

Running Head: THE USE OF REPEATED READING

A project entitled
The use of Repeated Reading to improve Reading Rate and Comprehension
for primary students in Hong Kong

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Declaration

I, *Chan Hung Hung* , declare that this research report represents my own work *The use of Repeated Reading to improve Reading Rate and Comprehension* and under the supervision of Dr Wong Ming Har Ruth, and that it has not been submitted previously for examination to any tertiary institution.

Signed _____

Chan Hung Hung

9th May, 2016

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Introduction

Repeated reading is rereading a short passage aloud until accomplishing a target reading speed or a specified amount of time, as defined by Samuels (1979). The practice of repeated reading has the validation of National Institute of Child Health and Human Development (NICHD) in 2000 by being integrated into a part of lessons on the general students in America. It suggested that, with appropriate application of repeated reading, students' reading rate was able to be increased as well as students' automaticity on learning. Being considerably different from America, English is not the mother tongue for students in Hong Kong. Hong Kong primary students normally read in English at a slower rate than those having English as their first language. Differences among students significantly soar as they grow. In fact, repeated reading has been proved to have positive influence on oral reading with great fluency on students with English as L2 in the research of Chang and Millett (2013). However, an evidence for Hong Kong primary students has yet to be established.

Reading fluency, comprehension, phonemic awareness, phonics and vocabulary are five skills for reading proficiency, as identified by NICHD (2000). Among those five skills, Hong Kong often ignores reading fluency. Davies (1982) and Grabe (2009) pointed out that the major reason was accuracy being put on emphasis. Therefore, as shown by some studies (Fraser, 2007; Nation, 2005), many L2 readers read in English far more slowly than in their mother tongue. Nuttall (1996) implied that there was an inseparable linkage among speed, enjoyment and comprehension. As such, reading at a slow speed may indicate poor comprehension, lack of automaticity and lack of pleasure. The skill of reading fluency of primary students in Hong Kong is believed to be derived potentially much benefit from repeated reading.

Literature Review

Improve Reading Rate through Repeated Reading

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Reading fluency is the ability ‘to read text rapidly, smoothly, effortlessly and automatically with little attention to the mechanics of reading such as decoding’ (Meyer, 1999, p.284). As further specified by Hudson, Lane & Pullen (2005), reading fluency is a continuity of an ideal reading speed and accuracy in decoding words for long periods of time. Without decoding words accurately, comprehension is not likely to happen. With precise word recognition at a rapid rate, high level of comprehension is able to be achieved.

Lower and higher level cognitive processes are found to be comprised in the time of reading. Lower level cognitive processes are word recognition, syntactic parsing, meaning proposition encoding and working memory activation (Anderson, 2000; Koda, 2005). With the automatic functioning on lower level cognitive processes, readers are able to perform higher level cognitive processes (LaBerge & Samuels, 1974). High level cognitive processes are ‘drawing on background knowledge, using strategies to understand text meaning, interpreting ideas, making inferences and evaluating the information being read’ (Chang & Millett, 2013, p.2). Lower and higher cognitive processes support each other during reading.

Improve Comprehension through Repeated Reading

Lower level cognitive processes are problems for L2 learners. Those learners are unable to carry out lower level cognitive process in an effective way. Grabe (2009) explained that the inefficiency of lower level cognitive processes may prohibit L2 learners from meaning construction.

Reading fluency indicates a high level of comprehension. In the research of Fuchs, Fuchs & Hosp (2001), the correlations between reading fluency and comprehension were reported as high $r = .81$ to $.90$. The research of Chang (2012) proved that both reading rate and comprehension enhanced through repeated reading.

However, in L2 reading research, high reading rates do not seem correlate much

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with good comprehension. Cushing-Weigle & Jensen (1996) noticed that there was an improvement on their students' reading rate from 158 words to 195 words which increased about 40 WPM. Their comprehension scores, on the other way round, decreased from 6.59 to 5.80 out of 10. The study of Taguchi and his associates (1997, 2002, 2004) showed that students' comprehension did not deteriorate but remained unsatisfactory. Similar outcomes were resulted in the studies of Chang's study (2010) and Gorsuch and Taguchi (2008). Besides, some studies only put reading rates as the centre of attention without involving any comprehension levels. Carver (1990) indicated that they did not realize how purpose was crucial to reading rates and comprehension. For example, in the report of Just & Carpenter (1987), L1 readers could skim a text 600-700 WPM with only understanding the gist of the passage. In L2 reading context, it is important for learners to balance speed and comprehension. Because of the scant and inconclusive evidence of reading rates and comprehension levels in an L2 reading context, more research involving reading rates with reading comprehension is needed.

Effects of Repeated Reading in an L2 Context

The application of repeated reading to improve reading fluency in an L2 learning context is limited (Taguchi, Gorsuch, & Sasamoto, 2006). Regarding the effects of repeated reading on reading fluency, Taguchi and his associates conducted a series of studies with Japanese college students (1997; Taguchi & Gorsuch, 2002; Taguchi, Takayasu-Maass, & Gorsuch, 2004). According to Table 1, treatment materials for repeated reading were graded readers which were divided into different lengths of segments, ranging from about 300 words to 600 words. Students were invited to read five or seven times. In their first three trials, there was no significant difference between the repeated reading group and the non-repeated reading group relating to reading rates and comprehension levels. No transfer effect was found. One of the

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main reasons was the difficulty of the pre-test, post-test and treatment passages being not equivalent. The discouraging results were also able to be ascribed to the coherent of the passages. Students were required to remember the content read previously so as to understand the whole scenarios of the story. Their forgetfulness may lead to poor comprehension and loss of interest in reading.

The first three studies conducted in Japan did not clearly distinguish the differences on reading speed between students in controlled group and non-controlled group. Limited number of studies is inadequate to have a conclusion on the improvement of reading rates by repeated reading. For extending the research on L2 learning contexts, Gorsuch and Taguchi (2008) invited 50 Vietnamese junior university students as participants for a 9-week research project. Mixed results were found. The reading rate increased but the improved rate was not able to transfer to the post tests and the comprehension levels were low.

Table 1. Summary of repeated reading in an L2 context.

Studies (by year)	Participants /Context	Treatment materials/ quantity	Measures	Treatment times per week/ period	Results
Taguchi (1997)	16 Japanese University students (RR only)	28 sections taken from graded readers: <i>Born to Run, Away Match and Poor and Rich Little Girl</i>	Rate & Comprehension	3 times per week/ 10 weeks	RR: + 21 WPM (127-148) Comprehension: not available
Taguchi & Gorsuch (2002)	18 Japanese University students (RR = 9; CL = 9)	28 segments taken from <i>The Missing Madonna and Away Match</i>	Rate & Comprehension	3 times per week/ 10 weeks	RR: + 40 WPM (113-153) CL: + 11WPM (115-126) Comprehension (short answer questions): maximum score is 18

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					RR: + 1.89 (7.44-9.33) CL: + 2.77 (5.67- 8.44)
Taguchi Takayasu- Mass & Gorsuch (2004)	20 Japanese University students (RR = 10; ER=10)	42 segments taken from <i>The Missing Madonna</i> and <i>Away Match</i>	Rate, Comprehension & transfer effect	3 times per week/ 17 weeks	Rate: RR: -3 WPM (85-82) ER: -17 WPM (81-64) Comprehension (open-ended questions): Maximum score: 16 RR: + (1.6-3.90) ER: + (1.90- 4.50) No transfer effect
Gorsuch & Taguchi (2008)	50 Vietnamese University (RR = 24; CL = 26)	16 segments taken from graded readers: <i>Scandal in Bohemia</i> , <i>The Red-head League</i> and <i>The Boscombe Lake Mystery</i>	Reading speed, Comprehension & transfer effect	2 times per week/ 11 weeks	Mixed results, Rates (short answer questions/ recall) RR: -18 (149-131)/+ 20 (124-144) CL: +1 (122-123)/-2 (132-130) Comprehension (short answer questions/ recall): in % RR: + 27 (14-41)/ +16(9-26) CL: +7 (22-29)/ -3(22-19) No transfer effect
Chang (2012)	35 Taiwanese University students	26 (oral RR) versus 52 (TR) 300-word Passages specially written for	Reading speed, Comprehension & Transfer effect (all including	1 time per week/ 13 weeks	Results Rates (post-test/delayed post-test)

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	(oral RR = 17; TR = 18)	developing reading fluency	delayed post-tests)		TR: +50 WPM (102– 152)/ +45 (102–147) Oral RR: +23 WPM (83–102)/ +19 (83–102) Comprehension (30 MC questions): (post-test/delayed post-test): maximum score 30 Oral RR: +2/30 (16–18)/+0/30 (16–16) TR: +4/30 (16–20)/+2/30 (16–18)
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Note. RR: repeated reading group; CL: control group; ER: extensive reading group;
TR: timed reading; oral RR: oral repeated reading

The above studies demonstrated that there was some positive effect on improving reading fluency from repeated reading. The rates varied from 21, 40, -3 and 55 WPM in each study. The common characteristics of these studies were the passages being taken from graded readers. Due to the fact that the equality of text difficulty between pre and post-test may have to be reconsidered, graded storybooks were adopted by the present study which were particularly designed for L2 learners. Those storybooks were written in familiar high frequency vocabulary to avoid the slowing effect of unfamiliar words. Complicated sentences and complex noun groups were avoided.

