USING SPOKEN ONLINE DIGITAL BOOKS THROUGH BLOGS AND ORAL READING RUBRICS TO IMPROVE ORAL READING IN ENGLISH AS A FOREIGN LANGUAGE AMONG THE STUDENTS OF THIRD GRADE ELEMENTARY SCHOOL - COLEGIO ITALIANO ANTONIO RAIMONDI, LA MOLINA, LIMA, PERÚ

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Piura, marzo de 2019

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UNIVERSIDAD DE PIURA

FACULTAD DE CIENCIAS DE LA EDUCACIÓN

MAESTRÍA EN EDUCACIÓN

Using spoken online digital books through blogs and oral reading rubrics to improve oral reading in English as a foreign language among the students of third grade elementary school- Colegio Italiano Antonio Raimondi, La Molina, Lima, Peru.

Tesis para optar el Grado de Magíster en Educación

con mención en Enseñanza de Inglés como Lengua Extranjera

Paola Mirella Alcalde Murgueittio

Asesor: Dr. Majid Safadaran Mosazadeh

Piura, Marzo 2019

Approval

The thesis entitled **"Using spoken online digital books through blogs and oral reading rubrics to improve oral reading in English as a foreign language among the students of third grade elementary school- Colegio Italiano Antonio Raimondi, La Molina, Lima, Peru"** presented by Bachelor **Paola Mirella Alcalde Murgueittio**, in accordance with the requirements of being awarded the degree of Master in Education with Mention in Teaching English as a Foreign Language, was approved by the thesis director **Dr. Majid Safadaran Mosazadeh,** and defended on _____, 2019 before a Jury with the following members:

_____

President

_____   _____

Secretary   Informant

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Resumen analítico-informativo

Título: Using spoken online digital books through blogs and oral reading rubrics to improve oral reading in English as a foreign language among the students of third grade elementary school- Colegio Italiano Antonio Raimondi, La Molina, Lima, Peru.

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Fecha de sustentación: Piura, 28 de Marzo 2019.

Palabras claves: enseñanza de inglés como lengua extranjera/ evaluación / aprendizaje asistido con ordenadores / rúbricas de lectura oral/ libros digitales para niños

Descripción: Tesis de grado en Educación perteneciente a la línea de investigación sobre la enseñanza de inglés como lengua extranjera, la aplicación de libros digitales narrados en línea y su efecto en la lectura oral de niños de tercer grado.

Contenido: El texto de la tesis está dividido en cuatro capítulos. EL primero es el esquema de la investigación. El segundo trata y discuten aspectos teoréticos como las dimensiones, etapas y estrategias para construir la lectura oral en inglés como lengua extranjera. El tercero brinda información a considerarse para futuros diseños de investigación tanto en la evaluación como en la elección de programas para lectura oral en el nivel primaria. El cuarto muestra los resultados obtenidos a través de tablas y figuras para un mejor análisis, con el objetivo de dar respuesta al problema de la presente investigación.

Metodología: El método empleado el cualitativo, de investigación cuasi-experimental con la base descriptiva-explicativa.

Conclusiones: Beneficios de la aplicación de libros digitales hablados en línea en comparación a la lectura oral guiada por el maestro para mejorar la lectura oral en inglés como lengua extranjera.

Fuentes: Estudio de observación de clases a través de registros, rúbricas y listas de cotejo.

Fecha de elaboración del resumen: Piura, 04 de Marzo de 2019

Analytical -informative summary

Title: Using spoken online digital books through blogs and oral reading rubrics to improve oral reading in English as a Foreign Language among the students of third grade elementary school- Colegio Italiano Antonio Raimondi, La Molina, Lima, Peru.

Author: Paola Mirella Alcalde Murgueittio.

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Key words: Teaching English as a foreign language / assessment/ computer assisted learning/ oral reading rubrics/ digital books for children

Description: Degree thesis in Education regarding to an investigation in teaching English as a foreign language, the application of online interactive e-digital books, and its effect on third graders' oral reading.

Content: The thesis is divided into four chapters. The first chapter is the investigation. The second chapter promotes a discussion of the theoretical aspects implied: dimensions, stages and strategies to build oral reading in English as foreign language. The third chapter provides fair information to be considered for future research design on oral reading assessment and reading programs in the elementary schools. The fourth chapter shows data results through organized tables and figures for better analysis, in order to address the current research problem.

Methodology: It is a qualitative, quasi-experimental investigation in a descriptive-explicative basis.

Conclusions: Benefits of applying spoken online digital books compared to guided-assisted repeated reading in order to improve oral reading in EFL.

Sources: Teacher's observation through record sheets, oral reading rubrics and checklists.

Date of elaboration of summary: Piura, March 4th, 2019

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Introduction

This study was concerned with the development of effective tools for better prosodic oral reading proficiency and its assessment: using spoken online digital books in a computer-assisted language learning (CALL) blog and EFL oral reading rubrics and checklists.

EFL young learners need to develop reading skills. Researchers have found strong connections between oral reading prosody and comprehension (Daane, Campbell, Grigg, Goodman, & Oranje: 2002). Prosody reflects linguistic features such as intonation, punctuation, accuracy, fluency (in terms of speed), pronunciation, and expression. EFL skilled readers pick up on these features and gain automaticity to save time at decoding and understanding what has been read.

In this context, the purpose of this investigation is to prove the importance of prosodic oral reading development and assessment by using online digital books in a self-access class blog, to determine how effective it is for third graders oral reading proficiency; and to provide EFL teachers with assertive oral reading assessment rubrics and checklists for better decision making, feedback and ongoing learning.

The objectives of this research are: to find out the features of oral reading considered for EFL oral reading assessment, to prove the viability of spoken online digital books for third graders, to establish the pedagogical considerations of reading aloud assessment, to determine the relevance of a self-access CALL blog with audio-eBooks and stories that can be used at home or as compensative reading tools, and to find out whether or not the oral reading rubrics and checklists designed for this investigation are effective for learner's oral reading performance.

For an overall view of the current investigation, the starting point is the investigation outline where a clear hypothesis, objectives, justifications, limitations and antecedents of oral reading fluency and prosody are determined. Secondly, theoretical aspects such as concepts, dimensions and stages of oral reading are discussed under the light of the EFL pedagogy. Thirdly, concerning to the methodology applied to this quantitative, quasi-experimental investigation, the third chapter provides fair information to be considered for future research design on oral reading assessment and reading programs in the elementary schools. An 18-week experience within a regular EFL school program, in which one of two classes, the study group, used online digital books to observe into what extend prosodic oral reading could be improved, and to test as well, the oral reading rubrics and checklists adapted from the MDFS to EFL

evaluation resources. Finally, all data obtained was analyzed and organized in charts and graphics to suit the evaluator's expectations.

This thesis will verify how useful audio-eBooks are for the EFL prosodic, oral reading proficiency as well as the oral reading rubrics and checklists contribution to the EFL Research Field and provide teachers with efficient tools to assess young learners' oral reading.

Chapter 1
Investigation Outline

1.1.   Formulation of the problem

Oral Reading or *Reading Aloud* is a group of strategies that builds several relevant foundational skills, introduces vocabulary, provides fluent, expressive reading techniques, and helps children recognize what reading for pleasure is about. When parents read aloud stories to their children in their mother tongue during their early childhood, they help them develop a better L1 understanding and use (Trelease, 1989; Yaden; Duursma, Augustyn & Zuckerman, 2008; Kids & Family Reading Report by Scholastic, 2017). Teachers can use guided oral reading as an instructional strategy to create interest into reading, expand their imagination, become familiar with the phrasing, expression, and flow of sentences in texts, as it is an enjoyable activity.

Accurate and quick reading of written texts, known as oral reading fluency, has recently received much attention as being able to construct an efficient quota of global reading skills, particularly for students in the elementary school (Roehrig, Petscher, Nettles, Hudson, & Torgesen, 2008).

On one hand, there are theoretical arguments for supposing that oral reading fluency may reflect an overall reading competence. On the other hand, oral reading fluency has been incorporated into measurement approaches during the past century. The theoretical relevance of oral reading assessment (Fuchs, Fuchs, Hosp, & Jenkins, 2001; Hudson, Pullen, Lane, & Torgesoen, 2009; LaBerge & Samuels, 1974; Perfetti, 1985) and experimental evidence for the relation between oral reading fluency and reading comprehension (Buck & Torgesen, 2003; Roehrig, Petscher, Nettles, Hudson, & Torgesen, 2008), has been widely applied in American schools to find out students at risk of future written decoding challenges or to supervise students' improvement in reading skills (i.e., leading to reading comprehension).

It is undeniable that there has been interest to pull this skill out from elementary students for quite a long time within a large number of studies and research. In this scenario, there are new subjects for investigation: how EFL teachers can help students improve their oral reading fluency and how it can be better assessed? ICTs tools such as online interactive eBooks in accessible blogs can therefore provide opportunities to achieve higher levels of oral reading fluency. This research intends to find out the impact of online digital stories among EFL students' oral reading through a CALL home-reading program in a self-access class blog, and

oral reading rubrics for assessment and teacher's pertinent feedback in class.

1.2. Hypothesis

1.2.1. General Hypothesis

The practice of reading aloud through audio-eBooks in a CALL blog, as well as oral reading rubrics and checklists for assessment, help the elementary third graders improve their oral reading in English as a foreign language.

1.2.2. Specific Hypotheses

A) The use of specific prosodic reading features help monitor a more detailed reading progress among third grade students.

B) Home-extended practice of oral reading through audio-eBooks in a CALL blog supports third graders to improve their oral reading fluency.

C) The practice of leveled guided repeated reading in class promotes oral reading fluency development.

D) Self-assessment training with clear rubrics will benefit each third grader's oral reading autonomy.

1.3. Delimitation of the Objectives

1.3.1. General objective of the study

To analyze the relationship between the use of online audio-eBooks from a CALL blog and the use of rubrics and checklists for oral reading assessment to help improve third graders' reading aloud.

1.3.2. Specific objectives

A) To test the use of online audio-eBooks from a CALL blog as a home-extended reading program for third graders.

B) To list and assess the components or features of oral reading from an oral reading rubric and checklist.

C) To evaluate the effectiveness of reading aloud training among students.

D) To monitor students' prosodic reading aloud through oral reading rubrics and checklists.

E) To compare the impact of using online audio-eBooks to regular class textbooks for oral reading improvement.

1.4. Justification of the Investigation

There are a vast number of investigations in EFL field about reading. Nonetheless, oral reading has not been much explored nor measured formally yet. Several investigations about it in the EFL panorama were based on accumulated empirical evidence. Anderson (1994) recommended developing English as L2 or FL readers' fluency (p.177-194.) However, there are thousands of papers and dissertations about oral reading fluency in L1 in this language. This is the reason why this investigation needed to be carried out.

The current research is beneficial to TEFL in order to understand the roles of oral reading and the impact of it in learning. Oral reading serves as a very valuable source of assessment information for teachers and students' peer and group reading comprehension: while a student reads, another listens (Bredekamp, Copple, & Neuman, 2000; Fountas & Pinnell, 1996). This stimulates and develops auditory perception and concentration as well as human values such as respect and care for one another (Kraus, McGee, Carrel & King, 2008). Living in a digital era and as an innovative teacher, the use of technological resources inside and outside classroom are on the stream. An investigation that measures the effect of online interactive-eBooks for oral reading improvement is crucial for EFL research.

1.5. Limitations of the Investigation

The obstacles found in the realization of this investigation were several. Most investigations found online as dissertations about oral reading were carried out in L1, L2 and ESL. Plenty of these were about reading fluency and reading speed measured by WPM (Words per minute) tests, which is a common metric for assessing reading speed. Researchers have suggested that a reasonable goal for second language learners who are reading materials with no new words should be around 250 WPM (Nation, 2005) but mention that reading speed in L2/FL is slower than in L1 (Droop & Verhoeven, 2003; Segalowitz, Poulsen, & Komoda, 1991; Taguchi, Gorsuch, & Sasamoto, 2006). However, this investigation is not focused on fluency

and speed but in other reading components. There is lack of relevant information to this study in EFL, considering this research is not to measure reading comprehension or if oral reading could be more beneficial than silent reading. Nevertheless, certain studies in EL were taken into account and considered as antecedents to the line of this investigation.

Since this investigation was conducted in parallel to the school regular EFL program, time played against us. Despite that, a way to integrate it to the program was finally found, but done off the record (not included in the annual program).

Attendance of students and the dependence on Internet use were also limiting for the execution of this investigation.

1.6. Antecedents of the investigation

1.6.1. Smith, Jennifer. 2008. "Improving oral reading fluency in elementary students of American Indian Heritage with learning disabilities using repeated readings method". University of South Dakota, U.S.

Smith's research in improving oral reading fluency in elementary students of an American Indian heritage with learning disabilities using the repeated readings method is relevant and coherent to this research.

First, the population of that study was particular in terms of location, ethnics and language differences. Students lived in rural areas, American English was an L2 and the experimental group was the ones that were struggling with reading because of their disabilities. In terms of this investigation it represents opportunities to students that struggle in EFL. Second, the method followed (oral repeated reading) is fairly alike to this investigation's (repeated spoken online books exposure). Both methods need oral reading modeling, repetition and practice procedures. Third, that study used a single subject research design. This one needs rubrics with very specific criterion for each student. The results of this investigation were encouraging. They found that use of repeated readings with Precision Teaching measurement approaches had a slight effect of improvement in student's oral reading fluency. Limitations such as student attendance, other duties of the researcher, and days in session may have had an effect on the results.

1.6.2. Taguchi, E.; Takayasu, M. & Gorsuch, G. 2004. "Developing reading fluency in EFL: How assisted repeated reading and extensive reading affect fluency development during collaborative experiments". Daito Bunka, Seigakuin and Texas Tech Universities.

This research was done by Etsuo Taguchi from Daito Bunka University, Miyoko Takayasu-Maass from Seigakuin University and Greta J. Gorsuch from Texas Tech University, in which repeated reading (RR) and extensive reading (ER) were measured, five of them wrote that it was easier to read a story passage while listening to the audiotape. This finding is pertinent to the purpose of this investigation because it evidences the mechanics between listening and reading simultaneously.

