THE EFFECT OF REPEATED READING ON STUDENTS' READING FLUENCY AT THANH DONG UNIVERSITY

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Abstract: This research aims to investigate the effects of the Repeated Reading Method on developing reading fluency of students at Thanh Dong University. It attempts to explore if two components of Reading Fluency including reading rate and reading comprehension can improve when the participants are trained with Repeated Reading Method. Participants in the study were twenty-three students at Thanh Dong University. They were placed in one class based on their results in TOEIC test. They were, first, pre-tested through a Curriculum Based Measurement Test and a TOEIC reading test to determine their reading fluency level prior the beginning of action research. Over an eight-week-treatment, within sixteen sessions, they took part in the Repeated Reading Program. At the end of action research, they took two Post-tests. Besides, the post-treatment-questionnaire was used in an effort to further assess the effects of the Program on participants' reading fluency as well as their attitude towards the program. Results of the Curriculum Based Test and TOEIC reading test are respectively given in mean scores and correct answers out of forty-eight questions in fifty minutes. After the intervention period, a progress in reading fluency was identified in the majority of participants. To determine the validity of the results, a t-test analysis was utilized, which showed that the results are significant. In other words, the large share of students who followed the Repeated Reading Method have enhanced their reading fluency. On the basis of the conclusions drawn from this study, some pedagogical implications have been recommended for teachers of English planning to use Repeated Reading Method in their teaching courses.

Key words: Repeated reading method, reading rate, reading comprehension

1. Introduction

Among the four skills of Listening, Reading, Writing and Speaking, Reading is likely regarded as the most important one is English learning (Nation, 2001). That explains why developing reading fluency has become an important issue for pedagogy in ESL/EFL (Nation, 2001). However, according to Forget and Bottoms (2000), most students have difficulty in comprehending and retaining information when simply reading a text. Meltzer also shares the similar view that most students need help in learning new vocabulary, learning new reading styles, learning independently and using reading strategies (Meltzer, 2001). A descriptive study on successful and unsuccessful learners released by Golinkoff (1976) specifies three factors affecting reading comprehension: speed of word recognition, type of reading errors made and decoding unit size (Golinkoff, 1976). Students seem to lack the skill of reading texts with an appropriate speed, less error and with a proper expression. They do not have the means to enhance their reading fluency as they are not exposed to effective instructional reading methods that focus on the improvement of reading fluency (Golinkoff, 1976).

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Thanh Dong University (TDU) established in 2009 is located in Hai Duong city. TDU is a private university under the control of Ministry of Education and Training. The researcher's teaching experience at TDU has revealed that reading is a big problem for students. Given relevant observation and experience from teaching English TDU, the researcher and their colleagues have spotted that a significant share of learners do Part 7 TOEIC (reading part) by randomly choosing the answers or missing from 10-20 out of 48 questions. Some short interviews have been arranged accumulatively at our break time and most of them mentioned about that problem.

Thus, the research is planned to be conducted in hope to find a good solution to guide students to enhance their reading fluency as well as contributing to the fulfillment of the missions set for English department in particular and for TDU in general. This study aims to gain an insight into a reading method which is believed to be likely and feasibly effective for the enhancement of reading fluency. Nichols et al. (2009) point out Repeating Reading is the most recognized approach for developing reading fluency. The method is called Repeated Reading (RR). This RR does not seem to be new in Vietnam context because almost all students are supposed to read a text more than one time when they are in reading process. However, with this study, the reading-while-listening and reading orally are utilized. Thereby, it is hoped that the research will open a new direction for Vietnamese students to read English more fluently and motivate them in their reading activities.

As the aim of the present study is to examine the nature of the relationship that may exist between reading fluency improvement and the instruction called Repeated Reading, the researcher hypothesizes, then, that if the participants at TDU follow the RR Method, their reading fluency would possibly be enhanced.

The study focuses on the main question: "**To what extent does Repeated Reading influence participants' reading fluency?"** This main question is divided into two sub-questions:

1. To what extent does *Repeated Reading* influence participants' *reading rate* as an aspect of reading fluency?
2. To what extent does *Repeated Reading* influence participants' *reading comprehension* as an aspect of reading fluency?

2. Theoretical framework

2.1. Reading fluency definition

There are quite various definitions of reading fluency among researchers and educators which have been generally accepted as follows:

- **a)** Accurate, effortless and rapid reading (Lipson & Bouffard Lang, 1991)
- **b)** Accuracy of word recognition and reading speed (Samuels, 1979)
- **c)** The ability to read texts aloud with sufficient speed, accuracy and expression (Shanahan, 2006)
- **d)** Reading fluency is a developmental process that refer to the effective decoding skills that permit a reader to comprehend the text (Pikulski, 2006)

e) Reading with accuracy, speed and comprehension (Samuels, 2006)

It can be seen that, at first, reading fluency was the accuracy of text decoding and reading speed. Later, one more characteristic was added to its definition – reading comprehension. Samuels (2006) considers that reading fluency is the ability to perform accuracy, decoding and understanding of the written text or meaningful interpretation of text. These three aspects play the role as one of the bases for identifying characteristics of fluent and non-fluent readers as well as for measuring reading fluency. That explains why this study uses Samuels's definition of reading fluency (2006) mentioned above.

2.2. Three constructs of reading fluency

Samuels (2006, pp.24-46) specifies that reading fluency composes of three components including accurate word recognition or *accuracy*, reading with ease or at a conversational rate known as the *rate/pace of reading*, and reading with a proper expression referred to as *comprehension*.

Fluency and accuracy

Undeniably, accuracy or the correct recognition of words during the reading task is an important characteristic of a fluent reader. Hudson et al (2005, p.703) define word reading accuracy as "*the reader's ability to recognize or decode words correctly*". Considering the role of accuracy in a successful reading comprehension, it is the accurate recognition of words that would facilitate the reader's understanding and correct interpretation of what is being read. An inaccurate word recognition or poor reading accuracy has a negative influence on reading comprehension and fluency. Inaccurate word recognition may lead to the misinterpretation of what is being read.

Helping readers to accurately decode words in a text is insufficient for them to be considered fluent. Kuhn and Stahl (2003) find that accurate word recognition is important in building fluency, but it can never stand alone as the predictor of a fluent reading. To achieve fluency in reading, readers should be able to develop the ability of recognizing written words not only accurately but also as quickly as possible.

Fluency and reading rate (pace, speed)

Fluent decoding depends on the readers' ability to achieve what reading specialists call "automaticity" or the accurate and rapid word recognition (Samuels, 1979; Shanahan, 2006). According to Shanahan (2006), a fluent reader is someone who manipulates the speed of reading; generally, he/she reads at a conversational rate. Hudson et al (2005, p.702) assume that reading rate is a prerequisite for good comprehension. In his opinion, the speed with which the information is processed in the working memory will affect the speed of reconstructing the meaning of text. Reading rate is not only acknowledged as an integral component of effective and efficient reading, it also reaches the extent of representing an accurate measure of reading fluency. That explains why students should be taught how to combine the accurate recognition of words with the speed of reading. In this context, Anderson (1999) suggests that the teacher's assistance during the reading activity should keep a balance between increasing both reading speed and word accuracy of their students, rather than enhancing one aspect at the expense of

the other because this would have a negative effect on reading fluency. His argument is that "*teachers, often in effort to assist students to increase their reading rates, overemphasize accuracy; when this occurs, reading fluency is impeded*" (Anderson, 1999, p.5). Reading rate is measured in words per minute (wpm) in Curriculum Based Measurement test, which is to be discussed later in this study.