Research Questions

The study seeks answers to the following two research questions (RQ):

1. Is reading rate of repeated reading group faster than the non-repeated reading group? Is the result of practiced passage the same as non-practiced one?
2. Do students in repeated reading group have higher score in comprehension tests

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than those in non-repeated reading group? Is the result of practiced passage the same as non-practiced one?

Method

The Participants

The participants were ten primary two students who studied in TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long). Five of them were in class 2A. They were cross-boundary students whose mother tongue was Mandarin. The other five of them were in class 2C whose mother tongue was Cantonese. All the participants were L2 learners and they had similar English level. They had six English lessons each week and two PLPR lessons each week. Published textbooks were used in the classroom for formal instruction in English lessons. A storybook was received each week after PLPR lesson.

It was voluntary for students participating in repeated reading. Five of them were in repeated reading group while the other five of them only read the passage once. Since those cross-boundary students had to wait for school buses after class, they had more time spending in school. 2A students were in the repeated reading group and 2C students were in the non-repeated reading group.

Setting

Participants were invited to come out and sit at the teacher's desk in the classroom. They were requested to read before the first lesson or recess time or after the last lesson. Sessions occurred at least twice a week for fifteen consecutive weeks.

Materials

The reading passages are series of storybooks under Oxford Story Tree which are graded by colour. Red, blue, green, which are level one, two and three, were selected. They were carefully chosen for its high interest and easy-to-read stories. Red books include 'At school', 'The Library', 'The Haircut', 'The Lost Teddy', 'A New Dog'

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and 'What a Bad Dog' which have the word count below 100 words. Blue books have the 100-200 word level. They include 'The Toys' Party', 'New Trainers', 'The Dream', 'The Go-kart', 'The Rope Swing', 'The Dolphin Pool', 'A Cat in the Tree' and 'By the Stream'. For Green books, they have the word count above 200 words. Those books are 'House for Sale', 'The New House', 'The Secret Room', 'The Storm', 'The Magic Key', 'Pirate Adventure', 'Grandma', and 'Castle Adventure'.

Each repeated reading was followed by the comprehension section. Students were asked to summarize the story. The comprehension section mainly focused on detailed information. For example, the specific characters, dates or places. Students were welcomed to comment on the story for global understanding which was the main message of the story.

A digital voice recorder was used to record audio from all sessions with all participants and a stopwatch was used to collect data for reading rate.

Response Definitions

Three dependent variables were measured during each session which were oral reading rate, error rate and comprehension.

A. Oral reading rate

Oral reading rate is the number of standard words read per minute (WPM) on a selected passage (Carver, 1990). The number of standard words is calculated by counting each letter and space. The oral reading rate is calculated by dividing the number of standard words in the passage by the number of seconds required by the participant to read the passage and multiplying the total by sixty (Layton & Koenig, 1998).

B. Error rate

Error rate is the number of words incorrectly identified per minute. Acceptable error include repetitions and contractions. Unacceptable error include omissions,

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substitutions, insertions and reversals. Words, which are corrected by the participants, are considered as self-corrections. Corrected data is recorded as acceptable, unacceptable and self-corrected. Incorrect data is recorded which are not self-corrected and do not affect the meaning of the passage. Error rate is calculated by dividing the number of incorrect words by the number of seconds required by the participants to read the passage and multiplying the total by sixty.

C. Comprehension

Comprehension is the percentage of content words provided by a participant through retelling after the last reading. Content words are proper nouns, common nouns, adjectives, adverbs and verbs. Exact matches or synonymous words used with the list of content words in the passage are analyzed as correct in the students' retelling. The percentage of content words is calculated by dividing the number of content words in retelling by the number of content words in the passage.

Procedure

A. Prebaseline

The prebaseline aims for making an estimation on participants' reading level and let participants familiarize with the procedures of the repeated reading which involve the use of a stopwatch and a recording device. Participants read three pages of a red book 'At School'. Their readings were timed with the use of a stopwatch and a digital voice recorder. Their WPM and words correct per minute (WCPM) were calculated. The result of the ten participants were approximately the same. Red books were appropriate to be used as the first grade level in the repeated reading.

B. Baseline

A stable baseline was established for participants in repeated reading group after the pre-test. For all participants, the investigator reminded them of mispronunciations, omissions and errors being not corrected during the readings. A stopwatch was used to

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time the participants from the beginning of the first word to the end of the last word. After the reading, participants had to summarize the story. No feedback was provided. However, an encouragement was given at the end of the session by the investigator saying, 'You did a great job.'

C. Intervention

For the five students in repeated reading group, the criterion for the intervention was set fifty percent above the median reading rate from baseline. If the criterion was not met for three consecutive sessions, it was reduced to twenty-five percent above the median reading rate from baseline. Passages were read until the criterion rate was reached or the participant had read for twice.

Results

The outcomes are displayed below. The functional relationship between repeated reading and oral reading rate (see Figure 1) was able to be visually analyzed. There was also an interesting relationship between repeated reading and comprehension in both repeated reading group and non-repeated reading group (see Figure 2). The relationship between repeated oral reading and error rate was not able to be ignored (see Figure 3).

Oral Reading Rate

The results for oral reading rate were presented in Figure 1. They provided answers to the first research question: *Is reading rate of repeated reading group faster than the non-repeated reading group? Is the result of practiced passage the same as non-practiced one?* In this figure, the first and the second readings of the participants in repeated reading group and the first reading of those in non-repeated reading group were exhibited. In Table 2, ranges and average WPM for initial and final readings in the pre-test, the 10th session, the 20th session and the post-test were demonstrated.

After the pre-test, the baseline for participants of repeated reading group was

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calculated and set as 95 WPM. All of them did not reach the baseline in their initial readings. Once they were granted for one more chance, the baseline was attained.

Despite the fact that the whole repeated reading group could only reach the baseline in the second trial, their reading rate jumped at least 10 WPM from the rate in their pre-test. Participant 2, 3 and 4 increased significantly 10 WPM from the pre-test. Participant 1 and 5 rose dramatically 20 WPM. Their reading rate being or above 95 WPM in the previous sessions were able to maintain and transfer to post-test.

For participants in non-repeated reading group, there were not any reading rate fluctuations. The stability on reading rate was able to be transferred to post-test. There were not any obvious differences between the reading rates of the pre-test and the post-test. All of them had their reading rates around 60-70 WPM.

The reading rates of the participants of repeated reading group and non-repeated reading group were close to each other which were around 60-70 WPM. The baseline enlarged the differences between repeated reading group and non-repeated reading group. In the post-test, the repeated reading group had reading rate above 95 WPM while the non-repeated reading group had approximately 60-70 WPM.

