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Erika Tatiana Soto Tabares

Resumen

Este proyecto de aula se enfoca en la implementación de estrategias de fluidez de lectura en estudiantes de segundo de una escuela primaria pública ubicada en la ciudad de Pereira y desarrollado por una estudiante de la Licenciatura en Lengua Inglesa. El objetivo principal de este proyecto de aula era implementar las estrategias apropiadas para promover el desarrollo de la fluidez de lectura en conjunto con la comprensión de lectura de los 33 estudiantes de segundo grado por medio de seis sesiones en las que se implementaron los materiales de lectura preseleccionados para los estudiantes. Para la recolección de datos acerca del proceso que se llevó a cabo, se realizaron reflexiones de cada sesión acorde a lo que se vio durante el proceso.

Los resultados obtenidos con este proyecto de aula demostraron que implementar estrategias para promover el desarrollo de la fluidez de lectura en conjunto con la comprensión de lectura en niños de segundo grado es un proceso difícil debido a factores que afectan el buen desarrollo de las habilidades en su segunda lengua. Por el contrario, se obtuvieron resultados positivos después de las implementaciones, y estos resultados permitieron llegar a la conclusión de que usar los materiales apropiados y las estrategias apropiadas para promover el desarrollo de las habilidades de la segunda lengua de los estudiantes puede resultar en el buen desarrollo cognitivo y completo de las habilidades de la segunda lengua sin importar el contexto en el que se encuentren los estudiantes. Por otro lado, esto también nos lleva a tener en cuenta que es necesario realizar investigaciones acerca del desarrollo de la fluidez de lectura de estudiantes de primaria que estén aprendiendo inglés en el contexto colombiano.

Erika Tatiana Soto Tabares

Abstract

This classroom project is focused in the development of second graders' reading fluency skills through the implementation of different fluency strategies; it was carried out in a public primary school from Pereira. The main objective of this classroom project was to implement pre-selected reading fluency strategies in order to promote the development of students' reading fluency skills. At the same time, reading comprehension skills of the 33 second graders were monitored during six sessions after the implementation of each reading fluency strategy. What is more, the selected materials were taken into account to facilitate students' process to develop their fluency skills. In order to have a record of the process, reflection papers were used after each implementation session so the results could be taken according to the development of each session.

The results obtained from this classroom project showed that implementing reading fluency and comprehension skills in second graders from a public primary school was a very difficult process due to a variety of aspects that affected the development of students' second language skills. However, positive results were obtained from the implementation sessions taking into account that these were carried out with different materials that allowed students have a good development of their skills. What is more, the use of the pre-selected strategies according to the students' ages and levels of literacy could result in students developing correctly their literacy skills even when they are in a complex sociocultural background. On the other hand, it becomes necessary to do more research regarding kids' fluency skills development in the Colombian context.

Justification

Teaching children the pleasure of reading is quite difficult in today's educational system since many of them do not have the support to do it and that is one of reasons why the improvement of education in a country should be a priority. Countries invest in education not only for people to be professionals in a field, but also to succeed in other languages. According to the Organization for Economic Co-operation and Development (OCDE, 2014), the countries that invest more in education are the ones that show the best results in the international tests.

One of the major problems of education in Colombia lies in the fact that the government does not spend a pertinent amount of funds in education, and the reports showed by the last meeting of the Organization for Economic Co-operation and Development (OCDE, 2014) pointed out that this lack of funds is one of the factors why students are not motivated to learn. What is more, according to the statistics presented by the Centro regional para el Fomento del libro en América Latina y el Caribe (CERLALC, 2012), our country reads the least in Latin America, while an argentine person reads 5.4 books per year, a Colombian person reads only 2.2; this is also a cause for the low results gotten in the *Programme for International Student Assessment "PISA"* (OECD, 2014) test from 2012, and one of the categories that had the worst results was reading comprehension. Londoño and Mesa (2014) argued that we need to prepare better our future professionals so they can compete in the globalized world.

English language has been a challenge for our country since in many cases students do not develop all the necessary skills to be a successful user of the language or they are not taught how to develop them. One of the skills that have become a challenge when learning English is reading comprehension since many students lack fluency; as according to Collins and Pressley (2002), "a diffluent reader does many cognitive efforts primarily trying to decode words and trying to read with good pronunciation, and this leaves little memory for the part of comprehension"(p. 3). In an article written by Cotter (2012), she explained that

the non-fluent reader takes too much time to decode words and when the sentence is over, the meaning has been forgotten. On the other hand, a fluent reader is able to read smoothly without cutting out the sentences, and this, enables the brain to comprehend the text. This project is also supported by Allington (cited by Morra & Tracey, 2006) who claims that regarding the fact that young children move beyond the different stages that reading may take, fluency is assumed to be a very important step in "developing effective and efficient readers" (p.561).

Considering what has been mentioned above, the intention of this project was to report how second grade students from a public primary school reacted to the implementation of different reading fluency strategies in order to promote reading and at the same time, fluency; in addition to the use of simple reading comprehension strategies to check if students really understood the texts they read. This project was intended to take place in a public school of Pereira and the participants were primary students.

Students benefited from this project since many authors as Ford (2012), have argued that when people read whether it is in their native tongue or in a foreign language, they tend to increase their vocabulary repertoire and, as a consequence, they will speak more fluently since they already have the words to use; besides, people will also tend to write better and, in this way, they will master language easier. All this will be explained in the following chapter which provides a wider description of the concepts previously used to describe the purpose of this project.

Objectives

Teaching Objectives

General

- To share the experiences of selecting the materials and strategies according to primary-state school students' literacy levels to help their development of reading fluency skills.

Specifics

- To provide primary-state school students with a variety of reading fluency strategies to improve the fluency skills.
- To identify primary-state school students' difficulties with the English Language.

Learning Objectives

General

- To reflect upon the needs of primary-state school students towards the implementation of the different reading fluency strategies.

Specifics

- To identify the strategies with which primary-state school students engage more effectively.
- To assess primary-state school students' comprehension after the implementation of the reading fluency activities.

Conceptual Framework

In this conceptual framework four main concepts are developed: reading, reading comprehension, reading fluency and reading fluency strategies. These concepts are defined individually so they can be more comprehensible and, in this way, it can be shown that each one is different and has different characteristics, but when they work together, they become great and helpful in any learning process, since reading is a very important skill that helps in the learning process of a language, but it is also important to be fluent in order to make ourselves understood and more accurate users of the language.

Reading fluency studies regarding English language in the Colombian context are rarely found, although currently there are some places in the country in which fluency is worked throughout different strategies in order to help students master the language. According to Cuervo and Dávila (2014), there are many different research and study groups in which reading fluency has been a topic to work on, but it is still not very known in the whole country. In the Colombian Journal of Applied Linguistics, Castellanos (2004) reported that many of the students with which she tried the read aloud method showed very good results and they were also encouraged to read books by themselves.

Reading

It is not correct to say that reading is the most important skill a learner must develop, but it is correct to say that reading is as important as the others and plays an important role in the language learning process, and it helps students master other parts of the language such as writing. Reading is a process of multiple facets that involves word recognition, comprehension, fluency and motivation (Leipzig, 2001). In this case, the focus will be on working with different strategies to master reading fluency in children. Based on different studies about psycholinguistics, the best ages to develop a language skill are during childhood, and it is also the age in which the habit of reading can be best imparted.

There has been a controversy regarding reading instruction, some researchers strongly believe in a top-down approach while some others support the button-up approach. A variety of studies conducted in previous years about the controversy on how reading should be taught, mention that the focus of this classroom project was meaning oriented since the pre-selected strategies were selected in order to help children master fluency skills and at the same time, working on comprehension skills. According to Chall (1967), it is not correct to say that a meaning-focused instructional approach is not the way to teach reading; however, he stated that in his research, the majority of good results obtained were related to the phonics oriented courses. With this, Chall refers to the fact that it is necessary to teach children how to separate letter sounds in order to better read and pronounce. What is more, Chall and Popp (1999), support phonics oriented courses since they believe that beginning readers should start with the basics, it means to learn to read taking into account a button-up process. In spite of Chall's claim supporting the button-up approach, Uribe cited by Dalmonech (2011), supports the notion that "phonics is too complex for children and renders the students' reading skills slower". Therefore, this project is aligned with Uribe's research.

However, the approaches are just different ways to teach a language since according to Chall (1967), the teaching process depends on the approach as well as on the teacher and how it is applied. Prisilya (2014) stated that a way of mastering a language more effectively is by reading, and that is why those people who read the most are usually the ones who speak and write the best since they learn to be fluent and make their language more understandable. However, reading is a complex process where the person needs to be an active reader in order to develop the reading skill so it helps the development of the writing and speaking skill. Just as Mikulecky (2008) claims:

> "Reading is a conscious and unconscious thinking process. The reader applies many strategies to reconstruct the meaning that the author is assumed to have intended. The reader does this by comparing information in the text to his or her background knowledge and prior experience". (p.1)

This leads us to understand that reading is not as easy as one may think since it is not only looking at some words and reading them as it would be only a mechanic act in which the reader sees unrelated phonemes and words with no sense (Grabe, Current Developments in Second-Language Reading Research, 1991). Reading is interacting with the text to create meaning out of it while the mental processes that occur in the brain, work together at different levels of consciousness. Grabe (2008) stated that L2 (a person's second language is not the native language, but a language that is spoken where the person lives) learners first need to understand their L1 and indeed, having a solid literacy base in L1 facilitates a successful learning process in L2 due to the fact that skills are transferred from one language to the other and both L1 and L2 teachers' role are important during the entire process. What is more, teachers will need to make students know how important it is for a person to know how to read correctly as it reflects the level of literacy of each person, and it also helps people to have more capacity to communicate; nonetheless, people only tend to read because they need it for school or college or even for work purposes, and therefore they do not associate it at all with relaxation and enjoyment (Clark , 2014). In fact, it has been demonstrated that Colombia is the South American country that reads the least and it is not due to the lack of instruction when they are in their first grades at school, but because they are not taught with the materials according to their ages.

To sum up this first concept, it is important to highlight that reading is a very important skill to develop, and it is maybe one of the most complete ways to approach language in any context because it helps learning across the curriculum, improving writing, speaking and the vocabulary development.

