

## Realigned Audio-Recorded Materials using Repeated Reading and the of Oral Reading Fluency of Non-Fluent Learners

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### Abstract

*This study was conducted to determine the significant difference before and after exposure to the Realigned Audio Recorded Reading Materials Using Repeated Reading in Grade 7 learners' reading fluency, such as expressions, accuracy, phrasing, and pace. With the analysis and interpretation of data, this experimental study used statistical tools such as Mean, Standard Deviation, and T-Test. Hypotheses were tested, and the findings revealed the following information; The null hypothesis that there is no significant difference in reading fluency before and after exposure to the Realigned Audio Recorded Reading Materials is rejected. Having all those findings, the study recommends that teachers may utilize realigned audio-recorded reading materials as an intervention for struggling readers to improve their reading fluency; as realigned audio-recorded reading materials using repeated reading are an innovative method of instruction, teachers should receive training on how to create and implement the program in the classroom; and future researchers may do a similar study to determine the advantages of realigned audio-recorded reading materials and, consequently, improve the reading fluency of readers.*

*Keywords: realigned audio recorded materials, repeated reading, expression, accuracy, phrasing, pace*

### Introduction

The ability to read is essential for comprehension; it is essential for knowing both the outside world and oneself. Without reading comprehension, life could be difficult. The capacity to understand and carefully use a range of texts will determine the future of today's students. Additionally, it depends on their capacity for critical thought and the use of reading skills to express their ideas and opinions in both spoken and written form.

Results from the 2018 Program for International Student Assessment (PISA) show that reading is one of the subjects in which fifteen-year-old pupils in the Philippines performed worse than those in the majority of the countries and economies that took part in PISA 2018. The average reading grade in the Dominican Republic was 340. The Philippines and the Dominican Republic had the lowest rankings, according to Patrinos et al. (2018)

A remedial reading program has long existed in the Philippine basic school system. The country's primary and secondary schools have formed restorative programs. To assist struggling readers, there is a variety of reading programs available. Principals should urge instructors to assess their students' reading levels to implement relevant interventions. Despite decades of remediation for difficult readers, it wasn't

until the DO 27, s. The Department of Education mandated remedial teaching for high school students in 2005, and there are programs in place to meet this need.

However, fluency instruction is frequently missing from the reading curriculum for elementary schools today. This may be because classroom teachers receive little to no training on how to encourage oral reading fluency in their students. It is critical to look at the effectiveness of direct interventions for fluency because fluency is not given enough emphasis in education and is known to be challenging to develop. Examining the effectiveness of fluency remedies on reading comprehension outcomes in addition to fluency outcomes is also crucial, given the tight relationship between fluency and reading comprehension. Oral reading fluency interventions often enhance fluency and/or comprehension outcomes in studies of children with reading impairments.

Teachers emphasize reading comprehension beyond elementary school, failing to nurture pupils' reading fluency, which is thought to diminish school outcomes. This belief has recently come under scrutiny, and the importance of reading fluency in adolescence has been reevaluated (Rasinski et al., 2009; Ricketts et al., 2020; Zoccolotti et al., 2014).

In the research of Nese et al. (2013), reading fluency has largely been disregarded, especially at the secondary school level. The interest in reading fluency, on the other hand, has long existed and is currently receiving a lot of attention (Ari, 2015; Elhassan et al., 2015). Teachers must focus on reading fluency to assist struggling children in fulfilling school requirements. Reading fluency is considerably more crucial in educational settings because learners study from textbooks and are assessed on a time-limited basis to evaluate their outcomes. Indeed, many academics see reading fluency as a curriculum-based assessment, i.e., a legitimate and reliable method for regularly monitoring students' development and making instructional decisions

Tindal et al. (2016) claim in their research and Rasinski (2016) emphasize the significance of oral reading fluency as a prerequisite for comprehension. They believe that fluency is a skill that contributes to understanding, which is the ultimate goal of reading.

Ninety percent of comprehension problems, according to DiSalle and Rasinski (2017), are brought on by a lack of oral fluency. Students who have reading fluency problems early in their academic careers are therefore more likely to work later. Furthermore, it is critical to create and strengthen reading abilities throughout the early stages of learning (Rasinski 2014). However, many English learning programs in other nations have overlooked this.

According to Elhassan et. al. (2015) the ability to read quickly, accurately, and expressively was defined as reading fluency They noted that while all three elements are important for academic success, the first two—speed and accuracy—are the ones that are most frequently assessed in both educational and therapeutic settings. As a result, reading speed and accuracy tests are the only standardized measurements available, at least in the Italian scene. As a result, the focus of this research will be on the impact of reading fluency and accuracy on school accomplishment.