Three RR participants wrote that listening to the reading model with different characters and sound effects was fun and useful while they read. And two RR participants noted that the audiotaped reading model gave them access to the pronunciation of unknown words they encountered in the passages. These experiences not only highlight the use of audiotapes to read better, but also show a greater interest of the readers in the use of these technological tools.

The results of that study showed that RR was as promising a method as ER for enhancing second and foreign language readers' fluency. The use of repetition and an auditory model of reading facilitate ER as a means of fluency building, and allowing EFL learners to become independent readers. As learners become able to read faster, they come to enjoy reading. If they can enjoy reading, their access to language input will increase dramatically, which will further promote their language development. This has a close association to the research been done on the use of technological tools such as spoken online books, which provide an auditory model of repeated reading.

1.6.3. Learning Point Associates. 2004. "A Closer Look at the Five Essential Components of Effective Reading Instruction: A Review of Scientifically Based Reading Research to Teachers." Illinois: Learning Point Associates.

Finally, another relevant antecedent is the paper published by Learning Point Associates about the Five Essential Components of Effective Reading Instruction, based on a variety of scientifically proven teaching studies. In this paper, The National Reading Panel Report of the National Institute of Child Health and Development (NICHD, 2000) summarized several decades of research that clearly shows effective

reading instruction based on 5 components: **phonemic awareness, phonics, fluency, vocabulary and comprehension**.   These components of EL Learning are closely related to the EFL Oral Reading ones, which will be explained on chapter 2.

Phonemic awareness, related to *pronunciation,* is a critical skill to read and recognize the individual sounds that words are made up. Phonics (rules and generalizations for matching sounds and letters) and vocabulary (sight words and decodable words) are connected to *accuracy* (word recognition). *Fluency*, which is related to comprehension, is understood as a mean of rapid word recognition that frees up space in the reader's working memory for use in comprehending a written message (Rasinsky, 2003). Through fluency readers group words into meaningful phrases and read with *expression,* which helps the reader understand the text by making what is being read resemble natural speech.

In that dissertation is pointed out that guided, repeated oral reading adds greater support for the reader than the strategy of repeated reading. Providing students with a fair modeling of fluent reading sound like helps improve their oral reading. Another aspect to highlight is the results of using repeated reading with a taped-recorded version of the story. This produced significant gains in reading performance. When the training was completed, the students sustained their higher reading levels; perhaps using audiotapes set an important antecedent because they are consistent, inspiring and an influential foundation to this research.

1.6.4. Carbo, Marie. 1981. "Making books talk to children*". The Reading Teacher***, 35, 186–189**

Marie Carbo developed an instructional method primarily based on a repeated reading with a recorded model. Her method of recording books that makes it possible for a developing reader to read along with the recording. Carbo *Recorded Books* were recorded at a much slower pace than listening center books, yet they maintain the expression and inflection indispensable for understanding. Using this method, Carbo (1981, 1992) reported reading gains among struggling readers. Thus, adding a read-along center to a classroom's reading program can promote reading fluency.

1.6.5. Chiang, Min-Hsun. April 2016. "Utilizing Electronic Reading Device (Kindle) in English as Foreign Language Reading Class*". English Teaching. Vol. 13. N• 4*. Tunghai University, Taichung, Taiwan.**

The experiment was done in an EFL class among of 36 students from two Guided Reading classes. The objectives were to find out if electronic devices (Kindles) would improve reading comprehension, increase motivation, and how the participants would receive this technology. Min-Hsun Chiang's findings showed that there was no difference among using this electronic device and conventional textbooks in terms of reading comprehension. The participants showed a big dissatisfaction with the Kindle's incapacity to flipping pages smoothly. The mean score from their post range minimum query (RMQ) indicated four points increase in their overall motivation to read English novels. A minor decline was identified in the hard-copy group's post RMQ mean score. This difference suggested that the Kindle reader did not boost up the participants' reading motivation. However, they discovered the advantages of the Kindle reader and admitted that they do not like it because they were not used to using it yet.

The antecedents mentioned above have contributed to the light of this investigation. They put on view: procedures, methods, results and clear descriptions of the components to consider for oral reading assessment and improvement.

Chapter 2
Theoretical Framework

2.1. Background and Rationale

In this section, contents and approaches of different authors in relation to oral reading and its components will be presented.

2.1.1. Reading as an active process

Reading is a constant process of guessing, hypothesizing, anticipating, confirming and predicting in which the knowledge brought to the text is often more important than what is found in it. "(…) Reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it" (Grellet, 1981, p.7).

While reading, we activate prior knowledge, which can be defined as a series of experiences built up throughout life that is triggered when a related event or a portion of information is given. For Barlett (1932), the human memory is organized into pieces of knowledge and experience into cognitive chunks named schemas that help the readers remember as well as predict what will happen in a context. This was his Schema Theory (p.219).

2.1.2. Repeated reading (RR)

Research over the past two decades has identified Repeated Reading as the key strategy for improving students' fluency skills. Repeated reading has two essential procedures: first, give students the opportunities to read and re-read the same text over and over, and second, have the students practice their reading orally with an opportunity to receive corrections and guidance (if needed).

Other investigations in this field have encountered that having repeated readings with well-paced and expressive reading models, and receiving specific feedback throughout systematic progress monitoring also help students' fluency skills. Repeated Reading needs to be gradually focused on fluency and accuracy. Teaching beginning readers to read fluently is built on exposure: listening to readings in a natural way with expression and rhythm. However, the fundamental component according to Pikulski and Chard (2005) is accuracy, or word recognition. Kinder kids, first and second graders require

significant amounts of sight words and spelling. It is essential that they get familiar with them to develop oral reading (p.53-54). Schreiber (1980) had agreed that efficient oral reading could be defined as "that level of reading competence at which textual material can be effortlessly, smoothly, and automatically understood" (p.177).

2.1.3. Oral reading fluency (ORF)

Oral reading fluency has gained a lot of interest from many researchers that promote the development of this reading skill and its practice inside and outside class for its role at comprehension. Meyer and Felton (1999) defined reading fluency in a similar definition as "(…) the ability to read connected text fast, smoothly, effortlessly, and automatically with little conscious attention to the mechanics of reading such as decoding" (p.284).

Years later, Hudson, Mercer and Lane (2000) believed that "teachers observing students' oral reading fluency should consider each critical aspect of fluent reading: word-reading accuracy, rate and prosody" (p.705).

Oral reading fluency could be determined or reckoned by reading correctly in term of words per minute, word recognition and prosody. For Swanson & O'Connor (2009), essentially, fluent reading has been featured as the accurate and swift expression of the passage, but associated with appropriate reading comprehension, too. A fluent reading style supports comprehension because pupils' limited cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text (p.548–575).

Many researchers have pointed out oral reading fluency in order to predict the learner's reading ability and comprehension. Moreover, Wolf and Katzir-Cohen (2001) stated the definition of ORF as, "A level of accuracy and rate where decoding was relatively effortlessly, where oral reading was smooth and accurate with correct prosody and where attention can be allocated to comprehension" (p.219).

For Levy, Abello and Lysynchuk (1997) reading fluency means a level of correctness and pace at which decoding was effortless and at which oral reading was stable and accurate with right prosody (p. 173-188). Then, fluent reading is an important feature of reading comprehension in terms of accurateness and speed of understanding of a text.

2.1.4. Computer assisted language learning and oral reading (OR)

The computer has been seen as an effective tool to help learners improve their OR. It could provide a model of fluent reading and learners to follow through. Carver and Hoffman (1981) researched the effect of repeated reading by using a Computer-based system, related to behavioristic and cognitive styles in teaching such as drill-and-practice and tutorial software called programmed prose, which showed specific gain in reading fluency and limitations in terms of general reading ability (p. 374). The National Reading Panel (NRP) from the U.S. agreed on the fact that applied speech recognition technology in reading curriculum is a field in need of advanced research (NRP, 2000).

According to Poulsen, Hastings and Allbritton's study (2007), a Reading Tutor, which uses automated speech recognition to "listen" to children read aloud, providing both spoken and graphical feedback, had significant evidence to enhance the EFL student's OR (p. 191-221). This technology analyzes children's oral reading; record their location within the context of the passage, offers immediate feedback and a response to their difficulties as they face the reading task. The measurement of fluency included two parts: a number of words per minute in reading and accurateness per minute. Additionally, researchers also measured sight word recognition measure as indication of fluency. The result showed that participants' fluency and sight word recognition were improved under the LISTENING system. In other words, a Reading Tutor had significant evidence to enhance the EFL student's oral reading fluency.

Computer Assisted Language Learning (CALL) courseware tries to foster interactivity, both between the computer and the learner and among learners, which results in a raise of reading motivation (Stevens, 1989, p.3-8).

The use of online audio-eBooks in a blog can be considered as type of CALL with interactive reading. In my experience, a CALL blog offers many opportunities to language teachers because they are easy to set up, operate and can be an effective learning tool for learners. Multimedia Applications such as read-to-me books, on-streaming subtitled videos, Voice Over from Apple, Immersive Reading Learning Tools from Microsoft 365 OneNote and multimedia blogs are resources for self-study assisted reading in which EFL learners can go back anytime. Whether or not are considered part of a lesson sequence, Sheerin (1989) stated, "(…) once or twice a week or however often seems appropriate. This can be done by setting up semi-permanent activities corners (…)" (p.22).

The parallel self-study component such as online audio-eBooks and web-based

materials bring benefits to students when both teachers' and learner's roles are clarified at the very beginning stage. On one hand, students' roles might be active learning involving mindful processing of information. Teachers, on the other hand, should encourage them to decision making, providing organization strategies, monitoring performance, contrasting student's output, and handing feedback. These tools offer opportunities to the students to do reading rehearse; subsequently the use of technology can consolidate and extend classroom work, which is an ideal blended learning approach.

There are CALL software and programs designed to increase opportunities for oral reading practice. For instance, Soliloquy Reading Assistant employs speech recognition software to record what a student reads, measures progress over time and offers a variety of text genres, including fiction, poetry, biographies, and folktales. Jager (2003) stated "By continually refining the software's dynamics through empirical research, Soliloquy Learning's goal is to maximize the sensitivity and helpfulness with which the system can provide intervention and assistance to students, regardless of their reading characteristics, or specific difficulties, or linguistic background" (p.7). Despite Soliloquy was developed on a solid research base, no studies of its effectiveness have been published. A discussion about the effectiveness of this type of learning aids has been opened.

2.1.5. Oral reading fluency dimensions, components and assessment

Defining oral reading fluency may help clarify this issue. Successful reading requires readers to process the text (the surface level of reading) and comprehend the text (the deeper meaning). Oral reading fluency refers to the reader's ability to develop control over the surface-level of text processing so that he or she can focus on understanding the deeper levels of meaning embedded in the text. However, which are the dimensions and components considered for assessment?

According to Laberge and Samuels (1974), reading fluency has 3 important dimensions that build a bridge to comprehension. The first dimension is *accuracy* in word decoding. Readers must be able to make sounds out of a text with minimal errors. In terms of skills, this dimension refers to phonics, and other strategies for decoding words. The second is *fluency* as *automatic processing*. Readers need to expend as little mental effort as possible in decoding reading so that they can use their finite cognitive resources for meaning making (p.293-323).

The third dimension is what Schreiber and Read (1980) called *prosodic reading*. The reader must parse the text into syntactically and semantically appropriate units. If readers read quickly and accurately but with no expression in their voices, if they place equal emphasis on every word and have no sense of phrasing, and if they ignore most punctuation, blowing through periods and other markers that indicate pauses, then it is unlikely that they will fully understand the text (p.117).

L1 teachers can normally assess automaticity in decoding by looking at the student's reading rate. Deno (1985) stated that reading rates increase as students mature, so the target-reading rate increases as students move through school. An easy method for determining reading rate, and thus automaticity, involves having students orally read a grade-level passage for 60 seconds and then calculating the number of words read correctly (corrected errors count as words read correctly). Thus there is an attempt to compare students' scores with target rates (oral fluency norms) for each grade level. Readers who fall 20–30 percent below the target rate will normally require additional instruction (p.219-232).

As a feature in oral reading fluency, prosody refers to "intonation, sound, and silence during oral flow and speech fluency" (Breznitz, 2006, p.50). It provides clues to language expression and evidence for discourse comprehension. Similarly, Kuhn and Stahl (2003) claim, "prosody comprises a series of features including pitch or intonation, stress or loudness, and duration or timing" (, p.5). The best way to assess

Prosodic reading is by listening to a student read a grade-level passage and to then judge the quality of the reading using a rubric. Furthermore, according to the publication from Learning Point Associates (2005), the components of oral reading are phonemic awareness, phonics, fluency, vocabulary and comprehension (p.39).
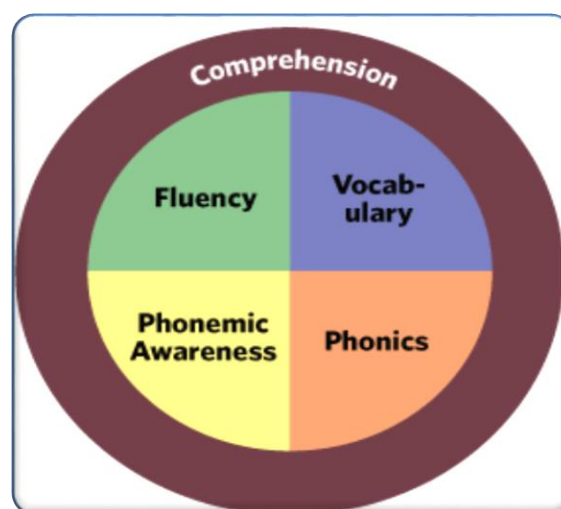
Figure 1: Essential O.R. components

Source: Learning Point Associates (2005) p.39

As seen in Figure 1, comprehension is a global component and a more complex

cognitive process because of the application of techniques and strategies such as highlighting main ideas, making word maps, text outlines, etc.

Hudson, Lane and Pullen (2005) developed a checklist that provided a more described assessment of a learner's prosody: vocal emphasis on appropriate words; rising and falling voice tone at appropriate points in the text; inflection reflected at punctuation; narration skills on characters' mental states, such as excitement, sadness, fear, or confidence; appropriately pausing and phrase boundaries; use of prepositional phrases for pausing; use of subject-verb divisions for pausing; and, the use of conjunctions to pause appropriately at phrase boundaries (707).

