of the research limitations mentioned before, these finding should be considered with caution, as there are a number of unresolved issues that should be addressed in future research studies.

FORI routine proved to be an effective reading instruction for second year EFL students at the ENSC. Furthermore, future manipulations need to extend the benefits of this fluency integrated instructional routine by examining its effects on second year EFL students in two different research settings such as at the ENSC and at the university of Brothers Mentouri. In accordance with, the findings could be generalized to similar population wherever the setting is.

Future studies have to thoroughly investigate this approach in EFL settings. The lack of FORI interventions in EFL context stands as an obstacle in validating our conclusions. Referring to similar EFL studies to support the research findings is primordial. EFL investigators, then, are asked to dig deep in this area of interest in order to enrich the literature review of the FORI. The more FORI is implemented in EFL contexts, the better understanding is generated about the functioning of this approach in a context which is not the same as L1 setting.

The lack of random assignment prevented us from exercising a control over all the confounding variables that may affect the outcome of the study experiment. Therefore, a

call for a true experimental design where the participants are randomly assigned to treatment and control conditions is recommended in future studies. So that one could affirm that any change in fluency and comprehension is due only to the effects of the FORI instruction.

The majority of participants in the current investigation claimed that nine weeks of FORI training was short and needed to be longer. Future studies should examine the long-term effectiveness of FORI intervention. Expanding the length of the treatment period to more than nine weeks could lead to more other benefits than the expected.

## **Conclusion**

Again the qualitative analysis of data backed the quantitative analysis findings. Crosschecking the informants' feedback to the post evaluation questionnaires with the findings of the thematic analysis of the interviews certified that The Fluency Oriented Reading Instruction approach (FORI) contributes in the prosperity of EFL students' reading fluency sub skills- automaticity, word recognition accuracy and prosody- as well as comprehension. Hence forth, the numerous gains of the FORI group during the treatment were not a mere chance; rather they were due to the effect of an effective fluency developmental reading program. In accordance with, EFL teachers and course designers are requested to consider the importance of FORI as method capable in marking improvements in EFL students' reading performance. They are requested to exploit this adequate method in EFL setting at early stages of learning to read this foreign language; so that, students could experience reading progress sooner.

## GENERAL CONCLUSION

Since the time, it started to be referred to as a bridge between word recognition processes and comprehension, reading fluency regained its real value in the field of literacy education. The major concern of researchers is to explore the nature of the relationship that might exist between fluency and comprehension mainly after proving that there is a correlation between these reading skills. Their attempts turn around investigating whether fluency leads to or results from comprehension.

Studies in the field acknowledge this level of expertise as an important factor while manipulating the text comprehension; mainly when most reading theories confirm that improving automatic word recognition frees working memory space and allows the reader to devote a large portion of his cognitive attention to getting the meaning from the print. To achieve this final goal, a common recommendation among these theories is to increase the reader's encounter to the same print. Opting for the adequate fluency instructional approach that promote developing both fluency and comprehension skills is deemed an important concern for educators in this area of interest.

The present study investigated the effect of two developmental reading fluency instruction procedures, Fluency Oriented Reading Instruction and Repeated Reading, on fluency and comprehension achievements of EFL readers at the ENS-C. Our objective was to examine to what extent fluency components and comprehension were influenced by the type of fluency instruction. This research extended further in comparing these two different kinds of instruction, and then drawing conclusion on the one that is more effective in developing these reading skills. To achieve the target, this work reported on every detail related to the design as well as the adopted research methodology. Whereas the quasi-experimental design allowed us to compare statistically the relevancy of these

two fluency instruction; the questionnaires and the interviews addressed to the FORI group permitted us to gain certainty whether this promoting fluency building instruction (Fluency Oriented Reading Instruction procedure) required to be modified, to be maintained, or to be generalized.

Before we examine how fluency components –automaticity, accuracy and prosody- along with comprehension vary in their progress according to the type of fluency developmental reading instruction, checking the existence of correlation between fluency and comprehension among 2<sup>nd</sup> year EFL students marked the beginning of the study. The students at the English department in the Ecole Normale Supérieure of Constantine were studied to determine the relationship between the two variables. Findings affirmed that a statistically significant positive correlation exists between students' Correct Word per Minute scores and Comprehension Retelling rating scores. Though the degree of association between the variables was moderate; however, this cannot prevent us from concluding that improved automatic and accurate word recognition lead to improved comprehension.

As long as this correlation study is not aimed to study the causal relationship between variables; yet, it paved the way to studying the effects of FORI and RR, two promoting fluency instructional procedures, on reading fluency main components. In a quasi-experimental pre/posttest design, we tried to inspect the degree to which the three dimensions of reading fluency along with comprehension were affected by the type of fluency instruction. Data analysis findings suggested that with the regular use of the FORI and RR instruction procedures from September to December, statistical improvement were noticed in retelling comprehension, automaticity, accuracy and prosody in students' reading performance.

Since the two procedures differ in the type of the provided fluency instruction, our interest went further to compare them and then draw conclusions. In general, it appeared that the two approaches had the same effects on fluency and comprehension growth of 2<sup>nd</sup> year EFL students at the ENSC. Despite the positive influence both of them exercised on these skills, it was statistically proved that the Fluency Oriented Reading Instruction was more effective in boosting skills related to the development of reading fluency mainly accuracy, prosody and comprehension. As far as automaticity was concerned, both methods evidenced to produce the same impact.

The numerical data and the participants' motivation during the Fluency Oriented Reading Instruction (FORI) manipulation stimulated us to dig deep searching for qualitative data through questionnaires and interviews. The participants' attitude towards this new program drawn from their responses to the post evaluation questionnaire backed with face to face interviews certified the study findings on the one hand, and set the ground for some research implication and future recommendations, on the other hand. Henceforth, the gains of the FORI group during the treatment were not a mere chance; rather they were due to the effect of an effective fluency developmental reading program. Besides fluency and comprehension growth, FORI reading instructional routine loaded students with self- confidence and assurance to go further because some of their learning needs such as reading as if speaking and engaging in reading books were satisfied. These numerous benefits increased students' awareness towards the importance of FORI not only for them as EFL learners, or as future teachers; but for all second year English students.

In brief, the implementation of instructional practices that involve classroom routines and strategies such as the Fluency Oriented Reading Instruction can help in

enhancing fluency and comprehension. By providing direct explicit instruction, FORI allows the reader not only to experience accuracy, automaticity, and prosody growth; however, the main benefit he can gain under this instructional classroom setting is comprehension progress as well. EFL learners can reach a level of expertise in reading fluency crowned by comprehension if the Fluency Oriented Reading Instruction becomes part in their reading program.

Last but not least, the structure of Fluency Oriented Reading Instruction and its emphasis both on fluency and comprehension development rank it among the recognized effective approaches to literacy instruction; EFL teachers, course designers and researchers are requested to take into account the importance of this integrated fluency instructional routine as a key in improving EFL learners' reading skills.

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## **APPENDICES**

**Appendix I:** FORI-G Reading Materials

**Appendix II:**RR-G Reading Materials

**Appendix III:** Pretest and Posttest Texts

**Appendix IV:** Post Evaluation Training Questionnaire Sheet

**Appendix V:** The Interview Schedule

**Appendix VI:** FORI-G Fluency Tracking Sheet

**Appendix VII:** RR-G Fluency Tracking Sheet

**Appendix VIII:** Home Reading Tracking Sheet

**Appendix IX:** A Sample of a Student's Response Journal

**Appendix X:** Multidimensional Fluency Rubric

**Appendix XI:** The Participants' Scores in the Pre-test

**Appendix XII:** FORI Instructional Procedure (Sample Lessons)

**Appendix XIII:** FORI-G Fluency Monitoring Progress (Sample Sheet)

**Appendix XIV:** A Sample of a Student' Home Reading Tracking Sheet in FORI-G

**Appendix XV:** RR-G Fluency Monitoring Progress (Sample Sheet)

**Appendix XVI:** The Participants' Scores in the Posttest

**Appendix XVII:** Interview Transcriptions

**Appendix I: FORI-G Reading Materials**

<b>Week</b>	<b>The Week Selection</b>
<b>One</b>	English Ghost Stories
<b>Two</b>	Midnight Visitor
<b>Three</b>	Toledo a Problem of Menus
<b>Four</b>	Robin Hood
<b>Five</b>	The Titanic
<b>Six</b>	The Chaser
<b>Seven</b>	Pockety Women Unite
<b>Eight</b>	Bill
<b>Nine</b>	The Box

## *The Chaser*

*John Collier*

Alan Austen, as nervous as a kitten, went up certain dark and creaky stairs in the neighborhood of Pell Street, and peered about for a long time on the dime landing before he found the name he wanted written obscurely on one of the doors.

He pushed open this door, as he had been told to do, and found himself in a tiny room, which contained no furniture but a plain kitchen table, a rocking-chair, and an ordinary chair. On one of the dirty buff colored walls were a couple of shelves, containing in all perhaps a dozen bottles and jars.

An old man sat in the rocking-chair, reading a newspaper. Alan, without a word, handed him the card he had been given. "Sit down, Mr. Austen," said the old man very politely. "I am glad to make your acquaintance."

"Is it true," asked Alan, "that you have a certain mixture that has-er-quite extraordinary effects?" "My dear sir," replied the old man, "

My stock in trade is not very large-I don't deal in laxatives and teething mixtures-but such as it is, it is varied. I think nothing I sell has effects which could be precisely described as ordinary."

"Well, the fact is. . ." began Alan.

"Here, for example," interrupted the old man, reaching for a bottle from the shelf. "Here is a liquid as colorless as water, almost tasteless, quite imperceptible in coffee, wine, or any other beverage. It is also quite imperceptible to any known method of autopsy."

"Do you mean it is a poison?" cried Alan, very much horrified.

"Call it a glove-cleaner if you like," said the old man indifferently. "Maybe it will clean gloves. I have never tried. One might call it a life-cleaner. Lives need cleaning sometimes."

"I want nothing of that sort," said Alan.

"Probably it is just as well," said the old man. "Do you know the price of this? For one teaspoonful, which is sufficient, I ask five thousand dollars. Never less. Not a penny less."

"I hope all your mixtures are not as expensive," said Alan apprehensively.

"Oh dear, no," said the old man. "It would be no good charging that sort of price for a love potion, for example. Young people who need a love potion very seldom have five thousand dollars. Otherwise they would not need a love potion."

"I am glad to hear that," said Alan.

"I look at it like this," said the old man. "Please a customer

"Dear me!" said Alan, attempting a look of scientific detachment.

"How very interesting!" "But consider the spiritual side," said the old man.

"I do, indeed," said Alan.

"For indifference," said the old man, they substitute devotion. For scorn, adoration. Give one tiny measure of this to the young lady-its flavour is imperceptible in orange juice, soup, or cocktails-and however gay and giddy she is, she will change altogether. She will want nothing but solitude and you."

"I can hardly believe it," said Alan. "She is so fond of parties." "She will not like them any more," said the old man.

"She will be afraid of the pretty girls you may meet."

"She will actually be jealous?" cried Alan in a rapture. "Of me?"

"Yes, she will want to be everything to you."

"She is, already. Only she doesn't care about it."

"She will, when she has taken this. She will care intensely. You will be her sole interest in life."

"Wonderful!" cried Alan.

"She will want to know all you do," said the old man. "All that has happened to you during the day. Every word of it. She will want to know what you are thinking about, why you smile suddenly, why your are looking sad."

"That is love!" cried Alan.

"Yes," said the old man. "How carefully she will look after you! She will never allow you to be tired, to sit in a draught, to neglect your food. If you are an hour late, she will be terrified. She will think you are killed, or that some siren has caught you."

"I can hardly imagine Diana like that!" cried Alan, overwhelmed with joy.

"You will not have to use your imagination," said the old man. "And, by the way, since there are always sirens, if by any chance you should, later on, slip a little, you need not worry. She will forgive you, in the end. She will be terribly hurt, of course, but she will forgive you-in the end."

"That will not happen," said Alan fervently.

"Of course not," said the old man. "But, if it did, you need not worry. She would never divorce you. Oh, no! And, of course, she will never give you the least, the very least, grounds for-uneasiness."

"And how much," said Alan, "is this wonderful mixture?"

"It is not as dear," said the old man, "as the glove-cleaner, or life-cleaner, as I sometimes call it. No. That is five thousand dollars, never a penny less. One has to be older than you are, to indulge in that sort of thing. One has to save up for it."

"But the love potion?" said Alan.

"Oh, that," said the old man, opening the drawer in the kitchen table, and taking out a tiny, rather dirty looking phial. "That is just a dollar."

"I can't tell you how grateful I am," said Alan, watching him fill it.

"I like to oblige," said the old man. "Then customers come back, later in life, when they are better off, and want more expensive things. Here you are. You will find it very effective."

"Thank you again," said Alan. "Good-bye."

"Au revoir," said the man.

## “The Midnight Visitor”

*By Robert Arthur*

### **Part One:**

*Read the text once for the main idea. Do not refer to the notes, dictionaries or the glossary yet.*

Ausable did not fit the description of any secret agent Fowler had ever read about. Following him down the corridor of the gloomy French hotel where Ausable had a room, Fowler felt disappointed. It was a small room on the sixth floor and hardly a setting for a romantic figure.

Ausable was, for one thing, fat. Very fat. And then there was his accent. Though he spoke French and German passably, he had never altogether lost New England accent he had brought to Paris from Boston twenty years ago.

"You are disappointed," Ausable said wheezily over his shoulder. "You were told that I was a secret agent, a spy, dealing in espionage and danger. You wished to meet me because you are a writer, young and romantic. You thought you would have mysterious figures in the night, the crack of pistols, drugs in the wine."

"Instead, you have spent a dull evening in a French music hall with a sloppy fat man who, instead of having messages slipped into his hand by dark-eyed beauties, gets only an ordinary telephone call making an appointment in his room. You have been bored!" The fat man chuckled to himself as he unlocked the door of his room and stood aside to let his frustrated guest enter.

"You are disillusioned," Ausable told him. "But take cheer, my young friend. Before long you will see a paper, a quite important paper for which several men and women have risked their lives, come to me in the next-to-last step of its journey into official hands. Someday soon that paper may well affect the course of history. There is drama in that thought, don't you think?" As he spoke, Ausable closed the door behind him. Then he switched on the light.

And as the light came on, Fowler had his first real thrill of the day. For halfway across the room, a small automatic pistol in his hand, stood a man.

Ausable blinked a few times.

"Max," he wheezed, "you gave me quite a start. I thought you were in Berlin. What are you doing in my room?"

Max was slender, not tall, and with a face that suggested the look of a fox. Except for the gun, he did not look very dangerous.

"The report," he murmured.



"The report that is being brought to you tonight concerning some new missiles. I thought I would take it from you. It will be safer in my hands than in yours."

Ausable moved to an armchair and sat down heavily. "I'm going to raise the devil with the management this time; I am angry," he said grimly. "This is the second time in a month that somebody has gotten into my room off that confounded balcony!" Fowler's eyes went to the single window of the room. It was an ordinary window, against which now the night was pressing blackly.

"Balcony?" Max asked curiously. "No, I had a passkey. I did not know about the balcony. It might have saved me some trouble had I known about it."

"It's not my balcony," explained Ausable angrily. "It belongs to the next apartment." He glanced explanatorily at Fowler. "You see," he said, "this room used to be part of a large unit, and the next room through that door there used to be the living room. It had the balcony, which extends under my window now. You can get onto it from the empty room next door, and somebody did, last month. The management promised to block it off. But they haven't."

Max glanced at Fowler, who was standing stiffly a few feet from Ausable, and waved the gun with a commanding gesture. "Please sit down," he said. "We have a wait of half an hour, I think."

"Thirty-one minutes," Ausable said moodily. "The appointment was for twelvethirty. I wish I knew how you learned about the report, Max."

The little spy smiled evilly. "And we wish we knew how your people got the report. But, no harm has been done. I will get it back tonight. What is that? Who is at the door?"

Fowler jumped at the sudden knocking at the door. Ausable just smiled, "That will be the police," he said. "I thought that such an important paper should have a little extra protection. I told them to check on me to make sure everything was all right."

Max bit his lip nervously. The knocking was repeated.

"What will you do now, Max?" Ausable asked. "If I do not answer the door, they will enter anyway. The door is unlocked. And they will not hesitate to shoot."

Max's face was black with anger as he backed swiftly toward the window; with his hand behind him, he opened the window and put his leg out into the night. "Send them away!" he warned. "I will wait on the balcony. Send them away or I'll shoot and take my chances!"

The knocking at the door became louder and a voice was raised. "Mr. Ausable! Mr. Ausable!"

Keeping his body twisted so that his gun still covered the fat man and his guest, the man at the window swung his other leg up and over the window sill.

The doorknob turned. Swiftly Max pushed with his left hand to free himself and drop to the balcony. And then as he dropped, he screamed once, shrilly.

The door opened and a waiter stood there with a tray, a bottle and two glasses. "Here is the drink you ordered, sir." He set the tray on the table, uncorked the bottle, and left the room.

White faced and shaking, Fowler stared after him. "But... but... what about... the police?" he stammered.

"There never were any police." Ausable sighed. "Only Henry, whom I was expecting."

"But what about the man on the balcony?" Fowler began.

"No," said Ausable, "he won't return."

## Reading Selection 2

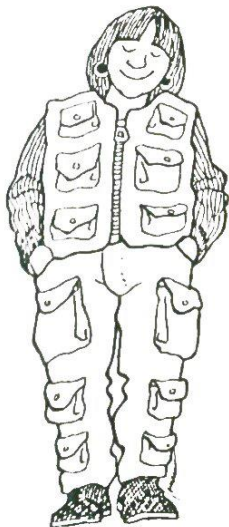
### Satire

- Before You Begin**
- 1 T / F Men have more power in society
  - 2 T / F A briefcase is the same as a purse
  - 3 T / F Clothing is an important aspect of men's position in society

Satire is a style of writing that pretends to be serious in order to demonstrate the humor of a particular situation. Read the following article to determine what the author is satirizing. You may want to do the Vocabulary from Context exercise on page 214 and the Dictionary Study exercise on page 215 before you begin reading.

#### **Pockety Women Unite?**

*Jane Myers*



- 1 Pockets are what women need more of. The women's movement in the past decade has made giant strides in achieving greater social justice for females, but there's a great deal of work yet to be done. And it can't be done without pockets.
- 2 It has been commonly thought that men get the best jobs and make the most money and don't have to wash the dinner dishes simply because they're men, that cultural traditions and social conditioning have worked together to give them a special place in the world order.
- 3 While there is undoubtedly some truth to this, the fact remains that no one has investigated the role that pockets have played in preventing women from attaining the social status and rights that could and should be theirs.
- 4 Consider your average successful executive. How many pockets does he wear to work? Two in the sides of his trousers, two in the back, one on the front of his shirt, three on his suit coat, and one on the inside of the suit coat. Total: nine.
- 5 Consider your average woman dressed for office work. If she is wearing a dress or skirt and blouse, she is probably wearing zero pockets, or one or two at the most. The pantsuit, that supposedly liberating outfit, is usually equally pocketless.
- 6 Now, while it is always dangerous to generalize, it seems quite safe to say that, on the whole, the men of the world, at any given time, are carrying about a much greater number of pockets than are the women of the world. And it is also quite clear that, on the whole, the men enjoy more power, prestige, and wealth than women do.
- 7 Everything seems to point to a positive correlation between pockets, power, prestige, and wealth. Can this be?

Adapted from "Pockety Women Unite?" by Jane Myers, Staff Reporter, *Ann Arbor News*

- 8 An examination of the function of the pocket seems necessary. Pockets are for carrying money, credit cards, identification (including access to those prestigious clubs where people presumably sit around sharing powerful secrets about how to run the world), important messages, pens, keys, combs, and impressive-looking handkerchiefs. / *monkeys*
- 9 All the equipment essential to running the world. And held close to the body. Easily available. Neatly classified. Pen in the inside coat pocket. Keys in the back left trouser pocket. Efficiency. Order. Confidence.
- 10 What does a woman have to match this organization? A purse. The most hurried examination will show that a purse, however large or important-looking, is no match for a suitful of pockets. If the woman carrying a purse is so lucky as to get an important phone number or market tip from the executive with whom she is lunching, can she write it down? Can she find her pen? Perhaps she can, but it will probably be buried under three old grocery lists, two combs, a checkbook, and a wad of Kleenex. All of which she will have to pile on top of the lunch table before she can find the pen.
- 11 Will she ever get another tip from this person of power? Not likely. Now she has lost any psychological advantage she may have had. He may have been impressed with her intelligent discussion of the current economic scene before she opened her handbag, but four minutes later, when she is still digging, like a busy little prairie dog, for that pen, he is no longer impressed.
- 12 He knows he could have whipped his pen in and out of his pocket and written fourteen important messages on the table napkin in the time she is still searching.
- What can a pocketless woman do?
- Two solutions seem apparent. The women can form a pocket lobby (Pocket Power?) and march on the New York garment district.\*
- 13 Or, in the event that effort fails (and well it might, since it would, by necessity, have to be run by a bunch of pocketless women) an alternate approach remains.
- 14 Every man in the country for his next birthday finds himself the lucky recipient of one of those very stylish men's handbags, and to go with it, one of those no-pocket body shirts.