Reading Comprehension

As it was said, reading is a very important skill since it helps mastering a language, but it is also important to comprehend what is being read as if the person reads but does not comprehend, then, the reading has no sense. In this way, I will start developing the concept of reading comprehension which according to De Corte et al. (2001) is the ability that a

person has to read a text, understand its meaning, and to be capable to explain the ideas gotten from it. In order for a reader to approach text, there needs to be prior knowledge and experience, and also preconceptions about the use of language; then, a mental process in which all those experiences and knowledge are connected occurs for the reader to draw meaning from the text and to make sense of it. The National Reading Panel (NICHD, 2006) defines reading comprehension as "a cognitive process that integrates complex skills and cannot be understood without examining the critical roles of vocabulary learning and instruction on its development." (p.1)

According to Nagy (1988), instruction in reading comprehension and vocabulary is essential to develop vocabulary in children; however, many teachers are not qualified to systematically teach the reading skills. According to Trejos and Jaramillo (2014), reading comprehension is having a solid understanding of what is being read and not only to understand the grammatical structure of the text as one needs to connect ideas in order to get the meaning of the text.

Since reading has become a very important part of language, people need to learn reading strategies and learn to connect ideas and draw meanings out of text to catch the author's ideas and to be able to talk or to write about the text when they are asked to. However, many people do not care for having good understanding of the texts as the majority of the time they read because they have to, and in this way, they are not really connecting the ideas and having different perspectives about the reading process. Caposey & Heider cited by Blickenstaff, Hallquist & Kopel (2013) stated that:

"Research shows there are several underlying causes for poor reading comprehension. Among the reasons are the complex process of learning to read, the type of instruction, method for decoding, prior knowledge, a diverse population, and development of vocabulary"(p.14)

As Díaz and Laguado (2013) pointed out in their research about reading comprehension in a public primary school in Colombia, there are many factors that

influence the learning process. If a student is not willing to learn, if there is no appropriate reading instruction, and if the student is in a low sociocultural background, the learning process will be completely affected due to emotional factors.

Fluency

Fluency has become an important part of the learning process of a language and it has evolved throughout the years. Fluency has a great impact over different language skills since in order to achieve them successfully, it is necessary to comprehend what is being read and this will also lead us to develop writing and speaking due to the understanding and pronunciation of the text. According to Young and Rasinski (2011) the names have changed, the definition has transformed, and perception of its impact on the reading process has become more focused. All these changes have made fluency more understandable for those who study how it can be developed and which are the benefits that it brings for those who have better fluency.

Reading fluency is the ability that people have to read words accurately, fluently and with no noticeable mental effort (Grabe, 2010), it is also a way of developing speaking and writing skills since in order to be a fluent reader, one needs to master words and to learn how to pronounce correctly in the text. For that same reason, Pikulski and Chard (2003); Blau (2000) argue that "reading fluency involves rapid, efficient, accurate word recognition that allows readers to read smoothly and easily with expression and understanding". When a student is going to learn a new skill, there needs to be a lot of repetition as in this way, students learn better and then, they will have the process totally systematized.

Reading fluency entails different skills; accuracy, "the ability of working without making mistakes"; automaticity refers to "the ability of reading almost in an automatic way"; prosodic knowledge is about the stress, the rhythm and the intonation of speech and intonation; and syntactic knowledge that is about "knowledge of words combining to form

phrases. All these are important aspects and they need to be taken into account at the moment of working on fluency.

Furthermore, in a more complete definition, Ford (2012) states that "As students practice English text accurately, automatically, and prosodically, they are gaining valuable information about the sounds and cadence of spoken English, and they are also developing vocabulary skills that can contribute to oral language fluency, as well as reading and listening comprehension." This supports previous definitions that show the importance of reading and reading fluency when learning a language. But this depends much on the strategies used by instructors to develop fluency among language learners since they can contribute to the development of the language by helping them to get more vocabulary and better pronunciation; however, this depends also on the fact that students must be motivated to learn the language.

On the other hand, Gorsuch & Taguchi (2010) say that maybe teachers and learners in the L2 or FL (a foreign language is a language that is not spoken in the native locale of a person) settings cannot be aware and really convinced of the importance that reading fluency has in reading comprehension and, in this way, the result could be that they will not expend time in class or extra-class applying activities to improve fluency.

Finally, fluency is a bridge that helps people to have better skills like pronunciation, and a great variety of vocabulary as when learners read they recognize words due to the fact that fluency helps dramatically in reading comprehension.

Reading Fluency Strategies

As there are many strategies to improve reading comprehension, there are also different strategies designed to improve reading fluency; hence, there are strategies designed to help students read words accurately and effortlessly and also to help them read with appropriate reading rates. These strategies for improving reading skills were

considered useful for more than just the development of fluency as it should not focus only on reading fast but in reading fluently at the time of drawing meaning out of text. Neumann, Ross, & Slaboch cited by Blickenstaff, J., Hallquist, E., & Kopel, K. (2013) claimed that:

> "Increasing fluency is a key way of increasing a student's comprehension skills. Teachers can use a variety of methods to increase reading fluency. These include Choral Reading, Echo Reading, Partner Reading, Reading Along Silently as oral reading is being modeled, using poetry, and Reader's Theatre. These methods can be used in either small groups during reading, or as an intensive intervention implemented three times a week in 20 minute intervals."

Another good strategy for improving fluency when reading and guarantying comprehension is Guided Reading, which helps fluent students with lack of comprehension concentrate in the meaning of the text, and so the student can finally be a complete fluent reader. Although the focus of the class is on reading fluency, teachers need to incorporate reading comprehension strategies in the class, so it can be checked if students are really getting meanings. Comprehension is an important skill in all the stages of literacy development, and Neuman, Ross & Slaboch (2008) argued that the more fluent the student is, the better it will be for the student since it will be easier to make connections their prior knowledge and predictions about the text.

For the reasons mentioned above, and in order to help language learners achieve reading fluency skills, it is important to implement strategies and methods that allow the learners improve their fluency. After saying this, the following are the definitions of the strategies used in this classroom project, seeking to improve students' reading rates in their second language.

Definition of the Strategies

- **Repeated Reading**

The Repeated Reading technique was first popularized by Samuels (1979) and was specially designed for struggling students who needed help in their first language reading process (Cohen, 2011). "Over the last thirty years, research has suggested that this method is an excellent means of improving reading rate, word recognition, comprehension, and motivation" (Gerdes, 2000). What is more, this strategy helps learners since it provides a scaffold for them in terms of developing accuracy and encouraging them to work on their skills. According to Cohen (2011), Repeated Reading is a method where the students read and reread a text whether in silence or aloud and do the process from two to four times to reach a level of speed, accuracy and comprehension that was already determined by the person in charge of the reading process. Cox (2014) stated that this strategy can be used not only with students who have learning disabilities but also with the students who have a normal learning process since both of them could be benefited from this method.

The National Reading Panel (NICHD, 2000) reported that, in the area of fluency, Repeated Reading procedures can have a moderate impact on the reading ability of beginning readers due to the fact that the Repeated Reading strategy provides learners with an easy way to develop fluency by the repetition of words. The main purpose of this strategy is to help students achieve the goals of reading in terms of fluency and, at the same time, comprehension since they work together in order to make the reader more accurate. In other terms, the Repeated Reading strategy helps students create a connection between the printed and the spoken language and helps them improve the reading rates and rhythm according to their level. At the same time provides them with the opportunity of experiencing the pleasure of reading for a real purpose (Rasinski, The fluent reader: Oral reading strategies for building word recognition, fluency, and comprehension., 2003).

- **Choral Reading**

The Choral Reading strategy is a way in which students can develop their fluency skills by being helped by the teacher in terms of pronunciation. According to Hasbrouck (2010), in Choral Reading teacher and students read a passage or sentence at a time and in this way "students get the benefit of a model while they practice reading aloud". In the case of this strategy, the teacher needs to verify if students are following the passage or sentence and reading at the same time. The Choral Reading method can be used with heterogeneous groups; however, this may affect students with low performance and they would "have difficulty keeping up with even a moderate pace" (Hasbrouck, 2010)p1. He also claims that readers with lower literacy levels can participate during the reading by listening to the text being pronounced accurately, and with good pacing. This strategy is mainly based on the process of having students reading along with the teacher or instructor in order to follow the reading and to be successful in the process.

- **Reader's Theatre**

The Reader's Theatre is a strategy that can be used with any type of student from primary to more advanced learners, and it consists of reading aloud to communicate a story from the paper; what is more, this strategy can be a powerful way to increase fluency and prosody (Hudson, Lane, & Pullen, 2005). According to Cohen (2011), the goal of the Reader's Theatre technique is simple to increase "reading self-confidence by practicing multiple readings of a text, thereby improving comprehension, fluency, and accuracy" (p.23). Apart from the characteristics that this strategy has and the ways that it commits to developing fluency that have been already mentioned, this strategy is overall, a very extremely and effective way to promote students' ability to comprehend more thoroughly and to read more fluently (Worhty & Prater cited by (Talada , 2007)). Learners, especially children, enjoy this way of developing their reading skills since they are provided with a fun and enjoyable variation of oral Repeated Reading. This strategy fosters the development and intonation of expression patterns that contribute to the students'

understanding and comprehension of what they read. Bygate (2001) claims that second language learners are able to gain fluency and accuracy by the repetition of tasks.

Aside from what has been mentioned before, Reader's Theatre is a strategy where children have a reason to do Repeated Reading since it helps to overcome the issues of boredom and resistance to read as they are engaged in the process and the activities that can be done through it. Keehn (2003) stated that children are provided with a different way to experience the joy of Repeated Reading towards a goal of oral reading performance.

- **Model Fluent Reading: Read aloud**

When students listen to a good fluent reading model, they learn how a reader's voice helps written text make sense and that is why it is important for a teacher to read every day to her/his students so they can have an idea of how to let the text get meaning through the expression of their voices. Terblanche (2002) explains that this strategy is an excellent way to expand students' repertoire and to help them expand their vocabulary words. It is also important to point out that this strategy allows students to learn to use new words in context rather than learning them isolated and not knowing how to use them used in context. One of the ways to engage students in this method is as Rasinski & Padak (2000) explain that it is necessary to vary the materials used with the students and use different types of readings such as fiction and nonfiction books, and poems.

This strategy creates a link between the teacher and the students since they encounter themselves enrolled in a conversation after the reading. (Oueini , Bahous , & Nabhani , 2008). Moreover, McCarrier, Pinnell, & Fountas (2000) state that Model Fluent Reading: Read Aloud provides students with a variety of new words and topics that they can use to make their writings richer and at the same time engaging for the readers.

