

Article Review

Complete APA bibliographic reference:

Otaiba, S. (2005). How effective is code-based reading tutoring in English for English learners and preservice teacher-tutors. *Remedial and Special Education*, 26 (4), 245-254.

Four or five descriptor names that best describe the topic:

Main: Code-based reading, special education, specific learning disabilities (SLD), bilingual education

Type of Article:

Quantitative Research

Levels:

Kindergarten, Lower Elementary (1-3)

Briefly stated major purpose(s) of the article: This study examined the effects of a code-based reading tutorial in English for at-risk beginning readers who were English learners (ELs), and their preservice teacher-tutors.

Research article – summarize the major findings in 2-4 sentences: This study provided multiple data sources to corroborate the efficacy of tutoring in English for most of the ELs in this study and their tutors. On average, the students did have improvement after code-based structured tutorial in English.

Quantitative Study Information:

Independent Variables Included: Age, grade, SES

List Dependent Variables: K-1 beginning at-risk readers, undergraduate preservice teacher-tutors

Treatment: Pre- and post-treatment measures of vocabulary, phonological awareness, and reading; secondly, tutor-administered progress monitoring measures.

Is reliability information reported? (no)

If so, for which instrument?

Is validity information reported? (no)

If so, for which instrument?