StudyTexter

Literature summary

Promoting Reading Competence in Primary School Age: An Analysis of Didactic Methods

Teacher Training Program

Sources used (59 item(s))

Alenizi, M.A.K. and Alanazi, M.S. (2016) The Effectiveness of Metacognitive Teaching Strategies to Enhance Elementary School Pupils' Reading Skills in the Northern Border Areas of Saudi Arabia, International Journal of English Linguistics, 6(4), pp. 213-226. DOI: 10.5539/ijel.v6n4p213

Link:
https://scholar.archive.org/work/z2fs44ag55hg7mp2mcopw5cryu/access/wayback/http://pdfs.semanticscholar.org/f218/9b09d7e82ee9f62b11bc09633577e104876a.pdf

Relevant Key Findings:
- About 1.1% of those who need special education are from those with learning disorders (p. 1)
- Individuals gain about 70% of their knowledge through reading (p. 1)
- The study sample was limited to 65 students (p. 7)
- The test group was made of 35 students, and the control group consisted of 30 students (p. 7)
- Difficulty factors ranged between 0.37 and 0.74, and differentiation factors ranged between 0.35 and 0.71 (p. 8)
- In the post-measurement, the test group performed better than the control group (p. 9)

Alufohai, P.J. (2020) TEACHING OF READING IN PRIMARY SCHOOLS: IMPLICATIONS FOR THE NIGERIAN PRIMARY SCHOOL TEACHER, British Journal of Education, Learning and Development Psychology, 3(2), pp. 49-59.
https://abjournals.org/bjeldp/wp-content/uploads/sites/8/journal/published_paper/volume-3/issue-2/BJELDP_GKGIYHQJ.pdf

Link:
https://abjournals.org/bjeldp/wp-content/uploads/sites/8/journal/published_paper/volume-3/issue-2/BJELDP_GKGIYHQJ.pdf

Relevant Key Findings:
- Infants and preschoolers often develop vocabulary rapidly. (p. 3)
- Research has shown that the more vocabulary/language experiences a child is exposed to as adults speak, the more advanced their reading abilities become. (p. 3)
- Primary school teachers can enhance pupils' reading abilities by exposing children to new words. (p. 4)

- Reading readiness helps the child to be ready, willing, and capable of reading. (p. 4)
- UNICEF (2012) recognizes reading readiness as a process of preparing a child for reading; encouraging the child to read and engaging the child in reading. (p. 4)
- Teachers must have a good knowledge of pupils' mental, physical, and socio-emotional abilities and their background so as to identify a suitable method that will suit the children's needs. (p. 4)

Ankrum, J.W. and Bean, R.M. (2008) Differentiated Reading Instruction: What and How, Reading Horizons: A Journal of Literacy and Language Arts, 48(2), pp. 133-144.

https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1081&context=reading_horizons

Link:
https://scholarworks.wmich.edu/cgi/viewcontent.cgi?referer=&httpsredir=1&article=1081&context=reading_horizons

Relevant Key Findings:
- Two students are just beginning to read at the emergent level (p. 2).
- Five students are reading just below the beginning second grade level at the end of first grade (p. 2).
- Six students are reading fluently at the beginning second grade level, but their comprehension scores are much lower (p. 2).
- Another six students are reading fluently at a mid-second grade level for both reading and comprehension (p. 2).
- Three students are reading and comprehending text at the fourth grade level or beyond (p. 2).
- Three of the four children who entered Ms. Martin's class reading below grade level achieved accelerated progress, two were placed with the average group by the end of the year, and one of the struggling readers was moved into the highest reading group by spring (p. 8).

Baier, R. J. (2005) Reading Comprehension and Reading Strategies, research paper, University of Wisconsin-Stout.

https://minds.wisconsin.edu/bitstream/handle/1793/41543/2005baierr.pdf?sequence=1

Link: https://minds.wisconsin.edu/bitstream/handle/1793/41543/2005baierr.pdf?sequence=1

Relevant Key Findings:

- Twelve of the fourteen sixth grade students demonstrated improvement in the reading comprehension scores (p. 2).
- After using the newly learned reading comprehension strategies, college students improved their test scores by at least three grade levels (p. 10).
- Hart and Risely reported that children of working class parents (who interact with their children as much as parents of advantaged families) have vocabulary levels comparable to those from advantaged families (p. 21).
- Subject 2 improved by 12% from the frustration level to the instructional comprehension level (p. 31).
- The average percent of improvement of the twelve that improved is 24.42%. As a complete group the improvement percentage is 21.92% (p. 43).
- After using the reading comprehension strategy, the sixth grade students received higher test scores than before using the reading comprehension strategy (p. 45).

Bates, C.C., D'Agostino, J.V., Gambrell, L. and Xu, M. (2016) Reading Recovery: Exploring the Effects on First-Graders' Reading Motivation and Achievement, Journal of Education for Students Placed at Risk (JESPAR), 21(1), pp. 47-59. DOI: 10.1080/10824669.2015.1110027

Link:

Relevant Key Findings:
- Reading Recovery had a .31 treatment effect on achievement after controlling for baseline achievement and motivational differences among the treatment and comparison students (p. 3).
- Reading Recovery was associated with greater average levels of posttest motivation, and motivation was found to mediate the treatment-achievement relationship (p. 3).
- The percentage of boys in the treatment group was 61% compared to 56% among comparison students (p. 8).
- 53% of treatment students and 55% of comparison students were ethnic minorities (p. 8).
- 70% and 72% of treatment and comparison students qualified for free or reduced-price lunch, respectively (p. 8).
- Reading Recovery students had a larger average motivation score (M = 2.61, SD = 0.35) than their counterparts (M = 2.52, SD = 0.37) at posttest (p. 10).

Bents, F.M. (2003) Early Literacy Development and Parent Involvement: A Literature Review and Critical Analysis, research

paper, University of Wisconsin-Stout, Menomonie, WI.
http://www2.uwstout.edu/content/lib/thesis/2003/2003bentsf.pdf

Link: http://www2.uwstout.edu/content/lib/thesis/2003/2003bentsf.pdf

Relevant Key Findings:
- 10%-30% of children in school have trouble in reading (p. 6)
- Reading ability in first grade provided a strong predictor for 11th grade reading measures (p. 11)
- There was an 88% chance that a student who was a poor reader in first grade would be a poor reader in fourth grade (p. 11)
- One in six children experience trouble in reading in the first grade (p. 11)
- Knowledge of letter names at the time of Kindergarten entry provides a strong prediction of reading achievement (p. 14)
- Children who enter Kindergarten with weaker verbal skills are more likely to have difficulty learning to read (p. 15)

Binaoui, A., Moubtassime, M. and Belfakir, L. (2023) The Effectiveness of the TaRL Approach on Moroccan Pupils' Mathematics, Arabic, and French Reading Competencies, I. J. Education and Management Engineering, 13(3), pp. 1-10. DOI: 10.5815/ijeme.2023.03.01

Link: https://www.mecs-press.org/ijeme/ijeme-v13-n3/IJEME-V13-N3-1.pdf

Relevant Key Findings:
- The Moroccan Minister of National Education declared that more than 80% of the 5th grade pupils were not able to perform arithmetic operations (p. 1)
- More than 15,000 pupils benefited from the TaRL program throughout 200 educational institutions in rural and semi-urban areas during the first three weeks of the scholar year 2022-2023, after having trained 51 educational advisors and 600 teachers (p. 2)
- In Pakistan, 20,800 pupils across 530 schools in three provinces were exposed to a 45-60 days learning camp where they received remedial education based on TaRL, yielding positive impacts on Urdu, English, and Math learnings (p. 3)
- The test for mathematics improvement revealed a statistically significant positive change in the level following the one-month course, $Z= -7.152760$, $p=.000$, with a large effect size ($r=.69$) (p. 4)
- The test for Arabic reading improvement revealed a statistically significant positive change in the level following the one-month course, $Z=-6.271967$, $p=.000$, with a large effect size ($r=.60$) (p. 4)
- The test for French reading improvement revealed a statistically significant positive change in the level following the one-month course, $Z= -7.361956$, $p=.000$, with a large effect size ($r=.71$) (p. 4)

Clark, C. (2007) Why families matter to literacy, National Literacy Trust, pp. 1-3.
https://www.fldoe.org/core/fileparse.php/18588/urlt/Why-Family-Matters.pdf

Link: https://www.fldoe.org/core/fileparse.php/18588/urlt/Why-Family-Matters.pdf

Relevant Key Findings:
- Research indicates that parental involvement positively affects a child's performance at school in both primary and secondary levels, regardless of ethnic background, family income, maternal education, or the child's gender (p. 1).
- Children who grow up in a stimulating home environment with emphasis on learning opportunities tend to perform better academically, irrespective of their socio-economic background (p. 1).
- Parental involvement leads to enhanced problem-solving skills, greater school enjoyment, improved school attendance, fewer behavioral problems, and greater social and emotional development (p. 1).
- Parents who promote reading as valuable have children motivated to read for pleasure, positively influencing reading achievement, language comprehension, expressive language skills, interest in reading, and attentiveness (p. 2).
- Increases in family involvement in school predicted increases in literacy achievement for low-income families, with even one or two additional involvement activities per year associated with meaningful improvements (p. 2).
- Types of parental involvement requiring a large investment of time, like communicating and reading with the child, along with parenting style and expectations, have a greater impact on educational achievement than parental attendance at school (p. 3).

