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CHAPTER – II

REVIEW OF RELATED LITERATURE

2.1 Introduction

The area of ‘Reading Difficulties’ is relatively new area to focus on. Educationist, psychologist and medical personnel have researched about reading difficulty. There is lots of literature in this area. Some of them have introduced new theory regarding the causes of reading difficulties whereas some of them depicted nature of reading difficulties. “The strategies of intervention for students with reading difficulties build upon the reading theories in the field of reading difficulties”.

The literature search was performed through the following data base: google Scholar, Eric, British Council Digital Library, ProQuest Database, ResearchGate, EBCOhost databases. Researcher had used the following search term - '*reading difficulties*', '*reading difficulties of secondary level students*', '*Reading intervention program*'.

The researcher had tried to present some of relevant past literature in the field of 'reading difficulty'. Before starting literature review, researcher would like to focus some light on basics of reading, reading difficulties.

2.2 Defining reading

“Reading is a systemic process of following a written text with the eyes, comprehending its meaning and vocalizing it when required. The process of reading consists of phase of feeling and recognizing sounds, phonics, vocalizing with recognized sounds. Teacher should plan bunch of instructions for the learners about learn to read be keeping in mind that reading is a process that should be fluent, strategic and lifelong”. (H.Akyol , M.Yildiz, 2013).

2.3 Reading Difficulties:

Academics performance depicts the learning outcomes of students. Reading and writing are two important basic skills for all school-based learning. Reading and writing ability has its social importance not only in literacy but also in socio – economic growth. (CE.Snow, MS.Burns, P. Griffin, 1998). It is accepted that reading skill as an important skill that child should grasp at elementary level. ((Lyon G. , 1996); (K.E. Stankovic , G.R. Nathan , M.Vala-Rossi, 1986)). There are many children who are struggling in

reading as well as writing. These difficulties if neglected, create serious effect on their academic performance (Rozario, 1991).

Early diagnose and treatment of such difficulties can make children rid over the problem (Royer, 2004). If children with reading difficulties are given necessary remedial reading instructions and support, it is possible for them to achieve educational and employment requirements (P.Manjula, G.Saraswathi, P.Padakannaya, 2009). In such cases, individualized intervention program can really help. Intervention programs are the key for minimizing the learning difficulties in majority of school going children (Rapp, B., & Glucroft, B, 2009).

Reading difficulties could be the inability to read fluently, the inability to recognize words, inability to comprehend what is read having limited resource of vocabulary (T.V.Rasinki, N.Padak, G.Fawcett, 2010).

2.5 Past Studies of Reading difficulties

Young learners at kindergarten, first, second grade learn to read that will be used for their entire lifetime. It is extremely essential to understand concept of print instruction, phonics, and phonemic awareness by the end of second grade. “Children who have difficulty with rhyming, learning the alphabet, and associating sounds, and those who fail to recognize the letters of the alphabet by the start of kindergarten are at risk of developing reading difficulties (S.S.Hamilton,P.F.Glascoe, 2006)”. According to research by **Hamilton & Glascoe**, “students in third, fourth, fifth grade should be capable in fluency, comprehension, spelling, writing and basic vocabulary for effective reading. A child’s third-grade reading ability is reasonably predictive of overall long-term academic achievement (S.S.Hamilton,P.F.Glascoe, 2006)”. Teachers use printed material,

encourage to participate in reading and reading related activities. “Seventy-five percent of children with reading disabilities] who are identified before the third grade continue to have reading disabilities into the ninth grade and fewer than two percent go on to participate in a four-year educational program after high school (S.S.Hamilton,P.F.Glascoe, 2006)”.

In the following literature researcher have tried to finding literature content in various aspects - *Reading failure, Factors affecting Reading abilities, Literacy development, Strategies to address reading difficulties.*

Reading Failure -

Quatroche (2001): The process of ‘learn to read’ is difficult for many learners. Some learners achieve ‘learn to read’ and apply the ability in various reading exercise. There are many groups of learners who are struggling in ‘learn to read’. Teachers face difficulties to cater these students. “These prompt educators to search an effective interventions strategies to improve the reading skills of struggling readers (D.J.Quatroche,R.M. Bean ,R.L.Hamilton, 2001)”.

Lyon (2003) stresses on the relationship between language and cognitive development plays an important role in building a child’s ability to read efficiently. According to Lyon, “cognition and language development become more interdependent developmental progresses, (Lyon, Reading disabilities: Why do some children have difficulty learning to read, 2003)”. Lyon believed in two vital concepts, “firstly, he considered, learning as a process of discovery that one needs to know in rode to solve problem and secondly, knowledge is a result of active thought to construct a meaningful

reality for understanding”. Lyon explained reading difficulties as a child’s failure in learning and using language. To Lyon quoted - “if children fail to develop fluency and proficiency in reading by the age of nine, it increases the possibility that they will have trouble with reading as well as writing throughout their lifetime (Lyon, Reading disabilities: Why do some children have difficulty learning to read, 2003)”. “Unless these children receive the appropriate instruction, more than 74% of the children entering first grade who are at-risk for reading failure will continue to have reading problems into adulthood, (Lyon, Reading disabilities: Why do some children have difficulty learning to read, 2003)”.

To **Allington** and **Walmsley**, students advances to next grade level , the difference between reading ability of students who proficient in reading and who face reading difficulties (R.L.Allington, 1995).

Deshler, Hock commented that “Reading difficulties for students in the upper-elementary and middle school grades are multifaceted, (D.D.Deshler, M.F.Hock, 2007)”. According to, **National Center for Educational Statistics, (2005)**, “the crucial fact is that almost one quarter of all 8th and 12th graders score at the “below basic” level in reading on the National Assessment of Educational Progress (NAEP) and that only 70% of all high school students graduate from high school, (T.D. Snyder , A.G.Tan , C.M. Hoffman, 2006)”.

Vaughan (2007) suggested that, “socio-economic background and psychological or cognitive process are linked with reading disabilities (S.Vaughan, JANUARY ,2007)”. He also added that, “learners who are successful readers in elementary school are typically those who have a history of successful reading in their early years”. **Schickedanz** believed that, “reading is not a natural skill, rather an acquired skill one must be acquired with learning experiences (Schickedanz, 1983)”.