**“Bill”** By *Zona Gale*

**Part One**

Bill was thirty when his wife died, and little Minna was four. Bill's carpenter shop was in the yard of his house, so he thought that he could keep his home for Minna and himself. All day while he worked at his bench, she played in the yard, and when he was obliged to be absent for a few hours, the woman next door looked after her. Bill could cook a little, coffee and bacon and fried potatoes and flapjacks, and he found bananas and sardines and crackers useful. When the woman next door said it was not the diet for four-year-olds, he asked her to teach him to cook oatmeal and vegetables, and though he was always burned the dishes in which he cooked these things, he cooked them every day. He swept, all but corners, and he dusted, dabbing at every object; and he complained that after he had cleaned the windows he could not see as well as he could before. He washed and patched Minna's little garments and mended her doll. He found a kitten for her so that she wouldn't be lonely. At night he heard her say her prayer, kneeling in the middle of the floor with her hands folded, and speaking like lightning. If she forgot the prayer, he either woke her up, or else he made her say it the first thing in the morning. He himself used to pray: "Lord, make me do right by her if you see me doing wrong." On Sundays, he took her to church and listening with his head on one side, trying to understand, and giving Minna peppermints when she rustled. He stopped work for a day and took her to the Sunday-school picnic. "Her mother would of," he explained. When Minna was old enough to go to kindergarten, Bill used to take her morning or afternoon, and he would call for her. Once he dressed himself in his best clothes and went to visit the school. "I think her mother would of," he told the teacher, diffidently. But he could make little of the colored paper and the designs and the games, and he did not go again. "There's something I can't be any help to her with," he thought.

Minna was six when Bill fell ill. On a May afternoon, he went to a doctor. When he came home, he sat in his shop for a long time and did nothing. The sun was beaming through the window in bright squares.

He was not going to get well. It might be that he had six months. ... He could hear Minna singing to her doll. When she came to kiss him that night, he made an excuse, for he must never kiss her now. He held her arm's length, looked in her eyes, said: Minna's a big girl now. She doesn't want Papa to kiss her."

**“BILL”** By *Zona Gale*

## Part Two

But her lip curled and she turned away sorrowful, so the next day Bill went to another doctor to make sure. The other doctor made him sure.

He tried to think what to do. He had a sister in Nebraska, but she was a tired woman. His wife had a brother in the city, but he was a man of many words. And little Minna... there were things known to her which he himself did not know—matters of fairies and the words of songs. He wished that he could hear of somebody who would understand her. And he had only six months...

Then the woman next door told him bluntly that he ought not to have the child there, and him coughing as he was; and he knew that his decision was already upon him.

One whole night he thought. Then he advertised in a city paper:

*A man with a few months more to live would like nice people to adopt his little girl, six, blue eyes, curls. References required.*

They came in limousine, as he had hoped that they would come. Their clothes were as he had hoped. They had with them a little girl who cried: "Is this my little sister?" On which the woman in the smart frock said sharply:

"Now then, you do as mama tells you and keep out of this or we'll leave you here and take this darling little girl with us."

So Bill looked at this woman and said steadily that he had now other plans for his little girl. He watched the great blue car roll away. "For the land sake!" said the woman next door when she heard. "You done her out of fortune. You hadn't the right—a man in your health." And then the other cars came, and he let them go, this woman told her husband that Bill ought to be reported to the authorities.

**“Bill”** By *Zona Gale*

**Part two**

The man and woman who walked into Bill’s shop one morning were still mourning their own little girl. The woman was not sad—only sorrowful, and the man, who was tender of her, was a carpenter. In blooming of his hope and his dread, Bill said to them: “You’re the ones.” When they asked: “How long before we can have her?” Bill said: “One day more.”

That day he spent in the shop. It was summer and Minna was playing in the yard. He could hear the words of her songs. He cooked their supper and while she ate, he watched. When he had tucked her in her bed, he stood in the dark hearing her breathing. “I’m a little girl tonight—kiss me,” she had said, but he shook his head. “A big girl, a big girl,” he told her.

When they came for the next morning, he had her ready, washed and mended, and he had mended her doll. “Minna’s never been for a visit!” he told her buoyantly. And when she ran toward him, “A big girl, a big girl,” he reminded her.

He stood and watched the man and woman walking down the street with Minna between them. They had brought her a little blue parasol in case the parting should be hard. This parasol Minna held bobbing above her head, and she was so absorbed in looking up at the blue silk that she did not remember to turn and wave her hand.

**THE Box** - by Andrew Rossiter

**“Part One”**

*When Mick got a job delivering a box to a reception at the Hill Park Hotel, he got more than the fifty pounds that were promised to him .....*

"**It's got to be a big surprise**, you see," said the man. "I want you to deliver the box to the Hill Park Hotel just when everyone's finishing dinner. Ten thirty *on the dot!* O.K? Ask for Mr. Ansell."

"That's all right," answered Mick. "I'll be there."

"Right then! You've got all the details. Tesco *superstore*, *checkout* 24 at 8.50 on Friday. Just say you've come for Mr. Charnwood. They'll give it to you. And don't be late! They shut at nine!"

"And when do I get paid?" asked Mick.

"You'll get fifty *quid* at the hotel."

Mick shut down the phone; he was glad that someone had noticed the small *advert* he had put in the shop window, offering to do *odd jobs*. He needed the pocket money.

Sophie was not terribly excited when he told her about it.

"But you said we'd go out to the *pictures* on Friday night!"

"There's nothing on this week," he replied. "And anyway, I could do with fifty quid. You can come too, it'll be a sort of night out!"

"Oh *brill!* A trip to Tesco's? You call that a night out? "

"And fifty quid too! *It's money for jam!*."

"Are you sure it's legal? Why didn't he get Tesco's to deliver it?"

"Cos they shut at nine, I s'pose. That's fairly *obvious*, isn't it?"

"Oh well, if you've said you'll do it, you'll have to, won't you?"

"Of course. And anyway, if we get fifty quid, we can go for a pizza at Gigi's afterwards."

"Oh yes, let's!"

It was dark when they got to the superstore; inside, the day's last few shoppers were pushing *laden* trolleys towards the exits. Checkout 24 was closed.

"Ask someone where it is!" said Sophie.

"*Keep cool!*" Mick replied in an irritated tone. "What do I ask?"

"Ask where the box is!"

The girl on checkout 12 had no idea what he was talking about.

"I guess we just wait here," said Mick.

They waited.

"Hello," said a voice.

Mick and Sophie, who had been looking into the middle of the shop, turned round. A young man in a white shirt was there, carrying a large box, wrapped up in coloured paper.

"Are you looking for something?"



"Yeah!" said Mick. "Is that the box for Mr. Charnwood?"

"Yes. You'll be careful with it, won't you. It's rather fragile. Don't drop it !"

"Thanks!" said Mick.

"My pleasure," said the man. "It's all yours!" And he turned and walked away down the shop.

"Maybe it's champagne!" said Sophie, as she walked across the almost empty car park.

"Shall we *have a look*?"

"*Come off it!* You can't undo all that wrapping paper! "

As they walked towards the bus stop, the rain began to fall. A bus was approaching.

"Come on," said Mick. "That may be ours! Let's run!"

It was not.

"What a waste of effort!" said Sophie, pushing the damp hair out of her eyes. "If we've missed it, we've got half an hour to wait."

But at that moment, the lights of another bus came into view, moving slowly towards them.

"It's a 34!" said Mick. "That'll do!"

The top deck of the bus was empty. They sat down in the seats at the front, and looked out onto the wet street ahead of them.

The pavements, so busy with life during the day time, were more or less empty. Outside a kebab shop, a group of teenagers stood in the *shelter* of the building, their backs illuminated by the bright lights shining through the window; but the brightly lit windows of most other shops were showing their contents to *no-one but* a few passengers in passing vehicles.

After the bus turned left into London St., the pavements got darker as shops *gave way to* houses, their curtained windows hiding private worlds from the *inquisitive* looks of *passers-by*. There was less traffic too.

On Parton Hill, the bus got *stuck* behind a heavy lorry. Then, at Opie's Corner, the traffic came to a stop.

"What's going on there, I wonder?" said Mick.

In front of them at least three police cars were stopped at the roadside, and another was in the middle of the road. Their flashing blue and red lights lit up a group of people standing in the wet, and apparently looking at something on the pavement in front of a shop.

"Look! It's a man!" said Sophie.

"I expect he's *drunk!*" said Mick. "That's the shop where I had my ad!"

"Get away!" answered Sophie: "They don't call out four police cars with flashing lights just for a drunk."

## The Box

### “Part 2”

The rain drops falling on the window made it harder and harder to see what was happening; and instead of trying to look through the window, Sophie looked at it, and watched the red, blue and white light break into a thousand dancing and *trickling* spots.

*Eventually* the traffic began to move on, and a moment later, Opie's Corner, with its lights and its police cars, had disappeared into the night behind them.

"Come on," said Mick. "Next stop!"

They got off at the foot of Blenden Road, and began walking up the last hundred yards towards the Hotel.

"*Gee* this box is heavy!" exclaimed Mick.

"He must have thought you had a car!" answered Sophie.

"No, he asked how old I was!"

"We're early, you know!"

"Too bad! What are we supposed to do? Just *hang round* waiting?"

"I don't know, do I? You made the arrangements!"

It was indeed just a quarter to ten as they turned off Blenden Road and through the gates of the Hill Park Hotel. It was an old manor house that had once stood well outside the town, but was now surrounded by suburban streets. It still stood, however, in spacious *grounds*.

Inside the gates, the *driveway* curved off to the left, through a group of trees; they could see the lights of the hotel in front of them, across the grass; but under the trees it was very dark. Drops of water were falling heavily off the wet branches.

"I don't like this!" said Sophie. "Someone could jump out from behind one of those trees!"

"Oh get real!" answered Mick. "This is a *posh* hotel! You've been watching too much telly!"

"I don't like it, Mick! I think there's something in that box!"

"Well of course there is! It's a surprise for Mr. Ansell, straight from Tesco's!"

"Yeah, I know. But it's all rather *suspicious*, isn't it? Why couldn't they get the box delivered normally?"

"Well I s'pose they couldn't find any firm that delivers at this time of night! And anyway, what d'you think's in the box? Ten pounds of special-offer ecstasy *tabs*, or what?"

"No..."

"Maybe it's a box of their best *semtex* then, for terrorists!"

"Mick..."

At that moment, a car came in through the gates behind them, its lights sweeping across the green grass as it turned towards them.

Then, as it reached them, it *braked* hard and stopped, one of the doors opened, and a man jumped out.

"Police!" he said. He was not in uniform. "What's that you've got there? Where are you going?"

"We're delivering it to the hotel!" said Sophie.

"Is it yours?"

"No," Mick answered. "We're delivering it to Mr. Ansell's party. It's a surprise."

"And who's Mr. Ansell?"

"We don't know," said Sophie. "We've never met him."

"Come on!" said the other policeman, a very large man. "Get in the back of the car, you two!"

"What for?"

"Do as I say, please! We'll drive you to the door. And give me that box will you!"

Mick and Sophie climbed into the back seat; thirty seconds later, the car *pulled up* outside the hotel entrance.

"Wait in the car," said the shorter of the two policemen. The big policeman said nothing as they sat and waited; but the wait was not long.

In less than a minute, the short policeman was back in the car.

"Right, you two," he said. "They don't know anyone by the name of Ansell there. And there's no-one with that name at the dinner party. So we'd better go down to the *station* with this!"

"*Cor!*" exclaimed Mick. "And what about the fifty quid I was going to get?"

"Fifty quid?" asked the smaller policeman.

"Yes, for bringing the box from Tesco's."

"Well, we'll see about that later," said the policeman. "Where d'you live, young *lad?*"

"Lark way St." said Mick, "Just near Opie's Corner."

"Oh, there, I know," said the policeman. "Well we'll drop you off there now, and you can come in and see us at the station tomorrow morning, O.K."

As they approached Opie's corner, Mick saw that the police cars with their blue flashing lights were still there. At that moment, the car stopped.

"We'll set you down here," said the driver. "We've got to go back to the hotel, I've just remembered!"

"And here's thirty quid," said the other policeman.

"What's that for?" asked Mick.

"You'll find out when you come down to the station tomorrow."

"Which station?"

"The main one, of course; in the town Centre."

"Oh well," said Mick, as the police car drove off. "Maybe there was something strange in that box!"

"I told you so," said Sophie.

"Anyway, let's go to Gigi's!"

Next morning after breakfast, Mick went to the police station. The officer *on duty* was most interested in his story; especially since no policemen on duty the night before had gone anywhere near the Hill Park Hotel.

**Appendix II: RR-G Reading Materials**

<b>Week</b>	<b>The Week Selections</b>	
	<b>Session One</b>	<b>Session Two</b>
<b>One</b>	English Ghost Stories (1)	English Ghost Stories (2)
<b>Two</b>	Robin Hood (1)	Robin Hood (2)
<b>Three</b>	Titanic (1)	Titanic (2)
<b>Four</b>	Harriet Beecher Stowe	Horses to Ride
<b>Five</b>	Summer Camp	Big Wave
<b>Six</b>	Big Game	Old Days
<b>Seven</b>	Pompeii	Peter Zenger
<b>Eight</b>	Rare Find	New Pearls
<b>Nine</b>	Crossing the Sea	The Eyes of El Greco

Name :

Date :

## ENGLISH GHOST STORIES (1)

Do ghosts really exist? There are lots of people who say that they do; and I am one of them. Many of Britain's ancient castles have ghosts. One of the most famous "**haunted** castles" in England is actually the Tower of London.

During the Tower's long history, many men and women were thrown into its dark dungeons, or **executed** outside its gates! Among the most famous was Lady Jane Grey, Queen of England in the year 1554.

Jane was just 17 when she became Queen, on July 9th 1554; however, at the same time another woman, Mary, thought that she ought to be Queen. Mary's supporters were stronger than Jane's, and **within days** Jane was sent to the Tower of London. On 19th July poor Jane had her head cut off outside the Tower!

Since then, it is said that the ghost of Lady Jane Grey wanders through the rooms and corridors of the Tower of London.

Other ghosts are not so famous. The village of Prestbury, in Gloucestershire, is **reputed** to be one of the most haunted villages in England.

Many villagers have heard - and some say they have seen - the "headless horseman" who **rides** through the village on December 31st! People say that he was a soldier who fought in the English Civil War, in the 17th century.

In the same village, in an old cottage, there is a ghost known as the "**spinette** player". Sometimes at night, people hear the sound of someone playing this old musical instrument. The music always comes from a room that is empty.

These are just some of Britain's well-known ghosts; but there are lots of less-known ghosts too. I know; I have **encountered** one of them.

CWPM:

Name :

Date :

### **The Writer's Own Ghost Story "The Hands" (2)**

Several years ago, I went to stay with some friends who lived in an old house in the country. I had not told them I was coming, and when I arrived, they already had other visitors.

"**Never mind**," said my friend Ella. "You can sleep in the small **guest** room. We don't often use it, but you'll be all right for one night."

As we said goodnight, Ella added. "Oh, and please, lock the door before you go to bed. **Otherwise** it may open by itself."

Well I locked the door, lay down in bed, and went to sleep. During the night, I slept badly; I didn't really know if I was asleep or awake. But suddenly, I knew I was awake. Hands were touching my face. I tried to push them away, but there was nothing. I found the light switch, and put on the light. There was no one in the room.

"It was just a dream," I thought. And I went back to sleep.

When I woke up next morning, I got another surprise. The door, which I had shut and locked, was open! During breakfast, I told Ella about my strange dream, and about the open door.

"You too!" she replied. "Yes, I know. that's why we don't often use that bedroom. It's the **blind** lady!"

"What blind lady?" I asked.

"Well, you see, many years ago, the people who lived here had a daughter who was blind. That was her bedroom. She died when she was about 30. And since then, she has kept coming back to her room. She always feels the sheets, before getting into bed. Several visitors have had the same experience..... But she was a lovely girl. She has never hurt anyone."

I felt the skin on the back of my neck go cold.... Since then, I have always believed in ghosts!

**CWPM :**

Name :

Date :

### **Robin Hood: Separating the myth from the reality**

There can be no doubt about Sherlock Holmes or Indiana Jones. They are definitely invented characters. But Robin Hood: **fact or fiction?** That question has many answers.

It depends a bit on what you mean by a "real person". If we mean: "Was there a man called Robin Hood, who did all the things we can read about?", then the answer is *no*. But if we mean: "Was there a man who lived in the Middle Ages, and is remembered in the legends of Robin Hood", then the answer is *yes*.

The **legend** of Robin Hood is a very old one; and it is certainly based on reality.

**According to one story**, Robin was really an Anglo-Saxon nobleman, perhaps called Robin of Huntingdon, or Robin Fitz-Ooth, and he was a rebel against England's Norman rulers.

After William the Conqueror conquered England in 1066, England was ruled by Norman kings and Norman barons. Most of the ordinary Anglo Saxon people accepted their new masters; but some didn't. They became **outlaws**, enemies of the Norman barons and the people who worked for them.

In modern language, we could perhaps call this Robin a "resistance fighter" - though some people might call him a "terrorist". The legend tells us that he took money from the rich, and gave it to the poor. In fact, he probably took money from the Normans (who were relatively rich), and gave it to poor Anglo Saxons. This is why he soon became a legendary hero among Anglo Saxons.

<b>CWPM:</b>
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Name :

Date :

### **Robin Hood: Separating the myth from the reality (part two)**

Other stories **claim** that Robin was not an Anglo Saxon nobleman, but a common **fugitive**; they say that his real name was "Robert Hod", and that he only fought against his personal enemies, in particular the Sheriff of Nottingham, not against the Normans.

Many old stories said that Robin lived in Yorkshire. However, later stories had him living in Sherwood Forest, near Nottingham; and today, Robin's name is definitely attached to the city of Nottingham, and to Sherwood Forest.

Finally, what about the "merry men" that we meet in today's stories and films? **Friar** Tuck, Little John and the others? And what about the beautiful "**Maid** Marion"?

It appears that these secondary characters have no historic base.

Nevertheless, at least one real person was the **inspiration** for the stories of Robin Hood; and that person must have had friends. Perhaps there was a big man called John, and a fat friar too. Perhaps there was even a beautiful young lady called Marion. Let's imagine these people really existed - because in truth, they probably did, somewhere, at some time.

In Nottingham, Robin is now a very popular character. Visitors to the city can learn all about him at the "**Tales** of Robin Hood" exhibition, where Robin and his adventures are brought to life; and in Sherwood Forest, "the Major Oak", a massive old tree, is said to be Robin Hood's tree.

Maybe Robin never lived at all in the past; but too bad! His spirit is certainly alive today.

**CWPM:**



Name :

Date :

### **The Titanic and the Temple of Doom (part one)**

We need to leave the icy cold waters of the North Atlantic, and go thousands of miles back to the dry heat of the Nile Valley in Egypt. It is here, perhaps, that we can find the start of the mystery of the Titanic, here in the year 1910, in the great city of Cairo.

One day, a British Egyptologist, called Douglas Murray, was staying in Cairo, when he was contacted by a man he did not know, a strange American adventurer.

The American had something unusual to offer the British archaeologist, something that was certain to **thrill** him : a beautiful ancient Egyptian mummy-case, containing the mummy of the high-**priestess** from the temple of the god Amon-Ra. The object was over 3000 years old, but in beautiful condition – gold, with bright paintings on it, and a "**portrait**" of the priestess. The American did not want a lot of money for it, and Murray was **delighted**. He gave the man a cheque.

The cheque was never cashed. That evening the American who had sold the case died. For his part, Murray arranged to have the treasure sent back to Britain. However, it was not long before he learnt more about the beautiful mummy: apparently it had been discovered in a **funeral** chamber in a dry part of the Nile Valley. On the walls of the chamber, there were inscriptions which **warned** of terrible consequences to anyone who **broke into** the tomb. Murray was pretty sceptical about this **warning** until a few days later, when a gun he was holding exploded in his hand, **shattering** his arm. The arm had to be amputated.

<b>CWPM:</b>
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Name :

Date :

### **The Titanic and the Temple of Doom (part two)**

Murray decided to come back to England. On the return journey, two of his companions died from mysterious causes, two servants who had handled the mummy died soon afterwards. By this time, Murray had decided that there really was a **spell** on the mummy, and he decided to **get rid of** it. A lady he knew said she would like it, so he gave it to her. Shortly afterwards, the lady's mother died, and her fiancé left her : she herself caught a strange disease. She tried to give the mummy case back to Douglas Murray, but naturally Murray did not want to have anything more to do with the cursed object. In the end, it was presented to the British Museum.