Fluency and reading comprehension

Samuels (2006) considers that reading fluency is the ability to perform simultaneously both decoding and understanding the written text. He states "*The essence of fluency is not reading speed or oral reading expression, but the ability to decode and comprehend text at the same time"* (Samuels, 2006, p.9). It can be said that reading comprehension, the third element of reading fluency, seems to be the most important goal to all readers.

In accordance with RC, Grabe (1991, p.378) describes the phrase "*accounting for the notions that fluent reading is rapid, interactive, comprehending, flexible, purposeful and gradually developing*". In other words, RC can be explained firstly when readers make necessary connections and inferences with their background knowledge for comprehension in a quick and interactive way, secondly when they are supposed to understand the text, thirdly when they use variety strategies to read efficiently and lastly when they read for a specific purpose. As a result, being a fluent reader requires long-term effort and commitment.

The three different dimensions of reading fluency: word accuracy, the rapid word, and comprehension stand complementarily to promote an effective fluent reading. According to Rasinski (2004), these dimensions are interrelated: accurate and automatic reading creates the conditions for reading comprehension. All three are important as indicators of fluency progress because fluency is manifested through them (Pikulski, 2006, p.73). These components are, then, essential in the building of a fluent reading that results in an effective comprehension. Consequently, it is almost necessary that all of them must be taught and monitored at the same time, and students must be aware that their progress in reading fluency is automatically linked to their progress in these three components.

2.3. Three models of reading comprehension and fluency

Three models include Hoover and Gough's model (1972) – Bottom-up Model of reading, Goodman's Model (1985, as cited in Davies, 1995) – Top-down Model and finally LaBerge and Samuels' (1974) Interactive Model of reading.

2.3.1. Bottom-up Model

In the Bottom-up Model, the reader recognizes and analyzes perceived linguistic information like letters, words, combination of words and sentences to construct the meaning of the text (Hoover and Gough, 2001). Therefore, theories that stress the bottom-up processing focus on how the reader starts from the bottom and moves upward to construct the meaning of what has been decoded piece by piece with little interference of background knowledge.

In other words, in Bottom-up Model, the reader constructs meaning from the smallest units (from letters to words to phrases to sentences, etc.) and then process the text in a linear fashion (it is the textual input which controls reading). It can be said that the bottom-up model is the text-driven process in which the reader plays a relatively passive role in performing two tasks of reading process called decoding and comprehending. The process of constructing the text from the smallest units, therefore, becomes so automatic that the reader may not be aware of how it works.

This Model's connection to fluency lies in the main focus of the model: word recognition. The faster the words are recognized, the more fluent the reading will be. However, the main criticism that this model receives is its ignorance of the role of comprehension in the reading process.

2.3.2. Top-down Model

In contrast to the Bottom-up Model, the Top-down theory argues that the reader is at the heart of the reading process, and that he/she brings his/her knowledge, past experience, language intuition, expectation, assumptions and questions to the text in order to confirm his/her prediction. The Top-down Model also argues that the reader fits the text into his/her existing knowledge then checks back when new or unexpected information appears.

For top-down theorists, fluency, as a reading skill, develops gradually as a consequence of the acquisition of some proficiency in the language being studied. So, the knowledge and language skills of fluent readers, argues Smith (2004, p.226), are the outcome of literacy rather than the cause. As an advocate of Top-down Model, Smith sees that fluency is reached not on the basis of the automatic word recognition, but on the basis of the wide reading experience with the different kinds of texts that will facilitate for the reader all kinds of reading. According to these theorists, there is no need to develop the decoding skills to reach skilful reading, although this is not valid for beginning readers, because these skills will progressively develop as the reader is more and more exposed to reading experiences. Since fluency is based on the automatic word recognition and the proper expression (Samuels, 1979), there is a little reference to these components in the top-down position. That is why developing fluency as a reading skill in the top-down view is completely neglected.

2.3.3. Interactive Model

The criticism which has been arisen for both Bottom-up and Top-down Models has urged researchers from different disciplines to investigate the subject for a new reading theory: a theory that does not ignore the role of both word recognition and the reader's positive involvement in the success of a reading activity. Based on strong points of the Bottom-up and Top-down Models and avoiding the criticism directed for each, the Interactive Model has been proposed as the promising model to the theory of reading today (Stanovich, 1980).

Stannovich (1980) shows the major deficit of the Bottom-up Model is that it assumes the initiation of higher-level processes, such as knowledge and assumptions, must wait lower level decoding process. On the other hand, Top-down Model does not allow lower level processes to direct higher level ones. In other words, both Bottom-up and Top-down Models play important

parts in reading. In Stannovich's view, the Interactive Model is the best description of reading process because this Model removes shortcomings inherent in Bottom-up and Top-down Models. The Interactive Model views comprehension as a product of both Top-down and Bottom-up processing.

> *"The model (Interactive Model) assumes that an individual will work at the highest level (comprehension) and drop down to lower levels (word recognition) when processing at the highest level becomes ineffective"* (Samuels, 1979, p. 361).

Accordingly, the processing of information always begins at the highest level (top-down processing), but when the reader encounters difficulty in processing the information at the higher cognitive processing (when he/she encounters an unfamiliar word that hinders the understanding process), he/she then shifts to the lower level (bottom- up processing) to process the material. In other words, the LaBerge and Samuels's model (1974) makes a balance between the higher level processing when relating the information of the text to background knowledge and lower level processing when decoding the linguistic items. In short, it can be said that for the interactive theorists, achieving fluency in reading depends mainly on the gradual development of the automatic processing skills which is one of the main prominent factors in gaining proficiency in reading, argues Stanovich (2000).

2.4. Repeated reading

2.4.1. Repeated reading definition

Repeated Reading involves having a student re-read a short passage two or more times, sometimes reading the passage until a suitable reading fluency level is met (Begeny et al., 2009). A research by O'Shea et al. (1985) has indicated that four repetitions of a text is usually sufficient for a reader to reach automacity. Once students have mastered the expected fluency degree, they select a new passage of the same or higher level and continue with the repeated reading cycle. The reading is timed and the data is charted. RR instruction is believed to be useful for enhancing reading fluency because it allows learners to practice a text over and over until the text become more and more familiar and students can decode it automatically, potentially giving readers more cognitive capacity for comprehension.

2.4.2. Previous studies on repeated reading

Reading fluency history dated its back in the early 1970s and has become a steaming issue of not only L1 research but also of L2 one (Kuhn & Stahl, 2000). With his work namely *The method of repeated readings* released in 1979, Samuels is among the pioneers in this field of research. In this study, he believed that there were three levels of word recognition skills necessary in order to become a fluent reader: *non-accurate state* (the student has great difficulty in recognizing words) - *accuracy stage* (the student is able to recognize printed words with attention) - and *automatic stage* (the student is able to recognize printed words without attention).