Clark, C. and Picton, I. (2012) Family Matters: The Importance of Family Support for Young People's Reading. London: National Literacy Trust. https://files.eric.ed.gov/fulltext/ED541607.pdf

Link: https://files.eric.ed.gov/fulltext/ED541607.pdf

Relevant Key Findings:
- 82.6% of young people in the 2011 survey reported receiving encouragement to read from their mother (p. 5)
- 66.3% of young people in 2011 said their father encourages them to read to some degree (p. 5)
- The percentage of young people reporting that their father encourages them to read a lot decreased from 28.7% in 2005 to 24.9% in 2011 (p. 5)

- 85.1% of young people see their mother read either a lot or sometimes, compared to 67.1% for fathers (p. 6)
- 48% of young people who read above the expected level for their age say their mother encourages them to read a lot (p. 6)
- 47% of young people who read above the expected level for their age say they see their mother read a lot (p. 6)

Cojocnean, D. (2012) Perspectives on assessing young learners' English language competence in Romania, Academica Science Journal Psychologica Series, No. 1(1), pp. 55-62. https://englishthroughstories.wordpress.com/wp-content/uploads/2020/05/perspectives-on-assessing-young-learners-english-language-competence-in-romania.pdf

Link:
https://englishthroughstories.wordpress.com/wp-content/uploads/2020/05/perspectives-on-assessing-young-learners-english-language-competence-in-romania.pdf

Relevant Key Findings:
- In Romania the study of the first foreign language starts in the third grade (age 9), being included in the core curricula with 2 hours per week. (p. 3)
- Young learners (children aged 7-10) in Romania are mostly observed during the lesson, teachers would generally assess young learners' oral language through various oral activities, such as role play, dialogue and independent speech, if the level is appropriate. (p. 3)
- Young learners are also given tests, which focus on testing items of vocabulary and grammar. (p. 3)
- Regular summative assessment tests are introduced as early as the learners are able to write. (p. 3)
- The general tendency is to assess receptive skills in lower grades and productive skills in upper grades. (p. 3)
- To sum up, young learners' assessment in Romania is based on teacher observation during lessons, oral language, projects, homework, language portfolios, tests, translation of grammatical structures is avoided. (p. 3)

Cremin, T. (2023) Reading and Motivation, NATE | Teaching English, Issue 32, pp. 32-35. DOI: https://doi.org/10.1002/berj.3685

Link:
https://cdn.ourfp.org/wp-content/uploads/20231212180729/Cremin-2023-NATE-Reading-and-Motivation.pdf

Relevant Key Findings:
- Reading enjoyment is at its lowest level since 2005, with less than half of 8- to 18-year-olds reporting enjoying it (47.8%) (p. 1)
- Gaps between boys and girls and between those on free school meals (FSM) and others have been aggravated by the Covid-19 pandemic (p. 1)
- Boys who received FSM in 2022 were the most likely to report that they never or rarely read; only 1 in 5 reported reading daily (p. 1)
- Choosing to read regularly and widely and in one's own time – is positively associated with richer general knowledge and vocabulary, improved spelling, higher reading comprehension and wider school achievement (p. 2)
- Those young people who report reading regularly outside school also score highly on psychological wellbeing scales (p. 2)
- OECD data consistently show that engagement in reading is strongly correlated with reading performance and is a mediator of gender or socio-economic status (p. 2)

Di Paolo, A. and Zappalà, E. (2024) Fostering Reading Skills through Simplex Didactics and Music: Creation of an Inclusive Tool for Pupils with Dyslexia, Athens Journal of Education, 11, pp. 1-14. DOI: https://doi.org/10.30958/aje.X-Y-Z

Link: https://www.athensjournals.gr/education/2023-5196-AJE-CBC-Paolo-07.pdf

Relevant Key Findings:
- In the 2018-2019 school year, 4.9% of the total pupils attending Italian schools have a diagnosis of SLD and pupils with dyslexia represent 3.2% of the total number of pupils attending primary and secondary schools (p. 1)
- The straight line with downward orientation has a frequency of use of 15/43, while the straight line with right-hand orientation has a frequency of use of 13/43 (p. 7)
- The straight line with top right orientation has a frequency of use of 5/43, the straight line with bottom right orientation of 9/43, the straight line with left orientation of 1/43 (p. 7)
- The left-facing curved line has a frequency of use of 7/12, the right-facing line 4/12 (p. 7)
- The downward-facing curve has an orientation of 1/12, the curve starting at the top left and converging at the top right has a frequency of 1/12 (p. 7)
- It emerged that students, even with dyslexia, tend to learn with the aid of musical triads, especially if these are major rather than minor (p. 9)

Dörfler, T., Golke, S. and Artelt, C. (2009) Dynamic Assessment and its Potential for the Assessment of Reading Competence, Studies in Educational Evaluation, 35, pp. 77-82. DOI: 10.1016/j.stueduc.2009.10.005

Link:

Relevant Key Findings:
- Predictions based on initial performance significantly underestimated what children could achieve with minimal assistance (p. 4)
- Dynamic measures often provide better estimates of reading competence than static tests (p. 4)
- Post-test results revealed increased strategy use and improved reading comprehension for those students who had been moderately and strongly exposed to scaffolding strategies during the intervention (p. 4)
- The more intense the scaffolding procedure during the intervention had been, the higher the retest performance at five-month follow-up (p. 4)
- Domain-specific tests were better predictors of school achievement than domain-general tests (p. 4)
- Increase in reading level was significantly correlated with reading improvement six months after the assessment (p. 5)

Eke, U. (2011) Role of Parents in a Child's Reading and Literacy Development, Journal of Education and Practice, 2(5), pp. 10-16. https://core.ac.uk/download/pdf/234633215.pdf

Link: https://core.ac.uk/download/pdf/234633215.pdf

Relevant Key Findings:
- When parents participate in learning, children receive higher marks, enjoy school more, and are less likely to repeat a class (p. 2).
- Studies have shown that children who become literate at an early age or who become successful readers and writers share several common characteristics: They have been read to regularly, they have had many opportunities to handle books, they have seen parents and adults read and write for real purposes and enjoyment, and they have been encouraged to express themselves through writing (p. 3).
- Research from the 1970s and 1980s consistently identifies and reports strong correlations between parental reading to and with children and children's later success with literacy (p. 4).
- Lancy and Bergin (1992) found children who are more fluent and positive about reading came from parent-child pairs who viewed reading as fun, kept stories moving with a 'semantic' rather than a 'decoding' orientation, and encouraged questions and humor while reading (p. 4).
- Low income parents reported doing more reading practice and homework (e.g. flash cards letter practice) with their kindergarten age children than did middle-income parents, and middle income parents reported only slightly more joint book reading with children than

low-income parents families (p. 4).
- Tracey (1995) & Tropping (1996) notes that studies into parental strategies to help their children with reading have been largely successful to the extent that parents have learned the strategies (p. 6).

Farrall, M. (2012) Reading assessments, in John Wiley & Sons (ed.) Reading assessment: Linking language, literacy, and cognition. Hoboken, NJ: John Wiley & Sons, pp. 1-12.
https://www.wrightslaw.com/bks/aat/ch6.reading.pdf

Link: https://www.wrightslaw.com/bks/aat/ch6.reading.pdf

Relevant Key Findings:
- 75% of children who were poor readers in the 3rd grade remained poor readers in the 9th grade and could not read well when they became adults (p. 2).
- Weaknesses in phonological processing skills are the leading cause of reading disabilities (p. 2).
- Informal reading inventories usually classify four levels of reading skill: Independent level, Instructional level, Frustration level, and Listening capacity or potential level (p. 3).
- Letter naming is the most important skill for reading (p. 4).
- The Comprehensive Test of Phonological Processing, Second Edition (CTOPP2) measures three areas of phonological processing: Phonological memory, Phonological awareness, and Rapid naming (p. 6).
- Learning to read is not primarily a function of intelligence (p. 10).