It was presumed that that would be the end of the story, but it was not. Even in the museum, the mummy continued to cause strange events. A museum photographer died shortly after taking pictures of the new exhibit; and a **curator** also died for no apparent reason. In the end, the governors of the British Museum, not usually considered to be **frivolous** people, decided to **get rid of** the mummy. They decided to give it to a museum in New York.

At the start of April 1912, arrangements for the transfer were complete, and the mummy began its journey to its new home. Unfortunately ....or was it fortunately? ... the New York museum never received its new exhibit. For when it sank, one of the objects in the strong-room of the Titanic was the mummy case of the priestess of the temple of Amon-Ra. Or so they say.

CWPM:

Name :

Date :

### **Harriet Beecher Stowe Takes a Stand**

In 1852, Harriet Beecher Stowe was a young woman living in a little town in Maine. She had been concerned for a long time about slavery. She believed it was immoral, and she couldn't understand why everyone else did not agree with her. Over the years, she had gone to many lectures about the need to give slaves their freedom. She had read many newspaper articles saying the same thing. But the lectures and articles always annoyed her. They were dry and hard to read, using complex legal arguments.

"Why couldn't someone write a good, readable story?" she asked herself. "Why couldn't a writer show, in dramatic fashion, how terrible slavery is? Why couldn't a clever author show exactly what was going on?" She finally decided to do it herself. She vowed that her story would catch the attention of everybody in the country.

Finally, she finished her book, *Uncle Tom's Cabin*. It not only told about the slaves' struggles but it showed them in vivid detail. The book caused quite a disturbance throughout the country. People who had been against slavery without taking action suddenly became active and voiced their objections to it.

The Civil War broke out a few years after the book was published. During the war, President Abraham Lincoln met Harriet Beecher Stowe. He looked at Stowe and smiled. "So you are the woman who wrote the book that made this great war," Lincoln said with a wide grin.

**CWPM:**

Name :

Date :

### **Horses to Ride!**

Laura went to the stable. Four horses stood up there. She put a saddle on Star. He was a seven years old, big and dark brown mare. Few minutes, her sister came out to the stable. They were both going to exercise the horses. It was a warm, sunny day. Lisa saddled up Jupiter, a white mare. They got on the horses and started walking them.

A few minutes later, Laura was telling Lisa about a new doctor in her hospital. As she was raising her hand to make a point, Star bucked. Laura went flying into the air. She landed on her head and shoulder on the grass.

“Oh, my god!” Lisa cried.

“Laura are you all right?”

Laura moaned. Lisa gently rolled her over. She didn’t see any blood. That’s good she thought.

“can you move? You’re not paralyzed anywhere, are you?”

Lisa pulled Laura into a sitting position. Laura slightly moved her legs and arms. She wasn’t paralyzed. But, as she moved her right hand to touch her head, she groaned.

“What’s the matter?” Lisa asked

“That hurt. When I moved my arm, it hurt.” Laura replied

They still didn’t see any blood. Lisa unbuttoned the top buttons on Laura’s blouse and looked at Laura’s right collar bone.

“Oh, no...,” she said

<b>CWPM:</b>
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Name :

Date :

### **Summer Camp**

James was 10 years old. This year would be his first trip to summer camp. He was very excited but also a little scared. James would be flying by himself on a plane. He was not scared because he had been on a plane before. He knew he would be looked after on the plane, and then someone from the camp would be meeting him at the airport.

When James got to camp, he went to a large room with three beds. He chose his bed, which he had to make up himself with sheets his mom had sent to the camp.

He met the other boys, Sam and Mike, with whom he would be sharing a room. James knew right away he was going to get along with them. They were both from a town close to where James was from, and were also the same age as James.

The next day, they all had to pick an activity to do. The boys chose to play soccer and they had a great time. After they had finished, they were hot and sweaty. The camp had two large pools and was also on a lake. On the lake, they had a very large blown up airbed. The idea was to run and jump down onto a huge airbed. Then you would bounce into the lake. The boys had a great time!

Camp had fun things to do all day every day. But before James knew it, summer camp was over, and it was time to go home. James had become very close with his new friends, and they exchanged n phone numbers before saying goodbye. When James got home, he told his family all about his time at summer camp. Summer camp was one of the best times James ever had, and he wanted to go next summer

**CWPM:**

Name :

Date :

### **The Big Wave**

Mark lived in the suburbs of Chicago. In the summertime, his family took trips to the beach, where he played in the waves. Sometimes he would ride a wave to the shore of the lake. He always looked forward to riding the waves, the bigger the better.

One summer, Mark went to visit his cousin in California. There, he was introduced to the Pacific Ocean. This was the first time Mark experienced anything besides the enormous lake in Chicago. He mistakenly believed that the lake and the ocean were the same in terms of power. When Mark's aunt told him to be careful, he laughed and assured her that he was an excellent swimmer. She cautioned him that the ocean was rough and perilous, but Mark just shrugged. He knew how to surf, didn't he?

Mark heard the gigantic wave before he saw it. He turned around and opened his mouth in horror. The wave was mammoth, and it was thundering directly toward him. Mark took a deep breath and cringed beneath the water. The wave crashed over him and carried him high onto shore. Mark gained a new respect for the ocean after that.

**CWPM:**

Name :

Date :

### **The Big Game**

Jimmy Glen played first base for the Larks. His team was leading 3 to 2 in the last game of the season. If the Larks could hold on, they would win the championship. The other team, the Macros, had two outs and two runners on base. A hit could win the game for them.

Jimmy could hear his father shouting from the stands. Jimmy's father had been a major league baseball player. Jimmy wanted to make his dad proud of him.

The pitcher, Joe Lee, sent a ball flying low to the batter. The batter swung and hit a ground ball to first base. It looked like an easy catch, but then the ball took a bad bounce and jumped away from Jimmy's mitt. The two Macros players on base slid into home. The Macros had won.

None of the other Larks would look at Jimmy. Jimmy walked over to the water fountain. "Tough luck," called his father, running up to him.

"Everyone hates me," said Jimmy. "I'm just no good."

"Come on home," said his dad. "I want to show you something."

When they got home, Jimmy's dad pulled out an old clipping. The headline read: Glen Strikes Out with Bases Loaded, Loses Big Game. "That was my last game in high school," said Mr. Glen.

"But you were a star!" said Jimmy.

Mr. Glen grinned. "Jimmy, even stars make mistakes. I messed up in my big game. But I didn't let it stop me. Life goes on. You have a whole future ahead of you."

**CWPM:**

Name :

Date :

### **The Good Old Days**

Jada was helping Ms. Funes dig a space for a new porch. “Be careful,” Ms. Funes said. “There used to be a library on this site, about 100 years ago, and we might discover some books buried underground.”

“It would be amazing to unearth real books!” Jada exclaimed. She had learned about them in her twenty-first century culture class. Suddenly, Jada felt a large object that had pages and seemed to be made of paper. “Is this what you call a book?” Jada asked, and Ms. Funes nodded. The title of the book was “A Guide to Collecting Postage Stamps”. Jada looked at the photographs and wondered what postage stamps were. Ms. Funes explained that they were used on letters. Letters were an ancient form of writing that people used to communicate.

“Why didn’t they just communicate by mental telepathy, like we do?” Jada asked.

“Their technology was very ancient,” Ms. Funes responded. An instant later, Jada felt something much bigger than the book. The two amateur archaeologists spent several minutes unearthing something that had a large viewing screen and a keyboard.

“It is one of the first computers ever created!” Ms. Funes cried.

“But why,” Jada asked, “would they make a computer so immense?”

Ms. Funes tried to explain. “They must have appreciated things that were massive and solid. It is hard to comprehend, isn’t it?”

**CWPM:**

--



Name :

Date :

### **Pompeii Yesterday and Today**

Pompeii was an ancient city in southern Italy that disappeared after a nearby volcano erupted in a.d. 79. The city lay buried under layers of cinders, ashes, and stone for hundreds of years before it was rediscovered in the 1700s. Now more than three quarters of the city has been uncovered, and much of the city looks just as it did in ancient times.

During the disaster, lava and mud flowed into a nearby city but not into Pompeii. Instead, the city was showered with hot, wet ashes and cinders. When the ashes and cinders dried, they covered and sealed up much of the city. Only the tops of walls and columns could be seen. Later, other eruptions completely buried the city.

Many wealthy Romans lived in ancient Pompeii. The weather in Pompeii was warm and sunny, and Romans built large villas there to take advantage of the good climate. Many of the buildings near the center of the city had two stories. The city was surrounded by a great wall with seven gates and had a theater, many temples, a gladiator's court, and three large public baths.

During the eruption of a.d. 79, the air was filled with poisonous gases. Many people were able to get away, but many others died in their homes or as they fled.

Today visitors can walk in and out of houses and up and down narrow lanes, just as people did long ago. The eruption took place while the city was having an election. Visitors can still see election slogans on many walls.

**CWPM:**

Name :

Date :

### **The Trial of John Peter Zenger**

John Peter Zenger was a courageous man who won an important victory for freedom of the press. In 1732, he was the editor of a New York City newspaper. At that time, the country was still a collection of British colonies.

The governor of New York carried out British policies. He did not care whether or not the people approved of these policies. Most newspapers kept quiet about the governor. Zenger's newspaper, however, printed many articles that criticized him.

In those days, just printing stories that criticized the government was against the law. It did not matter whether the stories were true or not.

Sure enough, Zenger was arrested and sent to prison. He spent ten months there. His newspaper was shut down and went out of business. But Zenger believed he had done the right thing. He met with a lawyer named Andrew Hamilton. Hamilton agreed to take his case.

At the trial, Hamilton argued that people should have the right to print and speak the truth. Hamilton also said that the law Zenger broke was a bad one. The editor should be given his freedom. The jury agreed with Hamilton and freed Zenger.

At the time, few people knew about the Zenger trial. However, as time went on, freedom of the press came to be seen as an important right.

**CWPM:**

Name :

Date :

### **A Rare Find**

Maria and Todd discovered an old vinyl record while looking through the attic. “Thelma Cross!” Maria cried. “I read about her in a magazine. This could be worth millions!” As it turned out, the record was not worth quite that much. However, it was a very rare recording, one of the few original Thelma Cross recordings left.

Mr. Sanchez, an executive at an auction company, told Maria and Todd that it could be worth thousands. He thought they should think about selling it. Todd thought this was a good idea. Maria, however, didn’t want to do anything until she found out more about Thelma Cross.

At the library, they listened to tapes of her songs. They also saw photographs of her that were decades old and looked through a biography about the singer’s life and music. They also found an article on the Internet about what Thelma had been doing recently. She still worked occasionally as a performer because she needed the money. Although Thelma originally earned good money for her work, she never owned the copyrights to her songs. That meant that while other people still profited from her old songs, she no longer earned a penny from them.

“That’s not fair!” Todd cried.

A few minutes later, Maria called Mr. Sanchez. “We still want to sell the record,” she told him. “But we want the money to go to Thelma Cross. Can you help us do that?”

“I sure can,” said Mr. Sanchez. Then he added, “You two are doing a commendable thing.”

**CWPM:**

Name :

Date :

### **New Pearls**

With its deep white luster, the beauty of a pearl is beyond compare. Yet pearls start out as nothing more than tiny bits of matter. A grain of sand gets inside the shell of an oyster or clam. The animal then covers the sand with layers of shell-like material called mother-of-pearl. In time, a beautiful round pearl forms.

Oyster pearls are definitely the most popular pearls because of their roundness and deep white color. But other mollusks, animals with shells, also make pearls. In fact, pearls come in a wide variety of shapes, sizes, and colors. The Caribbean conch produces dazzling pink pearls. Blue, black, and yellow pearls are highly prized because they are rare.

Some pearls are valued at thousands of dollars. This price reflects how fascinating they are. It also shows how rare it is to find a natural pearl. Pearl divers discover a good pearl only once in about a thousand attempts.

But where there is a will, there is a way. Japanese pearl collectors grew tired of depending on fortune alone to find pearls. So, they invented a process to encourage oysters to make pearls faster. They deposited a particle into the body of an oyster, and in three to five years, a decent-size cultured pearl was almost sure to form.

The invention of cultured pearls opened up a new market for pearls. Previously, only very wealthy people could afford a string of natural pearls. Now, pearls are available to everyone. Each year some 500 million cultured pearls are made. They cost less than a natural pearl but are almost as attractive.

**CWPM:**

Name :

Date :

### **Crossing the Seas**

Ships are one of the oldest and most important forms of transportation. Giant tankers carry oil and other liquids. Refrigerator ships carry fresh fruits, meats, and vegetables. People traveled across the ocean on ships before airplanes became widely used. Now people take vacations on cruise ships.

Throughout history, nations became rich and powerful by taking control of the seas. When they lost that control, they also often lost their power.

Probably the earliest “ship” was a log that someone used to cross a lake or river. Later people tied logs together to create raft and discovered how to use trees to make canoes. In places where wood was scarce, people made boats out of animal skins. They sewed the skins into a bag, filled the bag with air, and used the bag as a float.

By about 3000 b.c., the Egyptians had discovered how to use sails to move boats. They also learned how to make boats out of planks of wood. For the next 5,000 years, shipbuilders focused on building bigger and bigger ships with better sails.

A big change in shipbuilding came in the 1800s. People began to use steam instead of wind power to move ships. These ships were fueled by coal. Later people began using heavy oil instead of coal. Today people even use nuclear power to move large ships.

**Cwpm :**

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Name :

Date :

### **The Eyes of El Greco**

El Greco was a great painter. Born in 1541, El Greco developed an unusual painting style. All the people in his paintings are long and thin. This gives his paintings a strange beauty. Was El Greco's style a result of a problem with his eyesight?

People first suggested that El Greco's style was nothing more than a vision problem in 1913. Although healthy eyeballs are round and shaped like basketballs, El Greco's eyes were shaped like footballs. The shape of El Greco's eyes affected the way he saw the world. Because of this, everything that he saw appeared to be long and thin. This suggests that El Greco painted things the way he actually saw them.

Many experts, though, reject this idea. They agree that El Greco might have seen objects as long. But they believe he would have known their actual shapes. He could have drawn them as they really were if he wanted to.

To understand this argument, imagine that you are color blind. You see red as blue. Through your eyes, a ripe tomato appears blue. But you know that tomatoes are really red. When you paint one, you use red paint. In any case, art experts point out that, in many cases, El Greco painted figures that looked normal. This suggests that El Greco used his unique style because he liked the way it looked.

**CWPM:**

## **Appendix III:**

Pretest and Posttest Sheets

## Pretest student's Copy

### The Sheep Dog

Brian and Jim lived near a large field. Mr. Brown lived next door. Mr. Brown had a dog named Bob. Bob was a sheep dog. He liked to chase things. Every day Brian and Jim would go for a walk with Mr. Brown and Bob. Mr. Brown never kept Bob on a leash when they got to the field. Bob would run and make circles around them. He was pretending that Mr. Brown, Jim, and Brian were sheep. He made sure that they all walked just where Bob wanted them to walk. He would gently nip them on the ankles if they went too far outside of Bob's circle.

One day they were on a walk with Bob and Mr. Brown. Suddenly Bob ran off. He went far ahead of them. Then he ran back to them. Bob barked loudly. He was trying to tell them something.

"What's wrong Bob?" said Mr. Brown. Bob barked even louder. He started running towards something. Mr. Brown, Brian, and Jim caught up with Bob. They saw why he was barking. Bob was standing over a baby rabbit. He hadn't hurt or attacked it. Bob had wanted to protect it. He knew Mr. Brown would be able to help it.

"Good boy," said Mr. Brown. He patted Bob on the head. He picked up the baby rabbit. It had hurt its paw.

"We'll take it home until it's better," said Mr. Brown.

"We have a spare rabbit hutch," said Brian. "It will have somewhere to sleep."

They picked some dandelion leaves for the baby rabbit. Then they carried it home. They made a snug bed for it. The little rabbit looked happier.

"What a good dog you are!" said Brian and Jim. "Thanks to you Bob, the rabbit will live."



**Reading Comprehension Recall Questions:**

1. What is this story mostly about?
2. Who is the major figure in this story? Why is he so?

**Optional Questions:**

1. Who are the main figures in this short text? What kind of relation do they share?

## Pretest Teacher's Copy

Name:

Date:

### The Sheep Dog

Brian and Jim lived near a large field. Mr. Brown lived next door. Mr. Brown	18
Had a dog named Bob. Bob was a sheep dog. He liked to chase things. Every day	35
Brian and Jim would go for a walk with Mr. Brown and Bob. Mr. Brown never kept	52
Bob on a leash when they got to the field. Bob would run and make circles around	69
them. He was pretending that Mr. Brown, Jim, and Brian were sheep. He made sure	84
that they all walked just where Bob wanted them to walk. He would gently nip them	100
on the ankles if they went too far outside of Bob's circle.	112
One day they were on a walk with Bob and Mr. Brown. Suddenly Bob ran	127
off. He went far ahead of them. Then he ran back to them. Bob barked loudly. He	144
was trying to tell them something.	150
"What's wrong Bob?" said Mr. Brown. Bob barked even louder. He started	162
running towards something. Mr. Brown, Brian, and Jim caught up with Bob. They	175
saw why he was barking. Bob was standing over a baby rabbit. He hadn't hurt or	191
attacked it. Bob had wanted to protect it. He knew Mr. Brown would be able to	207
help it.	209
"Good boy," said Mr. Brown. He patted Bob on the head. He picked up the	224
Baby rabbit. It had hurt its paw.	231
"We'll take it home until it's better," said Mr. Brown.	241
"We have a spare rabbit hutch," said Brian. "It will have somewhere to sleep."	257
They picked some dandelion leaves for the baby rabbit. Then they carried it	268
home. They made a snug bed for it. The little rabbit looked happier.	281
"What a good dog you are!" said Brian and Jim. "Thanks to you Bob, the	295
Rabbit will live."	298

**Word Recognition Accuracy:**

Word Correct ÷ number of words read orally= .....%

**Automaticity:**

**Total Words Attempted in story in 60seconds - N° of errors=Fluency(WCPM)**

	-		=	
--	---	--	---	--

**Multidimensional Fluency Scale:**

- **Expression and Volume:.....**
- **Phrasing and Intonation:.....**
- **Smoothness:.....**
- **Pace:.....**

**Comprehension: .....**

**Comments and Observations:**

## Posttest Student's Copy

### The Real Secret!

Peter and Daniel are best friends. One day Peter told his pal Daniel a secret he had overheard in the office. He softly whispered to Daniel that the school was going to host a sundae party for all the fifth graders who had a perfect behavior record.

“What is meant by a perfect behavior record?” asked Daniel

“Perfect means a student hadn’t been sent to the principal’s office or gotten detention the entire year.” replied Peter.

Daniel thought this was a great idea because he was tired of being good without reward—it seemed all the wretched kids were having the most fun.

Daniel couldn’t take his mind off of the party and kept daydreaming about delicious chocolate sundaes with whipped cream. During reading group, Daniel leaned over to his group partner, Jim, and told him the secret. Daniel whispered so softly that Jim misunderstood the secret. Jim thought that Peter was having a sundae party and kids had to be on their best behavior to be invited. Jim was thrilled to be told a secret.

Back at Jim’s desk, his seat partner Bob asked Jim what he was smiling about. Jim wasn’t a very good secret-keeper. He did not hesitate to tell Bob the great news.

“There’s going to be a party on Sunday and maybe you can go if Peter likes you.”

Bob wanted to go to the party so badly, but he wasn’t sure if Peter knew him. After school, Bob waited for Peter outside of his classroom. When Peter got out, Bob asked him,

“Can I come to your birthday party on Sunday?” Peter looked at Bob curiously,

“What are you talking about? I’m not having a birthday party! Where did you hear that? I just told Daniel the school was having a sundae party!”

**Reading Comprehension Recall Questions:**

1. What is this story mostly about?
2. What was the real secret?

**Optional Questions:**

3. Who are the main figures in this short text? What kind of relation do they share?
4. Why was Peter astonished when asked by Bob to invite him to the party?