To test RR method, Samuels has worked with beginning L1 readers. He asks his students how to become good at sports: they all say that it requires practice. Then, he explains to them that becoming a good reader is similar to becoming good at a sport or at any other skill,

and that they are going to practice how to become good at reading stories. He selects a short children's story which he divides in passages of about 150 words, then each of his students would have a copy of the passages that covers the short story. Before asking the students to practise the first passage of the story, Samuels models a good oral reading for them by reading the passage for his students with a proper expression. Students, then, practise at their desks. First, each student reads the passage to his teacher who records the word per minute reading rate for the story, as well as the word recognition errors. After that, the students reread the 150-word- passage a number of times, until each one could reach the criterion of 85 WPM (word per minute). Whenever they reach this criterion, the students are given the next passage.

Samuels's first observation is that with each rereading of the passage, the word recognition errors are decreasing and the reading rate getting faster. He notices that all the students are progressing but at their own pace, meaning that the progress is not the same for all the students. Samuels draws his conclusions from what has been observed during the treatment period. Then, he describes the Repeated Reading method in an article for the reading teacher in 1979. This has been the birth of the Repeated Reading method. According to Samuels (2006, p.16), Repeated Reading Method is an offshoot of the automaticity theory which marks the beginning of numerous studies that try to investigate for variations of Repeated Reading.

Taguchi (2002) carried out a study with 15 L2/FL students at a university in Eastern Japan in 1997 and the study was published in 2002, namely *The effects of repeated reading on the development of lower identification skills of FL readers*. In the research, fifteen participants completed 28 RR sessions in 10 weeks. In each session, they read a passage seven times: they first read the passage silently and timed their reading, the next three repeated reading were assisted one where the participants read along silently while listening to an audio-taped model of the passage, and the last three RR again require the subjects to read the passage silently while recording their reading time. The researcher observed and recorded his findings that silent reading rate increases with practiced text. However, the reading rate was not transferred to the new passage.

Besides the above research, several studies on RR have been conducted and proved that RR facilitates reading fluency improvement (Bouguebs, 2005; Ardroin at el, 2009; Cohen, 2011; Roundy & Roundy, 2009; Therrien & Hughes, 2008).

2.4.3. Repeated reading strategies

As mentioned in item 2.5.2, Samuels' method (1979) involves participants rereading a series of short passages orally until they were able to reach a certain WPM level. Chomsky (1978) applies the similar method with Samuel's yet the only difference is that the later uses a tape recorded model of reading. Since the presence of Samuel and Chomsky's studies, RR has taken some variations including *student- adult reading* (the reader listens to a model of a fluent reading provided by his/her teacher or an adult reader), *choral reading* (students read along as a group with their teacher the same saying each word together), *tape-assisted reading* (students continuously read the texts along with a taped version of the text), *partner reading* (pairs of students take turns reading and rereading aloud the same text to each other) and *readers' theatre* (students rehearse and perform a play for peers or others) (Bouguebs, 2005).

2.4.4. Repeated reading in L2 setting

As Nation (2001) describes: developing fluency in reading within L2/FL has become an important issue for pedagogy, with the success proof of RR method in L1 context, several researchers have investigated its effects on reading fluency in L2/FL settings. One of the first studies is the one conducted by Taguchi (2002) with 15 L2/FL students at the University of Japan. In the research, participants completed 28 RR sessions in 10 weeks. In each session, they read a passage silently seven times, three of which while listening to an audio taped model of the passage. The writers observed and recorded their findings that silent reading rate increases with practiced text. However, the reading rate was not transferred to the new passage.

Han and Chen (2010) investigate vocabulary acquisition with a case study of a speaker of Mandarin, living in the U.S. and learning Chinese as her L2. In the period of 23-day- RR treatment, the participant read along with an audio model, and interaction between her and one of the researchers who provided feedback to her oral reading and checked her passage comprehension. Their major findings were: (a) words that received direct and conscious attention were retained more, (b) words for which corrective feedback was given were retained more, and (c) RR made it possible for the participant to read beyond her independent reading level. (as cited by Taguchi et al., 2012).

2.5. Characteristics of fluent/ on-fluent readers

Reading specialists have used a variety of terms referring to fluent / non-fluent readers. Some of them have used the term good/poor readers; others have relied on the words skilled/unskilled readers. No matter what word they use, the importance is what makes the distinction between fluent/ non-fluent readers.

Hudson et al. (2005, p.702) assert that fluency is one of the defining characteristic of good readers, and the lack of fluency is a common characteristic of poor readers. According to them, a poor reader reads in a laboured, disconnected fashion with a focus on decoding at the word level which makes comprehension difficult. The ability of comprehending what is being read is then one of the main distinguishing characteristics of fluent readers. Since, the shift from the decoding stage to the automatic word recognition, according to the LaBerge and Samuels's theory (1974), provides readers with the opportunity to focus their full attention on the comprehension of what has been decoded. The same factor that may hinder less fluent readers to achieve comprehension, as their total attention is focused on the decoding stage.

3. Methods

3.1. Action research and procedures

The action research model by Kemmis and McTaggart (2000) is preferred in this study because of its cyclical and continuous process as well as its few steps for easy understanding and application. The three steps of Kemmis and McTaggart (2000) can be described in step 1, planning; step 2 action and observation; and step 3, reflection

The action research (AR) in this study was designed to conduct for 13 weeks at Thanh Dong University. Choral and taped repeated reading instructions were utilized. The treatment

period was in eight weeks, two sessions per week and involves one group of participants. The time for each session is from 45-60 minutes. The author's procedures for the thirteen weeks were as follows:

Week No.	**Description**
1 - 3 (Planning)	- The researcher's teaching experience, her discussion with learners and colleagues helped to find out that reading comprehension and reading speed ability of learners were low. - Therefore, a detailed plan of action using RR method was developed in an effort to improve students' RC and RS ability. The action plan consists of materials and activities in the treatment period as well as data collection instruments (pre-tests, post-tests and post-treatment questionnaire).
4 – 11 (Acting and observing)	This phase applied the planned actions to the course to investigate how RR impact students' reading speed and reading comprehension. - The treatment was carried out in eight weeks in which RR was applied. For 16 sessions, what the participants have done are: + Reading a passage for the first time while the teacher assisted and guided participants by providing them with an immediate feedback when they find difficulty in identifying unfamiliar words. Before starting the rereading process, a couple of recall questions may be asked to check the students' understanding. + Reading the passage two more times while listening to its taped version. + Reading the passage one more time orally along as a group with the teacher the same saying each word together + At the end of each RR session, WPM of each participant was recorded using a stopwatch. Every student silently reread the passage for the last time in one minute and marked their WPM on the reading speed performance figure that was administered to them. - The researcher observed and analyzed the changes made by students and implemented data collection instruments to give the reliable evidences for the analysis.
12-13 (Reflecting)	The results of the research were used to confirm or reject the hypothese.