Literature Review

Fluency is an important part of the reading process. Its role in reading comprehension has strengthened and has also become the main point of research of many experts in the reading field. The concept was first introduced thirty-five years ago by Paul Nation who is well known for his contributions to vocabulary and reading fluency, including his very first article which was about speed reading practice in the L1 and the effect that it brought for the L2 English reading speed (Grabe, 2010). According to Walker (1984), reading instruction is a process that allows students to develop reading skills in different individual and group situations; on the other hand, the term of reading fluency has been very complex to define for many reasons. Grabe (2010) also describes fluency as a complex concept since it involves different processes; however, he came up with a general idea of the term fluency which is "the ability to read rapidly with ease and accuracy, and to read with appropriate expression and phrasing. It involves a long incremental process and text comprehension is the expected outcome" (p.72).

This review section will present three specific studies that show the relation between reading fluency and reading comprehension, and also the way in which these aspects of reading can affect or benefit the development of reading skills in primary learners from one to fifth grade. The aforesaid studies are The Relationship Between Reading Fluency and Reading Comprehension for Third-Grade Students, Relationships of Three Components of Reading Fluency to Reading Comprehension and The Relationship Between Oral Reading Fluency and Comprehension.

With the purpose of exploring the relationship between reading fluency and reading comprehension in third graders, McConnaughhay (2008), conducted a study at an Elementary School. The study aimed to gain insights about the relationship that these two components of reading have when developing the skill from early ages. The participants were fifty third grade students from different cultural backgrounds whose ages ranged between eight and nine. Also, there were used different methods in order to collect data for

the study. In order to evaluate students' performance, the Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition (DIBELS) and the Anne Arundel County Public Schools Reading Assessment 2 were used for the comprehension section as well as the Pearson correlation (a measure to show a linear relationship between comprehension and fluency are related). For the purpose of collecting data, the researcher classified students in three different categories: at risk, some risk and low risk"; these categories were used in order to identify the students who needed further assistance with the reading process.

The main purpose of the study was to determine whether or not a relationship exists between reading fluency and comprehension, and if it existed, to what degree. According to the data collected by McConnaughhay in this study, the data supported the existence of a relation between reading fluency and comprehension in third grade students. Based on the analysis done by using the Pearson correlation with the results provided by the the Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition (DIBELS) and the Anne Arundel County Public Schools Reading Assessment 2, the result was statistically significant (r= .783, p<0.001). This meant that the strength of association of both reading fluency and reading comprehension was very significant since the correlation was different from zero. These results mean that a higher score on the Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition (DIBELS) was associated to a higher score on the comprehension assessment as well and a lower score on the Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition (DIBELS) was associated to a lower score in the comprehension assessment according to McConnaughhay (2008).

The results of this study showed that there is a connection between both reading fluency and comprehension and that it is important for a reader to achieve fluency since it can help him or her to master reading skills in all the aspects. What is more, McConnaughhay (2008) also defines comprehension as a complex process; however, the process can be eased when the instructor guides the reader through the process of acquiring the skills. And lastly, the researcher points out that the instructor can give students the Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition (DIBELS) in order to

determine who are the "at risk" students and to create subgroups and work harder with them in order to help them achieve the fluency skills and the comprehension strategies to master this part of the language.

The findings of McConnaughhay's (2008) research study are similar to the ones that we can find in the research study conducted by Talada in 2007 that also aimed to look for the relationship between reading fluency and reading comprehension. In her research study, Talada mentions that in order to be a fluent reader it is necessary to have extensive opportunities for practicing reading since it facilitates word recognition. According to Talada (2007), "enhancing fluency within the classroom is a formidable task for teachers"; and it is necessary for students to interact with a text in different ways for the instructor to make sure that the skill will be well developed through the process. This research study was conducted with sixty eight second and third grade students from a private school in Elmira, New York. The Dynamic Indicators of Basic Early Literacy Skills, Sixth Edition (DIBELS), was also used to evaluate students' fluency skill, and their comprehension abilities were assessed using the TerraNova assessment that was generated by McGraw-Hill Publishing Company.

The results provided by this research study showed that the relationship between reading fluency and reading comprehension does exist. Regarding the third graders tests, the results were encouraging since the tests, as well as the Pearson correlation, showed that there is a significant and very strong relationship between reading fluency and reading comprehension. What is more, the findings for third graders are encouraging since approximately 59% of the variance of oral reading fluency could be attributed to the comprehension, or vice versa (Talada , 2007).

According to the assessment tests and the Pearson correlation calculated by Talada for her study, it was indicated that there was a strong positive correlation between reading fluency and reading comprehension in second graders; however, only an approximate 17% of the variance in oral reading fluency could be attributed to comprehension, or vice versa

(Talada , 2007). This means that as long as comprehension of a text helps a reader be more fluent, fluency helps a reader comprehend better the meaning of the words. Being fluent allows the reader to have more time to decode words and get the meaning out of the text. Also, the students who did not show good results in the fluency test showed a very strong correlation between these two aspects since the comprehension test did not show good results as the fluency test.

Talada's study (2007) demonstrated the correlation between reading fluency and reading comprehension. This proves that reading is a process of multiple facets and we need to prepare each of the sub skills that reading. If readers work on fluency, then they will have mental space in a manner that enables them to dedicate the cognitive effort to the comprehension of the text (Rasinski, 2002). Whole language reading models support the idea as a way to improve reading comprehension and to allow students become independent learners (Walker, 1995).

The findings in Talada (2007) can be supported with the outcomes derived from another research study conducted by Klauda & Guthrie (2008) who were looking to find if there was a relationship between different components of reading fluency and reading comprehension. They argued that there are some empirical studies that have shown that there exists a positive correlation between measures of reading fluency and comprehension. "Some studies, however, have indicated dissociation between fluency and comprehension when fluency is defined as accuracy or speed in reading individual words or pseudo words" (Klauda & Guthrie, 2008). What these researchers investigated for their paper was whether fluency at the passage level and based on the macrostructure of the text, would facilitate reading comprehension by using syntactical clues.

The participants of this study were 278 fifth-grade students from 13 classrooms in three different schools located in a small city in a mid-Atlantic state and some of the participants were students of the English as a Second Language subject. In order to get to know the results of this study, the students were required to present one test in two different

ways. The test was the Gates-MacGinitie Reading Test (GMRT) in the S and T forms (comprehension tests). The students were first assigned the Form S with levels 4, 5, o 6 and after that, they were assigned the Form T with the same level unless they had scored below a predetermined point in the first test.

The main finding of this research paper after the tests were implemented was that word recognition speed and reading comprehension were strongly related as well as what the second test showed according to the results obtained for the students that were evaluated. Furthermore, Klauda & Guthrie (2008) found out that word recognition, syntax and passage levels of analysis, added significance to the readings done by the students and they also let them comprehend at the time of being fluent. Although Paris, Carpenter, Paris, and Hamilton cited by Klauda & Guthrie (2008) cautioned against "viewing fluency as necessary or sufficient for comprehension because of the multiple shared processes that may account for relations between fluency and comprehension, such as vocabulary, syntactic knowledge, and background knowledge", (Klauda & Guthrie) argue that fluency is still important for the reading process for people to be better readers and use language appropriately.

All the findings presented in this chapter, which underpin the correlation between reading fluency and comprehension, led us to the conclusion that it is important to develop both reading sub skills in order to master language. However, in order to achieve the reading goals, it is necessary to have proper reading instruction through scaffold such as introducing first the unknown words of the text and implementing pre-reading activities in order to engage students. In this way, readers will develop fluency and comprehension until the point where reading comes to be an automated process where the person reads fast and comprehends the text without doing a big mental effort.

Methodology

Context

This classroom Project was carried out at a public primary school located in Pereira. The implementation involved the curriculum of the educational institution guided by the standards of the Guía 22, which is a document that presents the basic standards of competence for English language according to the Ministerio de Educación Nacional.

Participants

This classroom project was conducted with two types of participants. The first type of participants were 33 second graders from a public primary school and the second type was a pre-service teacher who was in ninth semester from a language teaching program at a public university in Pereira. The pre service's teacher role was to implement the pre-selected reading fluency strategies. These implementation sessions were filmed and analyzed in order to determine the effectiveness of the reading fluency strategies. Also, this project was conducted in the school throughout six implementation sessions.

Design

The classroom project described in this paper was intended to promote reading fluency skills through the implementation of different reading fluency strategies. According to Dole et al. cited by The British Council (2006), novice readers acquire a set of hierarchically sub-skills of reading towards comprehension ability; when students have developed the skills, we can say that they are experts on understanding what they read. Furthermore, Van Duzer, also cited by The British Council (2006), claimed that "good readers expect to understand what they are reading. Therefore, texts should contain words and grammatical structures familiar to the learners" (p.1), and they should also be in accordance with their sex, age range, interests and background culture. Taking this into account, it has been decided that in order to work on students' reading fluency skills, three-step reading instruction model was designed by The British Council (2006).

- **Before Reading:** One of the purposes of the Before-Reading stage is to elicit students' prior knowledge or to socialize new vocabulary. This stage is also used as a space to encourage scanning, skimming and predicting in order for students to bring their best prior knowledge to the class. Lebauer, cited by The British Council stated that "pre-reading activities can lighten students' cognitive burden while reading because prior discussions will have been incorporated". Also, the before reading phase is used to engage and get the attention of students by providing them with means to predict the content of the text, and this phase is critical for comprehension to happen (The British Council, 2006). Moreover, this stage is very crucial since establishing the purpose as well as activating prior knowledge help build students' expectations about the text (Dole et al. (1991)).

- **During Reading:** In this stage, students integrate the knowledge and information that they have brought to the text with the new or unknown knowledge or information. Ur (1996), Vaezi (2001) and Fitzgerald (1995) use different strategies for the during reading phase such as making predictions, integrating prior knowledge, re-reading, pausing, paraphrasing, monitoring, among others. In addition, this is the phase in which one of the reading fluency strategies will be implemented since the instructor provides students with a real purpose to read which in this case is to acquire the needed fluency with the implemented strategy, and also to help students understand the content and the structure of the text they are working on.

- **After Reading:** Here, it is necessary to say that the after-reading phase depends on the purpose of reading and the type of information selected. Barnett, cited by The British Council, stated that "post-reading exercises first check students' comprehension and then lead students to a deeper analysis of the text". Then, The British Council states some activities that can be carried out in this phase, such strategies are discussing the text, summarizing, making questions, answering questions, filling in forms and charts, writing reading logs and role-playing.

It is very important to review the content after the text has been read, and work on important aspects such as grammar; discourse and required vocabulary to comprehend. This would facilitate getting a deeper understanding of the text becoming a fluent reader. Lastly, an integrated approach to teaching reading ensures that students become independent efficient readers.

