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**READING ALOUD AS A STRATEGY FOR THE DEVELOPMENT OF READING  
FLUENCY IN 8TH GRADE STUDENTS OF THE I.E. LICEO PANAMERICANO  
CAMPESTRE**

**By**

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RESEARCH PAPER

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AFFIDAVIT

I, Adriana Gamarra Betín, hereby declare that this master's thesis has not been previously presented as a degree requirement, either in the same style or with variations, in this or any other university.



*Adriana Gamarra B.*

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**Abstract**

The purpose of this thesis was to explore how reading aloud as a strategy might affect the reading fluency of L2 in 7 students from 8th grade of a school in the Colombia Caribbean. This case study was developed under a mixed methods paradigm, using speed as a quantitative variable and prosodic aspects of fluency as the qualitative variable, which were assessed with the CBM/ORF format and rubrics from Rasinski respectively. For this study, reading aloud activities were implemented through a series of didactic guides that acted as protocols. The design was a creation of the researcher following the school's specific directions on guides and the protocol used in the reading platforms Read Naturally and MyOn. Among the findings, it was established that all participants showed progress in terms of speed and prosodic aspects of reading fluency but it was more notorious in lower students, who did not reach an advanced level but presented the highest variation in pre and post-intervention.

*For my son*

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## Chapter 1. Introduction

Fluency in reading refers to the proper pace, accurate phrasing and expression used when reading out loud or silently (Rasinski et al., 2020). The development of this skill has traditionally been used by teachers in Colombia to teach pronunciation and intonation in a foreign language. Almost every student in Colombia had to learn at some point a short text and then recite the words in front of the class: “el hijo de rana rin rin renacuajo, salió esta mañana muy tieso y muy majo...”. The purpose of this common practice lays in the fact that according to Fuchs et al. (2001) developing reading fluency leads towards reading comprehension, which is after all, the ultimate goal of reading. But learning to read fluently in a foreign language can be a more challenging process compared to learning to read in one's native language. This is because learners are not usually immersed in a context where they can frequently practice the intonation, pronunciation, and body expressions that are required to effectively communicate in the foreign language. Therefore, learners may need to put in more conscious effort and practice to improve their reading fluency.

Input plays a crucial role in language acquisition. According to Ellis (2005), learners need to be exposed not just simply to massive amounts of input like it happens for the L1 acquisition, but there also has to be quality in the input for the L2 acquisition. That quality input exposition can be done within the classroom maximizing the use of the L2 inside the classroom (Kim & Elder, 2005). Outside the classroom teachers can provide extensive reading activities suited to their own language level. Another opportunity for quality input is reading aloud, since studies have shown that L2 learners benefit from being read to (Elley, 1991). Reading aloud as a learning strategy offers opportunities to maximize the use and practice of L2, initially in the classroom and thereupon outside the classroom. According to Schimmel et al. (2017), silent

reading might be an excellent strategy to learn fast, but when it comes to learning a second language, oral reading is the best option. Oral reading allows for tracking reading errors; intonation and expression help to establish the sense of the text and improve vocabulary and pronunciation, since expression helps to understand the meaning of unknown words. All these advantages of reading aloud, are on occasions overlooked because of the limited time teachers have in class and also because there has been this idea that the outcome of reading should only be comprehension.

Although reading comprehension is by no means the purpose of this study, it will be mentioned several times since it is the ultimate outcome teachers and learners expect from reading. This study is focused on how reading aloud, as a strategy, can support the process of developing fluent reading in a group of eight graders from Colombia that takes English as a foreign language class. This class had 32 students that took part during the needs analysis stage and later on, only 7 students were part of the sample. It is important to mention that fluency in reading is only one amongst a myriad of elements of what constitutes to be a reader, and in this research, reading aloud will be used in different moments as part of the instruction and then as an indicator of reading fluency competence, considering that learners' performance on oral reading are known to have a direct connection to reading proficiency (Stayter & Allington, 1991). Also, reading aloud, when supported through important didactic, pedagogical and theoretical developments, can guarantee that a fluent reader maintains this ability during periods of non-practice in order to apply it to the reading of any type of text (Ninsuwan, 2015)

In the Colombian educational context, there have been efforts to promote the role of reading fluency as a basic requirement for learning to read in L1 Spanish. Reading aloud has

been included in projects of the National Ministry of Education (MEN) more specifically in the National Reading Plan through projects like *Apégate a la lectura en voz alta* in 2014 and *Historias en Alta voz* in 2022. Based on the idea that one of the critical components of learning to read is reading aloud, acknowledging that when reading aloud is performed it is possible to measure the knowledge of the words, the speed in the pronunciation and the precision of the words as well (MEN, 2018-2022).

The proposed research might be relevant for the Colombian educational context, even when reading in a second language is not evaluated as part of the skills for the PISA test, the competences developed in a L2 classroom can be transferred into L1 skills. According to Altmisdort (2016) L2 reading skills and subskills such as prediction, skimming, scanning, gist reading, and inferring can positively affect the L1 skills, which can motivate even more to teachers and learners to put faith on reading in L2. For this research, reading aloud tools created by Rasinski (2004) will be used in order to assess processes of speed and prosody in students, and it is also presented a teaching plan organized by didactic units to use reading aloud as a strategy to improve reading fluency. Rasinski (2004) affirms that assessing students' level of fluency and tracking their progress is crucial for effective fluency teaching. Teachers require reliable and efficient methods to evaluate the effectiveness of their fluency instruction by assessing students' fluency in a valid manner. The didactic units are the teaching material designed by the instructor in order to promote autonomous practice and the knowledge transfer (Aguilar, 2004). This type of teaching material should be organized by steps and perceived by the learner relevant and simple to accomplish (Tomlinson, 2011).

The formulation of this research came as a result of a reflection exercise on needs analysis, that will be described in the Methodology section, with the intention to comply with the idea of finding important aspects that might be pivotal in the process of teaching and learning an L2 in a specific class, with specific needs. This specific class showed a low interest and performance on reading skills but showed great motivation toward oral skills, these results from the needs analysis and the own school's interest on improving its reading scores on the saber 11 English test, led towards the idea of using reading aloud as a strategy to improve reading fluency. Given this situation and taking into account the scope of the research, the main question of this study is:

How does the implementation of didactic units based on the use of reading aloud might affect the overall reading fluency of the eighth-grade students of the Educational Institution Liceo Panamericano Campestre in the city of Sincelejo?

As sub-questions for the research are also asked:

- What type of rubric can be applied to determine the level of speed and fluency of reading aloud applicable to eighth grade students of the Educational Institution Liceo Panamericano Campestre in the city of Sincelejo?

- How didactic sequences based on reading aloud can improve the level of speed and fluency of reading aloud applicable to eighth-grade students of the Educational Institution Liceo Panamericano Campestre in the city of Sincelejo?

The objectives of the study are:

***General objective***

To develop the processes of speed and fluency through reading aloud as a didactic strategy in the students of the eighth grade of the Educational Institution Liceo Panamericano Campestre of the city of Sincelejo.

### *Specific objectives*

- Determine the level of speed and fluency of reading aloud using Rasinski's (2004) rubric, of the eighth-grade students of the Liceo Panamericano Campestre Educational Institution in the city of Sincelejo.
- Propose didactic sequences based on reading protocols from reading platforms like Read Naturally® Live and MyOn® allowing to improve the level of speed and reading fluency in students of the eighth grade of the Educational Institution Liceo Panamericano Campestre of the city of Sincelejo.

To conclude, many variables intervene in developing language skills in L2 and reading fluency might be one of the hardest to master. But there might be some techniques that can be still used and integrated into a teaching reflection conducted by teachers, in which they can incorporate activities from different methods stemming from different approaches to help their students read fluently in the classroom. This manuscript contains a didactic strategy and the records obtained during the process and implementation of reading aloud strategies, which were organized by 6 sessions where students followed a protocol to read and imitate pauses, intonation, pronunciation and phrasing in order to improve their reading fluency for two months.

The study is presented in chapters; first, the introduction where aspects related to the investigation are treated from the approach and formulation of the problem, the theoretical and

practical justification, the objectives and the guiding questions. The second chapter presents the theoretical framework, its background and references. Next, the methodology is presented, where it takes place the analysis of the research approach, the paradigm, type of study, population, sample and research techniques and instruments. Chapter four shows the results of the analysis of instruments, followed by the fifth chapter with the discussion of them. And finally, the sixth chapter yields the main conclusions of the study supported by bibliographic references from recognized sources.

## Chapter 2. Theoretical Framework

Reading is a learned skill and its acquisition never happens in the same natural process as it happens for listening and speaking; it needs to be taught (Grabe & Stoller, 2019). This implies that the cognitive processes of the learner need to work along with the instructor's teaching skills, all that happening under a specific context that might come with advantages or limitations; these circumstances make of reading a complex matter (Grabe, 2009). In order to teach reading in L2 successfully, there are many aspects that need to be taken into account; Anderson (2009) for example, identifies six principles that integrate theory and practice to set the proper space to teach reading successfully; fluency is one of the skills of Anderson's Active approach, along with prior knowledge, vocabulary, meaning, reading strategies and evaluation.

Grabe (2004) also identified ten areas of research on reading instruction in L2, and some of these coincide with Anderson's principles. Anderson considers that increasing a reading rate is one of the key elements to build effective reading, this overlaps with Grabe's idea on the importance of word recognition, rate and reading fluency. Historically, reading scholars have paid attention to word frequency and automatic decoding as an indicator of fluency (LaBerge & Samuels, 1974). It has been established that learners who read continuously and smooth using the proper rate and intonation are competent readers. L1 and L2 reading have been under the same umbrella of the of the component-skills approach, which considers reading as an ensemble of four elements, namely, phonics, decoding, fluency and comprehension (Carr & Levy, 1990). The advantages of having these elements identified are the possibility of tracking and dealing with weaknesses of the learners during the reading process. Also, strategies and interventions can be designed toward an individual ability that needs to be enhanced in an individual student (Grabe 2009).

**Fluency**

Reading skills encompass fluency, which is made up of three components: accuracy, for precise word decoding; automaticity, for unconsciously decoding words out of habit; and prosody, for appropriate phrasing and expression (Rasinski, 2020). Previous studies have shown that fluency plays a crucial role in the reading process and should be integrated into all reading programs. Research has demonstrated that reading comprehension is improved when words are decoded at the appropriate speed with the right expression (Chard et al., 2002; Kuhn & Stahl, 2000).

Hudson et al. (2005), define reading fluency as reading without making mistakes in the recognition and decoding of words, through an appropriate expression and rhythm. This includes accelerating or pausing depending on the punctuation marks, when they are necessary to make sense of the text. It also implies modulating the tone when reading sentences or words which contributes to understanding. Two of the main components defined by Calero (2014) are prosody and automaticity, the first related to tonal and rhythmic aspects of spoken language, manifested in the syllabic accent, intonation and respect by pauses, also associated with punctuation marks. For its part, automaticity is emphasized from the recognition of words, the fluent, fast and effortless identification within or outside of a context, characterizing the quality of reading aloud.

**Automaticity and Accuracy**

Accuracy and automaticity work hand in hand in the process of decoding. Fluent readers can perform accurately and automatically with little effort, giving more cognitive use to meaning and be able to comprehend the text. (Rasinski, 2004). Accuracy is the ability to decode

accurately and automaticity happens when decoding is done with little awareness at the proper speed. Automaticity is also defined by Schneider (1999) as an automatic cognitive processing, where learners are able to carry out the task proficiently and effortlessly. When learners do things automatically it is because they have mastered the language skill (speaking, reading), and there is space for innovation. In performing the reading skill, LaBerge and Samuels (1974) consider that tasks such as decoding would be performed automatically as a low-ordering process. Skilled readers would spend little time on this process since it has become into an automatic task for them, and they would use more energy to comprehend the text. Logan (1988) agrees with the previous definition but he incorporates some components: speed, effortlessness, autonomy and consciousness, defining the last one as a special type of skill where non-automatic processes occur.

Assessing automaticity in decoding typically involves evaluating a student's reading speed, which tends to improve as the student grows older. Typically, students' reading speed is measured by having them read a passage at their grade level for 60 seconds out loud, then calculating the number of words read correctly (Rasinski, 2004). Also, Riffo and Saenz (2018) consider reading fluency can be estimated through the number of words read in a range, distinguishing three levels of reading according to speed: The *common and informal*, used for the daily reading of texts, books, and magazines, the second level corresponds to the *study reading* which by its nature is slower because it uses more complex materials in its execution and therefore requires a high level of concentration given its high level of comprehension; finally the third level is *superficial reading*, which is commonly used for the exploration of texts.

Consequently, reading speed is considered an indicator of fluency, since reading fluently implies expressively and harmoniously recognizing the words immersed in a text, so measuring fluency with the number of words read in a minute is not enough to assess progress in terms of reading fluency (Calero, 2014). Allen (2016), identified three threshold levels in the study carried out on how assisted repeated reading improves silent and oral reading fluency rates. This scale is based on L1 rates but was adapted to assess wpm in an L2 context with adult learners. This scale seems pertinent for this sample group since these are teenagers with above-average performance within the class. The scale is used to evaluate speed in oral reading, where the reader is expected to read aloud at 140 words correct per minute or higher.

**Table 1**

*Oral reading speed threshold based on Allen (2016)*

Threshold level	Target Oral Reading
Fluency	
Advanced	140+ wpm
Lower	120+wpm
Minimum	100+wpm

Accuracy and automaticity can also be assessed using percentages of how many words can be read accurately, establishing levels of performance in word decoding accuracy. It has been assessed using Informal Reading Inventories (IRIs); research conducted by Fuchs et al. (1982) has demonstrated that accurately determining the percentage of words read is a reliable indicator

of reading skill. The accuracy levels in reading, adapted from an analysis of multiple IRIs, represent different levels of word decoding accuracy in the following table:

**Table 2**

*IRIs Levels of decoding taken from Rasinski (2004)*

Independent level	97-100%
Instructional level	90-96%
Frustration level	<90%

Once readers achieve a score of 97-100%, they can independently read other texts of similar complexity. If they score between 90-96%, they may require some guidance. If their score is below 90%, the text may be too challenging for them to read, even with assistance from the instructor.

One drawback of using IRIs to determine readers' overall achievement level is that it entails the reader orally reading word lists and passages and being assessed on comprehension, which is time-consuming. While this method provides a comprehensive assessment, applying a full IRI can be impractical for teachers with limited instructional time, as it can take up to two hours. As a result, most teachers are not willing to spend this amount of time assessing the decoding accuracy of an entire classroom using IRIs. To address the need for an efficient and valid reading assessment, Deno (1993) developed a method known as Curriculum-Based Measurement (CBM) in reading, which is also referred to as an Oral Reading Fluency (ORF) assessment due to its focus on reading fluency (Rasinski, 2004). This method requires the reader

to read a passage that has been graded to their level in 60 seconds. The errors are marked and then the total of words read correctly are counted as WCPM, words read correctly per minute.

