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Full Length Research

Effects of Multiple Fluency Strategy on the Oral Reading Achievement of Students with Reading Disabilities in Government Secondary School Utan Jos North Plateau State.

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Abstract

The study examined the effects of multiple fluency strategy on the oral reading achievement of students with reading disabilities in Government Secondary School Uan, Jos, North Jos, and Plateau State. Four research questions and two hypotheses were formulated to guide the study. The pretest-posttest control group design was adopted for the study. The population for this study consisted of all Junior Secondary School (JSS) two students with reading disabilities in Government Secondary Schools in Jos North Local Government Area of Plateau State. The sample for this study comprised twenty (20) Junior Secondary School Two (JSS2) students with reading disabilities in Government Secondary School Utan, Jos. This was made up of ten (10) male and ten (10) female students in both the experimental and control groups. The following instruments were used for data collection; Oral Reading Fluency Test and the Informal Reading Inventory. The mean, percentages and charts were used to answer research questions while the inferential statistical technique t-tests and ANCOVA were used in analyzing the hypotheses. The findings revealed that Multiple Fluency Strategy positively impacted the oral reading fluency and comprehension of struggling readers by significantly improving word recognition accuracy, word recognition automaticity, prosody and comprehension. It is therefore concluded that that there was great improvement in the experimental group after intervention using Multiple Fluency Strategy.

Keywords: Multiple Fluency Strategy, Oral Reading and Reading Disabilities

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INTRODUCTION

The ability to read fluently and comprehensively is the focus of any reading instruction, especially for students with reading disabilities at the junior secondary school level. This is because once these students are able to read proficiently, they can utilize the skills in other subject content areas. Reading refers to the ability of a student to decode and interpret what is written. It is an interactive purpose-driven process between a reader and the written text which could be silently or orally. The ability to read is, therefore, essential for academic learning because it is the foundation for

success in all academic subjects. This skill is much more than decoding syllables and stringing words together to form a sentence. Rather, according Van Erp (2021) reading involves many components such as word accuracy, fluency rates, comprehension levels, and vocabulary acquisition. On the other hand, reading disability refers to a situation where a child's reading is significantly below expectancy for both his reading potential and for his chronological age or grade level. This inability or partial ability to read is presumed to be as a result of central nervous system dysfunction**.** A reading disability is a specific type of learning disability that affects students' education and future career. (Andzayi, 2004).

However, students with reading disabilities do have problems with decoding words accurately, automatically, and with proper expression. Such students cannot read phrases because they were not given the opportunity to reread text repeatedly in order to become familiar with it to enable them express the mood of the text at the rate commensurate with degree of accuracy expected of them. The poor reading rate and accuracy can be observed among such students with reading disabilities when they read aloud. During oral reading, their levels of automaticity, accuracy, phrasing, expression and understanding of punctuation marks are very poor as usually observed when their miscues or errors are analyzed. As a result, their overall oral reading performance is affected.

Oral reading achievement is the measure of a student's performance in oral reading accuracy and rate which encompasses the number of words read correctly per minute by the students. It also refers to scores students with reading disabilities attain in word recognition, automaticity and prosody which also include their knowledge of comprehension skills. More so, the relationship between gender factor and reading is still an on-going issue, hence the need for further investigation. It is in realization of these challenges that the National Reading Panel (2000) stressed the need for fluent and accurate reading among students with and without reading disabilities including gender factor by exposing them to explicit reading intervention like fluency instruction.

Multiple fluency strategy (MFS) is a strategic method of teaching students with reading disabilities improve on their reading rate, accuracy, and prosody skills. The MFS is a direct instruction which include phrase reading, assisted reading and re-reading. The students are taught to read using these components of MFS simultaneously. It is in recognition of poor oral reading and comprehension skills exhibited by students in junior secondary schools that the researcher undertook this study with a view to examine the effects of multiple fluency strategy on oral reading achievement of JSS two students with reading disabilities in Jos North Local Government Area of Plateau State.