Comprehension

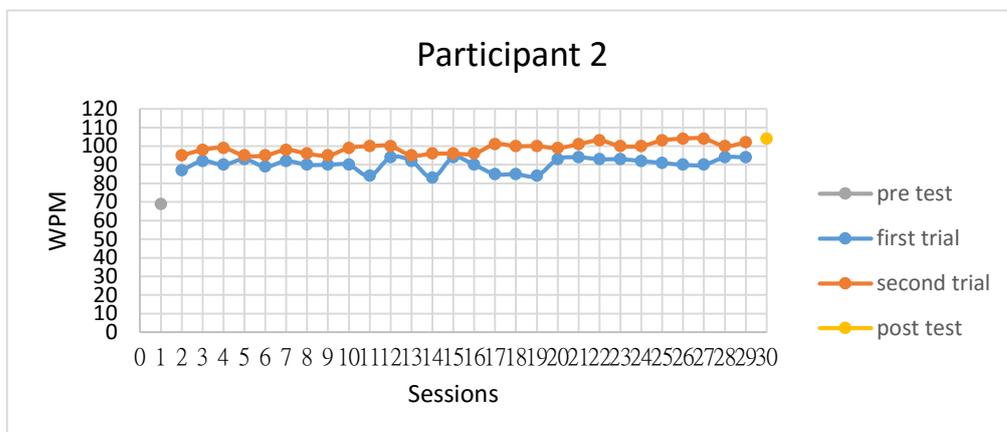
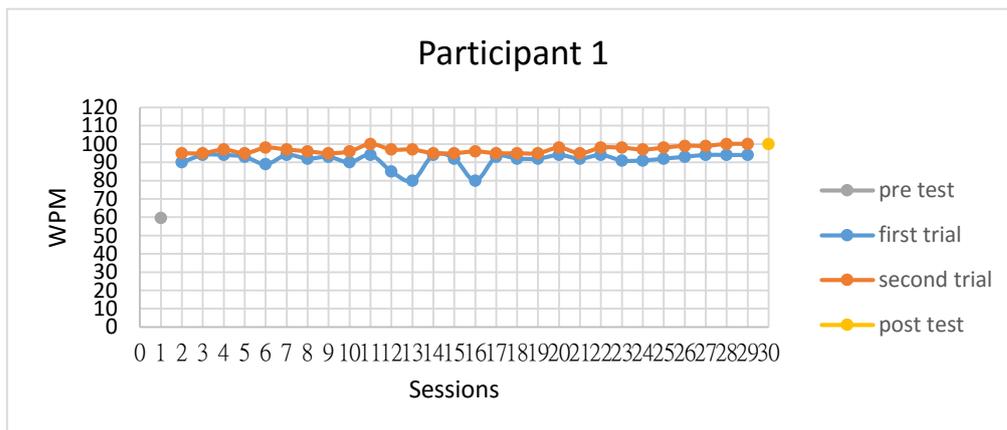
The results of the study for comprehension were exhibited in Figure 2. They provided answers to the second research question: *Do students in repeated reading group have higher score in comprehension tests than those in non-repeated reading group? Is the result of practiced passage the same as non-practiced one?* The percentage for repeated reading group fluctuated while the one of non-repeated reading group rose in a stable trend.

In the pre-test, the range for the content words retold of both repeated reading group and non-repeated reading group was about 30% -90 %. The range fell slightly to 30% -80% in the post-test. The overall decreasing range was able to be ascribed to

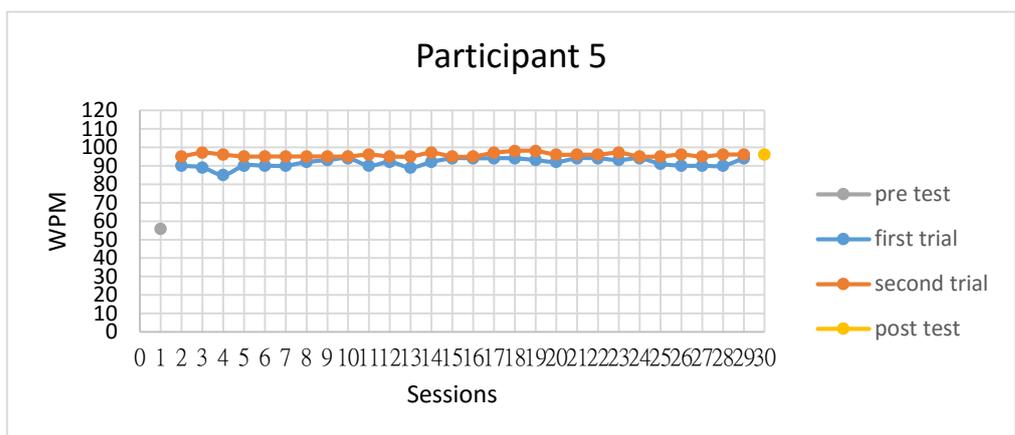
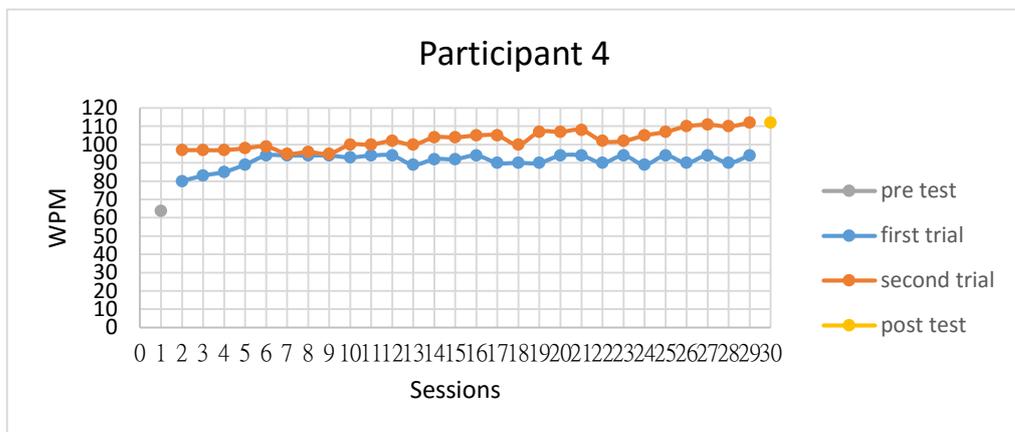
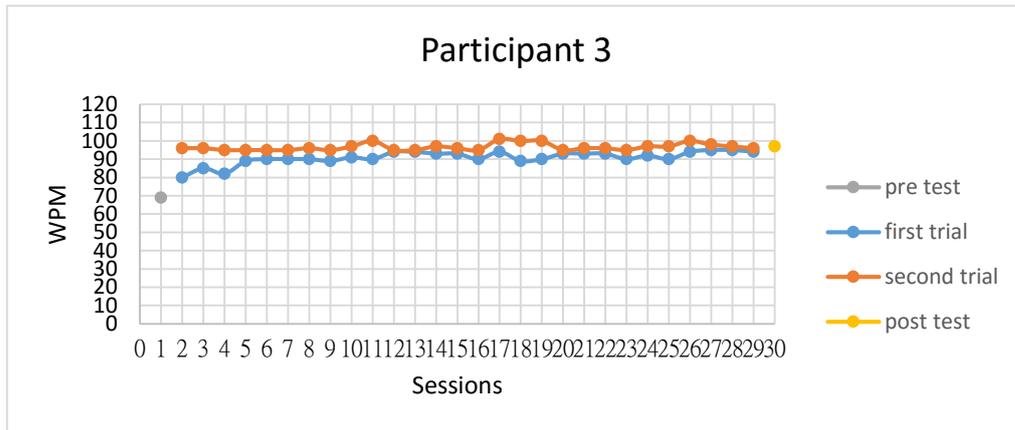
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the descending percentage of repeated reading group. Repeated reading group dropped around 5%-10% from the pre-test to the post-test. On the contrary, non-repeated reading group ascended around 10%-20% from the pre-test to the post-test.

Oral reading rate (Repeated reading group)

