Rating the Effectiveness of Fluency Oriented Reading Instruction Protocol: Future Prospects

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Abstract

Fluency Oriented Reading Instruction (FORI) approach is a fluency developmental reading program that aims at improving reading fluency and comprehension. This paper aims to investigate students' attitudes towards the main characteristics of this reading protocol, and then decide whether its implementation would be the appropriate solution for improving reading fluency and comprehension. To reach the study objective a descriptive-analytic study design was carried out at the ENS of Constantine. A post-evaluation questionnaire was administered to thirty second year EFL students who participated in a FORI program for nine weeks. The quantitative data analysis revealed students' positive attitudes towards this fluency-based instruction course because they experienced an improvement not only in their reading skills but in speaking and writing as well. Getting through students' learning experiences would help EFL teachers uncover the strengths, weaknesses, and areas for improvement in their future FORI course design.

1. INTRODUCTION

Reading and making meaning from the print requires the reader to go beyond the process of accurately recognizing words to a proceeding where decoding is almost accurate and automatic. This level of expertise is labeled reading fluency, "the latter is defined as the ability to read with speed, accuracy, and proper expression. This implies that "No fluent reading is complete unless the reader demonstrates an effortless reading where his reading ability goes beyond recognizing words quickly in the text to reading

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and using expression manifesting an appropriate understanding of what is read" (Bouguebs, 2019, p. 197). Since the time reading fluency has been regarded as a level of expertise (Samuels, 1994 & Samuels, 2002) without which comprehension diminishes (Nation, 2009; Grab, 2010), developing this reading talent in the EFL context is becoming a prerequisite (Yamashita & Ichikawa, 2010).

Since then, researchers and field experts started to test the best conditional practices that would sustain the development of reading fluency and provide indirect support to reading comprehension as well (Grabe, 2004). Repeated Reading (RR), a reading fluency development approach, was among the methods that have been generally recognized as effective in promoting growth in reading fluency and comprehension not only in an L1 setting (Rasinski, 1990 & Roundy and Roundy, 2009) but in an EFL setting as well (Taguchi et al, 2004, Yamashita & Ichikawa, 2010).

Due to the unintentional focus of the RR method on developing automaticity in recognizing words at the expense of the other fluency components (prosody and comprehension) that are the most targeted during the instruction (Martinez et al., 1999), approaches to fluency teaching have attempted to find the adequate fluency based reading instruction that simultaneously boosts all fluency components (Stahl & Heubach, 2005). The main concern of all these studies is to set the basis for the best instructional approaches that help enhancing fluency and comprehension in both L1 and EFL settings. A good fluency instruction is the one where the instruction on accuracy, automaticity, and prosodic reading occur in unison—in an integrated and synergistic manner (Rasinski, 2006, p.705). When fluency instructional strategies like the repeated reading, the echo reading, the partner reading, etc. work together within a reading program, the potential impact on fluency and overall reading proficiency is even greater (Stahl & Huebach, 2005; Rasinski, 2013, Bouguebs, 2019). It is all about adopting integrated fluency instructional routines instead of manipulating the fluency strategies individually.

Integrated fluency instructional routines are fluency lessons where multiple numbers of effective fluency instructions such as repeated reading

method, partner reading, echo reading, and choral reading are followed daily in a week cycle. Like any fluency developmental lesson, the main target of these routines is to sustain students in developing accurate, automatic word recognition and prosody along with an appropriate understanding of what is read (Stahl & Heubach, 2005; Kuhn et al., 2014).

FORI or Fluency Oriented Reading is an example of integrated fluency instructional routine that is designed for wide classroom instruction. One of its initial goals is the provision of heavily scaffolded reading instruction to ensure that students have multiple opportunities to read each selection (Bouguebs, 2019). Stahl's and Heubach (2005) assume that by incorporating extensive amounts of support or scaffolding as part of the overall lesson plan, the learners would benefit from instruction within the classroom. With the help of teachers, they create a reading intervention that supports learners' reading development.