Foorman, B. et al. (2016) Tips for Supporting Reading Skills at Home, What Works Clearinghouse, NCEE 2016-4008, pp. 1-6.
https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_fr_tips_02211 8.pdf

Link: https://ies.ed.gov/ncee/wwc/Docs/practiceguide/wwc_fr_tips_022118.pdf

Relevant Key Findings:
- Having conversations when reading helps children develop higher-level thinking and language skills, such as predicting, problem-solving, or contrasting (p. 3).
- Asking open-ended questions encourages children to think about the book's messages and what is happening (p. 3).
- Identifying words in sentences and syllables within words helps children understand how to break down the sounds within spoken language (p. 4).
- Sounding out a word involves saying the sound of each letter or letter combination one by

one until the end of the word, and then saying them all together again quickly (p. 5).
- Accuracy is the ability to read text aloud accurately, but without regard to rate (p. 6).
- Fluency is the ability to read a passage of text aloud accurately, at an appropriate rate, and with expression (p. 6).

Gavriluț, M. (2023) Reading Competence and Creative Writing at Primary School Students, Journal of Innovation in Psychology, Education and Didactics, 27(1), pp. 101-110. DOI: 10.29081/JIPED.2023.27.1.09

Link: https://jiped.ub.ro/wp-content/uploads/2023/11/JIPED-27-1-2023-9-2.pdf

Relevant Key Findings:
- Fourth-grade students' creative writing levels were found to be inadequate in originality, fluency of thoughts, flexibility of ideas, story organization, vocabulary richness, sentence structure, writing style, fluency of thoughts, flexibility of ideas, and adherence to grammar rules (p. 5).
- Engaging in creative writing activities led to an improvement in attitudes toward reading, writing, as well as language and communication lessons in elementary school (p. 6).
- There was a significant difference in creative writing success based on the time allocated to reading, with students who read 30 minutes or more per day performing better (p. 6).
- Collaborative digital storytelling had a positive impact on the creative writing skills of fourth-grade students (p. 6).
- A significant number of research participants rated themselves as successful creators of written texts (p. 7).
- The use of iPads in creative writing demonstrated that learners have a positive perception towards using the iPad to improve creative writing (p. 7).

Gersten, R. et al. (2007) Effective Literacy and English Language Instruction for English Learners in the Elementary Grades. Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.
http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

Link: http://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/20074011.pdf

Relevant Key Findings:
- Twenty-one studies demonstrated that three types of measures - phonological processing, letter and alphabetic knowledge, and reading of word lists or connected text - are valid

means of determining which English learners are likely to benefit from typical classroom reading instruction and which children will require extra support (p. 21)
- Oral reading fluency is emerging as a valid indicator of reading progress over time for English learners (p. 22)
- Four high-quality randomized controlled trials have been conducted on reading interventions for struggling English learners (p. 27)
- Effect sizes were consistently positive for reading but inconsistent for English language development. Only the study of Enhanced Proactive Reading (Vaughn, Mathes, et al., 2006) demonstrated a statistically significant effect in reading (p. 44)
- We reviewed three studies that directly investigated the impact of vocabulary instruction with English learners. A randomized controlled trial (Carlo et al., 2004) reviewed by the What Works Clearinghouse and was found to meet the WWC evidentiary standards with reservations (because of differential attrition) (p. 45)
- Three high-quality experiments and quasi experiments have evaluated the effectiveness of English learners working in pairs in a structured fashion several times a week (p. 40)

González Santos, A. (2015) Implementing Short Stories as a Didactic Tool to Reinforce Students' Reading and Writing Skills at Bethlemitas Brighton High School in Pamplona, Colombia. Dissertation, University of Pamplona, Pamplona.
http://repositoriodspace.unipamplona.edu.co/jspui/bitstream/20.500.12744/298/1/Gonz%C3%A1lez_2015_TG.pdf

Link:
http://repositoriodspace.unipamplona.edu.co/jspui/bitstream/20.500.12744/298/1/Gonz%C3%A1lez_2015_TG.pdf

Relevant Key Findings:
- Almost 70% of the class time, the teacher uses the L1 (first language) to give instructions, explain the topic, and advise students (p. 9).
- The pre-service teacher implemented three short stories "The lion and the mouse", "The Uncle John ghost story" and "A strange experience" in ten weeks (p. 22).
- Students agreed having had a significant improvement in grammatical competence after the implementation of the short stories (p. 34).
- Most of the participants admitted that after working with the short stories they learned how to write more structured and clear sentences (p. 34).
- All of the participants agreed having improved their vocabulary acquisition after working with the short stories as they were asked to create glossaries with the new vocabulary taken from them (p. 35).
- Participants were very engaged in this process, they actively participate in the activities proposed by the teacher and most of they wrote great stories even if they admitted that they did not like reading too much or working on writing productions in English language (p. 36).

Gonzalez, L. (2013) Home literacy practices in diverse families: Parental involvement in kindergarten children's literacy development, Doctoral dissertation, University of North Texas.
https://core.ac.uk/download/pdf/71097980.pdf

Link: https://core.ac.uk/download/pdf/71097980.pdf

Relevant Key Findings:
- 77 percent of children whose mothers have a college education were read to every day, while only 49% of children whose mothers had a high school education were read to daily (p. 26)
- Hofferth (2006) found that parents in "traditional" families with a working father and an at-home mother spent an average of 22 hours a week directly engaged with their children under age 13. (p. 24)
- The National Household Education Survey of 2009 found that 61% of preschoolers in two-parent households were read to daily versus 46% of preschoolers in households with one parent or no parents. (p. 24)
- The NAEP 2009 Reading Report Card found that students with higher reading scores were more likely to report four types of reading materials in their homes-encyclopedias, magazines, newspapers, and at least 25 books. (p. 22)
- Bauman Hoffman, Dusty-Hester, and Ro (2000) found that 93% of the teachers studied recommended that parents listen to their child read aloud every day. However, they also found that only half of that percentage sent materials, such as books, home with the children (p. 30)
- The parents with a low yearly income (less than $25,000) seemed to have a few books or no books at all when compared to those who had incomes above $50,000 per year. (p. 75)

Govorova, E., Benítez, I. and Cuesta, M. (2023) Strategies for promoting reading competence: teaching practices and enjoyment of reading, Psicothema, 35(4), pp. 340-350. DOI: https://doi.org/10.7334/psicothema2022.509

Link: https://www.psicothema.com/pdf/4816.pdf

Relevant Key Findings:
- Students who enjoyed reading and explicitly used an effective reading strategy had reading scores that outperformed their mathematics results on the PISA scale by 4 to 9 points on average (p. 1).
- Students who read not only because they have to, who do not feel that reading is a waste of time, and who indicate reading as one of their preferred pastimes and a topic of

conversation with others had scores in reading which, on average, were nine points higher than mathematics in the PISA scale (p. 6).
- Students with high scores in effective summarizing strategies had scores in reading that were five points higher than in mathematics (p. 6).
- Gender was associated with a significant increase in reading performance compared to mathematics, of up to 27 points in girls (p. 6).
- Students with higher ESCS levels tended to score, on average, three points higher in mathematics than in reading (p. 6).
- Students whose teachers showed an interest in each student's learning, who provided extra help when students needed it, and who continued with explanations until students understood the topic scored a mean of 1.6 points more in reading than in mathematics (p. 9).

Gunwardena, C. (1999) Essential Learning Competencies of Pupils in Key Stage 1 at Primary School Level, abstract, Dept. of Education, Sri Lanka.
http://repository.ou.ac.lk/bitstream/handle/94ousl/651/Essential%20learning%20competencies.pdf?sequence=1

Link:
http://repository.ou.ac.lk/bitstream/handle/94ousl/651/Essential%20learning%20competencies.pdf?sequence=1

Relevant Key Findings:
- The sample for the assessment by teachers was 2443 students, while the sample for the assessment by researchers in 200 schools was 872. (p. 1)
- Mastery percentages by researchers and teachers varied across competencies, with researchers reporting 70.5% for "Answering questions" and teachers reporting 97.2%. (p. 2)
- In "Identify shapes," researchers reported 47.7% mastery, while teachers reported 92.0%. (p. 2)
- Mastery in the lowest number of competencies was lowest in 1AB schools (9.2%) and highest in Type 3 schools (23.5 per cent) in researcher assessment. (p. 3)
- The percentage attaining mastery was greater for girls than for boys in all competencies. (p. 4)
- In Colombo, 8.0% of students were in the 0-6 mastery category, 16.0% in the 7-9 category, 26.0% in the 10-12 category, and 50.0% in the 13-15 category based on researcher assessments. (p. 6)

Guzmán Murillo, H.J., Leal Acosta, K.C. and Martinez Medrano, T.I. (2024) Interactive Didactic Strategy to Enhance Reading Comprehension in High School Students in Montería, Colombia, Linguistic and Philosophical Investigations, 23(1s), pp. 391-397.

https://philolinginvestigations.com/index.php/journal/article/download/504/293/984

Link: https://philolinginvestigations.com/index.php/journal/article/download/504/293/984

Relevant Key Findings:
- The sample was made up of 50 students of academic high school (p. 1).
- Diagnostic tests and subsequent evaluations showed a significant improvement in reading comprehension levels, particularly in the literal, inferential and critical dimensions (p. 1).
- The sample was made up of 50 students of academic high school, who participated in a teaching process that combined the reading of digital texts, interaction with technological tools and continuous evaluation of learning (p. 2).
- The population was made up of students of academic high school in an educational institution in Montería, with an intentional sample of 50 students (p. 2).
- The data reflect a significant improvement in reading comprehension, with increases ranging from 25.8% in literal comprehension to 50% in critical comprehension (p. 3).
- 85% of students stated that the integration of digital tools made the reading experience more dynamic and interesting, 78% of participants indicated that, after the intervention, they felt more confident when analyzing a text and asking critical questions about its content and 72% of the students mentioned that the knowledge acquired in the didactic sequence was useful in other subjects that require reading and analysis of texts (p. 4).