Data collection

In order to get the results and findings for this project, different means were used. The first of them was the pre-service teacher's diary in which she wrote every aspect of the implementation regarding how second grade students reacted to the strategies that were implemented; also, the diary was used to save the aspects that could be noticed in terms of a better development of their reading fluency.

Lesson plans

The model of the lesson plan that was followed for the implementation of the reading fluency strategies in the second graders was as simple as it could be for this level, and was also based on a three-step procedure developed by The British Council (2006). What the pre-service teacher intended in the different sessions was to first engage students with the before-reading activity where she elicited their prior knowledge and socialized the words that were new for students in order to understand easier the content. Following the first stage, the during-reading phase consisted on the pre-service teacher reading the text to students so they could become familiar with it; then the reading fluency strategy was applied and all the students were required to participate. To finish with the implementation session, the pre-service teacher used different methods to collect information about student's comprehension of the reading; in that way, she was making sure that they were making progress in fluency, but at the same time their reading comprehension was improving. (See Appendix1)

Results

Professional Development

Writing about the implementation of a project becomes a very important part of such a process since it allows us to see how things and people evolve. For the people who were involved in the project, the results either positive or negative represented important learning experiences. However, the process of learning is a complex one as it involves different facets to know what works and what does not in a successful implementation. During the implementation of this project some challenges had to be faced in order to have an appropriate development of the lessons, and to anticipate other aspects that could affect the lessons. To begin with, it was a challenge to work with the second graders in this public school; what I mean is the challenge to teach reading fluency strategies to students who are just learning to read in their native language.

Throughout this chapter, some aspects regarding the implementation sessions will be discussed. Starting with the challenges that were faced, going through the selection of materials, lesson planning and the implementation of the strategies, to the knowledge acquired during the process. These aspects will be developed one by one in order to be clear and to share the perceptions from a personal and professional point of view.

Challenges

Throughout the time this project was implemented, many important challenges were faced. One of the major challenges was the large number of students that participated in the implementation sessions. Another aspect was the age of the students as well as the lack of motivation in the majority of them. Besides, there were two students who were diagnosed with hyper active disorder and disrupted the class all the time.

Another variable that was managed was the multi-age classroom composition where students had different literacy levels in their native language. Specifically, there were 33 students participating in this classroom project, whose ages ranged between 7 and 9, so the class size was the most difficult challenge faced throughout this project's implementation; for this reason, it became very difficult to carry out the activities that were planned by the pre-service teacher. Due to the students' age and language diversity, there was a need for individualized instruction which took more time than was planned for each stage of the session. Jaudon (2012) pointed out that overcrowded classrooms may lead to negative effects such as disturbed students, cheating, lack of discipline, health concerns and also a stressed educator. According to this researcher, in "overcrowding classrooms, students are more likely to become easily disturbed by others talking or harassing them in some sort of way" (p.2). Moreover, it was difficult for a single professor to work with such a large number of students given the fact that this could reduce the opportunity for them to participate and could lead to a non-meaningful learning process (Ijaya, 1997).The other problem with the class size refers to what Ijaiya states regarding students sitting in the back of the classroom who would not pay the necessary attention to the on-going lesson. Instead they were talking to others, making the classroom a very noisy place; this leads us to the next challenge that was faced during the implementation process and it is the lack of participation and interest from the students.

Due to the large number of students that were in the classroom, it was difficult to have them all participating in the activities that were implemented during the lessons, so the pre-service teacher could only concentrate in few students and not all of them at the same time. The time for the implementation was limited to an hour, this made the instructor work faster and only focus on the ones that always participated. This way the session would go faster and she would be able to develop it completely and with all the necessary aspects in order to get the results. Berquest and Phillips cited by Reddington and Cañada (2006) reported that there are some specific aspects that contribute to the non-involvement of the students in the classroom and those factors are *"One-way communication on the part of the instructor, certain student learning styles which avoid involvement, and the lack of specific*

classroom structures which encourage participation." To these previous aspects can be added the type of materials used and the way in which they were used to encourage students. Reddington and Cañada (2006) also mentioned an important aspect that caused the lack of participation and the fear of embarrassment which happened constantly, especially among girls. However, when pre-service teacher asked shy students to participate, she asked them to get close to her and to read only to the pre-service teacher while the rest of the students were involved in different activities. Only when these shy students know that the others were doing different tasks, they were able to participate in the reading sessions.

In addition to these challenges, there was one related to working with students who were diagnosed with hyper active disorder. It should be noted that three of the students were diagnosed with hyper active disorder and two more were in the process of being diagnosed. These situations created disruptions during the implementation sessions. One of the major instructor's concerns was designing activities that maintained students engaged during the lessons and that prevented students' disruptive behaviors; nonetheless, this was very difficult to achieve. According to Ali and Gracey (2013), it is necessary to call the attention several times to the disruptive student before the student responds appropriately, but there are some cases in which the disruptive student persists and then, the instructor will be in the need to take disciplinary actions. In the case of this project's implementation sessions, it was necessary to notify the in-service teacher about the disruptive students so a report could be created; however, this was not enough in many cases with two of the students with disruptive behaviors. These students tend to distract others with their noise and the actions to get instructor's attention. In other cases, the disruptive students stood in front of the board so their classmates could not see what was written there.

And last but not least, conducting the implementation sessions with students with different literacy levels represented a great challenge. Some children that were seven years old were able to read better than some of the students that were nine years old. This made the process even more difficult due to the fact that some of the students were able to finish

the activities first than the others and were also able to achieve the goals proposed for the activities. Other students took more time than it was planned and did not achieve the strategies' goals. The efficacy of the materials and the methodologies that instructors use for reading instruction, as well as treatment of any reading disability, are very important on the grounds that these elements can help determine the reading level of each person (The National Reading Panel (NICHD, 2006)). Hence, as the instructor did not carry out any type of test in order to identify students' reading levels, it was a big challenge to work with them and to select appropriate materials so the strategies could be implemented.

Material Selection

The design of the materials had aspects that helped the instructor develop her classes in a way in which students were engaged with the lesson; since the materials were for children, they were colorful and attractive to get their attention. Moreover, it was necessary to use materials related to student's previous knowledge and that they recognized easily. Therefore, the instructor had to adapt materials such as reading texts in order to fit the different literacy levels, and to work on fluency and comprehension. This section will describe the materials used in each of the sessions.

For the first stage of the class, the before-reading phase, the instructor needed to adapt and select the appropriate images that were used such as flashcards in order to introduce the text. According to The British Council (2006), this phase is the one where the instructor provides students with the means to predict what the story will be about and to help them have better comprehension. The images selected per story were colorful and had characters that they could easily recognize. With these images, students could be more aware of what the text was going to be about and what the meaning of the words was. Al Khaiyali (2014) make special emphasis on the importance of using images in the classroom, especially when reading a passage or story, since this feature can help the reader understand the meaning of the text and get the meaning out of the story. What is more, Al

Khaiyali (2014) explained the dual coding theory that emphasizes that pictures and words are two codes that can be interconnected in order to contribute to readers' memory.

Illustrations tend to call readers' attention even when the reader is an aged person; Jewitt (2008) declared that stories with brightly and colorful images catch readers' attention and "beg to be read" (p.71). Jewitt also stated that our age is not important when we have a story full of colorful and beautiful images, and with meaningful themes, we will want to read them because of the attractive design. During the implementation, it could be noted that when the instructor presented the stories with no support, students had no idea of what they were being presented; however, once the story with the images was presented, they started to participate as this helped them get the idea of what the story was about. This was the way in which the during-reading phase was presented to students as the story was presented in a way that facilitated students' understanding. In addition to this, Bamford (2003) also claimed that different aspects may help students achieve the goal of comprehension in reading and one of those is the use of images where students had a great help.

During the last part of the session, the after-reading activity, the images were also used in order to encourage students develop the activities to check their comprehension. Avgerinou and Ericson (1997) suggest that it is necessary to use visual aids as an important tool that empowers students to read a visual text. As children are the most visual learners, it is important for teachers to innovate and create visual materials that facilitate students' learning process, especially the improvement of the reading fluency skills. Given the fact that colors are more attractive to children, it was also necessary to make use of varied and colorful images that help students to be more receptive. Designing materials for this project became a big challenge since the younger students enjoyed the reading sessions more than the older ones. For some of the students it was more fun to have colorful images to call their attention, but for other students it was fine to read stories as they were.

To sum up this section, it is important to consider that when dealing with young learners, the age and literacy level are crucial since using the same material for students with different ages can be boring for the older ones or can be confusing for the younger ones.

Lesson Planning

Now, the challenges faced when planning the lessons for the implementations of this project will be described. As in other cases, there were challenges that appeared when designing the lesson for the sessions. One challenge that was faced during the process was to conduct the sessions according to the requirements of the practicum, and those of the classroom project that was being conducted. It became difficult to have more implementation sessions on the grounds that there was more than one skill that needed to be developed. Also, it was very difficult to plan a lesson for a 55 minute class time.

The practicum's requirements involved the development of all the skills and teaching topics that applied to students' ages; however, the student's ages did not determine the topics that were needed to be taught. Students' levels of literacy determined what needed to be developed and how, and this made it difficult for the lesson planning. The practitioner had to align the topics that were required to be taught with the topics that were planned for the reading sessions. It became necessary to adapt the different materials to these topics in order to have a consistent implementation process where students felt comfortable to participate actively.

The other challenge was planning the lesson for a 55 minute period and thinking on how to make activities go effectively in the time that was assigned. However, there was always an impediment to carry out the lessons as planned. It became necessary to consider that the lesson would be interrupted at any time, which would slow down the whole implementation process. Ailamaki & Gehrke (2003) stated that it is unpredictable when something will come up and slow down the sessions; also, they explained that when the

teacher is in front of the class, time seems to go faster than usual and that is why we need to make sure the sessions are completely done. The main reason for not having more strategy implementations as planned for the project was the school's requirements. As they required implementing activities that include all the skills, it became difficult to accomplish the goal of evaluating each student's performance during the implementation of the reading fluency strategies. Time became a barrier when talking about evaluating and completing every session successfully.

The other aspect that slowdown the implementation sessions was that lessons were divided into stages based on Harmer's PPP method (2009) and The British Council's (2006) proposal for reading sessions that also included three stages for each class. In fact, it was very difficult to go through the three stages in one lesson given all the reasons already discussed. It became necessary to take more time per stage to ensure that all of them were well developed, while reaching most of the students.

To summarize, it is necessary to recall that when planning a lesson there are many aspects that need to be addressed in order to let the class go smoothly and to ensure that each stage of the lesson is covered. Moreover, every issue that was faced during the implementation sessions helped to improve aspects for future sessions. Planning a lesson and implementing it are two different things that happen in different ways; one is the way in which the lesson is planned, and the other is how it actually happens during the implementation with real students who learn at different pacing.