Prior to this investigation, the participants enrolled in FORI program for a period of nine weeks during which their reading fluency components (automaticity, accuracy, prosody and comprehension) were under the teacher 's supervision. As statistical improvement was noticed in retelling comprehension, automaticity, accuracy and prosody in students' reading performance which was not the case of their peers who were under traditional condition, the researcher was stimulated to make an evaluation of this promoting instructional approach. By getting through the participants' experience during the FORI training to explore their attitudes towards this fluency developmental based instruction, so that one could make decisions about the possibility to generalize it.

The study, then, aims to decide whether the implementation of FORI was the appropriate solution for improving reading fluency that leads to facilitating reading comprehension. To reach this objective, a program evaluation is perused through administering a post-evaluation questionnaire for the participants who were under FORI conditions. This action research determines the extent to which the executed program meets its objectives stated prior to the beginning of the training so as to gain certainty whether

FORI requires to be modified, to be maintained, or to be generalized. During this investigation the researcher was guided by the following research questions:

- What is the participants' reaction about the FORI training course objective?
- What is the participants' reaction about the FORI training course design?
- What is the participants' attitude about the gained skills by the end of the training?
- What are the strengths, weaknesses, and areas for improvement in the FORI protocol?
- What is the participants' future Intention as a result of the gained skills

2. Literature Review

2.1 FORI Objectives

Stahl and Heubach's FORI is guided by five main objectives including a focus on comprehension during fluency instruction, material selection, manipulating repeated reading strategies, the essentiality of partner reading during the FORI cycle, and encouraging at home reading.

First, all lessons in FORI are to be comprehension centered even when fluent reading is being focused on during the instruction. This objective is attained through raising students' awareness that any practice they are undertaking is for the sake of facilitating their comprehension of the material at hand.

Second, the materials to be implemented during the training should be graded at the learners' instructional level. Using texts that are neither easy nor difficult is more beneficial in this fluency instruction lesson. Challenging texts are proved to be effective in their FORI program. It is required by this approach to use materials with a certain level of difficulty, challenging materials. Since learners are provided support during the comprehension instruction these materials would increase their vocabulary acquisition (Rasinski et al., 2014). But at the same time, teachers are

warned from using texts that are completely beyond the learners' level of reading (Stahl & Heubach, 2005; Rasinski et al., 2014). For these specialists, learners would benefit more if they are afforded materials that are at the top of their reading ability. Meaning the selected text should have an accuracy rate of approximately 85% (Rasinski et al., 2014). Besides choosing texts that lend themselves to fluency practice (Rasinski et al., 2008), teachers have to remember that the more reading materials are enjoyable and appealing the more motivation and interest is created in the classroom environment.

Third, the repeated exposure to the text is primordial during FORI instruction. A set number of rereading strategies such as echo reading, choral reading and partner reading are integrated together to form the body of the instructional routines (Stahl & Heubach, 2005). Accordingly, students should be supported in their reading through the varying forms of the repeated reading strategies (assisted reading, choral reading, echo reading, etc).

No FORI program is complete without partner reading practice. This rereading strategy that represents the fourth objective in this course is a crucial activity during a FORI instruction. The importance of this fluency instruction strategy is to provide the students with the opportunity to read connected texts within a socially supportive context.

The last objective concerns at home reading. This goal represents an important component in the FORI. Increasing the amount of at home reading via motivating students to read extensively where the teacher supervises this activity through the regular check.

2.2 FORI Procedure

The FORI procedure usually follows a five-day lesson plan, allowing the instructor to cover approximately one story per week. To facilitate the implementation of FORI in reading classrooms, Schwanenflugel (2008) explains the weekly procedure involved in Stahl's and Heubach (2005) FORI as follows:

Day one in the FORI cycle begins by introducing the week selection. The teacher presents the selected reading material of the week by using some pre-reading activities that aids in introducing a story: teaching key vocabulary words, making predictions, or developing the students' background knowledge regarding the subject matter. Just after fluency instruction starts; the teacher reads the text aloud while his students follow along in their own copy. During modeling, it is important that the teacher moves between the rows to ensure that the students are following along. Just after, a discussion of the story is raised. The main characteristic of day one is the focus on the students' attention on two important elements of literacy learning: the fluent rendering of a text and the construction of meaning. As a home work and in order to encourage independent reading, students are asked to read a book of their own choosing at home Schwanenflugel (2008, p. 49).