Statement of the Problem

Students in public junior secondary schools in Plateau State exhibit problems with oral reading and comprehension skills. These studentsmanifest evidence of poor oral reading skills like word by word monotonic reading with hesitation, omission, addition and substitution of words when they read from their class or even lower content area texts. The students' poor reading ability reduces their reading rate as they read less text in same amount of time compared to their fluent counterparts. They remember less of what they read therefore, their ability to comprehend the text is affected.

These difficulties and challenges students show are however, the result of the instructional methods and materialsused. From the researcher's assessment of these students, a lot of them read word by word. They do not read in phrases. This results in slow reading rate among many of them. These students are in JSS 2, but they have not reached a level of oral reading proficiency that makes them to read in phrases with expression and at normal rate and accuracy to benefit from the content area of the text. Such students usually appear frustrated especially during oral reading lessons that require them to read the class texts aloud with comprehension. There is therefore, the need to conduct the study to examine the effects of multiple fluency strategy on oral reading achievement of JSS two students with reading disabilities.

Aims and Objectives of the Study

The aim of this study was to examine the effects of multiple fluency strategy on the oral reading achievement of students with reading disabilities in Government Secondary School Utan, Jos North Jos, Plateau State. Specifically, the objectives of the study were to:

1. determine the oral reading levels of Junior Secondary School two (JSS 2) students with reading disabilities.
2. find out the extent to which oral reading accuracy of students with reading disabilities will improve after exposure to multiple fluency strategy (MFS).
3. examine the extent to which oral reading rate of students with reading disabilities will improve after exposure to multiple fluency strategy.
4. determine the extent to which the oral reading accuracy mean scores of male students vary from that of the female students after intervention with MFS.

Research Questions

1. What is the oral reading level of JSS two students with reading disabilities?
2. What is the oral reading accuracy of the experimental and control groups before and after intervention using multiple fluency strategy?
3. What is the pretest and posttest oral reading rate of the experimental and control groups in Multiple Fluency Strategy?
4. What is the pretest and posttest reading comprehension of the experimental and control groups in Multiple Fluency Strategy?
5. To what extent would the accuracy mean scores of male students vary from female students before and after exposure to Multiple Fluency Strategy?

Hypotheses

1. There is no significant difference in the posttest oral reading rate mean score between experimental and control groups in Multiple Fluency Strategy.
2. There is no significant difference between the oral reading accuracy mean score of male and female students in the experimental and control groups after exposure to the multiple fluency strategy

Literature Review

Concept of Reading

Generally, reading is defined in numerous ways by different persons based on their perception and conception of theprocess of reading.Andzayi (2004), Fatimayin (2012), Gowon and Owolabi (2020), define reading as a meaningful activity and a process of communication between the author (print) and the reader. By implication, the purpose of reading is to access and process some relevant information in form of facts, ideas, opinions and directions by the teacher. Consequently, reading is focused more on the outcome rather than the process. Kame'enui, (2002) defines reading as, a complex system of deriving meaning from print. According to the authors, there are series of identified skills associated with the process of reading and by extension, with comprehension. Reading requires the reader to interpret printed symbols as meaningful units and comprehend them as a thought unit in order to understand the message.

The components of reading fluency include the following: (a) Decoding accuracy: To be able to read fluently, one needs to have knowledge of basic foundational skills in reading fluency. These are accuracy of word decoding, automaticity of word, recognition, and prosody of text reading (Penny-Wilger, 2008). The ability to decode accurately requires the knowledge of alphabetic principles, blend sounds, and use cues to identify words in text and a large sight word vocabulary or high frequency words (Taguchi, Takayasu-Maass, & Gorsuch, 2004). Consequently, accurate decoding may serve as a basic requirement for enhancing the next component stage of reading fluently, which is automaticity. (b) Automaticity of word recognition: Automaticity refers to how quick or fast one recognizes words automatically with little cognitive, conscious effort or attention to them. It is the rate at a student with a disability reads a given passage within a given time. Again, to be able to read automatically a given text, it is required that words be read with speed and fluidity in reading connected text (Torgesen, Rashotte, & Alexander, 2001). Having the ability to decode automatically will make room for the reader to comprehend what is being read. This will facilitate the acquisition of the next and last component skill of reading fluency, which is prosody. (c) Prosody: Prosody of oral reading text refers to the ability to read with proper phrasing and expression, which includes suitable volume, stress, pitch and intonation (Penny-Wilger, 2008). In other words, it refers to how natural a reader sounds when reading and serves as an indicator that the reader is constructing meaning of a passage that he or she is reading (Rasinski, 2003). However, to say that one can accurately decode words automatically with prosody depends on the type of material text. That is whether one is familiar or not with the terms used and the readability level also.

