



ORIGINAL REVIEW

The Impact of Independent Reading Intervention on Improving Students' Reading Fluency

Anthonia Ojeh¹

Researcher & Proprietor of Inspired Tots Early Learning Center,
New Haven, Rantya, Jos, Plateau State, Nigeria.



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Children who love to read have been found to read better, having better vocabulary and text comprehension skills. This study investigated the impact of independent reading in improving students' reading fluency in a multi-grade reading clinic in a semi-urban community private school in Jos, Plateau State, Nigeria. The research was guided by two research questions: Is traditional classroom phonics instruction enough to develop students' reading fluency; and can routine independent reading time improve students' reading fluency? In the study setting, several children were found to read below grade level despite regular synthetic phonics instruction. Thirty-nine students between the ages of 5 and 10 were drawn from a total of 96 students through convenience sampling to take part in the one-sample pre-and post-test study. An initial baseline fluency test eliminated 53.90% of the participants who were reading at an independent level, and the remaining 46.20% were enrolled for the intervention. At the end of the 10-week treatment period, the results showed that about 75% of the participants could read at an independent level while the remaining 25% read at an instructional level. These scores were analyzed using a paired samples t-test to compare reading fluency pre-test and post-test scores. There was a significant difference in the pre-test scores (Mean =90.87), Standard Deviation =4.593 and post-test Mean= 95.55], Standard Deviation=2.139, and p-value = <0.002. This confirms that the impact of IR (Independent Reading) in improving students' reading fluency was significant. The volume of reading is important for the development of reading competency as it provides students with important practice that helps them gain background knowledge, improve fluency and comprehension, raise motivation, increase reading achievement, and widen vocabulary.

Keywords: Independent Reading, Fluency, Intervention, Synthetic Phonics, Reading Fluency, Literacy.

¹ E-mail: mailthonia@gmail.com

Introduction

The purpose of this study was to investigate how much regular independent silent reading would contribute to reading fluency in school-age children. It is widely accepted that encouraging pupils to read widely, independently, and silently improves reading achievement (Arlington, 2014; Ecklund & Lamon, 2008; Siah & Kwok, 2010). Consequently, the more children read, the better their fluency, vocabulary, and comprehension become (Arlington, 2014). In the study setting, several children read below grade level because a significant percentage of the students are from poor and medium-income homes and so cannot attend resource-rich schools where they can have access to high-quality, age and grade-appropriate children's literature. Therefore, despite phonics instruction, many continue to struggle to read fluently.

It is well documented that Nigerians have a poor reading culture (Ashom & Akintunde, 2018). This is easily observable in how the educational system is run. For instance, libraries, which ought to be one of the most significant educational establishments, are unfortunately under-resourced and underutilized, especially by school-age children. According to Ajegbomogun & Salaam (2011), the few existing libraries have limited resources and almost no programs or books for school-age children. This obvious neglect is visible in the statistical representation of the nation's literacy level of 62.02% (2018) as stated in Nigeria Literacy Rate 1991-2021, (n.d.), and the literacy rate of children between the ages of 6 and 14 of about 33% (Murtala, et al, 2013).

Meanwhile, evidence from around the world suggests that school libraries play a significant role in encouraging reading and literacy (Ellis, 2016; Lance et al, 2001; Oraekwe & Emenari, 2021). As a result, it can be deduced that the lack of libraries (and, by extension, books) across Africa adds to the lack of a reading culture. Olayemi and Aina (2007), opined that many public and privately owned schools do not appear to have libraries, and those that do, have libraries/reading rooms locked up and inaccessible. There is already an entrenched poor reading culture which makes it difficult for schools to efficiently promote their students' literacy levels (Ajibola & Ranmilowo, 2019). According to UNICEF (2010), the most illiterate adults live in Sub-Saharan Africa. In 2021, UNESCO also found that about one out of three people between the ages of 25 and 64, and one in five youth (15-24 years), were illiterate, making the average literacy rate in West Africa, the home of one third of Africa's illiterate population, to be about 52% (UNESCO, 2021).

This intervention is therefore aimed at promoting and highlighting the benefits of constantly exposing school-age children to high-quality, level-appropriate reading materials through an independent reading program aimed at promoting their reading fluency.