Day two of the cycle is initiated by a fluency instruction. In this day, the teacher conducts an echo reading of the text with his students. Students hear and repeat, or echo, a model of fluent reading. Then partners practice reading aloud using the same expression, tone of voice, phrasing, and reading rate as the model. Another vital piece of the second day's instruction, postulate Schwanenflugel (2008, p. 50) involves ensuring that the readers focus on the meaning of the selection and not just on word recognition. Comprehension instruction can be accomplished in several ways; for instance, the teacher can integrate questions within the text at appropriate pausing points to check that students understand the meaning of a new vocabulary word or a particular event. Asking students to summarize sections of texts in pairs, with each partner taking a turn in revolving order is another alternative.

The third day is marked by the introduction of a new fluency instructional strategy. On this day, the teacher choral read the selections with his students. Choral reading simply involves the teacher and his students reading the text in unison. As it was suggested for the preceding days, to pay particular attention to students who may experience trouble

keeping up with their peers, the teacher has to move around the room in order to refocusing students who have lost their place simply by pointing out where the class is reading or by making sure they are looking at the material during the practice of the strategy.

The homework reading of day 4 depends on how fluently students appear to be reading the week's selection. In case, they seem to be fairly comfortable with the text, the teacher can give them the option of reading something of their own choosing. However, if they seem to need additional practice, they are asked to reread the main selection out loud to a family member or friend (Schwanenflugel, 2008, p. 50).

Another strategy of fluency instruction is introduced in that day. The final reading of the story in day four incorporates a partner reading of the selection. Partner reading involves dividing the class into pairs of readers and having each member of the pair read alternate pages of text. Because the students have already covered the material at least three times, if one reader experiences difficulty with the text, his partner will likely be able to provide assistance. Once again during the fluency practice, the teacher provides additional help as needed when moving among the pairs. Whenever partners have completed reading the text, and if time allows, they can reread the material again to ensure that both students read the entire text at least once during this period.

The final day of the weekly cycle is comprehension based instruction. This day consists of extension activities to develop a richer understanding of the text. These latter can include student-led discussions, written responses or alternative endings to the text or an artistic response to the selection.

Briefly in this five-day program that is relatively easy to implement, it is essential that the students read connected text for at least twenty to thirty minutes per day. During this routine, the teacher implements direct instruction where the focus is both on fluency and comprehension.

More important to mention is the role of at home reading instruction

in the FORI program. Besides providing more opportunities for the students to practice the rereading of the week selection mainly when the classroom reading is judged as non-fluent, reading books of their own choice at home is vital for students whose reading is determined to be a fluent one.

2.3 Teachers' Role during FORI Instruction

Vital is the role played by the teacher for an effective fluency instruction to occur. He should develop student's awareness towards the importance of a fluent reading. This awareness contributes to a large extent in the developing, fixing and then improving students' reading fluency (Reutzel & Hollingsworth, 1993). During the in-class instruction, the teacher should draw a clear cut when reading is characterized by fluency and when it is not; moreover, he should provide them with the needed instruction for fixing such problem. When evaluating the teacher's role in the FORI lessons, we can say that his role is a threefold. It turns around: scaffolding during the in-class instruction, creating a motivational climate, and evaluating students' fluency progress.

Scaffolding during the instruction incorporates a variety of techniques; it can be general aids such as modeling or demonstrating a strategy, or they can be specific aids used to teach a strategy (Rupley et al., 2009). Through modeling a fluent expressive reading during the instruction, students can develop a new insight of what fluent reading is meant to be. Moreover, besides the necessity to listening to fluent readers' model, students must be given time to improve their delivery with strong adult coaching (Tankersley, 2003). Reading aloud to their teacher, reading to a more proficient partner and receiving corrective and performance feedback on their reading skills not only releases gradually the responsibility from the teacher to the student; however, it enables the latter to become a successful readers capable in generating the meaning of what is read.

Creating a motivational climate during the instruction is an additional factor that needs to be taken into consideration when planning for the implementation of a FORI routine. Motivation is one of the main determinants of L2/EFL learning achievement (Dornyei, 1994). Also,

motivation and perseverance are crucial in order to make changes and come up with innovative classroom practices (Benmouhoub & Boukhedimi, 2019).