Concept of Multiple Fluency Strategy

This refers toways of teaching oral reading skills to students with reading disabilities. These skills include, rate, accuracy, prosody and comprehension taught through phrase-reading, rereading, and assisted reading as. It is aimed at

increasing oral reading fluency of students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level. Phrase Reading**:** Phrasing is defined as the ability to read several words together before pausing (Ellery, 2009) as opposed to word-by-word calling. This implies that good readers group words together to derive or give meaning to the text they are reading, rather than only reading and interpreting word by word. It is chunking the words into phrases. One of the characteristics of students with reading disabilities is their inability to read in phrases. Therefore, for such students to benefit from their content area school subject, they need explicit instructions and drills on phrase-reading. This is because being able to read in phrases will enable students read fluently and meaningfully. The following key techniques can enhance effective phrasing while reading: Phrase strip (PS), pausing with punctuation (PWP), Eye to eye (ETE), and Eye-voice phrasing (EVS).

Assisted Reading: Assisted reading as the name implies, refers to the support a reader gets from more advance readers such as teachers, parents, and even a peer when reading. It also involves modeling and imitation. It is expected that by listening to good models of fluent reading, students with reading disabilities will learn how a reader's voice can help text make sense (Kuhn & Stahl, 2003). Research in reading fluency has shown that assisted reading can have a significantly positive effect on students' fluency (Rasinski & Hoffman, 2003). In assisted reading an individual student reads a passage while simultaneously listening to a fluent reading of the same text.

Rereading: Rereading or repeated reading, refers to reading a passage over and over again. This is believed that with constant practice, students will gain independence, and confidence as they read rapidly and fluently too. This strategy is one of the most frequently recognized approaches to improving fluency (National Institute of Child Health and Human Development (2000). When students repeat their reading, their amount of word recognition errors decreases, their reading speed increases, and their oral reading expression improves (O'Connor, White, & Swanson, 2007).

Identification and Assessment of Students with Oral Reading Challenges

Identification refers to the process and means of recognizing students with reading challenges in the acquisition or application of reading skills. Assessment on the other hand, is the process of gathering information about students' strength and the needs in all areas of concern (Friend & Bursuck, 2006a). Although the terms appear to be synonymous, they however, are different. While identification involves mostly ways or strategies used in recognizing in the short run students with academic difficulties; assessment is broader, more thorough, and usually carried out practically using assessment tools. However, one important common feature about the two terms is that they have common purpose for which they are carried out. The purpose of identification and assessment is meant to address students educational functioning (Lyon, Fletcher, Shaywitz, Shaywitz, Torgesen & Wood, 2001). These include screening, referral, classification, instructional planning and monitoring students' progress (Lerner & Kline 2006).

Assessment of Oral Reading Fluency: The ability to measure students' level of achievement in oral reading and monitor their progress is essential to successful fluency teaching. Current views suggest that reading fluency consists of three distinct components namely, decoding accuracy – the ability of readers to decode words accurately in text; automaticity – the ability of readers to decode words in text with minimal use of attentional resources; and prosody – the ability of readers to appropriately use phrasing and expression.

Assessing Word Accuracy: Accuracy refers to the ability of readers to decode text correctly. It is determined by the percentage of words a reader can read correctly and has been shown to be a valid measure of reading proficiency. The importance of accuracy in reading has a rich history. For decades the informal reading inventories (IRIs) have used decoding word accuracy as one of their key benchmarks for marking reading achievement (Mraz, Nichols, Caldwell, Beisley, Sargent, & Rupley, 2013).