Implementation of the Strategies

Four strategies were applied during the implementation of this project in order to get different results. In the following lines the strategies will be described as well as how they worked and if they were effective for children participating in the implementation process.

Repeated Reading

According to Therrien (2004), Repeated Reading is a strategy designed to improve reading fluency in which the reader reads and re-reads a passage, in this case, a short passage. The implementation of this strategy with second graders was very successful as this was the one that worked for most of the students. But this strategy is not only important because it works well, it is important for different reasons such as the ones that Rasinski cited by Cohen (2011) referring to the fact that oral Repeated Reading helps students relate to printed and spoken language and to have better rate and rhythm, but also to enjoy reading. In the case of some of the implementation sessions, there were reading texts that many of the students did not like and this made it difficult for the teacher to know if they progressed or not. In the same way, Grabe et al (2013) claimed that "students can be benefited from getting reading instruction explicitly which aims to develop very well skilled readers"; this is what was done during the implementation sessions where the Repeated Reading strategy was used. The teacher started by introducing students the short reading texts and eliciting information from them to be contextualized. After they were presented the text, the teacher proceeded to read in order to help them with pronunciation issues; after that, they started reading by themselves. There were also four students who were required to read aloud so that the teacher could evaluate their fluency and correct pronunciation mistakes. After having read the text twice, the teacher asked the same students to read aloud in order to check if they made any progress.

As there were students with whom the strategy worked well, there were also some others who simply did not want to read, and it made impossible to see if they had progressed or not in fluency and comprehension. That is, to say, that students were not motivated to read as Mathewson cited by Beers (1998) states that when students are to read, it is necessary to have a positive attitude toward the reading itself, and appropriate motivation.

Repeated Reading was only one of the strategies implemented to help students develop fluency in order to have positive results for this classroom project. There were also three additional strategies used for this purpose; the next one is Model Fluent Reading: Read Aloud which consisted of having someone modeling the text to the participants.

Model Fluent Reading: Read Aloud

Another strategy used in the implementation of this project was modeling that, according Wadsworth (2008), is a strategy where teachers read aloud to students from a variety of genres and create opportunities for them to read instructional and independent level texts. Also, Wadsworth states that when we extend this strategy beyond the early ages, it can be even more effective. This strategy was not as successful as the Repeated Reading, but it was worth trying since at least few students showed positive results after its implementation. While applying the strategy, the teacher used the same reading materials for a minimum of two classes as, so students were more able to achieve fluency given the fact that they were familiar with the text. Although in the Before-Reading phase students showed that they remembered what the text was about, in the During-Reading phase, they seemed as if they had never seen the text before since they did not know how to read and some of the students who read it the previous class, did not have any idea on how to read it. This may also be an effect of the lack of instruction in the reading skills during previous periods at school. What is more, students are not used to read in a second language since they are usually taught basic vocabulary for them to be able to write, and the instruction they had receive with me as instructor was focused mainly on meaning oriented than graphophonic strategies.

In the case of this implementation session, modeling was not only about the teacher reading a passage and the students listening, but also about students reading aloud so that the teacher could verify if they were reading well or not. In the case students were not reading well, the teacher modeled again for them to know how to do it and to read in a

proper way. In a text published by the Texas Education Agency in (2009), it is claimed that when students listen to a good reading model, they can see how words from a text make sense. But this strategy did not work as good as the Repeated Reading strategy and the reason was because students were not confident about reading alone instead of reading with the instructor or with the entire group; what is more, they felt more comfortable when there was the opportunity to read the text more than once before doing it aloud. The strategy that follows is choral reading.

Choral Reading

Depending on the number and proficiency level of students, the strategy worked or simply did not work. Choral reading is a strategy also used to improve students' reading fluency. Creamer (2013) pointed out that choral reading is an act where multiple voices get together to read in unison. This strategy was implemented for this classroom project in order to see how students behaved during reading aloud. The teacher asked students to read aloud in unison in order to see if they were able to do it without any kind of instruction; then, she read the text to students and asked them to read again in unison. After the teacher asked students to read again, all of the students were involved reading the passage as stated by Johns and Berglund (2002) when students read in unison, even the least able reader joins in without the risk of failing as they are being supported by their partners. By doing this will allow students become more fluent readers after practicing several times. Choral reading also worked as read aloud strategy, but they did not read in unison as there were some students who read faster than others.

On the other hand, using choral reading with thirty-three second graders for whom English is their L2 is not easy because it is necessary to coordinate them to get good results and to listen to them reading as if they were one. In fact, some students were faster than others, and some had better pronunciation, but less fluency. Using this strategy also helps students to be more skilled as they receive support on what they are reading and they try to follow their partners in terms of good pronunciation and fluency since they are very

competitive. In a classroom with a large number of students and different literacy levels, the instructor should group students according to their literacy level in order for the strategy to work better.

In the next section, the Readers' Theatre strategy will be analyzed as the last strategy used in this classroom project, taking into account that it was something different and innovative, and it engaged students in the reading.

Readers' Theatre

The Readers' Theatre strategy has been an excellent tool for students to develop fluency and, at the same time, comprehension of the text. This strategy consists on having students read the passage and act it out as a mean to show that they understand what they read. Hymes (2013) stated that Readers' Theatre offers an engaging and entertaining environment where both teachers and students are involved and where individual and group work is necessary to have a well-developed strategy. Implementing this strategy in class was, a great idea since students could have lots of fun by reading a passage which they can act. In the case of this classroom project, students did not act out the text by themselves; instead, they used some teddy bears which made the activity more attractive for them. In a big class of students it is very difficult to choose the ones that will participate on the activity, so the teacher asked for participants when the strategy was going to be implemented. This strategy was different inasmuch as students were encouraged by the teddy bears to participate in the reading activity.

The way the strategy was implemented also allowed students to be more confident when reading even if they did not have good pronunciation. What the teacher did first was to read the dialogue provided so students could listen and pronounce words correctly. Then, as Bafile cited by Haws (2008) claimed, the instructor should give some time to students in order to review the text and to check the pronunciation and meaning of words before starting the activity.

Classroom Management

In this classroom project the use of key words became necessary to help students have a better understanding of the ideas since they only understood key concepts that the teacher used. Through the use of key words, students created an idea with the teacher's help. An example of a key word used is the word "story". When the teacher said the word "story", immediately students reacted happily and said they liked to read.

But key words were only one way to help students understand the meaning of a story and to have a good development of the class. First of all, the use of L1 became necessary in the language classroom because even with the use of key words, there were some concepts students did not understand, so it was necessary for the teacher to use the L1. This is supported in an article written by Spahiu (2013) where she explained that it is important to use students' L1 in the classroom since it helps clarify the meaning of difficult words and to explain grammar rules, but she also claimed that it gives a sense of confidence.

In the first implementation session, the worksheet used to check comprehension was not very clear for students as they did not have a large amount of vocabulary knowledge and they were not able to connect the key words with the images. As a result, the teacher had to use her mother tongue in order to help students understand the worksheet. It is easy to think that we need to use one hundred percent of English for students to develop their skills; however, it is better to scaffold the learning process and to start with short time lapses to use English.

It could be noticed that using L1 was the best support for students' understanding at the beginning. After several implementation sessions, the idea of using illustrations to facilitate a story's comprehension aroused; the use of the visual aids would help students relate the words and the images. Feathers & Arya (2012) explained that "illustrations are an integral part of picture story books" (p16); they also considered that when children read a

story supported by illustrations, they can make the connections between the text and the illustrations and to come up with conclusions about the meaning of the words. Different stories were used during the implementation sessions; however, the images were the key point that facilitated students' understanding of the text. When students were shown a piece of the written story, they simply did not say a word, but when they were shown an image that matched the story, they immediately used to their mother tongue to describe what it meant.

All of these strategies implemented by the pre-service teacher have shown to be effective in the language classroom; however, there are more strategies and techniques that can be used for further research on the topic. Every session was a new challenge and a way to discover how to deal with the students' learning processes. Another leaning strategy that was learnt was the use of body movements that made the text more comprehensible. Students felt more comfortable since they got the meaning of what the teacher was transmitting, as Nafisi (2013) pointed out in a study conducted with voice teachers, students responded better when teachers used body movements and gestures. It was seen in the implementation sessions when the characters made an action and students did not understand, the teacher performed the action so students could get the meaning faster.

Everything in the implementation sessions was about having students understand the meaning of the stories that were read. Furthermore, it is evident that teachers must be monitoring students constantly in order to check for understanding. The main point to learn from the experience is that teachers need to be constantly monitoring students' work in order to know if they understood or if they were just looking at their partners' work. The instructor had to let students be autonomous; nevertheless, she or he was required to go around checking on students' work and helping them with their questions. There are so many aspects from this project for teachers to grow and improve their teaching. Reflecting upon these aspects is not enough, it is important to go beyond and continue applying the techniques that we as teachers see that work better in the language classrooms.

Finally, it is crucial to emphasize the importance of changing and varying teaching techniques in order to guide students through a process of acquiring or learning a language. Most of them need the inspiration and motivation that a teacher can provide in order to make the learning process more suitable, successful and fun.

Knowledge Acquired during the implementation process

Professional Growth

Regarding the teacher's academic growth generated by this project, it is important to mention some aspects. There is a big difference between what one can plan on a lesson according to the theory, and to what you can really apply during the development of the lesson. Even though the theory provides a large variety of options for instructors to lead and manage large classes, it is very different from reality and how it actually works. Furthermore, instructors may have read a lot of theory related to different students' learning styles, and may have also tried to apply theory into practice; nonetheless, after some time, theory is forgotten. As Diaz and Cartnal (1999) stated, many instructors are aware of students' different learning styles yet "the application of this knowledge is often inconsequential" in as much as what instructors usually do is to vary activities during the class in order to make students feel comfortable with them.

In my own experience as a practitioner working with second graders, it is important to highlight that the shorter and attractive the activities are, the better the class will be since children's attention span is very short. In addition to this, it was necessary to reflect upon each implementation session and after each class in order to recognize the aspects that help to create better classes for students. It is really important to reflect after each class since this serves as support when it comes to be better at teaching and to be able to correct the mistakes made during previous sessions. Among the important aspects that were learnt after this project's implementation were that theory provides a wide variety of options to apply

in classes; however, theory only gives the general idea, it is important that each instructor modifies the theory and applies it according to her or his students styles and ways of learning.