In the study conducted by Cummings et. al (2013) claims that the passage effect (level of difficulty) has a significant impact on pupils' oral reading fluency. The passages should be modified to the student's levels and skills in light of their findings. Similarly to this, Wallot et al. (2013) suggested in their study that students' reading fluency be evaluated while taking the level of a text into account. Using difficult material is unfair, especially when pupils are being evaluated. Additionally, the judgment should consider the genre at all times. According to Huang et.al (2016) the integration of technology applications in teaching and learning is very significant as many struggling readers attain vocabulary knowledge, develop reading skills and improve their reading comprehension via technology-integration lessons.

According to the findings, the RR approach was effective in raising participants' accuracy levels while reading aloud to 8th graders. The RR intervention enhanced the fifth-grade boy's word recognition and reading speed, according to a case study by Swain et al. (2013).

According to Foster et. al. (2013), the fundamental rule for determining how many times to read a text is that the less developed a reader's fluency is in terms of reading pace, the more repetition they need. Between three and five readings of a book, with the aid of an aural model, are recommended for beginning readers with poor fluency. According to the results of research on English L1 RR, this range of repetition is regarded as ideal.

In another study, Chang (2012) investigated the effects of timed reading and repeated oral reading on reading rate and comprehension. She looked at how enhancing reading rate activities impact EFL students' reading speed and understanding and if the increased rate may last up to six weeks following the intervention.

For these reasons, the researcher decided to undertake a study in the school year 2021-2022 on the influence of re-aligned audio-recorded materials using repeated reading on enhancing reading fluency among Grade 7 students at Dayap National High School - Mabacan Annex.

## **Objectives of the Study**

To augment quantitative data to define and characterize the utilization of realigned audio-recorded reading materials using repeated reading on the learners' oral reading fluency.

## **Methodology**

This study examined the effects of using realigned audio-recorded material on the oral reading fluency of 30 students in Grade 7 at Dayap National High School Mabacan Annex using a one-group descriptive-experimental research design. The Realigned Audio-Recorded Materials, the Multidimensional Fluency Scale, and the Pre- and Post-Test were the three instruments used in this investigation. First, the oral reading passages for the pre-test and post-test used a checklist to note errors to measure accuracy, and the words per minute were computed for rate or automaticity. If the students' scores fell more than 50% below the Hasbrouck, J. & Tindal (2020), Oral Reading Fluency Norms: Words Per Minute (WPM), fluency remediation was advised. & G. Tindal (2017). The second was the Multidimensional Fluency Scale. The readers' evaluation was based on the rubrics established by Zutell & Rasinski (1991), which evaluated readers' fluency in the dimensions of expression and volume, phrasing, smoothness, and pace. Each video and audio recording of the respondents' reading was assessed according to the indications of the rubrics, each dimension received a score of "4", "3," "2," or "1." The range of 4.00 to 8.00 frustration level, 8.01 to 12.00 instructional level, and 12.01 to 16.00 independent level was utilized to interpret the individual's overall score to determine their oral reading fluency level. The following scale was used to analyze the aspects of oral fluency: 1. 00 - 2.00 amount of irritation, 2.01 - 3.00 level of instruction, and 3.01 - 4.00 level of independence. The third was the re-aligned audio-recorded materials using repeated reading.

The Flesch Reading Ease Readability Formula was used to determine the grade level difficulty of the pre-test-post-test and six oral reading passages. This was done to make sure the text's level of complexity matched the readers' abilities. The participants' grade-level-appropriate materials ranged in difficulty from Grades 4 to 7.

Following that, participants were provided access using YouTube links where they could download or save the audio-recorded and, then use them according to the instructions. The progress monitoring of the utilization of the materials was performed by giving corrective feedback in weekly online or in-person individual conferences. The T-test is the statistical tool used to determine if there was a significant difference between the Level of Oral Reading Fluency of Non-Fluent Learners before and after Utilizing the Re-aligned Audio-Recorded Materials Using Repeated Reading.

## Results and Discussion

### 1. Oral Reading Fluency of Struggling Learners Before Exposure to Realigned Audio-Recorded Reading Materials Using Repeated Reading

To determine the level of oral fluency of struggling learners before and after exposure to the realigned audio-recorded materials using repeated reading the following results are hereby presented.