To **Shywitz**, “reader can understand the word patterns and identify the separate phonic sounds and word recognition skill is enhanced (S.Shaywitz, 1996)”. **Quatroche (2001)** explained that, “many children have difficulty in processing sound of words (D.J.Quatroche,R.M. Bean ,R.L.Hamilton, 2001)”.

A research study conducted by the NAEP (National Assessment of Educational Progress) showed that, “students continued to progress in their reading abilities. NAEP reported that there are three levels of reading growth – basic level, proficient level, and advanced level. These have been shown in report card and basic advancement was shown for grades four, eight, and twelve (P.L.Donahue, K.E. Voelkl , J.R. Campbell, J.Mazzeo, 1999)”. “Achievement of the *basic reading level* implies that students can succeed as they advance through the grades. Success at the *proficient reading level* assured that academic performance and the capability to handle complex work assignments, whereas *advance reading level* indicated accelerated performance (P.L.Donahue, K.E. Voelkl , J.R. Campbell, J.Mazzeo, 1999)”.

“The performance of struggling adolescent readers usually does not follow this line of progress (See Fig.). They perform at the level of point A1 at the end of one year of schooling on average and travel a path like the one depicted by the dotted, curved line.

The area between the solid line (representing typical achievement) and the dotted line (representing underachievement) is defined to be the *performance gap*". It depicts the gap between what students are expected to do and what they can do in learning process. This gap grows larger and larger over time as learner advances to later grade. So, the academic growth of those students is not up to the mark (D.D. Deshler, M.F. Hock, 2007).

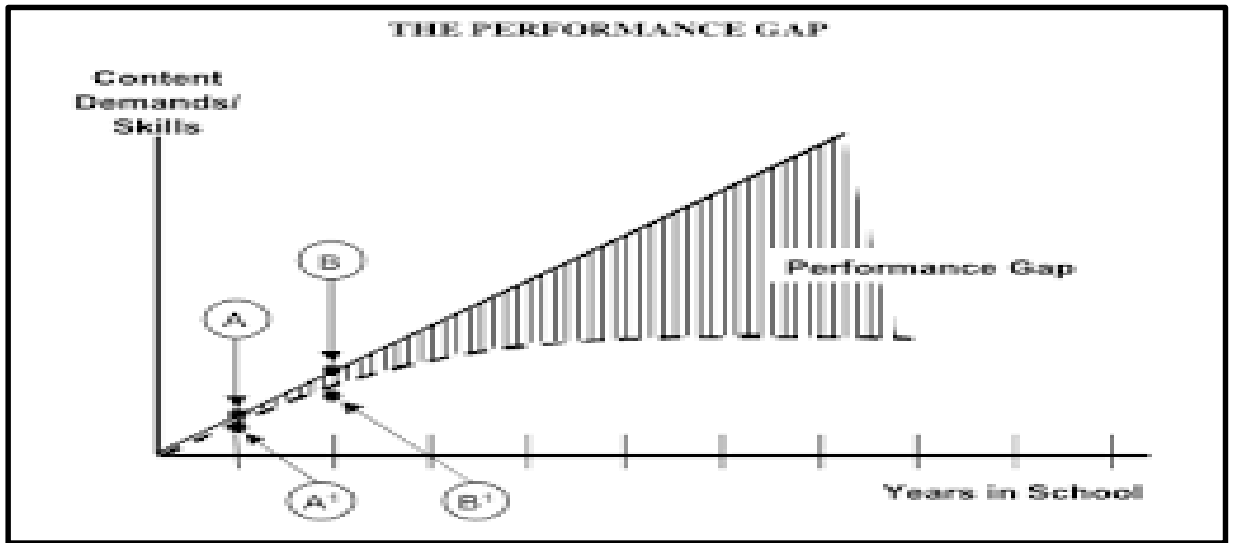


Fig – 3 : Performance Gap

Snow et al. (1998) quoted that, “the decline in the levels of literacy skills was created by the demand of literacy skill enhancement and the issue of declining reading level is rather ignored”. For example, it may happen that students are not lacking proficiency by themselves, but the demand of literacy skills prompted the problem. As a result of it a significant number of students shows under-performing in reading. **Snow et al.** further argued that continuous expansion of technology uses emphasises on literacy enhancement. This creates excessive trouble for those who are unable to maintain the expected levels. ‘Learning to read’ turns to be very difficult to them. Also, it hinders “the process of other skills like desire to succeed, concentration, recall, and language acquisition, (C.Snow, S.Burns , P.Griffin, 1998)”.

Factors affecting Reading abilities:

Lyon (2000) suggested that, “the reading success is majorly determined by the type of reading instruction they get in the early years and this fact is true at least for 60% students. Good readers possess phonemic awareness; they have familiarity with word and letter pronunciation and good vocabulary skills. They are capable to read fluently and can bring their knowledge in their reading. The difficulties in at least any of these areas can create a reading dilemma. The Learners who are exposed to literacy from infant to later childhood comprehend better, have high vocabulary knowledge and expanded reading and writing skills (G.R.Lyon, 2000)”.

Drummond (2005): “Children with learning disabilities or children who require special services are huge in numbers. Again, these children are likely to continue with reading problems, (K.Drummond, 2005)”. A report by committee on the *Prevention of reading Difficulties in Young Children* and *National Research Council* clearly indicated that: “Diminishing the number of children who come with inadequate literacy skills and knowledge could be an important strategy to prevent adding difficulties. because major session of such population suffers from the reading difficulties in general. (K.Drummond, 2005)”.

Gupta, Ashum (2004) made a study on “***Reading Difficulties of Hindi-Speaking Children with Developmental Dyslexia***”. This study was based on experimental set up, aiming to find the nature of difficulties of dyslexic readers in Hindi. “The performance of children with dyslexia was compared with that of reading – age (RA) and chronological – age (CA) based controls using word and non-word reading. The result confirmed that dyslexic students are significantly poorer than CA control group with respect to their

reading speed and accuracy. The performance of dyslexic students were worse than RA group with respect to their reading accuracy (A.Gupta, 2004)”.

Snow et al. (1998) further argued that students with less exposure in reading before primary grade are facing reading difficulties.

As for example, those who have poor speaking and listening ability, inability to understand verbal communication, lack of knowledge of word sound are most likely to face reading difficulties. Snow et. Al also indicates that “those who live with parents who have poor reading skills, lack of literacy development, lack of proficiency with English language and hearing impairments could struggle with reading and achieve reading success rarely, (CE.Snow, MS.Burns, P. Griffin, 1998)”.