Aspects to improve

Every new experience brings a lot of new knowledge. After the implementation of this project was over, there were still some aspects to improve as a teacher and as a person that is involved in the teaching field. One of the aspects to improve is how to handle a large class, such as this one with 33 students, including hyperactive students. It is a hard task and a difficult goal to achieve in view of the fact that this may take a lot of time. Another important aspect to improve is how to be more proactive during the lessons and to know to differentiate instruction for students' learning styles, and literacy levels. Teaching is a challenge for everyone since it requires us to be innovating and it also gives a lot to reflect upon, but it is a great way to discover our own learning and teaching styles. Finally, there is another aspect to improve regarding how to work with children that are in the same class, but are different ages. For further implementation sessions, it will be necessary to group students according to their literacy level taking into account the different stages students go through proposed by Rena Walker (1995) on her book "Accelerating Literacy". (See table below).

In the case of the participants of this classroom project, they were in the first stages as they were second graders and were just learning to read in their first language. Some of the students, whose ages were 7 or 8, were in the Stage 1: Emergent Literacy since they were learning to recognize the words in the text. The students whose ages ranged between 8 and 9 were in the Stage 2: Advanced Emergent Literacy on the grounds that were able to recognize the words in the text and were also able to identify the meaning of many of them. Finally, the remaining students that were also between 8 and 9 years old were on the Stage 3: Early Reader as they were already able to self-correct with some words. (See Table 1)

Erika Tatiana Soto Tabares

Table 1

Stages of Reading Development By Rena M. Walker, Ph.D.	
Stage Early 0: Print Immersion	• Listens to and enjoys a wide range of stories and books. • Appreciates different writing styles, literary devices, and written expressions (appreciates different types of books) • Asks for/seeks repetitive experiences (has favorite books) • Goes to books independently. • Has little awareness of print and its function. • Does not remember sequence of events. • Begins to follow plot. • Relates book content beyond personal experiences.

Stage 0: Print Awareness	• Curious about print
	• Attends to modeling of print and attempts to reread dictation of:
	  - Sentence/s for pictures
	  - Rewrites literature
	  - Individual and group language experience stories
	  - Different version of history
	• Pretends to read by making up a history
	• Predicts story events
	• Listens and creates images which have not been experienced
	• Accepts and transfers reading strategies as the teacher asks cueing questions in simple patterned books

Stage 1: Emergent Literacy	• Engages in read-like behavior that approximated book language
	• Knows that reading must make sense
	• Recognizes that story comes from print and not the picture
	• Recognizes if a story is changed
	• Has established directional conventions
	  - front/back of book
	  - left to right, top to bottom

Stage 2: Advanced Emergent Literacy	• Recognizes names in books
	• Reads repetitive text
	• Reads and remembers own language experience stories
	• Has subconscious development of directionality
	  - Understands where story begins and where print begins
	  - Recognizes that left page comes before right page
	  - Follows along from left to right and back to left margin
	• Can find repeated words in test
	• Consistently matches word for word when tracking
	• Recognizes printed words that begin with the same letter/s
	• Generalizes that the same letter may be written in different print styles and in upper and lower case.

Stage 3: Early Reader	• Self-corrects approximations and consistently predicts words from knowledge of semantics and syntax (uses meaning and word order to predict words) • Makes graphophonic approximations • Reads simple stories

	• Has visual memory of common words in various contexts • Revises predictions about the main idea
Stage 4: Advanced Early Reader	• Reads back on writing • Uses semantics, syntax, and graphophonics to predict and confirm words and comprehension accuracy • Recognizes familiar words with the suffixes –ed, -ing, and –s • Summarizes the main idea in one or two sentence/s • Uses context and knowledge of subject to derive meaning • Reads with fluency and expression which indicate obvious comprehension
Stage 5: Fluent Reader	• Self-monitors reading using semantic, syntactic, and graphophonic cues; also uses cross-checking strategies • Observes punctuation signals and phrasing when reading orally • Uses a variety of strategies to process print • Distinguishes between fact and fiction • Responds emotionally to selection • Understands elements of plot, character, and setting • Is a confident reader with obvious ability to interpret text
Stage 6: Experienced Reader	• Reads material from different genres with understanding • Reads silently with sustained concentration • Uses books to find answers to questions • Recognizes sentence relationships as they pertain to details, directions, and sequence • Cites substantial evidence for drawing conclusions • Enjoys author's use of literary techniques
Stage 7: Advanced Experienced Reader	• Identifies author's purpose and analyzes critically • Seeks independent involvement with books • Identifies themes • Recognizes relationships in passages as they pertain to concepts, cause and effect, and comparison and contrast • Gives opinion • Identifies consciously with character's thoughts and feelings • Synthesizes and cites evidence for generalizations
Stage 8: Competent Reader	• Selects appropriate reading materials for designated purposes • Evaluates and judges author's purpose and accuracy of information • Defines author's point of view, and persuasive techniques • Critically controls influence of author on own options and beliefs • Recognizes tone/mood of passage • Senses moral issues

Students' responses

There is a variety of students in a classroom. All of them have different learning styles and learn at different paces, and for this reason it becomes necessary to adapt the materials and activities in a way that allows both teacher and students participate actively and stay connected during the class. Mathewson cited by Beers (1998), stated that it is

necessary to motivate students in a proper way so they can enjoy the reading process and develop reading fluency through the activities done in class. What is more, the National Reading Panel (2000) explains that in order for a student to develop reading skills and to have a successful reading process, it will be necessary to motivate them in order to lower their affective filter so they are able to develop effectively the reading fluency skill.

To start describing the student's responses towards the activities, it will be necessary to mention that students had worked previously the English subject with a different practitioner and they sat expectations about how their class would be, they thought it would be similar. An example of this is when teacher started working with the numbers, some of the students recognized them immediately and participated actively on the activities; however, it was also evident that when the previous practitioner implemented activities that required active participation, there was not control over students' discipline. Pishghadam and Morady (2011) explain that the teacher needs to implement calm activities that get students' attention and at the same time develop their skills by encouraging them to participate in an organized way; otherwise, this will affect the class as working with children requires having the class under control with calm activities. When the pre-service teacher implemented activities that did not require active participation, the class remained calm, and students enjoyed having fun while practicing the target language. This is an important point given the fact that students reacted in different ways according to the activities implemented.

Another important aspect to highlight about students' reactions is that they are always willing to participate in activities that require them to color images. During the implementation sessions that included images they could color, students always stayed on their seats paying attention to the class to get the teacher's directions. In their book, Robinson, Mourão and Kang (2015) presented that it is necessary to use visual aids with students in order to support their learning process since they are very visual and colors attract easily their attention; also, images provide students with more confidence on the grounds that they like having them to work with and when they involve using a different

language, they have fun coloring and learning new words. One of the examples that illustrate this point in the first implementation session where they were presented with the story in a very colorful way and with a variety of images in order to facilitate students' comprehension of the text. At the moment they were presented with the images and the text, students started screaming because they were happy and started telling the teacher that they liked the images, and were more engaged in the class. What is more, the pre-service teacher designed a big book where students were able to follow the text accompanied by a set of images with which they could guide and help their understanding of the text.

Students' responses during the implementation sessions were very positive since the majority of them participated actively and made an effort to stay engaged on the activities. They were never told that they were doing something wrong; they were always encouraged to double check on what they were working on and to find the best ways to solve it. In addition to this, Hajrulla (2010) believes that the language teacher needs to keep the balance between correcting too much and not correcting at all since students will always need some feedback during every learning process. The implementation sessions for this project were successful in general terms since students learned some vocabulary through the reading of the text supported by colorful images, which was the times when student were engaged the most.

Going beyond the use of colorful images and big books, students had some negative reactions towards the implementation sessions when they were told they were required to read something. Al-Nafisah and Al-Shorman (2009) believe that some students react in a non-appropriate way when they are asked to read a book or passage since they do not feel they do it because on their own, but because it is a task they were given. This affected some of the implementation sessions since even when the majority of students participated, there were students who did not participate and were more interested in talking to their mates. Also, there were some students who did not want to participate during the implementation sessions since they felt they were not able to do it and decided to hide instead of participating by reading a passage or the entire story, and Midraj, Midraj, O'Neill and

Selami (2008) argue that the affective factors play an important role in students' developmental process of the target language on the grounds that emotions affect students attitudes and their reactions during the classes.

To sum up, it is necessary to highlight that from teacher's point of view, there may be a variety of students' responses towards the implementation sessions. However, there are some specific aspects in which it is necessary to work on, and they are the affective factors. In the case of this project, there were many different reactions that students had towards the class as the activities were implemented; however, in order to avoid students becoming reluctant to participate in class, it is necessary for the teacher to look for different strategies such us giving extra stars to students, that help lower the affective filter and allow students to participate without hesitations during the implementation sessions.

Linguistic Outcomes

In the following section, students' performance factors such as language development, linguistic profiles, strategies developed by students, and the least and most noticeable developed skills in the participants will be described.

- **Language Development**

The aim of this classroom project was to implement reading fluency strategies that helped students' development of their reading fluency skills. An important part of the project was to implement the strategies in order to have all students participating; however, in spite of the fact that not all students were willing to participate, the ones that participated had a significant improvement in the fluency skill. "The Repeated Reading strategy was implemented in this second implementation session and two students who had active participation, also had important development in their fluency skills. Student A started reading five words per minute and after several times of reading the text repeatedly with the teacher modeling the pronunciation, student A improved his reading to 22 words per

minute. On the contrary, student B started reading seven words per minute and after several times reading the text with the teacher modeling it, student B ended reading 14 words per minute"(See Appendix3). Some students showed more improvement than others; however, the majority of them had some type of improvement.

- **Students' Linguistic profile**

Analyzing the linguistic profile of a student is a detailed process in which every aspect is taken into account in order to utilize the best activities for the development of the language. Nonetheless, it is very difficult for just one person to analyze thirty-three students through six implementation sessions. Students' linguistic profile is going to be described by taking into account the literacy and proficiency level of the participants, and also the performance of each student during the process. Abe (2014) points out the fact that the understanding of learner´s performance in multiple aspects of linguistics features is reduced, and this happens even more when one instructor is in charge of more than thirty students. Thus, students' linguistic profile will be described according to the Common European Framework of Reference (CEFR) where students are placed in a specific level according to their performance.