While most researchers consider prosody important, the subjectivity of rating students' prosody makes it a hard component of OR to examine. Hasbrouck (2006) held that many investigators have centered onto quantifiable aspects of fluency (e.g. rate and accuracy) and therefore, some basic questions about prosody — like what should be expected in second grade versus sixth grade — have not been answered. Nevertheless, students' prosody is an extra piece of information for making instructional decisions. When students' speed and accuracy are at appropriate levels, reading with proper phrasing, expression, and intonation should be the next goal. (p.2)

Following this EL prosodic view, Zutell and Rasinski (1991) made Multidimensional Fluency Scale that rated readers' fluency in the areas of expression and volume, phrasing, smoothness, and pace (p.19). The scores were ranged 4-16. Scores below 8 indicated that fluency may be an alarm; on the other hand, scores of 8 or above indicated that students were making progress in oral reading fluency. Also they reported impressive average group reliability coefficients (.99); however, this was after a group training. This multidimensional fluency scale tackled fluency in terms of prosodic reading. Expression and volume are related to the reader's interpretation of a passage. Smoothness is seen as the right pausing along the text. Phrasing is known as the attention to the expression with sense of phrase boundaries, not read word by word. Pace is considered as a conversational pace, not so slowly nor laboriously (see Appendix 01).

To sum up, around oral reading dimensions, components and assessment are several EL and ESL dissertations. In spite of this, in order to fulfill the objectives of this EFL quasi-experimental study, the components considered will be **fluency, volume, expression, accuracy, pronunciation** and **punctuation**.

2.1.6. Audiobooks for oral fluency

Audiobooks have conventionally been used with L2 learners, nonreaders and readers who face a range of challenges through blindness, dyslexia, or motor skills. In many cases, they have demonstrated successful assistance to helping these students to access literature and enjoy books (Carbo, 1978; Casbergue, Michelet, & Harris, 1996). Frank Serafini (2004) explained that much research validates the importance of reading aloud to students, positing that the act of reading aloud introduces new vocabulary and concepts, provides a fluent model, and allows students access to literature they are unable to read independently. He agrees that audiobooks are a central component in a comprehensive reading program (p. 1-3).

Renee Michelet Casbergue and Karen H. Harris (1996) have recommended that the oral modelling provided through audiobooks enables students to not only understand better the stories but also to be exposed to instances of modeled fluency (p.48-49). Students who use audiobooks recapture "the essence and the delights of hearing stories beautifully told by extraordinarily talented storytellers" (Baskin & Harris, 1995, p. 376).

Even with all the benefits of audiobooks, they are not for all students. For some, the pace may be too fast or too slow. For others, the narrator's voice can be annoying or the use of cassette or CD players can be burdensome when compared to the springiness of the book. Nevertheless, for Johnson (2003) most of the students will find listening to well-told, quality literature to be a life-changing experience.

2.1.7. E-Books versus conventional printed books

Several authors have conducted varied studies on the use of e-books and conventional printed books to highlight both benefits and drawbacks. Reinking (1998) found that chances for interacting with conventional print texts are constrained by their linear composition, and static traditional texts rely severely on the reader's inner strategies to activate prior knowledge. Conventional printed books are not interactive and cannot answer to individual learning needs. Nonetheless, computer-based reading, nevertheless, may involve a literal interaction between the reader and the text. Besides this, Chu (1995) strongly believes that interactive electronic storybooks enable readers with diverse backgrounds and varying reading levels to take part in a learning environment where a wider spectrum of individual needs can be met (p.352-353).

Another study explored the effect of e-texts (mostly using I-pads) on reading comprehension and transfer, and compared it to the conventional printed books. This

survey conducted by Gartner in the fourth quarter of 2010, 1569 iPad and tablet users from US, UK, China, Japan, Italy and India had to tell their experience on the use of traditional printed text or e-text. This reveals no difference in comprehension level, but the e-text group achieved the highest level of learning transfer among them. Nick Ingelbrecht, Research Director at Gartner, explained that the results could be due to e-readers' ability to scroll through bits of each page rather than look into the entire page, which allowed access to key words as an alternative of wasting time to look them up in a dictionary. Then, as a result of this, the students were not wasting their reader's working memory on scanning the text for unknown vocabulary. He concluded that learning may be enhanced by e-reading devices (Gartner Inc).

There are other options for enabling e-books to read aloud. Text-based online books use a screen reader such as JAWS, NVDA, or Voice Over to have it read aloud. PDF a particular page range of the book, then use an Optical Character Recognition (OCR) program to convert the image of text to actual text.

2.2. Key components for oral reading assessment

2.2.1. Oral reading speed

The *speed* of reading is an important component known and its development has an intrinsic relation to grouping words and decoding for comprehension. This cannot be examined via WPM regular reading tests since English is not L1: learner's reading speed and pace are different. Oral reading fluency needs to be smooth and with a comfortable speed to the readers.

The fluent reader is one whose decoding processes are automatic, requiring no conscious attention. Such capacity then enables readers to allocate their attention to comprehension and meaning of the text.

2.2.2. Oral reading accuracy

Accuracy is the quality or state of being reading correctly, which involves phonemic awareness, phonics and vocabulary recognition. Accuracy is the automatic and time-effective word detection. These L1 components should be integrated in EFL so learner know well the letter sound rules and sight words not to misunderstand, get distracted in "how do you say this?" and feel more confident when reading.

In word recognition, this focuses on a reader's ability to correctly identify words

on the first attempt. The pronunciation of a word should become an automatic behavior. Beginning readers struggle with the automaticity of word recognition. That is why, teacher's appropriate instruction as well as practice is vital, because for Osborn and Hiebert (2003): "Fluency, it seems, serves as a bridge between word recognition and comprehension. Because fluent readers are able to identify words accurately and automatically, they can focus most of their attention on comprehension" (p.4).

2.2.3. Oral reading expression

Reading aloud with *expression* comprises prosody that shows reader's understanding of a particular communicative situation. Expression for readers is defined as the ability to change the pitch, volume, tone and rhythm as the text is being read. Therefore, readers communicate effectively the character`s feelings showing understanding of author's tone and voice. When a student uses phrasing, tone and pitch and is able to sound conversational, that can be defined as having oral reading expression.

2.2.4. Oral reading pronunciation

It is the act of saying what is being read by following a Standard English accent. *Pronunciation* needs to be assessed, too. It is not only related to phonemic awareness but also to stress, pitch and intonation.

2.2.5. Oral reading punctuation

Punctuation is part of prosody. Though third graders are learning to read in English, it is meaningful that they identify the marks of pauses and intonation as they recognize commas, periods, question marks and exclamation marks. A student that cannot respect punctuation has a hard time trying to understand the message in the text.

2.2.6. Oral reading volume

Volume is the reader's voice projection to the listening audience. Some kids read in a very low voice maybe because they feel a bit unsure about their pronunciation or they are a little bit shy. This is a component that needs to be worked out in class without putting any pressure on children's emotional balance.

2.2.7. Prosodic reading

Prosody is a compilation of spoken language components that includes stress or emphasis, pitch variations, intonation, reading rate, and pausing (Dowhower, 1987).

Even when its relationship with reading comprehension has not been established yet, prosodic reading has helped young children to comprehend and interpret written language better (Osborn, Lehnr & Hiebert, 2003, p.9). Researchers have found a link between prosodic reading and reading achievement. Miller and Schwanenflugel (2008) determined that, early acquisition of an adult like intonation contour predicted better comprehension (p.336-338). Another investigation among 4th graders done by the National Assessment of Educational Progress (NAEP), registered a strong relationship between prosody and global reading success (NCES, 2005).

2.3.   Strategies to build fluency

Osborn, J. Lehnr, F. & Hiebert, E. H. (2003) made a 31-page booklet about the different types of instructions that may give opportunities to students to gain reading fluency in class. The following strategies were taken from *A Focus on Fluency.*

2.3.1.   Guided repeated reading

Instructional strategies that can help students improve a variety of reading skills, including fluency. There are a number of effective procedures that can be used in providing guided oral reading. "Repeated oral reading requires a student to read a passage orally several times, with explicit guidance and feedback from a fluent reader" (Osborn; Lehnr & Hiebert, 2003, p.8).

Developed by Samuels (1979, 2002), repeated oral reading is a method of repetitive oral reading instruction in which readers have to rehearse the same selection several times, over and over until becomes proficient. First, the teacher models the reading pace aloud, then students have to practice independently. The following are different repeated reading instructions listed in.

2.3.1.1.   Teacher-student assisted reading, a group of guided repeated reading that involves a good listening model of fluent reading provided by the teacher and rehearsed by the students in class following a clear lesson format. A technique akin to choral reading is used first.

2.3.1.2.   Reader's theater, readers read a script and perform a play for peers and others. It is not only motivational but also the repetition helps students gain reading fluency (Rasinsky, 1999).

2.3.1.3. ***Paired reading,*** sessions in which an adult (teacher or parent) reads to a child first, then, they recite the same passage together**.** As the child reads along, the adult corrects prosody errors.

2.3.1.4. ***Tape-assisted reading,*** students read along in their books with an audiotaped fluent reader. After listening to a whole text, they can choose a passage for practice. This strategy needs to be monitored.

2.3.1.5. ***Computer-assisted reading***, which is a type of Computer Assisted Language Learning (CALL) program for readers. Most of the computer-assisted reading programs use a word recognition software, which allows students to ask the computer to pronounce or to give the meaning of new words in an interactive way, which is engaging and fun. As the students read, the computer keeps track of their fluency and accuracy, following their performance over time (Adams, 2002).

2.3.1.6. ***Partner or buddy reading***, like paired reading, a better reader, who gives guidance with word recognition, and provides feedback and support, helps a struggling student.

2.3.2. Independent silent reading

Independent reading encourages readers to read widely on their own rhythm in and out of the classroom. Even though the relationship between independent reading and reading success appears to be obvious, research has hardly aimed at fostering students to involve in independent silent reading with slight guidance or feedback to improve reading achievement and fluency. Most of the evidence quoted that support independent silent reading comes from correlational to a certain extent than experimental research (NICHD, 2000). Due to the lack of experimental study verification, the 2000 National Reading Panel did not favor independent silent reading in the classroom as a method to build fluency. However, neither did it reject the practice. Independent silent reading works in many school programs, including the development of independent reading habits.

2.3.3. Fluency-oriented reading instruction (FORI)

This reading strategy is an integrated fluency instruction: it combines teacher-led, repeated oral reading and home reading in every reading lesson. The intervention starts by modeling the reading story. Then, the whole class discusses the story to make sure everyone understands what has been read, build vocabulary from the story just read and students perform comprehension exercises from it. On one hand, struggling students must take the textbooks home for practice; on the other hand, the most proficient readers can pick other stories to read. The next day, they do pair reading to monitor each other while the teacher can assist the students that strive. Furthermore, the students are expected to read independently at least 15 minutes on a daily basis, be monitored through reading logs, and be supported by their parents, too.

Chapter 3
Methodology of the Investigation

3.1. Investigation type

It is a qualitative, quasi-experimental investigation in a descriptive-explicative basis that brings into EFL teaching a handful data collection tools, the oral reading assessment checklists and rubrics made by the author of this research, which involves a systematic observation through registers.

3.2. Design of the investigation

Since the problem of the investigation is the relationship between the use online audio-eBooks and reading aloud improvement, there are several questions that arise at this point. Which guided repeated oral reading strategy is more effective for improving reading aloud fluency: teacher-student repeated reading or computer-assisted reading? Will a blog with spoken online digital books, in which students could reinforce oral reading at home and at ICT classes, be more effective for reading fluently? What difficulties need to be eliminated to use successfully spoken online digital books? How useful will the oral reading rubrics and checklist be for reading aloud assessment among EFL third graders? Into what matter this research contributes knowledge and value to the EFL field?

Concerning to this research, the study was conducted at Raimondi School in Lima, Peru. Students of third grade from elementary school were monitored in EFL oral reading skills through rubrics and observation.

Under regular conditions and dealing with around a hundred third graders, the current research techniques require clear organization and planning along the 7 hours-per-week demanding lessons of English. Because of this shortened time, a sample of 50 students was randomly selected for this quasi-experiment and led in parallel to each class reading program. Two mixed group classrooms were chosen: rooms A and C.

A descriptive pre-test, assisted reading training and 2 post-tests were conducted along 18 weeks. According to the English program, a new reading was done every two weeks as seen on the following investigation baseline.

Table 1: Oral Reading Assessment Investigation Baseline

Procedures	Period	Materials
1. Formulation of the research problem: hypothesis, limitations, and antecedents.	Week 1	For research: Online books and magazines.
2. Investigations and design of the instruments and techniques for gathering data on oral reading.		For observation: Oral reading checklists and rubrics.
3. Identification of oral reading needs through observation and OR (oral reading) checklists.	Week 2	For pre-test: -Story # 1: **What A Coincidence.** **-OR Checklist.**
4. Selection of the study sample: control and experimental groups.	Week 3	For selection: - Class record sheets and ORACs.
5. Teacher-assisted reading practice and a training course in the use of oral reading rubrics and checklists. **See Appendix 04.** 6. Access to a computer assisted reading blog with selected, spoken online digital books for extensive reading practice given only to the experimental group.	Weeks 4-14	For intervention: Story # 2: **Miss Mills** Week 6. Story # 3: **Down The Hill** Week 8. Story # 4: **Mae Jemison** Week 10. Story # 5: **Buds and Bugs** Week 12. Story # 6: **Champs On Patrol** Week 14. Story #7: **The Moon** For measure: - Class record sheets and ORACs.
7. Progress monitoring and feedback providence through the oral reading checklists.	Week 15-16	For post-test 1: Story #8: **Snow Birds** For measure: - Class record sheets and ORACs.

Table 1: Oral Reading Assessment Investigation Baseline (continued)

8. Oral reading fluency assessment through the oral reading checklists.	Week 17-18	For post-test 2: Story #9: **Ridiculous Challenge** For measure: - Class record sheets and ORACs.
9. Data interpretation and comparison of results.	Week 19-24	For data analysis: Laptop, Microsoft Word and Excel.

