

8th World Conference on Research in Teaching and Education

14 - 16 March 2025

Berlin, Germany

The role of oral reading in the reading comprehension of Spanish as a Second Language

Rhanya Rafaella Rodrigues; Elena Ortiz Preuss.

Federal Institute Goiano; Federal University of Goiás, Brazil

ABSTRACT

Reading is a complex competence, which encompasses the processes of decoding and comprehension. Research has shown that reading fluency can be beneficial for the acquisition and development of reading in a second language (L2). Thus, this research aimed to analyze whether oral and repeated reading practices can increase the level of reading comprehension of Brazilian students learning Spanish. It is justified that oral reading practice seems to be a positive element for increasing reading fluency and, consequently, for increasing the interpretation of texts in second languages. Based on this, this study presents data from an investigation, in which the participants performed a pre-test and post-test to verify the level of reading interpretation of the students before and after the pedagogical intervention. Secondary school students from a Brazilian public school participated in the study. The students were divided into two groups: i) experimental group (EG); and ii) control group (CG). The EG, in addition to the linguistic tests, was exposed to a period of oral reading practices, while the CG only carried out the linguistic tests. The data were subjected to descriptive statistical analysis and correlation tests. The results reveals to the positive effect of oral reading practice on reading comprehension of Spanish as a second language.

Keywords: education; reading; reading fluency; spanish learnig; high school.