

Exploring S. Jay's Theory of Repeated Reading: Enhancing Students' Fluency in Educational Environments

¹Seema Gul, ²Sami Ullah Khan, ³Dolat Khan, ⁴Inayat Ullah

¹Sheikha Fatima Bint Mubarak Girls Cadet College, Turbat, Balochistan, Pakistan, gulseema254@gmail.com

²Corresponding author, Lasbela University, Baluchistan, Pakistan, samiluawms@gmail.com

³University of Gawadar, Pakistan, registrar@ug.edu.pk

⁴Sheikha Fatima Bint Mubarak Girls Cadet College, Turbat, Balochistan, Pakistan, ibaloch539@gmail.com

Abstract

This study shows how the Repeated Reading (RR) method can help second language learners become more proficient and fluent readers. The study, which took place at Sheikhha Fatima Bint Mubarak Girls Cadet College Turbat, Balochistan, included forty matric-level learners (lady cadets) between the ages of 13 and 16 who had trouble with fluency. The lady cadets were split into two groups: an unassisted group that read without assistance and an experimental group that received RR treatment.

Before the intervention, both groups took a pretest, and 20 weeks later, they took a posttest. The results showed that, compared to their pretest performance, learners in the RR group significantly improved their reading fluency in the posttest.

In terms of reading fluency, correct words per minute and errors per minute, the Repeated Reading group outperformed the unassisted group. This suggests that participants in the Repeated Reading (RR) group experienced greater gains in fluency. Following the intervention, the Repeated Reading group demonstrated a lower mean error rate as compared to the unassisted group. This indicates that the Repeated Reading (RR) group showed greater improvement in reading fluency. The findings of this study benefit educators, curriculum developers, and policymakers, offering evidence-based recommendations for integrating Repeated Reading (RR) into teaching practices. Moreover, the study's outcomes potentially contribute to the broader field of educational research, helping to optimize instructional methods and support learners' learning outcomes in reading fluency.

Keywords: Fluency, Repeated Reading, Matric Students, Errors per Minute, Correct Words per Minute

1. INTRODUCTION

Fluent reading is widely acknowledged as a crucial need for successful literacy, supporting a key element of both word recognition and reading comprehension. Samuels' Automaticity Theory (1974), one of the key theories explaining the increase in reading fluency, inspired an important framework to describe how automaticity in word identification promotes effective and efficient reading. Repeated Reading (RR) has been recognized as an appropriate teaching method to support the growth of reading fluency. RR is one of the most recommended techniques for readers who struggle with fluency, according to the National Reading Panel NRP, 2000 (Serrano et al., 2023a). Additionally, this method increases learners' reading speed, scientific background, and expressive reading by having them read the same article several times. Better understanding results from these combined advancements (Park et al., 2021a). Repeated reading greatly promotes automaticity and variation, which contribute to all fluency increases, according to empirical research (A. Hudson et al., 2020a). Furthermore, learners often report feeling more motivated and confident when they practice reading (Yildiz et al., 2020a).

Additionally, reading continues to be one of the most important learning strategies since proficient reading abilities are crucial for both academic and personal achievement (Boer, 2018).

Children who read frequently improve their general language skills by reading faster and more accurately. It helps young learners strengthen their language skills and read easier (Saadi, 2023). Repeated Reading, reading aloud, and asking questions can all help learners better understand the content (Hernalyn et al., 2024). Giving children lots of chances to read well known books again is another important strategy for increasing reading fluency (Macalisan et al., 2024).

In order to support literacy success in early school, systematic, purposeful fluency practice whether through repeated reading or related techniques remains crucial (Cruz et al., 2023)

Although fluency alone cannot ensure comprehending, reading accuracy and rate are significantly correlated, suggesting that comprehension focused education should be combined with fluency development (Zelege et al., 2022). RR method is not only important for lower grade learners it is equally important for the college level learners to build up their confident and fluency.