Source: Own elaboration

The following weeks stood for training (weeks 4th to 14th from the English Program). The Post-tests were done by the 16th and 18th weeks.

The study sample received an assisted repeated reading training that included the understanding of an oral reading assessment rubric (see Appendix 02) -with an explanation of each oral reading component (see Appendix 03)-, and earlier access to the self-study blog with spoken online stories; while, the control group got an assisted repeated reading training that had reference to the OR assessment rubric -each feature explained.

The training method consisted of reading a variety of stories from the school's regular English program, Climbing Higher Storytown Intervention, combined with oral reading components understanding and use.

Nevertheless, during training only the study sample had additional exposure to each story in advance. They were given two links through school's intranet, thus they could practice at home as well as in the ICT laboratory. The ICT teacher let them an 8-minute practice after every class. They had time to listen, read and repeat.

The participants were familiar to the vocabularies, content and expressions. However, there were almost 2 children in average with low oral reading fluency in each group due to special learning conditions, language knowledge gaps and affective filters such as anxiety and self-regulation.

Furthermore, the results of the pre-test were part of the oral reading diagnostic test, which helped the researcher to identify the strengths and weaknesses of each group.

3.3.   Population and study sample

The population was 48 third grade elementary EFL students including the ones with mild reading disabilities. The accessible population from this institution had approximately equal numbers of males and females. In room A were 14 boys and 10 girls; in room C were 14 boys and 10 girls. The sample of subjects for this study was a random selection and enough for the statistical analysis described below.

Two mixed groups of 24 EFL heterogeneous students between 8-9 years old were conveniently appointed. Two classrooms were chosen for this investigation: third grade A and C. The 3ºC was the experimental group; and 3ºA, the control group.   The population was 20 females and 28 males in each one.

About the students with special diagnoses and conditions, there were a couple of boys with learning needs in the control group as well as in the study group. In the control group, one boy was an ADDH (attention deficit disorder with hyperactivity) under medication and the other had ADD (attention deficit disorder) without any medication. Both were low readers. In the study group, there was a boy with a serious case of ADD with no medical treatment, and a boy with low frustration tolerance and high anxiety that was affecting his academic progress. In both classrooms, the students' behavior was manageable. They were very cooperative and their parents were committed and supportive, too.

3.4.   Variables

- Dependent variable: the use of online audio e-books through CALL blog
- Independent variable: learner's oral reading fluency.
- Intervener variable: training method and practice of reading aloud including oral reading assessment rubrics and checklists.
- Other variables detected might be motivation (interest, responsibility), students' cognitive level, students' special learning needs and conditions, knowledge and use of technology and devices, Internet connectivity, and technological item's settings and properties.

3.5.   Techniques and instruments for gathering data

The instruments and techniques used for gathering data depended on whether it was for a pre-test or post-test.

3.5.1. Instruments: the oral reading assessment checklist & rubric

Zutell and Rasinsky's Multidimensional Fluency Scale (1991) (see Appendix 01)**,** in which students that rate below 10 are low fluent readers, was adapted to an EFL class (considering the oral reading prosody components mentioned in Chapter 2). An oral reading assessment checklist (ORAC) (see Appendix 02) was developed for collecting data in the pre-test, post-test 1 and post-test 2. The checklist came from an oral reading assessment rubric (ORAR) (see Appendix 03).

This rubric shows what criteria the students met or exceeded, and what skills must be improved. If needed, the teacher can write down some comments that will emphasize the areas of improvement. The teacher observes and grades each oral reading component as the student reads.

Table 2: Correlational qualitative evaluation system values for oral reading assessment

		☹	😐	☺	😀
		Low	**Basic**	**Appropriate**	**High**
A.R.	*1st*	5	6	7	8
School	*2nd*	7	7	8	9
Terms	*3rd*	8	8	9	10
Peruvian Schools		C	B	A	AD
Zutell & Rasinsky MDFS		0-4	5-9	10-13	14-16

Source: Own elaboration

The ORAR and ORAC have a reading performance scale rating from low to high. Each qualitative value was given a referential grade. Each value was given a face, so students can differentiate grade level in their ORAC.

The Peruvian assessment system for schools follows a qualifying scale: C, B, A and AD. A regular school year is divided in 4 bimonthly terms. However, grading and the evaluation system at CIAR are particularly different from the national system. It uses a numerical scale from 5 to 10.

Getting 5 means that the students are at the beginning the process, and 10 means the skill has been mastered. This school has 3 terms not 4. According to the school's system, in the first term the maximum grade possible is 8; in the second, 9; and, in the third term, 10 (see Table 2).

Both the experimental and control groups used the regular readings from Storytown, Climbing Higher (see Appendixes 04, 05 and 06).

The pre-test ranged from 5 to 8 (see Appendixes 08, 09, 10, 11 for an ORAC samples and results). Along the training and first post-test, the O.R.A. rubric ranged from 6 to 9 (see Appendixes 12 and 13). The last post-tests ranged from 7 to 10 (see Appendixes 14 and 15). Regular classroom record sheets were used (see Appendixes 16 and 17).

However, if there was a student with a low level of reading fluency, a note from the teacher was written below the rubrics. For example, if in the second post-test there were still a student that kept doing the same mistakes, an observation note was necessary.

Another instrument used exclusively among the experimental group reader were the spoken online digital books set in the class blog designed by the teacher, where the stories from the book were online (see Appendix 18).

3.5.2. Techniques

3.5.2.1. Techniques for the pre-test

The procedures of the Pre-test were the following:

a. The teacher hands the oral reading rubrics out to the students to write their names only.

b. The reading activity begins without any explanation to the passage, the vocabulary words or rubrics.

c. The students are allowed to read the text aloud to themselves in turns. See Appendix 01.

d. The teacher uses this time to listen to individual students read sections of the assigned text.

e. The teacher assesses each student's oral reading through an oral reading rubric and the observation technique (see Appendix 02).

The oral reading technique consists of having rubrics with student names and then pulling them out by random. Once the student is called he or she knows they will not be chosen again unless the teacher said before that anybody can be called again.

3.5.2.2. *Oral reading training and post-test techniques*

The students knew what the oral reading components were: fluency, expression, accuracy, pronunciation and punctuation. The experimental sample was able to use the online books to reinforce their fluency but not the control group during training. Students' oral reading was monitored through observation, a register, the ORA Checklists and Rubrics.
Both training and post-test structures were the following:

a. The reading task starts with an explanation of the passage to connect it to the readers' background knowledge and to highlight important vocabulary words.
b. Then, the teacher read the story or passage aloud as students follow along in their own books. The teacher becomes a model of fluent oral reading with fast, accurate word recognition as well as phrasing and expression that sounds like natural speech.
c. At this point, students are expected to read the text aloud to themselves. This segment of the lesson may involve repeated readings. (Four readings were likely sufficient for most readers to gain an acceptable level of fluency with the text on their independent reading level.)
d. The teacher uses this time to listen to individual students read sections of the assigned text and provides support through one or more of the practices listed below. Also, uses the oral reading assessment rubrics.
e. The final phase of the training and post-test includes discussion of the story or passage to boost comprehension. Further assisted repeated oral reading of the text is used to increase fluency and teacher's feedback is given as they give back the rubrics to them.

The reading techniques for both study sample and control group followed in the training and post-tests were choral reading and teacher-assisted repeated reading. The former means the teacher setting an oral reading pace with his or her voice. It is a scaffolding technique for primary levels. The latter, developed

by Dahl (1979), is a type of instruction in which students have greater success in developing automatic word recognition if they practiced a given passage repeatedly, as opposed to reading a new text on a daily basis (p.34-35).

Only the study group used the teacher-student repeated reading. To Thompson and Jarmulowitz (2016), reading-while-listening is another effective supplementary fluency-oriented technique. It makes use of books-on-tape or read-to-me software to expose learners to significant amounts of connected text in an accessible way, while simultaneously providing a model of expressive, automatic reading (p.286).

For this to be achieved, 25 multimedia computers were at the ICTS Laboratory. Each participant of the experimental sample had to enter into self-access-learning blog (Appendix 18). They had to click on each story's paragraph, listen and repeat after the storyteller as the words are highlighted. That was a simple exercise to do before the oral reading assessment. They were conscious about their fluency, volume, expression, accuracy, pronunciation and punctuation. As they read, the teacher had to listen to them reading aloud and mark the items of each one's rubric. Feedback was given immediately. They had 8 minute-practice at the lab and got the link through the school's Intranet to practice each reading at home.

3.5.3. Validity

The MDFS was adapted to EFL learners by the author of this investigation (revisit Chapter 2.1.5.). The instrument provided in this research has construct validity. Mainly, it refers to the extent to which operationalization of a construct (practical ORAC and ORAR) measure oral reading prosody as defined by theory (see Appendixes 02 and 04).

The overall evidence from the studies supports an argument for validity of inferences made from MDFS scores. The scale seems to be sensitive to changes in fluency and intervention (Clark et al., 2009) and for detecting skill differences among children at a given grade level.

3.5.4. Reliability

Reliability evidence of MDFS is scarce, however, although what has been reported appears very acceptable. Because educators rate three different dimensions of

fluency, the MDFS may require more time than WRPM fluency measurement to carry out, increasing teacher burden.

About the reliability of rubrics, for Jonsson and Svingby, there are six factors influencing inter-rater reliability reported as well, which can be used to get a picture of how to make rubrics for performance assessments more reliable:

a. Benchmarks are most probable to raise agreement, but they should be chosen with care since the scoring depends heavily on the benchmarks chosen to define the rubric (Denner, Salzman, & Harris, 2002; Popp, Ryan, Thompson, & Behrens, 2003).

b. Analytical scoring is often desirable (Johnson, Penny, & Gordon, 2000; Johnson, Penny, & Gordon, 2001; Penny, Johnson, & Gordon, 2000a; Penny, Johnson, & Gordon, 2000b), however may not be very wanted in the separate dimension scores are summarized in the closing stage (Waltman, Kahn, & Koency, 1998).

c. Agreement is amended by practice, but it will probably never absolutely get rid of the differences (Stuhlmann, Daniel, Dellinger, Denny, & Powers, 1999; Weigle, 1999).

d. Topic-specific rubrics are expected to produce more generalizable and feasible scores than generic rubrics (DeRemer, 1998; Marzano, 2002).

e. Argumentation of the rating seems to increase some features of inter-rater reliability, even when not all agreements meet unanimity (Myford, Johnson, Wilkins, Persky, & Michaels, 1996; Penny et al., 2000a, 2000b). For high levels of unanimous agreement, a two-level scale can be consistently scored with minimal training, whereas a four-level scale is more difficult to use (Williams & Rink, 2003).

f. Two raters are, under controlled conditions, enough to produce acceptable levels of inter-rater agreement (Baker, Abedi, Linn, & Niemi, 1995; Marzano, 2002).

(Jonsson & Svingby, 2007, p.135-136)

A rubric can be seen as a controlling device for scoring, it seems safe to say that scoring with a rubric is probably more reliable than scoring without one. Furthermore, the reliability of an assessment can always, in theory, be raised to acceptable levels by providing tighter restrictions to the assessment format.

Applying Pearson Correlational Coefficient, the results between the pre-test (x) and post-test 2 (y) in each group are:

$$r = \frac{\sum XY - \frac{(\sum X)(\sum Y)}{n}}{\sqrt{\left(\sum X^2 - \frac{(\sum X)^2}{n}\right)\left(\sum Y^2 - \frac{(\sum Y)^2}{n}\right)}}$$

.5< r <1

r (C.G) = .51

r (S.G) = .69

CG= Control Group

SG= Study Group

Values from .5 to 1.0 show a higher correlation. The results show a grade of reliability of the oral reading assessment rubric.

Chapter 4
Discussion of Results

4.1. Data analysis

The following pre-test, post-test 1 and post-test 2 results will be presented in that order to be discussed and analyzed to meet the expectations of this research.

4.1.1. Pre-test results

Table 3 shows that 61 % of the experimental group read aloud clearly without mumbling, with a high volume, expression, accuracy, correct pronunciation and punctuation. 26% had an appropriate global oral reading, 9% had basic global oral reading and 4% had a low one. The values were from 5 to 8 (see Appendix 10).

Table 3. Experimental group oral reading assessment percentage results.

Proficiency Level	Low (5)	Basic (6)	Appropriate(7)	High(8)
Fluency	9%	17%	61%	13%
Volume	0%	4%	9%	87%
Expression	9%	17%	22%	52%
Accuracy	4%	13%	44%	39%
Pronunciation	4%	17%	35%	44%
Punctuation	4%	4%	26%	66%
Global Oral Reading	4%	9%	26%	61%

Source: Own elaboration

Figure 2, about the experimental group's oral reading fluency, shows that 9% read syllable by syllable and or made several pauses all along. 17% could read in a semi fluent way still making a few pauses. 61% were appropriate and 13% got a higher level of reading fluency.

Figure 2. Experimental group pre-test oral reading fluency result bars

Source: Own elaboration

Table 4 shows that 4% of the control group got a high global, oral reading proficiency level. 79% of the students read with appropriateness. 13% had a basic global oral reading. 4% got a low global reading. 63% read with good volume and 67% got a good pronunciation, conversely only 4% got an excellent pronunciation. 54% read with an appropriate expression (see Appendix 11).