Literacy development:

In present day, the term ‘*emerging literacy*’ is used to describe stages in literacy development. This kind of literacy of young learners is a “continuous development by experience of being involved in language and attempting to master in reading, (Rubin, 2002)”.

According to **Lane and Pullen (2004)**, “children generally go through four developmental stages as they learn to read – the early emergent level, upper emergent level, early fluency level and fluency level. First two levels are found in kindergarten and first grade students respectively. Early fluency level found in students at first and second grade whereas fluency level found in students in third grade and above”. Lane and Pullen also assured that, “children at all four levels may be found in kindergarten through second-grade classrooms. This can be possible by implementing effective early reading

instructions and providing early interventions for students who have difficulty in learning to read, (H.B.Lane, P.C.Pullen, 2004)”.

Early emergent readers – in this level, students can understand how to make sounds and how to organise these sounds into words. These learners also become familiar with decoding system and blended letter sounds.

Emergent readers – Students in this level can able to use strategies to understand alphabet principle. They are capable to relate letter sound and word pronunciation.

Early fluent readers – student in this level ae capable in comprehending text

Fluent readers- they are those who have successfully learned how to read. (CE.Snow, MS.Burns, P. Griffin, 1998).

Strategies to address reading difficulties:

Torgsen et al. (2007) emphasizes that, “there is much need for secondary schools to utilize a combination of reading strategies for students with reading difficulties (Torgrsen et. al, 2007)”. Allington (2006) agreed that and argued that to make meaning of text, a combination of different strategies will have to be in place (Allington, 2006)

The **first** reading strategy for students having reading difficulties is to activate previous knowledge. Students may face trouble in connecting what they have learned and what they are learning. Ambe (2007) on adolescent reading explored that “how to make use of activating prior knowledge before, during, and after reading. The study reveals that the knowledge what students learned and retained previously can impact their understanding of information in reading texts”. Ambe concluded that, “In order to

facilitate better reading, activating prior knowledge should be organized and encouraged for students with reading difficulties (E.B.Ambe, 2007)”.

A **second** reading strategy is to develop vocabulary. According to Houge, Geier, and Peyton (2008), “vocabulary instruction is an important element for instruction for learn to read (T.T.Houge,C.Geier,D.Peyton, 2008)”.

A **third** strategy to address students with reading difficulty is comprehension. Lapp, Fisher, and Grant (2008) in their study which focused on student centered activities, discussions, and interactive strategies by teachers for acquiring comprehension knowledge, remarked the followings (D.Lapp, D,Fisher , M.Grant, 2008):

- Students in the reading intervention class would undergo the state’s standardized tests to acquire reading comprehension skills,
- teachers need to use interactive strategies with their expertise in the field.

A **final** strategy is fluency. “Studies showed that fluency assured comprehension and students who do not struggle with words can focus on the meaning of what they read”.

Rasinski et al. (2005) confirmed that “fluency is the most important factor to facilitate successful reading with high school students. Improvement of fluency can bring significance improvement in comprehensions” (Rasinski et.al, 2005). **Allington (2006)** agreed that if students are given appropriate reading text as per their reading level, fluency level improves as a result they can read independently (Allington, 2006).

Difficulties of English as Second Language (ESL) students:

English as second language students are those students whose mother language is not English. This fact may act on English reading abilities of ESL students in compare to English as first language (EFL) students. Several studies were confirmed the effect.

Calhoon, Al Otaiba, Greenberg, King, and Avlos (2006) suggested that there are many factors that stand behind the reading difficulties within the Hispanic community (ESL). Twice as many Hispanic students (ESL) are below grade level in reading in comparison to their white counterparts (Calhoon et al.). Again, Hispanic students (ESL) are more than three times as probable to drop out of school (McMaster, Kung, Han, & Cao, 2008). Interestingly, “Calhoon et al. found that the cognitive process is the same for English as a Second Language Learners (ESL) and other learners”. Rather, ESL learners struggle with reading because they lack the opportunity practice reading independently and to involve in English academic conversations (M.B. Calhoon , S.Al Otaiba , D.Greenberg , A.King , A.Avalos, 2006).

McMaster et al. (2008) investigated that “ESL learners struggle to learn basic reading skills and lag far behind English speakers”. National Center for Education statistics reports that: “In 2005, only 27% of fourth-grade ESLs performed at or above the basic reading level and only 7% performed above the proficient reading level, whereas 67% of non-ESLs, or native English speakers learners performed at or above the basic reading level, (McMaster, K., L., Kung, S., Han., I., Cao, M. , 2008)”. Also, “while English Second Language (ESL) learners in primary grades do advance in decoding,

fluency, and listening and reading comprehension. But their progress tends to lag on comparison with that of English First Language (EFL) speakers, – Verhoeven, Leeuwe added. (L.Verhoeven, J.Van Leeuwe, 2012)”.

Lervåg and Aukrust (2010) conducted study with 288 Norwegian second graders students in learning to read English. The study revealed that, “no differences existed in decoding skill whereas L2 learners lagged in vocabulary and comprehension. Author explained that the differences indicated to poorer semantic language skills (A.Lervåg,V.G.Aukrust, 2010)”.

On reverse, approximately 80% of students to whom the study had identified of having a specific learning disability (SLD) struggle in reading. Evidence based intervention program could be helpful for these learners with SLD. Keeping view the belief, United States Department of Health and Human Services took initiatives for early intervention for ESL learners with reading difficulties (McMaster, K., L., Kung, S., Han., I., Cao, M. , 2008).

2.5.1 Summery (Reading difficulties)

In brief, for every learner with reading difficulties, there is a background impact of socio-economic status, parents reading profile, familiarity with reading practices and experience of communication skills. There are three level of academic reading progress – basic reading level, proficient reading level and advanced reading level. Each level has

some academic stability and compatibility. Students with reading difficulties fail to achieve the expected goal and hence faced a ‘performance gap’.

According to the literature, there are many factors that affect early reading ability. Children who are facing reading difficulties are those who comes to school with less literacy exposure. Literature also revealed that those who are poor readers having very less knowledge, information and experience about reading. Their scope of interaction with language is also limited. They are not capable to develop their phonemic awareness skills or familiarity with alphabets.

Again, the process of learning to read commences at very early stage of child’s life. There are four level of development – early emergent, upper emergent, early fluency and upper fluency. Each level has its own process and it increases children’s language and communication skills.