The speed at which students read seems to indicate the learner's progress in mastering the skill of decoding words automatically. This ability can be improved through consistent and guided reading practice (Kuhn & Stahl, 2003). When teachers provide effective instruction on fluency, students' fluency, comprehension, and reading rate can all improve. However, if teachers only prioritize increasing students' reading speed without also emphasizing expression and comprehension, students may end up reading quickly but without fully understanding the meaning of the text. This approach would go against the research on fluency development and would not benefit the students (Rasinski, 2004)

### **Prosody**

Automatic decoding is a crucial development to be a fluent reader, but it is necessary to use that skill to understand the text and this is when prosody plays an important role. Learners can focus on decoding accurately and automatically the words and then not being able to understand, but if they decode with the appropriate volume, phrasing, and tone, they are also interpreting the text (Rasinski, 2004). In terms of the prosodic aspect of fluency, refers to the "intonation, sound, and silence during oral flow and speech fluency" (Breznitz, 2005). Prosody includes different dimensions that denote the oral reading is being performed successfully. Namely, expression and volume, phrasing, smoothness, and pace as defined by Rasinski (2004):

***Expression and volume:*** Reads with good expression and enthusiasm throughout the text. Sounds like natural language. The reader is able to vary expressions and volume to match his/her interpretation of the text.

**Phrasing:** Generally, well phrased, mostly in clause and sentence units, with adequate attention to expression.

**Smoothness:** Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction.

**Pace:** Appropriate rate throughout reading, pausing when needed. (p.19)

Oral reading should be considered a high order thinking skill because when the learner is performing this action, the imagination is also functioning, ideas are joined and comparisons are made, judging the text in general and in particular according to the contents, from this point of view, the reader builds meanings by transforming graphic symbols into sounds (Breznitz, 2005). According to Rupley et al. (2020), at the beginning of the past century, the downfall of oral reading started because scholars debated that reading orally was too focused on expression, intonation, and pronunciation, meanwhile meaning was being displaced or relegated less important place. Over the years it was established that reading in the community had an important role in learning to read (Huey, 1968). Oral reading is one key element to develop fluency and to develop said fluency there must be a plan to enhance all aspects that comprise it.

Historically in Colombia, there is an emphasis on superficial skills, identifying the letters according to their shape, the relationship of the spelling and their sound, reading words one by one, and with proper pronunciation (Cassany et al., 2015). This way of approaching might be obsolete to some in the linguistic community who do not conceive the reading process in this way, since it emphasizes the literal decoding of the text and neglects aspects like speed, rate, smoothness, and phrasing. When readers can group chunks of words to show intention or emotion it is because they are understanding (Hudson et al. 2020).

**Reading aloud as a strategy to develop fluency**

As it has been established that in order to develop fluency, there are different aspects to be taken into account: decoding accurately and automatically, using expression, phrasing, and proper speed. Also, it has been mentioned that the methods used to assess these elements go hand in hand with oral reading. For this reason, reading aloud is a feasible strategy because it blends the controlled practice of reading and can be scaffolded to improve the prosodic performance. In this aspect, repetition is the key factor to ensure this strategy succeed. As described by Allen (2016), there are behaviors and things that are done with certain grade of consciousness but are also automatized, such as tying shoelaces or zipping up a jacket and repetition of reading aloud could follow that pattern. It has been considered that fluency is a transferable ability that initially is introduced inadvertently to then evolve into a controlled process. For instance, Yoshimura and MacWhinney (2007) explain that several researchers endorse the proven connection between spontaneous, inadverted repetition and fluency. They base this reflection on Schneider and Shiffrin (1977) who discuss how information is processed and the way language learners go from receiving input solely by being exposed to it, to an intentional and conscious process in which attention is required. Consequently, what started as a simple memory process of modeling sentences, could eventually lead to a fluent oral expression.

Grabe (2004) and Anderson (2009) agree on the use of strategies, as conscious steps that learners take to achieve goals in the language they are learning. For the L2, the selection of strategies is mostly a learner's decision since they are the ones who need to find out which strategies help them achieve their goals in L2. That part of the process is conscious, deliberate, and effortful, but the final purpose is to develop a skill that should be unconscious, automatic, and effortless (Anderson, 2005). Following Anderson's ideas on strategies for learning and

communicating, it is important to mention that strategies should be observable and measurable as in taking notes or memorizing. L2 learners use different strategies and combine them in order to succeed, strategies are always merged and never isolated. Reading aloud fosters the merging of strategies for memorizing, interpreting, and expressing.

Fluency is commonly defined as the capacity to which someone can effectively convey meaning and intonation through their spoken expression when reading aloud. A fluent reader can incorporate the rhythm and melody of spoken language into their reading, and an effective method for developing both prosody and automaticity is reading aloud repeatedly (Rasinski, 2004). Modeling is a crucial component of developing expressive reading skills. Listening to others read in a expressive manner helps students learn to interpret text. Teachers and parents should read to children to improve their vocabulary, comprehension, and motivation for reading. Additionally, hearing someone else read aloud provides a valuable example of how a passage can be interpreted orally (Rasinski, 2010).

### **State of the art**

There are records about formal studies on reading aloud as an EFL teaching tool dated from the 80s. A research led by May (1986) studied the impact of teachers reading aloud in English to Spanish-speaking students. May concluded that reading aloud should be promoted regardless of the students' language proficiency. More studies conducted at the end of the twentieth century supported the idea that when a teacher reads out loud, learners were better able to understand what they were reading compared with silent reading. It was concluded then, that reading aloud could help EFL readers to get rid of the bottom-up strategy that was usually

implemented in EFL classrooms at that time, and they could develop a positive attitude towards reading (Cudd & Roberts, 1987; Dhaif, 1990; Amer, 1997)

Since the beginning of the 21st century, Reading Aloud has been established as a strategy to improve language skills. Through the use of structured step by step activities named protocols, learners are given instructions of repetition and at the same time they focus on prosodic aspects of the language. These protocols took off on popularity during the 2010s, when self-teaching apps and courses provided RA protocols to improve reading speed and fluency, However, there are limited studies available that examine the efficiency of these digital platforms. (Rodriguez-Fuentes & Calle-Diaz, 2024)

### ***Studies on Reading Fluency***

Rasinski's studies on reading fluency from the last two decades indicate that fluency should be factored in for the design of reading courses (Rasinski, 2004; Rasinski et al., 2020). In an intervention made from 2000 to 2019 to elementary students with reading difficulties it was recommended to use reading fluency strategies that are backed by evidence (repeated reading, listening while reading, continuous reading, and prosody assessing) in order to help students who have difficulty reading in both classroom and small-group settings. Effective strategies for enhancing oral reading fluency in elementary students encompass listening while reading, repeated reading with diverse elements, and continuous reading with guidance from the teacher. These approaches can be applied in different environments to deliver tailored instruction for those requiring assistance (Hudson et al., 2019).

Research done by Ninsuwan (2015) on repeated reading found that RR also helps some learners to gain more confidence in pronouncing unfamiliar words and enhances their ability to

memorize them. In her research, the group was divided in two levels of proficiency in the L2. The students were observed in class and during tests, and it was found that students with basic proficiency in English showed a better understanding when reading aloud with a teacher compared to silent reading. Whilst the other group with a higher level of proficiency showed little progress in this strategy as their abilities in English were already strong. It was concluded that repeated reading brings plenty of benefits especially in beginner learners of L2 and it should be incorporated into regular reading for beginning readers.

A more recent study on the effects of (interacting) reading aloud in the classroom considered three aspects to measure progress: reading comprehension, reading motivation and reading fluency (Ceyhan & Yildiz, 2021). In terms of understanding, this study showed similarities to the Ninsuwan (2015) study; the two experimental groups had some progress but not significantly different from the control group. Motivation and fluency, on the other hand, had favorable results. Fluency was assessed by rate, word recognition and prosody and both experimental groups showed progress compared to the control group. The study concludes that interacting reading aloud brings important benefits to teaching English but also factors in the importance of the type of reading and the relevance the types of texts have on the learners.

With the implementation of the current technology, reading aloud is no longer a strategy instructors use in the classroom, having their voice and body language as the only tool to teach the prosodic aspects of reading. Nowadays there are plenty of reading programs on the internet who can offer the same advantages of having an instructor, one of which is Renaissance MyOn®. A study by Kuykendall (2015) on the implementation of this particular program in a charter school from New Mexico, showed that MyOn® had an overall positive effect on the

learners. The fact of having access to large quantity of books that also bring important tools like dictionary, key words and audio, made of this tool a valuable one for this school. Students were assessed using the Reading Fluency Benchmark Assessor of MyOn®, the scheduled assessment that the school plans from the beginning of the school year, and finally, semi-structured interviews done to the staff of the charter school. It was concluded that the general view of this program was of a positive one, it played an important role in building a reading habit and in showed an increase in the fluency assessment.

Another platform that has been studied recently is the Read Naturally® live platform. This program involves using repeated reading and progress tracking to enhance reading fluency of individuals. This software offers a sequential task following a protocol that learners can work on independently or with the help of their parents and at the end, in order to monitor progress, there is an assessment by the instructor. For the protocol, first, they familiarize with key words, followed by a pre-test where they read aloud and are timed for the first time, then they read along with the audio that brings the digital book, which gives them the opportunity to practice prosodic aspects of the reading and check new marks to compare with the initial reading aloud; and as a final step, they present a quiz to check reading comprehension and present one last reading aloud to their instructor who assesses the activity. The study conducted to see how effective these types of protocols are for EFL learners in terms of listening comprehension and intelligibility found that the more the learners practice, the better was their performances in key areas of fluency such as intonation, speech flow, and self-confidence (Rodriguez-Fuentes & Calle-Diaz, 2023).

### **Chapter 3 Methodology**

Research plays a vital role in the development and evolution of teaching beliefs and has historically shaped learning theories in the field of education. Teachers can use research as a tool to evaluate their students and their performance. It helps teachers implement new strategies to make the teaching and learning process more effective. There are several factors that contribute to the success or failure in an English classroom (e.g., student's attitude, teacher's methods, available resources, school's expectations, goals, etc.), and research can help to establish causality and detect needs.

#### **Setting**

This study was carried out in the city of Sincelejo, capital of the department of Sucre, founded in the year 1535 and with a current population close to 290,624 inhabitants (DANE, 2019); the percentage composition by strata of the population is 1.2% stratum 6, 2.5% stratum 5, 6.4% stratum 4, 18.3% stratum 3, 20.6% stratum 2 and 51% stratum 1 which unfortunately shows the great concentration of poverty in the city (ICER, 2019)

The department of Sucre has 71 private educational establishments and 39 public educational establishments, among the former is the Liceo Panamericano Campestre that serves the population from strata 4, 5 and 6 of the city of Sincelejo (Secretary of Municipal Education of Sincelejo, 2019).

Institucion Educativa Liceo Panamericano Campestre, is located in Sincelejo, Sucre. It is a private school that offers English classes since pre-K with heterogeneous groups. Every class has an average of thirty (30) students with similar high socio-economic status. Students attend school from Monday to Friday from 6:45 am to 1:20 pm and take English classes five hours a

week, plus one more hour in English center, a place created to practice speaking and listening skills. According to the diagnostic performed by the school at the beginning of the school year, most of these students had an A2 + level, using the CEFR scale. They have a wide range of vocabulary and understand directions in the second language, yet they struggle during the reading activities.

This is a private school located in the outskirts of Sincelejo, Sucre. The school, with mainly male population has been named as one of the best schools of the region because of the great performance of its students in Pruebas Saber 11, the Colombian official standardized test to admit students to undergraduate programs in most universities of the country. There are four groups for each grade, having groups A-B-C-D for a total of 24 groups with an average on 30 students per class.

These seven grade students worked with a textbook called Stopwatch Accelerated, from Richmond Publishing House. They also have an extra hour in the English Lab with a different teacher who focuses mainly on speaking and listening and does not follow a textbook. Among other types of tools, the students have access to the Richmond Learning Platform RLP, and the Reading platform MyOn. The school continuously promotes the use of these learning platforms, and they are included in the class planning during each term.

The participants of this study were made aware of the benefits of reading aloud, which can help improve both reading fluency and comprehension. During the beginning of their seventh-grade year in 2020, the students were introduced to concepts such as pauses, intonation, and rhythm in reading, using a protocol created by their teacher (see Appendix 1). However, due to the outbreak of the Covid-19 pandemic, the lesson plans had to be adjusted to make the

content more practical and easier to understand. This study was resumed in 2021 when they were in 8<sup>th</sup> grade learning remotely. Hence, the sample group was significantly reduced, and only seven students decided to take part of this study. They are a heterogenous group with students that show high performing skills in the foreign language and students with limited knowledge of vocabulary and its pronunciation. The group has a common interest in learning English and improving their oral expression. This way assigning readings was simple because they had some previous knowledge and also interest in being part of the study.

This study was conducted as way to respond to an identified need discovered through a reflective exercise on needs analysis which helped to shed some light on a skill that had been neglected during the L2 learning process of these particular learners.

During the needs analysis phase, the focus was on a group of seventh-grade students who had previously received instruction in oral English at the elementary level, but were now enrolled in high school where they were expected to engage in extensive reading in their second language. The needs analysis proved effective in identifying the students' strengths and weaknesses in all language skills, with reading emerging as an area of weakness. The Liceo Panamericano school is committed to achieving the top spot in the Saber 11 test rankings every year and has made significant efforts to improve English teaching, including increasing the number of English class hours from three to five and providing students with access to the MyOn reading platform. Since the Saber 11 test evaluates language skills through reading extracts or paragraphs, and includes two sections that focus solely on reading comprehension (which make up 27% of the English test), the school is particularly interested in improving reading skills to help students perform well on the test and achieve high scores.

The needs analysis was able to find a common ground where the needs of the school can meet the need of the students, and where the researcher decided to intervene with a strategy of reading aloud to improve reading fluency.

### **Needs analysis**

The term needs analysis typically refers to the process of gathering information that can be used to design a curriculum that is specifically tailored to meet the requirements of a particular group of learners (Iwai et al., 1999); especially in foreign language teaching, determining students' needs is a must in order to design effective courses. Long (2005) exemplifies that the same way any medical decision taken in an intervention comes from a previous phase of identification of all aspects of the patient, the designing of a course should be subjected to a needs analysis performed in the initial stage to identify the classroom's barriers and needs.