3.2. Participants

In the current study, an AR has been carried out at TDU on the population of twenty-three students from the first and second years. They have been grouped in the same class by English department based on their results in TOEIC proficiency test (their results range from 300 to 350 scores).

There are fourteen males and nine females participating in this study. In this study, gender is not taken into account as a factor that may have influence on the collected data. The population age ranges from eighteen to twenty-one. Their majors are Civil Engineering, Accounting and Economic Law. The sample of population has been restricted to twenty-three participants because of the requirement of the method. The RR method requires from the investigator or the teacher modeling, providing assistance to their students in the form of regular guidance and immediate feedback during the RR. To enlarge the sample, it would be impossible for the teacher to apply adequately this method because it may negatively affect the students' fluency progress. Since multiple tasks have been performing at the same time, it has been almost

difficult for the researcher to provide guidance for a large sample of participants. This sample corresponds to the students who have taken the pre-tests, treatment period and finally post-tests.

3.3. Material used in the treatment

Materials have been selected from the curriculum for the course designed by TDU. This curriculum is a TOEIC test bank composed by TDU's English department which is suitable for students' proficiency level of TOEIC (English department bases on students' TOEIC score to arrange them in the suitable course). TDU's English department also uses sources from TOEIC test books written by foreign authors to develop the TOEIC bank. The researcher decided to select passages from this test bank because courses are TOEIC-driven and TDU students must get 450+ scores in the TOEIC designed by TDU. Sixteen passages of different topics in TOEIC such as memorandum, business letter, email, notice, instruction, advertisement, etc. have been used in the treatment period to help students expose to various topics and vocabulary in TOEIC reading. The length of every reading passage is from 100-200 words as Samuels (2006) states that texts of 50 to 200 words should be used for a RR procedure.

A stopwatch has been used to keep track of students' performance. Besides, a simple chart on which students' RS performance is recorded during the treatment method. In order to have the taped version of the texts used in the treatment period, a native teacher who is teaching at TDU was invited to read the passages aloud for recording.

3.4. Data collection instruments

3.4.1. Pre-test 1 and Post-test 1: CBM Tests

To determine the students' growth in reading fluency as signaled by reading speed, the author used the CBM - the commonly used test to measure reading fluency. The Curriculum Based Measurement test or the CBM test directly measures reading fluency. What makes the CBM test different from the other assessment tools is that it can be given frequently, or even daily if desired, because of its easiness. In reading, rather than ask students to read passages silently and then to write answers, the examiner listens to the examinee read aloud and conducts the assessment on this sample of behavior (Shinn and Bamonto, 1999).

The CBM test requires the readers to read texts that are graded to their level of proficiency. However, the CBM test is done in one minute only. During this period, the examiner records the number of errors as well as marks total number of words read in one minute by readers. The collected data can be graphed to demonstrate student progress. The graphing or the charting of the collected data is so important because it keeps the student motivated to do better. Blevins et al. (2000) argue that charting is effective in that students become focused on their own mastery of the task and competing with their own past performance. In addition to that, when they consult their charts regularly before the beginning of the RR session, they have concrete evidence that they are making progress.

Although the CBM test is the only method available for measuring reading fluency, the test, however, measures only two aspects of fluency that is the ability to read words rapidly and accurately. The rest fluency aspect is not included in this test: the measurement of comprehension. As this study tried to investigate into two aspects of RF including reading rate

and reading comprehension (not accuracy), it only measured the total number of words read in one minute. Three passages of around 200 words each, extracted from TDU's TOEIC bank were chosen for CBM test 1 - Pre-test 1.

Following the examiner's instructions, each participant was asked to read orally three passages successively where he/she was free to start with any passage. Each passage was read for one minute. For more appropriateness, during the reading time, the number of words read in one minute was (WPM) marked. The last step is to pick up the median score of the WPM of all the participants from the results of the Pre-test 1.

The same procedures were applied for the rest two passages. Similarly, three passages of around 200 words each extracted from TDU's TOEIC bank were selected for CBM test 2 - Post-test 1 exactly with the same procedures and measurement. The Post-test 1 aims at evaluating the participants' reading speed enhancement (if any) after the treatment period. This purpose was explained to participants before they took part in the Post-test 1. Once again, the author briefly delivered the instructions which were applied for the Pre-test 1.

3.4.2. Pre-test 2 and Post-test 2: TOEIC reading comprehension tests

Since English courses at TDU are all TOEIC-driven and aim at helping students improve their TOEIC scores, TOEIC RC tests was used for Pre-test 2 and Post-test 2. A TOEIC reading test consists of three parts: part five- sentence completion (40 sentences), Part six - paragraph completion (four paragraphs and three gaps for each) and part seven- reading comprehension (passages followed by 48 questions of multiple choices). The time limit for a TOEIC reading test is 75 minutes. Since part five and six are quite short while part 7 is long, students pursuing TDU's TOEIC classes are advised to spend 26 minutes for part five and six and 49 minutes for part seven.

For this research, the author only extracted and used part seven of TOEIC reading test since its sentence building and paragraph completion are not perfectly suitable for repeated reading program (sentences' lengths do not meet the standard requirement of RR text length of 50-200 words and paragraph completion requires students to complete the texts before taking part in the RR program). The time limit for comprehension questions in the Pre-test 2 and Post-test 2 is 50 minutes. The purpose of the Pre-test 2 was to measure reading comprehension competency of twenty-three participants before taking part in the treatment period. The author explained to the participants that this test would help them and the author be aware of their TOEIC reading comprehension ability. Thereby, the teacher would launch a reading roadmap most suitable for them. The purpose of the Post-test 2 was to measure reading comprehension competency of twenty-three participants after taking part in the treatment period. The author explained to the participants that this test would help them and the author partially evaluate their TOEIC reading comprehension improvement (if any). Thereby, the teacher would launch a reading roadmap most suitable for them.

Test A (a TOEIC RC Part 7) and Test B (another TOEIC RC Part 7) from TDU's TOEIC bank were used as materials for Pre-test 2 and Post-test 2. In an effort to even test effect in data measurement and analysis, the study applied the split-half technique for tests as follows:

Test A: 15 reading passages	Split into 7 first passages and 8 last passages.
Test B: 15 reading passages	Split into 7 first passages and 8 last passages.
Pre-test 2	Includes Test A's 7 first passages and Test B's 8 last passages.
Post-test 2	Includes Test B's 7 first passages and Test A's 8 last passages.

3.5.3. Post-intervention questionnaire

This research is supposed to collect the subjective information from the student responses; questionnaire is selected as a tool for analysis. The questionnaire was written in English and translated into Vietnamese. The questionnaire is measured by the Cronbach's alpha coefficient to ensure internal consistency. It was designed to investigate into three aspects: effects of RR on participants' reading comprehension, effects of RR on their reading rate, and their attitude towards the RR sessions. Although the study does not design any RQ on participants' attitude towards the RR program, their attitude was measured and analyzed because of its aforesaid importance and the findings on this attitude were additional findings of this study.