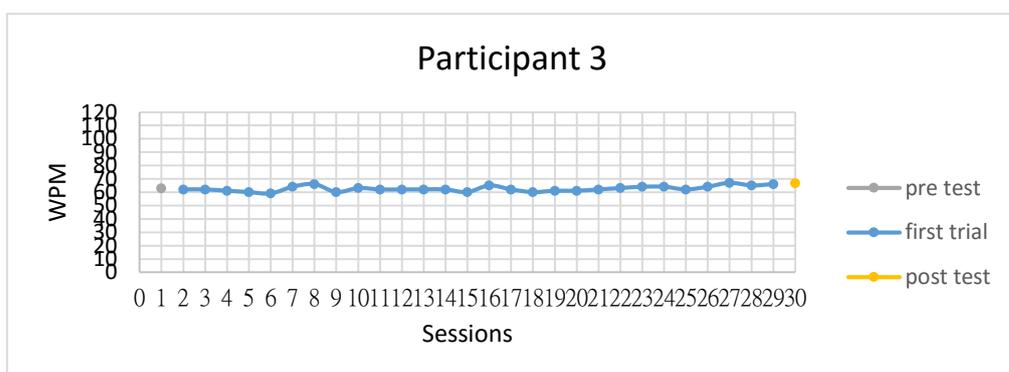
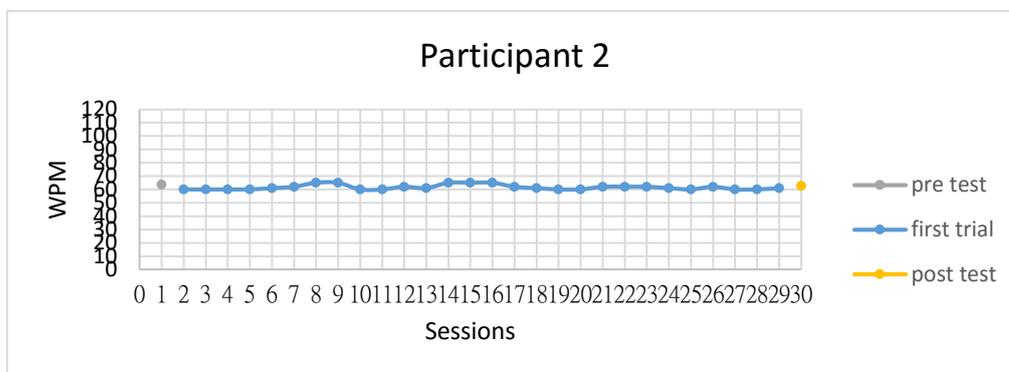
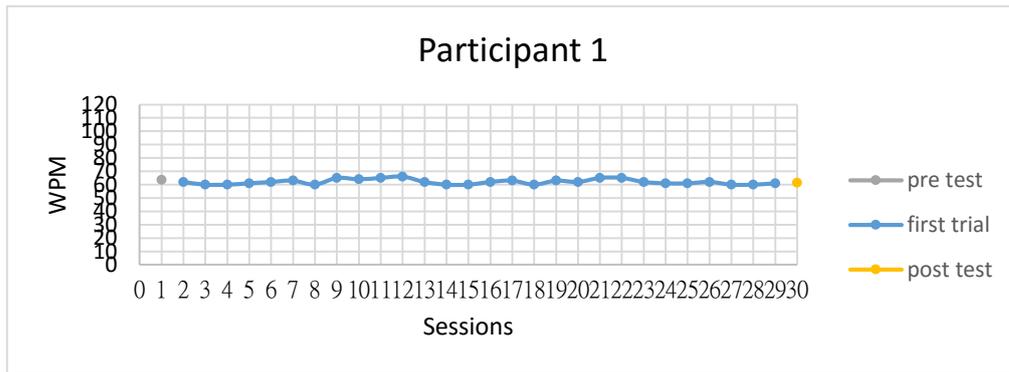


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Oral reading rate (Non- repeated reading group)

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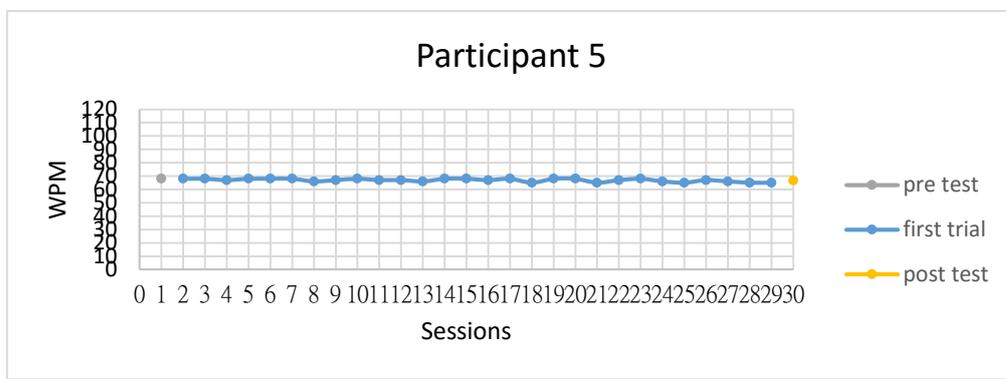
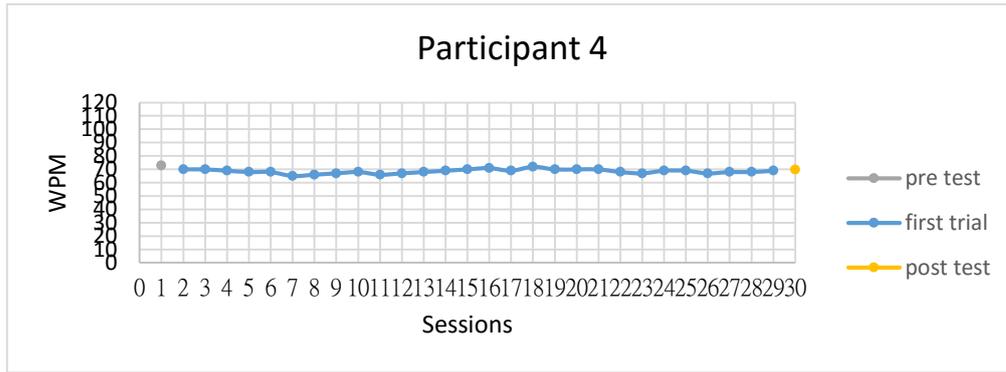
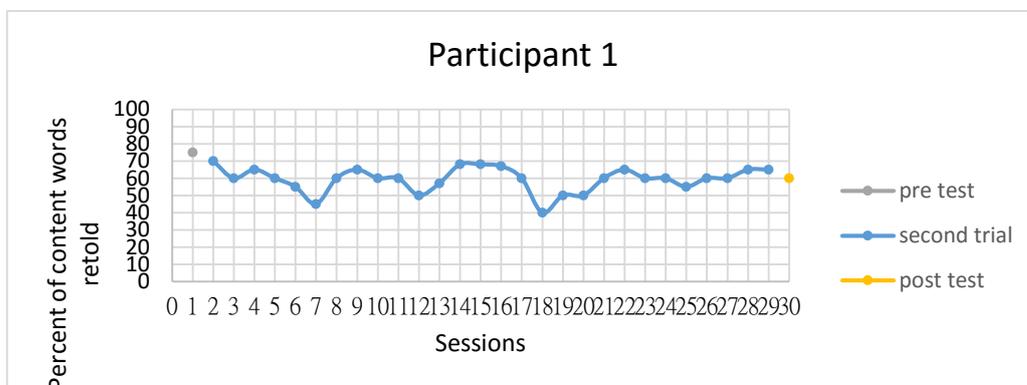
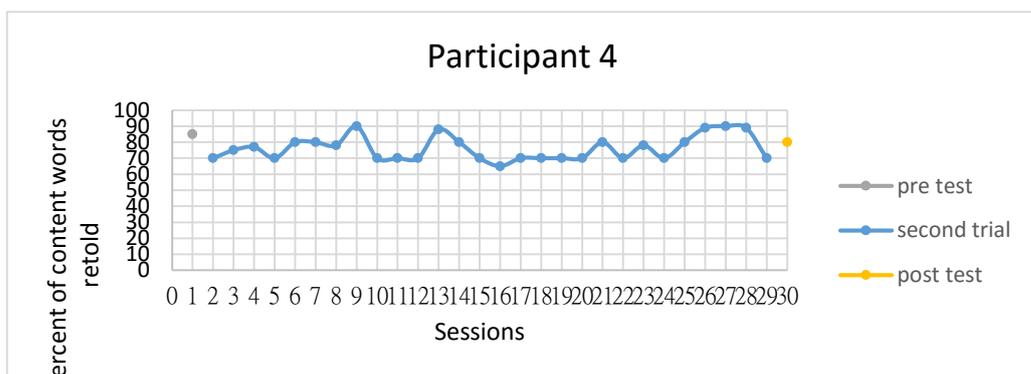
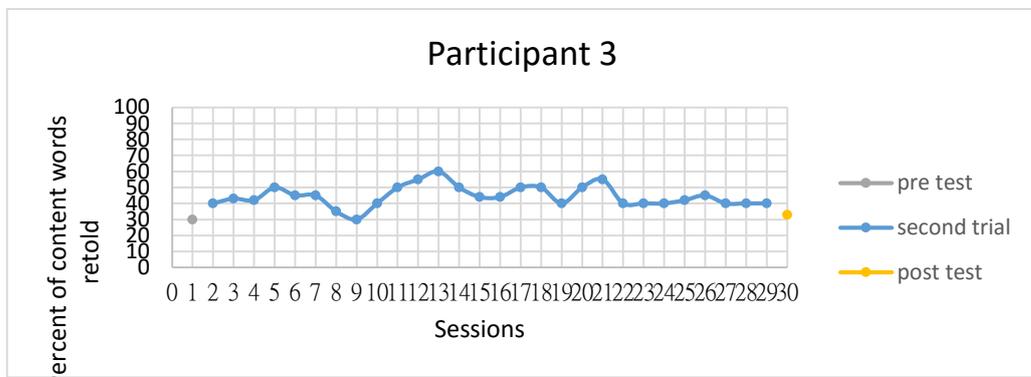
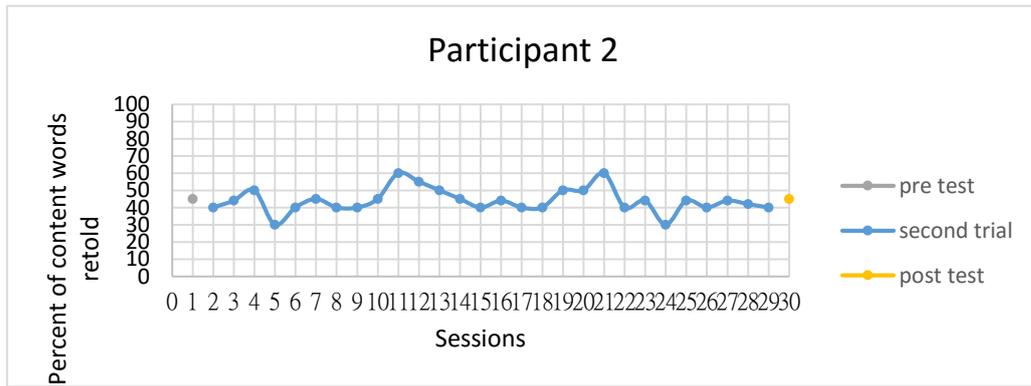