**Table 1**

*Level of Oral Reading Fluency of Struggling Learners Before Exposure to Realigned Audio-Recorded Reading Materials Using Repeated Reading*

Reading Fluency	Mean	S.D.	Verbal Interpretation
Expressions	1.20	0.41	Frustration
Phrasing	1.40	0.50	Frustration
Accuracy	1.67	0.48	Frustration
Pace	1.27	0.45	Frustration
<b>Total</b>	<b>5.53</b>	<b>1.25</b>	<b>Frustration</b>
<i>Legend:</i>	<i>3.01 – 4.00</i>	<i>independent</i>	<i>(12.01 – 16.00)</i>
	<i>2.01 – 3.00</i>	<i>instructional</i>	<i>(8.01 – 12.00)</i>
	<i>1.00 – 2.00</i>	<i>frustration</i>	<i>(4.00 – 8.00)</i>

Table 1 describes the level of reading fluency before exposure to realigned audio-recorded reading materials in reading fluency, such as expressions, phrasing, accuracy, and pace.

The overall result of 5.53 Mean with 1.25 SD indicates that the respondents are at a frustration level before the exposure to realigned audio-recorded reading materials. It implies that an intervention is needed to address learners' problems in their reading fluency. As reflected in the data matrix above, it is alarming that the respondents are at this level of reading fluency.

Thus, Hulme and Snowling (2011) mentioned that reading fluency is essential in learning and academic progress since all subjects require reading. This problem must be addressed so that learners will benefit from a specific reading intervention.

### 2. Pace/Automaticity before Exposure to the Re-Aligned Audio Recorded Materials Using Repeated Reading

The researcher found that respondents were reading at a level corresponding to the end of the fourth grade or the start of the fifth grade after examining several data sources. Table 1 demonstrates the level of fluency before exposure to realigned audio-recorded reading materials. In terms of pacing and automaticity of the learners, the data showed that respondents were at a Frustration level. The participants read slowly and laboriously trying to decode the text. Most of them were reading a word. Not only does

this decrease a person's reading rate. Also, it has been said by reading experts that reading word by word decreases understanding of the material. They were preoccupied with each letter or syllable in a word to recognize that word. This result was contrary to automaticity, which assumes that reading involves simple word decoding. According to Torppa et al. (2020), students who can read quickly and accurately, comprehend what they are reading, have a large vocabulary, and effectively use their language learn more effectively and succeed in reading. This attests to the fact that the majority of learners struggle with word decoding.

The words per minute of the participants before exposure to the Re-Aligned Audio Recorded materials ranged from 56 words per minute to 116 per minute. The average word per minute of the 30 respondents was 101 words per minute. Different experts have different recommendations for how many words per minute a seventh grader should read: Rasiniski suggests 180, Manzo suggests 120–145, and the DIBELS assessment used in the Midland school suggests that students read 128 words per minute or more to be considered "low risk" of reading difficulties. According to the findings, the respondents were deemed to be at a high risk of experiencing reading difficulties based on the DIBELS benchmark assessment's suggestion that their words per minute fall under the 50th percentile of Grade 7 proficiency. On the Rasinski and Manzo guidelines as well, they would be regarded as being at high risk.

### **3. Accuracy before Exposure to the Re-Aligned Audio-Recorded Materials Using Repeated Reading.**

The participants' mean score was 89.9%. This was categorized as Frustration in terms of Accuracy. It is crucial in establishing a student's oral reading level. For a text to be deemed an autonomous level, students must read with higher than 96% accuracy. It is also crucial to decipher isolated words, including sight words, high-frequency words, and irregular words. This assertion conflicts with the outcome of the pre-test. In the passage *Pets*, miscues ranged from 32 to 47. These miscues resulted in interruption and rough spots in reading. These affected the overall flow and rhythm of the passage. The first miscue was the substitution of the word *pets* for *pits* which the respondents constantly hesitated to read. There was also a substitution in the word *live* /l/ to *live* (i), *us* to *use* which the respondents changed the intended meaning of the phrase. The following words were considered substitution *good* to *God*, *make* to *mic*, *some* to *som*, *lonely* to *loneli*, *afraid* to *appeared*, *a place* to *flies*, *ferrets* to *parrots*, *restricting* (i) to *restricting* /i/, *exotic* to *esotic*, *spayed* to *payed*, *neutered* to *natured*, *turtles* to *tartles*, *shelter* to *center*, *cost* to *coast*, *unplanned* to *unplained*, *Humane* to *Human*, *Society* to *society*. They were unable to decode them correctly, sounded-out graphemes from root words then add suffix sounds. The participant struggled to recognize sight words which resulted to substitution or skipping the words. There was an omission of words in some part of the text that was nonsense as they maintain the syntactical structure of the sentence. such as *can*, *be*, and *to*. In addition, the words *unplan*, *adopt*, *train*, and *mix* which -ed were removed. These errors were still understandable when seen in the context of the phrase and the entire section, therefore it is presumed that they were still able to convey their intended meaning. Self-corrections and repeats are not considered mistakes in this study. Repetitions and self-corrections are signs that participants were keeping an eye on their oral reading and working their way through the text to understand it; as a result, these actions shouldn't be taken against them. Therefore, these findings demonstrated the need of efficient teaching for enhancing accuracy.