The questionnaire designed in the five-point Likert scale with five responses, strong disagree, disagree, neutral, agree and strongly agree was distributed as a handout to every participant at the end of week 12 and collected on week 13 of the research. Cognitive-Affective-Conative Model (CAC Model) was used by the research to design the questionnaire. In CAC Model, Schiffman & Kanuk (2004) suggest that attitudes are constructed around three components:

(1) A cognitive component (beliefs) (statements 1,2,4,6,7,8 and10);

(2) An affective component (feelings) (statements 3 and 9); and

(3) A conative component (behavior) (statement 11).

3.5. Data collection procedures

The treatment phase of this study lasted eight weeks. The participants have followed RR method for the period from forty-five to sixty minutes during each session. Normally, this method was applied from 6 pm to around 7pm, which is the regular hour of teaching and studying at TDU. Such decision has been based on an agreement with TDU and the participants prior the beginning of the program.

At the beginning of each session during the treatment period, the following steps were followed. First, the passage to be practiced during this session was assigned where the participants were provided with copies of the same passage. The teacher modeled the first reading, then, every participant was required to read the same passage aloud for the first time. The teacher assisted and guided participants by providing them with an immediate feedback when they find difficulty in identifying unfamiliar words. Before starting the rereading process, a couple of recall questions may be asked to check the students' understanding. The teacher may sometimes take advantage of reading comprehension questions within the TOEIC reading text in an effort to help students improve their RC as well. Every student was required to reread the passage two more times while listening to its taped version. In the next step, students reread the passage one more time orally along as a group with the teacher the same saying each word

together. At the end of each RR session, the students' one minute reading was recorded. The reading performance of each student as represented by number of words read in one minute reported on his/her RS Performance Figure. Each student, then, has to read the passage again silently for one minute timing. At the beginning of each session, each student consults his/her Figure to see how he/she is progressing. This step keeps the participants always motivated during the treatment period, and at the same time helps the researcher to observe and monitor their progress during the treatment period.

4. Findings

4.1. Pre-test 1 and Post-test 1

The analysis of the results of Pre-test 1 and Post-test1 aims at answering *sub-RQ 1: To what extent does Repeated Reading influence participants' reading rate as an aspect of RF?*

The relative difference (d_0) of students' reading rate performance across the pre and post-tests can be seen more clearly in Figure 1:

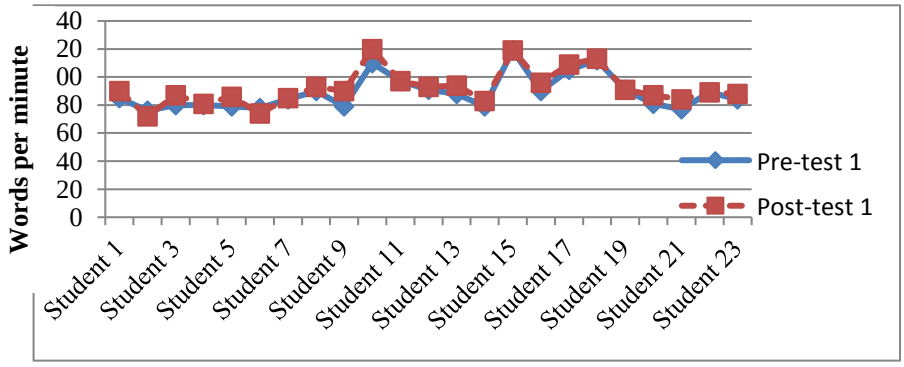

Figure 1. Pre-test 1 and Post-test 1 results

It can be seen in the figure 1 that on one hand, Post-test 1 results of the majority of participants are higher than the results of the Pre-test 1 (the large part of Post-test 1 line is above the Pre-test 1 one in Figure 1). However, the improvements of the participants' RS are different (d_0 ranges from 1 to 11 WPM). On the other hand, there are two cases (Students 2 and 6) with the Post-test 1 results are lower than the Pre-test 1 ones. Besides, there are no difference between the performance of Pre-test 1 and Post-test 1 with four items of students 11,15,19 and 22.

The study used SPSS software (paired-sample-t-test) for Pre-test 1 and Post-test 1 to find the means, mean difference and p value for both and the output is as below.

Table 1. The comparison between Pre-test 1 and Post-test 1 results

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test 1	88.869	23	12.110	2.525
	Post-test 1	92.217	23	12.519	2.610

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Score on Pre-test 1 – Score on Post-test 1	-3.348	3.927	.819	-5.046	-1.650	-4.089	22	.000

As can be seen, the average reading speeds of participants in Pre-test 1 and Post-test 1 are 88.869 WPM vs 92.217 WPM respectively. Therefore, the mean of Post-test 1 (92.217) is higher than that of Pre-test 1 (88.869). The difference between the two means is 3.348. Besides, p value is 0.000 (<0.05) which reveals the meaningful difference of RS across the pre and post-test. Thus, it can be concluded that RR has positive effect on participants' reading speed.

4.2. Pre-test 2 and Post-test 2

The analysis of the results of Pre-test 2 and Post-test 2 aims at answering *sub-RQ 2: To what extent does Repeated Reading influence participants' reading comprehension as an aspect of reading fluency?*

The relative difference of students' RC performance across the pre and post-tests can be seen more clearly in Figure 2.

(Unit: number of correct answers/48 questions/50 minutes)

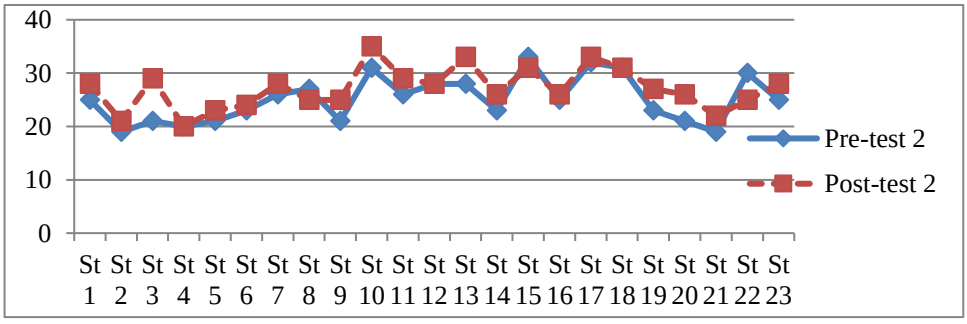

Figure 2. Pre-test 2 and Post-test 2 results

It can be seen that on the one hand, the Post-test 2 results of the majority of participants outperform the Pre-test 2 ones (the large part of Post-test 2 line is above the Pre-test 2 one in Figure 2). However, the improvements in RC vary student by student (d_0 ranges from 1 to 8) On the other hand, there are three cases (Students 8, 15 and 22) with the Post-test 2 results are lower than the Pre-test 2 ones. Besides, there are no difference between the performance of Pre-test 2 and Post-test 2 with three items including students 4, 12 and 18.