Review of Literature

Independent reading is a classroom literacy development program in which children are normally encouraged to choose and investigate books on their own, based on their interests, which is crucial for encouraging reading (Hall, Hedrick & Williams, 2014). The success of this approach in promoting reading fluency has been extensively debated. For instance, reports by the National Reading Panel

(NICHHD 2000), was inconclusive about the success of independent reading, suggesting that there appears to be no reason to dismiss the idea that independent reading provides students with essential practice that improves fluency and understanding. However, a correlational study by Weber, (2018) found that the more students read, the greater their vocabulary, world knowledge, and reading abilities get. In this intervention, the researcher used an experimental design to ascertain if IR programs truly possess merit, especially in developing reading fluency.

Arguments for and against IR Programs in Improving Reading Achievement

Correlational studies by Anderson, Wilson, and Fielding (1988) into a wide range of activities and their relationship to reading achievement and growth in reading is one of the most comprehensive studies of independent reading ever conducted. Findings showed that the amount of time pupils spent reading independently was the best predictor of reading achievement and the amount of progress they made between second and fifth grades. Elsewhere, a study by Whitten, Labby, and Sullivan, (2016) looked at the reading habits of 65 high school juniors in a rural Southeast Texas high school, ranging in age from fifteen to seventeen years and found that students who read self-selected books for pleasure scored higher on average in English, mathematics, science, and history than their non-reading colleagues. Cullinan (2000) also asserts that independent readers at all grade levels who scored higher on standardized examinations in all subject areas gained greater reading comprehension abilities, increased fluency, and demonstrated higher levels of general knowledge.

However, The National Reading Panel (2000) published research findings that argue against allowing pupils to read self-selected material in the classroom during independent reading time. Stating that there was no convincing evidence that increasing pupils' reading time in the classroom improved their reading abilities (NICHHD, 2000). Consequently, several educators came to believe that independent reading was unimportant because of this study, and lawmakers moved to reduce autonomous, self-selected reading time in favor of expanded direct reading instruction (Sanden, 2012, claiming that there were insufficient minutes in the school day for tiny blocks of silent pleasure reading to have a significant impact on student success (Pennington, 2011).

Effects Of IR Programs on the Academic Achievements of School-age Children

Despite the position of the National reading panel, the benefits of IR cannot be over emphasized. Clark and Rumbold (2006) posit that IR helps improve reading comprehension and writing skills; grammar and text understanding; vocabulary diversity; a positive attitude toward reading; increased self-assurance as a reader; reading enjoyment in later life; general knowledge; a greater appreciation for other cultures; better decision making, and a better understanding of human behavior. Furthermore, Clark and DeZoya (2011) link IR to higher achievement stating that there is a strong positive correlation that exists between enjoyment and achievement, implying that those who read more are also better students.

Cullinan (2000) also discovered from research that students who engage in IR particularly after school show gains in vocabulary, reading comprehension, verbal fluency, and general knowledge. They also consistently improve their reading skills,

perform better on achievement exams across the board, and have more content understanding than those who do not. Krashen (1989, 1993, 1995a, 1995b), in a meta-analysis, analyzed forty-one studies on in-school free reading, continuous silent reading, and independent reading programs. In 38 of the 41 studies, students who engaged in IR performed as well as or better on standardized reading comprehension exams than students who received direct reading instruction. According to his meta-analysis, in-school IR programs are linked to vocabulary development, grammatical understanding, writing ability, and oral language facility. Furthermore, he analyzed findings from out-of-school research in which participants reported on their IR practices and discovered that more reading leads to higher reading comprehension and related literacy skills (Krashen, 1993, 1995a).

Challenges of Implementing Independent Reading Program in Resource-Poor Settings

To develop and thrive as readers, children require access to high-quality books and print (Neuman et al., 2001). When there are a variety of books and prints around, children are more likely to learn to read. Unfortunately, in resource poor settings, it is common to find schools without libraries, or those who can boast of libraries often have outdated books which are often kept under lock (Ajibola, & Ranmilowo, 2019). For independent reading programs to succeed, there is a need for schools and classrooms alike to gather a substantial number of books that are organized for both instruction and independent reading (Sailors, Hoffman, & Condon, 2008). These books must be of high quality to withstand frequent handling, and appropriate for a variety of reading levels. This need is often hampered by poor funding (Dangara & Madudili, 2020). The availability of classroom and school libraries where students can enjoy books and activities linked to books is also crucial. Unfortunately, many schools have insufficient space for students to use as classrooms, let alone setting up extra spaces for libraries (Ajegbomogun, & Salaam, 2011).