Because it is the key in developing student interest and attitude, checking the fluency progress after the instruction is one more contributing factor in a fluency developmental instruction. Monitoring students' fluency progress that is among the requirement of the FORI instruction helps the teacher to keep his students' fluency progress in a regular check. The fluency progress tracking sheet that makes this task easy for teacher has many other benefits both the teacher and the students.

In brief, while implementing FORI lessons, EFL teachers are recommended to seriously consider the type of reading instruction, the specific role to be fulfilled during the FORI cycle including scaffolding, selecting the appropriate text, the rereading strategies to be employed and encouraging at home reading. These factors stand behind the success of the FORI program; these factors if they want their students experience both a fluency and comprehension growth.

3. Methodology

Our intent from this exploratory quantitative investigation was to get an in-depth understanding of FORI, this developmental fluency instructional routine that is rarely manipulated in the EFL setting. To reach this target, a descriptive-analytic research design was adopted to supply answers to the study research questions (listed above).

3.1 Sampling and Research Design

For an effective evaluation to occur, a post evaluation questionnaire was utilized to check how far students are regarding the FORI program objectives and course design, the gained benefits, the strengths, weaknesses and areas for improvements in future FORI training programs.

For the sake of developing a thorough understanding about the FORI program, thirty 2nd year EFL students from the ENS of Constantine

responded to a post evaluation questionnaire. This sample represents the participants who just completed FORI training.

The post training evaluation questionnaire comprises 22 items and was administered immediately after the training got over. It contained both a 5-point Likert scale in seventeen (17) items and open ended questions for the rest of the items. On what concerns the options of the scale, they ranged from strongly agree (the highest most positive impression) to strongly disagree (the lowest most negative impression), with neutral as the midpoint representing an adequate impression.

3.2 Data Analysis

The data obtained from the questionnaire was analyzed using Microsoft Excel 2010. In the following analysis, we refer to the informant's level of satisfaction using numbers from 1 to 5. Each number substitutes a given attitude: 1 refers to "Strongly Disagree", 2 stands for "Disagree", 3 assigns "Neither Agree nor Disagree", 4 points out "Agree", and 5 designates "Strongly Agree".

3.2.1 Participants' Reaction about FORI Training Course Objective

When asked to express their reaction to the course objectives, whether or not FORI objectives were clearly defined prior to the beginning of the study, all the informants express a positive attitude.

Table 1. *Informant's Reaction to the FORI Objectives*

Item	Levels of Satisfaction					Total
	1	2	3	4	5	
FORI Objectives were clearly defined	0%	0%	0%	**50%**	**50%**	**100%**

Table 1 shows that the FORI objectives were stated and clarified before the informants engaged in the training. 100% of agreement certifies that the informants were informed that this training targets the development of reading fluency skills along with comprehension skills.

As for whether or not these objectives meet the informants' needs, 71% of the participants strongly agree and 29% of them agree that FORI training targeted their needs to improve fluent oral skills including speed, accuracy, and expression (see table 2).

Table 2. *FORI Training Satisfies Informants' Needs*

Item	Levels of Satisfaction					
	1	2	3	4	5	Total
a. Fluent Oral Skills	0%	0%	0%	29%	71%	100%
b. Comprehension Skills	0%	0%	11%	39%	50%	100%
c. Reading at Home	0%	4%	0%	39%	57%	100%

On what concerns their need to enhance comprehension skills such as predicting, asking questions while reading, context clues, written response, none of the informants express negative attitude, as it is noticed in **Table 2**. Whereas 50% of the informants strongly agree and 39% of them agree; 11%, however, held a neutral attitude. Such findings told us that apart from 1/8 of the total number of the informants (11%) who do neither agree nor disagree, all the informants were positively satisfied.

Concerning the at home reading, or free choice reading, the informants' attitude varied between positive and negative attitude where the latter is representing a low percentage. Almost all of them (96%) expressed a high level of satisfaction. 57% strongly agree and 39% agree that the FORI training motivated them to read at home.

3.2.2 Participants' Reaction about FORI Training Course Design

After checking the informants' reaction towards the FORI objectives which was judged satisfactory, the next step was to know about their attitude towards the course design.