Kaya, M. (2014) The Qualities of Effective Literacy Teachers: The Dynamics of Effective Teachers' Beliefs, Their Practices and Students' Responses, Journal of Education and Human Development, 3(3), pp. 41-57. DOI: 10.15640/jehd.v3n3a4

Link: https://jehd.thebrpi.org/journals/jehd/Vol_3_No_3_September_2014/4.pdf

Relevant Key Findings:
- Ninety percent of teachers were not familiar with the most common and popular children's books (p. 2)
- Effective teachers scaffold through "modeling, demonstration, explanations and exemplifications" (p. 2)
- Teachers with extensive knowledge of children's literature tend to use best practices (p. 3)
- Teachers who value reading and who read for pleasure use a greater number of best practices (p. 3)
- All three teachers value children's literature because from literature children learn: a love of reading, development of a story, an understanding and sense of culture, skills in decoding words, nourishment for creativity, expansion of world knowledge, opportunity for meaning making, stimulus for critical thinking, experiences in social interaction, enjoyment, exposure to rich language, and knowledge of various genres (p. 6)
- All teachers read aloud at least twice each day in their classes (p. 10)

Kuşdemir Kayıran, B. and Karabay, A. (2012) A study on reading comprehension skills of primary school 5th grade students -learning basic reading and writing skills through phonics-based sentence method or decoding method, Educational Sciences: Theory & Practice, 12(4), pp. 2854-2860.
https://files.eric.ed.gov/fulltext/EJ1002879.pdf

Link: https://files.eric.ed.gov/fulltext/EJ1002879.pdf

Relevant Key Findings:
- There was no statistically significant difference on reading comprehension achievement scores of students who learned reading and writing by different methods (p. 1).
- A positive and meaningful relationship between reading comprehension achievement and socio-economic status (r= .33, p<.01) was found (p. 1).
- No significant difference was found between groups learning basic reading and writing skills by different ways (X(1)= 2.402, p>.05) (p. 4).
- A statistically meaningful difference was found on the achievement scores among groups (X²(2)= 57.81; p<.01) (p. 5).
- The correlation value (.33) between reading comprehension achievement and socio-economic status is statistically meaningful (p. 5).
- Significant differences were observed among high, mid and low socio-economic status, therefore, it can be said that the students from high socio-economic status have higher achievement scores (p. 5).

Kuşdemir, Y. and Bulut, P. (2018) The Relationship between Elementary School Students' Reading Comprehension and Reading Motivation, Journal of Education and Training Studies, 6(12), pp. 97-110. DOI: 10.11114/jets.v6i12.3595

Link:
https://avesis.gazi.edu.tr/yayin/85058e6a-b8cf-4681-9efe-936c2664e61f/the-relationship-between-elementary-school-students-reading-comprehension-and-reading-motivation/document.pdf

Relevant Key Findings:
- There is a positive, medium, and significant correlation between students' levels of reading comprehension determined with cloze tests and reading motivation (p. 1).
- Reading motivation explains 12-13% of the total variance in reading comprehension (p. 1).
- Female students' reading comprehension scores from cloze tests are higher than male

students' scores (p. 6).
- Female students' reading comprehension scores from open-ended question tests are higher than male students' scores (p. 7).
- Students having taken pre-school education have higher reading comprehension scores on informative texts (p. 7).
- There is a positive, medium, and significant correlation between elementary school fourth-grade students' reading motivation and their level of reading comprehension determined with the cloze test created from the informative text (p. 10).

Longo, G. (2007) TEACHING LITERATURE: HOW? TOWARDS NEW PARADIGMS IN THE DIDACTICS OF LITERATURE, conference paper, University of Venice "Ca' Foscari" / University of Verona, Italy, pp. 193-204.
https://www.universitas.com.pl/media/File/Fragmenty/TOWARDS/mart_2-4.pdf

Link: https://www.universitas.com.pl/media/File/Fragmenty/TOWARDS/mart_2-4.pdf

Relevant Key Findings:
- About half of the teachers (48%) reported that contributing to students' cultural literacy was the main aim of their literature teaching. (p. 21)
- About 25 per cent of the teachers said that they primarily intended to stimulate students' personal development as readers. (p. 21)
- Promoting the aesthetic or social awareness of students were less popular goals; 11 and 12% respectively reported to primarily support these goals in their literature lessons. (p. 21)
- The response rate was acceptable; 51% of the teachers returned the questionnaire (593 teachers of 279 schools). (p. 17)
- Girls tend to read more than boys. They do not only spend more time reading, they also read other types of texts than boys. (p. 36)
- The most striking result of PISA in 2000 was that of all the participating countries German boys read least. (p. 36)

Luo, D. (2020) A Comparative Study of Peer-driven and Task-driven on Reading Training, International Journal of Advanced Culture Technology, 8(2), pp. 101-108. DOI:
https://doi.org/10.17703/IJACT.2020.8.2.101

Link: https://koreascience.kr/article/JAKO202019854292371.pdf

Relevant Key Findings:

- The average score of students on an English proficiency test was 72.3 (out of 100 points). (p. 3)
- 40 students with test scores in the 70-79 range were selected. (p. 3)
- The average age of students taking part in this study is 20.3 years old. (p. 3)
- Peer learning can greatly shorten the learning time and improve learning efficiency. (p. 5)
- The short-term effectiveness of task-driven is greater than that of peer-driven. (p. 7)
- Peer factors and task factors have significant differences in improving students' reading performance, and the performance of the peer-driven group is better. (p. 7)

Mašát, M. and Nosková, L. (2023) Innovative Methods of Teaching Literary Education, European Journal of Teaching and Education, 5(1), pp. 34-41. DOI: https://doi.org/10.33422/ejte.v5i1.915

Link: https://dpublication.com/journal/EJTE/article/download/915/620/3842

Relevant Key Findings:
- At primary schools in the Czech Republic, the aim is to teach children how to read fluently. (p. 1)
- Artistic texts should be the cornerstone of literature class. (p. 2)
- The main goal and content of literary education is to provide students with artistic texts adequate to their cognitive abilities, reading skills and preconceptions. (p. 2)
- Literature instruction in the Czech Republic usually consist of three elements: reading the texts, learning the facts, and creating text and/or with the text. (p. 4)
- Czech research shows that most students in the lower-secondary schools not ready to work in literary education classes with methods of literary creative expressiveness. (p. 7)
- Creative expressivity is an element which purposefully and systematically fulfil the aims of literature classes reading, learning and creation. (p. 5)

McVeigh, F. and Lapp, D. (2019) Creating passionate readers through independent reading, Literacy Leadership Brief, pp. 1-8. https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-creating-passionate-readers-through-independent-reading.pdf

Link:
https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-creating-passionate-readers-through-independent-reading.pdf

Relevant Key Findings:
- Research establishes that one cause for the difference between good readers and poor

readers is the difference in the amount of time spent reading (p. 4).
- Scholastic surveys of students report that students who read daily typically outscore students who do not read on a daily basis (p. 4).
- Wide reading can help students learn the meanings of thousands of new words each year while also building schema or background knowledge (p. 4).
- Research establishes that students with strong reading habits are more likely to reach their full literacy potential (p. 5).
- Teacher monitoring of how quickly students begin working, the number of pages read, and even the number of books read by students, the class, or both, can all be used to monitor the effectiveness of independent reading and the classroom routines in place (p. 6).
- ILA's Standards for the Preparation of Literacy Professionals 2017 provides an evidence-based benchmark for the development and evaluation of literacy professional preparation programs (p. 8).