Assessing Prosody: The term prosody refers to phrasing and expression of student's oral reading of a connected text. During oral reading of a passage, the assessor can listen to the student's intonation, expression, and phrase boundaries. This is to enable him or her determine whether or not; student placed vocal emphasis on appropriate words, student's voice tone rose and fell at appropriate points in the text, student's inflection reflected the punctuation in the text (e.g., voice tone rose near the end of a question), student used conjunctions to pause appropriately at phrase boundaries etc.

METHODOLOGY

The design for this study is experimental in nature; specifically, the pretest-posttest control group design was adopted for the study. The population for this study consisted of all Junior Secondary School (JSS) two students with reading disabilities in Government Secondary Schools in Jos North Local Government Area of Plateau State. The sample for this study comprised twenty (20) Junior Secondary School Two (JSS2) students with reading disabilities in Government Secondary School Utan, Jos. This was made up of ten (10) male and ten (10) female students in both the experimental

and control groups. The following instruments were used for data collection; Informal Reading Inventory and the Oral Reading Test. The study was carried out by the researcher with the help of the research assistants. The intervention was carried out thrice a week for duration of ten weeks. The duration for the intervention lessons lasted for thirty-five minutes using Multiple Fluency Strategy for the experimental group. The control group was taught using the conventional method of teaching reading using the text book textbook. The mean, percentages and charts were used to answer research questions while the inferential statistical technique t-tests and ANCOVA were used in analyzing the hypotheses.

Results and Discussion

Research Question One: What is the oral reading level of JSS two students with reading disabilities before and after intervention?

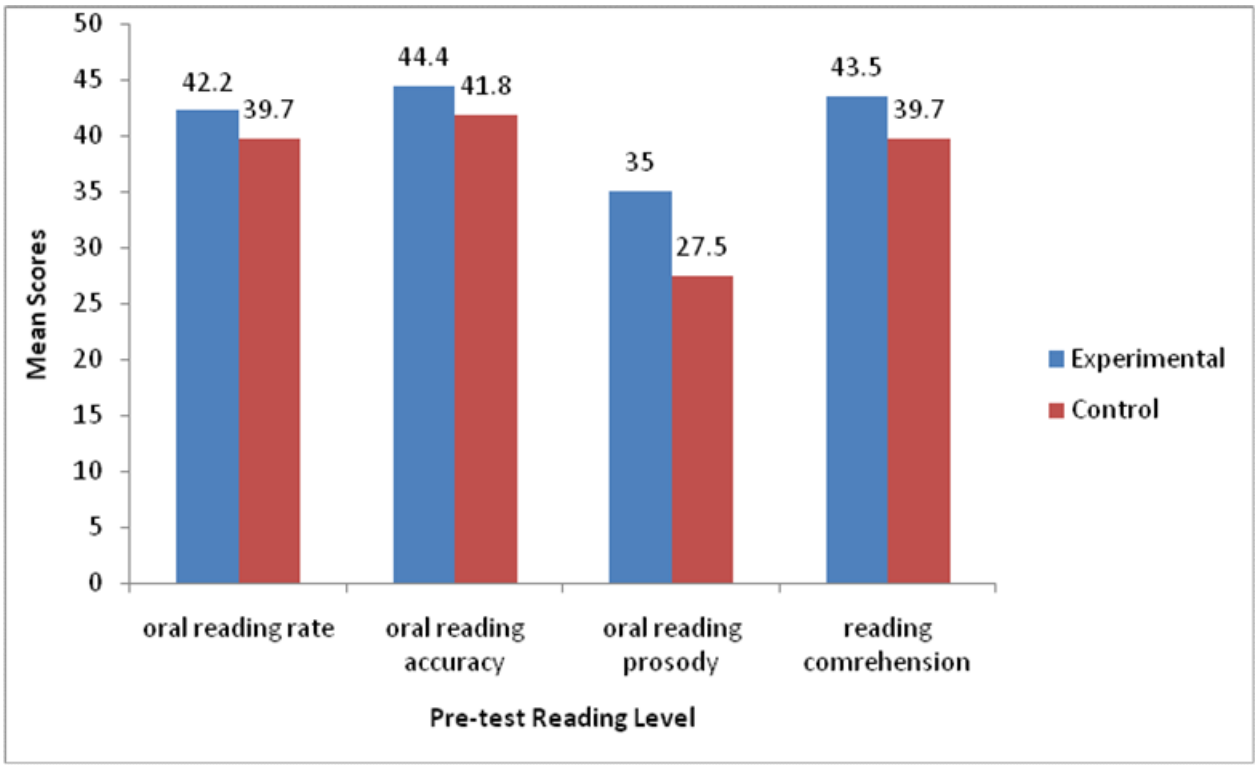

Figure 1: Bar Chart Showing the Pretest Reading Levels of students withLearning Disabilities