For this study, it was possible to find a common ground between the school plans, the teacher's needs for a sample to conduct a study, and the student's needs. After getting to know a 7th-grade class over a few weeks, the teacher, who also acted as a researcher, decided to conduct a needs analysis upon seeing behavioral changes during certain types of activities related to reading. Posterior to the implementation of the needs analysis, it became evident that students in this group lacked interest in reading and struggled to meet the school's expectations in this regard. As it has been mentioned before, in this school, students are expected to have a really high reading level, since in the standardized test they would take during their 11<sup>th</sup> grade is mainly focused in reading. With this in mind, the teacher considered it was more relevant to focus on reading strategies and the performance that students from this class, presented at the moment of completing reading tasks.

The first step was to obtain information about the way students have been implementing reading strategies, learnt during their previous school years, for example, track reading with object or hand, silent reading, reading aloud, skimming and scanning. It was decided that a questionnaire (see Appendix 2) would bring some insights on how students perceive their own reading process and the strategies they use. The questionnaire presented situations in which they had to ask themselves how much they could understand a text without any kind of help, or their ability to grasp the main idea of a paragraph even when they missed the meaning of some words. It was also decided that another instrument would need to act as the verifier factor. Therefore, a class observation with established patterns was set in order to study the process and events that occurred during a reading session (see Appendix 3). It was elaborated with the goal of verifying how those strategies mentioned in the questionnaire were applied in a real reading session.

These two instruments went through a process of revision by the teachers' peers and there were suggestions about the way of collecting these answers through rating scales going from 1 to 5 being 1 completely disagree and 5 to completely agree.

The first instrument that was applied was the questionnaire. They were asked to keep the questionnaire anonymous to help them keep it as real as possible. Questions were easy to understand, they were read aloud in front of the class and there was time for asking and confirmation. The second instrument the class observation went more naturally. Students followed some instructions they were familiar with and the class was easy to observe with the structured pre-established patterns. Every time an event occurred; the teacher would mark a tally. It was easy, since the observation was focused on students' attitude and performance and the teacher had no need to ask to an external observer.

The results of the questionnaire indicate that students have a general opinion that reading in English is an important skill to have. But they only read when it is assigned and they show indifference towards reading strategies. For instance, in questions when they need to reflect which reading strategy works better for them, namely silent reading or reading aloud taking turns, students chose agree on oral reading and “not sure” in silent reading. This piece of information was fundamental to choose the road that was taken. The researcher had a great opportunity to use their interest on reading aloud strategies and maximize the use of the reading platform that the school provides.

In reviewing the literature to determine the best approach for this research, the importance of developing reading fluency was consistently emphasized as a crucial aspect of reading skill development. As a result, the decision was made to focus on how reading aloud could impact the development of the learners’ reading fluency. To explore this further, the following research question was formulated:

How does the implementation of didactic units based on the use of reading aloud might affect the overall reading fluency of the eighth-grade students of the Educational Institution Liceo Panamericano Campestre in the city of Sincelejo?

In order to answer this question, the methodology described below is designed:

### **Paradigm of the research**

According to the proposed objectives, a mixed methods approach is proposed here, which offers a valid alternative for investigative practice. It is defined in formal terms as the search where the researcher must combine quantitative and qualitative methods to respond to the proposed objectives, philosophically it is also often called “third wave”, whose key characteristic

is its methodological pluralism or eclecticism, widely used by recognized researchers (Creswell, 2016). Its objective is not just to find an alternative to quantitative or qualitative research, but to leverage the advantages of both approaches by integrating them and attempting to mitigate their respective limitations.

It is important to bear in mind that this methodology substantially recognizes the value of knowledge as a dense construction through qualitative means such as experience and perception based on the factual aspects of the world in which individuals live and at the same time it is opposed to the dualism, which it rejects since it is established between the qualitative or supporting facts and the quantitative or subjective methodologies whose value is based only on the exclusivity of one another.

The combined research methods involve integrating quantitative and qualitative methods within a single study to gain a more comprehensive understanding of the phenomenon; they can be formally put together so that the qualitative and quantitative approaches manage to preserve their pure form in their original structures and procedures, or a modified form when they are altered, synthesized or adapted.

In the case of the proposed research, quantitative evaluations are required to be translated into figures when estimating variables such as the prosodic aspect of fluency and speed and, on the other hand, qualitative analysis categories such as types and levels of reading; the first using measurable (quantifiable) variables and the second of a phenomenological type very typical of educational research.

**Type of investigation**

As the present study utilizes a mixed methods paradigm, the objectives are closely tied to the type of research to be conducted. A sequential explanatory research design will be used for the quantitative analysis, involving the collection and analysis of quantitative data followed by collection and analysis of qualitative data, with a focus on giving priority to quantitative data. The conclusions will be integrated into the interpretation phase of the research (Ivankova et al., 2006).

It's important to note that there are two main reasons why a researcher is interested in conducting a statistical analysis between variables. Firstly, the relationship between variables is not random, as the group to which it will be applied is known. Secondly, researchers are interested in exploring the potential causal statistical relationship between the variables. It's worth noting that researchers cannot independently manipulate the variables due to feasibility, practicality, and ethical considerations. For our current study, a diagnostic test will be used to assess reading speed and the prosodic aspect of fluency, followed by a qualitative analysis..

This study will be conducted as a case study, described by Cohen et al. (2018) as an in-depth examination of a specific group with the purpose of observing and understanding characteristic and complexities. Case studies are hardly ever subjected to numerical analysis, they focus on analytic generalizations rather than statistical generalizations (Robson, 2002). This means that through the development of a theory, researchers can better understand similar cases. The goal of this case study is far from making generalization that apply to a larger population, but rather to gain understanding of this specific case to develop insights that may be useful to understand similar cases in the region.

The sequential explanatory design chosen for this study facilitates the integration of both quantitative and qualitative data, specifically the Word Per Minute (WPM) and the Fluency chart by Rasinski (2004), respectively. This approach can offer a more complete and comprehensive understanding of the case study. According to Creswell (2022), qualitative data analysis can provide context and meaning to the quantitative findings, enabling researchers to explore the underlying reasons, motivations, and experiences that may influence the quantitative results. This contextualization can lead to a more nuanced and insightful interpretation of the case study.

The sample population of the research comes from the high school students of the Liceo Panamericano Campestre of Sincelejo who are in the process of developing language competences in a foreign language (English) within its curricular program. The eighth grade is used as a sample for this research, was then considered during the year 2020 as one of the “best” classes, being recognized for their academic achievements in almost all areas and English was no exception. The 7 students who volunteered to take part of this study come from a group of 32 students with ages between 12 and 14, who actively participated in their classes, following directions, fulfilling their assignments, and showing a high sense of responsibility. In English classes they aimed for the best productions for school plays or for presentations in class. Curiously, this attitude changes towards the use of a reading platform included in the course curriculum where they must carry out their projects, however the page does not record any other exploration that shows a personal interest in better developing their learning.

The school provides the reading platform Renaissance MyOn as a complementary tool in an attempt to improve the students’ performance in the reading component of the national test Saber 11. MyOn is a digital library that is customized to suit the needs of individual students. It

provides access to over 7,000 digital books that are tailored to each student's interests, reading level, and grade. The library is equipped with a range of reading tools and support features that enhance student engagement and achievement.

During the last three years the school has been recording the performance of the test dividing it in three main parts: vocabulary, which is assessed in parts 1, 2 and 3; grammar in parts 4 and 7; and reading in parts 5 and 6. Parts 5 and 6 of the Saber 11 test are usually the ones with the lower score. The school has encouraged teachers the use 1 hour per week exclusively to work in reading with the hopes of improving school's overall score.

To summarize, after several class observations and a consequently conducted needs analysis, it was established that reading was a weakness among the 7<sup>th</sup> now 8<sup>th</sup> grade students, and the school, Panamericano Campestre decided to join in efforts to improve the score on the saber test reading component, which made this study relevant and viable.

**Table 3**

*Variables*

Dependent	Indicator	Category	Type of variable
Speed	Number of words pronounced correctly within 60 seconds	Discrete	Nominal qual
Independent	indicator	category	Type of variable
Prosodic aspect of fluency	Proper volume and expression Phrasing Smoothness pace	Discrete	Nominal Qual

---

**Instruments**

For this research, the two initial aspects (Prosodic aspect of fluency and speed) will be taken into account, without ignoring the understanding that is inherent to the process. Learners will be assessed in words per minute using the Curriculum-Based Measurement: Oral Reading Fluency (CBM: ORF) and expression and volume, phrasing, smoothness and pace will be used as indicators of progress, following Rasinski’s rubric for assessing reading fluency. According to the nature of the mixed methods, the used instruments are mentioned below:

***Diagnostic test***

This diagnostic test was assembled with two common readings for A1 level learners taken from the internet following directions from Rasinski (2004) on how to assess speed. The

teacher's reading sheet has guiding numbers that establish the number of words read at that point of the reading. The diagnostic contains the following items:

- a. Student's reading sheet
- b. Teacher's reading sheet
- c. Reading Assessment Record Chart
- d. Description of the symbols and elements of the Reading Record chart.

The student reading sheet has the following model:

#### Exercise 1 (Our Vacation)

Every year we go to Florida. We like to go to the beach.

My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!

Every morning, we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!

#### Exercise 2 (The House)

Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.

The Smiths live in a house. They have a living room. They watch TV in the living room.

The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.

The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.

The reading sheet for the teacher differs from the first since here the number of words per paragraph is shown on a scale.

The reading sheet for the teacher has the following model:

<i>Text 1</i>	<i>wpm</i>
Every year we go to Florida. We like to go to the beach.	13
My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!	26 40
Every morning, we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!	54 68
	86
	104

---

*Note.* This is a common text used for testing basic reading skills taken from [lingua.com](http://lingua.com)

Another variant of the exercise is to make recordings and use a stopwatch to record the times. Below is the other diagnostic test model:

<i>Text 2</i>	<i>wpm</i>
Mr. and Mrs. Smith have one son and one daughter. The son's name is	14
John. The daughter's name is Sarah.	20
The Smiths live in a house. They have a living room. They watch TV in the	35
living room. The father cooks food in the kitchen. They eat in the dining	
room. The house has two bedrooms. They sleep in the bedrooms. They keep	50
their clothes in the closet. There is one bathroom. They brush their teeth in	63
the bathroom.	77 –
The house has a garden. John and Sarah play in the garden. They have a	79
dog. John and Sarah like to play with the dog.	94
	104

---

*Note.* This is a common text used for testing basic reading skills taken from [lingua.com](http://lingua.com)

The reading record chart is used to rate the performance of each student in terms of reading speed and accuracy, with their respective level, which is described later.

**Table 4**

*Speed reading recording chart*

Number	Name	Speed	
		WPM	Level
1			
2			

Regarding the description of the symbology and the elements of the Reading Record chart, the following conceptualization is used:

**Table 5**

*Oral reading threshold based on Allen (2016).*

Threshold level	Target Oral Reading Fluency
Advanced	140+ wpm
Lower	120+ wpm
Minimum	100 + wpm

The following rubric was used to determine the reading fluency using prosodic aspects of the oral reading, an adaptation of the one proposed Rasinski (2004).

**Table 6**

*Reading fluency chart by Rasinski (2004)*

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	Reads words as if simply to get them out. Little sense of trying to make text sound like natural language.	Begins 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 words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
	Tends to read in a quiet voice.	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression

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		fail to mark ends of sentences and clauses		
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several “rough spots” in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

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*Note.* Source: Adapted from “Training Teachers to Attend to Their Students’ Oral Reading Fluency,” by J. Zutell and T. V. Rasinski (1991)

**Procedure:**

***Didactic sequences based on Reading aloud***

These didactic units were created by the teacher researcher using the school’s pedagogical orientations in the use of guides as a teaching material. These didactic sequences are structured step by step documents that are not relied on the instructor constant monitoring, but it allows the learners use the material and adapt it to their needs. The tasks consisted on the use of repeated reading, making emphasis on the prosodic aspects that had been previously shared with the students in class and then in a rubric adapted to their level, taken from Rasinski (2004), and then when they felt ready, they would record themselves at least three times and send them to the tutor who would assess the readings in terms of WPM and Prosody.

***Proposal of didactic sequences to work on speed and fluency of reading aloud.***

**Table 7**

*Didactic sequence for speed and reading fluency with reading aloud*

<b>Name</b>	Didactic sequence for speed and reading fluency	<b># of sessions</b>	6
<b>Subject</b>	English	<b>Total Hours</b>	16
<b>Grade</b>	8th grade	<b>Competence</b>	Communicative
<b>Activity</b>	Reading aloud	<b>Total hours</b>	16
<b>Purpose</b>	Improve speed and reading fluency		
<b>Competences to develop</b>			

General standard: I can read narrative and descriptive texts or narratives and descriptions from different sources on topics that are familiar to me.

Pragmatic competence: I can recognize the purpose of descriptions in medium-length narrative texts.

Specific Objective: To develop awareness of prosodic aspects in reading and practice repeated reading.

Resource	Cross-Curriculum	Topic
Reading workshop	Reading skills	Reading aloud

Moments and type of assessment per sessions			
Sessions	Diagnostic	Formative	Summative
1-2-3-4-5-6	1	2-3-4-5	6

*Details of the sessions*

The following structure is defined from the use of the MyOn® platform which is used as a reading platform at the Colegio Panamericano Campestre

**Table 8**

*Sessions*

SESSION 1-6				
Expected outcome	Introduction	Development	Consolidation	Instruments to evaluate
Development of reading speed	Presentation of the activity and the steps to log	1. Read and listen to the story for the first time.	Students should record themselves at	Digital registry of the platform

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fluency through	into	the	2. Write on your	least	3	times	Individual student
an interactive	platform.		notebook	the	reading	aloud a	file
activity	Protocol:		words that you	passage	for	1	
	Directions about	found	unknown	minute			Rubric WPM
	the time and	or	difficult	to			Rubric
	trials		pronounce				PROSODY
			3.Practice				
Reading	1	reading	aloud				
“Basement	of	taking	into				
the Undead”		account	the items				
Reading 2	“The	from	the fluency				
Vampire		rubric.					
Chapter”							
Reading 3	“The						
Little Mermaid”							
Reading	4						
“Harriet							
Tubman”							

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<p><b>Santillana Connect</b></p> <p><b>Resources</b></p>	<p><a href="https://shorturl.at/atFKY">https://shorturl.at/atFKY</a></p> <ul style="list-style-type: none"> <li>- MyOn Platform</li> <li>- Reading registry</li> <li>- Calculator</li> </ul>
--	--



- Stopwatch
- Rubrics

The time for the implementation of the didactic sequence was a collective agreement between participants and researcher and aspects like remote learning, mental overload due to the isolation for the covid pandemic and academic commitments were crucial at the moment of establishing due dates and practice time. It was decided that the implementation would take 8 weeks and there would be 1 reading for every two weeks. Students would dedicate two hours of practice per week and would send at least three, up to five recordings during those two weeks.

The readings were also from common agreement between relevant titles for the class curriculum and their interests.