2.6 Past studies of Reading Intervention

A support service designed specially to address the students with reading difficulties can be named as ‘Reading Intervention’. The generic term intervention is defined as “an educational program, practice, product or policy aimed at improving student outcomes²”. To clarify the definition in present context, intervention may be thought an action program to provide explicit instruction to struggling young readers to improve oral reading fluency ability.

² Source : Institute of Education Sciences, What Works Clearing house: Glossary, 2014

Students with reading difficulties usually have instruction aiming reading difficulties via remedial reading class (Cooper, McWilliams, Boschken & Pistochni, 1998). Intervention is different from remedial class in that intervention occurs not in large group classroom instruction, rather it occurs in small group with instruction specially designed for them (J.D.Cooper , J. McWilliams , I.Bosechken, L.Pistochni, 1998).

Students with reading difficulties will be benefited with supplemental reading instruction if it caters in small groups. Shaywitz et. al assured that “there is a clear indication for reading interventions at the elementary level of having power to preventing and remediating many reading difficulties, (Shaywitz et.al, 2004)”.

The need for effective intervention strategies for older individuals to prevent their reading difficulties is as great as the need for interventions for younger children with reading difficulties. In fact, “almost 40% of high school graduates lack the reading and writing skills, and nearly 30% of high school graduates who enroll in colleges and universities require remedial assistance,- Grrene, Winters (J.P.Grrene , M.A Winters, 2005)”.

“Higher effects were found for interventions to comprehension skills. For instance, large mean effects were found in the experimental study by Mason (2004) for comprehension strategy instruction for students with reading difficulties (P.Mason, 2005)”.

Adolescent reading intervention is different from elementary reading intervention in many ways. Elementary reading intervention focuses on introduction and practice of foundation skills of phonological awareness, fluency and vocabulary within lessons. But

as students enter high school, the instruction changes to content vocabulary, reading complex texts and comprehension (T. Shanahan, C. Shanahan, 2008).

Instructions focused on oral reading fluency can be very effective for a reading intervention since it supports attainment of word recognition, phonological awareness, comprehension for school level learners. A focus on reading fluency instruction supports the attainment of automaticity in word recognition and word accuracy.

Oral reading fluency:

National Reading Panel (2000), “identified the five components of reading (phonemic awareness, phonics, vocabulary, fluency, and comprehension) and so reading fluency became an easily measurable component. Since comprehension “by its very nature, is a phenomenon that can only be observed indirectly”, it is very difficult to measure. Hence there is a need of some skill that can quickly and accurately measure comprehension”.

The National Reading Panel (2000) identified fluency as one of the five, targeted reading processes. Again, fluency was a skill that can be quickly and accurately measured (Hasbrouck & Tindal, 2006). One-minute fluency assessment can be quickly and easily administered. Not only that, it is readily available, and it requires no such special equipment. Hasbrouck and Tindal (2006) confirmed that fluency assessment as “an accurate and powerful indicator of overall reading competence, having strong correlation with comprehension, (Hasbrouck & Tindal, 2006)”.

The “Dynamic Indicators of Early Literacy Skills (DIBELS) and Oral Reading Fluency (ORF) measures fluency and provides scores which is very useful to take data driven decisions (Hasbrouck & Tindal, 2006)”. The reading data obtained from DIBELS

and ORF measures reveals that how much reading intervention is effective and how suitable to student's reading needs (Nese, et al., 2012).

Assessment of fluency primarily focused on reading speed to carry the notion of rate of reading accurately. Later the term fluency becomes synonymous with ability to read fast (Rasinski, Rikli, & Johnston, 2009). Rasinski (2006), suggested that the goal of assessment is ignored in one-minute oral reading fluency assessments by omitting the need of prosody. Fluent reading was not complete without reading appropriate expression (Rasinski, 2006).

The following literature will shed some light on various way of reading fluency intervention and its effectiveness.

Repeated reading method:

Repeated reading is very popular and effective fluency interventions (Rasinski, 2009). For both elementary and adolescents learners, the purpose of repeated reading is to improve oral reading fluency (Nichols, Rupley, & Rasinski, 2008). Since students applied cognitive energy on comprehending the text that given in repeated reading, it helps students to improve their fluency. The aspect of repeated reading intervention technique is to employ the use of practice in from of reading text passage repeatedly to improve fluency and accuracy.

The fluency skills that acquired during repeated reading intervention were able carry forward to the other reading text. That means, once fluency had become achieved, skills were retained for future use. Students with reading difficulties with such fluency skills can read new text with greater rate and accuracy (Rasinski, 2004). Rasinski (2004)

suggested that inclusion of prosody in repeated reading strategy can magnify learner's performance for expressive reading text.

Rasinski (1989) identified components of repeated reading instruction were "repetition, model, direct instruction and feedback, support during reading, text unit, and easy materials" (pp. 691–692). With prefixed fluency level of learners (level usually determined by teacher); repeated reading asks learners to re-read a passage until the fluency level is achieved. When the goal of the current passage fluency level is attained, learners moves on to a new passage.

Reutzel (2015), in his study, identified some criteria for students to receive a new passage for fluency practice.

These are: (a) reading a passage until above 90% accuracy is achieved;

(b) reading a passage 3-7 times; or

(c) reaching a pre-determined set words correct per minute goal or a gain goal.

Reutzel (2015) investigated which one is the better model for student's movement to a different new text passage -using a pre-determined number of words or a gain goal? Results from this study indicated clearly that words correct per minute was a better model than gain scores for determining student's movement to a new text.

Farstrup and Samuels (2011) implied that teacher quality is of "critical importance" (p. 1) and teacher involvement is especially important to Rasinski's model of fluency instruction. Teacher is an integral part of fluency instruction. To provide effective reading instruction, teacher is required to model, teach, provide feedback and facilitate students in their reading. Additionally, teachers need to participate in marking

or modeling of text passage. Text passage means the print material for students. It's also teacher's responsibility to find the text appropriate text so that learners can read the text with minimal difficulty. Students are required to practice their fluency reading (Gambrell, Marinak, Brooker, & McCrea-Andrews, 2011).

Repeated reading targets fluency skills of rate, accuracy and prosody. In this context, Allington (2011) quoted "repeated reading activity typically expand the volume of reading...simply expanding not only the volume of reading but also expanding the numbers of texts students read foster fluency development faster" (p. 15) (Allington, 2011). Repeated reading is a method meant to help by convey the experience of fluent reading to dysfluent readers. This might be empowered and inspired the targeted learners in reading fluency (Allington, 2006).