Figure 1 showed the bar chart presentation of the pre-test and post-test oral reading rate, oral reading accuracy, oral reading prosody and reading comprehension of children with learning disability in the experimental and control groups. The figure indicated that in the experimental group, the oral reading rate, oral reading accuracy, oral reading prosody and reading comprehension means scores at pre-test were 44.40, 42.20, 35.00, and 43.50, respectively. In the control group, the oral reading rate, accuracy, prosody and reading comprehension mean scores were 41.80, 39.70, 27.50 and 39.70, respectively. The students in the experimental and control groups had low mean scores in all the reading skills before treatment.

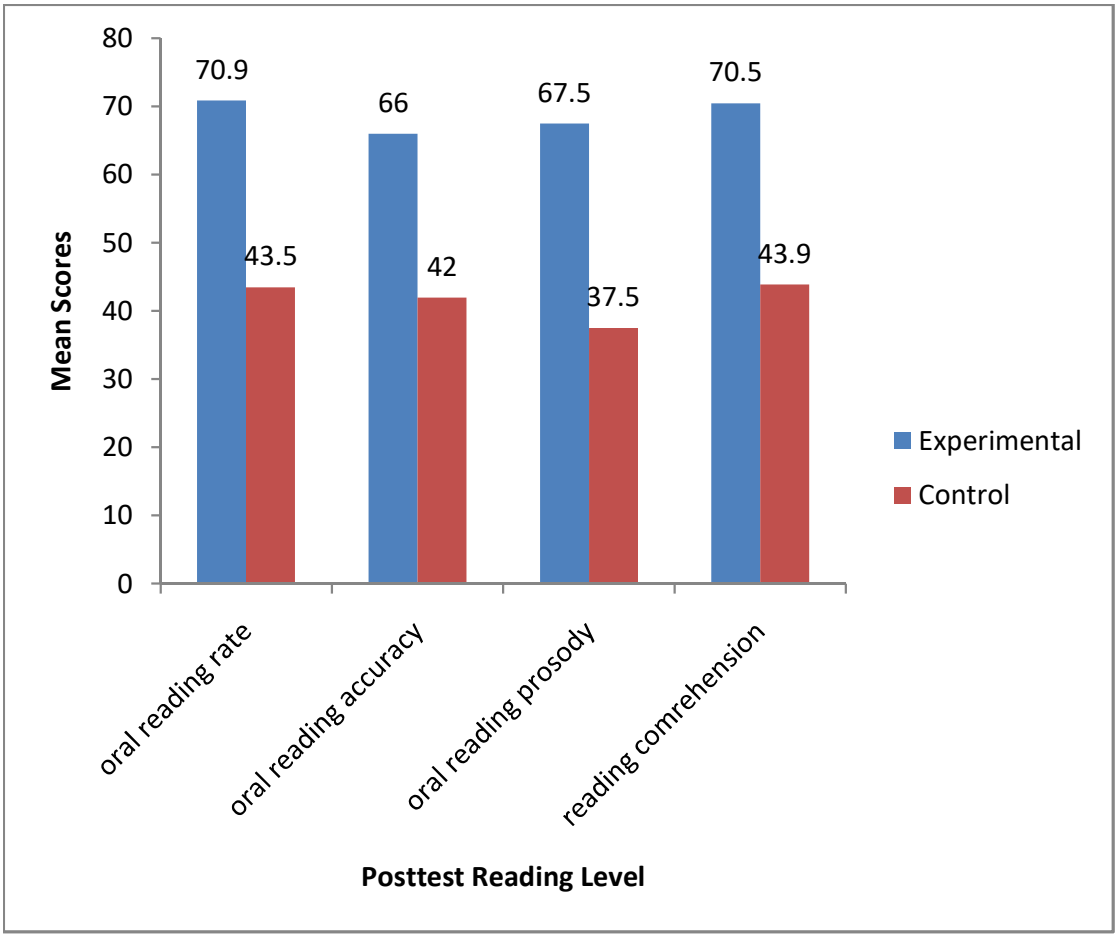

Figure 2: Bar Chart Showing the Posttest Reading Levels of students withLearning Disabilities