According to the CEFR, users of language can be classified in a scale from A1 to C2 (A1, A2, B1, B2, C1, C2), being A1 the lowest and C2 the highest. The participants of the project where below the level A1 according to what could be noticed by the instructor since they were only able to develop basic tasks. In general terms, it can be said that students can achieve the A1 level since they developed some activities that belong to this level; however, only few students were able to achieve it and maintain the language level. Students participating in the implementation session of this project were able to develop simple tasks such as repeating after the instructor, painting and reading repeatedly while there were some others that were able to read a text in a slow rate of performance, but taking the risk to pronounce and helping their partners when they were asked to read. Learners were also analyzed according to their literacy levels that placed the participants of this implementation in a Stage 1: Emergent Literacy where they are learning to read and by

doing this, they start by recognizing sentences and relating them with pictures in order to draw meaning out of text. The texts were designed according to their literacy levels which according to Walker (1984), reading is a process that finds expression and allows students to develop their reading skills with the appropriate instruction and the materials according to their literacy levels.

- **Students' Learning Strategies**

For every learning process students develop a set of strategies that help them understand and learn the language in an easier and better way. According to Richards, Platt and Platt, (1992), learning strategies are behaviors and thoughts that learners use during a learning process so they can better understand and remember the new information they receive. In the case of the second graders from the public primary school, the most common way in which they used to approach the information was by drawing and assigning an object to each word so they could better remember when they were asked for a specific word. The other strategy that students developed was the use of colors

"it has been evidenced that learners developed a way to better remember words and it is by associating them with different colors; when they do not remember a word, they start by naming the color with which they had associated it and in that way it becomes easier for them to remember a word and its significance" (See Appendix4)

During the implementation process, it became really important for the instructor to support the lesson with many images and colors since this activated students brains and allowed them to associate words, colors and images in the same world.

- **Most and least noticeable developed skills**

Considering that reading fluency was the main focus of this project's implementation, this one was indeed, the most noticeable skill that learners developed throughout the process. Even though the improvement of reading fluency was not that significant

compared to other skills such as writing, it should be noted that students demonstrated improvements. This finding means that students developed fluency without necessarily developing better comprehension.

Westwood (2008) explains that students are encouraged to have active participation when they work in groups, and this also helps them to develop social skills and to increase independence. This is also supported in the reflection of the class of September 11th, 2015 when teacher wrote about students working in groups

> "In this implementation session, the teacher had students working in groups that were determined by the previous activity where students took a little paper from a bag and the numbers assigned their groups. In each classroom we can find students who work well and students that do not like working. When they were asked to work in groups, the ones that did not like to work, opted to work as they saw their partners were doing it"(See Appendix5).

Based on the reflection, it is important to point out that being surrounded by people facilitates students' participation since it lowers their affective filter. This explains why the most successful strategy was readers' theater. The main challenge is to group students according to their language proficiency.

Limitations

During the implementation of this classroom project, many factors influenced the development of the sessions like the limited time given to the sessions, and school activities that interrupted the development of all the implementation sessions. In general terms, the implementation sessions went well with the exceptions of those where the instructor could not finish properly because of students' behaviors, unplanned school activities, and the noise that continuously affected the development of the sessions.

Regarding student's behaviors, there were some classes where the instructor was not able to fulfill the goals since it took too much time to make students be silent and to make them stay on their seats; the instructor wasted a lot of time organizing and disciplining students. According to Ali and Gracey (2013), disruptive behavior in students may be caused by different aspects that may interfere constantly with the classes. Disinterest in reading, lack of exposure to language, and not to forget, the three students with hyperactive disorder were some of the aspects that interfered with the development of the implementation sessions. Ali and Gracey (2013) also mention that it is important to share the ground rules and incentives with students from the beginning of the class; in that way, it will not be interrupted by the instructor trying to discipline students.

The school's frequent unannounced activities became another limitation to the implementation of this classroom project since they took away a lot of time planned for the lessons. Sometimes in the middle of the class, teachers or coordinators arrived to the classroom to talk about different activities and some other times it was necessary to have students participate in events like the Flag salute. What is more, as the participants were second graders from a public primary school, there were some kids who had to leave before the session ended since their parents had limited time and needed to take their kids home before the class ended. This caused that the students who always left earlier started to lag

before in the process. Another important aspect is students' poor attendance represented another limitation for the project since it was difficult to follow a process with them; hence, they did not progress as the other students and did not develop their reading skills.

Noisy classes all over the school represented another limitation when conducting the implementation session as in some cases the noise was so loud that it became necessary to stop the class for a while. A learning environment needs to be appropriate for a real involvement of students in the language, and to validate and allow students to express themselves in a proper way (Hanrahan, 1998). Having all the necessary conditions in the learning environment such us their own desks and school materials truly engages students in the learning process, specifically in developing the reading skills that were being taught. To continue, it was also difficult to work with the noise that the students on the upper classroom produced when they were playing or when they were working on some activities that required too much movement, but as Hannah (2013) claimed, it is necessary to adapt to the classroom environment, and the adaptations need to be according to the students so they feel comfortable. "When making adaptations to the classroom the teacher cannot forget about the emotional environment. This is the atmosphere created by the teacher that can either encourage or discourage students to be successful". (Hannah, 2013)

To summarize this section, the implementation sessions of this classroom project had difficulties in different aspects that influenced the normal development of the class. However, with the use of different strategies such as having students reading silently in their seats and working on more challenging and independent activities (crosswords related to the readings), it was possible to carry out the sessions as best as possible obtaining positive results.

Conclusions

The different results obtained in this project will be explained throughout this chapter. The results will be described based on the objectives proposed for this classroom project and on the perceptions from the sessions. The most noticeable gain in this project was that students reacted positively to the fluency strategies implemented even though they also reacted in a positive way to the classes in general.

In terms of student's reactions towards the strategies used during the implementation sessions, one could say they were positive regarding the improvement of their fluency skills; what is more, in some of the students that improved their fluency skill, the comprehension skills were also improved, but there were students who did not get the same results as those who had more active participation. The results varied according to students' motivation which plays an important role in the process of learning a language. Students' willingness to work is a key factor in achieving the learning goals. Beers (1998) stated than when students are about to read, motivation plays an important role in the process since their willingness facilitates the process and allows the reader to become more aware of it.

In regards to the teacher's academic growth, it is important to mention that managing a large class of second graders is a difficult task and, indeed, it becomes a more demanding task on the grounds that the teacher needs to be more creative and to innovate in order to engage students in the lesson and maintain their attention during the entire session. Teachers are required to play an important role in the classroom; for instance, teachers have the duty to create good rapport with students, possess a variety of skills that allow creating successful implementation sessions and the willingness to constantly update their knowledge and to transmit it to the students (Harmer, 2007). It is also important that the teacher selects the methods with which she or he feels more comfortable to implement and

these methods need to also have a theoretical background in order to support the ideas and the activities related to develop the students' skills. It is also important to take into account factors such as age, students' previous knowledge, objectives, content, space and time that are decisive at the moment of selecting the most suitable method for the class (Kizlik, 2015).

Another aspect to highlight is that the teacher implemented four different reading fluency strategies in order to develop students' reading fluency skills. Even though not all of the strategies worked well, there were two that worked and students enjoyed. One of the strategies that worked is the Readers' Theatre that as stated by Hymes (2013) to be an enjoyable strategy since students had fun reading the story and they had the opportunity to review it with the teacher; this allowed both, the teacher and students, were engaged in the story and the process became more relaxing for them. Another aspect that promoted students' engagement in the strategy was that acting part of this strategy was made in a different way; they used teddy bears so they could be more confident with the process. The other strategy that worked and that suited most of the students' learning styles was the Repeated Reading that allowed students to enjoy the story while they read. In order to make the sessions more fun and to get students' attention span, the teacher opted to create a big book to engage the student much more easily through the issue of images that had meaning for the children.

Concerning the reading comprehension aspect of the implementation, it is necessary to highlight the point that not all of the students' for whom the reading fluency strategies worked, showed improvements in reading comprehension skills after several implementation sessions. Collins and Pressley (2002) explained once that reading fluency and reading comprehension complement each other; and this was seen during the project's implementation process. Even though they complement each other, fluency does not necessarily guarantee reading comprehension.

The experience with the implementation sessions also showed that working with children requires more than just designing a lesson for student's language development. In order to develop the class effectively, it is necessary to go further and understand your students' needs. Hartas (2011) stated that in environments with low-income children, it is difficult to ask students to be more concentrated since these factors affect the cognitive development and children's language. Moreover, it is important to point out that not all students learn at the same pace and level since they come from different backgrounds; however, as a teacher it is a key point to plan lessons and activities that fit students' needs taking into account the different backgrounds and learning styles.

Finally, working on the development of reading fluency skills with second graders was a difficult task since they were acquiring these reading skills in their mother tongue. According to Walker (1995), in order to have a better development of the reading skills, it is also important to work on the skill in their first language as this will ease the process once they develop it in both languages at the same time. Even though there were positive results, it is recommended to continue working on the strategies and activities that help second grade students to foster the development of their reading fluency skills.

Appendix

Appendix 1

Warm up/ Hot Potato/ 10 minutes	The teacher will explain students that they are going to play a game called Hot Potato which is the same than Tingo Tingo Tango and the student who gets the ball when the teacher says "Hot" will be shown a number and s/he has to say the number it is.
Before-reading/ Predicting/ 10 minutes	In this stage, the teacher will ask students if they like reading or if they like writing or if they like stories about space, etc. Then, the teacher will show students the flashcards and will tell them what they represent for students to predict what the reading will be about.
During-reading/ Practicing/ 20 minutes	Here, the teacher will read a short story supported by images and she will be highlighting the word "likes" which is repeated on the text in order to refresh students' memory about likes and dislikes, but she will also select some objects mentioned on the text (boots, white suit, round hat, gloves). Then, the teacher will re-read the text and will ask students to pronounce after her (twice). Finally, the teacher will ask for a volunteer to read the text. And then she will ask students to repeat again after her.
After-reading/ Worksheet/ 10 minutes	For this part of the class, the teacher will handout students a worksheet with some questions represented with images and also the answer for a better comprehension of the students, but she will explain first what they have to do and then, she will give it to them. The worksheet contains fill in the gaps and multiple choice questions.

Appendix 2

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Reflection #1

Thursday, October 16nd, 2015

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This was a successful implementation session in spite of being the first one. To begin with, it is important to mention that in order to keep students engaged and to encourage them to participate, the teacher used a different method to present the text. For this implementation session, the teacher used a big screen to present the text in an interactive way. With a PowerPoint presentation full of images, the teacher represented the unknown vocabulary to help students understand better the text. The use of the new technologies is a very useful tool since they allow teachers to innovate the design of the classes.