Merisuo-Storm, T. and Soininen, M. (2012) Constructing a Research-Based Program to Improve Primary School Students' Reading Comprehension Skills, International Journal for Cross-Disciplinary Subjects in Education (IJCDSE), 3(3), pp. 755-762.

http://infonomics-society.org/wp-content/uploads/ijcdse/published-papers/volume-3-2012/Constructing-a-Research-Based-Program-to-Improve-Primary-School-Students-Reading-Comprehension-Skills.pdf

Link:
http://infonomics-society.org/wp-content/uploads/ijcdse/published-papers/volume-3-2012/Constructing-a-Research-Based-Program-to-Improve-Primary-School-Students-Reading-Comprehension-Skills.pdf

Relevant Key Findings:
- The comprehension skills of 619 Finnish sixth-grade students (aged 12-13 years) were measured. (p. 1)
- Students' scores for answering questions about a newspaper article were, on average, significantly better than their scores for explaining the words in the article. (p. 1)
- 90% of students who gave only 0-4 correct answers to comprehension questions only explained 0-4 words correctly. (p. 1)
- 59% of 15-year-old students read newspapers several times a week, and 26% read newspapers several times a month. (p. 2)
- More than 90% of students correctly answered the questions 'Why isn't the ship lifted from the bottom of the sea?' and 'Why haven't robbers visited the shipwreck?' (p. 3)
- Only 15% of the students correctly answered the question 'What is Vrow Maria?' (p. 3)

Mong, K.W., Mong, M.D., Henington, C. and Doggett, R.A. (2012) A Comparison of Four Reading Interventions for Struggling Elementary Students Using Brief Experimental Analysis and Extended Intervention Analysis, Journal of Direct Instruction, Summer 2012, pp. 13-24.
https://www.nifdi.org/research/journal-of-di/volume-12-summer-2012/1257-a-comparison-of-four-reading-interventions-for-struggling-elementary-students-using-brief-experimental-analysis-and-extended-intervention-analysis/file.html

Link:
https://www.nifdi.org/research/journal-of-di/volume-12-summer-2012/1257-a-comparison-of-four-reading-interventions-for-struggling-elementary-students-using-brief-experimental-analysis-and-extended-intervention-analysis/file.html

Relevant Key Findings:
- The criterion for inclusion was a performance below the 25th percentile for their grade level (i.e., 42 WCPM for second grade and 62 WCPM for third grade). (p. 3)
- The standard deviation for the passages in grades 2 and 3 were 19.2 - 28.1, the standard error of measurement (SEM) was 9.9 - 10.5, and the alternate-form reliability was 0.83 - 0.86, respectively. (p. 3)
- In the BEA phase, David's highest WCPM were obtained under the PD condition (95 WCPM). Mary's highest WCPM were obtained under the RR condition (27 WCPM). Isaac also obtained his highest WCPM under the RR condition (76 WCPM). Karl's highest WCPM (74) was obtained under the LPP condition. (p. 7)
- During the EA phase, David obtained his highest mean WCPM (100.8; range 84-114) and highest median WCPM data point (103) under RR. The PAND was 100% for all interventions, suggesting all interventions were effective at increasing David's ORF. Mary obtained her highest mean WCPM (40.0) under both PD and RR conditions while her highest median WCPM data point (43) occurred under the RR condition. The PAND was 100% for all interventions suggesting all interventions were effective at increasing Mary's ORF. (p. 8)
- Similar to David, Isaac obtained his highest mean WCPM (82.3; range 74-91) and highest median WCPM data point (82) under RR. This finding was supported by PAND as RR (100%) was the only intervention effective at increasing Isaac's ORF. (p. 8)
- Karl obtained his highest mean WCPM (60.7; range 53-81) and his highest median WCPM data point (75) under the LPP intervention. This finding was supported by PAND as LPP (100%) was the only intervention effective at increasing Karl's ORF. (p. 8)

Moswane, A.P., Foncha, J.W. and Abongdia, A.J.F. (2021) The use of Differentiated Instruction by English teachers in building a reading

culture in rural high schools in Seshego in Limpopo, South Africa, ESBB, 7(2), pp. 3-16.

http://www.englishscholarsbeyondborders.org/wp-content/uploads/2021/10/Moswane-et-al.pdf

Link: http://www.englishscholarsbeyondborders.org/wp-content/uploads/2021/10/Moswane-et-al.pdf

Relevant Key Findings:
- Teachers in rural schools in South Africa do not have the necessary skills and expertise to teach reading to EFAL learners (p. 3).
- Teachers fail to show a know-how about the approaches to teaching reading and treat reading as a separate entity from speaking and writing (p. 3).
- Lack of teaching skills, remuneration, lack of resources, and overcrowded classrooms are major challenges encountered by the teachers (p. 3).
- Research in South Africa indicates that teachers' reading skills are poorly developed, applying from primary school to tertiary institutions (p. 6).
- Poor salaries in rural schools is the major reason why the Department of Education has failed to attract bright young minds and to keep competent and experienced teachers in the teaching profession (p. 13).
- EFAL teachers' strategies to teaching reading placed emphasis on the development of English language comprehension and vocabulary, however, an academic understanding of English was still developing (p. 14).

Muegues Rodríguez, M. D. and Colina Chacín, M. d. l. M. (2023) Shared reading for initial literacy in students of the multigrade classroom, Revista Criterios, 30(1), pp. 1-29. DOI: https://doi.org/10.31948/rev.criterios/30.1-art1

Link: https://portal.amelica.org/ameli/journal/659/6594669001/6594669001.pdf

Relevant Key Findings:
- The work unit consisted of eight children from the multigrade classroom. (p. 1)
- The results showed that when using shared reading strategies for literacy from the first steps through schooling, resorting to creative forms framed in innovative and motivational methods, their interest and motivation for learning grows. (p. 1)
- The PISA report (2019), in comparison with the results of 2009 and 2012, evidences a setback in the area of reading comprehension, where the most affected countries were Uruguay, Chile, and Colombia; the latter reflects that 51% of students in the first grades are in level 1 performance (Contreras, 2016). (p. 3)
- The research was directed to five teachers and 56 children; for its realization, a diagnosis

of the problem was elaborated, using the SWOT Matrix and the construction of the problem tree, the objectives, and the consistency matrix. (p. 4)
- The sample consisted of ten first-grade elementary school students. As data collection techniques, a checklist was used to measure the student's reading and writing skills in five performances. (p. 4)
- The study population consisted of 32 children and five teachers. (p. 5)

Navarrete, J.C. (2019) Reading Comprehension: Theories and Strategies Toward an Effective Reading Instruction, Journal of Education and Practice, 10(13), pp. 108-114. DOI: 10.7176/JEP

Link: https://pdfs.semanticscholar.org/fd87/b1f2805f9a0a1bf92846bf68df6bacae5432.pdf

Relevant Key Findings:
- Many students in elementary and high school (or even tertiary level) cannot decode automatically, let alone comprehend texts requiring higher-order thinking skills (p. 1).
- Many educators felt unprepared to teach reading skills and strategies, focusing more on assessing comprehension levels rather than teaching comprehension strategies (p. 1).
- There are five levels/dimensions of reading comprehension: Literal, Interpretation, Evaluation or Critical Reading, Integration or Application to Self/Life, and Creative Reading (p. 1).
- Single strategy instruction researches were conducted in the 1970s and early 1980s using experimental designs (p. 3).
- Collaborative Strategic Reading (CSR) employs four comprehension strategies: brainstorming and predicting, monitoring understanding, identifying main ideas, and generating questions and reviewing key ideas (p. 3).
- In multiple texts comprehension, the comprehension of any single text in a text set is influenced by the fact that this text is not read independently but as one of a set (p. 5).

Oktaviani, C. and Oktaria, R. (2021) The Role of Parents in Developing Early Literacy in Children Aged 4-6 Years, Jurnal Manajemen Mutu Pendidikan, 9(2), pp. 1-10. DOI: 10.23960/jmmp.v9.i2.2021.01

Link: https://core.ac.uk/download/pdf/553015891.pdf

Relevant Key Findings:
- The population in this study was 165 parents (mothers) and the sample in this study was 83 parents (mothers) who sent their children to kindergarten in Ambarawa Village, Pringsewu Regency, Lampung Province. (p. 1)
- Modeling in developing early literacy shows a percentage of 47%. (p. 1)

- Parents as mentoring shows a percentage of 58%. (p. 1)
- Organizing shows a percentage of 41%. (p. 1)
- Teaching shows a percentage of 51%. (p. 1)
- The role of parents in developing early literacy in children aged 4-6 years in the Ambarawa sub-district, Pringsewu Lampung is dominated by the role of parents as mentoring. (p. 5)

Ordoñez-Jasis, R. and Ortiz, R.W. (2006) Reading Their Worlds: Working with Diverse Families to Enhance Children's Early Literacy Development, YC Young Children, 61(1), pp. 42-47.
https://cpin.us/sites/default/files/CC/ELD/TM/docs/readingworlds.pdf

Link: https://cpin.us/sites/default/files/CC/ELD/TM/docs/readingworlds.pdf

Relevant Key Findings:
- Family involvement is associated with children's higher test scores, better attendance and behavior, and stronger cognitive skills (p. 2)
- Early reading experiences prepare children for the benefits of formal literacy instruction and build a foundation for later reading success (p. 2)
- Many culturally and linguistically diverse parents value literacy and see it as the single most powerful hope for their children's future (p. 2)
- Children's dramatic and creative expressions are enhanced when parents engage children in rhymes, songs, riddles, oral history, poetry, proverbs, and folklore (p. 4)
- Children with disabilities face great risks in relation to literacy development when their parents hold low expectations for the children's success (p. 5)
- Parent involvement in children's early literacy experiences can enhance children's academic achievement (p. 6)

Pang, E. S., Muaka, A., Bernhardt, E. B. and Kamil, M. L. (2003) Teaching reading. Geneva: International Bureau of Education.