Other common fluency interventions:

Most fluency interventions are influenced with repeated reading, but delivery of the interventions varies. Kuhn and Levy (2015) designed a fluency instruction based on repeated reading but varies in the amount of teacher support. These fluency interventions not only improve fluency but also seek to create times for students to experience their feeling as a fluent learner. Kuhn and Levy indicated that echo reading instruction required large scale teacher support. In this strategy, the teachers read and the student's reading from their own text, echo the teachers phrasing. In choral reading, the teacher and students "simultaneously read a text or section of a text aloud students" which requires less teacher support (Kuhn & Levy, p. 45).

Lastly, partner reading strategy requires very less amount of teacher support. In this strategy, learners are made to learn with their co-learners. Partner reading positively

involve students in the act of reading. It does not keep the learners to wait for their own turn or to listen of others.

Research using performance text:

Goering and Baker (2010) investigated poetry, newscasts, and personal writings with 17 learners of 10th grade over seven months. There were six, four-day sessions and in each session different text was used. The purpose of this intervention was to examine the effect of using performance text on both fluency and comprehension. The researchers reported that there is statistical significance in both fluency and comprehension in pre-post test scores. Also, effect sizes for fluency and comprehension were large (0.74 and 0.68 respectively) (Goering and Baker ,2010).

Farrell (2015) also designed an intervention of repeated reading using various performance texts like poetry, narrative texts, informational texts. The study was, “quasi-experimental in nature comprising of 12-week study of 50 students of 5th and 6th grade”. The objective of the study was, “to find the effect of repeated reading on accuracy, rate, prosody, comprehension and motivation to read”. To form experimental and control group, random assignment of student participants was adopted. During the first 10 minute of their English language class, experimental group were given the task to repeated reading of assigned text, where the control group are given no such task and they are asked to engage in silent, independent reading. The pre and post test scores of both groups reveal that the intervention has a significance impact on accuracy, rate, prosody and motivation to read. The study also reported that there are no such significance changes in assessment of comprehension skill due to intervention (Farrell ,2015).

Whittington (2012), in his study also used a variety of performance text to determine the impact of repeated reading. Whittington firstly examined the quantitative

outcomes on fluency and comprehension and then in addition qualitative data was also encountered for determining the impact of repeated intervention on attitudes towards reading. “Sixty- one students of 6th, 7th and 8th grades were assigned to experimental group and control group. The experimental were received explicit fluency instruction of each components – rate, accuracy, prosody”. The result of the quantitative part of the study using ANOVA reveals that there is no significance effect of pre and post test scores of words read correct per minute or comprehension of both groups. In qualitative part of the study, it reveals that the treatment group who are given to read repeatedly the performance text consumes positive attitudes towards reading. Teacher’s interview reported positive comment on repeated reading that promoted teacher and student interaction.

Bass (2012) conducted, “a quasi-experimental study to investigate effects of repeated reading. The intervention was 12 weeks long and the study was conducted on 173 sixth grade students”. The design of the study comprises of two experimental group and one control group. 1st experimental group focused on improving rate and accuracy with students’ partners in one-minute reading. The other experimental group focused on improving prosody and appropriateness in letter sounds, phrasing, pacing, expression and volume (Bass ,2012). The control group during this time was not given any such intervention instructions. They are asked to involve in reading their science, social studies, English language curricula. The intervention session was designed with 20 minutes session, three days in a week. During first 8 weeks, of 12-week program, students read poetry, historical narratives, speeches, plays and last four weeks deigned to read their science passage in their science curricula. The result of the study reveals that there is statistical significance in comparison to both treatment groups to the wide-reading control

group. The study also reported that there are no significance changes was occurred in groups due to intervention (Bass, 2012).

Keehn, Harmon, &Shoho (2008) investigated the influence of readers' theatre on students' fluency and comprehension. It was a mixed method study with 36 students of 8th grade. The treatment was given for 6 weeks. The result of the study reveals that the treatment was found statistically significant to impact on three areas - reading ability, expressive fluency and vocabulary. The result also reported that the treatment has no significant effect on fluency as measured by words read correctly per minute. Additionally, the study showed moderate effect sizes within reading ability (effect size = 0.239), expressive fluency (effect size = 0.274) and vocabulary (effect size = 0.269). In comprehension, there was no statistical significance found. Also, "qualitative part of the study indicated that the benefit of the intervention was reported in reading motivation by participants in reading theatre".

Biggs, Homan, Dedrick, Minick, &Raskinski (2008) also used experimental design to study the effect of intervention on fluency using song lyrics in fluency intervention. This was 9 weeks intervention with 48 students of 7th and 8th grade. Students were asked to sing along with an interactive software program in 30-minute session, three days in a week. "Treatment group was given intervention and pre-post, follow up test was administered for the both treatment and comparison groups". At completion of intervention, the effect size of the treatment to comparison was 0.87. follow up assessment was conducted after 16 weeks of completion of intervention with larger effect size 1.22. repeated measure ANOVA indicated significance changes in group by time interaction in reading improvement. One – minute fluency score showed that the reading score of comparison is unchanged over the intervention,

Research using non-performance text:

In their mixed-method study, **Guerin and Murphy (2015)** did not use performance text, rather they used non-performance text like teacher-selected material and chapters from a book for the repeated reading fluency intervention. The study was conducted with 7 weeks interventions for 3 participants to find out the effect of repeated reading on fluency and comprehension paragraph. Improvement in fluency was found in two of three students whereas all three gain in comprehension. No statistical analysis was conducted, and the data was present in raw numbers. Qualitative results reported an increased understanding in oral reading strategies those are connected with comprehension as student comment as “read it twice over [repeated reading to promote comprehension]” or “stop at full stops to make sure you are understanding” (Guerin & Murphey, 2015)

Using a reading material from a published fluency program, Stocks (2015) investigated the impact of intervention on fluency stress accuracy, rate and prosody and comprehension. The study was conducted with 50 students of 6th and 7th grade and the intervention were for 7 weeks. The participant was identified with non-proficient score on reading assessments. The students were assigned randomly into control group and experimental group. As each week of the intervention progresses, the experimental group received a new reading passage and asked to practice the passage 6 minutes in partners groups. After end of each reaching session, “the partner group were asked to provide each other feedback on their prosody using the Multi-dimensional Fluency Scale (Zutell & Rasinski, 1991)”. The outcomes of the study reveal that there was no significance effect of the intervention on all components (accuracy, rate, prosody and comprehension).