The first stage of this session was the Before-Reading phase; in order to introduce vocabulary, the teacher showed some flashcards and asked students what they represented or what they though the images were. Students immediately started answering in Spanish and the teacher encouraged them to do it in English so they became more familiar with the words. After the new words were presented to the students, the teacher continued with the During-Reading stage. During this stage, the teacher implemented the Repeated Reading strategy; the first thing she did was to read the story to students so they were familiar with it. After students became familiar with the story, the teacher asked them to read some sentences with the purpose of checking their pronunciation. After they read some parts of the story, the teacher read again and asked them to repeat after her so they would pronounce correctly next time. Different sentences were read more than once in order to help students improve their fluency skill, and at the same time they had the chance to interpret the story according to the images even though the teacher had showed the images to give meaning to the text.

After the students had to read the story several times, the teacher started with the After-Reading stage where they were asked to complete the worksheet provided to check comprehension. Once students completed the worksheet, they were asked to read the story again in order to help them understand better the meaning of the text.

Appendix 3

Reflection #2
Thursday, October 22nd, 2015

I had great expectations regarding this implementation session, and I can say that it was successful since only thirteen students assisted. However, it is important to point out that for this session, I was really nervous since the number of students was larger than the previous. It was also difficult to start the class because students were not willing to pay attention and this generated some concerns given the fact that it was a fifty -minute class.

In order to start describing this session, it is worth to mention the fact that this class had less success than the first one on the grounds that even though the students were the same as the previous class, they were now with the ones that did not attend the first session, so this generated more indiscipline from all the students. What is more, there were some students who were not willing to participate as they were more timid given the overcrowded classroom and their fear of failing. It was necessary to take a lot of encouragement on my part so I could carry out the class and implement the reading strategy. Some of the students did not want to participate due to anxiety and some others showed that they did not care about the class. One of the major challenges of this session was to encourage all students to participate and to control students' disruptive behavior.

It took around ten minutes to start the class with students paying attention in groups according to the warming up activity that was done. After this activity, the reading session started with the Before-Reading part, where most of the students participated making

guesses on what the text was going to be about and socializing the unknown words. The Before-Reading strategy was done based on what they knew from the previous session, and this generated some kind of excitement in the students who were more willing to participate whom, in fact, were the ones that participated during the entire class. After the new words were socialized and predictions were made regarding the topic of the text, some students started talking and got distracted from the class. The session continued normally and after the Before-Reading phase, I started the During-Reading stage where I pasted the text on the board so all of us could be on the same page while in the During-Reading stage. For this part of the lesson, I started implementing the Repeated Reading strategy where four students participated reading the text according to my instructions. Some of the instructions included: what parts they had to read, how many times they had to do it and the speed and pronunciation they needed to have. After each student read the text for the first time, I gave feedback on pronunciation so they were able to pronounce correctly. The Repeated Reading strategy was implemented in this second implementation session and two students who had active participation, also had important development in the fluency skill. Student A started reading five words per minute and after several times of reading the text repeatedly with the teacher modeling the pronunciation, student A improved his reading to 22 words per minute. On the contrary, student B started reading seven words per minute and after several times reading the text with the teacher modeling it, student B ended reading 14 words per minute. On the other side, the other two students that participated did not have a notorious improvement; however, they were able to solve successfully the comprehension worksheet as well as the students A and B.

According to the comprehension worksheets used in the After-Reading phase, the majority of the students understood the main idea of the text; however, only some of them were able to read the story fluently after several attempts.

Appendix 4

Reflection #3
Tuesday, October 27th, 2016

The first thing that was needed to do in this session was to talk to students because of their bad behavior during all the previous sessions and to make sure that the environment would change so the sessions could be carried out successfully. After that, I presented a big book that I designed in order to help them with the reading and to make it more suitable for their ages. The book seemed to attract their attention since they remained silent and in their seats, and they started participating actively in the session.

The Before-Reading phase was implemented in order to introduce the story, where students had to make predictions about the topic of the story and name of the animals that were in the book. They tried to say the name of the animals and in fact, they guessed three of them. According to what they mentioned, one of the things that helped them to remember the name of the animals was colors; hence, it was surprising to find out the way students remember the name of objects, animals and many other words given the fact that students who come from a low sociocultural background tend to forget what they are taught at school. In fact, these students proved the theory that associating words with different objects and colors is a different and effective way to learn. When they do not remember a word, they start by naming the color they used to associate the word with the meaning of a word or object. What is more, and thanks to the association they made, students remembered some of the words that were written in the text even though they did not know how to pronounce them.

However, there were more insightful elements in this session. In the During-Reading phase, students were able to pronounce the words easily; this may be due to the previous knowledge they had about the words. What is more, the Reader's Theater strategy was implemented in the During-Reading phase, and it allowed students get involved in the story and represent the roles of the animals. This is one of the reasons why this class

became a success taking into account the way students behaved and worked during the reading phase, and even after the reading of the story. This class worked well for me in most of the aspects since students also participated actively during the implementation of the reading fluency strategy, and they demonstrated some progress after they had read the story more than once.

To sum up, this class went well in general terms because of students' behaviors, and the way they worked; however, it is important to consider that not all the classes are the same and students are not in the same mood every day. For this reason, it becomes really important to vary the materials, strategies and ways of presenting a class.

Appendix 5

Reflection #4
Thursday, October 29th, 2016

To start describing the aspects of this class, it is important to mention first that this was a two-hour class divided by a "fifteen minute" break that students usually have. When the coordinator is not at school, teachers take advantage of the time and they take breaks longer than what they should. This aspect also affects my classes since the extra time teachers take for their break is from the following hour; this means that my class became a forty-minute class. On the other hand, students worked well during this class even though there was not enough time.

For this session, the teacher implemented one of the Model Fluent Reading: Reading Aloud strategy by having students working in groups. Many of them did not want to work at the beginning and it became really difficult to organize them in their groups in order to start with the class, so a portion of the time was lost due to their indiscipline. Once the class was organized, the teacher started with the pre-reading phase where students were asked questions related to the story in order to elicit information and to socialize the

unknown words. Although the teacher was encouraging students to participate with methods like giving them extra stars, many of them did not care about the class and did not participate at all.

In this implementation session, the teacher grouped students with an activity where they were required to take a little paper from a bag; the little papers contained the numbers in English, so the groups were group One, group Two, etc. In each classroom we can find students who work well and students that do not like working. When they were asked to work in groups, there were students who started working because the saw their partners started working and had fun. What is more, some students started working since they were competitive and they could notice that their partners were getting more stars than them. This method was effective to get the students to work and to engage them during the entire class so the pre-selected strategy could work through the session.

After the teacher was able to engage students in the lesson, she was able to implement the Model Fluent Reading: Reading Aloud strategy and work on reading fluency in order to continue with the after reading activity and check if students did understand the meaning of the text while they worked on fluency as well. The class was developed and students continued working well until they realized the class was coming to an end. On the other hand, the teacher could see that the classroom management strategy worked well and thanks to it the reading fluency strategy worked.

Finally, it is important to take into account that each implementation session is a way to explore students' reactions towards the pre-selected reading fluency strategies. In order to know the ones that work the best with them, it is necessary to develop the sessions according to the time assigned in order to develop all the phases of the session and to fulfill the goals.

Appendix 6

<div align="center">

Reflection #5
Thursday, November 12, 2015

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The first thing I would like to highlight from this session is that it did not go well. Students did not behave well, did not pay attention to the class and they were interrupting the class all the time even when the teacher was explaining something. There were some times when she had to stop the class and take disciplinary actions as well as to talk to students so she could continue with the class.

The teacher started the class normally by calling attendance and collecting the homework students were assigned; however, most of them did not do the task so the teacher also had to take actions such as writing on students' notebooks, and this took time that was assigned to the implementation stages. After the teacher had finished with the notes in students' books, she started the Before-Reading phase where they were asked about a movie called "The Incredibles", this activated students and they started participating actively since they liked the movie. What students were asked to do was to match the members of the family with its corresponding images in order to create a relationship between both of them and to help them understand how each member of the family was called.

The Before-Reading fluency phase was developed correctly due to the fact that students participated actively and they matched correctly the images with the corresponding member of the family. After that, the teacher asked students what they thought the text was going to be about and they started making guesses about the topic of the text. Once they had shared their ideas, the teacher showed students the name of the text and then pasted some strips on the board that contained the reading separated into sentences. What the teacher did was to have students read the text chorally and after they read it, they were asked what they understood about it. The majority of the students did not understand what the text was about, and only a few were able to recognize some words that helped them get

the meaning of some of the sentences. As they were reading in chorus, all of the students participated, but when they were asked to read it individually, they started misbehaving and did not allow the teacher to complete the session successfully. Furthermore, students started talking and screaming until the point that the teacher had to stop the class and talk to the in-service teacher because they were not allowing the class to continue.

In order to finish the class, the teacher had to wait until the in service teacher talked to students so they could realize how bad their behavior was during the class. It is important to mention that when students are misbehaving, the teacher needs to look for different alternatives to have the class under control, and it is also important to check with students what is happening in order to look for the best solution.

Appendix 7

Reflection #6
Thursday, November 19nd, 2015

There were great expectations about this class since it was the last implementation session, and also the last class of the teaching practicum. Students did not know it was the last class, and continued with the same disruptive behaviors. What is more, as the previous implementation session was not as successful as expected, the teacher used the same story and similar activities.

In order to start with the Before-Reading phase, the teacher asked students if they remembered the members of the family according to the images of "The Incredibles". Many of them remembered what the story was about and were able to recognize the family members while they were playing hangman to guess some of the members. After the teacher did the introduction to the story, students were asked to read the text silently and then they were required to do it aloud so the teacher could listen to their pronunciation and check on their fluency. For this session, the teacher implemented the Repeated Reading

strategy where they had to read and re-read the story in order to do a short presentation about it.

After students read the story, they started to tell the teacher what the meaning was according to the images that were pasted along with the story in order to improve students' reading comprehension while reading fluently. Some of them were able to read the text fluently and to answer the comprehension worksheet correctly, which was designed to check if students comprehended the text; on the other hand, the majority of the students did not understand what the text was about, and in fact, they were not paying attention to the class. This was not good for the development of the class since students who were not willing to work, interrupted others' process and did not allow them to work properly as their indiscipline was a great distraction.

To finish, it is important to point out that not all the classes work perfectly; however, all of them will provide either positive or negative results regarding students' language development. Even when a class has the best teacher and that teacher takes lots of time to prepare the class, it is difficult to deal with students who come from different sociocultural backgrounds. Motivation to learn with this type of population is really difficult, but it is possible using the activities according to their ages and background knowledge.

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