Figure 2 showed the bar chart presentation of the post-test oral reading rate, accuracy, prosody and reading comprehension of children with learning disability in the experimental and control groups. The figure indicated that in the experimental group, the oral reading rate, oral reading accuracy, oral reading prosody and reading comprehension means scores and at posttest were 70.90, 66.00, 67.50 and 70.50 respectively. In the control group, the posttest oral reading rate, accuracy, prosody and reading comprehension mean scores were 43.50, 42.10, 37.50 and 43.90 respectively. The children in the experimental group had higher mean scores than the control group in all the reading skills after treatment, with mean differences of 27.40, 23.90, 30 and 26.60 for oral reading rate, accuracy, prosody and reading comprehension respectively. This implies that there was great improvement in the experimental group after intervention using multiple fluency strategy.

Research Question Two: What is the oral reading accuracy of the experimental and control groups before and after intervention using multiple fluency strategy?

Table 1: Pretest and Posttest Mean Scores of Oral Reading Accuracy of the Experimental and Control Groups

Group		Before			After		
	N	Mean	SD	X-Diff	Mean	SD	X-Diff
Experimental	10	42.20	6.56		66.00	9.87	
				2.50			23.90
Control	10	39.70	5.38		42.10	4.53	

Table 1 reveals the pretest and posttest mean achievement scores of students' oral reading accuracy in the experimental and control groups. The experimental group had a mean score of 42.20; SD = 6.56, while their counterparts in the control grouphad a mean achievement score of 39.70 and a standard deviation of 5.38 before exposure of the treatment group to multiple fluency strategy. However, the mean achievement score of students in the experimental group after exposure was 66.00; SD = 9.87 higher than that of the control group which was 42.10; SD = 4.53. The findings showed that students in the experimental group had a higher achievement mean score after giving treatment than their counterparts in the control group who were not given. This implies that the oral reading accuracy achievement mean scores of the students can be improved by using multiple fluency strategy.

Research Question Three: What is the pretest and posttest oral reading rate of the experimental and control groups in Multiple Fluency Strategy?

Table 2: Pretest and Posttest Mean Scores of Oral Reading Rate of Experimental and Control Groups

Group		Before			After		
	N	Mean	SD	X-Diff	Mean	SD	X-Diff
Experimental	10	44.40	3.89		70.90	6.64	
				2.60			27.40
Control	10	41.80	3.26		43.50	3.54	

Table 2 shows the pretest and posttest mean achievement scores of students' oral reading rate in the experimental and control groups. The experimental group had a mean score of 44.40; SD = 3.89, while their counterparts in the control grouphad a mean achievement score of 41.80 and a standard deviation of 3.26 before exposure of the treatment group to multiple fluency strategy. However, the mean achievement score of students (X = 70.90; SD = 6.64) in the experimental group after exposure was higher than that of the control group (X = 43.50; SD = 3.54). The findings showed that students in the experimental group had a higher achievement mean score after receiving treatment, indicating that the oral reading accuracy achievement mean scores of students can be improved by using multiple fluency strategy.

Research Question Four: What is the pretest and posttest reading comprehension of the experimental and control groups in Multiple Fluency Strategy?

Table 3: Pretest and Posttest Mean Scores of Reading Comprehension of the Experimental and Control Groups

Group	Before				After		
	N	Mean	SD	X-Diff	Mean	SD	X-Diff
Experimental	10	43.50	3.03		70.50	8.16	
				3.80			26.60
Control	10	39.70	4.19		43.90	4.12	

Table 3 indicates the pretest and posttest mean achievement scores of students' reading comprehension in the experimental and control groups. The experimental group had a mean score of 43.50; SD = 3.03, while their counterparts in the control grouphad a mean achievement score of 39.70 and a standard deviation of 4.19 before exposure of the treatment group to multiple fluency strategy. However, the mean achievement score of students (X = 70.50; SD = 8.16) in the experimental group after exposure was higher than that of the control group (X = 43.90; SD = 4.12). The findings show that students in the experimental group had a higher achievement mean score after receiving treatment, indicating that the reading comprehension achievement mean scores of students can be improved by using multiple fluency strategy.