In particular, repeated reading can improve fluency; thus, it should be a part of a comprehensive reading program for struggling readers rather than just a rereading assignment (Bennett et al., 2017). However, repeated reading (RR) enhances reading fluency and general literacy by strengthening and reinforcing the decoding skills, word recognition, and comprehension (Soleimani et al., 2022). Similarly, learners who took part in the extensive reading component more actively improved their reading rate and scored higher on the test for both reading and listening (Milliner, 2021a).

Similarly, learners in the region of Balochistan encounter several difficulties, especially when it comes to pronouncing words correctly. Many learners at the matriculation level have poor understanding and frequent mispronunciations, all of which impede their academic development. Structured fluency activities, like systematic repeated reading, are rarely included in current textbooks and instructional strategies. Many learners struggle to read clearly and confidently as a result of this educational gap, which eventually lowers their enthusiasm for regular reading and learning throughout Balochistan.

The ability to read fluently is essential for academic achievement, yet many learners in places like Balochistan find it difficult to acquire it. However, learners' reading skills, self-assurance, and academic achievement could all be improved by implementing this method into the curriculum. Therefore, to assist focused literacy interventions and enhance educational outcomes, more study on repeated reading in Balochistan is required. Matric learners in Makran, Balochistan, have difficulty reading in English because of poor decoding and fluency. Their progress is further

hampered by a lack of teachers support and a limited emphasis on fundamental fluency abilities, which decreases their motivation and academic performance. In order to increase learners' fluency, this study investigates the Repeated Reading (RR) method, which involves having them read and listen to the same passages three times.

1.1. Research Questions

1. What extent repetition of words/passage on three times result to improve fluency in learning English as a second language at the matric level?

1.2. Objectives of the Study

1. To investigate the effectiveness of three times repeated reading of words and passages in enhancing reading fluency among matric level learners of English as a second language.

2. REVIEW OF LITERATURE

Samuels' Automaticity Theory (1974) offers a fundamental framework for comprehending fluency in reading. According to the theory, automatic word recognition which is limited by the human cognitive system's capacity is essential to reading comprehension. There are fewer mental resources available for deriving meaning from the text when readers require excessive cognitive effort to decode individual words. Samuels made the case that automaticity, which allows pupils to move from decoding to comprehension, is developed by frequent and meaningful reading practice, based on concepts from cognitive science. It has been demonstrated that instructional techniques like repeated reading can significantly increase reading accuracy. The theory also emphasizes how practice, speed, and accuracy are interrelated in the development of proficient and fluent readers.

Martz, K. et al., (2026) emphasize how crucial it is to combine clear instruction in multisyllabic word decoding with repeated reading in order to increase learners reading accuracy and fluency. As learners transition to Grade 3, they encounter more complex informational texts containing academic vocabulary, multisyllabic words, and challenging sentence structures. Findings show that learners receiving this integrated intervention illustrated significantly higher reading accuracy and were more likely to attain the recommended 98% accuracy criterion, particularly those with lower initial reading abilities. These results hold up Samuels, (1974) Automaticity Theory, suggesting that repeated reading, when paired with explicit decoding guidelines, enhances reading fluency and accuracy.

Zourou, F. et al., (2026) investigate the effectiveness of an eight week implemented Repeated Reading (RR) intervention for adolescents with intellectual disability. The findings highlighted that the intervention significantly improved reading automaticity, with participants demonstrating increased correct words per minute (CWPM) and moderate to large effect sizes on trained texts. Reading accuracy also improved, as reflected by a reduction in errors per minute (EPM) during the intervention. Moreover, the gains in reading automaticity transferred successfully to untrained texts, suggesting that repeated reading can enriched learner's overall reading fluency beyond the materials used during instruction. These findings support the use of repeated reading as an evidence based techniques for improving reading fluency, particularly reading automaticity, among learners with reading difficulties.

Saadi, (2023) discovers that kids' enthusiasm for reading and fluency both improve with Repeated Reading. Additionally, it

fosters vocabulary growth, particularly when paired with assisted reading. Because regular exposure to texts aids in vocabulary internalization and improves understanding, this approach is especially beneficial for second language learners. In general, Reading Repeatedly helps improve reading fluency.