Link: http://myspot.mona.uwi.edu/cop/sites/default/files/resource/files/prac%20reading.pdf

Relevant Key Findings:
- Research shows a close connection between oral vocabulary and early reading ability (p. 8).
- The ability to attend to the individual sounds within words (phonological and phonemic awareness) is an oral skill that is closely associated with reading ability (p. 8).
- Studies of both alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability (p. 9).
- For alphabetic languages, many studies have shown that phonemic awareness is closely

associated with reading ability in the early and later years of schooling (p. 9).
- Recent research shows that fluency also depends on the ability to group words appropriately during reading (p. 11).
- Many studies have shown that good readers have good vocabulary knowledge (p. 12).

Paris, A.H. and Paris, S.G. (2003) Assessing narrative comprehension in young children, Reading Research Quarterly, 38(1), pp. 36-76.

https://deepblue.lib.umich.edu/bitstream/handle/2027.42/88014/RRQ.38.1.3.pdf?seq

Link: https://deepblue.lib.umich.edu/bitstream/handle/2027.42/88014/RRQ.38.1.3.pdf?seq

Relevant Key Findings:
- Significant improvement with increasing age on NC task measures (p. 37)
- Significant concurrent validity found between the NC task and oral reading comprehension for readers (p. 37)
- Significant concurrent validity found between the NC task and several prereading skills for prereaders (p. 37)
- From 4 to 8 years of age, the ability to integrate meaning among pictures increases (p. 40)
- From 4 to 8 years of age, the ability to reason flexibly about picture sequences improves (p. 40)
- From 4 to 8 years of age, the ability to make inferences about pictures increases (p. 40)

Pérez Theran, A.M. and López Echaniz, E.C. (2022) DIDACTIC STRATEGY FOR THE IMPROVEMENT OF READING COMPREHENSION BASED ON THE TEACHER'S MEDIATION AS AN ATTRIBUTABLE PEDAGOGICAL FACTOR IN RURAL EDUCATIONAL INSTITUTIONS, Oratores, (17), pp. 42-59. DOI: 10.37594/oratores.n17.721

Link: https://revistas.umecit.edu.pa/index.php/oratores/article/download/721/1716/7086

Relevant Key Findings:
- The population consisted of 4,133 students from 13 IE's and the significant sample, also 246 teachers, constituted sample units (p. 1).
- Colombian students obtained a performance below the OECD average in reading specifically 412 points (p. 5).
- Although there are 22041 hectares is conditions suitable for agricultural production, only 6538.5 hectares are dedicated to crops, i.e. only 8% of the total territorial area and 30% of

the land suitable for agriculture (p. 5).
- The rural student community of institutions and educational centers of Pueblo Nuevo, Cordoba, it was evident that through this experimental test, progress was made in promoting meaningful learning in students (p. 11).
- The educational strategies that were implemented with the use of ICT were received with greater pleasure and awakened stronger motivations towards reading (p. 12).
- The audiobooks constituted for the students at the basic secondary school from sixth (6th) to ninth (9th), the way to value a high degree of interest and fascination (p. 14).

Permatasari, A.N. and Wienanda, W.K. (2023) Extensive Reading in Improving Reading Motivation: A Students' Perspective, Eralingua: Jurnal Pendidikan Bahasa Asing dan Sastra, 7(2), pp. 220-232.
https://pdfs.semanticscholar.org/a071/4ed020833e4210cd854b5aa2 10af3c9adb28.pdf

Link: https://pdfs.semanticscholar.org/a071/4ed020833e4210cd854b5aa210af3c9adb28.pdf

Relevant Key Findings:
- Extensive reading significantly increased the reading motivation of Korean students (p. 4).
- Korean university students who participated in an extensive reading program showed an improvement in their reading motivation (p. 4).
- Extensive reading increased the motivation of Chinese EFL students to read in English (p. 4).
- Students were more likely to be motivated to read when the reading material was related to their interests or experiences (p. 6).
- Extensive reading practice throughout the class also improved students' motivation as well as their knowledge in general (p. 7).
- Extensive reading activities in the classroom had the potential to positively impact language acquisition, particularly related to vocabulary building, which can lead to overall improvement in students' reading comprehension (p. 9).

Pfost, M., Artelt, C. and Weinert, S. (2013) The Development of Reading Literacy from Early Childhood to Adolescence. Bamberg: University of Bamberg Press.
https://www.uni-bamberg.de/fileadmin/bildungsforschung/Publikati onen/Artelt/SHUWI14_Editorial.pdf

Link:
https://www.uni-bamberg.de/fileadmin/bildungsforschung/Publikationen/Artelt/SHUWI14_Editorial.pdf

Relevant Key Findings:

- Annual growth rates for reading vary between one and a half standard deviation at the beginning of primary school and almost monotonically decline up to less than a tenth standard deviation at the end of secondary school (p. 3).
- Different facets of the home learning environment are important for student's basic reading skills and reading comprehension (p. 4).
- There seems to be only little emphasis in German preschools on fostering early literacy skills (p. 4).
- Differences in preschool activities supporting code related skills do not prove to be important for student's later reading comprehension whereas more general facets of literacy and language support enhance student's later reading competence (p. 4).
- Integrative language competencies in preschool did not impact later reading literacy over and above the impact of language components (vocabulary, grammar and phonological skills) (p. 5).
- Teachers' diagnostic competence is positively related to the development of students' reading competence (p. 6).

Qiang, J. (2018) Effects of Digital Flipped Classroom Teaching Method Integrated Cooperative Learning Model on Learning Motivation and Outcome, EURASIA Journal of Mathematics, Science and Technology Education, 14(6), pp. 2213-2220. DOI: https://doi.org/10.29333/ejmste/86130

Link:
http://f2l.associazioneeuro.org/wp-content/uploads/2018/10/Effects-of-Digital-Flipped-Classroom-Teaching-Method-Integrated-Cooperative-Learning-Model-on-Learning-Motivation-and-Outcome.pdf

Relevant Key Findings:

- Flipped classroom teaching method appears significant differences from traditional didactic instruction in learning motivation and learning outcome (p. 5)
- Flipped classroom teaching method shows remarkable effects on learning outcome (p. 4)
- Cooperative learning reveals notable effects on learning motivation (p. 4)
- Cooperative learning appears significant effects on learning outcome (p. 4)
- Flipped classroom teaching method integrated cooperative learning presents remarkable effects on the promotion of learning motivation (p. 4)
- Both learning motivation and learning outcome appear the highest on flipped classroom teaching method integrated cooperative learning (p. 5)

Resplandor, R. M. A. (2021) Effectiveness of Differentiated

Instruction in Teaching Media and Information Literacy to Senior High School Students of Ungos National High School, Sino-US English Teaching, 18(7), pp. 181-191. DOI: 10.17265/1539-8072/2021.07.002

Link: https://www.davidpublisher.com/Public/uploads/Contribute/610217640b202.pdf

Relevant Key Findings:
- The control group has a mean of 12.60 (SD = 0.910) on the diagnostic test, while the experimental group has a mean score of 12.80 (SD = 1.21) (p. 6)
- The experimental group obtained a mean score of 15.07 (SD = 1.98) on the posttest, while the control group obtained a mean score of 13.67 (SD = 0.723) (p. 6)
- After the pretest, 73.33% of learners in both the control and experimental groups were classified as approaching proficient (p. 9)
- After the posttest, 66.67% of learners in the control group were in the proficient classification, while 26.67% of the experimental group achieved advanced classification (p. 9)
- The computed T-Value of 3.24 for the control group's pretest and posttest scores indicates a significant difference (p. 10)
- The computed T-Value of 4.93 for the experimental group's pretest and posttest scores indicates a significant difference, with a higher computed T-Value by 1.69 compared to the control group (p. 10)

Rowe, M., Ozuru, Y. and McNamara, D. (2006) An analysis of standardized reading ability tests: What do questions actually measure?, University of Memphis, pp. 627-633.
https://repository.isls.org/bitstream/1/3566/1/627-633.pdf