Methods

This study answered the following research questions:

Is traditional classroom phonics instruction enough to develop students' reading fluency?

Can routine independent reading time help improve students' reading fluency?

This intervention was informed by a pre-study cross-sectional survey in which all study participants were assessed to learn their reading habits in and out of school to ascertain their exposure to books and literature. Initial findings proved that most children neither enjoyed reading nor had access to books to read when away from school. Consequently, the intervention was designed to assess the impact of independent reading on students' reading fluency and attitude towards books and reading.

This intervention was designed by setting up school and classroom libraries to include a variety of authentic material at appropriate reading levels to serve as a foundation for students' independent reading and development (Cullinan, 2000). According to Pilgreen (2000), effective independent reading programs must be run with flexibility and tailored to accommodate students' school and classroom needs.

In the first week, the program planning stage involving book selection and space setup was conducted. The books selected were age and level-appropriate, visually appealing, with colourful illustrations, child-friendly language, sufficiently intriguing, and provocative to entice students to read them (Popp, 2006; Merga, 2019). They also included reference materials such as dictionaries and encyclopedias. The titles selected were based on students' personal interests in order that they might be encouraged to read them (Saul & Dieckman, 2005).

Wasik et al., (2016) and Hopkins & Weisberg, (2017) both provide reviews on how selective children are in their learning and how the properties of the learning media- in this case, books- can affect children's learning. Consequently, depending on the age of the reader, the more colorful the illustrations, the more engaging the material will be to the reader.

As recommended by Catapano, Fleming, and Elias (2009), each student was provided with an assortment of a minimum of 10 books of diverse types of texts representing a variety of fiction and nonfiction books as part of their literary growth to choose from and read within a reading cycle.

The program was implemented in the school's library which was fitted with more lighting and more couches and reading tables and chairs. As Burchinal et al., (2008) opined, educators ought to consider aesthetic surroundings when attempting to improve children's reading habits. The space chosen gave the study participants sufficient room to move around and explore titles before the commencement of reading, and for pre-selected books to have room to be attractively and socially positioned or displayed with the cover facing outward rather than the traditional spine display (Merga, 2019).

Following the program planning stage, the baseline reading test was administered. From the baseline tests, all participants who scored below 95% on the tests were enrolled to continue the study while those who scored 95% and more were excluded.

All enrolled participants were introduced to the concept of independent reading. They were taught how to choose age and level-appropriate books using the five fingers rule described by Popp (2006). This approach is used to help readers to select books that are "Just Right" for a reader's reading level. The strategy entails that the reader opens a book to the middle and starts reading, putting up one finger for each word the child does not understand until they get to the bottom of the page. At this point, five or more fingers up shall indicate that the book is too difficult and needs to be saved for a later time. four fingers up also indicate that reading the book will be a challenging task, two to three fingers on the other hand, signify that the book is a perfect choice, while one finger is indicative that the book is too simple for the reader (Popp, 2006). Afterwards, participants were taught the strategies for independent reading, such as looking up unfamiliar words in the dictionary; reading the illustrations; reading unfamiliar sentences again; looking for clues; and substituting an unknown word with a word that makes sense (Popp, 2006). Then the rules for the reading time were drafted by study participants with the help of the researcher and the trained research assistants.

Students were free to choose their preferred book for each reading session from each display by age and reading level. During reading sessions, students had teacher-moderated book talks for five minutes, review of strategies for another five minutes. The strategies were written out and posted on the wall for easy access, especially for students who had not mastered them. Later, when the strategies had been mastered, the first five minutes were dedicated to helping those who were still struggling with selecting the right books for independent reading to choose the right books. The last five minutes were used to review new information learned from the day's reading. Students would take turns doing this (one or two reviews per session) until all participants have a chance to review their selections. Afterwards, participants read for 20 minutes. Upon commencement of reading, the researcher or assistant started the timer and at the end of the reading sessions students were encouraged to quietly return the books to the shelves before exiting the library.

This intervention was conducted and assessed within 10 weeks (about 2 and a half months). It was introduced as an extracurricular club activity and all enrolled participants were inducted into the reading club which held for 30 minutes, three times each week for 10 weeks (about 2 and a half months).