## Posttest Teacher's Copy

Name:

Date:

### The Real Secret!

Peter and Daniel are best friends. One day Peter told his pal Daniel a secret	18
he had overheard in the office. He softly whispered to Daniel that the school was	33
going to host a sundae party for all the fifth graders who had a perfect behavior record.	50
“What is meant by a perfect behavior record?” asked Daniel	60
“Perfect means a student hadn’t been sent to the principal’s office or gotten	73
detention the entire year.” replied Peter.	79
Daniel thought this was a great idea because he was tired of being good without	94
it seemed all the wretched kids were having the most fun	105
Daniel couldn’t take his mind off of the party and kept daydreaming about	118
delicious chocolate sundaes with whipped cream. During reading group, Daniel leaned	129
over to his group partner, Jim, and told him the secret. Daniel whispered so softly that	147
Jim misunderstood the secret. Jim thought that Peter was having a sundae party	158
and kids had to be on their best behavior to be invited. Jim was thrilled to be told	176
a secret.	178
Back at Jim’s desk, his seat partner Bob asked Jim what he was smiling about.	191
Jim wasn’t a very good secret-keeper. He did not hesitate to tell Bob the great news.	207
“There’s going to be a party on Sunday and maybe you can go if Peter likes you.”	224
Bob wanted to go to the party so badly, but he wasn’t sure if Peter knew him.	241
After school, Bob waited for Peter outside of his classroom. When Peter got out, Bob	256
asked him, “Can I come to your birthday party on Sunday?”	267
Peter looked at Bob curiously, “What are you talking about? I’m not having	280
a birthday party! Where did you hear that?” I just told Daniel:	292
“The school was having a sundae party!”	299

**Word Recognition Accuracy:**

Word Correct ÷ number of words read orally= .....%

**Automaticity:**

**Total Words Attempted in story in 60seconds - N° of errors=Fluency(WCPM)**

	-		=	
--	---	--	---	--

**Multidimensional Fluency Scale:**

- **Expression and Volume:.....**
- **Phrasing and Intonation:.....**
- **Smoothness:.....**
- **Pace:.....**

**Comprehension: .....**

**Comments and Observations:**

**AppendixIV:**

**Post Training Evaluation Questionnaire**

Please fill in this form. The purpose of this form is to assess the effectiveness of the Fluency Oriented Reading Instruction(FORI) programme you have been following for nine weeks. The feedback, you provide, is to help us (training teacher) ensure that the course we offered were interesting and at the same time informative. Your feedback is sincerely appreciated.

For each of the bellow listed statements circle the number which best reflects your views on a scale of 1 to 5.

- 1 = "Strongly disagree," or the lowest, most negative impression
- 2= "Disagree," negative impression
- 3 = "Neither agree nor disagree," or an adequate impression
- 4= " Agree," positive impression
- 5 = "strongly agree," or the highest, most positive impression

.....

- 1. The objectives of the FORI program were clearly defined. [ **1** **2** **3** **4** **5** ]  
If you have scored **3, 2 or 1**, please comment why you have given this rating

.....  
.....  
.....

- 2. This training helped me to focus on things I need to improve:
  - a. Fluent oral reading skills: speed, accuracy, and expression [ **1** **2** **3** **4** **5** ]
  - b. Comprehension skills: predicting, asking questions while reading, context clues, written response [ **1** **2** **3** **4** **5** ]
  - c. Reading at home: free choice reading [ **1** **2** **3** **4** **5** ]

- 3. The fluency tracking sheet helped me supervise the progress of my **CWPM** during the nine weeks of the FORI program [ **1** **2** **3** **4** **5** ]

If you have scored **3, 2 or 1** please comment why you have given this rating

.....  
.....  
.....



4. My teacher's check of my response journal motivates me to read more at home  
[ 1 2 3 4 5]

If you have scored 3, 2 or 1 please comment why you have given this rating

.....  
.....  
.....

5. Both in-class reading and at-home reading contribute to improving my reading fluency skills [ 1 2 3 4 5]

Please make any comments by stating clearly why you give the above rating

.....  
.....  
.....

6. I now can read a text accurately, with an appropriate rate and with a proper expression [ 1 2 3 4 5]

7. Fluent reading facilitates my comprehension of texts. [ 1 2 3 4 5]

Please make any comments by stating clearly why you give the above rating

.....  
.....  
.....

8. I can express the writer's feelings and thoughts through my fluent reading.

[ 1 2 3 4 5]

Please make any comments by stating clearly why you give the above rating

.....  
.....  
.....

9. I now can manifest my comprehension of text through my fluent and expressive reading [ 1 2 3 4 5]

Please make any comments by stating clearly why you give the above rating

.....  
.....  
.....

10. This FORI training will be of a value to me as an English Foreign Language learner. [ 1 2 3 4 5]

Please make any comments by stating clearly why you give the above rating

.....  
.....  
.....

11. This FORI training will be of a value to me as a future teacher [ 1 2 3 4 5]  
Please make any comments by stating clearly why you give the above rating

.....  
.....  
.....

12. I fully recommend the FORI program for 2<sup>nd</sup> year students [ 1 2 3 4 5]

13. How was the length of each session (30 minutes)? *Circle a-b, or c*

a- Needs to be longer      b-needs to be shorter      c- was a good length

14. How was the length of the entire training (9 weeks). *Circle a-b, or c*

b- Needs to be longer      b-needs to be shorter      c- was a good length

15. The fluency instruction strategies [Repeated Reading, Partner Reading, Choral Reading, and Echo Reading] were presented in a clearer and a precise manner.

[ 1 2 3 4 5]

16. The instructor was able to provide guide and assistance to the students when questions and difficulties arose. [ 1 2 3 4 5]

17. The topics covered during the nine weeks were motivating and relevant.

[ 1 2 3 4 5]

Please make any comments by stating clearly why you give the above rating

.....  
.....

18. What did you like most about the FORI training?

.....  
.....

19. Which part of the FORI program do you feel will be least useful in the future?

.....  
.....

20. If you are asked to read aloud in class, would you feel more confident than you did prior to beginning the FORI program? Explain

.....

....

What kind of English as Foreign Language trainings would you like to have in the future?

.....

....

21. Please provide any additional feedback about the FORI program?

.....

....

**Thank you for your Feedback**

## **Appendix V**

### **The Interview Schedule**

#### **I. Opening**

- Welcome Miss/Mr.....
- The topic of this session is about the training you've undertaken these last nine weeks;
- As one of the participants in the FORI program whose Reading Fluency scores (remarkably improved, improved, less improved) by the end of the training, I would like to ask you some questions about your experience;
- The aim from this interview, then, is to know more about how the program you've been following might be improved;
- This session is tape recorded because we don't want to miss any of your comments. Be sure of the complete confidentiality as we don't use any names in our report;
- This interview is going to last about 20 minutes. Are you available to respond to some questions at this time?

#### **Let me begin by asking you some questions about the FORI program**

1. What do you think of the FORI training?
2. Why was, or wasn't it good?
3. According to theory, no FORI program is complete without the following: multiple opportunities to read each selection (multiplying the number of practices per week; ie n° of sessions), comprehension focus, duration of the daily reading instruction, free choice reading. If you are asked to evaluate the program you were following, do you think it was complete? explain

4. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?
5. As you were following three days sessions per week where the reading instruction provided in each session focuses both on comprehension and fluency practices for thirty minutes. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?
6. For most of your classmates, nine weeks was not enough for them. Do you agree with them? Why, or why not?
7. What are the strengths and the weaknesses of this program?

**Let's move to another important point**

1. Could you describe your oral reading skill in one sentence before the beginning of the program?
2. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?
3. How does FORI reading instruction procedure affect reading fluency skills?
4. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?
5. If you are asked to choose from these strategies the one you find really effective during your training, which one do you opt for? Explain why?
6. By taking turns during partner reading and providing assistance for unknown words,
7. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?

8. Do you feel that free choice reading, or reading a book of your own choice at home improves
9. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?
10. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?
11. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?
12. “Fluent reader manifests an adequate comprehension either while reading silently or orally”. Do you think that you achieve this ability after this nine weeks of training
13. How has this program changed the way you deal with reading?
14. What is the future of home reading activity as you quit this program?
15. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?

## **II. Closing**

1. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?

2. Do you think your participation in this research study to be worthwhile?

Why? Why not?

3. What are the difficulties you have encountered during your participation in this study?

4. So, we talked a little about your nine weeks training within the FORI program, right? Is there anything else I should have asked about?

5. Of all the things we discussed, what to you is the most important?

6. Have we missed anything?







**Appendix VIII:**  
**Home Reading Tracking Sheet**

Student's Name :.....

<b>Week</b>	<b>Material Title</b>	<b>Author</b>	<b>Number of Pages Read</b>
<b>First</b>	.....	.....	<b>10- 20-30-more (.....)</b>
<b>Second</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Third</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Fourth</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Fifth</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Sixth</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Seventh</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Eighth</b>	.....	.....	<b>10- 20-30- more (.....)</b>
<b>Ninth</b>	.....	.....	<b>10- 20-30- more (.....)</b>

## **Appendix IX:**

A Sample of a Student's Response Journal

**Part one:** In Class Reading Responses

**Part Two:** At Home Reading Responses

## **Part One : In-Class Reading Responses**



The  
Response  
Journal

Heutsem Wassila.





## In Class Reading

### English ghost stories

Date: 19/2015.

Theme: believing in ghosts.

Summary:

This text is about believing in ghosts' existence in the England, exactly in the Britain castles. The author is one of those believers in ghosts, since she had passed an experience with them. She has a friend living in an old house and one day she went to visit her. When she arrived to her friend's house, she found another visitors there, so she slept in a small guest room as her friend demanded her. During the night, while she was sleeping, she felt hands touching her face, then she awaked and found the light switched on, and the door that she has locked before going to bed was opened by itself, and above all, there was nobody in the room. She thought that she was

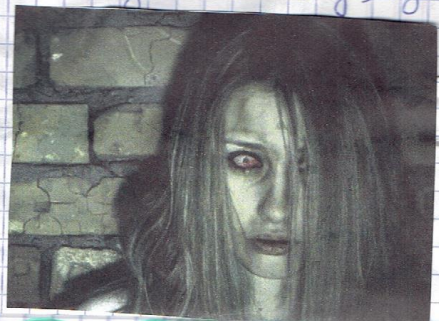




dreaming, and slept again. In the morning, she retold her strange story to her friend; she replied that was not a dream but a fact, and the person who touched her face, switched the light and opened the door was "the blind lady" who was living in that house, and then she died when she was in 30 of her age, and that room was her bedroom; she comes every night to revisit it, not to hurt people since she was a kind girl. After these unusual, strange events with that ghost of the blind lady, the author became a believer in ghosts.

### • The Response:

In the past, ghosts ~~were~~ existed since my grandmother, and my parents retold us some of theirs and people's experiences and stories with ghosts. They were frightened stories in fact, like the story of an old woman who carried her little earnest in her neck when she was shepherding her sheep flock, and as she was walking, the earnest's legs were getting taller and taller till they touched the floor. The woman saw that through the shadow, she felt fearful and wanted to pick up that strange thing, but she found nothing in her neck. So, I believe all what is said about the past's ghosts, but this never means that I became a believer for them now, as I consider them just an old superstition that still exist as stories only in nowadays life.



Rehim Hani



# Robin Hood

• Date of Reading: October 28<sup>th</sup>, 2015.

→ Separating the myth from reality →

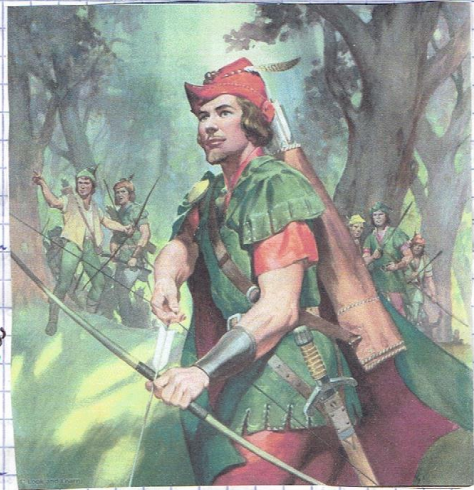
• Summary:

"Robin Hood: fact or fiction? It's too difficult to answer this question. Some stories tell that Robin Hood was a real person. He was an Anglo-Saxon nobleman who was against the Norman rulers.

He is also known as "resistance fighter" according to what is essential in modern language since some legends tell that he

was fighting against the Normans and took money from them to give them to the poor, and this is why he became a legendary hero.

While other stories claimed that "Robin Hood" was a fugitive man whose name was "Robert Hood", they claimed also that he was not an Anglo-Saxon man, and he fought only against his personal enemies, not against the Normans.



• The Response:

I | writing an interview using the informations from the text:

\* The interview is between "a journalist" and "a writer":

- The journalist: good afternoon sir, you are welcome with us.

The writer: Hello, good afternoon.

The journalist: we want, today, to ask questions concerning the story of Robin Hood, of course if you want to answer.



The writer: Yeah, I'm ready.

The journalist: my first question is: Are the characters Sherlock Holmes and Indiana Jones real characters? in Robin Hood's story?

The writer: Apparently, they are not. They're just invented characters.

The J: But, what about Robin Hood? is his story fact or fiction?

The writer: Well, this question is somehow difficult to answer. According to some stories, Robin Hood is an Anglo Saxon man who was an insurgent against the Norman rulers, while other stories said that he was a legend.

The J: if he was a real man, where do you think he used to live?

The writer: As many stories, he used to live in "Yorkshire", but later near Nottingham.

The J: And what about the "merry men" and the beautiful "maid Marion" that appeared in Mr. Hood's stories and films?

The writer: Actually, they're just secondary characters that have no historical base, but who knows maybe they really existed.

The J: It is said that "Robin Hood" is a popular character in Nottingham, could you please explain how?

The writer: Yes, visitors to the city can learn about him through the "Tales of Robin Hood" exhibition where Robin and his adventures are brought to life, and massive old tree in Sherwood forest is said to be his tree.

The J: This is all concerning my questions, thank you very much sir.

The writer: You are welcome, thank you.

-4-

# Best Michel

## II / Another Story of Robin Hood:

Long ago, there was a boy called Robin Hood. He lived in Sherwood forest in England. Robin Hood was known as "The Prince of



## II | Another Story of Robin Hood:

Long ago, there was a boy called Robin Hood. He lived in Sherwood forest in England. Robin Hood was known as "The Prince of Thieves" since he would rob the rich, and the noblemen, and give that money to the poor. The thing that let the king of Nottingham made to arrest him (R.H.), but nobody could capture Robin. He was also the leader of a group of men who helped and served him a lot especially in giving news for him about Nottingham and the its king. The king thought of a plan to catch Robin Hood; he organized a competition of shooting to choose "the best shooter", thinking that Robin, that good shooter, will attend their competition. Robin's men informed him about that, and tried to convince him not to go there because it was just a fake to capture him. But, Robin didn't listen to them and went there. All the arrangements of the competition were made; the competitors were present. The king thought that Robin didn't come, but in fact, he was there with a strange dress for no one could know him. The competition began, and finally, it is Robin's turn to throw his arrow. He threw his arrow but not to the center as the other competitors did. He threw it to the king's chair. The king shouted to his guards: "How stupid you are! This is Robin Hood!" The guards run and tried to catch him, but Robin Hood could escape again.

- The Theme of the Story: "good versus evil": This story reflects the conflict between good and evil. Although "Robin Hood" was a thief who rob those noblemen, he did also good things for the poor.

interesting!

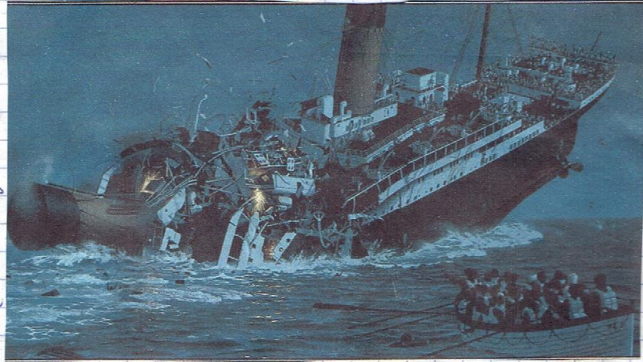


# The Titanic:

• Date: 2-4/11/2015.

• Summary:

The book is about the "mystery of the Titanic". This old story began in the year 1910, in Egypt especially in Cairo. It started when a



British Egyptologist called "Douglas Murray", and an American adventurer had met. The American man offered something unusual to the British man; that thing was a charming ancient Egyptian mummy-case, holding the mummy of the high-priestess from the temple of Amun Ra. The American died after he sold the case. After that, Murray learnt more about this mummy, and some inscriptions that were written on the walls of a chamber where the case was. The inscriptions warned of the bad results that may happen to the one who absconds from the tomb. Murray didn't believe that till one day, when a gun that for him erupted in his hand. Then, he came back to England, and during his journey, "two" of his friends died without any reason; other "two" servants he, who had cured the mummy, died also. Murray gave that magic thing to a lady who wanted it. Afterwards, the lady's mother died, and her fiancé left her. Later, the mummy-case was offered to the British Museum, and even there, the strange events happened. A photographer died as a reason of getting pictures to that unusual thing.

Then, it had to be taken down in the year 1910.

The End



Then, it moved to another Museum in "New York".

### The Response:

The moral behind this story (the story of the Titanic) is to follow any instruction given to us, and be aware about any warnings too, without having hesitation & having fear about any of (them) the warnings directed to us, big or small because in this story, the mummy case was, in fact, a small thing, but it had gigantic and terrible results. And because Murray didn't take the warning into consideration and follow the instructions, he faced many problems.

Ie myself don't believe such things like the mummy-case and its magic and the strange events that happened because of it, but if I were Murray's place, I followed all what is given to me, instructions or warnings, because I'll lose nothing if I do that, and it's maybe better to save myself from any danger even if it's not true or even exists.

• The Theme - "following the instructions and being aware from the warnings". taking everything either big or small into consideration.

### The characters:

Major characters: Douglas Murray and the American Adventurers.

Minor characters: the "2" servants, Murray's friend and the lady.



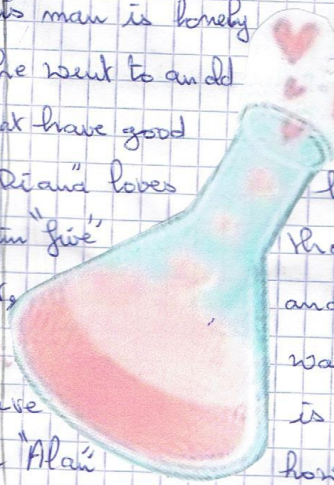
# Valentine's Day Love Potion Short Story

## The Chaser by John Collier



John Collier: a writer of various genres, was born in May 1901, in Berkeley. He began writing poetry and then novels and short stories. He died in California on April 6, 1980.

Summary: The "chaser" is a short story about a man, a nervous man called "Alan Austen". This man is lonely and wants the love of a girl called "Diana". So, he went to an old man who does extraordinary mixtures that have good effects. Alan asked him for a love potion so "Diana" loves him. The man said that this potion will cost him "five" thousand dollars. Alan was happy for hearing that, and when he was satisfied with the price, he told him that these ones are more expensive. After that, she explained for "Alan" how to use the potion, is to put a small measure in "Diana's" juice or soup, and continued describing the good effects of the potion, and how Diana will change. She will love Alan and asks about him, she will be jealous, and she feels afraid whenever he came late and so on. "Alan" couldn't believe him, but he did his best till he could convince him that the potion will bring the love of Diana. Finally, the old man fill the potion for "Alan", and after "Alan" thanked him, the man said: "An reward" thinking that Alan will return to him for a more expensive and effective potion.



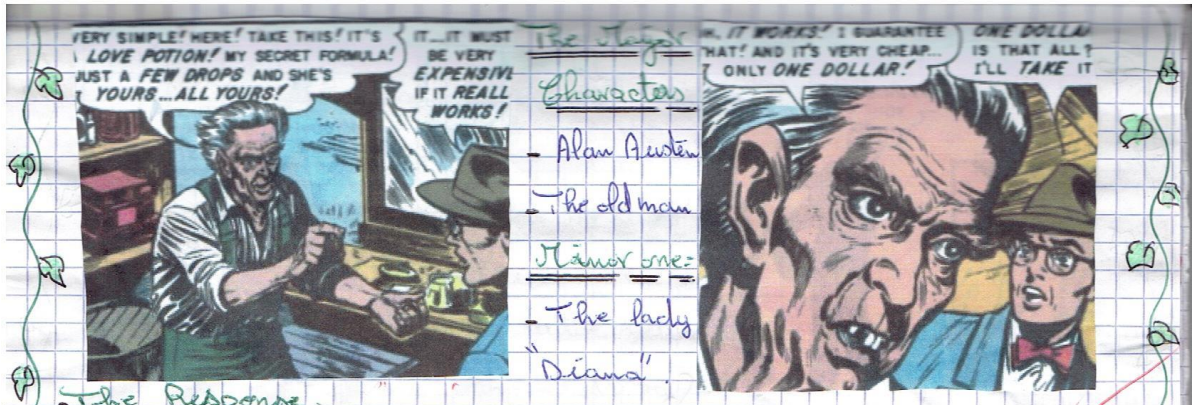
VERY SIMPLE! HERE! TAKE THIS! IT'S LOVE POTION! MY SECRET FORMULA! JUST A FEW DROPS AND SHE'S YOURS... ALL YOURS!