Table 4. Control group oral reading assessment percentage results

Proficiency Level	Low (5)	Basic (6)	Appropriate(7)	High (8)
Fluency	4%	46%	46%	4%
Volume	4%	20%	13%	63%
Expression	4%	38%	54%	4%
Accuracy	4%	25%	63%	8%
Pronunciation	9%	20%	67%	4%
Punctuation	4%	13%	54%	29%
Global Oral Reading	4%	13%	79%	4%

Source: Own elaboration

Figure 3, about the control group's oral reading fluency, shows that 4% read syllable by syllable and or made several pauses all along. 46% could read semi fluently but still making a few pauses. 46% were reading appropriately and 4% got a higher level of fluency.
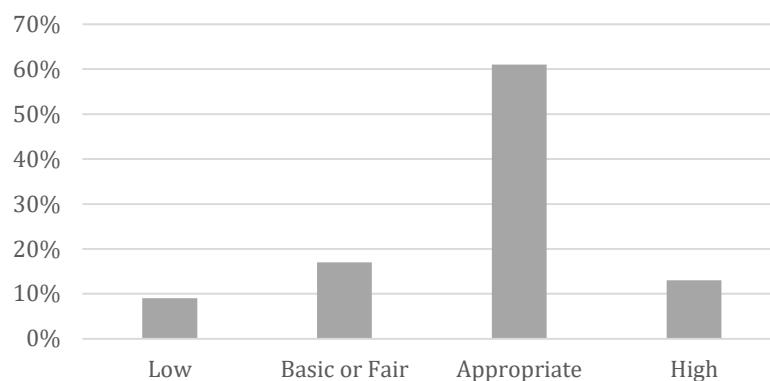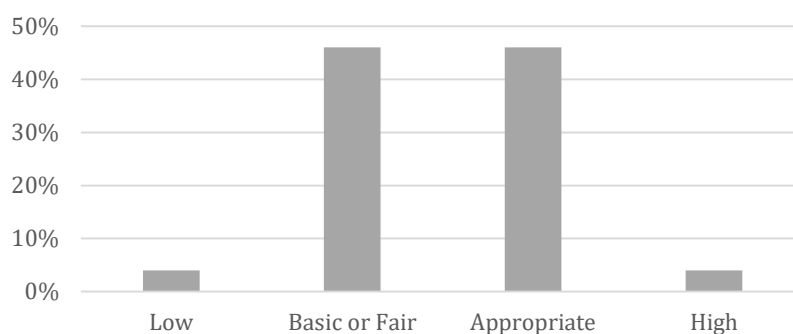
Figure 3. Control group pre-test oral reading fluency result bars

Source: Own elaboration

4.1.2. Post-test 1 results

Table 5 shows results obtained from post-tests 1 among the experimental group sample. The scores varied from low to advanced, to meet the school's evaluation system (from 6 to 9). After the training course and computer-assisted guided readings, the students were aware of the aspects of oral reading proficiency such as volume, fluency, expression, punctuation, accuracy and pronunciation, and had exposure to spoken texts.

About global oral reading results, 4% of the experimental group sample that got 5s in the pre-test changed to 6s. 7% of the 6s rose to 7s and 2% remained 6. 18% of the 7s rose to 8s, but 8% remained 7. 21% of the 8s rose to 9s, and 40% remained 8. 21% got 9s (advanced proficiency level), 58% got 8s (an appropriate proficiency level) and 17% got a (a basic proficiency level) in the global oral reading. It is remarkable how pronunciation, and expression improved (see Appendix 12).

Table 5. Experimental group oral reading assessment – post-test 1 percentage results

Proficiency Level	Low (6)	Basic (7)	Appropriate(8)	High(9)
Fluency	8%	13%	58%	20%
Volume	13%	13%	54%	20%
Expression	8%	17%	54%	21%
Accuracy	8%	13%	54%	25%
Pronunciation	4%	21%	54%	21%
Punctuation	8%	13%	54%	25%
Global Oral Reading	4%	17%	58%	21%

Source: Own elaboration

Figure 4 shows the results of oral reading fluency. Compared to Figure 2

(p.34) they look alike. These means the experimental group's oral reading fluency improved steadily and in proportion to the previous.
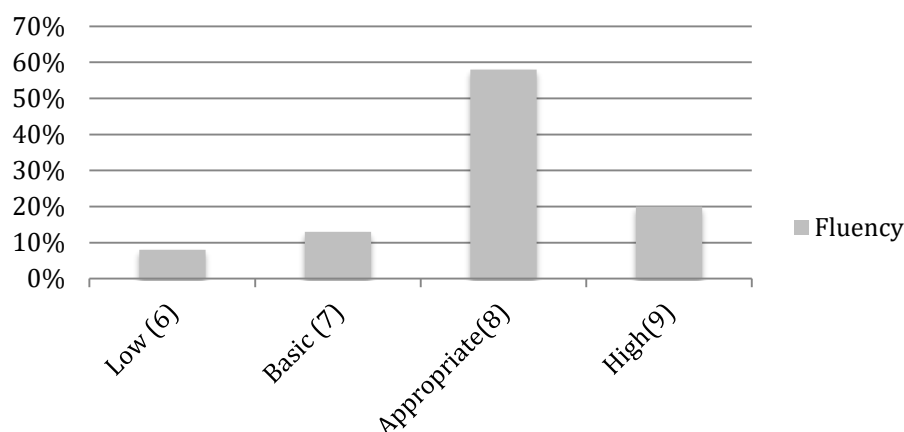
Figure 4. Experimental group post-test 1 fluency result bars

Source: Own elaboration

Table 6 shows results obtained from post-test 1 among the control group. The scores varied from low to high to meet the school's evaluation system (from 6 to 9). After the training course and guided-repeated readings, they were aware of the aspects of oral reading proficiency such as volume, fluency, expression, punctuation, accuracy and pronunciation.

Table 6. Control group oral reading assessment – post-test 1 percentage results

Proficiency Level	Low(6)	Basic(7)	Appropriate(8)	High(9)
Fluency	17%	34%	40%	9%
Volume	8%	25%	54%	13%
Expression	17%	33%	46%	4%
Accuracy	13%	29%	50%	8%
Pronunciation	4%	38%	54%	4%
Punctuation	16%	30%	38%	16%
Global Oral Reading	13%	29%	50%	8%

Source: Own elaboration

About global oral reading results, 4% of the control group sample that got 5s in

the pre-test changed to 6s. 9% of the students that got 6s remained the same. Nevertheless, 4% of the students that got 6s improved to a 7 and 25% of the students that got 7s remained the same. 50% of the students that got 7s rose to 8s. 4 % of the students that got 7s rose to 9s and 4% the students that got 8s rose to 9s.

8% got 9s (advanced proficiency level), 50% got 8s (an appropriate proficiency level) and 29% got a (a basic proficiency level) in the global oral reading. 13% of the control group got a low global oral reading, which means that 9% of the students remained in this level.

Figure 5 shows the results of oral reading fluency in the control group. Compared to Figure 3 (p.35) they are different from one another. The low-leveled readers increased to 17%, basic and appropriate levels remained almost alike, but the advanced readers increased only a 14% compared to pre-test results. Nevertheless, they could respect punctuation as they read and doing it with a better volume. Expression and pronunciation still needed some improvement (see Appendix 13).
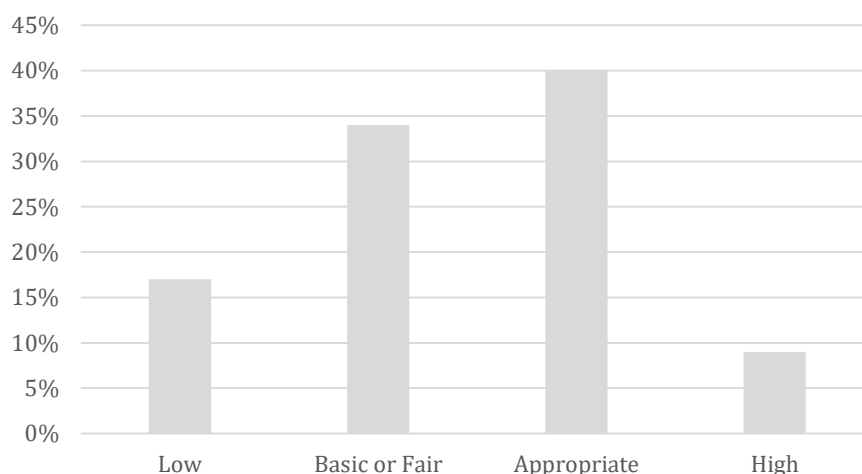
Figure 5. Control group post-test 1 oral reading fluency result bars

Source: Own elaboration

4.1.3. Post-test 2 results

Table 7 shows results obtained from post-tests 2 among the experimental group sample. The scores varied from 7 to 10 to meet the school's evaluation system (low, basic, appropriate and advanced). About global oral reading results, 33% got 10s (advanced proficiency level), 33% got 9s (an appropriate proficiency level), 25% got 8s

(a basic proficiency level) and 8% got a low proficiency level in the global oral reading (see Appendix 14).

4% of the experimental group sample that got 6s in post-test 1 changed to 7s. 4% of the 7s remained 7s. 13% of the 7s rose to 8s, but 12% remained 8s. 33% of the 8s rose to 9s, and 12% of them rose to 10s. 21% of the 9s rose up to 10.

Table 7. Experimental group oral reading assessment- post-test 2 percentage results

Proficiency Level	Low(7)	Basic(8)	Appropriate(9)	High(10)
Fluency	8%	25%	30%	37%
Volume	4%	9%	50%	37%
Expression	8%	25%	38%	29%
Accuracy	8%	30%	33%	29%
Pronunciation	25%	13%	33%	29%
Punctuation	4%	29%	38%	29%
Global Oral Reading	8%	25%	33%	33%

Source: Own elaboration
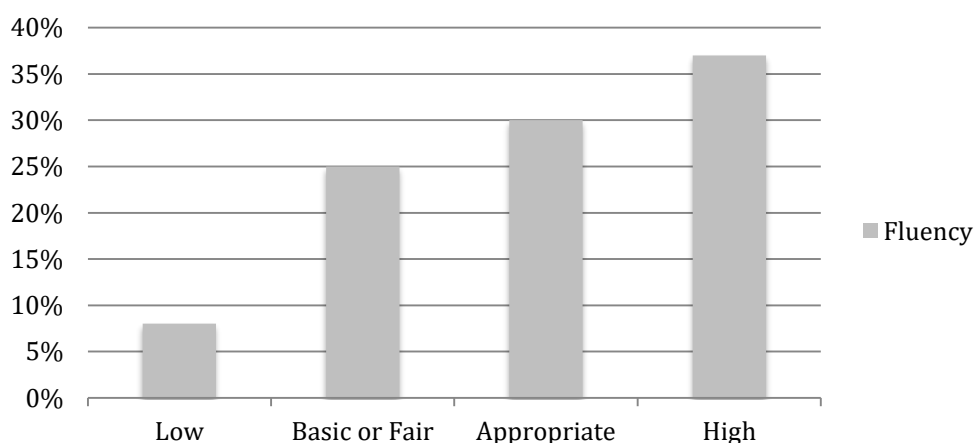
Figure 6. Experimental group post-test 2 oral reading fluency result bars

Source: Own elaboration

In Figure 6 the experimental group improved their oral reading fluency compared to Figure 4 (see p. 36). In the second post-test and by the end of this experience, 37% of the individuals got 10s, an advanced level of fluency using an online audio-eBooks for practice. 30% got 9s and 25% got 8s. 8% got 7s.

In the second post-test findings shown in Table 8, 4% of the control group got a

high global oral reading proficiency level, 25% got an appropriate oral reading, 46% got a basic oral reading level and 25% got a low oral reading level.

Moreover, 4% of the control group that had 6s in the first post-test got 7s and 6% of them got 8s. 19% of the students that got 7s rose to 8s and 10% of them got 9s. 36% of the students that got 8s rose to 9s and 14% of them got 10s. Finally, the 8% that got 9s improved to 10s.

Table 8. Control group oral reading assessment- post-test 2 percentage results.

Proficiency Level	Low(7)	Basic(8)	Appropriate(9)	High(10)
Fluency	37%	25%	25%	13%
Volume	21%	50%	12%	17%
Expression	33%	54%	13%	0%
Accuracy	50%	33%	17%	0%
Pronunciation	29%	54%	17%	0%
Punctuation	21%	21%	46%	13%
Global Oral Reading	25%	46%	25%	4%

Source: Own elaboration
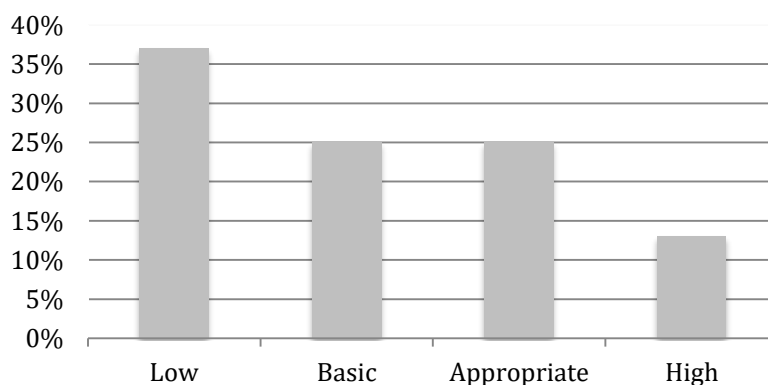
Figure 7. Control group oral reading post-test 2 result bars

Source: Own elaboration

In Figure 7 only 13 % of the control group could move up to a higher level of oral reading fluency getting the maximum grade of 10. 50% of the students got a basic and an appropriate ORF level. However, 37% of them remained 7s (see Appendix 15).