Link: https://repository.isls.org/bitstream/1/3566/1/627-633.pdf

Relevant Key Findings:
- The GMRT is comprised of passages that vary in difficulty from 5th to 12th grade level texts. (p. 3)
- The data indicate that overall average sentence length is excessive, with the longest sentence having as many as 44 words. (p. 3)
- These forms of the GMRT had more questions based on narrative (N = 51) passages as opposed to expository (N = 40) passages. (p. 3)
- Word frequency minimum, a measure representing average lowest frequency word per sentence within each passage, has a significant, positive correlation with item difficulty (p. 5)
- A significant, negative correlation between item difficulty and the average number of words per sentence for an entire passage suggested that items based on a passage with long sentences tended to be more difficult. (p. 5)

- Word frequency and sentence length together accounted for only 10% of the variance (R2 = .11, p < .01) (p. 6)

Savina, I. and Mykhailova, O. (2001) THE FORMATION OF READING COMPETENCE TO YOUNG LEARNERS. Zhytomyr Ivan Franko State University. pp. 1-2.

http://eprints.zu.edu.ua/30844/1/Mykhailova_Savina_%D0%BF%D1%80%D0%B0%D0%B2%D0%BA%D0%B0.pdf

Link: http://eprints.zu.edu.ua/30844/1/Mykhailova_Savina_%D0%BF%D1%80%D0%B0%D0%B2%D0%BA%D0%B0.pdf

Relevant Key Findings:
- The modern primary pupil reads less than a typical representative of the previous generation of pupils (p. 1).
- Reading competence of young learners involves consciously searching for books and selecting information to solve educational cognitive problems (p. 1).
- The analysis of scientific and methodological literature indicates that reading competence is considered a basic component of cognitive and communicative competence by scientists (p. 1).
- Non-standard (game) types of reading contribute to the formation of reading skills (p. 1).
- Interactive teaching methods contribute to the development of creative thinking and the ability to work in pairs (p. 1).
- Computer games, the Internet, and TV distract children from books (p. 2).

Shaaban, K. (2001) Assessment of Young Learners, English Teaching Forum, 39(4), pp. 16-19.

http://sakaienglishteachers.pbworks.com/f/Assessment+of+young+learners.pdf

Link: http://sakaienglishteachers.pbworks.com/f/Assessment+of+young+learners.pdf

Relevant Key Findings:
- Communicative teaching methodology brings a considerable emphasis on formative evaluation with more use of descriptive records of learner development in language and learning which tracks language development along with other curricular abilities (p. 1)
- Recognition requires simple physical responses and short verbal responses (p. 2)
- Replication corresponds to early speech and fluency emergence (p. 2)
- Reorganization can accommodate various levels of language proficiency from silent and

speech emergence through fluent stages of Krashen and Terrell's taxonomy as well as articulate, highly verbal responses (p. 2)
- At the start of a course, completed K-W-L charts can help the teacher learn about students' background knowledge and interests (p. 2)
- At the end of a course, the charts can help the students reflect on what they have learned as well as gain awareness of their improvements (p. 2)

Shen, C.C. (2014) Reading with Strategies: A Study of Young EFL Learners' Use of Online Reading Strategies, Computer Technology and Application, 5, pp. 1-6.

https://www.davidpublisher.com/Public/uploads/Contribute/559387fd5773b.pdf

Link: https://www.davidpublisher.com/Public/uploads/Contribute/559387fd5773b.pdf

Relevant Key Findings:
- The target population consisted of upper-grade learners (n = 83). (p. 1)
- Students used online reading strategies at a medium level. (p. 1)
- Problem-solving strategies were proven to significantly correlate with students' performance on the reading comprehension test (r = .203, p < .01). (p. 1, 3)
- There was a significant difference between higher and lower reading proficiency learners' use of online reading strategies (t = 1.63, p < .05). (p. 1, 3)
- High proficiency learners scored significantly higher than low proficiency learners (t = 28.87, p < .05). (p. 3)
- Students of both proficiency groups frequently used problem solving strategies (M = 3.98 for high proficiency group and 3.44 for low proficiency counterpart). (p. 4)

Snow, C.E. (1993) Families as social contexts for literacy development, New Directions for Child Development, no. 61, Fall, pp. 11-23.

https://childes.talkbank.org/access/Eng-NA/0docs/Snow1993.pdf

Link: https://childes.talkbank.org/access/Eng-NA/0docs/Snow1993.pdf

Relevant Key Findings:
- Maternal use of rare words when children were age three correlated with child Peabody Picture Vocabulary Test (PPVT) scores at age five (r = .33). (p. 11)
- Merged family scores for use of rare words at mealtimes showed correlations of .53 when children were age three, and .43 when they were age four. (p. 11)
- Family-as-educator variables explained 60 percent of the variation in children's vocabulary

scores. (p. 11)
- The percentage of explanatory talk at mealtimes correlated .36 to children's skill at telling a story based on pictures (DeTemple and Beals, 1991). (p. 12)
- Mothers' use of science talk in the magnet task correlated .55 to children's storytelling ability. (p. 12)
- The tendency when reading a new book to supplement reading of the text and identification of the pictures with discussion of what might happen next, how the child feels about the story, and what he or she is reminded of by the story correlated .29 to children's storytelling ability. (p. 12)

Stabler, E. (2019) ELIS - Evidence-based reading promotion in schools. Graz: LogoMedia Graz.

Link:
https://ec.europa.eu/programmes/erasmus-plus/project-result-content/6da59f27-4f98-40f1-a524-1ce56d808423/Compendium_on_the_current_reading_promotion_in_Europe.pdf

Relevant Key Findings:
- PIRLS study 2016 shows that 16% of Austrian pupils in this target group read at reading literacy level 1 (13.2%) or below (2.4%), ranking among the risk students (p. 7).
- Rosebrock, Rieckmann, Nix and Gold (2010) prove in their study that sound reading tandems have an effect (d= 0.52) on the reading fluid, and high effects (d= 1.37) are evident when children read aloud to the teacher (Therrien, 2004) (p. 8).
- About 16% of pupils have problems developing sufficient habitual reading motivation, and boys even more frequently than girls (p. 18).
- A uniform training duration of 600 minutes per school year was nevertheless achieved (p. 39).
- The PISA study in 2000 indicated that 20% of 15-year-olds could only read at an elementary level and a close connection between social origin and educational opportunities could be demonstrated (p. 102).
- In PISA 2015, Austria achieved an average of 485 points with a standard deviation of 101 points (p. 108).

Titus, A. (2025) Effects of differentiated instruction on students' empowered learning skills, International Journal of Instruction, 18(3), pp. 19-38. https://www.e-iji.net/dosyalar/iji_2025_3_2.pdf

Link: https://www.e-iji.net/dosyalar/iji_2025_3_2.pdf

Relevant Key Findings:
- Data analysis of pre and post-test scores showed a significant impact of differentiated

instruction on students' empowered learning skills. (p. 1)
- The mean age of the participants is 15 years and the standard deviation is 1 year. (p. 7)
- There is no significant difference in mean first-term academic test scores between the control and experimental groups (t=0.213, p=0.832) at a 5% level of significance. (p. 7)
- The mean distribution of pre-test empowered learning scores under the control group is 66.5 and its standard deviation is 11.3303. (p. 9)
- The mean distribution of pre-test empowered learning scores under the experimental group is 73.62 and its standard deviation is 12.113. (p. 9)
- There is a significant difference in mean post-test empowered learning scores between control group and experimental group. (t(98)= -13.81, p=0.000) at 5% level of significance. (p. 13)

Tomevska-Ilievska, E. (2020) HOLISTIC APPROACHES TO THE DEVELOPMENT OF READING IN TEACHING THE MACEDONIAN LANGUAGE, Research in Physical Education, Sport and Health, 9(2), pp. 111-124. DOI: https://doi.org/10.46733/PESH20920111ti

Link: https://pesh.mk/wp-content/uploads/2021/05/16-1.pdf

Relevant Key Findings:
- According to Tomevska-Ilievska, (2016), opinion, speech and writing expression are in dialectic unity, supplement each other without possibility to be apart. (p. 3)
- Five- and 6-year-old children have vocabularies of 2,500 to 5,000 words, Beck and McKeown, (1991). (p. 10)
- Elementary-school children learn about 7 words per day (Nagy and Herman, 1987, p. 32). (p. 11)
- Graves and Slater, (1987) reported that first graders from the upper socioeconomic status (SES) had about double the vocabulary size of first graders from the lower SES. (p. 11)
- Classrooms organized on emergent-literacy principles emphasize a variety of communication opportunities - oral reading by the teacher, idea sharing by children, writing, and drawing - but with little emphasis on letter-sound relationships. (p. 3)
- "Several studies have found that a few exposures to a word may be sufficient for the child to acquire word-specific orthographic information", (Manis, 1985, p. 409), increasing the specificity and redundancy of the child's printed-word lexicon. (p. 6)