**Table 9**

*Reading plan*

Week 1	Week 2	Week 3	Week 4
“Basement of the Undead”	“Basement of the Undead”	“The Vampire Chapter”	“The Vampire Chapter”
Week 5	Week 6	Week 7	Week 8
“The Little Mermaid”	“The Little Mermaid”	“Harriet Tubman”	“Harriet Tubman”

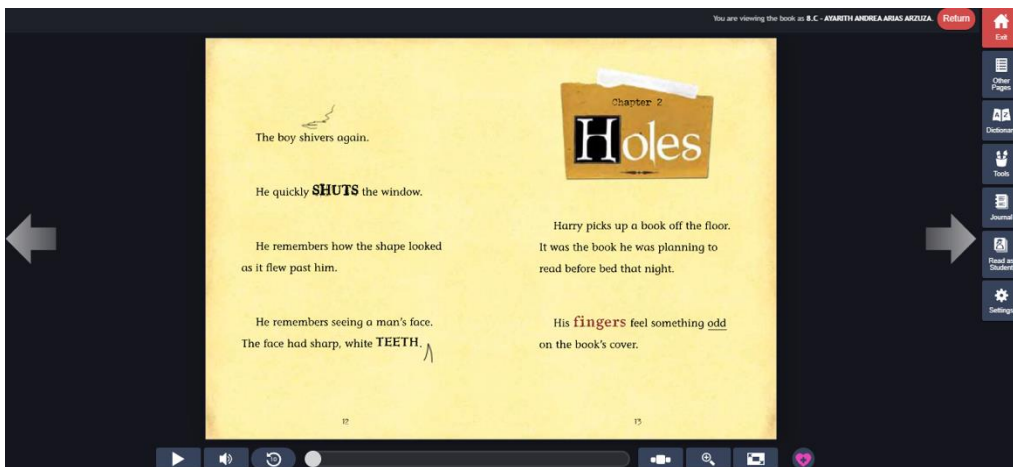
**Figure 1**

*MyOn Reading Platform Screenshots*

A)



B)



The recordings were consigned in the following comparative chart

**Table 10**

*WPM advances per readings*

Reading #1	1 <sup>st</sup> try WPM	2 <sup>nd</sup> try WPM	Last try WPM
Student's name			

**Post intervention**

These recordings were assessed using the same instruments used in the diagnostic with the purpose of comparing the progress between readings.

- WPM chart
- Fluency chart

**Table 11**

*Post intervention chart*

Student	Reading 1	Reading 2	Reading 3	Reading 4
	WPM	WPM	WPM	WPM
1				

Also, in order to evaluate the case study proposal, it was applied a questionnaire with a Likert scale to the students. This method of collection was selected because it is easy to gather information from questionnaires since it is a common and well-known method and its tabulation in open ended question is a straight forward process (Cohen, 2018). For this particular case

study, it was considered important to collect information on diverse perspectives and experiences related to the intervention.

**Table 12**

*Didactic sequence evaluation questionnaire*

	<i>Question</i>	<i>Scale</i>				
		Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1	Do you consider that learning English is essential in today's world?					
2	The motivation for learning English was adequate before implementing the didactic sequence?					
3	With the application of the didactic sequences my reading comprehension has increased					
4	With the application of the didactic sequences my reading fluency has increased					

- 
- 5 With the application of the didactic sequences my reading speed has increased
  - 6 The didactic sequence used allows to improve the level of English
  - 7 The structure of the didactic sequences is simple and practical
  - 8 The didactic sequences allow to promote the use of virtual media for learning English
  - 9 In general, I consider that this type of proposal promotes the learning of a second language, in this case English
  - 10 This type of proposal can be used for learning in other areas of knowledge
  - 11 In this type of experience, the teacher becomes a true mediator of the teaching-learning process
-

**The phases of the investigation**

**Table 13**

*Structure of the research*

<b>Objectives</b>	<b>Activities</b>	<b>Instruments</b>
<p>To determine the level of speed and fluency of reading aloud presented by the eighth-grade students of the Liceo Panamericano Campestre in the city of Sincelejo.</p>	<p>1. Design the diagnostic instrument 2. Assemble the focus group 3. Conduct an induction to the test 4. Apply the test 5. Assess the test</p>	<ul style="list-style-type: none"> <li>• Diagnostic test</li> <li>• Reading chart</li> <li>• Fluency rubric</li> </ul>
<p>To propose didactic sequences that allow to improve the level of speed and reading fluency in students of the eighth-grade students of the Liceo Panamericano Campestre in the city of Sincelejo</p>	<p>1. Design the didactic sequence according to the objectives. 2. Implement activities on the MyOn platform 3. Evaluate the didactic proposal</p>	<ul style="list-style-type: none"> <li>• Questionnaire about didactic sequences</li> </ul>
<p>To identify the changes in the speed and fluency processes of reading aloud presented by the eighth-</p>	<p>1. Design the post chart 2. work with MyOn platform 3. Conduct learning sessions</p>	<ul style="list-style-type: none"> <li>• Post chart</li> </ul>

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grade students of the Liceo

Panamericano Campestre in

the city of Sincelejo

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Consequently, the procedure is divided into three phases as follows:

- First phase: Diagnosis and assessment of reading fluency and speed is carried out for the focus group of 7 eighth grade students in a 2-hour session, applying two tests to each student and generating an average obtained during the assessment using the table qualification and evaluation rubric.

- Second Phase: Implementation of didactic sequences, once the levels in the rating scale regarding Speed and Fluency have been detected, a strategy based on didactic sequences and mediated by the MyOn platform will be implemented.

- Third phase: comparison of performances of WPM and fluency charts to identify the changes in the reading fluency and speed processes.

### **Ethical Considerations**

This project is carried out taking into account the current legal regulations established for this purpose in the Colombian Political Constitution of 1991, which highlights the fact that: “the people of Colombia in exercise of their sovereign power promulgate the constitution in order to strengthen the unity of the nation and ensure its members life, work, coexistence, justice, equality, peace, freedom and knowledge.

In such a way, it is emphasized that this research aims to improve knowledge as a fundamental value and through processes that are characterized by being coherent and sensible in such a way that the main actors do not waste their time, putting justice and justice into practice. Equity without preferences or prejudices when selecting the members who will be part of this investigation. It is carried out taking into account the curricular guidelines for teaching a second language as part of the national program called “Colombia Bilingual” outlined by the Ministry of National Education since 2006.

Each of the members of this research was informed in a responsible way and in writing of what the research is about and their parents’ consent was asked before being practitioners, it is of interest to make known that at no time is the intention of transgressing the limits of teaching and much less violating the rights of those who participate in this project, so the activities will always be carried out with professional ethics and highlighting in the members the importance of living together in harmony in each of the scenarios where it is disseminated sensitive information from this job.

## Chapter 4. Findings

In this chapter an analysis on the use of reading aloud as a strategy to develop fluency will be carried out in order to answer the initial question for this research:

How does the implementation of didactic units based on the use of reading aloud might affect the overall reading fluency of the eighth-grade students of the Educational Institution Liceo Panamericano Campestre in the city of Sincelejo?

The analysis will be done using quantitative data collected through speed and accuracy rubrics created by Rasinski (2004) based on the Curriculum-Based Measurement: Oral Reading Fluency CBM: ORF; and the qualitative data will be taken from the fluency rubric also created by Rasinski, that assesses expression and volume, smoothness, phrasing and pace. It was also decided to use an open-ended questionnaire using a Likert scale to know the perceptions and have some insight on how relevant the learners considered the intervention. The procedure consisted in an implementation of pretest to diagnose speed, accuracy and fluency in terms of prosody. Then the learners followed the sequential didactic units to read aloud and practice with the purpose of sending at least three recordings of their reading aloud to be assessed by the instructor. After the sessions were finished it was implemented the questionnaire and the recordings of all reading aloud were compared to see progress. These are the results of this study:

### **Diagnostic reading speed level**

The level of reading speed was obtained through a test where two exercises were sent to the student as follows:

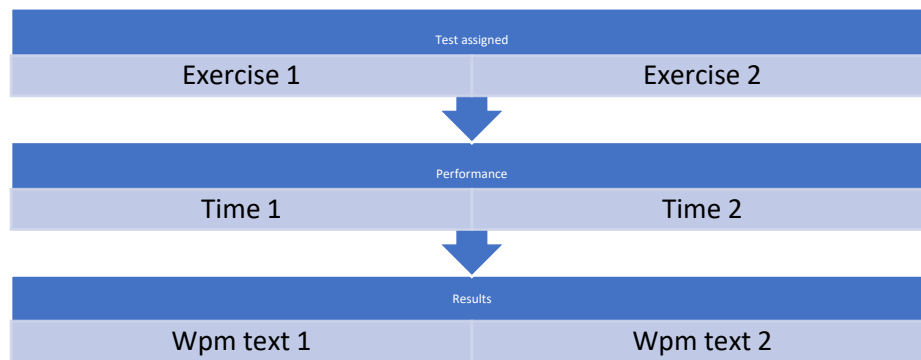
Exercise 1 (Our Vacation) 116 words

Exercise 2 (The House) 104 words

From these, the time taken by the student to read the text in its entirety was measured with a timer and consequently calculate the number of words that were read in one minute, as described below:

**Figure 2**

*Reading speed process*



The above described translates into the following table of reading speed results:

**Results Reading Speed pre- test**

**Table 14**

*Results pretest*

Student	Exercise 1			Exercise 2		
	<i>#words in the test</i>	<i>Reading time</i>	<i>WPM</i>	<i>#words in the test</i>	<i>Reading time</i>	<i>WPM</i>
Student 1	116	39"	178	104	36"	173

Student 2	116	50''	139	104	46''	136
Student 3	116	45''	155	104	46''	136
Student 4	116	60''	116	104	48''	130
Student 5	116	54''	128	104	45''	139
Student 6	116	87''	80	104	62''	101
Student 7	116	37''	188	104	29''	215

Next, the average of the test development by the students is calculated and the level is assigned according to what is established by Allen (2016).

**Table 15**

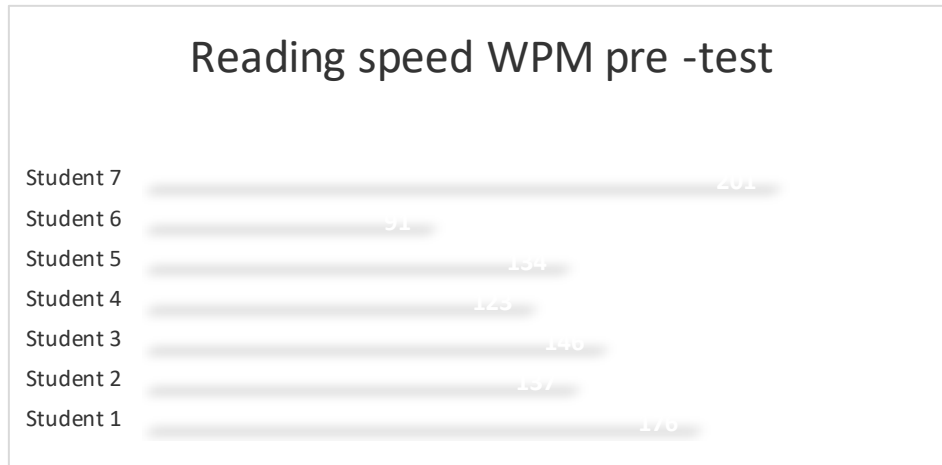
*Results Reading Speed pre-test – Average by students*

<b>Student</b>	<b>Average WPM</b>	<b>Level</b>
Student 1	176	Advanced
Student 2	137	Lower
Student 3	146	Advanced
Student 4	123	Lower
Student 5	134	Lower
Student 6	91	Minimum
Student 7	201	Advanced

It is possible to determine that the group is at a fast-reading level and the group with its members can be seen in the following graph, according to the number of words read in one minute and based on the test selected for make the diagnosis.

**Figure 3**

*WPM pre-test by student*



The average line being 144 words per minute obtained by the group, it is observed that three students are above the average, considered advanced (1, 3 and 7), three students in the lower level (2, 4 and 5) And one student (6) is below the group’s average in the minimum level. Student 7 is the best performer and student 6 is a low performer.

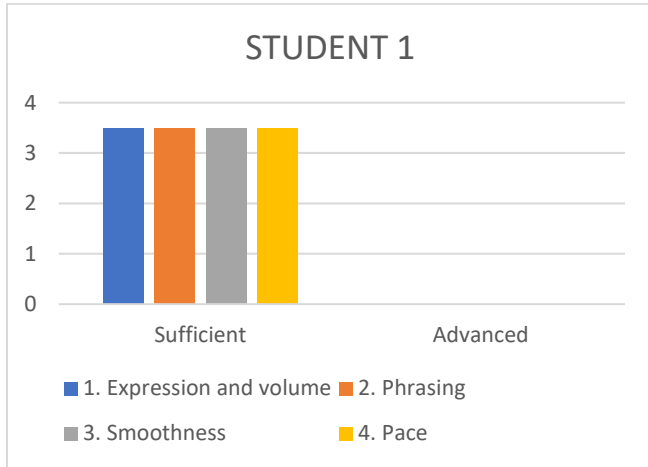
**Diagnostic Reading fluency levels**

This aspect corresponds to a qualitative evaluation that is carried out with the application of a rubric and based on the diagnostic test and the ‘Multidimensional fluency scale’ proposed by Rasinski (2004); The following results are obtained applying the rubric individually to the 7 seven students who participated in this study during the initial part of the study. (See appendix 4).

The information has been analyzed by the individual performance of each student in every dimension of the prosody that have been assessed during this study: Volume and Expression, Phrasing, Smoothness and Pace.