In the 10th week, all participants took a reading fluency post-test, and their progress was documented by the researcher for further analysis. A paired t-test was used to compare the baseline and post-test performance of the subjects given that the baseline scores were tied to the regular traditional phonics instruction administered in regular reading class periods. This test is a statistical process for determining if the mean difference between two sets of observations is zero. Each subject or entity is measured twice in a paired sample t-test, resulting in pairs of observations (Complete Dissertation, n.d.).

Instrumentation or Sources of Data

The data for the research came from students' baseline, and post test scores in reading fluency and an initial students' cross-sectional surveys which were administered by trained research assistants drawn from teachers in the study site. The reading fluency tests were conducted with 3 leveled reading passages from McGraw-Hill Treasures Running Records (Macmillan/McGraw-Hill Treasures, n.d.), and the Words Correctly Read Per Minute (WCPM) approach, verified by Hasbrouck & Tindal, 2006; Rasinski, 2004), who assert that to compute the mean score for reading fluency, it is advised that the number of words read correctly per minute (WCPM) and the number of words read incorrectly per minute (WIPM) be scored using three passages of the same difficulty level. To calculate WCPM, the following steps were followed: Count the total number of words in the passage; Count the number of words read wrongly; subtract the wrongly read words from the total number of words to get the words correctly read. Then, to calculate the percentage reading accuracy, the total number of all the words read correctly will be divided by the total number of words in the passage. Furthermore, the time taken to read the passage (in seconds) is calculated by dividing the number of seconds by 60 to convert the number of seconds to a decimal. Finally, the number of words read correctly is divided by the reading time to get the WCPM (Hasbrouck & Tindal,

2006). The score is then compared with the compiled Oral Reading Fluency (ORF) norms developed by Hasbrouck & Tindal (2017).

Using the ORF norms as a guide, those who scored 95% or higher on the fluency test were excluded from participating in the intervention since the intervention was focused on improving students' reading fluency. At the end of the treatment period, all participants were issued a post-test, and the results were recorded and analyzed using a paired t-test to examine the difference between two paired findings from a single sample (Kim, 2015).

Results and Findings

This section presents findings from the pre-study cross sectional survey (Figure 1), reading fluency pre-test scores categorized by reading level (see Figure 2), and reading fluency post-test results. The survey results and pre-test scores were expressed as percentages. The results are presented as follows:

In the assessment of students' love for books and reading from the pre-study survey, 32.7% of the participants reported a love for reading, 25% of participants reported that they had access to books to read at home, while 62% had none. Furthermore, only about 12% of the subjects reported having the opportunity to talk about books read with parents and friends while 66.9% of them did not. The findings show that most of the reading reported was done in school. Consequently, only about 9.7% of students confirmed that they spent about 30-40 minutes reading for pleasure away from school whereas 41.9% and 48.4% spent less than 30 minutes or no time at all reading when away from school (Table 1). Rather than read, 25.8% spent their time playing or watching Television, 9.7% spent their time reading and 64.5% spent their time doing homework (Table 2). As a result, only 16.2% of the study subjects had read more than 6 books at home in the past year, while 22.6% had read between 2-3 books, and 61% had either not read at all or read between 1-2 books (Table 3).

Figure 1:
Pre-Study Cross-Sectional Survey of Students' Reading Habits

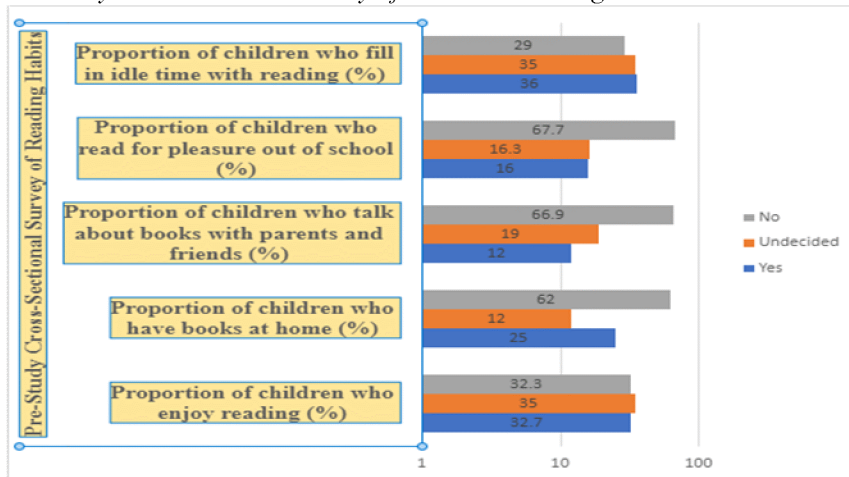


Table 1:

Table showing the Average time students spend reading for pleasure

Average time spent reading for pleasure (%)	
30-60 minutes	9.7%
Less than 30 minutes	41.9%
No time	48.4%

Table 2:

Table showing the activities that children engage in away from school

Activities children engage in after school (%)	
Play and watch T.V	25.8%
Read	9.7%
Do homework	64.5%

Table 3:

Table showing the average number of books that students have read in the past year

Average number of books read for pleasure in the current year (%)	
4-6+ books	16.2%
2-3 books	22.6%
1-2 books	61%

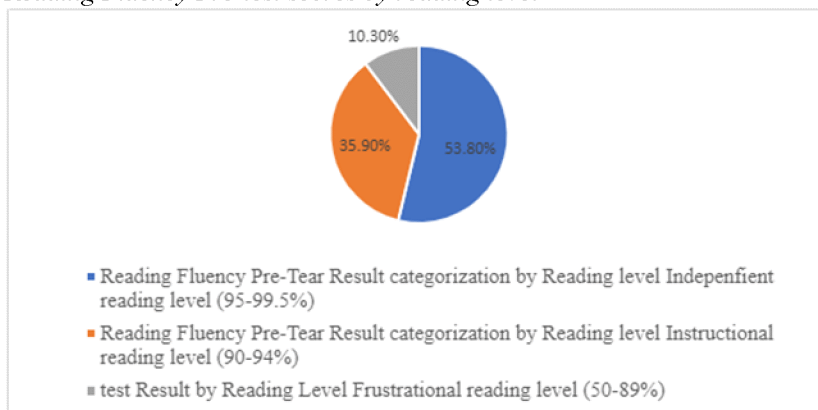
These preliminary findings clearly showed that students were not reading as much as was needed to develop their fluency in reading. This informed the intervention which was focused on determining the impact of independent reading on students' reading fluency.

The Reading fluency pre-tests (see Figure 2) showed that 58.97% of the study participants were already reading at an independent reading level demonstrated by a score of 95-99.5%, 35.90% were reading at an instructional level (90-94% score), while 10.30% were reading at a frustrational level (50-89% score). Consequently, all participants that scored between 95-99.5% were excluded from the study.

At the end of the treatment period, a reading fluency post-test was administered to the study participants. Their scores indicated that about 75% of the participants read at an independent level while the remaining 25% read at an instructional level.

Furthermore, a paired samples t-test was performed to compare reading fluency pre-test and post-test scores in the study population. There was a significant difference in the pre-test scores (Mean =90.87), Standard Deviation =4.593 and post-test Mean= 95.55], Standard Deviation=2.139, and p-value = <0.002.

Figure 2:
Reading Fluency Pre-test scores by reading level



Outcome Analysis

Is Traditional Classroom Phonics Instruction Enough to Develop Students' Reading Fluency?

From the reading fluency pre-test scores which showed that 53.80% of the study participants were already reading at an independent reading level as demonstrated by test scores of 95-99.5%, it is evident that the traditional phonics instruction that all the research participants routinely receive is sufficient to develop students reading fluency. This agrees with findings from other studies. For instance, Bolkema (2019) discovered a positive correlation between phonics instruction and reading fluency, and Loong & Abdul (2019) reported that students' reading fluency improved after synthetic phonics teaching.

The rest of the participants who were found to be reading at instructional and frustrations levels with a mean pre-test score of 92.80%, were mostly from grades K-2 classrooms indicating an ongoing development of oral reading fluency. This is not strange given that they are well on their way to becoming fluent readers according to opinions from a meta-analysis conducted by The US National Reading Panel (2000) of all existing peer-reviewed research on early grade reading since the 1970s, which concluded that systematic phonics instruction was the most beneficial method for beginning reading instruction and that synthetic phonics had larger effect sizes, particularly in the initial stages (National Institute of Child Health and Human Development (NICHD, 2000). Elsewhere in the U.K, the Rose Report (2006) also reported that the systematic approach, which is widely known as synthetic' phonics, offers many young children the best and most direct road to becoming competent readers and writers. Therefore, the five- and six-year-old readers who fell within the instructional and frustrational reading levels are well on their way to developing reading fluency with more time and exposure to phonics instruction.