#### 4. Expressions and Phrasing Before Exposure to the Re-Aligned Audio Recorded Materials Using Repeated Reading.

The respondents scored one in expressions and phrasing. These were according to the indicators. They read word-by-word in a monotone voice where they seemed to lack confidence. Most of them read in a quiet voice as if to get words out. They seemed to be ignoring the punctuation and pausing at the end of each line rather than the end of each sentence. The reading thus lacked the natural flow of speaking and disrupt the coherence of the thought groups. It follows that their oral reading lacked, at best, any emotional interpretation.

**Table 2**  
*Level of Reading Fluency Struggling Learners After Exposure to Realigned Audio-Recorded Reading Materials Using Repeated Reading*

Reading Fluency	Mean	S.D.	Verbal Interpretation
Expressions	2.03	0.72	Instructional
Phrasing	2.10	0.76	Instructional
Accuracy	2.47	0.78	Instructional
Pace/Automaticity	2.00	0.79	Instructional
<b>Total</b>	<b>8.60</b>	<b>2.67</b>	<b>Instructional</b>
<i>Legend:</i>	<i>3.01 – 4.00</i>	<i>independent</i>	<i>(12.01 – 16.00)</i>
	<i>2.01 – 3.00</i>	<i>instructional</i>	<i>(8.01 – 12.00)</i>
	<i>1.00 – 2.00</i>	<i>frustration</i>	<i>(4.00 – 8.00)</i>

Table 2 describes the level of reading fluency after exposure to realigned audio-recorded reading materials in reading fluency, such as expressions, phrasing, accuracy, and pace or automaticity. The overall result of 8.60 Mean with 2.67 SD indicates that the respondents are at instructional level after the exposure to realigned audio-recorded reading materials. It implies that the intervention successfully addresses learners' problems in their reading fluency. As reflected in the data matrix above, reading fluency improves and becomes instructional from its frustration level before the exposure.

#### 5. Automaticity and Accuracy Rate After the Exposure to the Re-Aligned Audio-Recorded Materials Using Repeated Reading

The participants improved their words per minute (WPM) and accuracy rate after exposure to the re-aligned audio-recorded materials. In terms of Pace, the respondents maintain a Frustration level. However, they managed to enhance their word accuracy on the post-test by 6%, which is noteworthy given that they also increased their word accuracy rate per minute by ten words. Their reading became smoother with a miscues score of 5, while 31 was the highest. However, many had trouble with particular words and/or sentence patterns. The majority of them read with irregular rhythmic pauses. There were repetitions of the word student, performance, and openness that indicated that they were attempting to make meaning. The participants did effectively use the re-aligned audio-recorded materials. Students need to know what fluent reading sounds like to be able to read fluently, which increases pace, accuracy, and prosody.

According to Balsiger (n.d.), developing readers need four to fifteen exposures to a word before they reach automaticity in word recognition, whereas struggling readers need forty or more exposures before they reach the same recognition. This is one of the most important features of the Re-aligned Audio Recorded materials. The instructional material gave the respondents a lot of opportunities to replay the instructional materials according to their pace. In the utilization of the material, respondents have the freedom to repeat sections where they experience difficulties. The students read with the audio recording

provided with modeling of pronunciation of words. LaBerge & Samuels (1974) insisted on repetition to enhance automaticity with the argument that sounding spelling forms generally become automatic through the repetition of visual as well as articulatory sequences. The students developed a technique of repeating reading for self-correction which was not possible without the re-aligned audio-recorded material. Unlike in the conventional teaching of reading where students may be reluctant to ask the teacher or the more knowledgeable one for the correct reading. Thus, they become more comfortable, and confident and lessen their conscious rereading of words or text that causes slow and laborious reading. The students were also advised to read passages according to their level. Texts that are too difficult disengage students to read. They can only read passages whenever they believe that the assigned passages were easier and ready to move to more challenging text.

Text that is too difficult disengages students to read. They can only read passages whenever they believe that the assigned passages were easier and ready to move to more challenging text.