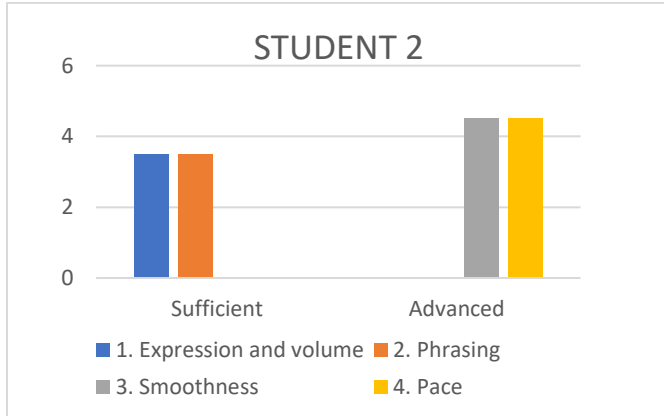
**Figure 4**

*Student 1 Prosody diagnostic*



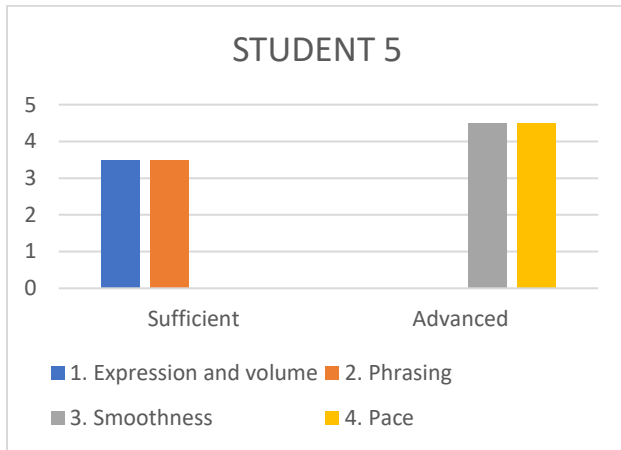
**Figure 5**

*Student 2 Prosody diagnostic*



**Figure 6**

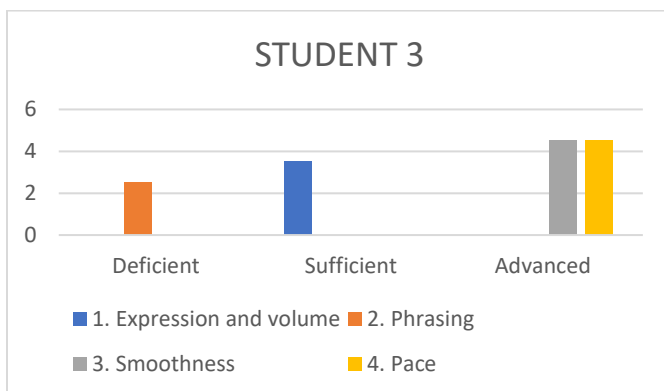
*Student 5 Prosody diagnostic*



Students 1, 2 and 5 show a proper fluency in terms of volume, expression, smoothness and pace. They sound similar to the audio book they had access to in the platform MyOn®; however, the performance could be improved since there are some problems of pronunciation. The three students change their voices when they find challenging words. Regarding the dimension of phrasing, the three students present some choppiness when reading some parts of sentence, which makes some words sound sometimes disconnected.

**Figure 7**

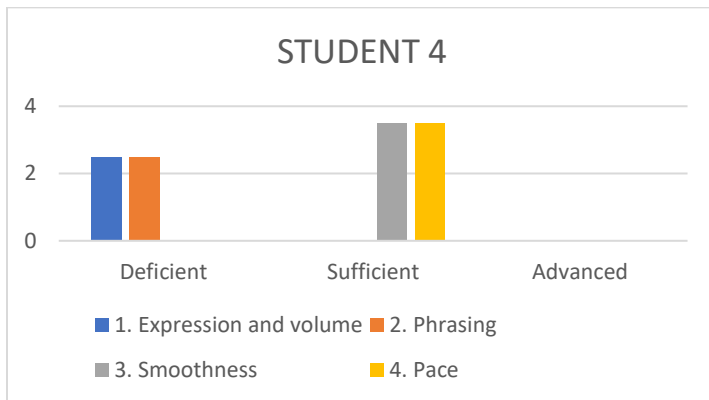
*Student 3 Prosody diagnostic*



Student 3 shows some shyness when reading aloud, which makes him sound a bit flat. Volume and expression are well executed but can be improved. This student tends to have problems when there is a verb in the third person, putting the ‘s’ in the noun instead of the verb. He overcomes these difficulties and is aware of his mistakes. Has a great sense of pace and smoothness, which makes him sound like he understands what he reads, giving the pauses and correct transitions between paragraphs.

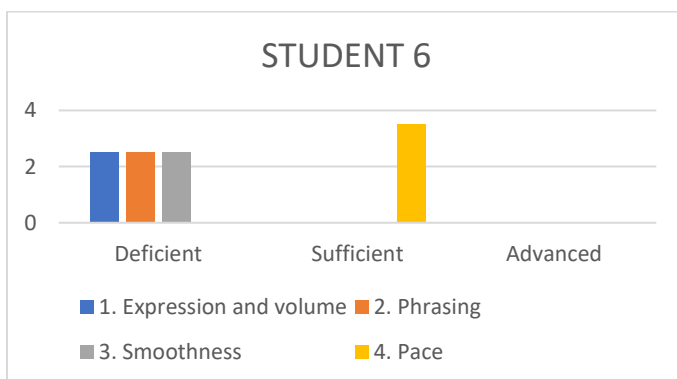
**Figure 8**

*Student 4 Prosody diagnostic*



**Figure 9**

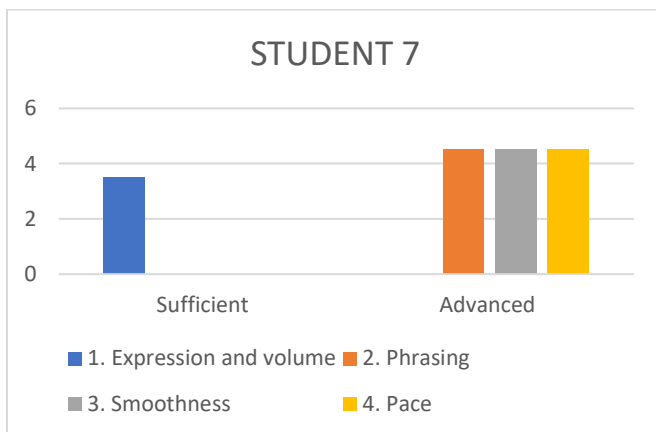
*Student 6 Prosody diagnostic*



Students 4 and 6 these students have the lowest rank of the group. They continuously mispronounce words and tend to read with little expression, making their reading rather flat. The sentences sound chopped and their reading gives a sense that they are not understanding everything they read. Also, during this preliminary reading test there is a constant mistake when pronouncing the word ‘shells’, pronouncing as an *i:* sound instead of the correct one *e* sound. This mistake is frequent in students 4 and 6, but also present in students 3 and 5. This might be taken as that most of these participants are not familiar with the noun.

A similar situation occurs with the word ‘dining’ which is pronounced by students 1, 4, 5, and 6 with the *i:* sound instead of the *ai*. This word, unlike ‘shell’ might be an example of the interference of the first language, since they used it as a compound noun along with the word ‘room’, none of the participants pause in between these two words, then is possible to assume they understand the meaning, but once more, there is a lexical interference of L1 in the L2 performance.

**Figure 10**  
*Student 7 Prosody diagnostic*

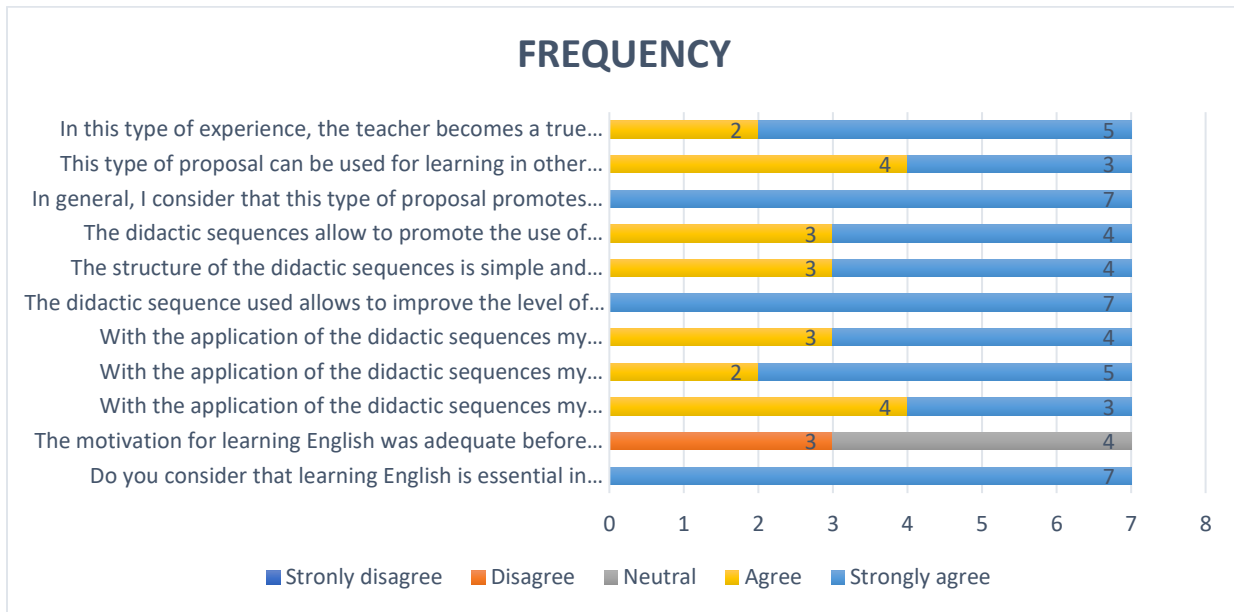


Student 7 is the student with the best performance. She speaks at an impressive rate and her pace is accurate. She transitions properly between lines and paragraphs giving sense to the story she is reading, her expression and volume are correct, but in some part, she reads at such a high speed that she flattens her expressions. The above denotes that 5 of the 7 students present an advanced level in reading fluency and the reading is carried out with adequate intonation applying the various modulations required by the text read in accordance with grammatical aspects, 2 of 7 students does not adequately use signs of punctuation or logical pauses although most of the reading is done with an appropriate intonation presenting some omission regarding the modulations required by the text. The rubric also shows that these students have an insufficient level presenting difficulty with the rhythm and continuity necessary to read, due to the fact that the grouping of words is awkward and unrelated to sentences or paragraphs.

Once the diagnostic phase has been carried out and in order to propose viable alternatives for the problem detected in accordance with the action research method, it is proposed to work with didactic sequences that allow improving the level of reading speed and fluency in eighth grade students of the Institution Educativa Liceo Panamericano Campestre in the city of Sincelejo, using the MyOn platform.

**Figure 11**

*Results of questionnaire*



**Evaluation of the didactic sequence**

In order to allow students to conceptualize the relevance of the didactic sequences, the questionnaire designed for this purpose is applied to the students.

According to the previous survey, it is possible to infer that the 7 students in the sample consider learning English fundamental in today's world, likewise the 7 consider that the motivation for learning English was not adequate before implementing the didactic sequence that was proposed.

Regarding the possibility of increasing reading comprehension with the practice of the didactic sequences through the MyOn platform, 4 agree and 3 totally agree and regarding the increase in reading fluency, 2 agree and 5 totally agree; Likewise, 3 students agree with the fact that the didactic sequences increased their reading speed and the other 4 totally agree. Respecting possibility of improving the level of proficiency in English with the didactic sequence, 7 students fully agree on its relevance. Regarding the structure of the didactic sequences, 3 state that they

agree with their design and 4 consider that they are simple and practical, thereby enhancing the use of virtual media for learning English (3 agree and 4 fully agree). It can also be deduced that the 7 students consider that this type of proposal stimulates the learning of a second language, in this case English, and 4 affirm that this type of activities can be used for learning in other areas of knowledge (4 agree and 3 totally agree), while 2 students agree that this type of experiences the teacher becomes a true mediator of the teaching-learning process and 5 state that they fully agree with this statement. The survey evaluates how students perceive the use of this proposed teaching approach, specifically focusing on their satisfaction and performance. It aims to explore innovative pedagogical practices related to using reading aloud for English as a foreign language instruction.

#### **Identification of changes in the speed and fluency processes of reading aloud.**

After an intervention with a total of six sessions during two months, with activities carried out in the MyOn platform described in section 4 and taking into account the rating system through the reading table in words per minute and the evaluation rubric is taken as a post-test with the following results:

#### ***Speed Post intervention***

From the activities described, we took the number of words that the student can read in one minute is, for this case the four activities of the didactic sequence are averaged and the following result is obtained:

**Table 16**

*Speed Post Intervention-Quantitative evaluation*

<b>Student</b>	<b>WPM average</b>	<b>Level</b>
----------------	--------------------	--------------

Student 1	181	Advanced
Student 2	143	Advanced
Student 3	154	Advanced
Student 4	130	Lower
Student 5	135	Lower
Student 6	96	Minimum
Student 7	203	Advanced

It is observed that in moment 2, after carrying out the activities in the didactic sequence proposed through the MyOn platform, the first being a traditional reading test, the interactivity with the platform and the possibility of repeating the exercise showed greater skill in reading ability and as a consequence a before-after comparison can be made as follows:

**Table 17**

*Comparison diagnostic Reading test pretest / post intervention*

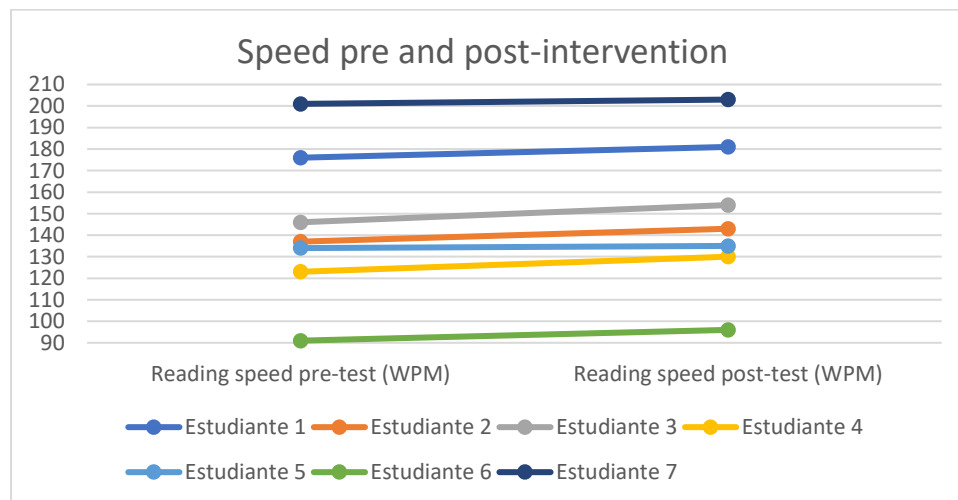
<b>Student</b>	<b>Reading speed pre-test (WPM)</b>	<b>Reading speed post- intervention (WPM)</b>	<b>Raw advance in wpm</b>	<b>Percentage variation</b>
Student 1	176	181	5	2.8%
Student 2	137	143	5	3.5%
Student 3	146	154	8	5.2%
Student 4	123	130	7	5.4%

Student 5	134	135	1	0.7%
Student 6	91	96	5	5.2%
Student 7	201	203	2	1.0%
<b>Group Average</b>	<b>144</b>	<b>149</b>	<b>4.71</b>	<b>3.4%</b>

The following graph allows to visualize the comparison of the two moments, initial or diagnostic and post-test to have a perspective of the variation in reading speed.