With the results, SPSS software was used for Pre-test 2 and Post-test 2 to find the means for both and the output is as below:

Table 2. Comparing the means of Pre-test 2 and Post-test 2

Paired Samples Statistics

		Mean	**N**	**Std. Deviation**	**Std. Error Mean**
Pair 1	Score on Pre-test 2	25.130	23	4.299	.896
	Score on Post-test 2	27.086	23	3.872	.807

The mean values of Pre-test 2 and Post-test 2 have revealed that on average, the numbers of correct answers per participant in Pre-test 2 and Post-test 2 are 25.13 per 48 questions and 27.09 per 48 questions respectively. By comparing the means for Pre-test 2 and Post-test 2, one can easily deduce that Post-test 2 result (27.09) outperforms Pre-test 2 one (25.13). Even though the difference between the means of the two tests has been somehow negligible (only 1.957), to some extent, the population has shown some progress in reading comprehension after the intervention.

To check if the difference in students' performance is significant or not, a t-test was used to compare the means of the Pre-test 2 and Post-test 2.

Table 3. Pre-test 2 and Post-test 2 – p-value

		Paired Differences					t	df	Sig.
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Score on Pre-test 2 – Score on Post-test 2	-1.957	2.755	.574	-3.148	-.765	-3.406	22	.003

As can be seen from Table 3, p value for two tailed test (sig.) is 0.003 (<0.05). This indicates that the difference in means of Pre-test 2 and Post-test 2 is considered to be significant. Therefore, it can be concluded that the performance of participants in Post-test 2 is significantly better than that in Pre-test 2. In other words, RR had positive effects on a large portion of participants' RC.

Even though the RR program has shown positive effects on RC and RS of the majority of participants, the results of Pre-tests and Post-tests presents some interesting findings. In some cases, the effects of RR on RC and RS are different for each participants. RR does not have the same trend of effect on RC and RS simultaneously (both improve or both decline). Even the effects on RR and RC are sometimes diverse. They are the cases of Student 2, Student 6 and Student 11 with improved RC yet reduced or unchanged RS after the intervention. On the contrary, in the cases of Student 4, Student 8, Student 12 and Student 18, RC was unchanged or decreased while RS increases after the RR program. For Student 15 and Student 22, RC was worse while RS remained the same after the intervention.

4.3. Post-intervention questionnaire

4.3.1. Reliability of the Questionnaire

Cronbach alpha is used to measure the internal consistency reliability of the Questionnaire. Table 4.7 shows that the Cronbach's alpha value of the post-treatment questionnaire was 0.889 which belongs to the range 0.70 – 0.90. According to Tavakol and Dennick (2011), it can be concluded that the Questionnaire shows good reliability.

Table 4. Reliability statistics of the questionnaire

Cronbach's Alpha	N of Items
.889	11

4.3.2. Statement 1

Statement 1 in the Questionnaire aims at gathering the students' views on the effect of RR on their RS (RQ 1). Responses for Statement 1 are clearly illustrated in Figure 3.

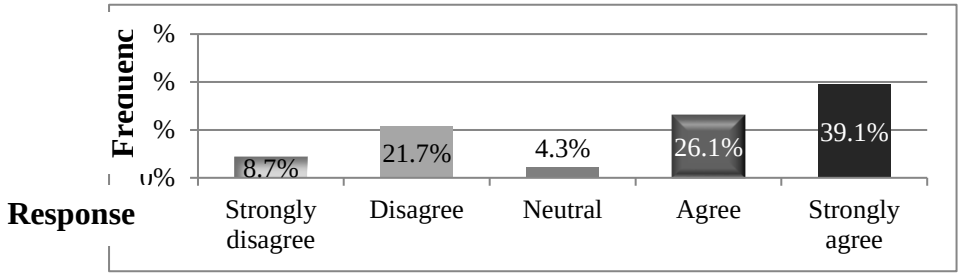

Figure 3. Repeated reading helped me read faster

Statement 1 is used to instruct participants to refer to their recorded reading speeds (WPM) lesson by lesson during the treatment period before they provide their responses for Statement 1. As can be seen from Table 4.8, it is implied that 30.4% participants think RR did not help them enhance their RS. 65.2% of the students consider that their RS increased after the intervention. Therefore, it can be concluded that the majority of the participants stated about positive effect of RR on their RS after the RR program. However, about one third of the participants thought that RR has no effect/negative effect on their RS.

4.3.3. Statement 10

Statement 10 in the Questionnaire aims at gathering the students' opinions on the effect of RR on their RC (RQ 2) with the context of their TOEIC learning at TDU. 60.80% participants responded that their TOEIC reading comprehension is better than before, 30.40% of subjects state that they do not understand TOEIC reading passages better than previously while the rest 8.7% have neutral views on the statement. Hence, the majority of responses have shown that RR has positive effect on the participants' RC while around one third of them stated that RR has no/negative effect on their RC.

4.3.4. Statement 7

Statement 7 is used to find the relationship between RS and RC (if any) from the perspectives of the participants. The frequency table for Statement 7 is generated by SPSS software and Figure 4.5 is created as below:

Table 5. S7, When I read faster, I can understand what I read better and vice versa

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	6	26.1	26.1	26.1
	Neutral	5	21.7	21.7	47.8
	Agree	10	43.5	43.5	91.3
	Strongly agree	2	8.7	8.7	100.0
	Total	23	100.0	100.0	

According to Table 5, 52.20% participants responded that when they read faster, they could understand what they read better and vice versa, 21.70% had neutral view and the rest 26.10% had the opponent opinion with 52.20% participants. Therefore, whether there is a relationship between RS and RC is still a controversy issue. As far as the author can recall with the result analysis of two pre-tests and two post-test, RR has positive effects on both RS and RC of the large part of participants. However, there are several cases in which the effects of RR on RS and RC are inverse. More importantly, Figure 5 again raises a question about the relationship between RR and RC.

4.3.5. Statement 8

Statement 8 is used to find if the activity of students' keeping track of their RR lesson by lesson could motivate them in reading. With 69.6% students agreeing/strongly agreeing about the motivation that RS chart could bring, it can be concluded that reading rate chart is an effective motivator for the large proportion of the subjects.

4.3.6. Statement 2, 4, 5 and 6

The students' views of the RR program were summarized in Table 6.

Table 6. Statements 2, 4, 5 and 6

1 = Strongly disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly agree)

Statement (Total number of students: 23) (No.: Number of students/23	**1**		**2**		**3**		**4**		**5**	
	No.	%	No.	%	No.	%	No.	%	No.	%
2. The Repeated Reading instructions were easy to learn	0	**0**	1	**4.3**	10	**43.5**	9	**39.1**	3	**13.0**
4. The passages' lengths and difficulty level were suitable for me.	1	**4.3**	1	**4.3**	5	**21.7**	9	**39.1**	7	**30.4**
5. That the teacher had told and explained to me the word(s) I missed helped me read better.	0	**0**	0	**0**	3	**13.0**	14	**60.9**	6	**26.1**

6. I made progress by rereading passages and reviewing the words I missed.	1	**4.3**	3	**13.0**	6	**26.1**	6	**26.1**	7	**30.4**

Statements 2, 4, 5 and 6 are used to look into the students' perspectives on RR and its activities. It can be said that the large part of students found the RR and its activities are suitable and useful for their reading improvement. However, one matter needs considering is that around 50% of the participants found the difficulty of the RR instruction not really suitable. To illustrate, details about the responses for each statement are as below:

Statement 2: this statement tries to consider the difficulty level of RR instruction from the perspectives of the participants. Did they understand and easily follow the intructions on rereading the passages, reviewing the vocabulary, recording their WPM? Or did they find RR instruction is somewhat a puzzle? With 52.1% subjects agreeing/strongly agreeing that the RR activity was easy and 43.5% were not sure about this, it can be implied that about half of the participants found the difficulty level of RR instruction were suitlable for them and around half of them were not sure about it.