Table 3. *Informants Reaction to the FORI Course Design*

Items	Levels of Satisfaction					Total
	1	**2**	**3**	**4**	**5**	
Fluency Tracking Sheet	0%	0%	7%	54%	39%	100%
The response Journal	0%	7%	22%	32%	39%	100%
Both in-class and at-home reading	0%	0%	0%	25%	75%	100%

As displayed in Table 3, the positive attitude of the informants toward the organization of the FORI course is much more dominating in their feedback.

As for the utility of the fluency tracking sheet during this training, apart from few learners (7%) who express neutral attitude, the majority (93%) of them manifest a positive attitude. For them, recording their Correct Word read Per Minute by the end of each week then reporting the result on the tracking sheet made learners able to track their fluency progress. This finding confirms Adams and Brown (2007) conclusion about the importance of the fluency tracking sheet during fluency-based instruction.

The use of the response journal is another item to consider in the FORI training. According to the displayed data, we notice that a high percentage of the informants (71%) find that reading and then responding in this journal was an important step in the training. However a 22% of the informants are indifferent and 7% of them express a negative feeling towards the response journal. When asked to justify their ratings, they consider that this habit that is totally new for them puts more stress on them when they are reading; moreover, for others this hard task hinders rather than enhances their willingness to read.

As far as the organization of the FORI course, the results in table 3 show that there was a general agreement among them (100%) that both in-class and at-home reading instruction contributed in improving their fluent

reading. When asked to interpret their rating, they regarded that both type of instruction increased their opportunity to experience more reading experiences and at the same time helped them to a certain extent to get rid of some reading problems mainly reading and manifesting their comprehension of what was read through fluent and expressive reading.

3.2.3 Participants' Attitudes about the Gained Skills by the End of the Training

As all the informants agreed to a certain degree that this training helped them to focus on some reading skills that needed to be enhanced prior to the beginning of the training, checking their level of satisfaction towards the gained skills when the FORI got over is another issue raised.

Table 4. *Informants Attitude to the Gained Skills by the End of the Training*

Items	Levels of Satisfaction				
	1	2	3	4	5
Develop the Ability to Read Fluently (reading as if speaking)	0%	0%	18%	50%	32%
The Ability to Read Fluently Facilitates my Comprehension	0%	4%	14%	39%	43%
Expressing the Writer's Feelings and Thoughts through my Fluent Reading	0%	0%	14%	61%	25%
Manifesting Comprehension through my Fluent Expressive Reading	0%	7%	4%	57%	32%

The quantitative data displayed in table 4 shows that apart from 18% of the informants who manifested a neutral attitude, the majority of them (82%) expressed a total agreement that this training developed their ability to read fluently which was manifested via their ability to read accurately, with an appropriate speed and with a proper expression.

Whether this fluent reading facilitates their understanding of what is read, Table 4 reveals that 82% of the informants (between those who agree

and strongly agree) considered that being able to read fluently helped them to focus more on comprehension. For them, responding to the text cues such as punctuation marks by using the corresponding intonation reflected their deep understanding of the text. As argued by Rasinski and his colleagues (2009, p. 352), fluency is not achieved unless a regard to the internal and external, as well as explicit and implicit punctuation is given to text being read. For the rest who were either neutral (14%), or just disagree (4%), holding this attitude was related to some factors that hinder comprehension such as text difficulty, topic unfamiliarity and vocabulary shortage.

Moreover, being able to express the writer's thoughts and feelings through a fluent reading, the data displayed in the above table suggests that a large portion of the informants (76%) manifested a general agreement. Through the use of the appropriate intonation markers and the adequate pitch, they could get to the writer's intended feelings and thoughts. Such finding is confirmed by Rasinski's assertion (2012) when saying that the prosodic elements such as the exclamation mark (!), the question mark (?) etc… enable the reader to bring surprise, anger, question etc… and other meanings to the written text that are not visually evident. The 14% of the informants stood at the middle. This neutral attitude was justified by the fact that being able to express the writer's feelings and thoughts could not be achieved via expressive reading when facing an unfamiliar topic and difficult vocabulary.