**Figure 12**

*Comparison speed pre and post test*



From the previous graph, an increase of 3.4% in the average number of words per minute read by the group can be inferred. There are 4 students that presented similarities in their performance during the initial moment of the project. The two students who presented an important increasement of WPM are students 6 and 4, who contrastingly showed deficiencies at the beginning of the intervention. Their speed was lower than the rest of the group and their general performance in fluency was rather deficient. After the sessions and the learned strategies, these

two students improved their rate of correctly pronounced WPM. This is something typical in L2 learners with deficiencies, after an intervention usually the learning curve is steep.

Students 2 and 3 had high rate in the way they read before the intervention, and they showed a consistent increase in their speed level. As an observation, these two students are highly active in the reading platform from the school, and showed motivation during the whole intervention. They also have outstanding performances in different areas of knowledge and are considered by their teachers as excellent students.

Which was not the case of students 1, 5, and 7, who probably experienced what it is called a 'learning plateau'. Crandall and Shephard (2004), define it as a 'temporary lack of progress'. What usually happens is that the learner has learned a certain amount of knowledge in the L2 that makes them feel comfortable to perform the language. During this period of time their perception of their own language is good and they change or add a minimal number of elements (Murphy, 2017).

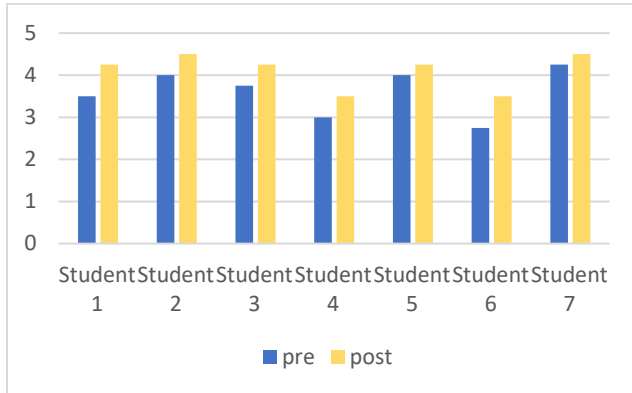
### ***Reading Fluency post intervention***

Using the same resource, we proceeded to qualify reading fluency, considering the rubric that allows in this case a qualitative evaluation and that based on it places the students at Insufficient, Deficient, Sufficient and Advanced levels, for this analysis it is taken into account the observation of the exercise and the comparison with the standards established with the rubric, considering the occurrence of variations in the dimensions of volume and expression, phrasing, smoothness and pace. These results came after six sessions during a two-month period of time.

Below is the qualification of the rubric in Table No 6.

**Figure 13**

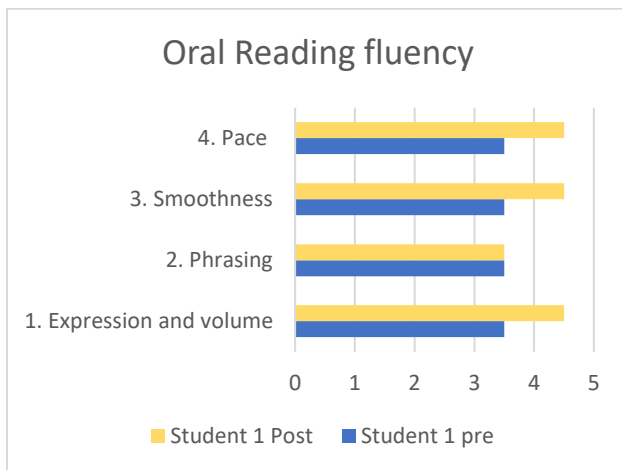
*Evaluation of Reading fluency pre- post intervention*



Seven students worked individually during all sessions from home, since this study was done during the Covid-19 pandemic that forced schools to work remotely. However, 4 of 7 students show similar outcomes.

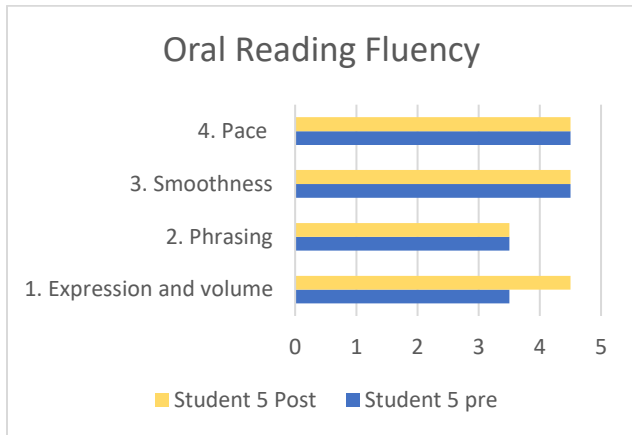
**Figure 14**

*Student 1 Prosody post intervention*



**Figure 15**

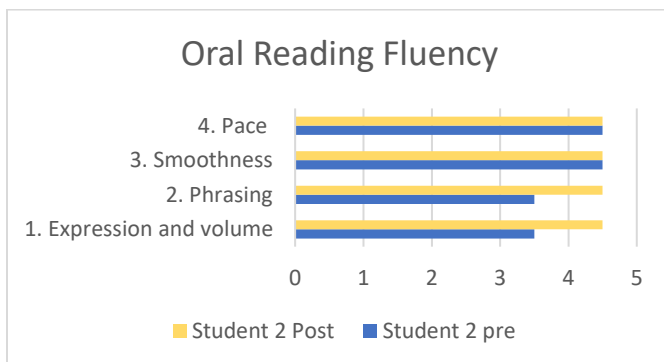
*Student 5 Prosody post intervention*



Students 1 and 5 showed a proper fluency in terms of volume, expression, smoothness and pace during the initial part of the intervention. They sounded similar to the audio book they had access to in the platform MyOn. Regarding the dimension of phrasing, the two students still presented some choppiness when reading some parts of sentence, which made some words sound sometimes disconnected. The fluency outcome is similar to the speed one, they were already in a sufficient/advanced levels and they showed little progress.

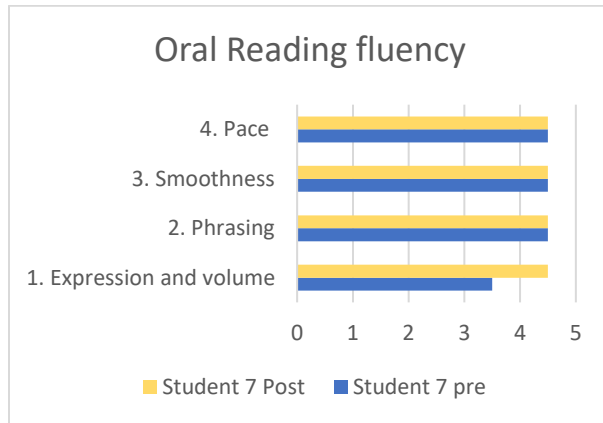
**Figure 16**

*Student 1 Prosody post intervention*



**Figure 17**

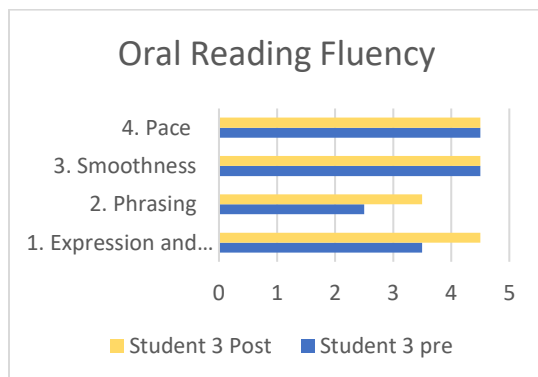
*Student 7 Prosody post intervention*



Students 2 and 7 progress comparison was minimal since they already had a good performance during the reading aloud exercises of the pre-test. These two students are advanced readers, who excelled the dimensions that were assessed in this study, might have needed more challenging session in order to promote some improvement in them, as Vygotsky (1930-1978) proposes with the ‘Zone of Proximal Development’. Perhaps, these students could have built more language if the readings and the strategy of reading aloud would have include more demanding language skills.

**Figure 18**

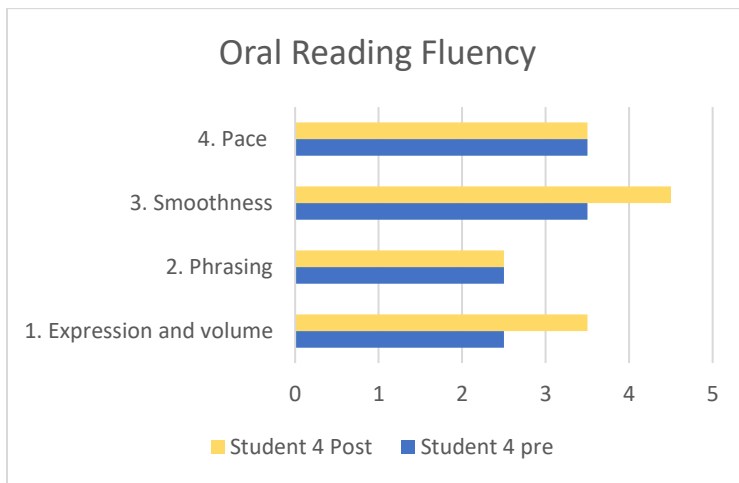
*Student 3 Prosody post intervention*



On the other hand, student 3 who was already a good performer in the reading aloud exercises, was able to overcome his difficulties with phrasing. At the end of the intervention, his modulation was significantly better, started to use different voice characters and his pronunciation improved.

**Figure 19**

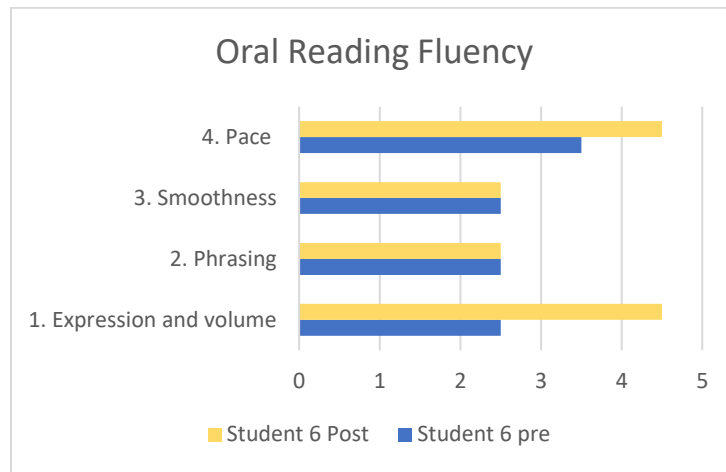
*Student 4 Prosody post intervention*



Also, students 4 and 6 showed important progress. Student 4 went from having deficiencies in volume and expression to use better intonation, voice changing for characters and a proper volume. It is still a dimension that can be improved, but it was possible to attain the minimal requirements of expression and volume when reading aloud. The dimension of phrasing showed no change, the student insisted in avoiding the proper modulation of words, his pace improved and also did most of his pronunciation, but still shows unawareness of vocabulary, for example says ‘o’ when is a zero or pronounce ‘O.K.’ as an ‘ok’ (əʊ) instead of and ‘okay’ In the dimension of smoothness had a significant improvement, since now the transition between sentences and paragraph sound more natural.

**Figure 20**

*Student 6 Prosody post intervention*



Student 6 was the student with the lowest speed rate and ranking in the fluency rubric. This student showed important improvement during the intervention, the most notable was mentioned in the speed section where he increased a 5.2% of correctly pronounced WPM. This was also reflected in the dimension of pace, where the rhythm and pauses were on point. The other aspect that changed was expression and volume, where like the rest of the class as the sessions went by, the students started to feel more comfortable using intonation and changing voices for characters. Unfortunately, change in phrasing and smoothness did not meet the expectations. Student 6 most likely needs reinforcement in vocabulary and get opportunities to develop a reading habit.

### Chapter 5. Discussion

Didactic guides are teaching materials created by teachers to provide scaffolding for moments where the learner has to practice on their own (García, 2002). This type of material fosters agency, a very important ability to successfully learn something. For this study, didactic guides were used as an instrument to implement Reading Aloud sessions because the participants of this study are familiar with this type of material. Liceo Panamericano Campestre promotes autonomy in learning and teachers are encouraged to prepare teaching materials using didactic guides. Therefore, the guides created for this research were a combination of a reading protocol similar to the one used by Rodríguez-Fuentes & Calle-Díaz (2023) and the didactic guides used in the school. This resulted in a great choice because students could work comfortably with a type of material they were used to, and helped them to develop a sense of autonomy and self-regulated learning.

There are few studies in Colombia on how effective reading platforms or digital reading programs are for L2 learners, but a study carried out by Rodríguez-Fuentes & Calle-Díaz (2023) serves as a precedent to consider including more of these programs as part of the curriculum. They present in their study important changes in learners in terms of reading fluency and comprehension following reading aloud protocols. Unlike this study, the current research did not use a pre-established protocol but the design was inspired by the Read Naturally® Live, and the reading platform that was available in the school MyOn®, but what these two studies have in common is in their results. They both established that Reading Aloud protocols using a digital reading platform have a positive impact on the learners' fluency.

Hudson et al. presented a study on repeated reading to improve some students' deficiencies in reading showing significant advances in reading at the end of the study. For this research, students 4 and 6 were the students with the lowest performances in reading speed and the prosody assessment. In the chart of performance, they remained in the last positions because they were too far from the top scores of students 7 and 1 for example. But after the analysis of the data, it was interesting to see that in terms of the percentage of the variation students 4 and 6 were the ones with the highest numbers. Ninsuwan (2015) had two groups with low proficiency and high proficiency in English. The lower group was the one with better results, showing an important increase in their reading fluency. These three studies have differences in terms of the type of sample and the size but the three of them coincide in the fact that repeated reading tends to have a bigger impact on low performer learners than proficient ones.

In terms of levels of reading speed in L2: advanced, lower, or minimum (Allen, 2016), only one student changed category. Student number 2 went from lower to advanced after the intervention which represents a 14% improvement. The results are positive for all the participants, all of them improved their reading speed and most of the prosodic elements of the reading aloud. It was a mixed group with different levels of proficiency with ages between 12 and 13 years old and the conditions were unusual since they were learning remotely due to the COVID pandemic when the data was collected. The students who were already advanced like students 1, 3, and 7 showed some minimal progress, which is normal since these students are in what Richards (2008) defines as the learning plateau. This is a term in educational psychology, used to describe the difficulties some learners face when they reach the intermediate level of a foreign language and struggle to improve or move on to the next level of proficiency. Students 4, 5, and 6 remained in their categories but in terms of variation 4 and 6 were positioned in the first

and second place, which means the intervention was relevant for them. Participant 5 showed the least advances in terms of speed and prosody. During the intervention, he showed little interest and tended to accumulate activities, and rarely followed the schedule. It was established on several occasions that the research was entirely voluntary, it was an important disclaimer since this research started with a need analysis applied to a whole classroom and some of them thought it was part of the curriculum. Participant 5 never asked to be withdrawn from the study and always complied with the activities even when they were overdue. The minimal progress that this student presented might be a consequence of having very little motivation and poor time management during this period. A study by Meelgaard et al. (2021) researched online learning during the COVID-19 pandemic and how procrastinators were highly impacted by these circumstances compared to non-procrastinators; results indicated that procrastinators had a hard time following directions and deadlines and lacked motivation to improve their results.