The high reading fluency score may also have been a factor of the literacy-rich environment present in the research setting as evidenced by a well-stocked library of books. This is in congruence with findings from a study by Oraekwe and Emenari (2021) who opined that the school library's function in the literacy development of

school children is to teach reading skills, encourage autonomous learning, and promote lifelong learning.

Despite reports by 62% of the research subjects that they lacked access to books to read at home, the high reading fluency rate recorded was tied to the school's practice of regular teacher read-alouds and sending books home with students on weekends for independent, paired, or shared reading as part of its mass literacy programme. According to studies, pupils who have access to a library of high-quality books in their classes read 50-60% more than those who do not (Neuman, 1999; Capatano et al., 2009). Furthermore, "Well-stocked, high-quality classroom libraries can help children to become more interested in reading, facilitate differentiated instruction by better matching students to books, and giving the practice they need to become expert readers." (Capatano, et al., 2009, p 60). Consequently, even if a child has limited access to language and literacy activities at home, literacy-rich school programs can help a child gain a lot of ground in reading.

Furthermore, in the pre-study survey, only about 12% of the subjects reported having the opportunity to talk about books that they had read with their parents. When asked the reason for this, many of the participants' responses indicated that their parents were always away working. Extensive research has demonstrated that children's scholastic and cognitive outcomes are favorably associated with the sort of time parents spend with them (Fiorini & Keane 2014; Hsin & Ife 2014). According to Durkin (1966) children who are read to and who have someone to answer their questions learn to read before formal schooling begins. Furthermore, with 262 Chinese children, Su, et al. (2017) evaluated the predictive potential of early family factors on children's reading literacy at the end of primary school and found that literacy skills were linked to household Socio-Economic Status (SES) and parent-child reading engagement. Children who have had limited exposure to literature and talk may struggle in school and afterwards (AAP, 2014; Neuman & Celano, 2012).

Can Routine Independent Reading Time Help Improve Students' Reading Fluency?

After the treatment period, the mean post-test score increased from 90.87 to 95.55% indicating an increase in the fluency level of the subjects. This corroborates findings that reading frequency, enjoyment, and accomplishment are all linked (Clark and Dezoya, 2011; Clark and Douglas 2011).

The paired sample t-test conducted with SPSS version 20 presented a $P < 0.05$, indicating a statistically significant difference between the post-test and the pre-test. This confirms that the impact of IR in improving students' reading fluency was significant. These results agree with opinions held by researchers like Taylor and Dorsey-Gaines (1988) who opined that Children may not need to come from wealthy families to learn to read early, but they do require access to print and someone to read to them.

Furthermore, the volume of reading is also important for the development of reading competency (Johnston, 2011). Volume is defined as the total of the time pupils spend reading plus the quantity of words they ingest while reading. Consequently, reading proficiency lags in the absence of significant reading exercise

(Allington, 2005). "Independent reading, therefore, provides important practice that helps students gain background knowledge, improve fluency and comprehension, raise motivation, increase reading achievement, and widen vocabulary" (Miller & Moss, 2013).

The primary source of reading fluency is extensive, independent reading, and unless children read a significant amount of text, their reading will remain arduous, low in fluency, and limited in efficacy (Allington, 2005).

Summary

This study proved that although phonics instruction is crucial in teaching children how to read, they may never become fluent, reading with automaticity and prosody without the availability of time and space for reading, along with age and level-appropriate books, selected based on their interest. One feature that makes independent reading a strategy of choice to students is its capacity to empower and keep them motivated through choice. Consequently, it is critical to foster a reading culture in the classroom by displaying books, talking about books, and ensuring that children have access to a variety of fascinating, relevant literature.

As a result, schools must devote time and resources to reading. Teachers must be educated on how to establish a reading culture in the classroom and throughout the school, as well as the best techniques to highlight and discuss books with pupils. Furthermore, funds should be set aside to acquire high-quality texts that are fascinating and relevant to today's kids and their environments. Because today's kids come from such a diverse range of cultural backgrounds, schools should prioritize multicultural literature, as well as books on students' favourite games, television shows, and movies.