Figure 1. Number of standard words read per minute (WPM) during first and final readings.

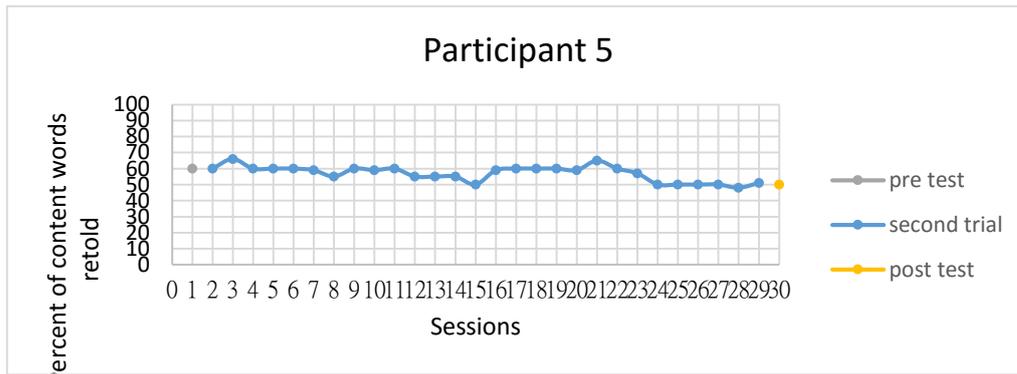
Comprehension (Repeated reading group)



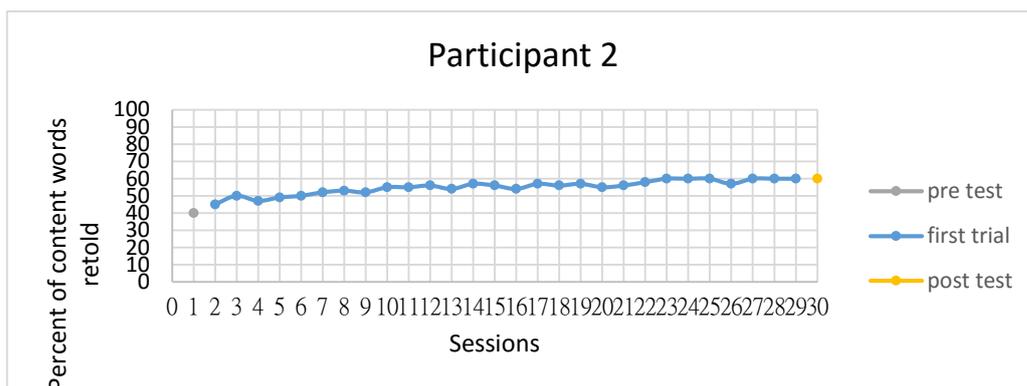
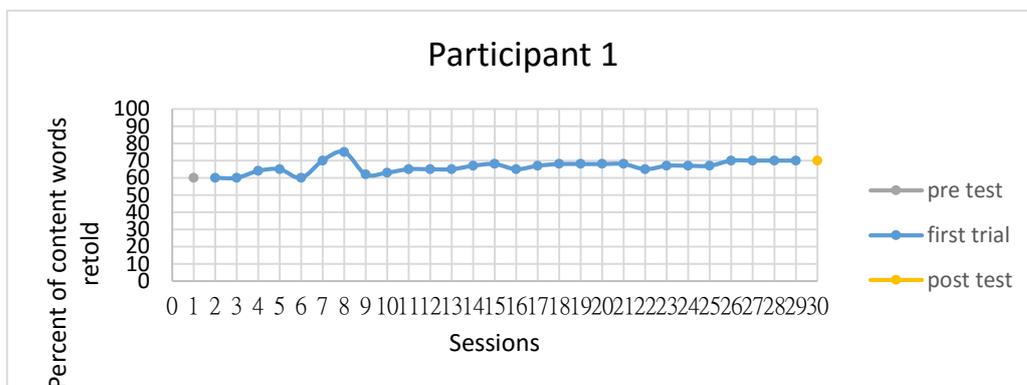
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Comprehension (Non-repeated reading group)



