

Sponsoring Committee: Dr. J. Dilendik, Moravian College
Dr. E. Conard, Moravian College
Ms. Megan Vogel, Avona Elementary School

Timed Repeated Readings in an Elementary Spanish Classroom

Keila Olmeda

Submitted in partial fulfillment
of the requirements for the degree of
Master of Education Moravian College
Bethlehem, Pennsylvania

2017

Abstract

This study examined the observed and reported experiences of 45 students in two elementary Spanish classrooms when implementing timed repeated readings into the curriculum. In order to assist students with increasing their reading fluency in a second language, the teacher used timed repeated readings to practice reading fluency. The teacher modeled how students should read the passage each week including the correct expression and volume, phrasing, smoothness, and pace. Working with a partner, students would read a passage each day for four days and would graph their daily progress, so that they could monitor how they progressed throughout the week. Throughout the study the teacher collected data through student artifacts, observational data, and inquiry data. The data suggest that using timed repeated readings for students who are learning to read in a second language can increase the students' reading fluency.