

The Enhancement of Oral Reading Fluency : Investigation of Three Interventions for EFL Readers

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ABSTRACT

In this study, a quasi-experiment of pretest-treatment-posttest study was conducted not only to investigate the effects of three repeated reading interventions, i.e., computerized modeling, peer coaching, and instructor coaching, but also to compare the effectiveness of the three repeated reading interventions on improving EFL readers' oral reading fluency in terms of words read correctly per minute, oral reading accuracy rate, and word pronunciation accuracy. Ten English-majored sophomores at a university in central Taiwan participated in the experiment. The study also tries to realize students' opinions towards the three interventions. Instruments included 13 paragraphs from the new TOEIC reading comprehension tests and a questionnaire. The experiment was conducted in two semesters, fourteen weeks in each semester. A transfer test was done before the three interventions. Participants received each repeated reading intervention over four weeks. During the period of each intervention, participants were required to read one English article in each week. For each article, they had the pretest, repeated reading training and the posttest. After finishing all the three repeated reading interventions of twelve articles, a transfer posttest was done and a questionnaire was filled out. The data analysis methods included the Wilcoxon sign-ranked test, the Friedman test, the simple main effect analysis of one-way ANOVA and two-way ANOVA. The results show that students' oral reading fluency is significantly enhanced by every repeated reading intervention and the most effective approach is the instructor coaching. Moreover, most students reached up 90% of oral reading accuracy after the 12-week intervention. In terms of word length, longer words demand more practice and the instructor's intervention for word pronunciation accuracy. Last, the findings from the questionnaire indicate that all students believed that corrective feedbacks from the instructor are the crucial element of improving their oral reading fluency.

Keywords : Oral Reading Fluency、 Repeated Oral Reading、 Words Read Correctly Per Minute、 Oral Reading Accuracy Rate、 Word Pronunciation Accuracy

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