When asked if now they are able to exhibit their understanding of what is read through their fluent and expressive reading, informants responses varied between those who either strongly agree (32%) or agree (57%) that. For them, reading every sentence, phrase or words fluently and expressively best signals their understanding of the writer's message and intentions. This conclusion is confirmed by Rasinski and Padak's assertion. They argue that the adequate employment of tone, voice and other aspects of oral language while reading manifest the reader's deep understanding of the text (Rasinski & Padak, 2013). 7% of the informants, on the other hand, considered that fluent expressive reading could never manifest the

comprehension of the text. The left portion of the informants (4%) who were neutral in their stand found that they could read fluently but without comprehension and the opposite was correct.

3.2.4 Strengths, Weaknesses, and Areas for Improvement in the FORI

As far as the length of the FORI session and the duration of the program, a high percentage of the informants (79%) saw that thirty (30) minute was a good length of the FORI session; surprisingly, nearly the same percentage (75%) affirmed that the length of the training (nine weeks) needed to be longer. On the other hand, 21% of them certified that the length of the session needed to be longer; and 21% admitted that the 9 weeks was a good length. However, a negligible portion (4%) maintained that the length of the training required being shorter. These findings can be perceived in **Figure 1**.
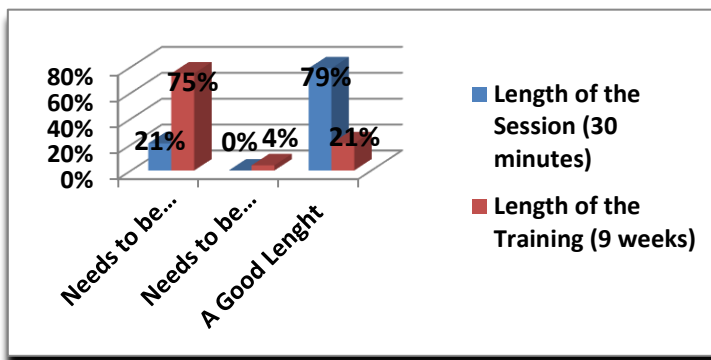
Figure 1: Informants' Opinion about the Length of the Training and the Session.

Within the same context of the FORI course organization, the role of the instructor during the training is another issue raised in our investigation. The data displayed in **Table 5** divulges the informants' positive satisfaction towards the performance of the trainer during the training. The majority of the informants (89%) either strongly agree, or just agree that all the fluency instruction strategies such as echo reading, choral reading, partner reading, etc. were presented in a clearer and precise manner. Yet, the rest (11%) took a neutral side. Additionally, and apart from the 18% of the informants

who stood indifferent when asked if the instructor was able to provide guide and assistance to the students when questions and difficulties arose, 82% of them agreed with varying degrees.

Table 5. *The Informants' Impression to the Role of the Instructor*

Items	Levels of Satisfaction					Total
	1	2	3	4	5	
Fluency Instruction Strategies Presented in Clearer and Precise Manner	0%	0%	11%	36%	53%	100%
Guide and Provide Assistance when Needed	0%	0%	18%	21%	61%	100%

On what concerns the topics covered during the training, the data in **table 6** reveals that with the exception of the 14% of the informants who were nonaligned; the rest (86%) expressed their gratification. For these latter, all the topics covered during the 9 weeks were relevant, motivating and enjoyable. They support this attitude by a set of reasons such as the appropriate choice of text genre (narrative), new topics, the included morals, and that some stories are near to the reality. This is relevant to what research says in this context, texts that tend to be written with voice such as narrative, poetry, rhymes, scripts, dialogues are proved to be successful in any fluency instruction program (Stahl & Heubach, 2005; Rasinski et al., 2008).

Table 6. *Informants' Attitude towards the Topics Covered*

Item	Levels of Satisfaction					Total
	1	2	3	4	5	
Topics Covered During the Training	0%	0%	14%	**39%**	**47%**	100%

3.2.5 Informants' Future Intention as a Result of the Gained Skills

When asked to express their feeling about the value of this training, nearly all of them exhibited their positive satisfaction to this program as reported in **Table 7**. 96% of the informants agree with varying degree that

FORI training is valuable for them as EFL learners. And 95% express the same attitude for the utility of this training for them as future teachers. Still a low rate 4% and 3% of them do disagree.