IT... IT MUST BE VERY EXPENSIVE! IF IT REALLY WORKS!

OH, IT WORKS! I GUARANTEE THAT! AND IT'S VERY CHEAP... ONLY ONE DOLLAR!

ONE DOLLAR IS THAT ALL? I'LL TAKE IT





The Judge  
Characters  
 - Alan Austin  
 - The old man  
Main one:  
 - The lady "Diana"

The Response:

\* Imagination about "Alan and Diana's" life in the future.

I think that life between Alan and Diana will be completely reverse to what the old man said, that's to say it will be terrible. The main reason that lets "Alan" return again to the old man for obtaining a more expensive and more effective potion than the previous one. Nevertheless it will <sup>never</sup> be ok with him, and each time "Diana" recedes more and more from him, and he keeps going to the old man till he gives him all his money and loses every thing, money and personally speaking, I think also that the old man was an avaricious man whose main target is to steal people's money not more. And he, absolutely, succeeded in that "love potion" that was one of his fakes to deceive those young men who wanted love like that stupid "Alan". And all what the old man said about the good things and the happy moments that will "Alan" obtain after the having the potion were said in the opposite of what will happen. It means that the old man really knows that this potion is not effective at all.

- Concerning "Alan", if he was really care enough about "Diana", he had



never thought to believe her with such magic potion.

Instead of doing such bad thing, he goes and infor her about his love, maybe she'll accept it. Also, love doesn't come by force, and no has the right to oblige another person to love him.

\* What are things that you have a desire to achieve them using a potion?

- Although I am a Muslim person, who don't really believe in such magic things like "the potion", I have a great desire to use the same potion that "Alain" used, love potion, since I want to be loved by everybody as I want to have lot of good friends, and get ad<sup>ore</sup> prestige in this huge world. So, using a "love potion", I'll make everyone loves me and live a nice life.

### The Theme:

Be careful what you wish for ⇒

You contribute a lot in adding more and more information to the reading selection.

Impressing!

A midnight visitor



# A midnight visitor

- Robert Arthur -

## • Biography of the Author "Robert Arthur"

Robert Arthur; was born in November 10, 1909, in Foregather Island. He was a mystery and speculative fiction writer and a graduate of the University of Michigan. Between 1930 and 1960, his stories were published in amazing stories (about) detection and mystery stories, he died in May 2, 1969.

## • The Characters of the Story:

- Mr. Ausable: a very fat man with a thick accent.

- Fowler: a young writer who wants to meet Ausable to get some important papers to complete his story.

- Wasc: a slender, not tall man whose face looks like a fox; he came to threaten Ausable to give him the papers, but he can't.

• The Summary: These three texts tell us a short story of three men

"Ausable, who was a fat man; Fowler, a young writer; and Wasc. The story had started in a French hotel at night when Ausable and Fowler had met first. Fowler, the writer, want to meet Ausable (who is maybe a detective) to get some informations that may help him in his writings. So, Ausable demanded from Fowler to visit him in his room to give him some papers, important papers. Then, he returned to his room where he found another man called Wasc waiting for him, holding a pistol in his hand. Wasc was there since he wanted to get the papers that Ausable holds, but Ausable put a joke for him.



Since he made a non-existent and policemen and balcony "Ausable" told "Jase" that there is a balcony that extends under his room's window. Jase felt better since the balcony will help him to complete his commission; he can get the papers and escape easily. Fowler came as Ausable with him to do and knocked Ausable room's door, then the waiter came also and he shouted: "Mr. Ausable". Jase thought them the police. The fear of the police went to the balcony to save himself, but there was no balcony in fact.



• The Response "the imaginary ending of the story":

"Fowler" had to come to visit "Ausable", then, he asked him about the man in the balcony, Jase, while he answered him that he will not return, because "Ausable" deceive "Jase". He was really a clever man, he made him believe that there is a balcony and policemen, but in fact there was nothing. So, "Jase" believed all what's said about the imaginary police and balcony thus when the door was knocked, and a voice was shouting outside, he thought that was really the police. He felt frightened and wanted to jump to the balcony through the window, but how stupid "Jase" was; he was walking hand quarters without looking at "Ausable" and carry on walking till he jumped without having a look outside if there is a balcony or not. So, he fell down, then, he died.

Handwritten text in green ink, possibly a signature or a note, located at the bottom of the page.



# Poerty Women Unite?

- Jane Myers -

Jane Myers: She is an actress

General idea about the text:

This text shows the way pockets give power and prestige for men in society. It tells also how pockets are necessary for women to be more organized. So, both male and female are in need of pockets; it's not really the men's right but also women have right of pockets that help them organize themselves.

The response:

1) Approach the issue of the unequal position of women and men satirically, why do you think men have more power?

The answer: Approaching the issue of the unequal position of men and women, I think that men have more power than women just because they are men not for something else; because they are men they're automatically stronger than women.



2) Do you think the way in which man is clothing has something to do with success and prestige?

- Give example.

The answer:

- Personally speaking I think that the way in which man is clothing has something to do with prestige.

For instance, when a man dresses a costume and has a necktie, and a brilliant shoes (in addition) all these are signs of his prestige and high position in society.

But with success power, I don't think that it works.



# Bill & Fiona Gale

## Major characters:

Bill, Minna (Bill's daughter), and the woman next door.

Minor characters: the 1<sup>st</sup> couple and their girl (those who have a limousine), the 2<sup>nd</sup> couple and their lonely daughter.

## Summary:

"Bill's story was a sorrowful one. He was thirty a man whose wife died when he was thirty of his age. He had a daughter whose name 'Minna'; she was four years old. Bill had a carpenter shop that was in his house' yard. He was really a good father who loved his daughter a lot and took care of her. He was cooking for her, sweeping, and also washing his little girl. But, unfortunately, Bill fell ill later when Minna was six. He went to the doctor, and when he arrived, he still silent without a word, and at night, when Minna came to kiss him as usual, he didn't allow her to do that saying that she became older, but the problem is with his illness. After that, Bill felt scared to die and let Minna alone. Then, he wrote an advertisement saying that he is about to die after few months, and want good people to adopt his daughter. After his advertisement, they came for Minna first a man and his wife and a girl with them. Bill didn't give them Minna just because he saw how that woman loved the girl



with her. She treated her in a bad way. So, he refused to give his daughter for them although they dressed well, and had a limousine. Another couple came; Bill saw the kindness of the woman, and also the tenderness of the man who was also a carpenter. He thought them the most suitable for adopting his little girl Thima, then, he gave her for them.

### The Response:

Every one in this huge world knows about the great importance of the family and its role in building the community. So, how wonderful is to see all the members of the one family living together, and how successful is to see those members sporadic, living far from each other. Who can imagine how life is for those who used to live together, collaborating and sharing love between them and suddenly everything is destroyed for any reason; problems, for example, death or illness. Like Bill's family that started to vanish step by step, first the death of his wife, second his sickness, and then the departure of his daughter. The story is started when Bill's wife died, and he fell ill after that. He fell as a victim to cancerous illness, that makes him gave his daughter for another family to adopt her, and providing her the good life. He was afraid to leave her alone since the doctor informed him that he is about to die because the illness dominated all the parts of his body. Few days later, Bill went again to the doctor, after having his medicants, this doctor was so optimistic as he brought good news for Bill. He told him that there is a cure for that terrible sickness. Then, he started having the cure, moving from a doctor to another till he became

- 16 -

better, after three years of treating. He thought, then, to regain his dear daughter Thima. He wrote a letter for her adoptive parents



better, after three years of treating. He thought, then, to regain his dear daughter Tina. He wrote a letter for her adoptive parents telling them that he became in good health, and he wants his daughter. Unfortunately, those parents replied that Tina had got a car accident and died. But, the two were liars because Tina was alive, living with them peacefully and happily. After few days, they felt remorse for what they've done and thought to give Tina for her father. Bill became the happiest man ever, because he regained first his health and then his daughter, after fighting many struggles and conflicts with illness and sadness. But as the saying said = "life is life meet it, life its struggle fight for it". So, Bill never felt pessimistic, and did his best efforts to be better, living a very nice life with his daughter.

Student's Name :.....

### Home Reading Tracking Sheet

Week	Material Title	Author	Number of Pages Read
First	Short story (Around the world in 80 days)	Jules Verne	10- 20-30- more (.....) 9 pages
Second	The Novel ( Around the world in 80 days )	Jules Verne	10- 20-30- more (.....) 15- 20 per day
Third	//	//	10- 20-30- more (.....) 15- 25 per day
Fourth	//	//	10- 20-30- more (.....)
Fifth	The Alchemist	Paulo Coelho	10- 20-30- more (25)
Sixth	//	//	10- 20-30- more (.....) 20
Seventh	The old man and the sea	Ernest Hemingway	10- 20-30- more (.....) 18
Eighth	//	//	10- 20-30- more (.....) 15- 20
Ninth	//	//	10- 20-30- more (.....) 20



## Part Two : At-Home Reading Response

### At Home Reading **The Alchemist**

**Paulo Coelho** was born in Rio de Janeiro, Brazil. He is an ambitious man. He was always dream about being writer. He followed his dream, and eventually became

a well known writer. He published his novel "O Alquimista" or "The Alchemist" in 1988, a novel that reflects his life.

Date / place of publication : Brazil, 1988.

Period of Reading :

Brief description of the book's cover: At the very beginning of the book, there is the title "The Alchemist" written in bold forms, followed by a picture of a young man with a flock of sheep. At the very end of it, there is the author's name.

Major characters : **Santiago** : The hero of the novel, who wants to achieve his dream and make his destiny, not living as his sheep, eating and drinking.

**The old woman** : who was a gypsy woman who interprete the dreams.

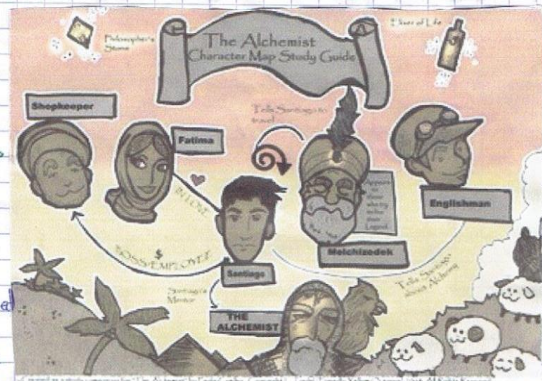
**Melchizedek** : an old man, and the king of Salem who helped Santiago a lot.

**The crystal merchant** : who helped Santiago has a job with him.

**The Englishman** : the one who met Santiago during his journey through the desert looking for an alchemist.

**Fatima** : the lady Santiago fell in love with.

**The alchemist** : helped Santiago to cross the desert to get the pyramids.



Minor characters : the merchant's daughter, the small boy,

Other events : Santiago dreams of a great treasure at the pyramids.



Main events: \* Santiago dreams of a great treasure at the pyramids while herding his sheep in Southern Spain.

\* The Gypsy woman had interpreted Santiago's dream.

\* Santiago's journey to Tarifa and getting a job there as a crystal merchant and providing money to cross the Sahara.

\* Santiago and the Englishman's journey through the desert.

\* The Spanish boy (Santiago) fell in love with Fatima in Al-Fayoum.

\* Santiago meets the alchemist, who helped him to cross the rest of the desert to get the pyramids.

\* Santiago finds that his dream treasure is in Spain before returning to Fatima.

The Theme: The book's main theme is about finding one's destiny and self-discovery and following your dreams.

Summary: The "Alchemist" is a novel that tells the story of a young, Andalusian shepherd called "Santiago" in his journey to Egypt, after having a dream of finding treasure there. After having this dream, he went to an old woman, a gypsy woman, who interpreted it for him saying that he will give her tenth of this treasure if he find it.

Along the way to Egypt, Santiago had met lot of obstacles and also people who could help him continue his journey. Those people who thought him how to listen to his heart, and the importance of achieving the personal legend and following his destiny. Among those people, there was the King of Salem the one who gives him "2" unique stones that helped him in his way. Then, he met the crystal merchant, who taught him one thing "al-takw" that means how things are written; he had met also "Fatima" the lady that he loved her a lot and gave him a great



desire to carry on his journey and find the treasure to come back and marry her. After crossing the desert with an English man and through camels, Santiago had met the alchemist who encouraged him also and gave him money to continue his way. Santiago reached the pyramids after a long journey. He began digging there looking for the treasure when a group of thieves came, they killed him and stolen his money. But the good thing that they left for him, is that the leader of the thieves told him that had also a dream, since he dreamt that he find a treasure in Spain, but he didn't believe that dream. Santiago didn't find anything in the pyramids. He decided then to go to Spain exactly where that leader told him. When he arrived, he began digging and digging till he find a real treasure. After he get the treasure, he went to get also his bride "Fatima" who was waiting for him for a long time.

The setting of reading: the place where I have read this fantastic novel is the guest's room in our house. I was reading alone with a loud voice so that I can hear myself reading and try to correct myself. I wasn't in good mood at that time because of my uncle's death although the story is as wonderful and it was the first time in which I to read a long story or even a big book.

The response: The "Alchemist" is as really a very interesting story that tells how to make decisions and follow the ~~the~~ destiny, listening to our heart and fighting every single obstacle that may intercept us to reach our dreams. I liked this story so much, the things that gave me a great desire to read more and more stories in this field of adventures, and

challenges

The Ducto



## challenges

### The Quotes:

- 1) "There is only one thing that makes a dream impossible to achieve, the fear of failure." ⇒ it means that if the one wants to do nothing, he will do it anyway, but if he just thinks that to succeed, he'll not, so success or even failure are depending on the one's thinking.
- 2) "I'm proud of you, never stop dreaming." ⇒ because sometimes our dreams help us to realize (some of our) real things, like what happened with the shepherd "Santiago". Sometimes, the dreams come as a kind of motivation for achieving something.
- 3) "We're to live with our mistakes." ⇒ mistakes are generally the best teachers of success, who does not mistakes, never learns.

### The new vocabulary:

**pasture**: the place where shepherd herds his sheep.

**raven**: a kind of birds with black color.

**kidnap**: to seize something or somebody.

**lad**: young boy or kid.

**confess**: to declare, to admit to the truth.

**mending**: repairing.

**cobbler**: a person who repairs shoes. ✓



# Around The World in Eighty Days.

Date / Place of pub. : London in 1873.

Julio Verne.

Brief biography of the Author : A 19<sup>th</sup> century French author, poet, and playwright. He was born in 1828 in France; he was named "The Father of science fiction". He died in 1905. He was considered to be the second most translated on the earth.

The Book's cover : It an orange cover. On the front side, there is the title of the story written in bold forms, followed by a picture of two men. In the back side, there is series of title of some English novels.

At the end, there is the press source

"Oxford University Press."

Major characters :

**Mr. Phileas Fogg** : The hero of the novel, who made challenge with his friends that he can go round the world in eighty days only.

**Jean Passepartout** : Phileas Fogg's manservant. He was an French honest man as well as a comic.

**Mr. Fix** : a Scotland detective who wanted to arrest Fogg as a robber.

**Aouda** : a Persian-Indian lady who Fogg fell in love with.

Other characters : James Foster, Fogg's friends, the British Consul at Swaz, the priests, the elephant guard, the train driver.

- 22 -

Main events:

\* Phileas Fogg and Passepartout accepted each other, as master and his man





## Plot points:

- \* Phileas Fogg and Passepartout accepted each other, as master and his man.
- \* Fogg betted his friends that he can go round the world in 80 days.
- \* Fogg and Passepartout started their journey on Wednesday, 2<sup>nd</sup> October 1873.
- \* " " " had met the detective Fice.
- \* They went to Bombay then to India where they found Aouda.
- \* Passepartout lost as a trick from Fice to make him far from Fogg.
- \* " " was found and another trip began from Yokohama to San Francisco.
- \* Fogg finally reached Liverpool where Fice arrested him.
- \* Fice finally recognize that Fogg was not the robber.

Summary: "Around the world in 80 days" is a novel that tells an amazing story of an English, rich man called "Phileas Fogg", and his French manservant "Jean Passepartout". The story is based on their journey around the world in challenge 80 days, according to Fogg's bet of "80<sup>d</sup>" with his friends of the "Reform Club". Those two heroes started their journey first from London to Suez in Egypt, they were pursued by a detective named Mr. Fice, who was looking for the bank robber of London. He followed them wherever they go, but he lost them when they reached India where another story took place. They, they rescued an Indian lady called "Aouda" who was about to be burnt alive ~~to~~ with her husband's dead body. Then, they rushed to the next sail way station to Hong Kong where Fice met them again. They continued their way from place to another till they reached, at the end, Liverpool and where was Fice waiting to arrest Fogg. (He made him be late) He arrested him but later he was informed that the robber was arrested 3 days before. Fogg thought himself late, but finally he recognize that he made a mistake in counting



the days. So, he arrived at the right time and won the bet - Fogg's journey was full of obstacles and adventures and surprises, but it doesn't matter how difficult the obstacles were for Fogg because he always does his best to solve any problem may interrupt his way and makes him late. He also married that Indian woman Aouda.

Theme = the main theme of the story is "the challenge", and the great desire to realize something. Fogg challenged his friends and didn't care anymore about his money, his goal was just to make himself a hero and a man with a word, if says that he can do something, he'll do it.

The Quotes = "Gentlemen, here I am!" => this is Fogg's quote when he completed his journey and returned to the club, he said it for his friends in a sort of challenge.

"I'll never betray him for all the gold in the world." => it's for Passepartout, and this is a proof of his honesty to his master, he refused to betray Fogg when Aouda asked him for doing that.

"Dear Fogg, I loved you when you were about to lose your bet, and still love you now after you won the bet." said by Aouda and this is also a sign of her honesty to and

The new vocabulary: this novel was written in a simple way so I didn't catch really lot of difficult or new words.

- To arrest, to cogitate, caprice, Amiable, Pyre, abduction, and queer are the new vocabulary that I could catch.

The Setting of the story: before I've read this novel, I read first a short story with the same title "Around the world in 80 days". I've read it the days of El-Hid within that happy atmosphere of that

wonderful (happy) stories. I've read it recently first because it was a present from my dear, my ideal teacher of English from the middle school. He gave me that story and another novel and said:



wonderful, (happy) occasion. I read ~~for~~ ~~me~~ ~~and~~ ~~was~~ ~~in~~  
was a present from my dear, my ideal teacher of English from the  
middle school. He gave me that story and another novel and said: "You  
have to start reading". I replied that I don't like reading, but  
he encouraged me, and because the story was a present from him, I  
read it and it was really a great story that gave me the desire to read the  
novel also and I do it. The short story, I've read it at home in my  
bed room, because the best place to read for me is the calm, quiet one,  
and from time to time, my sisters came and asked me for retold them the  
story and they were also influenced by it even my brother's wife who  
doesn't care about reading in English was glad to hear that story. It was  
really a happy moment and the 1<sup>st</sup> time in which I read a book.

#### The Response:

Mr. Phileas Fogg's story is a sign of bravery. It taught me how  
wonderful is to challenge and fight every obstacle to realize the dreams  
and reached the target without taking the difficulty of the obstacles  
into consideration, as Mr. Fogg did. This story can be limited in the  
best motivation toward success and reaching the goal, and Mr. Fogg, in  
addition to his success, he finds also his best companion Aouda.



# The Old Man and The Sea

**Biography of the author:** <sup>Ernest Hemingway</sup> he was born on July 21, 1899. He loves the outdoor adventure of hunting and fishing. When he was in high school, he edited his high school newspaper, and he graduated from there in 1917. He reached his zenith in 1923 with the publication of three stories and ten poems. He is a hero of intellectuals and rebels. He died on <sup>2nd</sup> July, 1961.

**Date of Publication:** September 1, 1952.

**Major characters:**

- \* Santiago: is the old fisherman; the hero of the novel who could hook a big fish after 84 of hooking nothing.
- \* Manolin: Santiago's young friend; whom Santiago taught fishing.
- \* Marlin: the big fish Santiago caught.

**Minor characters:** Manolin's parents, the female tourist.

**Summary:** The story started with an old fisherman called "Santiago" who spent 84 without catching a fish. But, his failure in fishing all that period didn't destroy his spirit. He has a friend, a boy named "Manolin", who helped him a lot. But the boy's parents thought the old man a weak person who can't fish, so they ordered them not to follow him again although he was the one who taught Manolin how to fish since he was young. The boy didn't accept his parents' order and still helps the old man, and goes to his simple, little house bring him food. One day, the old man awoke as usual before sunrise

- 26 -

and did what the fishermen would do; he got in his boat and went to fish and Manolin besides him. After a while, he hooked some small fish



and did what the fisherman must do; he go in his boat and went to fish and Manolin besides him. After a while, he hooked some small fish for his lunch, and then a very big fish called "marlin". At the beginning he treated the fish as his friend, but later he ~~think~~ thought of killing it. But, he ~~could not~~ really do that and then the marlin comes out the water and descends very quickly. Santiago was amazed by seeing that, and he wondered about his seize and he thought that it will destroy the boat, but later he recognize that it has no brain to think of making such things as a revenge.