4.1.4. Comparison of results

In order to compare the global oral reading results of the pre-test and the last post-test, two figures were elaborated below considering low, basic, appropriate and advanced in order to address attention to the progression and improvement of the global oral reading in the experimental and control groups.
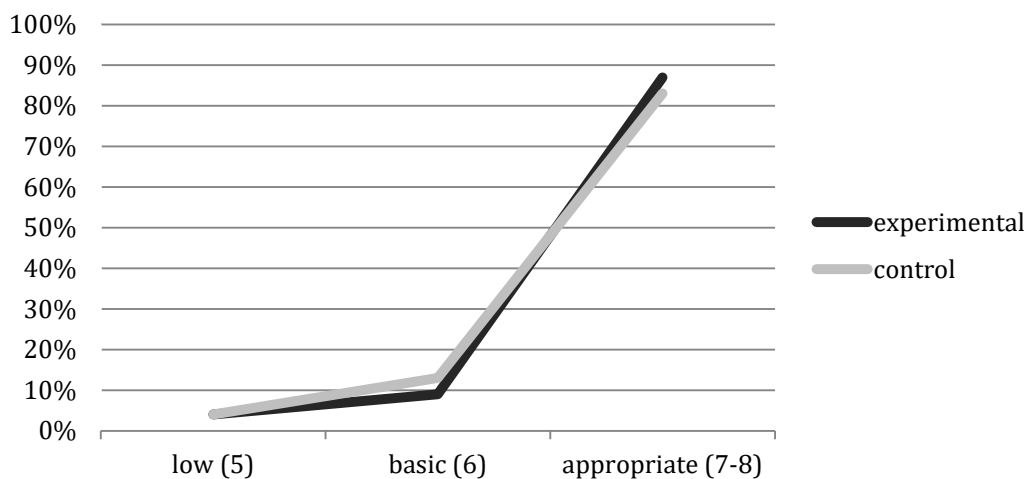
Figure 8. Experimental and control group pre-test results

Source: Own elaboration
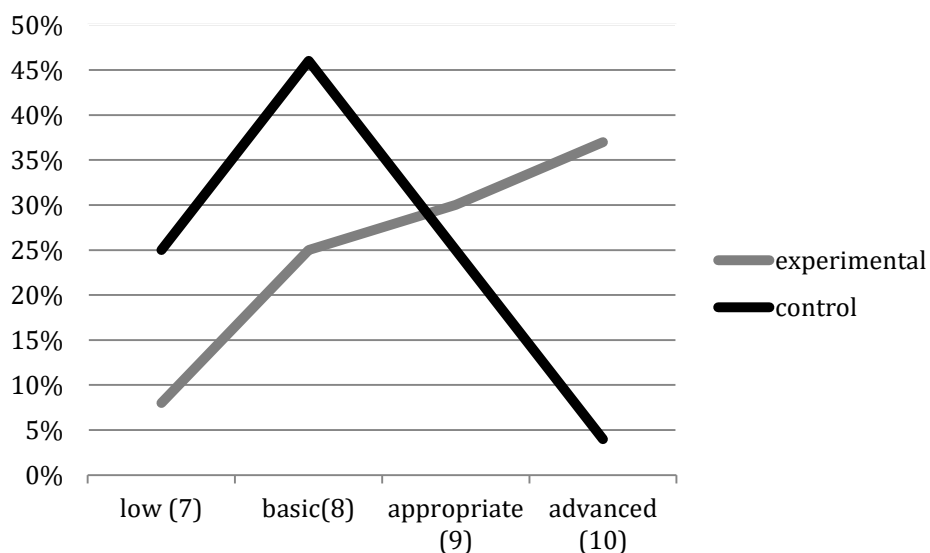
Figure 9. Experimental and control group post-test results

Source: Own elaboration

Figure 8 demonstrates that both control and experimental groups had similarities

in terms of oral reading skills. Figure 9 shows that the experimental group accomplished the highest scores in global oral reading. The outcomes of the last post-test reveals that 33% of the individuals from the experimental group reached an advanced level by guided repeated readings for training and computer-assisted repeated readings by using online audio-eBooks to strengthen reading skills, while 4% of the individuals from the control group got a higher proficiency level by regular training only. Moreover, there were no major changes after the training course in the control group since most (46%) had achieved a basic oral reading level and 25% got low remaining 7s.
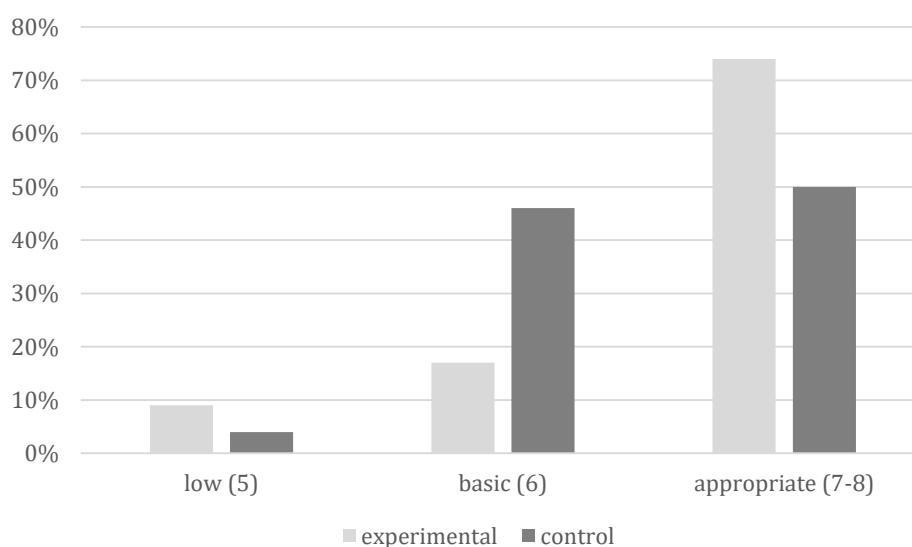
Figure 10. Experimental and control group oral reading fluency pre-test results

Source: Own elaboration

Figure 10 shows oral reading fluency results from the pre-test between the experimental and control groups. The experimental group had lower fluent readers than the control group (scoring 5), less basic fluent readers in almost 30 % (scoring 6), but more appropriate fluent readers in a 22% (scoring 7-8) (revisit Figures 2 and 3 for averages).

Figure 11 shows oral reading fluency results from the post-test 2 between the experimental and control groups. The experimental group had less low fluent readers than the control group (scoring 7), an even average of basic fluent readers, more appropriate fluent readers in a 10% and more advanced fluent readers in a 45% compared to the control group.

Figure 11 also shows thst the highest scores in ORF were accomplished by the

experimental group. The outcomes of the last post-test reveals that 37% of the individuals from the experimental group reached an advanced fluency level by guided repeated readings for training and computer-assisted repeated readings by utilizing online audio-eBooks to reinforce oral reading skills. Taking a training course and having repeated- guided readings with conventional textbooks, only 13% of the control group got an advanced oral reading fluency.
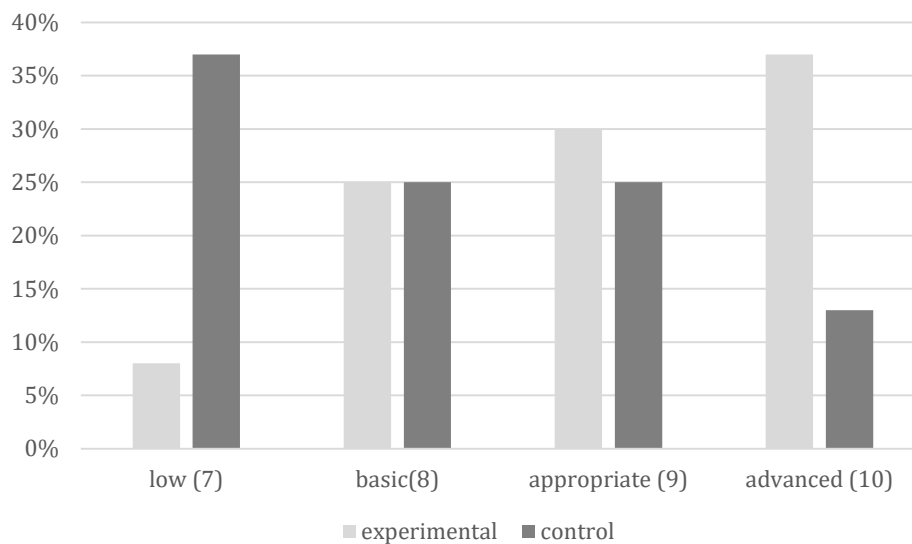
Figure 11. Experimental and control group oral reading fluency post-test 2 results

Source: Own elaboration

4.2. Pedagogical implications and limitations

As with any study there were pedagogical implications that have to be substantially taken into account. First, the reading proficiency level of the students, who used the audio-eBooks as well as the conventional textbooks to practice reading aloud, had to be contemplated before conducting a research with these characteristics. Second, the lack of students' knowledge of the words from every new reading passage lead the teacher to pre-teach vocabulary every time. Third, using spoken online-digital books determined the need of training in the latest ICTs teaching and researching techniques. Fourth, oral reading motivation played an important role for both teachers and students. Fifth, the selection of reading materials for oral reading assessment, for both teacher-guided repeated oral reading and computer-assisted repeated reading, had to be age-appropriate, length- accomplishable, meaningful and suitable for students' learning needs and expectations. For this reason, part of the passage was assessed while reading aloud. Sixth, oral reading training and assessment time were often in the first

hours of the day because third graders showed energy, interest and attention.

With respect to the limitations there were quite a few to ponder. First, students were sporadically absent or called out due to extracurricular activities such as sports competitions and art contests during training in which they were asked to perform paired oral reading, reader's theaters, buddy readings. Second, researcher's subjectivity in the use of the ORA Rubric and Checklist made it difficult to be precise each and every time oral prosodic reading was measured. There are other reading aloud assessments that are more objective such as the WRPM fluency test, which is easier to measure since there are age-determined, fluency levels ranges. This fact leads to a third research boundary: it is problematical to define an ideal fluent EFL reader because English is not an L1 and cannot sound like "natural speech" at least along the first stages of the learning process. Finally, something to consider is the affective filter seen in students' ability to read in public, which affected the results of post-test 1. For that reason, a second posttest was carried out.

Conclusions

Piluski and Chard (2013), agreed that more research was needed on issues to adequate rates of fluency at various grade levels for judging the quality of oral reading (p.55). This research was carried out to provide a strategic and technological guided reading to EFL students in order to improve their reading fluency as well as a reliable assessment tool for a better evaluation of oral reading quality.

It has been certainly demonstrated that the use of online, interactive eBooks help third grade EFL readers read more fluently. As seen in the figures and tables, the outcomes of this study reveal that the highest scores in global oral reading were accomplished by the experimental group, who used audio-eBooks from a CALL blog, after 10 weeks training and 4 weeks of post-test assessments.

The results of this study also indicate that guided-assisted repeated reading is not enough to increase oral reading fluency and prosodic reading, seen as global oral reading.

Computer-assisted language learning through online, interactive -eBooks in a blog increases the oral reading accuracy and pacing of students that are reading below grade level. The study likewise indicates that using this tool for extensive reading practice, students' prosodic reading improves. Repetition of drills (stories read aloud) and using the computer as a tutor presenting material allow students to proceed at their own learning pace and become more independent readers. EFL learners nowadays demand the use of technologies to reach a fair level of English. Input cannot be limited to classroom; students need a big variety of stimuli to succeed in their learning. The use of tailored readings uploaded in a blog can inject not only an element of interactivity but also fun to run-through readings. Blogs can offer many opportunities to language teachers because they can be easily managed and can be an effective way to support struggling students beyond the lesson time. Any learner has the opportunity to do extra reading practice with self-access.

The features of prosodic oral reading to be considered for students' oral reading evaluation in the oral reading checklists and rubrics were: fluency in terms of speed, volume, expression, accuracy, pronunciation and punctuation. Expression is highly connected to the knowledge of punctuation in general. Most oral reading evaluations is WPM reading sheets to measure readers' fluency in terms of speed; through this study, it is highly recommended the use of the Oral Reading Assessment Rubric (ORAR) and the Oral Reading Assessment Checklist (ORAC) to measure and monitor all these components to get a more detailed oral

reading aloud progress.

Even when guided reading with leveled online audio-eBooks and self-assessment training are pedagogical features to be considered, there are several more aspects though.

Before reading, teachers need to decide on readings that are appropriate to age and interest. It is necessary to pick and choose leveled online reading stories in terms of vocabulary, expression, and core vocabulary in order to gradually move to fringe vocabulary and more complex language. An organized set of books makes it easier to select books for groups of children. Variety of texts is crucial for reading development. Length, layout, structure and organization of a text, illustrations, words, phrases and sentences, literacy features, and content and theme are some factors to be considered in placing a text along a gradient of difficulty. In order to help learners, teachers have to read in advance to anticipate struggling words, pre-teach the new words as well as teach reading strategies such as context clues and predicting to avoid having troubles at meaning while reading aloud.

Even when ORAR and ORAC are used to measure prosodic reading, they can likewise be used for self-assessment training and monitoring. The students were trained to apply the checklist by reading the questions and reflecting on each item. Both the experimental and control groups knew the benefits of using the checklists to monitor self-progress as well as their parents (who could see the ORARs in the notebooks for reference). After training and applying the checklist with the teacher's instructions, some students knew at their 8 years how important it was to gain fluency and how reading practice help them read words automatically to focus their attention on the meaning. Other pedagogical aspects found in this research are that the exercise of oral reading throughout spoken digital books plus the ORA checklists help students understand the structure of written language, expand their knowledge of words, learn new ways of using language, gain reading confidence and become independent readers.

Still, more research is needed on oral reading in the EFL context. Issues resembling the effectiveness of using online spoken digital books compared to leveled and guided reading as part of an intervention strategy, and using blogs for developing computer-assisted language learning reading programs in EFL schools are being addressed. New practitioners and researchers might apply the ORAC and ORAR to check if they are relatable or they may be improved.

Recommendations

Based on the conclusions before, the following recommendations are addressed to help the participants as well as teachers in the EFL environment to enhance the quality of their comprehension in this matter: using oral reading rubrics for effective assessment with a previous training course and the use of digital books to improve oral reading fluency.

To improve Oral Reading, assessment should be permanent. Teachers might apply these rubrics for training and checklists to check on the student's oral reading progress.

The postgraduate students in education should be trained to understand how to enhance primary students' oral reading assessment through the ORAR designed for this experiment as well as accessible online digital books such as the ones provided along the blog. This is because: (a) reading online digital books and (b) being aware of the elements of fluency are much more effective than only (c) doing training course on fluency and (d) choral reading repetition guided by the teacher.

The parallel self-study component and the online-books bring benefits to students when teachers' and learner's roles are clarified at the very beginning stage. Students' roles might be active learning involving mindful processing of information, and responsibility. On the other hand, teachers should encourage them to make decisions, providing organization strategies, monitoring their performances, contrasting his/her output and providing feedback.

Students require PCs and laptops with the latest version of Flash Player that can be downloaded from any browser. It is necessary to let parents know in advance the use of these devices to allow their children to use them, and perhaps, provide solutions when needed or contact the teacher for support. On the Internet, there are numerous collections of audio e-books to listen to and read. A good resource for searching for good audio books is: self-access-learning.blogspot.com, a CALL blog created by the investigator with specific reading tasks for children. Nevertheless, it is essential to consider the Internet speed connection- or a lack thereof because it influences the quality of experience with web browsing and online reading. Connection is calibrated in megabits per second (Mb or Mbps). Download Speed 1-4 Mbps is basic for spoken digital e-book streaming because it might present some buffering and delays. Download Speed 4-6 Mbps is better for spoken online digital e-books.