Statement 4: with this statement, the author wants to look over the suitability of the passages' lengths and difficulty level. Even though the curriculum and materials used for all courses at TDU are determined by TDU's relevant academic board, in case the majority of students offer negative comments about them, they can be changed. In the context of this research, the large part of participants (69.5%) responded that the passages' lengths and difficulty level are appropriate. Only 8.6% found the passages' lengths and difficulty level were not suitable for them and the rest 21.7% had neutral view. The implication here is that the materials used for the research are practical to the majority of students.

Statement 5: the statement explored the participants' view on one RR activity – teacher's explanation about words that students missed. As can be seen from Table 4.12, 87% participants agree/strongly agree that this activity was effective for their reading improvement. The rest 13% are not sure that the activity works or not. To conclude, the majority of the students found the activity helpful to their reading enhancement.

Statement 6: differing with Statement 5, statement 6 tries to look into the students' perspectives on their own RR activities including rereading passages and reviewing the words they missed. With 56.5% students (strongly) agreeing and 17.3% (strongly) disagreeing with the statement, it can be concluded that the large share of participants thinks their activities in RR program are helpful to their reading progress.

4.3.7. Statement 3 and 9

TOEIC reading seems to be a nightmare and challenge to many students at TDU as mentioned in section 1. Therefore, these two statements are used to:

- Investigate into the participants' interest in the RR program (Statement 3)
- Know whether RR helps them enjoy reading more than before (Statement 9)

The results show that 78.3% participants are interested in the RR program and 60.9% of them agree/strongly agree that they enjoy reading more now than before. Therefore, it is implied that RR made the majority of participants be more excited about reading in general and TOEIC reading in particular. Meanwhile, the RR failed to pleasure 8.7% students and could not make

13% of them enjoy reading more. When applying RR, it is critical to take into account this negative factor for further improvement of the program.

4.3.8. Statement 11

The result from Statement 11 plays as an important factor to consider whether to apply RR in the coming time or not. The more participants agree/strongly agree to continue the program, the more likely it becomes that the RR benefits them in terms of RC and RS enhancement. With 73.9% students willing to further pursuing RR, the program can be adopted in teaching at TDU. With the rest 26.1% students neither agreeing nor disagreeing to continue RR, it is necessary to find the underlying reasons for further improving it.

5. Discussion and implications

5.1. Discussion

The purpose of this study is to determine the extent to which the method of RR would improve two aspects of reading fluency (reading comprehension and reading rate) of students from a class at TDU. Before discussing the results obtained in this study, it seems important to have a glance on the main findings achieved in this study.

The majority of participants (17 out of 23) have shown an improvement in reading comprehension after the treatment with the levels of improvement are different student by student. RC of the rest six of them is unchanged or worse after the intervention. The large part of participants (17 to 23) has revealed positive enhancement in reading rate after the treatment with the degrees of enhancement are not the same for all participants. RS of the rest is the same or worse after the RR program. Even though RR seems to have positive effects on both RC and RS of participants, in some cases, the effect trends of RR on RC and RS are different for each participant. Even the effects on RR and RC are sometimes inverse (students with improved RC yet reduced or unchanged RS, participants with unchanged or decreased RC yet enhanced RS, subjects with worse RC while RS remained the same after the intervention.) Since RR method has proved to enhance both RS and RC – two out of three components of RF, it is highly likely that RR instruction has positive effective on RF as well.

The large share of participants has positive attitudes towards the RR program, its activities as well as wishes to further the RR in the coming time. However, about one third of them think RR has no/negative effects on their RC as well as RS and around half of them are not sure that RR instructions are easy for them and.

In the present study, the definition of reading fluency includes three components: accuracy, reading comprehension and reading speed. The study looks into two aspects of RF: RC and RS. To determine the students' RF, they have been pre-tested and post-tested via TOEIC reading comprehension tests designed by TDU's Faculty of English (only part 7 has been extracted) and CBM tests.

Both the researcher and the students participated in the study with great efforts in thirteen weeks in which the treatment period lasted eight weeks, and the results are as follow: The improvement of mean scores from the Pre-tests to the Post-tests possibly indicated that the

majority (73.9%) of participants made progress in RC and RS after the RR. With this study, the answers to sub- RQs 1 and 2 are found: RR has positive effects on both RC and RS. Therefore, the answer to the main RQ is that RR is highly likely to enhance RF.

The findings of the study go in line with the results of some other studies by different researchers such as Samuels (1979), Taguchi (2002), Bouguebs (2005) as mentioned in section 2.4.2 previous studies which find that RR has positive effects on RC as well as RS.

However, there are some points to be taken into consideration. First, although 17 students' RC ability improved evidenced by higher Post-test 2 scores compared to Pre-test 2 ones, the enhancement seems to be negligible (the gains generally ranges from 1 to 5 except for one case of 8). The reason might be that the program was applied in as short as eight weeks which was not sufficiently long for the full benefits of RR to materialize. Second, RR were proved to be beneficial to most students but maybe not to all students since the rest seven participants seem to gain nothing from the RR program with their worse or unchanged results for the tests. The underlying reason might be each student has his or her own learning style, cognition and background knowledge.

Third, while 17 participants showed their progress in RS after the RR treatment, their achievement of test scores varied (from 1 to 11). This means the effects of RR on each student's RS was not the same depending on their learning styles, cognition and background knowledge. Fourth, RR seems not to have positive effect on the RS of all participants since seven of them gained - 4 or 0 after the intervention period. Fifth, although the majority of participants showed progress in both their RC and RS, in several cases, RR did not simultaneously improve both at the same time. Some illustrations are Student 2, Student 6 and Student 11 with improved RC yet reduced or unchanged RS after the intervention. On the contrary, in the cases of Student 4, Student 8, Student 12 and Student 18, RC is unchanged or decreased while RS increases after the RR program.

The current study also demonstrates the positive effect of RR on the participants' reading attitude. 78.3% participants like the RR program and 60.9% of them agree/strongly agree that they enjoy reading more now than before. Accordingly, 73.9% of them are eager to continue RR in the coming time. The possible reason is that their RC and RS improved after the RR program. Besides, most of them found RR details (rereading the passages and reviewed missed words, keeping track of their RS on a graph, passage's length and difficulty level) suitable. However, about half of students are not sure that RR instructions were easy to learn. This should be taken into consideration when ER program would be developed for the learners in the future, to ensure all learners could benefit from it.

The findings suggest positive effects of RR on the large part of learners' RC and RS together with a positive attitude towards RR. The rest of participants have negative attitude towards RR possibly because they gain nothing in their RC and RS after the treatment. These findings, again, should be considered when adopting the RR method in teaching reading at TDU.