Amin, (2022) believes that EFL college students' reading comprehension and fluency were much enhanced when repeated reading was combined with text to speech programs. The usage of TTS apps demonstrated how digital tools can complement multicomponent fluency intervention programs by adding a technical element to the traditional RR/LWR strategies.

Gadke et al., (2020) discover that multicomponent method produces greater fluency gains than repeated reading alone since it not only enhances reading abilities but also increases motivation and self-monitoring. Although the study does not provide specific impact sizes, it does demonstrate that children with reading difficulties benefit more from the combination of several approaches. Being qualified to read proficiently is fruitful for both academic and social security and well-being.

In accordance with Hudson et al., (2020) reading repeatedly is a common strategy for increasing accuracy and fluency. Their research demonstrated the superiority of one-on-one training with a flexible reader model over group methods. The results, which focus on EFL learners, indicate that frequent practice and repeated reading greatly improve reading fluency. According to Kusumasari, (2018) reading is a good activity for learners, reading is also something crucial and indispensable since the success of their studies depends largely on their ability to read. Kubina et al., (2026) examine the effectiveness of a Repeated Reading (RR) intervention for adults with specific learning disabilities, a population that has received limited attention in reading intervention research. The intervention was delivered entirely through telecommunication, allowing the researchers to review the feasibility of remote reading instruction. The authors concluded that repeated reading, combined with clearly defined fluency goals, is an effective and sustainable intervention for enhancing reading rate and fluency among adults with specific learning disabilities.

Repeated Reading (RR) is based on the Automaticity Theory developed by David LaBerge and S. Jay Samuels. This theory explains that learners achieve fluent reading when word recognition becomes automatic through repeated practice. When learners read the same text multiple times, their decoding skills improve, allowing them to read faster and more accurately. As a result, they can focus more on understanding the text rather than struggling with word recognition. This framework is particularly relevant for students in Balochistan, where learners often face difficulties in reading fluency due to limited exposure to English and lack of practice.

3. MATERIALS AND METHODS

The research design for this study adopted a mixed approach, integrating both quantitative and qualitative data collection and analysis techniques. Quantitative methods involved pre and post intervention assessments to measure changes in reading fluency among participants. These assessments provided numerical data that were analyzed using statistical methods to evaluate the effectiveness of the repeated reading intervention. Additionally, qualitative methods such as interviews and surveys were employed to gather insights into the participant experiences, perceptions, and attitudes towards the intervention. This

combination of quantitative and qualitative approaches offered a comprehensive understanding of the impact of S. Jay's Theory of Repeated Reading on learners' fluency in educational environments.

3.1. Reasons for Choosing a Mixed-Methods Design

Quantitative data measures improvement in reading fluency. Qualitative data explores learners' and teachers' perceptions, attitudes, and classroom experiences. Combining both methods provides a more complete picture of the effectiveness of repeated reading. The findings from one method help explain and support the findings from the other increasing the credibility of the study.

3.2. Research Approach

In order to give a thorough knowledge of the effects of S. Jay's Theory of Repeated Reading on learners' fluency, the study used a mixed methods research design that integrated both quantitative and qualitative methodologies.

3.3. Data Collection

A passage of 160 words was given to learners for the pretest and posttest. The purpose of the pretest and posttest was to score the learners number of errors per minute (EPM) and number of correct words per minute (CWPM). The data collection of the study was based on observations of the repeated reading sessions, video recording factors such as participant engagement, interactions with the text, and any capacity enhancements in fluency during the intervention.

3.4. Population

The study population was female Lady Cadets between the ages of 13 and 16 from Shaiekha Fatima Bint Mubarak Girls Cadet College (GCCT), Turbat, Balochistan. A total of 40 Lady Cadets participated in the study, N=20 for assisted group (RR) and N=20 for unassisted group. All the lady cadets were matriculation students from GCCT, Turbat and they were randomly distributed into two groups.

3.5. Research Instruments

The following instruments were used for capturing the RR sessions; Video recording device, twenty passages were taken from the matric English textbook of Balochistan Board, data collection forms to record pretest and posttest performance of the lady cadets and a stopwatch to measure reading time accurately.