Further Research

Limited research on the use of independent reading and other reading intervention strategies to improving reading attainment exists in the research milieu. Larger schools therefore need to be used to replicate the study to help validate these findings. Furthermore, studies need to be conducted to validate the effectiveness of a fully implemented synthetic phonics approach for teaching reading and the findings compared with the outcomes from using independent reading.

Finally, although this research study was conducted in a small town school, I am optimistic that it will contribute to the changing views of reading intervention practices such as independent reading practices for today's learners. I also hope that teacher educators, curriculum developers, and policy makers will begin to give more credence to literacy and instructional strategies for a successful literacy program. Such as establishing and stocking school and classroom libraries, investing time on regular reading and book talks, building relationships around reading, and making □□□□nts feel like true readers by affording them autonomy in their decisions about what to read

Students require time to read, consequently, teachers who are prepared to develop a classroom culture of reading, and resources that are reflective of their life, as indicated by the literature review included in this study should be ready to adopt suggestions from this study as a starting point to educating pupils about the importance of reading and becoming lifelong readers.

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تأثیر مداخله خواندن مستقل بر بهبود روان خواندن دانش آموزان

آنتونیا اوجه^۱

محقق و مالک مرکز آموزش اولیه الهام بخش کودکان،
نیوهون، رانتیا، جوس، ایالت پلاتو، نیجریه.

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کودکانی که عاشق خواندن هستند، بهتر می‌خوانند، واژگان و مهارت‌های درک متن بهتری دارند. این مطالعه تأثیر خواندن مستقل را در بهبود روان خواندن دانش‌آموزان در یک کلینیک خواندن چند پایه در یک مدرسه خصوصی جامعه نیمه شهری در جوس، ایالت پلاتو، نیجریه بررسی کرد. این تحقیق با دو سؤال تحقیقاتی هدایت شد: آیا آموزش سنتی آواشناسی کلاس درس برای افزایش روان خواندن دانش‌آموزان کافی است؟ و آیا زمان مطالعه مستقل روتین می‌تواند روان خواندن دانش‌آموزان را بهبود بخشد؟ در محیط مطالعه، چندین کودک علیرغم آموزش منظم آواسازی مصنوعی، پایین‌تر از سطح کلاس مطالعه می‌خواندند. ۳۹ دانش‌آموز بین سنین ۵ تا ۱۰ سال از مجموع ۹۶ دانش‌آموز به روش نمونه‌گیری انتخاب شدند تا در مطالعه پیش‌آزمون و پس‌آزمون تک نمونه‌ای شرکت کنند. یک آزمون تسلط پایه اولیه ۵۳/۹۰ درصد از شرکت‌کنندگانی را که در سطح مستقل می‌خواندند را حذف کرد و ۴۶/۱۰ درصد بقیه برای مداخله ثبت نام کردند. در پایان دوره درمان ۱۰ هفته‌ای، نتایج نشان داد که حدود ۷۵٪ از شرکت‌کنندگان می‌توانستند در سطح مستقل بخوانند در حالی که ۲۵٪ بقیه در سطح آموزشی می‌خواندند. این نمرات با استفاده از آزمون تی زوجی برای مقایسه نمرات پیش‌آزمون و پس‌آزمون روانی خواندن مورد تجزیه و تحلیل قرار گرفت. بین نمرات پیش‌آزمون (میانگین = ۹۰٫۸۷)، انحراف معیار = ۴٫۵۹۳ و پس‌آزمون (میانگین = ۹۵٫۵۵)، انحراف معیار = ۲٫۱۳۹ و مقدار پی برابر با ۰٫۰۰۲ تفاوت معنی‌داری وجود داشت. این تأیید می‌کند که تأثیر خواندن مستقل در بهبود روان خواندن دانش‌آموزان قابل توجه بود. حجم خواندن برای رشد شایستگی خواندن مهم است، زیرا تمرینات مهمی را در اختیار دانش‌آموزان قرار می‌دهد که به آنها کمک می‌کند دانش پیش‌زمینه، بهبود روانی و درک مطلب، افزایش انگیزه، افزایش موفقیت در خواندن و گسترش دامنه لغات را به دانش‌آموزان کمک کند.

واژه‌های کلیدی: خواندن مستقل، روان، مداخله، آوازه‌های مصنوعی، روان خواندن، سواد.

¹ E-mail: mailthonia@gmail.com