Stocks reported that though result of the study was not significant but there were students reading improvement in each of the components.

Josephs (2010) also investigated the effect of intervention using teacher selected material on oral reading fluency. He used peer-mediated repeated reading strategy versus continuous reading in his 9-week intervention study with participants from 5 high schools. The result of the study reveals that peer – mediated repeated reading was more effective than continuous reading in improving oral reading fluency. Joseph reported that in the individual performance, three of five participants' words correct per minute score remain same or improved. On the other hand, overall result indicated that the student's score decreased on post assessment in Test of Word reading efficiency, a measure of accuracy and fluency (Torgesen, Wagner, & Rashotte, 1999) (Joseph, 2010).

Seils (2010), in a six-week study with 36 participants of 6th, 7th, and 8th grades examined morphology instruction and repeated reading to improve reading fluency. On comparison to control group, it was evident that morphology intervention has no significant effect on fluency, whereas participants' decoding, and comprehension did improve. Seils also reported that the study highlighted students' engagement and positive response in learning word meaning.

Vaughn et al., (2010) investigated the effectiveness of an intervention with participants of sixth grade on the reading processes of decoding, spelling, fluency, and comprehension. There are three phases: after random assignment of participants for group formation, phase – 1 was started which aiming on improvement of word study and fluency. "Whereas phase – 2 highlighted vocabulary and comprehension and Phase 3 focused on continuation of vocabulary and comprehension as phase – 2 with the inclusion

of further fluency and reading activities”. There were gains significantly of intervention group which had found on measures of word attack and spelling. Gain were also made in comprehension, phonemic decoding efficiency. The author also reported that these gains could not solely be attributed to the intervention. Considering the marginal successful results in this study, the author acknowledged the difficulty in gain of reading skill of at-risk learners.

In a mixed methods study, **Paige (2011)** investigated the effectiveness of intervention using repeated reading strategy of whole-class choral reading. Paige selected reading passage from district-chosen literature textbooks. In the study, 112 participants were chosen from 6th grade English language arts students for either control or experimental group. Whole class choral reading of an assigned passage, 16 minutes per day for six weeks was planned for experimental group whereas no such treatments were taken for control group. Participants read a new passage each week. There was significant result after the intervention in phonological decoding and fluency and non-significant result was found for sight-word decoding. In qualitative way, the study concluded that teachers’ perceptions of whole class choral reading though put questions of implementation but agreed a positive response by students to choral reading practices. Comprehension skills was not measured in the study.

2.6.1 Summary (Reading Intervention)

To summarize the literature in this section, it is evident that fluency interventions are effective in increasing reading rates of secondary students with reading difficulties. The comprehension skill may also improve with proper treatment for the secondary level students.

Repeated reading strategy of intervention and word training increased students' ability to read more quickly and accurately. Though the effect of such intervention not always carry to transfer to novel text and there might not be increment of comprehension. In addition, confounding factors such as students' naming ability, phonemic awareness skills may have impact on their fluency intervention. Overall it can be said that fluency interventions must push students to their maximal reading levels.

However, the review of literature is very clear about the fact: more studies are needed that utilize experimental process and to cater the intervention in large group of students with reading difficulties.

2.7 Overall Summary

In overall summary, researcher tried to find out implications of overall literature based on which researcher find research gap.

Implications:

Some implications for “reading intervention for students with reading difficulties could be made as follows ((Scammacca et.al, 2007)”):

- ✓ Adolescence is also very appropriate stage to be intervened. Intervention could be more effective for older students. Vocabulary development, previous knowledge what are associated with comprehension of text can be quickly remediated.
- ✓ To conduct intervention, it must be very important to identify keenly about the type of reading difficulties (viz. in word recognition, letter sound, fluency. comprehension, vocabulary).

- ✓ To understand reading gap of the students with reading difficulties, we need studies which cater instructions for appropriate period, and which comprise of vocabulary, comprehension, word acquisition.
- ✓ Instructing comprehension is beneficial for grade – 6 or above students but it would not be beneficial for students those are unaware of skills like letter sounds, vocabulary, word decoding.
- ✓ To build oral reading fluency of students with reading difficulties, remedial intervention is beneficial for grade- 6 and older students.

2.7 Research Map:

Fig – 4 : Literature map (Reading Difficulties)