Theme:

The main theme of the story is "heroism" and "success". Since the old man was really a hero, although he was old, in hooking that strong, big fish, and he was a successful man.



Quotes:

« there are many good fishermen and some great ones, but there is only you », Manolin said this to Santiago before he goes to his bed, when the fisherman said that there are better fishermen than himself, but still the old man the best one for Manolin.

« ... he didn't beat you, not the fish ». Manolin said that to Santiago when he has come back to his house having lost the fish and slept.

Response: "The old man and the sea", its approximately has the same meaning as "Around the world in 80 days" is. It tells something about fighting obstacles to reach the aim, and it shows also a sense of challenge and bravery. It's a great story.

## Appendix X: Multidimensional Fluency Rubric

NAME \_\_\_\_\_

### FLUENCY RUBRIC

	1	2	3	4
<b>Expression and Volume</b>	Reads in a quiet voice as if to get words out. The reading does not sound natural like talking to a friend.	Reads in a quiet voice. The reading sounds natural in part of the text, but the reader does not always sound like they are talking to a friend.	Reads with volume and expression. However, sometimes the reader slips into expressionless reading and does not sound like they are talking to a friend.	Reads with varied volume and expression. The reader sounds like they are talking to a friend with their voice matching the interpretation of the passage.
<b>Phrasing</b>	Reads word-by-word in a monotone voice.	Reads in two or three word phrases, not adhering to punctuation, stress and intonation.	Reads with a mixture of run-ons, mid sentence pauses for breath, and some choppiness. There is reasonable stress and intonation.	Reads with good phrasing; adhering to punctuation, stress and intonation.
<b>Smoothness</b>	Frequently hesitates while reading, sounds out words, and repeats words or phrases. The reader makes multiple attempts to read the same passage.	Reads with extended pauses or hesitations. The reader has many "rough spots."	Reads with occasional breaks in rhythm. The reader has difficulty with specific words and/or sentence structures.	Reads smoothly with some breaks, but self-corrects with difficult words and/ or sentence structures.
<b>Pace</b>	Reads slowly and laboriously.	Reads moderately slowly.	Reads fast and slow throughout reading.	Reads at a conversational pace throughout the reading.

Scores of 10 or more indicate that the student is making good progress in fluency.      Score \_\_\_\_\_

Scores below 10 indicate that the student needs additional instruction in fluency.

## Appendix XI:

### The Participants' Scores in the Pre-test

#### Control Group Pretest Results

Participants	WPM	N°errors	Word recognition	CWP M	CR	Prosody
1	140	10	92%	130	2	8
2	131	10	92%	121	2	8
3	132	12	90%	120	2	7
4	116	12	89%	104	3	6
5	141	8	94%	133	3	12
6	138	7	94%	131	4	10
7	152	7	95%	145	3	10
8	132	8	93%	124		8
9	113	7	93%	106	2	8
10	112	10	91%	102	2	8
11	129	7	94%	122	2	8
12	132	13	90%	119	1	6
13	126	6	95%	120	3	10
14	120	6	94%	94	4	7
15	124	13	89%	111	3	7
16	124	14	90%	110	2	8
17	144	8	94%	136	3	11
18	157	12	92%	145	3	10
19	137	9	93%	128	3	11
20	142	8	94%	134	3	11
21	144	8	94%	136	3	9
22	140	13	90%	127	2	10
23	132	6	95%	126	4	10
24	154	12	92%	142	3	9
25	125	13	92%	116	3	9
26	141	8	94%	133	3	10
27	133	8	93%	125	2	8
28	125	8	93%	117	2	8
29	143	9	93%	134	3	11
30	145	10	93%	135	2	10
Average	134	9,4	93%	124	2,6	8,9

### RR Group Pretest Results

<b>Participants</b>	<b>WPM</b>	<b>WE</b>	<b>Word recognition</b>	<b>CWPM</b>	<b>CR</b>	<b>Prosody</b>
<b>1</b>	144	14	90%	130	3	8
<b>2</b>	140	3	97%	137	2	11
<b>3</b>	130	8	93%	122	3	8
<b>4</b>	125	8	93%	117	3	10
<b>5</b>	125	9	92%	116	3	9
<b>6</b>	136	7	94%	129	3	8
<b>7</b>	124	16	87%	108	2	7
<b>8</b>	137	13	90%	124	3	11
<b>9</b>	154	9	94%	145	4	11
<b>10</b>	140	11	92%	129	2	9
<b>11</b>	140	7	94%	133	2	11
<b>12</b>	140	11	92%	129	2	10
<b>13</b>	124	8	93%	116	3	8
<b>14</b>	114	6	94%	108	3	8
<b>15</b>	134	14	89%	120	2	8
<b>16</b>	112	12	89%	100	1	8
<b>17</b>	140	7	95%	133	2	9
<b>18</b>	140	5	96%	135	4	11
<b>19</b>	134	11	91%	123	3	8
<b>20</b>	106	8	92%	98	1	8
<b>21</b>	120	7	94%	113	2	9
<b>22</b>	129	6	95%	123	4	9
<b>23</b>	126	12	90%	114	2	8
<b>24</b>	127	15	88%	112	1	8
<b>25</b>	137	11	91%	126	1	7
<b>26</b>	149	12	91%	137	2	7
<b>27</b>	129	11	91%	118	2	9
<b>28</b>	133	12	90%	121	2	8
<b>29</b>	134	15	88%	119	2	8
<b>30</b>	143	10	93%	133	3	11
<b>Average</b>	<b>131,6</b>	<b>10</b>	<b>92%</b>	<b>121</b>	<b>2,3</b>	<b>9</b>

### FORI Group PretestResults

<b>name</b>	<b>WPM</b>	<b>WE</b>	<b>Word recognition</b>	<b>CWPM</b>	<b>CR</b>	<b>Prosody</b>
<b>1</b>	130	7	94%	123	3	8
<b>2</b>	143	7	95%	136	4	9
<b>3</b>	132	7	94%	125	2	8
<b>4</b>	130	11	91%	119	2	9
<b>5</b>	132	5	96%	127	3	9
<b>6</b>	143	3	97%	140	4	11
<b>7</b>	145	13	91%	132	2	11
<b>8</b>	117	4	96%	113	3	5
<b>9</b>	124	11	91%	113	2	6
<b>10</b>	120	7	94%	113	3	8
<b>11</b>	127	8	93%	119	3	8
<b>12</b>	125	8	93%	117	3	9
<b>13</b>	112	7	93%	105	3	9
<b>14</b>	131	2	98%	129	4	10
<b>15</b>	140	4	97%	136	4	10
<b>16</b>	141	5	96%	136	4	10
<b>17</b>	121	10	91%	111	2	9
<b>18</b>	131	4	96%	127	3	7
<b>19</b>	122	4	96%	118	4	10
<b>20</b>	130	6	95%	124	3	11
<b>21</b>	129	3	97%	126	3	11
<b>22</b>	140	7	95%	133	3	9
<b>23</b>	130	10	92%	120	3	10
<b>24</b>	117	12	89%	105	2	9
<b>25</b>	131	11	91%	120	3	11
<b>26</b>	120	7	94%	113	3	8
<b>27</b>	131	5	96%	126	3	9
<b>28</b>	131	4	96%	127	3	10
<b>29</b>	138	6	95%	132	3	9
<b>30</b>	134	3	97%	131	3	8
	<b>129</b>	<b>6,7</b>	<b>94%</b>	<b>122,6</b>	<b>3</b>	<b>8,9</b>

## **Appendix XII:**

### **FORI Instructional Procedure “Sample Lessons”**

#### **Lesson Plan of “ENGLISH GHOST STORIES”**

**Title:** “English Ghost Stories”

**Type:** a narrative text

Narrative texts are motivating mainly if the topic of the story is interesting. The topic of ghosts is one among the topics where millions of stories turn around.”

#### **Overview about the text:**

In “English Ghost Stories”, Mary Denman raises an important topic which is almost considered as a myth. Do ghosts really exist or not. In the first part of the text, she tells her readers about some cases of ghosts in England. In the second part, however, she tells us about her own experience with ghosts.

#### **Length:**

A long text of about 16 paragraphs that it has to be divided into two parts to be worked on during the week

#### **Session one:** 40mn

- Part one of a “English Ghost stories” is to be covered in the 1<sup>st</sup> session of the 1<sup>st</sup> week
- Pre-reading: Engaging students in a classroom discussion about the topic of the text by asking the following question: “Do you believe in ghosts?”
- Teacher reads aloud providing a model of a fluent reading
- Students follow along
- Teacher raises a class discussion using while reading strategies: asking comprehension questions
- Students alternate their reading aloud; while the teacher checks their reading prosody and their word reading accuracy by providing a corrective feedback when necessary.

- Teacher introduces the first Fluency instruction strategy “Repeated Reading”; provides an example of how it works
- Each student has to practice the passages of the text four times and by the end he times his reading
- By the end of the session, they are asked to prepare some predictions about the writers’ own story with ghosts for the next session.
- Students are asked to read the 1<sup>st</sup> part again at home as home reading.

**Session Two: 20mn**

- Part Two of a “The Hands” is to be covered in the 2<sup>nd</sup> session of the 1<sup>st</sup> week
- Since the participants were asked to prepare at home some predictions about the writer’s own experience with ghosts; before reading the 2<sup>nd</sup> part of the text, the teacher has to listen to their suggestions and writes on the board some interesting ones.
- After discussing some predictions, teacher reads aloud the second part of the text fluently.
- She, then, gives some comprehension questions 1<sup>st</sup>.
- After orally checking students reading comprehension, students are given another reading comprehension activity which context clues activity to be worked on before moving to the fluency activities
- Teacher introduces a new fluency instruction strategy “echo reading”
- Students along echo read paragraphs after their teacher.

**Session Three: 40mn**

- Review the text of the week by asking the students to sum up the story
- Teacher reads again the whole text aloud, and then introduces the third fluency instruction strategy “Partner Reading”
- He explains the steps to be followed during their practice of the strategy

The teacher assigns the pairs (able with less able)

- Pairs alternate roles and by the end of the session each participant records his/her partner’ s reading time and number of errors.
- Students time their reading rate along with their reading accuracy. Results are reported in their own graphs.



- By the end of the session, students are asked to write their response for the topic of the week.

### **Free Choice Reading:**

- At the beginning of the week, each student brings the book he is going to read at home during the week.
- Teacher checks their home night reading progress through their daily response in their reading journals.
- For motivating students to read at home, they are told about a bonus to be provided by the end of the study.

**Nb.** In case the student could not finish his reading in a week, he can keep on reading the same book in the coming week.

### **Lesson Plan of “Midnight Visitor”**

**Title:** “Midnight Visitor”

**Type of text:** a mystery story

“This type of texts is motivating in that they are written to involve readers in solving a problem which is presented at the beginning of the text and the tension grows gradually until it is solved.”

#### **Overview about the text:**

This text which is adapted from the “Midnight Visitor” from *Mystery and More Mytery*, by Robert Arthur ( New York: Random House) is selected from “ Reader’s Choice” pp 41-43. In a “Midnight Visitor”, a man named Ausable will certainly die unless he can outsmart a visitor.

#### **Length:**

a long text of about 19 paragraphs that it has to be divided into three part to be worked on during the week

#### **Session one:** 40mn

- Part one of a “Midnight Visitor” is to be covered in the 1<sup>st</sup> session of the week
- Pre-reading: predicting from the title
- Teacher reads aloud providing a model of a fluent reading
- Students follow along
- Teacher raises a class discussion by asking some comprehension questions. Adding to, some new vocabulary is to be worked on.



- Teacher asks each student to practice “Repeated Reading” strategy where he goes around the room to check students’ practice of the strategy.
- Each student has to practice the passages of the text four times and by the end he times his reading
- Students alternate their reading aloud; while the teacher checks their reading prosody and their word reading accuracy providing an immediate feedback when necessary.
- By the end of the session, they are asked to suggest an end for the story the next session.
- If it is noticed that students’ reading accuracy and rate of the selection is somehow below their instructional level, meaning that reading slowly and laboriously; they are, then, asked to read the selection at home.

### **Session Two:20mn**

- Part Two of a “Midnight Visitor” is to be covered in this session
- Since the participants were asked to solve the problem raised by the mystery story and suggest an end for it; so, before reading the last part of the text, the teacher has to listen to their suggestions about how the story would end
- After discussing their different endings for the mystery of Ausable, teacher reads aloud the second part of the text fluently
- Then, he gives some comprehension questions and context clues activity to be worked on before moving to the fluency activities
- Teacher introduces a new fluency instruction strategy “echo reading”. The teacher reads one or two lines from the selection then students echo read. Teacher is following along ready for a feedback.

### **Session Three: 40mn**

- Review the text of the week by asking the students to make a story map
- Writes on the board the most appropriate map story after a class-discussion
- Teacher reads again the whole text aloud, and then students engage in a “Partner Reading” activity. Teacher provides guidance during the activity when needed
- Pairs alternate roles and by the end of the session each participant records his/her partner’s reading time and number of errors. Results are reported on their graphs.
- A writing activity is given as a response for the week selection.

## **Appendix XIII:**

### **Samples of Comprehension Instruction**

1. "Midnight Visitor": Reading Comprehension Lesson
2. "Bill": Reading Comprehension Lesson

## **Reading Comprehension lesson** **“Midnight Visitor” (Part One)**

### *Session One*

#### **Overview about the text:**

This text which is adapted from the “Midnight Visitor” from *Mystery and More Mytery*, by Robert Arthur (New York: Random House) is selected from “Reader’s Choice” pp 41-43. In a “Midnight Visitor”, a man named Ausable will certainly die unless he can outsmart a visitor.

#### **Pre- Reading activity:**

**Aim:** introducing the type of material they would reading

1. Ask students if they know what is a mystery story?
2. Give a definition of this type: “Mystery stories are written to involve readers in solving a problem. The problem is presented early in the passage and the tension grows gradually until it is solved
3. If students have already encountered this type of stories, they are then asked to tell the class about

#### **While Reading activities:**

- After reading the material orally while learners are following along in their own texts, the teacher checks students’ comprehension of text through the following tasks:

**Task one:** teacher asks students

1. to give a full description of the main character of the story,
2. list the other secondary characters
3. describe the story setting,
4. and what is the story about.

**Nb.** The questions are answered orally

- After orally checking students reading comprehension, students engage in the fluency practice “echo reading activity”..

**Nb.** As a Home work, students are asked to do the following:

- Make some predictions about how the story would end guided by the following questions:
  1. How will Ausable escape?
  2. Do you think he has a plan?
  3. How do you think the story will end?

### **“Midnight Visitor” (Part Two)**

## *Session Two*

### **Pre- Reading activity:**

**Aim:** Engaging students in a classroom discussion about the predictions they were asked to prepare on what will happen in the second part of the story guided by the following questions:

4. How will Ausable escape?
  5. Do you think he has a plan?
  6. How do you think the story will end?
- Before reading the rest of the story, teacher will write on the board some of the students' predictions about how the story would progress in second part.
  - Whenever the second part is read, students check their predictions.
  - By checking their comprehension of part two, students move to task four

### **Task Four:**

Guessing word meaning from the context

### **Home work:**

teacher asks the students to do the following:

- Read the whole selection at home
- Prepare a summary of what happened in the two parts
- to write an ending for the story

## **“Midnight Visitor” (Part Three)**

### *Session Three*

- Students read the different endings for this short narrative.
- Teacher writes some of the interesting endings on the board.

**Nb:** Before telling about the story ending, teacher, first, asks students **to briefly sum up** the main events of the two previous parts.

- After reading the third part of the story, students check their predictions.
- Before engaging in fluency practice “partner reading”, students' comprehension of the third part is checked. By the end, each student records his **CWPM** of the week selection, then reports the result on the fluency tracking sheet.

### **Writing Response for the Week Selection:**

Students are asked to prepare alternative ending(s) to this story. In case they suggest endings that might require the modification of the story, they would rewrite the story either by adding or changing elements of the story.

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## Reading Comprehension Lesson

### “Bill” (Part One)”

#### *Session One*

#### **Overview about the text:**

“Bill” is a story about a misfortune man whose wife died leaving a young girl whom he decided to take fully her responsibility by fulfilling both the role of a mother and the father. Being told by doctors that he had six months to live, . There is just one problem...

#### **Pre- Reading activity:**

**Aim:** introducing the type of material they would read

- Ask students if what to do when you lose a dear person?
- How would be your life after that?
- This story is about a man named Bill whose wife died when he was thirty leaving him a three years old girl. How would Bill manage his new life.

#### **While Reading activities:**

After reading the material orally while learners are following along in their own texts, the teacher checks students’ comprehension of text through the following tasks:

**Task one:** teacher asks students

1. to give a full description of the main character of the story,
2. list the other secondary characters
3. describe the story setting,

**Nb.** After responding orally to these general questions, students are asked some comprehension questions about some specific details that listed as follow:

1. What were the measures Bill took after his wife’s death?
2. Could Bill succeed in his role as a mother? Give examples from the text
3. Did Bill satisfy all his daughter’s needs? explain

4. How could you describe Bill as a father?
5. Why did Bill visit the doctor?

➤ After orally checking students reading comprehension, students engage in the fluency practice

**Post- Reading :**

By the end of the session, students are asked about what will happen in the second part of the story guided by the following questions:

1. Why did Bill sit for a long time in his shop without doing anything after his visit to the doctor's office?
  2. Do you think something important will happen to him?
- 

**“Bill” (Part Two)**

*Session Two*

**Pre- Reading activity:**

**Aim:** Engaging students in a classroom discussion about the predictions they were asked to prepare about the content of the second part of this selection;

By the end of the 1<sup>st</sup> session, students are asked about what will happen in the second part of the story guided by the following questions:

3. Why did Bill sit for a long time in his shop without doing anything after his visit to the doctor's office?
4. Do you think something important will happen to him?

**Nb.** Before telling about their predictions, teacher asks them to list the main events of part one of the story.

**Part two:** before reading the rest of the story, teacher will write on the board some of the students' predictions about how the story would progress in the second part. After reading the second part, students check their predictions.

To check students' comprehension of part two, teacher asks the following questions:

1. Did Bill kiss Minna that night? Why?
2. Why did Bill consult another doctor?
3. What was the decision made after confirming that he had been left with six months to live?
4. Did he like the family that responded for the news paper ad?

5. Why did Bill change his mind for letting Minna to be adopted by this rich Family?
  6. Did Bill's neighbor understand his inability to let Minna get adopted by any of the families he received? Explain
- After orally checking students reading comprehension, students engage in the fluency practice "partner reading activity".
  - As a Home work, **please**, ask students to Make predictions guided by the following:
    - Do you think Bill's neighbor would report his sudden behavior to the authorities? why?, or why not
- 

### ““Bill” (Part Three)”

#### *Session Three*

- Students are engaged in a classroom discussion about the predictions they were asked to prepare about the content of the third part of this selection.
- Before telling about their predictions, teacher asks them to retell the main events of the two parts of the story. **Make a Story Map**
- Before reading the rest of the story, teacher will write on the board some of the students' predictions about how the story would progress in the last part. After reading the latter, students check their predictions.
- To check students' comprehension of this last part, teacher asks the following questions:
  1. What was wrong with this couple?
  2. Why did Bill say to them you are the ones?
  3. Did Bill give them his daughter immediately?
  4. How did he spend this last day?
  5. Why did Bill didn't want his daughter to kiss him this night?
  6. Did Minna say good bye to her father when leaving? Explain why?
- After they finish the fluency practice, each student records **his CWPM** of the week selection, then reports the result on the fluency tracking sheet.

#### **Writing Response for the Week Selection:**

Students are asked to respond to the following situation:

“Can you imagine Bill’s life in the future? Bill wrote a letter for Minna’s adoptive parents describing his new life. Think about the content of this letter.