Research Question Five: To what extent would the accuracy mean scores of male students vary from female students before and after exposure to Multiple Fluency Strategy?

Table 4: Pretest and Posttest Accuracy Mean Scores of Male and Female Students' Exposed to Multiple Fluency Strategy

Gender	Pretest				Posttest		
	N	Mean	SD	X-Difference	Mean	SD	X-Difference
Male	5	39.20	6.18		64.80	8.70	
				6.00			2.40
Female	5	45.20	6.02		67.20	11.82	

In Table 4 above, male and female students respectively in the experimental group had mean achievement scores of 39.20 and 45.20 before the treatment. When both students were exposed to treatment using multiple fluency strategy, the mean score of male students in the experimental group improved to 64.80 as against 67.20 for their female counterparts. This implies that, despite the fact that both male and female students were exposed to the treatment of multiple fluency strategy, female students had a higher mean achievement score than their male counterparts as revealed by their posttest mean achievement scores of 67.20 as against 64.80 for male students.

Hypothesis One: There is no significant difference in the posttest oral reading rate mean score between experimental and control groups in Multiple Fluency Strategy.

Table 5: Summary of ANCOVA Results of Posttest Oral Reading Rate Mean Scores of Students in the Experimental and Control Groups

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3884.901[a]	2	1942.450	87.290	.000	.911
Intercept	76.341	1	76.341	3.431	.081	.168
Pretest	131.101	1	131.101	5.891	.027	.257
Group	2825.697	1	2825.697	126.981	.000	.882
Error	378.299	17	22.253			
Total	69700.000	20				
Corrected Total	4263.200	19				

a. R Squared = .911 (Adjusted R Squared = .901)

Table 5 shows the ANCOVA results on the significant difference between the posttest oral reading rate mean scores of students' achievement when exposed to multiple fluency strategy. The result showed that F (1, 17) = 126.98, P < 0.05, since the p-value of 0.000 is less than 0.05 level of significance, the null hypothesis was rejected, it was concluded that there was a significant difference in the posttest oral reading rate mean scores of experimental and control groups in students' achievement after exposure of experimental group to multiple fluency strategy. Furthermore, the value of adjusted R squared, computed was 0.901, this alsoimplies that 90.1 percent of the difference in students' achievement were explained by the groups, while a smaller part of the variation was due to other factors not in this model. The Sidak post hoc test in Table 12 confirms that the corrected difference between experimental and control groups was statistically significant (I - J) = 25.45. Hence, we can say that multiple fluency strategy did increase students' achievement mean scores.

Hypothesis Two: There is no significant difference between the oral reading accuracy mean score of male and female students in the experimental and control groups after exposure to the multiple fluency strategy.

Table 6: Summary of ANCOVA Results of Posttest Reading Accuracy Mean Scores of Male and Female Students in the Experimental and Control Groups

Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3439.409[a]	4	859.852	27.009	.000	.878
Intercept	61.005	1	61.005	1.916	.187	.113
Pretest	524.859	1	524.859	16.486	.001	.524
Gender	5.591	1	5.591	.176	.681	.012
Group	1991.420	1	1991.420	62.552	.000	.807
Gender * Group	27.841	1	27.841	.875	.365	.055
Error	477.541	15	31.836			
Total	62345.000	20				
Corrected Total	3916.950	19				

a. R Squared = .878 (Adjusted R Squared = .846)

Table 6 also shows that the main effect of group on achievement of students, experimental group yielded (M = 66.00; SD = 9.87 and control group (M= 42.10; SD =4.53); F (1, 15) = 62.55, p < 0.05.It shows that the posttest oral reading accuracy achievement mean scores of experimental group was significantly different from that of control group. This indicates that the effect of group was statistically significant. The findings further revealed that students exposed to multiple fluency strategy had a better achievement in oral reading accuracy. The findings revealed an adjusted R squared value of 0.846 which implies that 84.6 percent of the variation in the dependent variable, students' achievement in oral reading accuracy was explained by variation in the gender and group, while the remaining percent was due to other variables captured as the error.