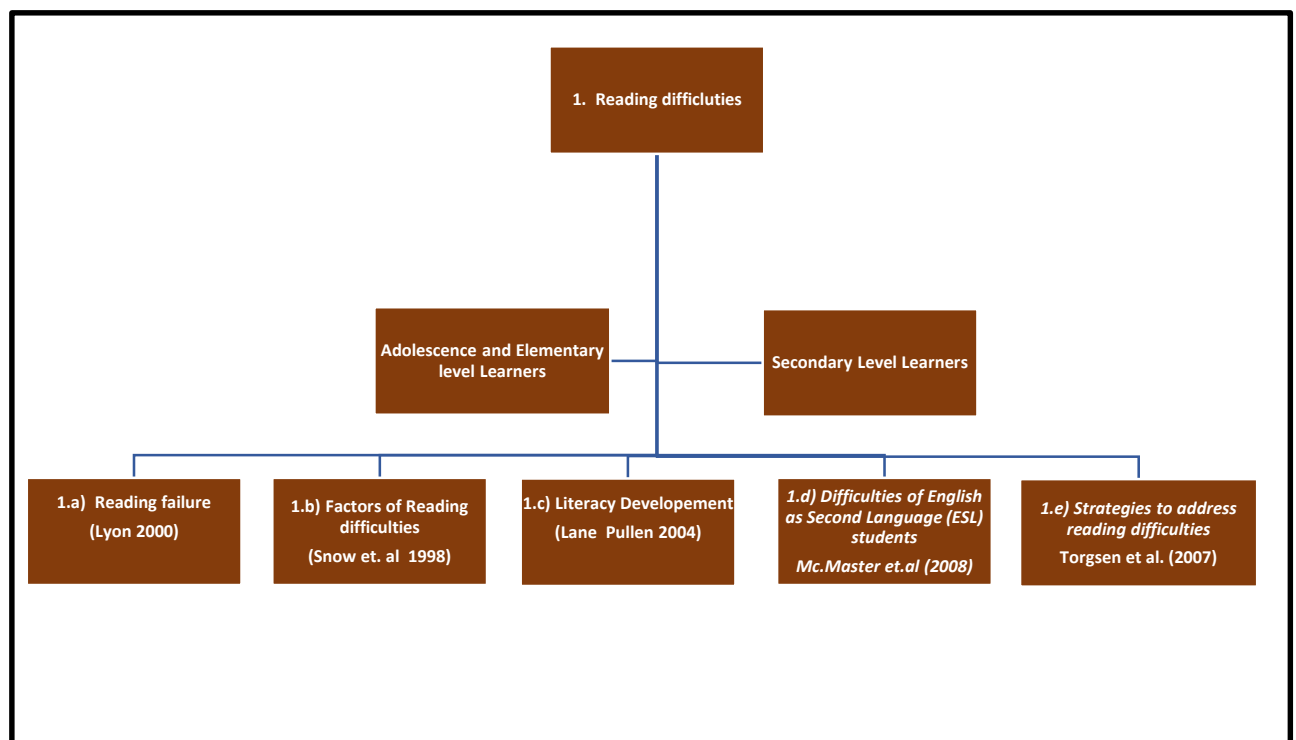
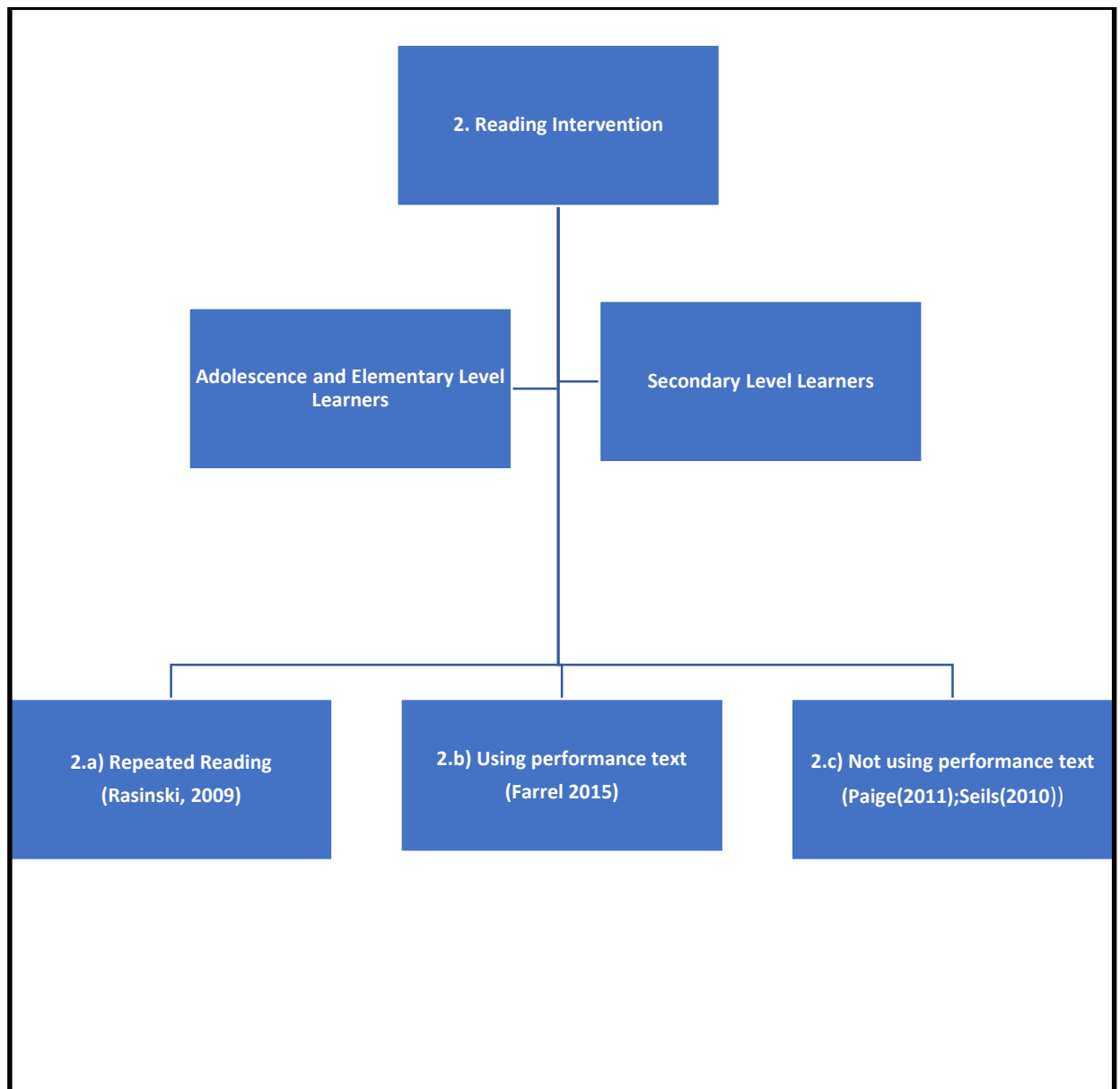
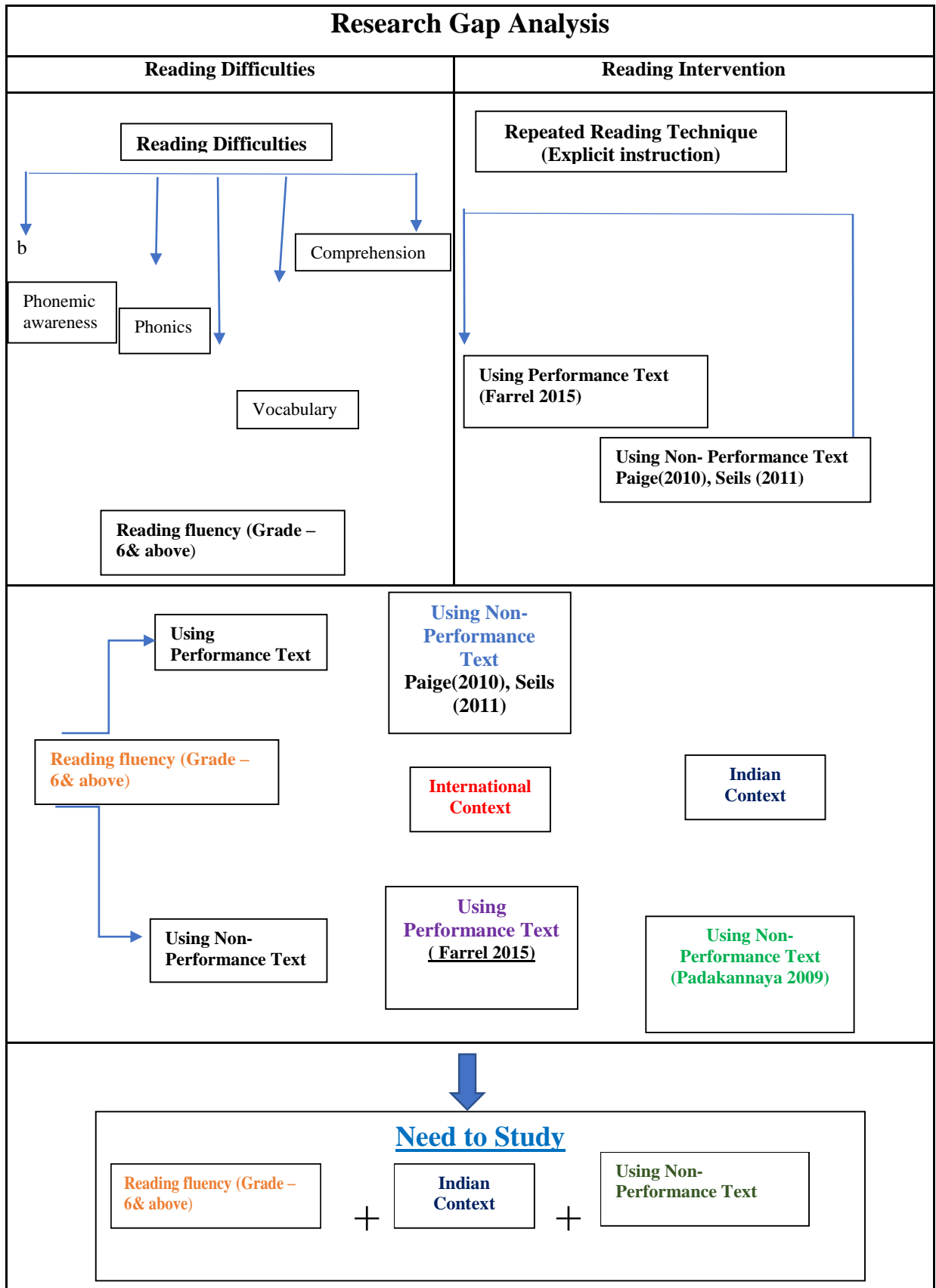


