

عنوان مقاله:

Using Graphic Markers to Highlight Syntactic and Emphatic Prosody and its Impact on ESP Readers' Foreign Language Reading Anxiety and Fluency

محل انتشار:

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خلاصه مقاله:

The study aimed at examining the effects of scaffolding ESP readers, by using graphic markers and highlighting syntactic and emphatic prosody, on their Foreign Language Reading Anxiety (FLRA) and fluency. A mixed-methods research design was used for a deeper understanding of the obtained data. An experimental design was planned with a control and an experimental group including ۳۸ students of two fields, museum studies, and conservation of historic buildings in Shiraz University of Arts. Participants of the experimental group were scaffolded to develop reading fluency with different graphic markers, while members of the control group had their usual ESP classes. The participants' FLRA and reading fluency levels were assessed prior to the study and after it ended. Statistical analysis of the results proved that scaffolding the students with graphic markers had the potential to lower their FLRA. Also, the results of fluency assessment frameworks including Words Read Correctly per Minute (WCPM), Multidimensional Fluency Scale (MDFS) and National Assessment of Educational Progress (NAEP) confirmed the effectiveness of scaffolding the readers with graphic markers. For a deeper understanding, the data were explored using qualitative data classification and analysis by the NAEP framework. The qualitative analysis of the observations showed while graphic cues can scaffold the learners to notice their shortcomings toward an optimum level of fluency, they could not be the sufficient condition for achieving the goal. It was also concluded that online decoding, sight-word reading, and sensitivity to stress and intonation are pre-requisites of fluent and prosodic reading with expression.

کلمات کلیدی:

Emphatic Prosody, FLRA, graphic markers, reading fluency, scaffolding, Syntactic Prosody

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