The reading achievement mean scores of students were subjected to a two-way analysis of variance (ANOVA) having two levels of gender (male, female) and two group (experimental and control). The main effect of gender; male/female on students achievement yielded, male (M = 52.40; SD = 14.71) and female (M = 55.70; SD = 14.59); F (1,15) =.176, p > 0.05.This indicates that the posttest oral reading accuracy achievement mean score of male do not significantly differ from that of female. The result revealed that the effect of gender was statistically insignificant.

Discussion of Findings

The findings of the study revealed that students in the experimental and control groups had low mean scores in all the reading skills (oral reading rate, oral reading accuracy, oral reading prosody and reading comprehension) before treatment. This implies that there was great improvement in the experimental group after intervention using multiple fluency strategy. Similarly, the findings showed that students in the experimental group had a higher achievement mean score after giving treatment than their counterparts in the control group who were not given. This implies that the oral reading accuracy achievement mean scores of the students could be improved by using multiple fluency strategy.This finding is in line with Mraz, Nichols, Caldwell, Beisley, Sargent and Rupley (2013) which revealed that the strategy positively impacted the oral reading fluency and comprehension of struggling readersby significantly improving word recognition accuracy, word recognition automaticity,prosody and comprehension.

In addition, the findings showed that students the experimental group had a higher achievement mean score after receiving treatment, indicating that the oral reading accuracy achievement mean scores of students can be improved by using multiple fluency strategy.Again, findings revealed that students in the experimental group had a higher achievement mean score after receiving treatment, indicating that the reading comprehension achievement mean scores of students can be improved by using multiple fluency strategy. This implies that, despite the fact that both male and female students were exposed to the treatment of multiple fluency strategy, female students had a higher mean achievement score than their male counterparts. These findings agree withChang (2013) who asserted that both the reading rates and comprehension levels of the experimental groups were higher than those in the control group.

More so, findings of the study revealed that there were significant differences in the posttest oral reading rate mean scores of experimental and control groups in students' achievement after exposure of experimental group to multiple fluency strategy. Therefore, it is concluded that, multiple fluency strategy do increase students' achievement mean scores. Findings of the study indicated that the posttest oral reading accuracy achievement mean score of male do not significantly differ from that of female therefore, the effect of gender was statistically insignificant. This finding is in line with several studies who revealed that that girl (aged 10-11) enjoy reading more than boys. This implies that boys read less than girls, which directly connects with their level of reading fluency (Courbron 2012; Sullivan, 2004; Sadauki, 2010).

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are proffered:

1. Adequate training and re-training programmes for English language teachers on the effective use Multiple Fluency Strategy as well as other strategies should be provided at the elementary and secondary levels of education to curb the menace of reading difficulties encountered by students with reading disabilities.
2. English teachers should ensure that both male and female students in their classes are encouraged to learn reading using the multiple fluency strategy for better achievement in the subject. This is because reviews have shown that students with reading disabilities do not benefit much from the conventional methods or approaches to teaching reading.
3. Reading classes, reading clinics and well equipped reading libraries should be established in special and regular schools in order to facilitate reading instruction for students with reading disabilities focusing attention on increasing the rate, accuracy and prosody (phrasing and expressing) of reading.

4. Curriculum planners and developers should review the current reading programmes so as to include time proven strategies such as the multiple fluency strategy for effective teaching of reading, especially for students with reading disabilities at all levels of education.

CONCLUSION

The ability to read is not an automatic process as it involves a planned systematic and comprehensive instructional strategy. Therefore, for students with reading disabilities to be fluent oral readers, they need to read automatically, accurately, with adequate expression. This will enable them construct the meaning of text. It is therefore, relevant that teachers and other stakeholders in the education of students with reading disabilities adopt strategies such as the Multiple Fluency Strategy in teaching them how to read, in order to read to learn.

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