Table 7: Informants' Opinion about the Value of the FORI Training

Items	Levels of Satisfaction					Total
	1	2	3	4	5	
As an EFL Learner	0%	**4%**	0%	**39%**	**57%**	100%
As a Future Teacher	0%	**3%**	0%	**18%**	**79%**	100%

Because of the numerous benefits they gained during this training, the informants recommended the FORI program for second year students. 93% of the informants expressed their agreement with a varying degree that all second year students should benefit from a FORI training. Yet the rest (7%) remained indifferent. **Figure 2** best summarizes these findings.
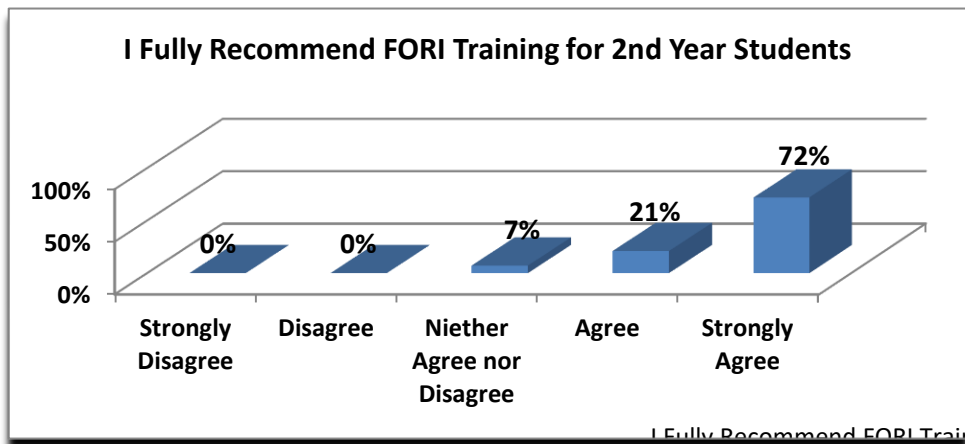
Figure 22: Recommending the FORI Program for 2nd Year Students

4. Discussion and Recommendations

The analysis of the data revealed that a large portion of the respondents reacted positively towards the FORI objectives because it targeted some reading skills that needed to be improved prior the start of the training. They all regarded the FORI in-class and at home instruction an opportunity that increased their chances to experience more reading. At the

same time, this provided instruction helped them to get rid of some reading problems mainly reading and manifesting their comprehension of what was read through fluent and expressive reading. Being under the FORI routine, the students' ability to read and express the writer's thoughts and feelings through the use of the adequate intonation markers and the appropriate pitch progressed. Consequently, by the end of this training, they became able to manifest a fluent expressive reading while their attention is kept focused on gaining meaning from the print, something that was impossible in the past. Reading in such manner means that the participants achieved the previously stated objectives. This means that the FORI reading developmental program did not only satisfy the participants' needs in improving their reading fluency and comprehension skills; moreover, it motivated them to practice at- home reading: a skill that was nearly inexperienced in the past.

In a nutshell, FORI as a simple, straight-forward, and easy to implement routine can be used /or adapted, with minimal time within an instructional lesson. Instead of repeatedly practicing the same passage, the kind of instruction adopted in a FORI program offers learners the possibility to practice the week selection using a multiple fluency strategies synthesized into lesson units where each fluency instruction offers an opportunity for the reader to improve his fluent reading. If the listed above pedagogical implications are seriously regarded by the instructors while planning for a FORI program, students may divulge improvement in their fluency and comprehension skills.

4. CONCLUSION

The structure of FORI and its emphasis both on fluency and comprehension development rank it among the recognized effective approaches to literacy instruction. Hence, using a strategy that satisfies students' needs plays a great role in enhancing their abilities (Bougherara & Khaldi, 2021). Besides fluency and comprehension growth, FORI reading instructional routine loaded students with self- confidence and assurance to go further because it enabled them not only to improve their reading fluency and comprehension skills; yet they experienced more other benefits in parallel where reading books is no longer a challenge for them. These

numerous benefits certified that FORI increased students' awareness towards the importance of FORI not only for them as EFL learners; but for all second year English students.

Learners can reach a level of expertise in reading fluency crowned by comprehension if the FORI becomes part in their reading program. Proved as a key in improving EFL learners' reading skills, EFL teachers, course designers and researchers are called to integrate fluency instructional routine in their reading course design.

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