Special oral reading training on how to teach fluency is vital. Teaching the components of prosodic reading and oral reading assessment through ORARs and ORACs are important because it helps teachers measure each student's progress, set fluency goals and tailor reading

comprehension.

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Appendixes

Appendix 01: Multidimensional Fluency Scale (MDFS)

Use the following rubric to rate reader fluency in the areas of expression and volume, phrasing, smoothness, and pace. (Zutell &Rasinski, 1991)

1. Expression and Volume

A) 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.　1

B) 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.　2

C) 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.　3

D) Reads with good expression and enthusiasm throughout the text. Varies expression and volume to match his or her interpretation of the passage.　4

2. Phrasing

A) Reads in monotone with little sense of phrase boundaries; frequently reads word-by-word.　1

B) 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.　2

C) Reads with a mixture of run-ons, mid-sentence pauses for breath, and some choppiness; reasonable stress and intonation.　3

D) Generally reads with good phrasing, mostly in clause and sentence units, with adequate attention to expression.

4

Appendix 01: Multidimensional Fluency Scale (MDFS) (continued)

3. Smoothness

A) Makes frequent extended pauses, hesitations, false starts, sound-outs, repetitions, and/or multiple attempts.   1

B) Experiences several "rough spots" in text where extended pauses or hesitations are more frequent and disruptive.   2

3

C) Occasionally breaks smooth rhythm because of difficulties with specific words and/or structures.

D) Generally, reads smoothly with some breaks, but resolves word and structure difficulties quickly, usually through self-correction.   4

4. Pace

1

A) Reads slowly and laboriously.

2

B) Reads moderately slowly.

3

C) Reads with an uneven mixture of fast and slow pace.

4

D) Consistently reads at conversational pace; appropriate rate throughout reading.

Scores range 4–16. Generally, scores below 8 indicate that fluency may be a concern. Scores of 8 or above indicate that the students is making good progress in fluency.

Appendix 02: Oral reading assessment checklist for EFL readers

NAME: _____

DATE: _____.   GRADE: _____.

ORAL READING FLUENCY ASSESSMENT

	☹	😐	☺	😃
Speed- Do you read at an appropriate speed without pausing?				
Volume- Can everyone hear you?				
Expression- Do you have good intonation?				
Accuracy- Do you read what is written?				
Pronunciation- Do you pronounce each word correctly?				
Punctuation- Do you make appropriate pauses for punctuation?				

Appendix 03: Oral reading assessment rubric for EFL teachers and parents

	☹	😐	☺	😃
Fluency	Frequent extended pauses, hesitations, false starts, sounds-outs, repetitions and/or multiple attempts. Slow and laborious pace.	Several rough spots in text where extended pauses, hesitations, etc., are more frequent and disruptive. Moderately slow pace.	Occasional breaks in smoothness caused by difficulties with specific words and/ or structure. Uneven mixture of fast and slow reading.	Generally smooth reading with some breaks, but word and structure difficulties are resolved quickly, usually through self-correction. More natural pace.
Volume	Tends to read in quiet voice.	Still reads in a quiet voice.	Voice volume is generally appropriate throughout the text.	The reader is able to vary volume to match his/her interpretation of the passage.
Expression	Reads with little expression or enthusiasm in voice. Reads words as if simply to get them out. Little sense on trying to make text sound like natural language.	Some expression. Begins to use voice to make text sound like natural language in some areas of the text, but not others. Focus remains largely on saying the words.	Sounds like natural language throughout the better part of the passage occasionally slips into expressionless reading.	Reads with goal expression and enthusiasm through the text. Sounds like natural language. Shows reading automaticity.
Accuracy	Shows little sense of phrase boundaries, phonics and vocabulary recognition.	Gives the impression and choppy reading.	Mixture of run-ons, mid-sentence pauses for breath and possibly some choppiness.	Consistently conversational.
Pronunciation	Monotonic. Sounds like a robot.	Improper stress and intonation.	Reasonable stress/ intonation.	Good stress, pitch and intonation. Pronounces well.
Punctuation	Cannot recognize punctuation pausing.	Fails to mark the end of sentences, questions and clauses.	Reasonable pausing but still needs practice.	Identifies marks of pauses to show speech smoothness.

Appendix 04: Pre-test reading transcript

Page 12. Climbing Higher Book
Lesson 1: What a Coincidence!
By Guadalupe V. Lopez
Illustrated by Chum McLeod

Ann and Val were pals. Ann was loyal to

Val. Val recited facts. So did Ann. Val was fast.

So was Ann. Ann had to be like Val.

Val had a tan bag. So Ann had one. Ann modeled

her bag. "Look! I have a tan bag!" she said.

Ann had to be like Val. Val did not like this.

Val became mad at last. It went like this.

Ann went to hand Val a bat. "Go on. You

bat. Then I can bat."

"No! I will not bat. You bat!" Val sat down.

She was mad. She did not get up.

Now Ann was sad. "What was that for?"

She did not get it.

Dad could see Ann was sad. Dad ran to her.

He murmured, "See? You are fast. No one will

tag you! Go now! You can do it!"

Ann was glad Dad said that. She COULD do it! She got her cap. She got the bat. Up she went.

She could do it now.

"Come on," said Ann.

Crack! Look at that! Ann ran. She ran past Sam. She ran past Pam. She ran past Jack. Ann

ran so fast.

Ann's dad was glad. "Grand slam!" He made a pleasant pat on her back.

Val ran to Ann. "I'm glad I could see that. You are fast!"

Now Ann was glad. "I AM fast. What a coincidence! That's what Dad said!"

http://www-
k6.thinkcentral.com/content/hsp/reading/storytown/na/gr3/intervention_interactive_9780153598135_
/lesson01/index.html

Appendix 05: Oral reading training transcript session sample

Page 22. Climbing Higher Book
Lesson 2: Miss Mills
By Guadalupe V. Lopez
Illustrated by Bridget Star Taylor

When will Miss Adams dismiss the class?

Hal can't sit still. There is a big assembly. The class will go in a bit. They will see Fran Mills. Hal is a big fan.

Now they were in the assembly. Hal could not sit still. He squirmed. Then he saw her.

"There she is! It's Miss Mills!"

"I'm glad you came," said Miss Mills. "How are you?"

Hal was still. Then his hand went up fast.

He stands. "I'm Hal. I have *Cabin in the Hills*. I like it! I read it over and over. It's as if I'm there. How did you do it?"

He sits back down.

"We had a cabin," said Miss Mills. "I was a kid.

Rabbits were out back. They ran all over.

"We went fishing. We had picnics. We had plenty to do.

"I made a patchwork quilt. It habits of my past. Look at it. See this rabbit? I added this and that. Then the quilt was finished!

"It's like *Cabin in the Hills*. It has bits of my past. I added this and that. Then the book was finished! I'm glad you like it!"

Then Miss Mills autographed the book. It was her gift to Hal.

http://www-k6.thinkcentral.com/content/hsp/reading/storytown/na/gr3/intervention_interactive_9780153598135_/lesson02/index.html

Appendix 06: Post-test 1 reading transcript

Page 212. Climbing Higher Book
Lesson 21: Snow Birds
By Nancy Furstinger

Antarctica is the world's coldest spot. It can be 100 degrees below zero. Little rain or snow falls here. The air and land are dry. A frozen sheet of ice permanently blankets the land. Antarctica is really a frozen desert.

In Antarctica, June is the start of winter. In winter, there is an absence of light in the sky. The days are very short. It is dark all of the time!

In winter, the dim light of the sun gives little heat. Few animals stay on the land during this time. The biggest of these is an insect. It is a kind of fly without wings!

Then spring comes in September. Days get longer. The sun's rays shine into the sea. The sea is rich with small plants. These plants soak up the sun's rays as they drift in the water. Little animals called krill swim by and eat the plants. Bigger fish feed on the plants and krill. All three are food for seals, whales, and birds.

As spring arrives, so do more animals. Many kinds of seals swim in the cold water by the shore. They eat the krill and fish. They will have their babies on the nearby land.

Birds also make their homes here. Some birds cannot fly, but they are good swimmers. They waddle and slide across the snow. They will hatch their eggs on land.

Summer arrives in December and so do whales. They come to feed on the krill. Later, they will go to northern waters to have their babies. But for now, this is a good spot to find food.

Many flying birds appear when summer starts, and the sea is full of fish. They will fly to the nearby shore to make their nests.

Some of these birds are petrels. Petrels are like sea gulls. Their strong wings let them fly far from land. Their thick coats and webbed feet help them live in the cold. Most birds do not have a sense of smell. But not these! They can sniff out a meal.

Snow petrels are much smaller than other petrels. They are about the size of a robin. Their coats are as white as snow. They match the land around them! Just their black bills, eyes, and feet stand out against all of that white. When they fly, they flutter like bats!

Snow petrels are shy. If bothered, they may just fly away. But if something gets too close, they have a sly trick. They can spit out a liquid that smells very bad!

These birds fly low over the sea when they want to find food. They spy their dinner from above and dart into the water to catch it. After they eat, they roll in the snow to clean sea salt off their coats.

Once a snow petrel finds a partner, the pair will make a nest. A safe spot shelters the nest from other animals. Leaves and grass are scarce. So they line their nests with small pebbles.

The female lays just one white egg. About six weeks later, the chick hatches. It grows fast. In seven weeks it will be ready to fly away. By staying safe, it may fly for up to twenty years in the Antarctic sky.

Appendix 07: Post-test 2 reading transcript

Page 232. Climbing Higher Book
Lesson 23: The Ridiculous Challenge
By Nancy Furstinger
Illustrated by Robert Byrd

Say hello to the town of Orange Grove. It's a gentle village at the top of a ridge. The villagers here are a decent bunch. Each day they greet each other. They smile as they pass, and are helpful in general. These residents of Orange Grove have the same strange habit. They all have a strong fondness for oranges.

Orange trees are everywhere. There are orange trees near bridges and next to the gym. There are orange trees near sidewalks and next to the roads. These villagers like their oranges. In   fact, each   cottage   has   a   prized   orange   tree in the yard.

Villagers of all ages use the oranges in many ways. Mrs. Page gives away huge glasses of orange drink. Miss Spot trains her dog Angel and other village pets. She uses small bits of oranges. Mr. George makes an orange fudge that tastes grand. The villagers are glad to share what they grow. And they share the same motto, "We stick our necks out for each other."

Then one day a beautiful boat sailed under the bridge. The villagers rushed to the dock. They nudged each other as a stranger hopped off. This messenger must be from the queen. They could tell from the badge and the gems on his chest. The villagers bowed their long necks in respect.

"My dear villagers, the queen is having a contest!" declared the messenger. "She challenges all to see which villager can grow the largest orange. The winner will inherit her riches. Three months from today, I will return to judge the oranges. Let the contest begin!"

At first, the villagers chuckled about the contest. But before long, they started to dream. They dreamed about what they could get if they were rich. Miss Spot imagined a beautiful collar for Angel. Mr. George imagined a sports car with a fast engine. Mrs. Page imagined a huge house. Then all began to hide their oranges. They began to plan how they could win the contest.

The tone of the village changed. The villagers spent all of their time with their necks in the trees. Miss Spot put a giant cage around her own tree. Some protected their oranges day and night. Mr. George told everyone to stay away. Mrs. Page set up alarms around her yard. The

way everyone was acting was <mark>disgraceful</mark>. No one was sticking their necks out for each

Then one day someone let out a fearful cry.

"Help! It's my Angel! He just fell over the edge of the cliff!" cried Miss Spot, full of <mark>emotion</mark>. The villagers ran to help.

As one, the villagers helped Mr. George reach down over the edge. He grabbed the little dog by the back of the neck. Angel was saved!

Miss Spot said, "Imagine! We could have lost my Angel!" The villagers nodded. All were quiet.

Mr. George cried, "This challenge is <mark>ridiculous</mark>! It's a better prize to be friends!"

Then the villagers stuck their necks into their trees. They

picked all the oranges and planned a grand feast. They were having such a good time that they didn't hear the messenger arrive.

"Where is the prize orange?" he cried. "Where is *any* orange? No one wins the challenge! There is no winner here." And he left in a huff.

But the villagers were happy. They felt that they were winners already.

Appendix 08: Experimental group oral reading pre-test checklist samples

English Assessment- 3rd Grade -AREA ACADÉMICA-

COLEGIO ANTONIO RAIMONDI

Name:

Date: March 9

Grade: 3rd C

needs to practice a bit more!

You can do it!