Fig – 5: Literature Map (Reading intervention)



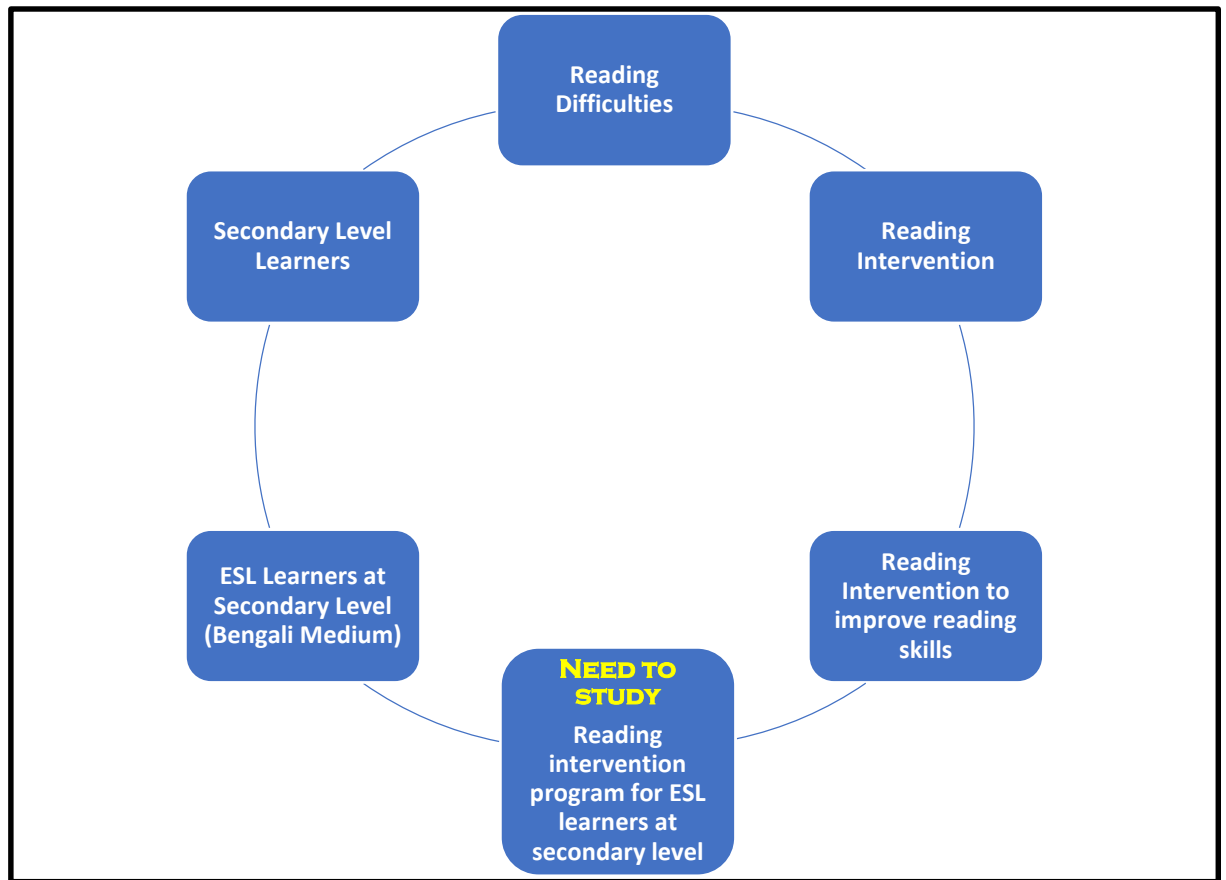
2.8 Research Gap

Table No – 2: Research Gap Analysis



Source : self - made

Fig - 6 : Research Gap



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