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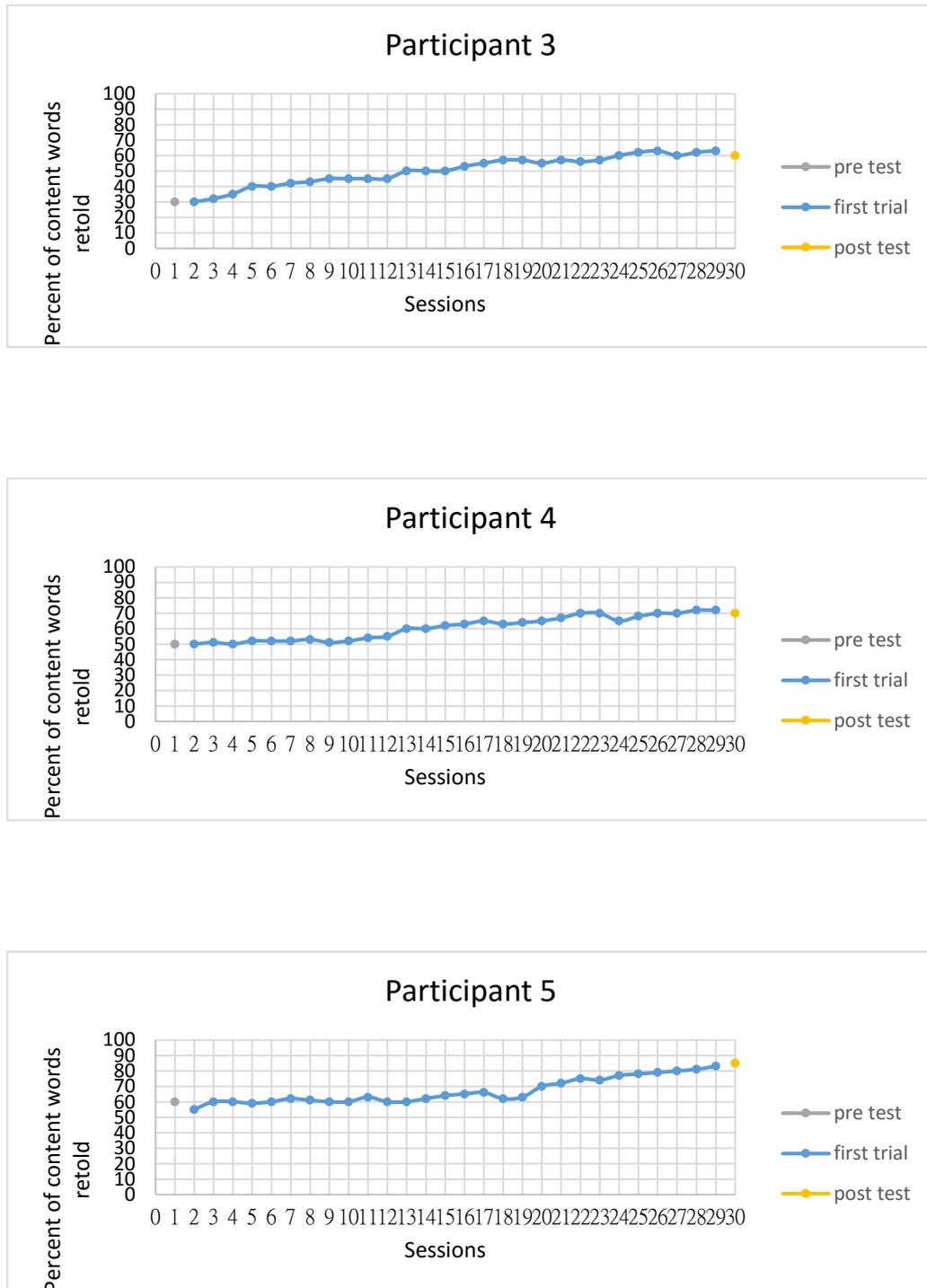
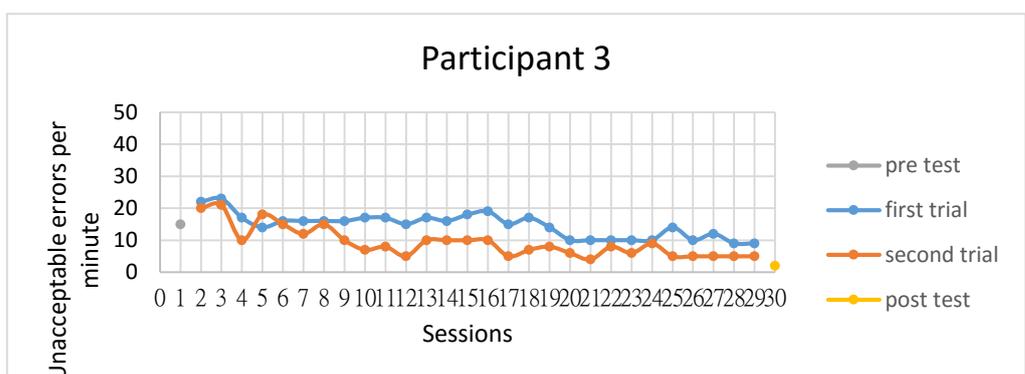
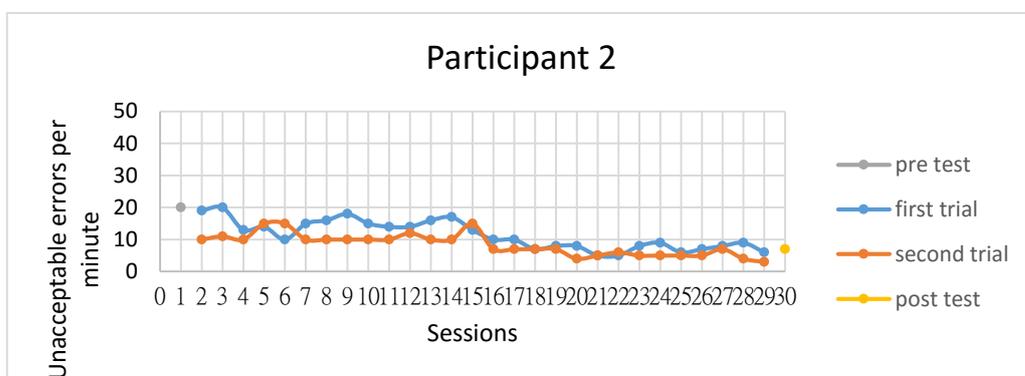
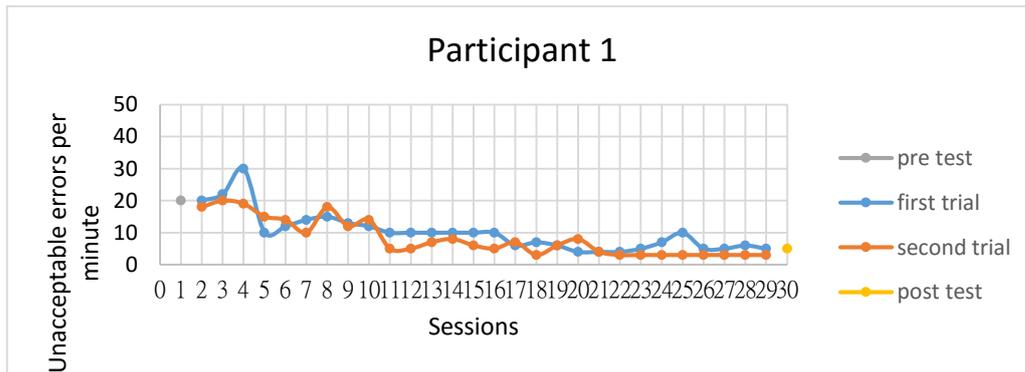


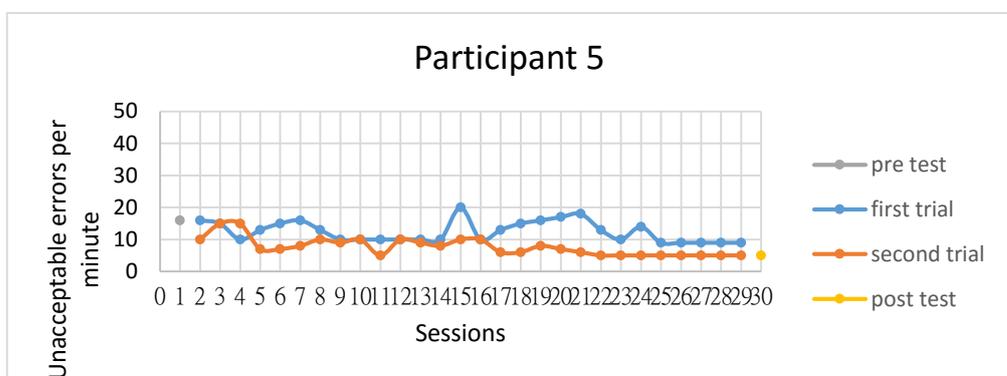
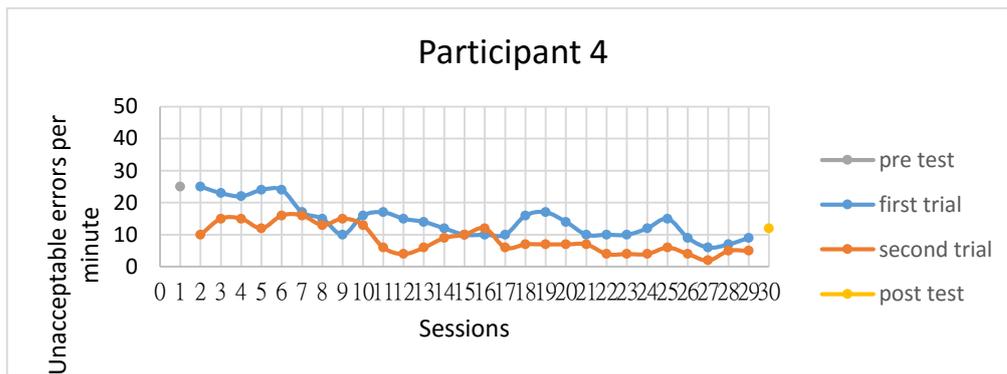
Figure 2. Percent of content words retold.