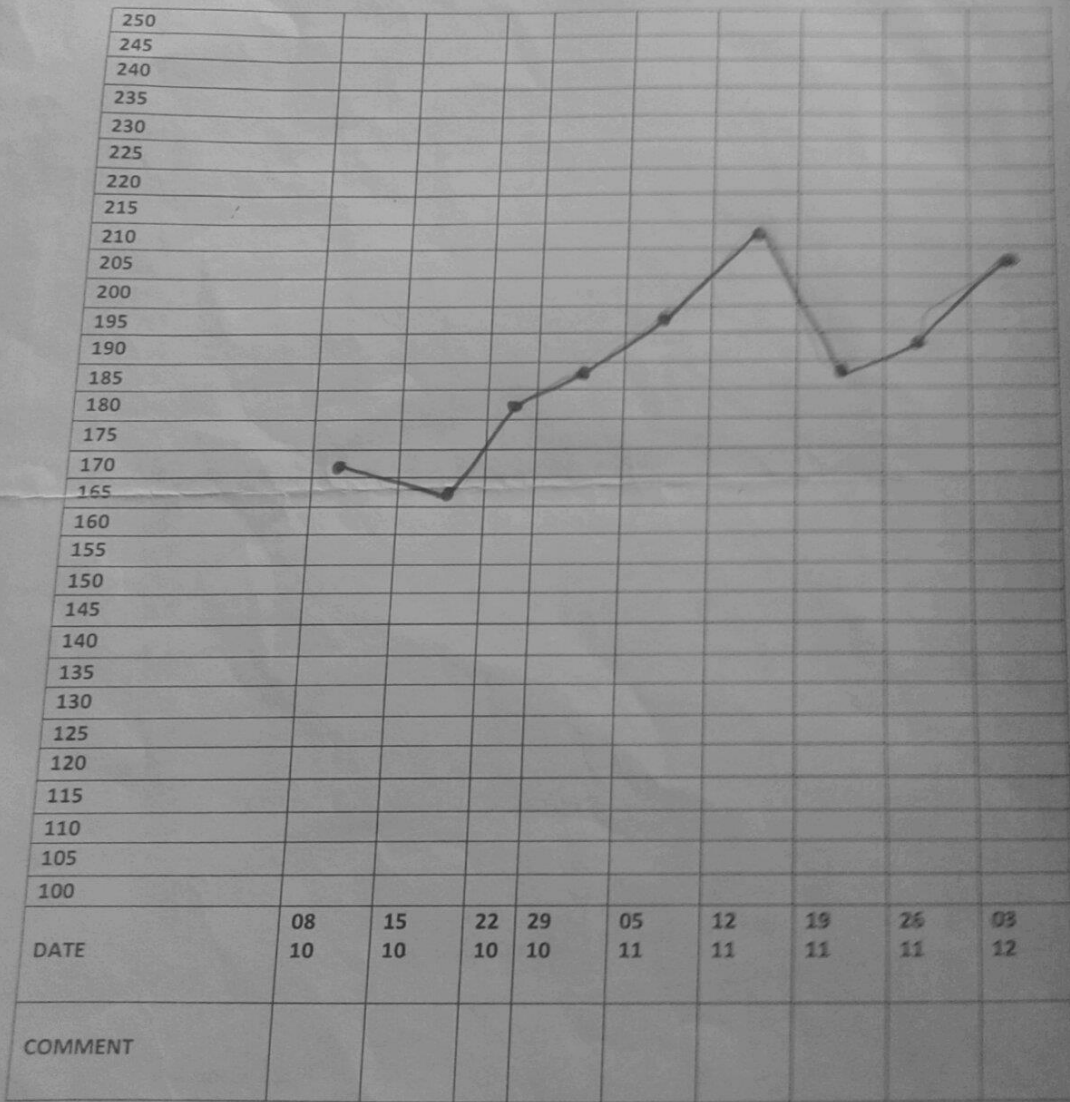
**Appendix XIV: FORI-GFluency Monitoring Progress (Sample Sheet)**

ENS of Constantine  
 Departement of English

Year 1515-1516  
 Ms. 602/1515/16

Name: *Lida*

Fluency Traking Sheet



FORI GROUP

**Appendix XV: Sample of a Student' Home Reading Tracking Sheet in FORI-G**

Student's Name : .....

**Home Reading Tracking Sheet**

Week	Material Title	Author	Number of Pages Read
First	Short Story (Around the world in 80 days)	Jules Verne	10- 20-30- more (.....) 9 pages
Second	The Novel ( Around the world in 80 days )	Jules Verne	10- 20-30- more (.....) 15- 20 per day
Third	//	//	10- 20-30- more (.....) 15-25 per day
Fourth	//	//	10- 20-30- more (.....)
Fifth	The Alchemist	Pablo Coelho	10- 20-30- more (25)
Sixth	//	//	10- 20-30- more (.....) 20
Seventh	The old man and the sea	Ernest Hemingway	10- 20-30- more (.....) 13
Eighth	//	//	10- 20-30- more (.....) 15- 20
Ninth	//	//	10- 20-30- more (.....) 20



## Appendix XVII: The Participants' Scores in the Posttest

### Control Group Posttest Results

Participants	WPM	WE	Word recognition	CWPM	CR	Prosody
1	134	7	94%	127	4	9
2	126	6	95%	120	4	8
3	126	10	85%	106	4	10
4	105	7	93%	98	3	5
5	129	8	93%	121	2	8
6	120	6	95%	114	4	8
7	149	5	96%	144	3	9
8	129	8	93%	121	3	10
9	110	7	93%	103	2	7
10	108	7	93%	101	2	5
11	119	4	96%	115	3	6
12	129	7	94%	122	3	8
13	113	5	95%	108	4	10
14	106	11	86%	95	2	7
15	118	6	94%	112	3	5
16	120	6	94%	114	3	6
17	135	5	96%	130	3	9
18	147	7	95%	140	3	9
19	129	4	96%	125	3	9
20	130	4	96%	126	3	8
21	140	6	95%	134	3	6
22	127	10	92%	117	2	7
23	135	4	96%	131	4	9
24	152	7	95%	145	4	9
25	119	8	93%	111	2	10
26	122	3	97%	119	3	8
27	125	8	93%	117	3	8
28	122	8	93%	114	1	8
29	145	6	95%	139	2	10
30	135	3	96%	132	3	8
<b>Average</b>	<b>127</b>	<b>7</b>	<b>94%</b>	<b>120</b>	<b>3</b>	<b>8</b>

### RR Group Posttest Results

<b>Participants</b>	<b>WPM</b>	<b>WE</b>	<b>Word recognition</b>	<b>CWPM</b>	<b>CR</b>	<b>Prosod y</b>
<b>1</b>	138	5	96%	133	5	12
<b>2</b>	137	2	98%	135	4	13
<b>3</b>	135	3	97%	132	4	12
<b>4</b>	120	1	99%	119	4	11
<b>5</b>	123	3	97%	120	2	11
<b>6</b>	160	7	95%	153	4	14
<b>7</b>	120	5	95%	115	2	11
<b>8</b>	124	5	95%	119	3	11
<b>9</b>	149	4	97%	145	4	13
<b>10</b>	125	6	95%	119	3	11
<b>11</b>	123	4	96%	119	2	8
<b>12</b>	130	6	95%	124	4	12
<b>13</b>	134	3	97%	131	3	12
<b>14</b>	136	4	97%	132	2	12
<b>15</b>	127	4	96%	123	4	9
<b>16</b>	113	3	97%	110	3	8
<b>17</b>	125	6	95%	119	3	12
<b>18</b>	136	3	97%	133	5	15
<b>19</b>	144	4	96%	140	5	10
<b>20</b>	124	4	96%	120	3	9
<b>21</b>	124	5	95%	119	2	11
<b>22</b>		4	97%	143	2	10
<b>23</b>	121	11	90%	110	2	10
<b>24</b>	138	15	89%	123	2	9
<b>25</b>	124	11	91%	113	3	8
<b>26</b>	140	6	95%	134	2	11
<b>27</b>	118	5	95%	113	4	11
<b>28</b>	124	5	95%	119	3	10
<b>29</b>	124	6	95%	118	3	11
<b>30</b>	145	5	96%	140	5	12
<b>Average</b>	<b>129</b>	<b>5</b>	<b>95%</b>	<b>124</b>	<b>3</b>	<b>10,7</b>

### FORI Group Posttest Results

<b>Participant</b>	<b>WPM</b>	<b>WE</b>	<b>Word recognition</b>	<b>CWPM</b>	<b>CR</b>	<b>Prosody</b>
<b>1</b>	135	1	99%	134	4	12
<b>2</b>	160	3	98%	157	5	15
<b>3</b>	128	4	96%	124	4	12
<b>4</b>	129	5	96%	124	4	11
<b>5</b>	122	2	98%	120	5	10
<b>6</b>	130	2	98%	128	6	15
<b>7</b>	144	7	96%	137	3	12
<b>8</b>	111	5	95%	106	2	9
<b>9</b>	128	2	98%	126	5	11
<b>10</b>	136	2	98%	134	6	14
<b>11</b>	109	3	97%	106	3	9
<b>12</b>	123	4	96%	119	3	12
<b>13</b>	106	3	97%	103	4	11
<b>14</b>	127	3	97%	124	5	12
<b>15</b>	145	1	99%	144	5	15
<b>16</b>	148	1	99%	147	5	14
<b>17</b>	136	5	96%	131	5	12
<b>18</b>	122	2	98%	120	5	12
<b>19</b>	118	7	94%	111	3	11
<b>20</b>	135	2	98%	133	5	14
<b>21</b>	125	2	98%	123	4	12
<b>22</b>	127	4	96%	123	4	10
<b>23</b>		3	97%	144	4	12
<b>24</b>	125	5	96%	120	4	11
<b>25</b>	141	5	96%	136	4	12
<b>26</b>	118	2	98%	116	4	12
<b>27</b>	141	3	97%	138	5	12
<b>28</b>	130	3	97%	127	5	13
<b>29</b>	141	3	97%	138	5	12
<b>30</b>	135	4	97%	131	4	10
<b>Average</b>	<b>130 ,29</b>	<b>3,29</b>	<b>97%</b>	<b>127</b>	<b>4,5</b>	<b>11,8</b>

## **Appendix XVIII:**

### Interview Transcriptions

# Transcription 01

Interviewee, Amina

Setting : ENS-C

**1. What do you think of the FORI training? Was it, or wasn't it good?**

It was a good program. Before I used to skip words; but I learned through this training that each single word has its value in the text. I learned that the way we deliver the word may change the meaning of the whole sentence.

**2. If you are asked to evaluate the program you were following, do you think it was complete? Explain**

It was complete. We get used to this routine.

**3. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?**

The in-class instruction was more beneficial. Working and sharing the instruction with my classmates motivated me a lot during this training.

**4. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?**

I think that the regularity is the key behind the success of the FORI program. Myself, I developed the habit for this regularity. Each time the session approaches, I felt impatient to start the thirty minutes of in-class practice. Many questions turn in my head prior the beginning of each session as; what will be the story of the week selection of; or how it will end; how I'm going to perform my reading for my classmates and what will be my teacher's reaction to my reading progress.

**5. What are the strengths and the weaknesses of this program?**

The benefits I gained from this training hide if any are there some weaknesses. Because it was beneficial, I do never stop or give up what I have experienced. Even though the program ends, I'll continue it by myself; simply because, I won't to let those gained benefits go away.

**6. Could you describe your oral reading skill in one sentence before the beginning of the program?**

Before reading was hard task. I used to read fast to avoid shy because I did not know how to read aloud and mainly how to read with expression.

**7. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?**



I can't make a choice between them because they complete each other. This training helped me to make a fusion between speed, accuracy, and expression. Now, I'm reading to make others understand what I'm saying because I have developed the ability to read at a conversational rate accurately and with expression.

- 8. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?**

Each fluency strategy has contributed in a way or in another in developing my reading fluency. In choral reading I learned how to read in unison

- 9. By taking turns during partner reading and providing assistance for your partner, what elements do you focus on in your feedback: accuracy, expression, or speed?**

During partner reading, I learned to read in partnership: one time I'm a reader who reads fluently and another time I'm the coach who provides assistance for my partner. My feedback to him matches rate, accuracy and prosody difficulties.

- 10. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?**

I gained a lot from this activity. As I developed my vocabulary repertoire, my way of writing improves.

- 11. Do you feel that free choice reading, or reading a book of your own choice at home improves**

Yes it does. As reading has always been my favourite hobby; this training adds more spices to this habit. Now, I reading and responding to what I'm reading.

- 12. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?**

I agree with her a lot. I used to suffer from this same feeling. Reading aloud was a hard task due to my fear of making mistakes and my ignorance of the prosodic features function in the text. Now, I feel free; I don't count time I let time count.

- 13. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?**

Sure to get the author's full message, I learned to rely on the text features in order to understand what is not explicitly stated in the text.

- 14. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?**

- 15. “Fluent reader manifests an adequate comprehension either while reading silently or orally”. Do you think that you achieve this ability after this nine weeks of training**

In order to understand any text, I used to read silently so that my full attention could be focused on comprehending. Now, I can understand either while reading silently or aloud. Moreover, I can understand the text from the first reading.

- 16. How has this program changed the way you deal with reading?**

- 17. What is the future of home reading activity as you quit this program?**

In civilisation, we have learned that each civilisation “emerge-flourish- then vanish”. My reading at home will never collapse; it will remain flourishing till the day of my death. I will carry on reading with more power more willingness.

- 18. Do you think that the response journal was a guide or was it limiting from your freedom?**

It was guiding me in my reading rather than standing as an obstacle. Now, I can't read without responding. I'm regretting for not knowing this material till this year. I wish I could return back to the past and respond to all my reading experiences because I was reading without letting something alive.

- 19. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?**

Adding to the improvement I made in my reading skills, my writing skill has been positively affected.

- 20. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?**

I would like to invite anyone who wants to improve his reading skills and mainly fluency to join this training because it was more entertaining and enjoyable both in the class and at home.

- 21. Do you think your participation in this research study to be worthwhile? Why? Why not?**

I do never regret my participation in this program. The benefits I gained and the improvements I make will stimulate me to continue the process by myself; simply because I get in the process of the FORI.

- 22. What are the difficulties you have encountered during your participation in this study?**

The program was difficult at the beginning; but later, as I developed likeliness for the FORI, I wished if it did not get over. I want to convince you [to the teacher] that the program was beneficial for us.

Interviewee, Aya  
Setting : ENS-C

**1. What do you think of the FORI training? Was it, or wasn't it good?**

It was boring at the very beginning and I didn't think I would appreciate it one day. It breaks the routine of literacy subjects with its appropriate timing (30 minutes)

**2. If you are asked to evaluate the program you were following, do you think it was complete? Explain**

All I can say that all the aspects that characterize a FORI program were followed in the training I got through in a logical way.

**3. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?**

I prefer home reading because in class we are more limited in time[...] I don't feel myself free.

**4. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?**

Comprehension instruction was motivating. Each week, there was a new selection to deal with and all the selections were inviting. For the fluency rereading strategies, they were difficult to master the 1<sup>st</sup> weeks; however, by week four, I started to enjoy them because I became able to manipulate them.

**5. What are the strengths and the weaknesses of this program?**

**6. Could you describe your oral reading skill in one sentence before the beginning of the program?**

As I didn't receive any instruction on how to read aloud, I used to hate this task (reading aloud). My reading was characterised by hesitation because I didn't use to respect the text prosodic features (punctuation). Yet, with practice, I developed this ability to the point that now I can read aloud and understand at the same time.

**7. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?**

I can't overtly select one particular aspect because they all combine resulting in what we call fluent comprehensive reading.

**8. How does FORI reading instruction procedure affect reading fluency skills?**

FORI instruction and practice contributed a lot in making me able to make a balance between speed, accuracy and prosody during my oral reading. My

appropriate manipulation of these fluency sub-skills manifests my comprehension of the text.

- 9. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?**

I gained a lot from these fluency instruction strategies. They helped me to see how my reading fluency is in a continuous progress.

- 10. If you are asked to choose from these strategies the one you find really effective during your training, which one do you opt for? Explain why?**

I gained a lot from partner reading and choral reading. Reading in one voice is a miraculous exercise. This harmony while reading aloud proved that we are reading fluently. In partner reading, I liked both my role as a reader and as a coach. I wanted that my partner keep track on my fluency progress. Since through his feedback, I can identify my fluency difficulties. And at the same time when I am coaching, I compared my partner's reading to mine.

- 11. By taking turns during partner reading and providing assistance for your partner, what elements do you focus on in your feedback: accuracy, expression, or speed?**

When coaching my partner, my feedback is mainly focussed on accuracy and prosody.

- 12. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?**

Despite the fact that the task was difficult at the beginning, it helped me in developing my writing skills and my way of thinking.

- 13. Do you feel that free choice reading or reading a book of your own choice at home improves?**

This task enables me to discover my reading preferences and interests. It is until the ninth week that I got to the book I really want to read. [By referring back to her at home reading experiences] when I started to read my last book, I recognized that it is the one that really suits my thirst in science and develop my way of thinking

- 14. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?**

- 15. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?**

Now, I am totally aware about the text prosodic features. I'm able to show and express the author's feelings and emotions to my classmates while reading aloud because I'm reading with expression.

- 16. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?**

I totally agree that I got easiness in reading such materials thanks to the in-class instruction. The text of “Midnight Visitor” was one of them. If I was asked to read such text by my own, I could never do; however, after practising it for one week, it became easy to understand and deal with.

- 17. “Fluent reader manifests an adequate comprehension either while reading silently or orally”. Do you think that you achieve this ability after this nine weeks of training?**

Before, I couldn’t read understand unless I’m reading silently. But now, I can manifest my comprehension through both of them (silent and oral reading).

- 18. How has this program changed the way you deal with reading?**

More importantly, I switched towards oral reading because I developed a new habit “the public reader” of the old time. I’m able to manifest a good comprehension of the text during my oral reading enabling my listeners to get the meaning of what I’m reading.

- 19. What is the future of home reading activity as you quit this program?**

I’ll never quit reading. Because this training oriented me to my field of interest, I mean topics that suit my interest as well as authors and style; I’ll carry on reading books but only scientific ones.

- 20. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?**

- 21. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?**

I would describe it as a suitable program for anyone who wants to develop his reading skills.

- 22. Do you think your participation in this research study to be worthwhile? Why? Why not?**

I find myself thanks to this training. I wish that all EFL students are given this opportunity.

- 23. What are the difficulties you have encountered during your participation in this study?**

Any difficulty I encounter during my training was at the very beginning; however, soon things became easy to deal with thanks to the direct instruction.

## Transcription 03

Interviewee, Ikrem

Setting : ENS-C

**1. What do you think of the FORI training? Was it, or wasn't it good?**

Good, in that I didn't expect myself to become addicted to reading because of this training. FORI helps me to find my way to reading. Adding to fluent reading gains, my comprehension skills improve. Now, I can read between the lines, I read critically[...]

**2. If you are asked to evaluate the program you were following, do you think it was complete? Explain**

A complete program; simply because none of what you mention is something new for me.

**3. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?**

I really appreciate the in-class instruction because it was so active. I could give and take with the instructor and my classmates. More over I realized later that each single word we studied during the instruction is stored in my memory.

**4. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?**

At the very beginning of the training, as everything was new for me, this routine seemed strange but not boring. But later, I developed likeliness for it to the point that each time I have a session, for me, it is the 1<sup>st</sup> time I did these things.

**5. For one of the interviewees, FORI is more effective for younger and not adult learners? Do you agree or not? Explain**

I totally disagree. The fact that the instruction was direct and explicit, this program could fit any category of learners regardless their age. For me, this direct instruction shows me the way we should read through the in depth practice, not just in relying on theory. Moreover, many questions that I was trying to find a solution for have been solved by FORI. I find a way to how to read a book, to enjoy it, to interact with the author, and mainly how to express myself after I finish reading.

**6. Could you describe your oral reading skill in one sentence before the beginning of the program?**

I was a fast reader and sometimes I read without comprehension while reading aloud . I was thinking that fast reading manifests a good reading.

[when asked if this skill was due to previous instruction] No, I didn't receive any instruction before on how to deal with reading. I used to hate Reading Techniques subject because it didn't guide me towards concrete results. That is why, I wished to incorporate FORI instruction within this reading session at least learners will enjoy the content of this subject.

- 7. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?**

Since I'm aware about the importance of rate, accuracy and prosody in an oral reading, we can never separate them one from the other. These skills are interdependently related.

- 8. How does FORI reading instruction procedure affect reading fluency skills?**

I learned how to read orally by making a harmony between the fluency sub skills –rate, accuracy and prosody-.

- 9. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?**

I regarded the fluency instruction strategies as the funny part in the program. The direct instruction provided by my teacher during the practice of each rereading strategy helped in making my fluent reading progress.

- 10. If you are asked to choose from these strategies the one you find really effective during your training, which one do you opt for? Explain why?**

I preferred the choral reading. For me, it is a miraculous fluency instruction. This reading strategy enables us (readers) to read in unison, in one voice. I think that it is a huge realisation.

- 11. By taking turns during partner reading and providing assistance for assistance for your partner, what elements do you focus on in your feedback: accuracy, expression, or speed?**

The feedback I provide for my partner when coaching him focuses more on accuracy and expression.

- 12. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?**

Besides improving my writing, I can go far with my imagination while doing this weekly activity. This shows the extent of the comprehension one achieves to exhibit such demanding abilities.