Vasquez Pérez, J.K. et al. (2022) ANALYSIS OF THE EFFECTIVENESS OF AN EDUCATIONAL PROGRAM FOR READING STIMULATION TO PRESCHOOL CHILDREN IN YARINACOCHA, PERU, BASED ON NEUTROSOPHIC STATISTICS, REVISTA INVESTIGACION OPERACIONAL, 43(2), pp. 270-277.

https://rev-inv-ope.pantheonsorbonne.fr/sites/default/files/inline-files/43222-10.pdf

Link: https://rev-inv-ope.pantheonsorbonne.fr/sites/default/files/inline-files/43222-10.pdf

Relevant Key Findings:
- The research was carried out on a population of 5 and 6-year-old children during the year 2019 (p. 1).
- A sample of 140 children from 11 educational institutions in Yarinacocha corresponding to the age of 5 years old 80 per cent of them and 6 years old the remaining 20 per cent was studied (p. 6).
- The total population of pre-school children is 629 in this district (p. 6).
- With a confidence level of 95% (K = 1.96) and an error e = 0.08 (8%), the recommended sample size is about 122 (p. 6).
- The interval of p-values is equal to p = [1.4708 × 10-43, 7.1746 × 10-43] (p. 7).
- The McNemar test was applied, which corroborated that qualitatively speaking, there was a significant evolution in the children who passed the programme (p. 7).

Wei, P.I. (2023) Factors Influencing Reading Motivation in ESL and EFL Learners: A Comprehensive Review, Research Journal of English Language and Literature (RJELAL), 11(2), pp. 314-322. DOI: 10.33329/rjelal.11.2.314

Link: http://rjelal.com/11.2.23/314-322%20Peicheng%20Ina%20Wei.pdf

Relevant Key Findings:
- Guthrie et al. (2007) conducted research focusing on elementary school students and found a positive correlation between reading motivation and reading comprehension (p. 3).
- Guthrie et al. (2007)'s study utilized both multi-regression analysis and semi-structured interviews, revealing that higher levels of reading motivation were associated with increased reading absorption (p. 3).
- Retelsdorf, Köller, and Möller (2011) highlighted the positive influence of reading enjoyment and reading self-concept on reading motivation (p. 3).
- Retelsdorf, Köller, and Möller (2011) conducted a longitudinal study investigating the effects of reading motivation on the performance of German secondary school students, revealing a negative correlation between reading performance and competition (p. 6).
- The results of the PRP intervention show significant improvements in self-concept, reading pleasure, and social recognition among participants (p. 5).
- Wang, Haertel, and Walberg (1990) suggested that metacognition may be one of the most influential factors in predicting students' learning outcomes (p. 5).

Weinert, S. et al. (2024) Educational Processes, Decisions, and the Development of Competencies from Early Preschool Age to Adolescence. Wiesbaden: Springer VS. DOI: https://doi.org/10.1007/978-3-658-43414-4

Link:
https://library.oapen.org/bitstream/handle/20.500.12657/90450/1/978-3-658-43414-4.pdf#page=247

Relevant Key Findings:
- The initial sample consisted of 547 preschool children and added 528 of their classmates in primary school after enrollment (p. 22)
- In Wave 1 in 2005, children were on average three and a half years old (M=42.2 months; SD=4.1) and on average 18 years in Wave 13 in 2020 (M=218.3 months; SD=4.5) (p. 30)
- In Wave 7, overall, 880 children were tracked in school context: a total of 352 children of the initial sample and 528 classmates, while 25 children were still tracked in preschools (p. 36)
- In Wave 13, 254 students (46.4%) of the initial sample and 224 classmates (42.4%) were still participating (p. 38)
- Concerning panel participation rates of the remaining participants from every wave to its respective previous wave, it is noticeable that the panel stability is consistently above 96% during preschool, i.e., up to and including Wave 6 (p. 39)
- At the beginning of the study (Wave 1), 21.8% of the sample had at least one parent whose mother tongue was not German. At the beginning of the school years (Wave 7), this figure was 21.6%, and at the end of primary schooling (Wave 10), 20.0% of the sample (p. 45)

Wildová, R. and Svobodová, J. (2011) Development of Reading Competences in Inclusive Primary Schools.
https://conference.pixel-online.net/conferences/edu_future/common/download/Paper_pdf/ITL99-Wildova.pdf

Link:
https://conference.pixel-online.net/conferences/edu_future/common/download/Paper_pdf/ITL99-Wildova.pdf

Relevant Key Findings:
- The project affects more than 3000 pupils and 250 teachers in one year (p. 1).
- The financial support has been received for the period from 1 December 2009 to 31 May 2012 by the faculty of Education, Charles University, and Prague (p. 2).
- Analyse of selected 250 SFE according to common identified criteria (p. 3).
- National Meeting Of Teachers And Students Involved In The Project (p. 3).
- The National competition is designed for class teams in four categories (p. 2).

- Producing three workbooks from ten different areas of cross-curricular topics (p. 4).

Williams, J.P. (2005) Instruction in Reading Comprehension for Primary-Grade Students: A Focus on Text Structure, The Journal of Special Education, 39(1), pp. 6-18.
https://www.readingrockets.org/sites/default/files/2023-07/EJ693938.pdf

Link: https://www.readingrockets.org/sites/default/files/2023-07/EJ693938.pdf

Relevant Key Findings:
- According to the National Assessment of Educational Progress (NAEP), about one third of American fourth graders read proficiently at their grade level (p. 1).
- Studies have shown that instruction in comprehension strategies is effective in helping students learn strategies, and that when the strategies are applied, better comprehension follows (p. 1).
- Before CASL started in 1999, one study involved fifth- and sixth-grade students in urban classrooms that included both normally achieving students and those with mild learning disabilities (p. 3).
- The program (Theme Scheme) consisted of a series of 14 lessons—2 introductory lessons and 12 theme lessons (p. 3).
- Five second-grade and five third-grade inclusion classes in public schools in Harlem participated in the study (Williams et al., 2002). Approximately 98% of the students received state aid in the form of free or reduced-rate lunches; over 80% were African American. 120 students for data analysis out of the 140 students who received permission to be tested were selected (p. 4).
- One study showed a text structure group outperformed the other two groups (content and no instruction) (p. 9).

Wulandari, U.N., Ansari, K. and Hadi, W. (2020) The Effect of Cooperative Learning Models and Learning Motivation towards the Skills of Reading Students in Public Elementary School 101883 Tanjung Morawa Sub-district, Budapest International Research and Critics in Linguistics and Education (BirLE) Journal, 3(2), pp. 1209-1219. DOI: https://doi.org/10.33258/birle.v3i2.1054

Link: https://pdfs.semanticscholar.org/ea52/009c1ef6b5a11a36cc01b1a66007bbe63e09.pdf

Relevant Key Findings:
- Students taught with Cooperative Integrated Reading and Composition learning models

have higher reading skills than those taught with conventional learning models (Fcount = 21.164 and sig. 0.000 > 0.05) (p. 1, 10).
- Students with high learning motivation have higher reading skills than those with low learning motivation (Fcount = 6.756 and sig. 0.012 > 0.05) (p. 1, 10).
- There is an interaction between learning models and learning motivation in influencing students' reading skills (Fcount = 7.054 and sig. 0.011 > 0.05) (p. 1, 10).
- Students taught with the Cooperative Integrated Reading and Composition learning model had an average reading skill score of 87.417, while those taught with conventional learning models scored 78.516 (p. 7).
- Students with high motivation had an average reading skill score of 85.481, while those with low motivation scored 80.452 (p. 7).
- 55% of students taught with the Cooperative Integrated Reading and Composition learning model scored above average, while 45% scored below average (p. 4).

Zhou, L. (2024) Reading Ability Development in Children: Key Factors and the Role of the Teachers' Reading Instruction Competence, SIEF, 25(2), pp. 4091-4093. DOI: 10.15354/sief.24.co371

Link: https://bonoi.org/index.php/sief/article/download/1480/977/3062

Relevant Key Findings:
- Among children with normal intelligence and comparable educational opportunities, 5%-10% still have the risk of suffering developmental dyslexia, irrespective of the language contexts. (p. 1)
- Executive function is closely related to reading ability development in children. (p. 1)
- The impact of genetic factors on child reading ability persists throughout all grades. (p. 1)
- The size of home book collection is a strong predictor of the child's reading ability (p. 2)
- There is no significant difference in the effects on child reading proficiency between print books and electronic books. (p. 2)
- The results of the post-training questionnaire and interviews with participants suggest that the program is effective in elevating the teachers' reading instruction competence. (p. 2)