Error rate (Repeated reading group)

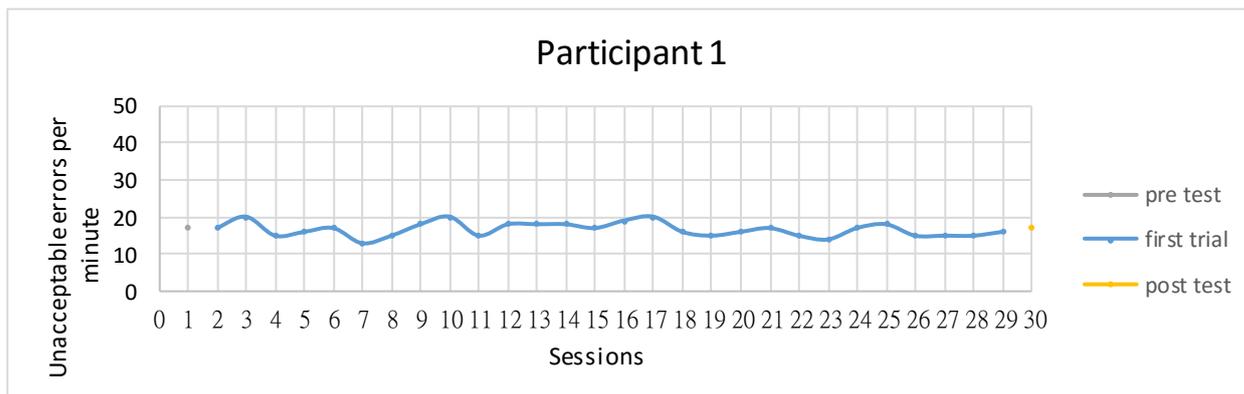
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Error rate (Non-repeated reading group)



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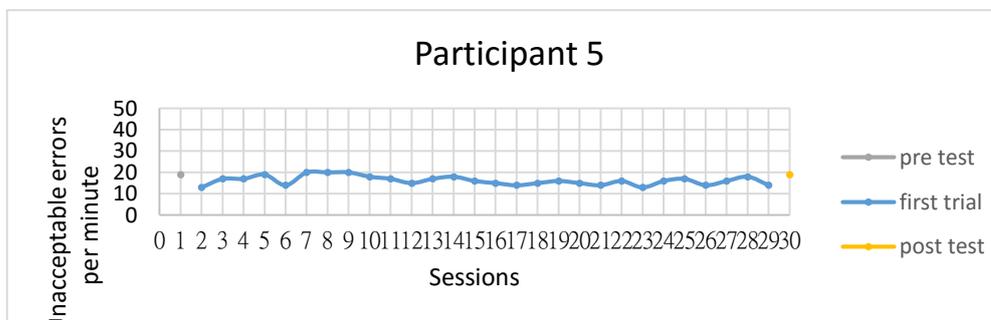
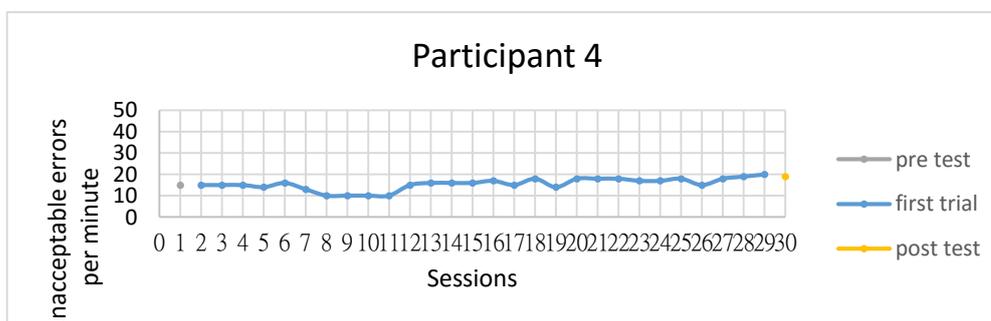
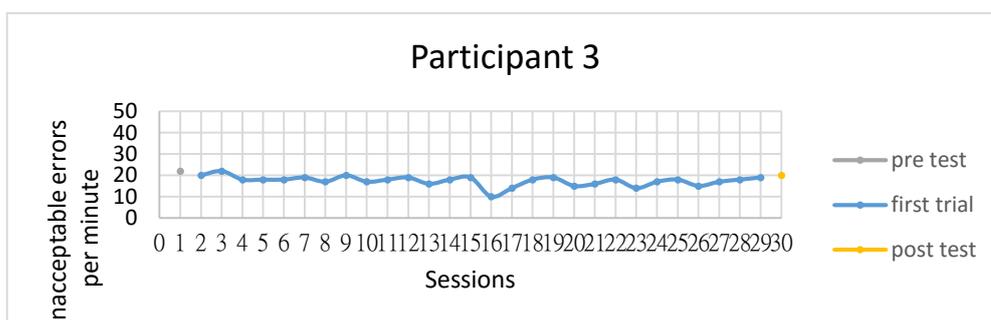
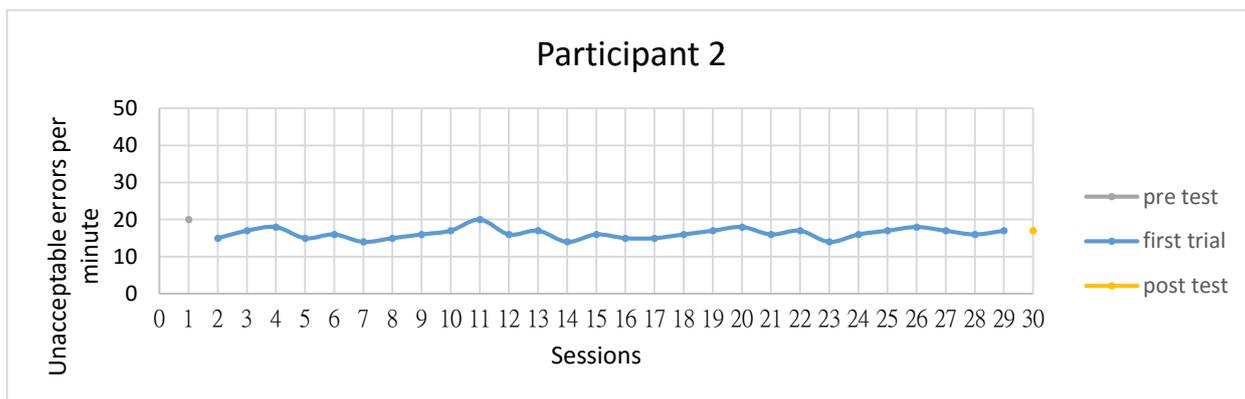


Figure 3. Number of unacceptable errors affecting meaning made per minute.

Table 2. Oral reading rates for participants of repeated reading group

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in experimental conditions.

Participant	Phase	Initial reading average (range)	Final reading average (range)
Participant 1	Pre-test	60 WPM	/
	10 th session	90 WPM (89-94)	96 WPM (95-98)
	20 th session	94 WPM (80-94)	98 WPM (95-100)
	Post-test	100 WPM	/
Participant 2	Pre-test	69 WPM	/
	10 th session	90 WPM (87-93)	99 WPM (95-99)
	20 th session	93 WPM (84-94)	99 WPM (95-104)
	Post-test	104 WPM	/
Participant 3	Pre-test	69 WPM	/
	10 th session	91 WPM (80-91)	97 WPM (95-97)
	20 th session	93 WPM (89-95)	95 WPM (95-101)
	Post-test	97 WPM	/
Participant 4	Pre-test	64 WPM	/
	10 th session	93 WPM (80-94)	100 WPM (95-100)
	20 th session	94 WPM (89-94)	107 WPM (100-112)
	Post-test	112 WPM	/
Participant 5	Pre-test	56 WPM	/
	10 th session	94 WPM (85-94)	95 WPM (95-97)
	20 th session	92 WPM (89-94)	96 WPM (95-98)
	Post-test	96 WPM	/

WPM = words per minute.

Error Rate

The results for error rate were shown in Figure 3. There was a downward trend for repeated reading group on unacceptable errors per minute while there was a steady trend for non-repeated reading group.

In repeated reading group, it was apparent to notice that unacceptable errors in the first trial were more than those in the second trial. Unacceptable errors reduced approximately 5-10 from the first trial to the second trial. Besides, the range of the unacceptable errors decreased from 15-30 in the pre-test to 5-10 in the post-test. Nevertheless, for the participants in non-repeated reading group, the range of the

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unacceptable errors was so stable to maintain at 15-20.

Discussion

The influence of repeated reading versus non-repeated reading on L2 students' reading rates, comprehension levels and transfer effect can be summarized as below:

1. From the 2nd session to the 29th session, the repeated reading group had the remarkable improvement on reading rates on the practiced passages 20 WPM-35 WPM whereas the non-repeated reading group did not have any obvious differences. For the post-test, the repeated reading group increased 20 WPM-30 WPM but the reading rate was almost the same for the non-repeated reading group. The discrepancy between the initial reading rates of the two groups were 20 WPM. Yet the intervention widened the discrepancy by about 10 WPM in the final reading. The repeated reading group read approximately 35 WPM and 30 WPM faster than the non-repeated reading group for reading practiced and unpracticed passages respectively. Therefore, there was a facilitate effect on repeated reading intervention and the effect gained from the practice was able to transfer to the unpracticed passage in the post-test.
2. While there was an enhancement on reading rates of repeated reading group in both practiced and unpracticed passages by 29% and 25%, two of them had their comprehension performance worsened 20% and 10% respectively for practiced and unpracticed passages. It is evident that the comprehension levels of practiced passages might not be transferred to the unpracticed passage as there were fluctuations in the comprehension levels in the repeated reading group. Nonetheless, the non-repeated reading group had improvement on their comprehension of practiced and unpracticed passages which was around 15% and 20% respectively.