- 13. Do you feel that free choice reading, or reading a book of your own choice at home improves**

When I started to read my 1<sup>st</sup> home reading book [my first reading experience in my life], I was thinking that it was the last; however, I could no longer stop because I enjoyed this task.

- 14. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training**

**she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?**

I agree with her. Me too have developed myself confidence

**15. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?**

**16. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?**

I found the text of “Midnight Visitor” difficult at the very beginning. But when I experienced the effect of the direct instruction in facilitating this text, I was no longer afraid from any text whatever its level of difficulty is. I’m quite sure that challenging materials can’t be effective unless within the FORI instruction.

**17. “Fluent reader manifests an adequate comprehension either while reading silently or orally”. Do you think that you achieve this ability after this nine weeks of training**

Definitely, now I can read and understand while reading orally something that was impossible before this training.

**18. How has this program changed the way you deal with reading?**

**19. What is the future of home reading activity as you quit this program?**

**20. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?**

FORI training developed other skills such as critical reading. I learned how to read and question what I’m reading. Moreover, I find a way to how to read a book that suits my reading preferences, how to enjoy it, how to interact with the author, and mainly how to express myself after I finish reading. in a word, FORI is definitely a starting point for all the improvements I did, does and will do in reading

**21. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?**

I will tell him: “FORI is an opportunity. It is your reading success.”

**22. Do you think your participation in this research study to be worthwhile? Why? Why not?**

Sure. Thanks to this training, I solved many problems (concerning reading) that were annoying me in the past.

**23. What are the difficulties you have encountered during your participation in this study?**



Apart from not being involved in this program at the very beginning due to my hater of reading techniques (previous antecedent) was the only difficulty I experienced that later disappeared.

## Transcription 04

Interviewee, Roumaissa  
Setting : ENS-C

- 1. What do you think of the FORI training? Was it, or wasn't it good?**  
For me it was good. I made many achievements. One of them: I can read a new text I have never seen before with much fluency while concentrating on getting the meaning from it.
- 2. If you are asked to evaluate the program you were following, do you think it was complete? Explain**  
I was complete, though the session was short, but all the aspects in fluency instruction were followed.
- 3. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?**  
For me at home reading was more enjoyable. In free choice reading, I select to read what I mostly like (topics, authors...). However, in class instruction, not all the selections interest me.
- 4. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?**  
I totally agree, in that, as I developed a likeliness for this routine; now when the program gets over I'm always waiting that the FORI session would begin at any moment. Apart from the boredom one get from being involved in any routine, this special routine is not boring because the topic of the selection changes each week.
- 5. What are the strengths and the weaknesses of this program?**  
I don't think there are any weaknesses since I benefited a lot from this program. I even don't pay attention for these points if they really exist.
- 6. Could you describe your oral reading skill in one sentence before the beginning of the program?**  
My oral reading in the past was not characterized by expression. Speed and accuracy were the only ones I focus on.

- 7. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?**

They are of equal importance because they complete each other; so that any deficiency in one would affect the other. For example, an accuracy deficiency results in hesitation; as a consequence, comprehension is affected since all my attention is focussed on decoding this unfamiliar word which makes me forget about what I was reading.

- 8. How does FORI reading instruction procedure affect reading fluency skills?**
- 9. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?**

Since all these strategies provide for me the opportunity to reread the selection again and again, the result is the improvement of my fluent reading.

- 10. If you are asked to choose from these strategies the one you find really effective during your training, which one do you opt for? Explain why?**

All of them are good; but the one I really found myself in is guided repeated reading.

- 11. By taking turns during partner reading and providing assistance for assistance for your partner, what elements do you focus on in your feedback: accuracy, expression, or speed?**

Partner reading is beneficial if the pairing of students will regard social relationship among students. Any kind of relationship, apart from classmates, could affect the feedback that partners provide for each other, they will be more subjective and ineffective in fulfilling their roles as coaches. And this was case. As my partner was my friend, I wasn't telling her all the truth about her reading. For the feedback I provided, I focused more on accuracy and expression.

- 12. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?**

My imagination has been stimulated more during my response to the in-class texts. Imagining ends or writing alternative ends for stories was too beneficial for me as a beginner writer. In some situation, I could go far in imagining the end more than the writer of the text did. I can say: "writing by the end of the week is great. Not only my writing skills and imagination improve; yet I learned how important the response is. I used to read without responding; however, I'm convinced, now, that reading without responding is an incomplete task. For me the response is an opportunity to express my thoughts and feelings about what I was reading and practising during the week.

**13. Do you feel that free choice reading, or reading a book of your own choice at home improves**

Before the training, I was a lazy reader. Reading in English was rare. This program encouraged me to read more because I discovered my reading preferences and interest that I was ignoring before. My tendency towards “Love Stories”, “Life Issues” and “Happiness” has been apparent thanks to this home reading task. I can say that searching for an interesting book to read is no longer a nightmare for me. Now, I know what to look for as book to read.

**14. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?**

I totally agree. Me too I gain self confidence in reading aloud. Now, I’m reading with less hesitation than I used to do before.

**15. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?**

My awareness to these elements increase. They help me to get the meaning of the text easily, and to express the author’s feeling and emotions. These punctuation marks cued me during my reading.

**16. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?**

Yes! This training helped me to read materials that I logically cannot read on my own whether on what concerns the type of vocabulary or the topics. Moreover, studying such texts load me with a wide range of vocabulary and new ideas and thoughts. [time for asking a related question]:

**Could 2<sup>nd</sup> year students get access to these materials by their own?**

If not being in a FORI context, students will find difficulty to deal with this kind of materials because they need direct instruction from the teacher to facilitate practicing these texts.

**17. “Fluent reader manifests an adequate comprehension either while reading silently or orally”. Do you think that you achieve this ability after this nine weeks of training**

I can say that now I can read and understand either during a silent reading or an oral reading at least not with 100% but with 90% , I can do.

**18. How has this program changed the way you deal with reading?**

My way of dealing with reading now has changed than it was in the past. Now, I care more when I’m reading any piece of writing either short or long.

**19. What is the future of home reading activity as you quit this program?**

I’ll never leave the pleasure I get when reading a book I like.

**20. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?**

Thinking critically is another ability I feel it develops during this training. Now, I can use all my senses, feelings, emotions while receiving the information or when expressing myself as a response.

**21. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?**

I'll just say: "FORI is beneficial for you just try it and many skills will develop, mainly your way of thinking. You'll learn how to be a critical thinker.

**22. Do you think your participation in this research study to be worthwhile? Why? Why not?**

All what I gained from this training is to begin and never give up reading. I think being a participant in the FORI was an opportunity for me.

**23. What are the difficulties you have encountered during your participation in this study?**

## **Transcription 05**

Interviewee, Nour  
Setting : ENS-C

**1. What do you think of the FORI training? Was it, or wasn't it good?**

Really it was a good experience that I was afraid from at the beginning. Later, it became an enjoyable journey from which I benefit a lot.

**2. If you are asked to evaluate the program you were following, do you think it was complete? Explain**

We didn't miss none of these instructions, it was complete.

**3. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?**

I liked the in class instruction. The enthusiastic environment that the teacher creates, the selections that were really interesting contribute in making from the in class instruction the more favoured one.

**4. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?**

I enjoyed the regularity of the FORI process. I didn't feel that it is like a doll moments, I felt really spontaneous. Instead of boredom, I was waiting

the beginning of the week just to know about the reading adventure we go through that made me ask for more and more.

**5. For one of the interviewees, FORI is more effective for younger and not adult learners? Do you agree or not? Explain**

As I didn't yet develop, I think that I'm still a beginner reader who needs to develop his reading. I think that in another context like L1 setting FORI program fits more children; however, for EFL learners the program is really of a great benefit.

**6. What are the strengths and the weaknesses of this program?**

Apart from the length of the training, everything was okay with this program. I think, If the training lasted for the whole year or at least for one semester FORI program would be perfect.

**7. Could you describe your oral reading skill in one sentence before the beginning of the program?**

My reading was disastrous and catastrophic because I was not reading regularly. I used to read one page more than one time in order to grasp the meaning. As my attention was focussed on decoding words, gaining comprehension from what is read was a hard task for me.

**8. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?**

I can't select one of them because all of them constitute what is meant by a fluent reading.

**9. How does FORI reading instruction procedure affect reading fluency skills?**

**10. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?**

**11. If you are asked to choose from these strategies the one you find really effective during your training, which one do you opt for? Explain why?**

All the fluency strategies contributed a lot in developing my oral reading. For me, choral reading is the one I benefited a lot from. Reading in unison makes my reading fluency progress thanks to the effect of others on me.

**12. By taking turns during partner reading and providing assistance for assistance for your partner, what elements do you focus on in your feedback: accuracy, expression, or speed?**

The feedback I provide my partner with when coaching her was covering accuracy and expression problems. After detecting my partner's reading problem, I asked her to reread in order to check again.

**13. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?**

My imagination has been positively affected by this task. The ending of the stories that I suggested were somehow pessimistic. My writing becomes

more creative and more critical than it was before. I have noticed during my response to the week selection that included many questions that were not even asked by the author.

**14. Do you feel that free choice reading, or reading a book of your own choice at home improves?**

Because I am able to read and understand simultaneously; now, I can engage myself in reading thick books. In less than three weeks, I finished a book of 288 pages. Something that was impossible in the past.

**For one student, the response journal limits from her freedom as a reader. Do you agree with her?**

Reading without responding is impossible. Myself, when I'm responding; I feel an engagement as this task enables me to interact with the text and its author.

**15. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?**

**16. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?**

My awareness towards these elements increases. When getting the meaning of what the author implicitly wants to say, as a reader, this same meaning is conveyed to those I reading for them via the appropriate use of intonation, stress, pitch...etc. as a future teacher, I think, my role is to succeed in making my students understand the text implied by raising their awareness to the text prosodic elements. To do so, I have to develop this ability by keeping them practising reading orally.

**17. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?**

Practicing this kind of text enlarge my vocabulary repertoire. I gained a lot of new words.

**18. "Fluent reader manifests an adequate comprehension either while reading silently or orally". Do you think that you achieve this ability after this nine weeks of training**

Yes I do. Before understanding what I reading was gained during silent reading; however after these nine weeks, I'm able to read orally and understand even from the 1<sup>st</sup> time.

**19. How has this program changed the way you deal with reading?**

FORI changed my way of reading orally and boosted my at home reading activity.

**20. What is the future of home reading activity as you quit this program?**

Adding to the pleasure I get while reading, the response stimulates all my senses. Because questioning, hypothesizing and involving all my senses while reading and responding become like a habit, I will never quit home reading.

**21. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?**

My speaking skills are affected by this training. Choral reading helps me a lot in overcoming hesitation while speaking. I think my fluency in speech has been positively affected by the FORI program. I feel it from my heart.

**22. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?**

**23. Do you think your participation in this research study to be worthwhile? Why? Why not?**

Yes it was. I developed many abilities and overcome many difficulties thanks to this training.

**24. What are the difficulties you have encountered during your participation in this study?**

All the difficulties I faced were at the beginning of the training because everything was new for me; way of reading, fluency strategies...etc. But with practice, all these things fade. It was difficult for me to read with expression, I didn't think that one day that the reader should express every single word in the text. If something in text requires a moment of sadness we have to do it, if something requires us to laugh or to cry we have to. Manifesting such emotions and feeling while reading was something new and difficult; but too interesting.

## Transcription 06

Interviewee, Selma  
Setting : ENS-C

**1. What do you think of the FORI training? Was it, or wasn't it good?**

It was good. I felt myself improving. I felt myself more engaged to reading. Thanks to this training, I become able to choose the reading material that fits my reading preferences

- 2. If you are asked to evaluate the program you were following, do you think it was complete? Explain**

It was complete. I have experienced all what is required by the FORI.

- 3. What aspects do you like of the FORI training? (In class reading practises or at home reading practises). Explain, why so?**

In class instruction was the one I really enjoy. I preferred working in a group. Sharing my reading experience with others was more beneficial for me.

- 4. According to theory, students tend to enjoy the regularity of the FORI program. To what extent do you agree, or disagree?**

It was difficult for me to enjoy this reading program during the 1<sup>st</sup> weeks because everything was new for me. With practice, I started to be more engaged and committed to the point when the program gets over I could believe I didn't get bored from this regularity.

- 5. What are the strengths and the weaknesses of this program?**

I think, it could be more beneficial for students with reading disabilities... More fruitful for cases, limited number of participants so that each one can be given more assistance.

- 6. Could you describe your oral reading skill in one sentence before the beginning of the program?**

It was a reading that lacks intonation. It was not that good.

- 7. If you're asked to select which of the following reading skills is the most important: speed, accuracy, comprehension, and prosody (expression); what would you choose? Explain why?**

I think they all complete each other. I remember in one of the sessions, we tried to read a passage orally by focussing each time on one of these aspects: rate, accuracy and expression [stop talking for seconds] I didn't get the meaning of the passage after each trial. However, when the focus was given for the three at the same time, understanding was quite easy.

- 8. How does FORI reading instruction procedure affect reading fluency skills?**

Thanks to this training, I learned what to do, when to do and how to do things appropriately while reading.

- 9. Has the use of the FORI strategies (partner reading, repeated reading, choral reading, echo reading) improved your reading fluency skills? If so, how?**

Yes they do.

- 10. If you are asked to choose from these strategies the one you find really effective during your training, which one do you opt for? Explain why?**

Partner reading is the one I prefers. During this fluency instruction, besides evaluating my partner's reading I can keep track on my own progress. My partner's feedback on my reading helps me in checking if I really developed this skill. For me, partner reading is an opportunity to check one's fluency progress.



- 11. By taking turns during partner reading and providing assistance for assistance for your partner, what elements do you focus on in your feedback: accuracy, expression, or speed?**

My feedback focuses on all of them because these three fluency factors contribute in making a fluent reading.

- 12. As the week ends with a comprehension activity consisting of writing a response, or an alternative ending to the text, do you think you gained some abilities from this activity? If yes, specify how?**

I learned many things from this weekly task such as how to make a summary, how to succeed in making predictions, and how to express my opinion towards the authors' attitude. I remember with the text of "Pockety Women Unite", the one I hate it, I was able to confront the author and persuade with convincing arguments why I didn't like this text.

**For one student, the response journal limits from her freedom as a reader. Do you agree with her?**

The response isn't an obligation; but rather, something that makes you able to end with two text at hand the one you have read and the one you have written as a reaction to the 1<sup>st</sup> reading is incomplete without this response.

- 13. Do you feel that free choice reading, or reading a book of your own choice at home improves?**

Actually, I'm looking for more books to read. I felt in love with what I'm reading.

- 14. For one of your classmates, this training improves her self confidence. Her reading now is much better. According to her, before this training she had difficulties to raise her voice while reading. To what extent do you agree, or disagree with her? Explain why?**

- 15. Prosodic elements like (!,?,...), intonation, and stress allow the reader to infer information that is not explicitly stated in the passage. Do you think your awareness of these elements increased after this training?**

- 16. During these 9 weeks, we got the opportunity to read many texts. At the beginning, it was difficult for to get to the text implied meaning; but later, I learned how to read between the lines. Expressing surprise, asking questions and all what is manifested in the text via some prosodic elements become easy to express. I learned how to express those meanings overtly to the listener while reading orally. By doing so, I make the text more vivid; since I will live with the author of the text these moments.**

- 17. According to theory, FORI provides students with access to materials that would be difficult for them to read on their own, thereby exposing them to richer vocabulary and a broader range of concepts. To what extent do you agree? Can you give some examples?**

Some texts were really above students access. I could not imagine myself responding to these texts without the teacher's explicit instruction. Moreover, group work helps a lot in making those texts easy to deal with.

Toledo, the Chaser and Midnight Visitor required more instruction to get the author's message.

- 18. "Fluent reader manifests an adequate comprehension either while reading silently or orally". Do you think that you achieve this ability after this nine weeks of training**

Before, I could only understand while reading silently, however, this training develops my ability to get to the meaning of the text while reading orally something that was difficult in the past.

- 19. How has this program changed the way you deal with reading?**

FORI helped me a lot to know what to look for before we start to read, while we read and after we read.

- 20. What is the future of home reading activity as you quit this program?**

I will never quit reading at home. In the future, I want to read the whole collection of Jane Austen.

- 21. Has this training positively affected some other important skills in addition to reading fluency? If yes, explain how?**

Adding to developing reading and writing, thanks to this training I become aware about my reading preferences. I learned how to select a material that fits my interests and suits me.

- 22. How would you describe your experience with this research study to a potential participant who is deciding whether or not to receive FORI training?**

For sure, I do never regret my participation in this program.

- 23. Do you think your participation in this research study to be worthwhile? Why? Why not?**

If I'm asked to invite a potential participant, I'll tell don't hesitate in participating. Despite certain difficulties, you'll face at the beginning; however, you see another version of yourself by the end. You'll be more skilful; you'll learn many things you ignored about reading and writing, how to work in a group, in pairs...etc. in a word, you'll learn how to be an effective reader.

- 24. What are the difficulties you have encountered during your participation in this study?**

Because everything in this program was new for me, it was difficult to cope within it at the very beginning. But later, everything became easy to deal with.

## Résumé

Le but de cette recherche est d'étudier l'impact de deux approches pédagogiques sur le développement de la fluidité et la compréhension en lecture : Fluency Oriented Reading (l'instruction de lecture orientée vers la fluidité) et Repeated Reading (la lecture répétée). Notre étude se fixe un double objectif a) mesurer la progression des composantes de la fluidité (rapidité, exactitude, expression et compréhension. b) opter pour le modèle le plus efficace. A cet effet, une étude quasi-expérimentale (pré-test et post-test) a été menée auprès des étudiants de deuxième année du département d'anglais à l'Ecole Normale Supérieure de Constantine. Les résultats ont révélé une corrélation entre les deux éléments : fluidité et compréhension en lecture. Les tests *t* ont confirmé la signification statistique du changement dans les scores moyens des composantes de la fluidité au sein des groupes expérimentaux et du groupe control. Les deux méthodes se sont révélées comme des interventions pédagogiques pratiques qui contribuent à développer la fluidité et la compréhension en lecture. Toutefois, en termes d'efficacité, surtout au niveau de l'expression, l'exactitude et la compréhension, l'approche Fluency Oriented Reading a été plus pertinente. En outre, les questionnaires et les entretiens administrés au premier groupe expérimental ont démontré que l'utilisation régulière de l'instruction de lecture orientée vers la fluidité (Fluency Oriented Reading) améliore non seulement la maîtrise de la lecture des étudiants mais ce programme leur permet également de développer d'autres habiletés.

**Mots clés:** *Instruction de Lecture Orientée vers la Fluidité (Fluency Oriented Reading), Lecture Répétée (Repeated Reading), Automatisation de Lecture, Exactitude de Lecture, Expression de Lecture, Compréhension à la lecture*

## ملخص

تهدف هذه الدراسة الى دراسة تأثير منهجين تعليميين على طلاقة القراءة والفهم عند الطلاب، حيث اتبع منهج تعليم الطلاقة الموجه للقراءة و تقنية القراءة المتكررة و هذا لمعرفة ما إذا كانت مكونات طلاقة القراءة ( التلقائية ، دقة في تحديد الكلمة ، علم العروض ، والفهم ) قد تحسنت و من ثم تحديد المنهج الأكثر فعالية على مهارات طلاقة القراءة الفرعية، لتحقيق ذلك استخدم المنهج الشبه التجريبي القبلي - البعدي مع تصميم المجموعة الضابطة على طلاب السنة الثانية لقسم اللغة الإنجليزية بالمدرسة العليا للأساتذة -قسنطينة- .

أظهرت النتائج وجود علاقة بين طلاقة القراءة والفهم، وأكدت الاختبارات ( $t$ -test) الدلالة الإحصائية لهذا التغيير في درجات مهارات طلاقة القراءة بين المجموعات التجريبية والمجموعة الضابطة و من ثم تم اثبات أن منهجي تعليم الطلاقة الموجه للقراءة و تقنية القراءة المتكررة كانت فعالة وذات تأثير إيجابي على القراءة بطلاقة والفهم لذا الطلاب. ولكن بمقارنة المنهجين ، كان منهج تعليم الطلاقة الموجه للقراءة أكثر فعالية، خاصة على مستوى علم العروض، الدقة في تحديد الكلمة والفهم. إضافة لذلك ،أظهرت الاستبيانات والمقابلات مع المجموعة التجريبية الأولى أن تأثير الاستخدام المنتظم لبرنامج الطلاقة الموجه للقراءة، لم يكن على مستوى تقدم مهارات القراءة للطلبة فقط، بل كان تأثيره عليهم في ميادين تعليمية أخرى.

كلمات مفتاحية: منهج تعليم الطلاقة الموجه للقراءة ، تقنية القراءة المتكررة ، القراءة التلقائية ، دقة في تحديد الكلمة ، علم العروض ، والفهم.