

An Exploration of the Relationship between Oral Language Proficiency and the Success of English Language Learners in Reading Recovery

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Abstract

The reality of today's classrooms is that students have varied abilities and needs. The diverse population of learners includes students who are high performing in reading as well as those who struggle with reading. This research concerns struggling readers. The goal of teachers is to identify struggling readers and discover ways to address the reading needs of those students. Pinnell (۲۰۰۶) stated that teachers have a common goal: to make literacy a true part of the lives of all students. There are many interventions to help struggling readers. Reading Recovery (RR) is a short-term reading intervention program designed to help the children develop effective strategies for reading and reach average levels for their particular peer group (Fountas & Pinnell, ۱۹۹۶). Research has confirmed the positive impact of RR on readers who struggle (Allington, ۲۰۰۵; Clay, ۱۹۹۳; McKee, ۲۰۰۶; Schwartz, ۲۰۰۵). In particular, Allington (۲۰۰۵) outlined five principles of scientific reading instruction: (a) classroom organization; (b) matching pupils to texts; (c) access to interesting texts, choice, and collaboration; (d) writing and reading; and (e) expert tutoring. Research has shown that RR addresses four of these five principles.

Key words: Constructivism, Observation Survey, Reading Recovery, Record of Oral Language

Introduction

Allington (۲۰۰۵) stated matching pupils to texts is critical for those students whose development lags behind their peers. An empirical study conducted by O'Connor et al. (۲۰۰۲) found that struggling readers fail to benefit from lessons using grade-level text. According to Fountas and Pinnell (۱۹۹۶), RR matches pupils to the appropriate text level, provides interesting texts to students, gives students a choice in the selection of some texts, and allows teachers and students to collaborate with one another about book choice and selection. Another principle addressed by RR is reading and writing. Tierney and Shanahan (as cited by Allington, ۲۰۰۵) examined the natural reciprocity of reading and writing. Composing can enhance comprehension, and spelling