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3. Overall, with the employment of repeated reading, L2 learners read faster but comprehend worse.

The Effects of Repeated Reading on Reading Rates

The benefit brought by repeated reading in improving reading rates has been confirmed in this study. The overall results indicated the effectiveness of repeated reading to L2 learners.

As mentioned before, the application of repeated reading to ameliorate reading fluency in an L2 context has rarely been reported. Unlike the repeated reading being practiced in the study of Chang (2012), the variations such as listening while reading and with modeling etc. were not involved in this study. The exclusion of the related variations makes the results of both repeated reading group and non-repeated reading group contrasting. It is noteworthy to compare this study with the study by Taguchi & Gorsuch (2002). The measures were the same as rate and comprehension. In terms of reading quantity, the sessions are the same as 30 sessions which means that participants were asked to read 30 passages. Despite the reading materials, the English levels of the participants and treatment procedures, the reading rates in both studies demonstrated an upward trend. The repeated reading group increased at least 20 WPM from the result of the pre-test in this study and Taguchi & Gorsuch's group increased 40 WPM. For the disparity between Taguchi & Gorsuch (2002) and this study and Chang (2012), the main reason for equal trend but different gain could be the dissimilar treatment procedures in Taguchi & Gorsuch (2002) and this study from Chang (2012). Silent reading and listening to oral rendition of passages, oral reading, paired reading and oral reading feedback were added in Chang (2012). This may expose that the extra practice activities enhance the effectiveness of repeated reading practices on reading rate on L2 context.

Another phenomenon that should be mentioned is that the repeated reading group

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did not regard repeated reading as a way of improving pronunciation but rather a way of improving silent reading fluency. None of the participants were aware of their pronunciation. They reflected that the reading rate was their centre of concentration. They read faster and became confident in oral reading. With confidence, their error rates reduced simultaneously. Nevertheless, the students in non-repeated reading group perceived this study as a method of improving reading skills but not reading rate. They became quicker in searching for main ideas and key words during their trials. They seemed focus more on accurate and automatic word decoding. They also learnt how to chunk texts for fluency. They benefited from having trained on reading skills, such as skimming and scanning. They were delighted to become efficient in searching for main ideas or specific points. This difference between repeated reading group and non-repeated reading group is an important point since students' perception of the task goal could have a big influence on what they concentrated during practice.

The Effects of Repeated Reading on Comprehension

Comprehension is usually not the main focus of studies on L2 reading fluency which result in rare report (Taguchi et al., 2006). For instance, in the study of Chung and Nation (2006) and Macalister (2010), students' ascending reading rate on reading authentic texts were reported without assessing students' understanding on their texts.

In this study, the comprehension results (repeated reading group: -5%-10%, non-repeated reading group: +10%-20%) were different from other results in L2 research context. According to Carver (1990), the ideal performance outcome of general comprehension was about 50 %. By this standard, the comprehension results of the present study could be said to be marginal acceptable. However, the results were far more unsatisfactory with the standard of 70% suggested by Nation (2005). One of the reasons being accounted for unsatisfactory result is participants being not able to recognize words. This showed that sometimes they could not automatically

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process the lower-level components which distracted their attention to comprehend the passage. Another reason might be that a 13-week intervention is not adequate to turn a slow reader into a fluent one. The other is that comprehension levels also depend on when the assessment held. Some of the sessions held after school. Participants might be tired to concentrate on the readings after a whole day lesson.

Pedagogical Implications and Applications of Repeated Reading

The outcome of the present study demonstrated the effect of repeated reading on improving reading rates, reducing error rates, students' perception of task goal being crucial to comprehension levels and potential transfer effect.

In addition to repeated reading, there are many other approaches to increase reading speed. Self-paced reading or class-paced reading are recommended to be used in class or at home by Anderson (1999) and Nation (2005). Some guidelines are advised to issue for students to follow in fluency-building activities (Millett, 2008). They are quick (few minutes a day), easy (little or no unknown language, nothing to stop readers in their tracks), intensive (every day or as often as possible), isolated (do not use the speed reading passage since the speed focus will be lost) and motivating (record the results).

For the materials to enhance the effectiveness of fluency-building activities, a series of reading fluency books are suggested to choose for L2 students. Students are able to read one or two passages per day. The ground for selecting those books is that they are written under tight control for vocabulary and each passage has an equal word count which make the reading rate easy to calculate. Some resources for practicing may be downloadable from <http://www.victoria.ac.nz/lals/about/staff/publications/paul-nation/Speed-reading-whole.pdf>.

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Appendixes

Appendix I – Consent Form for the Participants' School

THE HONG KONG INSTITUTE OF EDUCATION

Department of English Language Education

CONSENT TO PARTICIPATE IN RESEARCH (FOR SCHOOL)

'The use of repeated reading to improve reading rate and comprehension for primary students in Hong Kong'

I am a student in the Hong Kong Institute of Education. I am now conducting a project titled 'The use of repeated reading to improve reading rate and comprehension for primary students in Hong Kong' and supervised by WONG, Ming Har Ruth. I would like to invite your students to participate in the project.

The research project aims to investigate whether primary students, who learn English in second language (L2) context, exhibit an improvement on reading rate and comprehension through repeated reading. The participants will be ten primary two students. Five of them are in class 2A and the other five of them are in class 2C. All the participants are L2 learners and they have similar English level. Five of them are repeated reading group while the other five of them only read the passage once. Participants will be invited to come out and sit at the teacher's desk in the classroom. They will be invited to read before the first lesson or recess time or after the last lesson. Sessions occur at least twice a week for fifteen consecutive weeks. The reading passages are series of storybooks under Oxford Story Tree which are graded by colours. Red, blue and green, which are level one, two and three respectively, are selected. A digital voice recorder is used to record audio from all sessions with all participants and stopwatch is used to collect data for reading rate. Three dependent variables will be measured during each session which are oral reading rate, error rate and comprehension.

Please understand that your students' participation is voluntary. They have every right to withdraw from the study before or during the measurement without penalty of any kind. All information related to your child will remain confidential, and will be identifiable by codes known only to the researcher.

If you have any concerns about the conduct of this research study, please do not hesitate to contact the Human Research Ethics Committee by email at _____ or by mail to Research and Development Office, The Hong Kong Institute of Education

If you would like to obtain more information about this study, please contact me at telephone number _____ or my supervisor WONG, Ming Har Ruth at telephone number _____

Thank you for your interest in participating in this study.

CHAN, Hung Hung

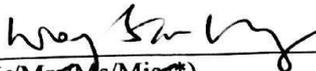
20/09/2015

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Hong Kong'

I agree that the captioned research project can be carried out at this school.

Signature:



Name:

(Dr/Mr/Mrs/Ms/Miss*)

Post:

Deputy Head teacher

Name of School:

TWGHs Yiu Dak Chi Memorial Primary School (Yuen Long)

Date:

(* please delete as appropriate)



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Appendix II – The book for the Pre-test

Title: By the stream**Author:** Roderick Hunt, Susan Sprengeler**Illustrator:** Alex Brychta**Publisher:** Oxford University Press**Graded:** Blue (Level 2)**Story:**

Mum and Dad sit on the rug. They have a picnic.

The children play by the stream.

‘Come on, everyone!’ Biff goes on the bridge.

Everyone goes on the bridge.

‘I can’t see.’ They drop sticks in the water.

Kipper climbs up. ‘Oh no!’

He drops his teddy in the water.

Kipper looks at his teddy. ‘Get my teddy!’

Biff cannot get it.

Mum helps.

Mum cannot get it. ‘Get my teddy!’

‘I want my teddy!’ Dad helps.

Dad cannot get it.

Dad falls in the water.

Splash!

Dad gets the teddy and a frog, too!

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Appendix III – The book for the Post-test

Title: The dream

Author: Roderick Hunt, Susan Sprengeler

Illustrator: Alex Brychta

Publisher: Oxford University Press

Graded: Blue (Level 2)

Story:

Biff cannot sleep.

Dad reads her a story.

The story is about a dragon.

Biff has a bad dream. She sees the dragon.

It is a big dragon.

It is a very bad dragon.

Biff is afraid.

‘Help! Help!’

Biff runs downstairs.

‘Help, Mum! Help, Dad!’

Mum reads her a story.

The story is about a dolphin.

Biff has a good dream. Now she can sleep.