### 6. Expressions and Phrasing After Exposure to the Re-Aligned Audio-Recorded Materials Using Repeated reading

In the post-test, a mean score of 2.03 in expression was obtained which indicates that the majority of respondents read aloud and expressively. Most of the time, the readers read without any facial expressions and don't sound like they are conversing with a buddy. They had a greater awareness of punctuation and avoided using them until the phrase was at its finished. Furthermore, there was appropriate emphasis and intonation. The terms "important" and "feedback," for example, have an improper tone. Their reading progressed from word-by-word to three or more words in length, with a mixture of run-on sentences, breath breaks in the middle of sentences, and some choppiness.

During the post-test, students paused while reading words that they weren't sure about. They did read in larger chunks of phrases with more meaningful phrases indicating improvement in their understanding of the text. As a result, evidence from the respondents' oral reading scores suggests that they are improving their capacity to interpret what they read. On the other hand, re-aligned audio recorded material using repeated reading aimed to achieve optimal results improving fluency level by continuous implementation.

**Table 3**  
*Significant Difference in the Reading Fluency Before and After Exposure to the Re-aligned Audio Recorded Reading Materials Using the Repeated Reading pace*

Variables	Before		After		T	df	Sig. (2-tailed)
	Mean	SD	Mean	SD			
Expressions	1.20	0.41	2.03	0.72	3.758	29	.000
Phrasing	1.40	0.50	2.10	0.76	2.172	29	.000
Accuracy	1.67	0.48	2.47	0.78	3.109	29	.000
Automaticity	1.27	0.45	2.00	0.79	3.820	29	.000

Table 3 shows the significant difference in reading fluency before and after exposure to the realigned audio-recorded reading materials such as expressions, phrasing, accuracy, and pace. The data above shows a high significance in two-tailed 0.000 since a p-value of less than 0.05 implies significance

and less than 0.01 suggests high relevance. Therefore, the reading fluency of readers has a highly significant difference in all reading fluency levels such as expression (0.000); phrasing (0.000); accuracy (0.000), and automaticity (0.000).

The findings also agree with the increase in reading levels before and after the exposure to the realigned recorded reading materials as reflected in the mean scores of the learners, such as expressions from 1.20 (0.41 SD) to 2.03 (0.72); phrasing from 1.40 (0.50 SD) to 2.10 (0.76); accuracy from 1.67 (0.48 SD) to 2.47 (0.78); and pace from 1.27 (0.45 SD) to 2.00 (0.79) enough as a basis that the mix of multimedia, voice, and text helped learners form a mental image and focus more than words and pictures as stated by Walt (2021).

Furthermore, the data revealed that there was a significant difference in terms of automaticity before and after exposure to the realigned audio-recorded reading materials. Based on the mean score of 101 wpm before utilizing the re-aligned audio material compared to the mean of 111 wpm after utilizing re-aligned, a growth rate of .92 for six weeks equivalent to 11 words was obtained. This result even surpassed the realistic weekly growth goals and appears to be approximately .39 across grade levels; an ambitious target, of .84.

Nevertheless, results below 10 show that the learner requires further fluency instruction. It's significant to notice that following exposure to re-aligned audio-recorded materials, the total oral reading fluency score increased significantly. The participants' mean score of 8.6 shows that their oral reading fluency is increasing. According to the scoring system developed by Zutell & Rasinski (1991), scores below eight indicate that fluency may be an issue. Hence, the null hypothesis that there is no significant difference between the realigned audio-recorded reading materials is not sustained. It infers that realigned audio-recorded reading materials benefit the learners in improving their reading levels, and thus the alternative hypothesis that there is a significant difference before and after exposure to realigned audio-recorded materials is accepted.

## Conclusions

Based on the abovementioned findings, the following conclusions are formulated:

1. There is a considerable change in the learners' reading fluency, such as expressions, accuracy, phrasing, and pace before and after the exposure to realigned audio-recorded reading materials for Grade-7 learners.
2. The null hypothesis that there is no significant difference in reading fluency before and after exposure to the Realigned Audio Recorded Reading Materials is rejected.

## Recommendations

In light of the above conclusions, the following recommendations are made:

1. Teachers may utilize realigned audio-r
2. Recorded reading materials as an intervention for struggling readers to improve their reading fluency.
3. As realigned audio-recorded reading materials are an innovative method of instruction, teachers should receive training on creating and implementing the program in the classroom.

4. Future researchers may do a similar study to determine the advantages of realigned audio-recorded reading materials, and improve the material by using own their images, graphics and music to avoid copyright issues, and, consequently, improve the reading fluency of readers.

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