In 2021, the school took the findings of this study as a reference to evaluate the impact of their investment in the reading platform MyOn®. It was the first of its kind and it was aimed to provide evidence of the platform's relevance at the end of the school year. MyOn also presented their advances showing an important increase in the use of the platform during the years 2020 and 2021 when students were learning remotely because of the COVID pandemic. The data presented in this study helped as a support to change their curriculum in 2022 for the intensification of English teaching in the school. They went from 5+1 hour of English class and English center to 6 hours for English + 2 for English Center + 2 for Reading Plan. 2024 would be the third year of Reading Plan being a subject within the English subject that is instructed through didactic guides with the use of MyOn®.

The questionnaire to evaluate the didactic guides that the students took after the implementation provided insights into how students felt during the study. The students considered the study relevant and found the proposal different and interesting. They perceived their improvements during the sessions and were motivated to continue. In general, it was a positive perception about the progress they felt in terms of speed and prosody.

All in all, the use of didactic guides and reading protocols might improve reading fluency among L2 learners. There are studies by various researchers that highlight the positive impact of repeated reading, especially for low-performing learners. The results of this specific intervention showed improvements in reading speed and prosody for all participants, with one student moving from a lower to an advanced level. This study concurs with previous studies about reading aloud and how it impacts lower and advanced students differently, in which variations are more visible in lower proficient learners and more discrete in the advanced ones. It is also important to mention the challenges faced by learners during remote learning due to the COVID-19 pandemic and how it impacted their motivation and time management.

## Chapter 6. Conclusion

This study was conducted at Liceo Panamericano school in Sincelejo, targeting 8th-grade students who showed a deficiency in reading. The primary goal was to assess the impact of implementing didactic units based on reading aloud on their overall reading fluency. The study aimed to increase speed and fluency in reading by using reading aloud as the primary strategy. To achieve this, a diagnostic test was conducted to evaluate both speed and prosodic aspects of reading aloud. The study drew on research by Rasinski (2004) and studies on reading platforms such as Read Naturally® live and MyOn® to design a didactic sequence that could effectively measure and assess fluency.

By carrying out this research as a case study, it became possible to investigate how a strategy based on reading aloud could be put into action in order to enhance a skill such as reading fluency. In addition, the study provided a comprehensive description of the various prosodic components that make up this skill and how through the implementation of the didactic guide, participants were provided for opportunities to foster agency and autonomous learning through the years of remote learning during the COVID pandemic.

From the analysis it was possible to identify how reading aloud strategies affect differently to advanced and lower students in L2. 7 out of 7 seven students showed progress in different aspects of fluency during the implementation of the strategy, but students with lower proficiency presented a higher number in the variation from the diagnostic to the last reading. This result meant that the learning curve is steeper when students have little knowledge and also, they can make the biggest gains in the shorter time (DeKeyser, 2020). In overall the results

implied that the intervention was positive and all the participants showed some improvement after the reading aloud sessions.

### **Limitations**

The main limitation of this study was that during the implementation of the didactic guides it was difficult to monitor the process of the students weekly. The chronogram had to be rearranged in different occasions because students started to postpone their activities as soon as the pandemic broke out. Even though the guides were materials with sequencies easy to follow some of the students would take more than a week to send their recordings. It was then decided that the readings would be practiced for two weeks, which the researcher considered it would be counter-productive because they would lose trail and the time in between was too long and could forget any progress, however students insisted, and the time was granted.

Another limitation is that the results cannot be generalized with the use of a certified tool because the tool used for this study is based on previously mentioned studies, but it was created by the researcher in order to adapt the material to that specific class. Didactic guides are well known in the teaching field but there are not studies about using them as a type of reading aloud protocol for the learning of L2.

This can be an opportunity to suggest a further study on how certified reading programs can be used within the classroom of young learners in an L2 context. Also, for future research it is important to evaluate the implementation of this strategy in site and not remotely, having the possibility of modeling in the classroom and face to face monitoring.

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## Appendixes

### Appendix 1

**Protocol**

Warm up

Practice some vocabulary about the reading with some flashcards in quizlet.

Here is the link: <https://quizlet.com/7jbirm?x=1jqt&i=2htwyl>



**Task 1**

Read a passage in front of the class



Specific objectives:

- Identify punctuation marks and their role as a pause in reading aloud exercises.
- Identify word stress
- Listen and record to monitor improvement

In class teacher and students listen and read a short passage from the book “Our National Anthem”



Listen and read to the story. During the first time you read/listen, try to identify passage that you felt was easy for you. Easy to understand and with easy words to pronounce



This is the modeled exercise  
The book will highlight the words as they are pronounced

**Protocol**

Step 1: A passage will be projected on the board and the teacher with the help of the students will underline a word or a punctuation mark that is used for a pause.

Step 2: Individually select the words you feel need more pronunciation practice and try to combine them in chunk of words.

Example: 1<sup>st</sup>: you've

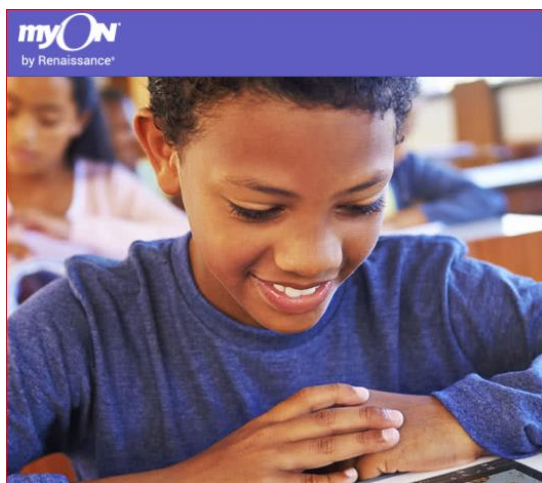
2<sup>nd</sup>: You've heard it

Step 3: Pair review. With a partner check each other pronunciations and correct mistakes. Ask the teacher for help in case of doubts.



Step 4: Open your digital book in the platform MyOn and read/listen again. Choose and show your teacher the passage that you have selected to do the modeled activity

Step 5: Steps 2 and 3 will be done again





Homework

Open your digital book at home and practice the passage

When you feel you are ready, record yourself reading it aloud and check how many mistakes have you made. If you made more than 3 mistakes record it again. Bring the audio recording for next session.



Be prepared to read aloud your passage in class

Here is the rubric that will be used to evaluate you

	5.0	4.5	3.5	2.0	1.0
Content	The passage is from a story mainly narrated in the past tense. The passage contains 50-80 words	The passage is from a book that is written in the past tense. It contains 40-50 words	Reads a passage from a book. It contains 30-20	Reads a passage from a book. It contains 20 or fewer words	
Language use					

5.0	4.5	4.0	3.5	2.0
Shows constant activity in the use of the platform and several entries are registered.			Shows some activity in the use of the platform and there is an entry registered.	
Proper pauses in punctuation marks and specific words	Pauses every time there is a punctuation mark.	Misses 1 pause	Misses 2 pauses	It does not pause when is expected
Intonation and word stress exactly as the book	Intonation and word stress similar to the book	Intonation and word stress similar to the book in more than 2 sentences.	Intonation and word stress merely similar to the book but intelligible.	Flat intonation and word stress.

Session 2

Watch a short video where someone reads aloud a short book  
<https://www.youtube.com/watch?v=dxaTtbPMGP4>

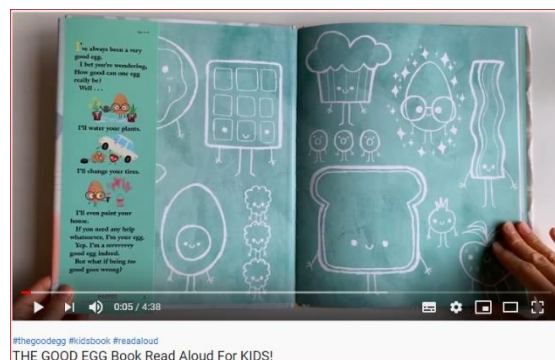


Task 2

Read a short book to the class

Specific objectives

- Consolidate reading aloud characteristics (pause, intonation, word stress)
- Identify parts of the story
- Use PPT to make your book reading more appealing



Students log into MYON platform to choose one short story. (Steps 1, 2 and 3 from the protocol will be repeated)

**Appendix 2**

*Questionnaire for Needs Analysis*

7th grade \_\_\_\_\_ Student's age: \_\_\_\_\_ Date: \_\_\_\_\_

Location: \_\_\_\_\_ Researcher's name: Adriana Gamarra

Goal: complete this questionnaire in order to give your teacher information about your reading strategies and preferences in order to make classes more dynamic and meaningful for you.

Needs Analysis Questionnaire

Rating scale

Choose from 1 to 5 to show how much you agree with the following statements.

1. I think reading is important to learn English

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

← 1 ————— 2 ————— 3 ————— 4 ————— 5 →

2. The best way I learn English is by reading

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

← 1 ————— 2 ————— 3 ————— 4 ————— 5 →

3. I mentally translate into Spanish what I read

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

← 1 ————— 2 ————— 3 ————— 4 ————— 5 →

4. I understand better when we take turns to read out loud

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

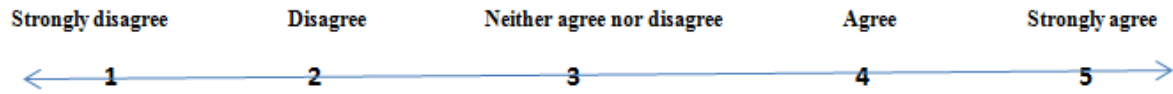
← 1 ————— 2 ————— 3 ————— 4 ————— 5 →

5. I feel tired when the teacher or someone else reads out loud in class

Strongly disagree      Disagree      Neither agree nor disagree      Agree      Strongly agree

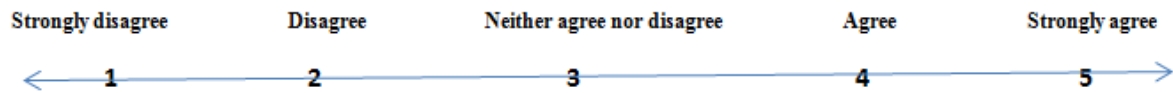
← 1 ————— 2 ————— 3 ————— 4 ————— 5 →

6. The best way to read is reading by myself

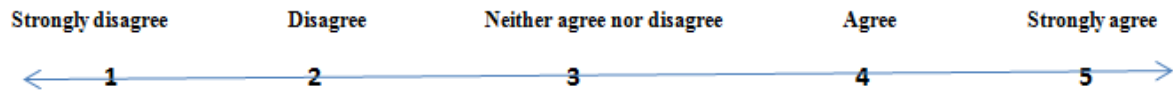


7. I

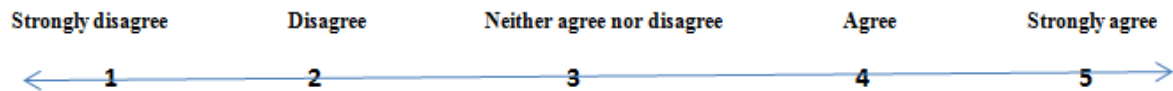
feel nervous when I read in front of the class



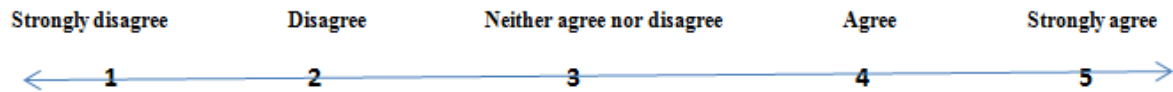
8. I understand the main idea of the text even when I don't know some word



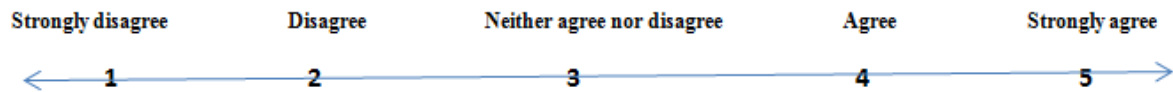
9. I need a dictionary by my side when I read



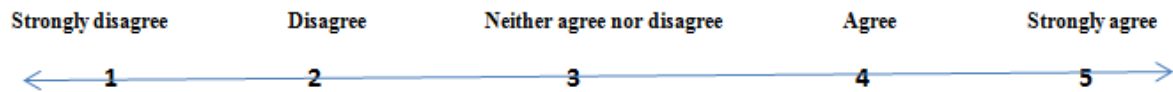
10. Acting what I am reading helps me understand the text