ENGLISH ORAL READING ASSESSMENT

	☹	😐	🙂	😊
Fluency – Do you read at an appropriate speed without pausing?		✓		
Volume – Can everyone hear you?			✓	
Expression – Do you have good intonation?		✓		
Accuracy –Do you read what is written?			✓	
Pronounciation – Do you pronounce the word correctly?		✓		
Punctuation Do you make appropriate pauses for punctuation?		✓		

English Assessment- 3rd Grade -AREA ACADÉMICA-

COLEGIO ANTONIO RAIMONDI

Name

Date: March 9

Grade: 3rd C

ENGLISH ORAL READING ASSESSMENT

	☹	😐	🙂	😊
Fluency – Do you read at an appropriate speed without pausing?		✓		
Volume – Can everyone hear you?			✓	
Expression – Do you have good intonation?		✓		
Accuracy –Do you read what is written?			✓	
Pronounciation – Do you pronounce the word correctly?		✓		
Punctuation Do you make appropriate pauses for punctuation?			✓	

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Appendix 09: Control group oral reading pre-test checklist samples

English Assessment- 3rd Grade -AREA ACADÉMICA-

COLEGIO ANTONIO RAIMONDI

Name: Fatima

Date: March 9

Grade: 3rd ___ A

ENGLISH ORAL READING ASSESSMENT

	☹	😐	🙂	😊
Fluency.– Do you read at an appropriate speed without pausing?			✓	
Volume – Can everyone hear you?			✓	
Expression – Do you have good intonation?			✓	
Accuracy –Do you read what is written?			✓	
Pronounciation – Do you pronounce the word correctly?			✓	
Punctuation Do you make appropriate pauses for punctuation?			✓	

English Assessment- 3rd Grade -AREA ACADÉMICA-

COLEGIO ANTONIO RAIMONDI

Name: Carlos

Date: march 9

Grade: 3rd

ENGLISH ORAL READING ASSESSMENT

	☹	😐	🙂	😊
Fluency.– Do you read at an appropriate speed without pausing?			✓	
Volume – Can everyone hear you?			✓	
Expression – Do you have good intonation?		✓		
Accuracy –Do you read what is written?		✓		
Pronounciation – Do you pronounce the word correctly?			✓	
Punctuation Do you make appropriate pauses for punctuation?			✓	

Appendix 10: Experimental group pre-test results

Students Name	Fluency	Volume	Expression	Accuracy	Pronunciation	Punctuation	Score
1.A., D.	7	8	8	8	7	8	8
2.B., C.	7	8	8	7	6	7	7
3.B., F.	6	8	6	6	6	6	6
4. C., S.	7	8	7	7	7	7	7
5. C., M.	7	7	8	7	8	8	8
6. C., N.	8	8	8	8	8	8	8
7. D., S.	6	8	6	7	7	7	7
8. E., A.	7	8	8	8	8	8	8
9. F., G.	5	7	5	6	7	7	6
10. G., E.	7	8	8	8	7	7	8
11.G., I.	6	8	6	6	6	7	7
12.H., A.	7	8	7	8	7	8	8
13.H., B.	7	8	8	7	7	8	8
14.L., A.	7	8	8	8	7	8	8
15. L., C.	6	8	6	7	6	8	7
16. M., S.	8	8	8	8	8	8	8
17.O., M.	7	8	8	7	8	8	8
18.P., S.	7	8	7	7	8	8	8
19.P., P.	7	8	7	8	8	8	7
20.R., A.	7	8	8	7	8	8	8
21. SH., S.	5	6	5	5	5	5	5
22.V., S.	8	8	8	8	8	8	8
23.V., J.	7	8	7	7	8	8	8
24.M., R.							

Low	Basic	Appropriate	High
5	6	7	8

Appendix 11: Control group pre-test results

Students Name	Fluency	Volume	Expression	Accuracy	Pronunciation	Punctuation	Score
1 A., F.A.	7	8	6	7	7	7	7
2 A., A. R.	7	8	7	8	7	7	7
3. A., K.	7	8	7	7	7	7	7
4.A., M.	7	8	6	7	7	8	7
5.B., D.	6	8	7	7	7	7	7
6.C., L.M.	7	8	7	7	7	7	7
7.C., A.	6	8	6	7	7	8	7
8.CH., F.	7	8	7	7	7	7	7
9.C., S.	6	8	7	6	6	7	7
10.F., G.	7	8	7	7	7	7	7
11.F., B.	6	6	7	7	6	7	7
12.G., N.	6	6	6	6	6	6	6
13.I., D.A.	7	8	7	7	7	7	7
14.M., A.	6	8	6	7	7	8	7
15 N., M.	7	7	7	7	6	8	7
16. O., M.	7	7	7	7	7	8	7
17.O., A.	6	6	7	6	7	8	7
18.P., G.	6	6	6	6	6	6	6
19.R., V.	8	8	8	8	8	8	8
20.S., A.	6	6	6	7	7	6	6
21. T., P.	6	7	6	7	6	7	7
22. V., J.	5	5	5	5	5	5	5
23. V., G.	6	8	7	6	7	7	7
24. W., C.	7	8	6	6	7	7	7

Low	Basic	Appropriate	High
5	6	7	8

Appendix 12: Experimental group post-test 1 chart of results

Students Name	Fluency	Volume	Expression	Accuracy	Pronunciation	Punctuation	Score	ORAR
1.A., D.	8	8	9	9	8	8	8	appropriate
2.B., C.	8	6	7	7	7	7	7	basic
3.B., F.	7	7	6	6	6	6	6	low
4. C., S.	9	9	9	9	9	9	9	advanced
5. C., M.	8	8	8	8	8	8	8	appropriate
6. C., N.	8	8	8	8	8	8	8	appropriate
7. D., S.	8	8	8	8	8	8	8	appropriate
8. E., A.	9	9	9	9	9	9	9	advanced
9. F., G.	7	6	8	6	7	6	7	low
10. G.,E.	8	8	7	8	8	8	8	appropriate
11.G., I.	8	8	8	8	8	8	8	appropriate
12.H., A.	8	7	7	8	8	8	8	appropriate
13.H., B.	8	8	8	8	7	8	8	appropriate
14.L., A.	8	8	8	8	8	8	8	appropriate
15. L., C.	8	8	8	8	8	8	8	appropriate
16. M.,S.	9	9	8	9	9	9	9	advanced
17.O.,M.	8	8	9	8	8	9	8	appropriate
18.P., S.	8	8	8	8	8	8	8	appropriate
19.P., P.	8	7	7	7	7	7	7	basic
20.R., A.	9	9	8	9	9	9	9	advanced
21.SH.,S.	7	8	8	8	8	8	8	appropriate
22.V., S.	9	9	9	9	9	9	9	advanced
23.V., J.	8	8	8	8	8	8	8	appropriate
24.M.,R.	6	6	7	7	7	7	7	basic

Low	Basic	Appropriate	High
6	7	8	9

Appendix 13: Control group post-test 1 chart of results

Students Name	Fluency	Volume	Expression	Accuracy	Pronunciation	Punctuation	Score	ORAR
1 A., F.A.	8	9	8	9	8	9	9	advanced
2 A.,A.R.	8	8	8	8	8	8	8	appropriate
3. A., K.	8	8	8	8	8	9	8	appropriate
4.A., M.	9	9	8	8	8	7	8	appropriate
5.B., D.	7	8	7	7	7	7	7	basic
6.C.,L.M.	7	7	7	7	7	7	7	basic
7.C., A.	8	8	8	8	8	8	8	appropriate
8.CH., F.	9	9	9	9	9	9	9	advanced
9.C., S.	7	8	8	8	7	8	8	appropriate
10.F., G.	7	7	7	7	7	7	7	basic
11.F., B.	7	8	7	8	8	8	8	appropriate
12.G., N.	6	6	6	6	6	6	6	low
13.I.,D.A.	8	8	8	8	8	9	8	appropriate
14.M., A.	6	8	8	8	8	8	8	appropriate
15 N., M.	8	8	8	8	8	8	8	appropriate
16.O.,M.	8	8	7	7	8	8	8	appropriate
17.O., A.	7	7	7	7	7	7	7	basic
18.P., G.	7	7	6	6	7	7	7	basic
19.R., V.	8	8	8	8	8	8	8	appropriate
20.S., A.	6	6	6	7	7	6	6	low
21. T., P.	8	8	8	8	8	8	8	appropriate
22. V., J.	6	7	6	7	7	5	6	low
23. V., G.	7	8	7	6	7	7	7	basic
24. W.,C.	6	7	7	8	8	8	7	basic

Low	Basic	Appropriate	High
6	7	8	9

Appendix 14: Experimental group post-test 2 chart of results

Students Name	Fluency	Volume	Expression	Accuracy	Pronunciation	Punctuation	Score	ORAR
1.A., D.	9	10	9	9	10	9	9	proficient
2.B., C.	8	8	8	8	8	8	8	basic
3.B., F.	7	8	7	7	7	8	7	low
4. C., S.	10	10	10	10	10	10	10	advanced
5. C., M.	10	10	10	10	9	10	10	advanced
6. C., N.	9	9	9	9	8	9	9	proficient
7. D., S.	8	8	8	8	8	8	8	basic
8. E., A.	10	10	10	10	10	10	10	advanced
9. F., G.	7	7	7	7	7	7	7	low
10. G.,E.	9	9	9	9	9	9	9	proficient
11.G., I.	9	8	9	9	9	9	9	proficient
12.H., A.	8	8	8	8	8	8	8	basic
13.H., B.	10	9	9	9	9	9	9	proficient
14.L., A.	10	10	10	10	9	10	10	advanced
15. L., C.	9	10	9	9	9	9	9	proficient
16.M.,S.	10	10	10	10	10	10	10	advanced
17.O.,M.	9	9	9	9	9	9	9	proficient
18.P., S.	10	10	9	9	10	9	10	advanced
19.P., P.	8	8	8	8	8	8	8	basic
20.R., A.	10	9	10	10	10	10	10	advanced
21.SH.,S.	8	8	8	8	8	8	8	basic
22.V., S.	10	10	10	10	10	10	10	advanced
23.V., J.	9	9	9	9	9	9	9	proficient
24.M.,R.	8	9	8	8	7	8	8	basic

Low	Basic	Appropriate	High
7	8	9	10

Appendix 15: Control group post-test 2 chart of results

Students Name	Fluency	Volume	Expression	Accuracy	Pronunciation	Punctuation	Score	ORAR
1 A., F.A.	9	10	8	8	8	10	9	appropriate
2 A.,A.R.	8	8	8	8	8	8	8	basic
3. A., K.	9	10	8	8	8	10	9	appropriate
4.A., M.	10	9	9	9	9	9	9	appropriate
5.B., D.	8	8	7	7	7	8	8	basic
6.C.,L.M.	7	8	7	7	7	8	7	low
7.C., A.	8	8	8	8	8	8	8	basic
8.CH., F.	10	9	8	9	9	8	9	appropriate
9.C., S.	7	8	8	8	7	8	8	basic
10.F., G.	10	10	9	9	9	10	10	advanced
11.F., B.	7	8	8	8	8	8	8	basic
12.G., N.	7	7	7	7	7	7	7	low
13.I.,D.A.	9	8	8	8	8	8	8	basic
14.M., A.	7	8	8	8	8	8	8	basic
15 N., M.	9	8	8	8	8	8	8	basic
16.O.,M.	8	8	8	8	8	9	8	basic
17.O., A.	8	8	7	7	8	9	8	basic
18.P., G.	7	7	7	7	7	7	7	low
19.R., V.	9	10	8	8	8	9	9	appropriate
20.S., A.	7	7	7	7	8	7	7	low
21. T., P.	9	9	9	9	9	9	9	appropriate
22. V., J.	7	7	6	7	7	5	7	low
23. V., G.	8	8	8	8	8	8	8	basic
24. W.,C.	7	7	7	7	7	7	7	low

Low	Basic	Appropriate	High
7	8	9	10

Appendix 16: Experimental group classroom record sheet

3° C SCUOLA PRIMARIA

TUTORA :

N°	Apellidos y Nombres	Reading aloud #1 9/03	Peer Assessment 20/03	Reading aloud #2 21/03	Listening Quiz #1 23/03	Verb to Be worksheet #1 24/03					
1	ATOCHE , D	8	7	8	10	7					
2	BATTIFORA , G	7	A	7	10	6					
3	BRISSOLESE , F	6	5	7	10	6					
4	CARRILLO I S	7	10	8		10					
5	CENTURION , M	8	7	8	10	6.5					
6	CHECA , N	8	7	9	10	6					
7	DAVALOS , S	7	5	8		—					
8	ESQUIVEL , A	8	10	9	10	19					
9	FERRARI . G	6	6	8	10	7					
10											
11	GALDOS E	8	9	7	9	6					
12	GARCIA , I	6.5	6	8	—	6.5					
13	HERRERA A	7.5	5	6.5	9	6					
14	HILDEBRANDT , B	8	6	8.5	10	7					
15	LOO C	8	7	9	10	7					
16	LOPEZ , C	7.5	7	8	10	6.5					
17	MAGUIÑA , S	8	7	8	10	10					
18	OCHOA , M	8	10	9	—	6					
19	PADILLA , S	8	10	9	10	10					
20	PAREDES , P	7.5	9	8	10	8					
21	RISCO , A	8	9	8	10	7					
22	SHIBAO S	5	8	—	10	7					
23	VARGAS S	8	10	8	10	8					
24											
25	VIZCARRA J	7.5	6	8	7	6					

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3º A SCUOLA PRIMARIA

N°	Apellidos y Nombres	Reading aloud #1 (9/3)	Peter Pan Powerpoint	Reading aloud #2	Listening Quiz #1	Victoria de Wordsearch #1				
1	ACHAHUI , F	7	9.	85	10	7				
2	ADAMO , A	-	8.	8	10	7				
3	AHUMADA , K	7	8	7	10	8				
4	ALVAREZ , M	7	8	8,5	10	7				
5	BATTI , D	7	6	6,5	10	5				
6	CASANOVA , L	7	-	-	-	-				
7	CASARETTO , A	6,5	9.	8	9	8				
8	CHUECA , F	7	8	9	10	10				
9		-								
10	CORNEJO , S	6,5	8	7	9	9				
11	FLORES , G	7	10	9	10	9				
12	FRANCO , B	6,5	8.	7	10	8				
13	GUEVARA , N	-	8	7,5	24/04	08/04				
14	ISLA , D	7	10	8	10	10				
15	MOLINARI , A	6,5	5	7	10	9				
16	NORVANI , M	7	8	8	10	8				
17	OBRADOVICH , M	7	8.	6,5	10	7				
18	OBREGON , A	6,5	10	-		9				
19	PARODI , G.	6	9	6	7	6				
20	RAMOS , V	7,5	9.	8		7				
21	SEGOVIA , A	6	6	8	10	6				
22	TEJADA , P	6,5	8	8	10	6,5				
23	VALLVE , J	-	8	7	01	7				
24	VELASCO , G	6,5	5	7,5		7				
25	WONG , C	6,5	7	7	10	5				

Marzo, 02

Appendix 18: View of the oral reading training blog: online spoken stories for experimental group readers

ONLINE READING BOOKS

Dear kids,

Clic on the following links to get the online version of the stories we have practiced at school.
Remember that the best way to learn English is reading more and more.

The Moon
By Ernest Kaye   Click here

Sue and the Big Bad Wolf
By Wiley Gaby Click here

Snow Birds
By Nancy Furstinger Click here

Half-a-Chick
By Wiley Gaby Click here

How Flea Saved the River
By Wiley Gaby Click here

Posted by Paola Alcalde at 9:06 AM   1 comment

G+ +1 Recommend this on Google

Newer Posts   Home   Older Posts

http://self-access-learning.blogspot.pe/2014/04/climbing-higher-e-book.html

http://self-access-learning.blogspot.pe/2014/09/online-reading-books.html