5.2. Implications

Based on findings from this study, the following recommendation can be made for instructional practice. As the instructional reading method Repeated Reading followed in this

study has proved its effectiveness in making significant improvement on students' reading fluency performance (RC and RS), one needs to consider the importance of including fluency instructions within reading curriculum programs. The problem faced in classrooms at TDU is that most of the time the reading activity is practiced silently, and then followed by text comprehension activities which have almost nothing to do with how reading skills are being acquired, or how they are developed. For such reason, this research was conducted at TDU in 13 weeks in an effort to improve students' reading skills for the sake of their RC and RS progress.

It is recommended, then, to include RR instruction in teaching reading at TDU. Thereby, the opportunity for both students and teachers can be offered. Students will be given the chance to improve the skill of reading by practicing more and more reading either in class or at home. On the other hand, teachers could directly observe their students' reading progress or stagnation via the regular evaluation offered by the CBM test and TOEIC comprehension test. This would help them to take immediate measures if they see that the current reading instructions are not working and need to be either modified or substituted by new reading instructions.

If the RR instruction is embedded in TDU's curriculum, it may require more time for reading modules comparing to traditional silent reading ones. It can be easily noticeable that with five rereading times, RR is more time-consuming while teaching English at TDU is test performance- based with three consecutive courses. In the perspective, RR should be adopted for the first course to help students reach certain level of RC and RS. For the rest two courses, other reading instructions can be applied in order to save time as well as combine different instructions for further reading improvement.

This study attempted to give some hints for teachers who want to embed fluency instruction in their reading program. It highlights the areas that any teacher of reading should consider while developing reading fluency such as the instructional method that should be followed to develop this skill, and the tool of measurement that facilitate for them the task of observing the students' progress. The repeated reading method has been tested and investigated with encouraging findings.

Even though the RR method is an efficient method in developing reading fluency, as an EFL teacher and for the sake of making a rapid progress in teaching this skill, it is recommended to support the RR method by the Independent Silent reading. This latter can provide a strong platform for promoting reading development for all students and at all levels by enhancing their general language competence (Grab,1991). So, if these two techniques are combined within the same reading program the benefits could be greater in that, students will have the opportunity to practice more and more reading both in class and at home, guided and independent, oral and silent.

One of the main problems facing the research is the collection of texts to be implemented during the treatment even though TDU has its own test bank of various TOEIC tests. The choice of texts that best facilitate fluency growth has not received much concern in previous research either in L1 or L2/FL setting. What researchers have given as requirements in the choice of texts for fluency practice are the length and the level of difficulty. For such reason, among the most important measures to be taken by EFL educators, if they really want to help

develop reading fluency of our students, is to provide the appropriate reading materials based on the reading ability of students.

6. Conclusion

This research is about the effects of the instructional teaching Repeated Reading method on reading fluency as represented by reading speed and reading comprehension. The analysis of the obtained results has let me conclude that this method helps the students, subjects of this study, in improving their reading fluency performance by increasing their reading speed and reading comprehension. The effects, then, of the Repeated Reading method is manifested in the increase of the total number of the words read per minute as well as correct answers in a RC test in 50 minutes.

The students who have received the Repeated Reading instructions have benefited from this method. The collected data has confirmed that these students have made some progress in their fluency performance from the Pre-tests to the Post-tests. Hence, the conclusions drawn from this action research have confirmed the truthfulness of the established hypothesis that the teaching instructional method called "Repeated Reading" helps foreign language students in developing their reading fluency performance.

FL course designers, teachers, and educators are called to consider the importance of including fluency instructions within their reading programs; especially, that the researcher is attempted in this study to highlight the teaching methods and the measurement tools. They should think on how to introduce the Repeated Reading Method not only at the university level but at an early level of learning English as a Foreign Language. Mainly that FL teachers and educators are provided with a set of Repeated Reading strategies from which FL learners can benefit at any level of proficiency and at any age. For the sake of the well application of this method, they should also think about the reading materials that best facilitates fluency progress on the light of has been previously recommended in this research.

Repeated Reading is an efficient instructional teaching method that helps FL students in improving their reading fluency. This method needs to be considered by foreign language researchers with hope that they will direct their future studies on how to exploit this method in foreign language setting. They are asked to test the effectiveness of this method not only on reading speed and reading comprehension; but on accuracy as well.

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TÁC ĐỘNG CỦA ĐỌC LẶP LẠI ĐẾN KHẢ NĂNG ĐỌC TRÔI CHẢY CỦA SINH VIÊN TRƯỜNG ĐẠI HỌC THÀNH ĐÔNG

Tóm tắt: Nghiên cứu này tập trung tìm hiểu tác động của phương pháp Đọc lặp lại đến việc phát triển khả năng đọc trôi chảy của sinh viên trường Đại học Thành Đông. Nghiên cứu tìm hiểu liệu hai thành phần của đọc trôi chảy là tỷ lệ đọc và khả năng đọc hiểu có thể cải thiện khi những người tham gia được học tập và giảng dạy với phương pháp Đọc lặp lại. Đối tượng tham gia nghiên cứu là hai mươi ba sinh viên trường Đại học Thành Đông. Các sinh viên được xếp vào cùng lớp dựa trên kết quả của bài thi TOEIC. Trước tiên, sinh viên đã được kiểm tra trình độ thông qua Bài kiểm tra dựa trên chương trình giảng dạy và bài kiểm tra đọc TOEIC để xác định trình độ đọc trôi chảy của họ trước khi bắt đầu nghiên cứu cải tiến. Trong tám tuần thực hiện chương trình Đọc lặp lại, với 16 bài, sinh viên đã tham gia vào chương trình Đọc lặp lại. Khi kết thúc nghiên cứu cải tiến, sinh viên thực hiện hai bài kiểm tra. Bên cạnh đó, bảng câu hỏi sau nghiên cứu được sử dụng nhằm nỗ lực đánh giá thêm tác động của chương trình đối với khả năng đọc trôi chảy của người tham gia cũng như thái độ của họ đối với chương trình. Kết quả của Bài kiểm tra dựa trên chương trình giảng dạy và bài kiểm tra đọc TOEIC lần lượt được cho điểm trung bình và câu trả lời đúng trong số bốn mươi tám câu hỏi trong năm mươi phút. Sau thời gian nghiên cứu, phần lớn người tham gia đã thể hiện có sự tiến bộ về khả năng đọc trôi chảy. Bài toán t-test đã được sử dụng để tăng độ tin cậy của kết quả. Bài toán T-test cho thấy rằng các kết quả là đáng kể. Nói cách khác, phần lớn sinh viên sử dụng Phương pháp Đọc lặp lại đã nâng cao khả năng đọc trôi chảy. Trên cơ sở các kết luận rút ra từ nghiên cứu này, các giáo viên dạy tiếng Anh được khuyên nên lập kế hoạch sử dụng Phương pháp Đọc lặp lại trong các khóa học của họ.
Từ khóa: Phương pháp đọc lặp lại, tỷ lệ đọc, đọc hiểu