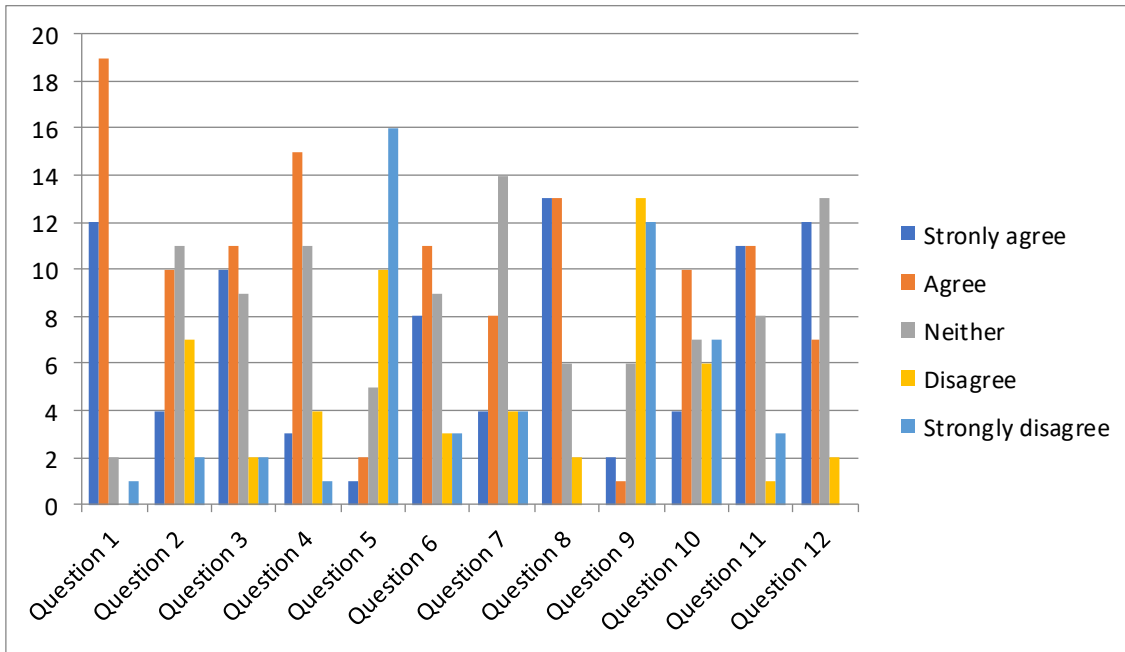


11. I enjoy reading about cultures



12. I enjoy reading about fiction





**Appendix 3**

*Class observation*

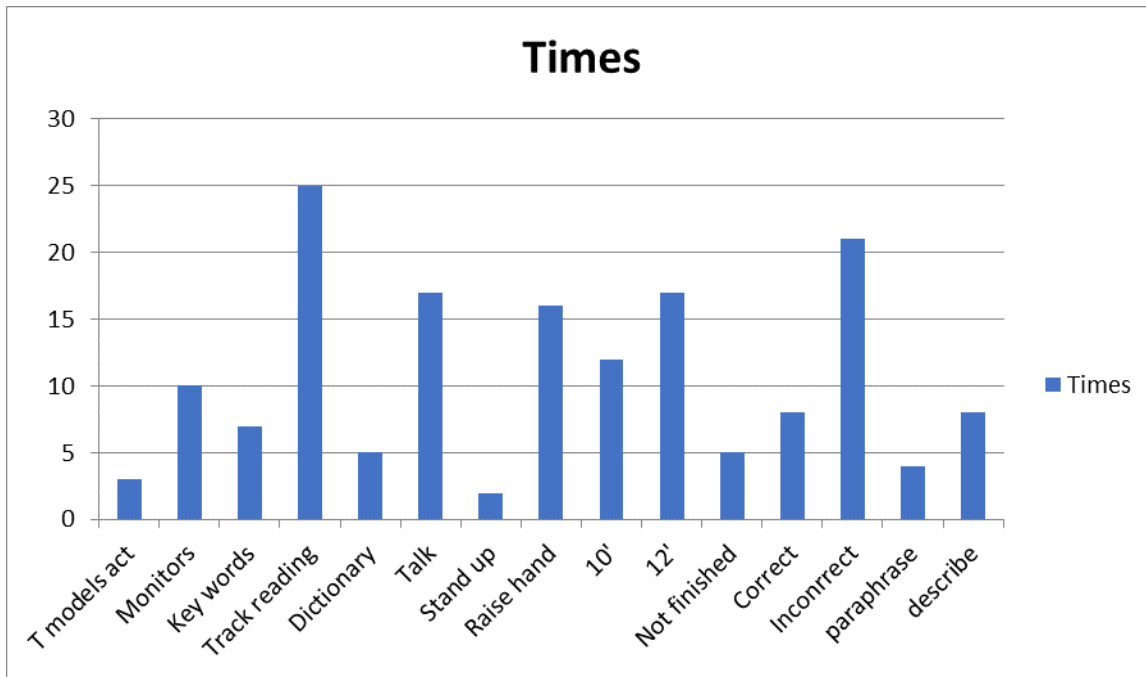
**Observation**

**Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_ **Location:** \_\_\_\_\_

Event sampling

Use a tally mark (||||) every time the event is observed

Teacher models activity	
Ss track their reading from left to right	
Ss write key words in notebooks	
Teacher monitors the reading process	
Ss use dictionaries	
Ss talk among them	
Ss stand up for purposes other than reading	
Ss raise hands to ask questions	
Ss finish activity within 10'	
Ss finish activity within 12'	
Ss don't finish activity	



Reading out loud Observation

Class: \_\_\_\_\_ Date: \_\_\_\_\_ Location: \_\_\_\_\_

Event sampling

Tick the box when you see these actions during your classmate's RA performance

Student reads loud enough to be heard	
The message was clear and easy to understand	
Student reads too slow	
Student reads too fast	
The reading speed is just right	
Student shows feelings when reading	
Student looks relaxed and confident	
Student groups words logically	
Student changes speed depending on the story moods	

**Appendix 4**

*Diagnostic test speed pre test*

Student 1

<i>Texto</i>	<i>ppm</i>
Every year we go to Florida. We like to go to the beach. 03''	13
My favorite beach is called Emerson Beach. It is very long, with soft 07''	26 40
sand and palm trees. It is very beautiful. I like to make sandcastles and 12'' watch the sailboats go by. Sometimes there are dolphins and whales in the water!18''	54 68
Every morning we look for shells in the sand. I found fifteen big shells 23'' last year. I put them in a special place in my room. This year I want to 28'' learn to surf. It is hard to surf, but so much fun! My sister is a good 34'' surfer. She says that she can teach me. I hope I can do it! 39''	86 104 116
<u>All words correctly pronounced</u>	

<i>Texto</i>	<i>ppm</i>
Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.	14 20
The Smiths live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.	35 50 63 77 - 79 94

<p>The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog. 36''</p>	<p>104</p>
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Student 2

<i>Texto</i>	<i>ppm</i>
<p>Every year we go to Florida. We like to go to the beach.</p>	<p>13</p>
<p>My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!</p>	<p>26 40 54</p>
<p>Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!</p>	<p>68 86 104 116</p>
<i>Texto</i>	<i>ppm</i>
<p>Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.</p>	<p>14 20</p>
<p>The Smiths live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.</p>	<p>35 50 63 77 - 79</p>
<p>The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.</p>	<p>94 104</p>

Student 3

<i>Texto</i>	<i>ppm</i>
Every year we go to Florida. We like to go to the beach.	13
My favorite beach is called Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!	26 40 54
Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!	68 86 104 116
45''	
<i>Texto</i>	<i>ppm</i>
Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.	14 20
The Smiths live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.	35 50 63 77 - 79
The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.	94 104
46'' Todo correctamente pronunciado	

Student 4

<i>Texto</i>	<i>ppm</i>
Every year we go to Florida. We like to go to the beach.	13
My favorite beach is <b>called</b> Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and whales in the water!	26 40 54
Every morning we look for <b>shells</b> in the sand. I found fifteen big <b>shells</b> last year. I <b>put them</b> in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good <b>surfer</b> . She says that she can teach me. I hope I can do it!	68 86 104 116
1:00'	
<i>Texto</i>	<i>ppm</i>
Mr. and Mrs. Smith have one son and one <b>daughter</b> . The son's name is John. The <b>daughter's</b> name is Sarah.	14 20
The Smiths <b>live</b> in a house. They have a living room. They watch TV in the living room. The <b>father cooks</b> food in the kitchen. They eat in the <b>dining</b> room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.	35 50 63 77 - 79
The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog. 48''	94 104

Student 5

<i>Texto</i>	<i>ppm</i>
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Every year we go to Florida. We like to go to the beach.	13
My favorite beach is <b>called</b> Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make <b>sandcastles</b> and watch the sailboats go by. Sometimes there are dolphins and <b>whales</b> in the water!	26 40 54
Every morning we look for <b>shells</b> in the sand. I found fifteen big <b>shells</b> last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can teach me. I hope I can do it!	68 86 104 116
54''	
<i>Texto</i>	<i>ppm</i>
Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.	14 20
The Smiths live in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the <b>dining</b> room. The house <b>has</b> two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.	35 50 63 77 - 79
The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.	94 104
45''	

Student 6

<i>Texto</i>	<i>ppm</i>
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Every year we go to Florida. We like to go to the beach.	13
My favorite beach is <b>called</b> Emerson Beach. It is very long, with soft sand and palm trees. It <b>is very</b> beautiful. I like to make sandcastles and watch the sailboats go by. Sometimes there are dolphins and <b>whales</b> in the water!	26 40 54
Every morning we look for shells in the sand. I found fifteen big <b>shells</b> last year. I put them in a special place in my room. This year I want to <b>learn</b> to surf. It is hard to surf, but so much fun! My sister is a good surfer. She <b>says</b> that she can teach me. I hope I can do it!	68 86 104 116
1:27'	
<i>Texto</i>	<i>ppm</i>
Mr. and <b>Mrs.</b> Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.	14 20
The Smiths <b>live</b> in a house. They have a living room. They watch TV in the living room. The father cooks food in the kitchen. They eat in the <b>dining</b> room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.	35 50 63 77 - 79
The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.	94 104
1:02'	

Student 7

<i>Texto</i>	<i>ppm</i>
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Every year we go to Florida. We like to go to the beach.	13
My favorite beach is <b>called</b> Emerson Beach. It is very long, with soft sand and palm trees. It is very beautiful. I like to make sandcastles and watch the <b>sailboats</b> go by. Sometimes there are dolphins and <b>whales</b> in the water!	26 40 54
Every morning we look for shells in the sand. I found fifteen big shells last year. I put them in a special place in my room. This year I want to learn to surf. It is hard to surf, but so much fun! My sister is a good surfer. She says that she can <b>teach</b> me. I hope <b>I</b> can do it!	68 86 104
37'	116
<i>Texto</i>	<i>ppm</i>
Mr. and Mrs. Smith have one son and one daughter. The son's name is John. The daughter's name is Sarah.	14 20
The Smiths live in a house. They have a living room. They watch TV in the living room. The <b>father cooks</b> food in the kitchen. They eat in the dining room. The house has two bedrooms. They sleep in the bedrooms. They keep their clothes in the closet. There is one bathroom. They brush their teeth in the bathroom.	35 50 63 77 - 79
The house has a garden. John and Sarah play in the garden. They have a dog. John and Sarah like to play with the dog.	94 104
29'	

**Appendix 5**

*Fluency Rubric pre-test by Rasinski (2004). Adapted from J. Zutell and T. V. Rasinski (1991)*

Student 1

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
3. Smoothness	Makes frequent extended pauses, hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction

4. Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.
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Student 2

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins 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 words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
3. Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs,	Experiences several "rough spots" in text where extended pauses or	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly,

	repetitions, and/or multiple attempts.	hesitations are more frequent and disruptive		usually through self-correction
4. Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 3

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
3. Smoothness	Makes frequent extended pauses, hesitations, false	Experiences several "rough spots" in text where extended pauses or	Occasionally breaks smooth rhythm because of	Generally, reads smoothly with some breaks, but resolves

	starts, sound- outs, repetitions, and/or multiple attempts.	hesitations are more frequent and disruptive	difficulties with specific words and/or structures	word and structure difficulties quickly, usually through self-correction
4. Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 4

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins 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 words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression

		mark ends of sentences and clauses		
3. Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
4. Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 5

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins 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 words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.

2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
3. Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
4. Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 6

Dimension	Insufficient	Deficient	Sufficient	Advanced
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<p>1. Expression and volume</p>	<p>Reads 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.</p>	<p>Begins 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 words. Still reads in a quiet voice.</p>	<p>Makes 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</p>	<p>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</p>
<p>2. Phrasing</p>	<p>Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word</p>	<p>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses</p>	<p>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.</p>	<p>Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</p>
<p>3. Smoothness</p>	<p>Makes frequent extended pauses, hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.</p>	<p>Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive</p>	<p>Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures</p>	<p>Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction</p>
<p>4. Pace</p>	<p>Reads slowly and laboriously</p>	<p>Reads moderately slowly</p>	<p>Reads with an uneven mixture of fast and slow pace</p>	<p>Consistently reads at conversational pace; appropriate rate throughout reading.</p>

Student 7

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
3. Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
4. Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace;

				appropriate rate throughout reading.
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**Appendix 6**

*Rubric fluency Post intervention*

Student 1

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	<p>Reads 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.</p>	<p>Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.</p>	<p>Makes 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</p>	<p>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</p>
Phrasing	<p>Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word</p>	<p>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to</p>	<p>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.</p>	<p>Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</p>

		mark ends of sentences and clauses		
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 2

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	<p>Reads 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.</p>	<p>Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.</p>	<p>Makes 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</p>	<p>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</p>
Phrasing	<p>Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word</p>	<p>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses</p>	<p>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.</p>	<p>Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</p>
Smoothness	<p>Makes frequent extended pauses,</p>	<p>Experiences several "rough spots" in text where</p>	<p>Occasionally breaks smooth rhythm because of difficulties</p>	<p>Generally, reads smoothly with some breaks, but</p>

	hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.	extended pauses or hesitations are more frequent and disruptive	withspecific words and/or structures	resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 3

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	Reads 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.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.

Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 4

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	<p>Reads 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.</p>	<p>Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.</p>	<p>Makes 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</p>	<p>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</p>
Phrasing	<p>Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word</p>	<p>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses</p>	<p>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.</p>	<p>Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</p>

Smoothness	Makes frequent extended pauses, hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 5

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	<p>Reads 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.</p>	<p>Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.</p>	<p>Makes 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</p>	<p>Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.</p>
Phrasing	<p>Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word</p>	<p>Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses</p>	<p>Reads with a mixture of run-ons, mid-sentence pauses for breath, and some chopiness; reasonable stress and intonation.</p>	<p>Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression</p>
Smoothness	<p>Makes frequent extended pauses,</p>	<p>Experiences several "rough spots" in text where</p>	<p>Occasionally breaks smooth rhythm because of difficulties</p>	<p>Generally, reads smoothly with some breaks, but</p>

	hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.	extended pauses or hesitations are more frequent and disruptive	withspecific words and/or structures	resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 6

Dimension	Insufficient	Deficient	Sufficient	Advanced
Expression and volume	Reads 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.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes text sound like natural language throughout the better part of the passage. Occasionally slips into expressionless reading. Voice volume is generally	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.

			appropriate throughout the text	
Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression
Smoothness	Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.	Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive	Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures	Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction
Pace	Reads slowly and laboriously	Reads moderately slowly	Reads with an uneven mixture of fast and slow pace	Consistently reads at conversational pace; appropriate rate throughout reading.

Student 7

Dimension	Insufficient	Deficient	Sufficient	Advanced
1. Expression and volume	Reads 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.	Begins to use voice to make text sound like natural language in some in areas of the text but not in others. Focus remains largely on pronouncing the words. Still reads in a quiet voice.	Makes 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	Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.
2. Phrasing	Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word	Frequently reads in two- and three-word phrases, giving the impression of choppy reading; improper stress and intonation fail to mark ends of sentences and clauses	Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.	Generally, reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression

<p>3. Smoothness</p>	<p>Makes frequent extended pauses, hesitations, false starts, sound- outs, repetitions, and/or multiple attempts.</p>	<p>Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive</p>	<p>Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures</p>	<p>Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction</p>
<p>4. Pace</p>	<p>Reads slowly and laboriously</p>	<p>Reads moderately slowly</p>	<p>Reads with an uneven mixture of fast and slow pace</p>	<p>Consistently reads at conversational pace; appropriate rate throughout reading.</p>