3.6. Sampling

Convenient sampling technique was used in this study as it was easiest to reach or participants were most readily available to participate in the study. Since GCCT (Girls Cadet College Turbat) is located in Turbat this location made learners from different parts of Balochistan available for the study, which made it possible to collect more data within the time and budgetary limitations.

3.7. Primary Data

Data Collection Method was primary. A passage was given to the students, and the amount of time it took them to read it aloud was calculated by converting reading times into words per minute. While listening to the exact taped version, learners read the piece three times. Data collection forms recorded participant performance for both pretest and posttest. Each passage was 160 words, typed in 14 point font.

3.8. Consent Letter Acknowledgement

Permission to conduct the study and collect data was granted by a consent letter from the Vice Principal of GCCT.

3.9. Data Analysis

To compare the impact of assisted versus unassisted repeated reading interventions on reading performance, SPSS was used to analyze the gathered data.

3.10. Dependent Variables

Video recordings of each study session were made and stored as digital files. This could lead to accurate measurements of the dependent variables. The dependent variables were as follows: (a) the number of words correctly read aloud per minute, which measures reading fluency; (b) the number and types of errors read aloud per minute of reading.

3.11 Reading Passages

The researcher selected twenty passages from the English textbook form grade 10th, Balochistan Board. These passages were chosen at random for the baseline and intervention periods. To eliminate visual cues and facilitate continuous text reading, the paragraphs were retyped.

3.12 Theoretical Framework

The study is grounded in S. Jay Samuels (1974) based on the Automaticity Theory which supports the use of the Repeated Reading (RR) method to enhance reading fluency. This theory explains that learners achieve fluent reading when word recognition becomes automatic through repeated practice. However, when learners read the same text multiple times, their decoding skills improve, allowing them to read faster and more accurately. As a result, they can focus more on understanding the text rather than struggling with word recognition. This framework is particularly relevant for learners in Balochistan, where they often face difficulties in reading fluently due to limited exposure to English language and lack of its practice.

4. Data Analysis

The findings from the preceding chapter are summed up in this section. This study sought to ascertain how Repeated Reading (RR) enhanced the reading skills of forty lady cadets of GCCT, Turbat, Balochistan. Reading test scores show how much learners' reading skills have improved at Girls Cadet College Turbat (GCCT), specifically in matric learners. According to the pretest and posttest mean scores, the lady cadets' reading proficiency has considerably increased. The minimum and maximum scores for learner's pre and posttests are displayed in the following table.

4.1 Key Variables between Repeated Reading (RR) Group and Unassisted Groups

This analysis compares the performance of two groups Repeated Reading (RR) and across several key variables measured before and after an intervention. The purpose is to assess the relative effectiveness of each approach in improving reading performance and related outcomes.

4.2 Table: Pretest and posttest (Repeated Reading Group and Unassisted Group)

Repeated Reading					Unassisted Group (control group)			
Group	Test Time	N	Mean	Std. Deviation	Group	Test Time	Mean	Std. Deviation
RR	Pre-t-EPM	20	18.1500	5.65941	Un-A	Pre-t-EPM	21.5000	9.48961

RR	Post-t EPM	20	9.5000	4.87205	Un-A	Post-t EPM	18.6000	8.58640
RR	Pre-t CWPM	20	134.4500	7.38758	Un-A	Pre-t CWPM	133.9000	9.98894
RR	Post-t CWPM	20	144.9500	5.68909	Un-A	Post-t CWPM	136.4000	8.58640

4.3 Pre-Intervention Error per Minute (Pre EPM)

When the study started, the unassisted group had a mean error rate ($M = 21.95$) and the Repeated Reading group ($M = 18.15$).

4.4 Pre-Intervention Correct Words per Minute (Pre CWPM)

The initial reading fluency was nearly identical across the two groups. The Repeated Reading (RR) group showed a higher mean ($M = 134.45$) than the unassisted group ($M = 133.90$), indicating minimal baseline difference in reading speed.

4.5 Post Intervention Error per Minute (Post EPM)

Following the intervention, the Repeated Reading group demonstrated a lower mean error rate ($M = 9.50$) compared to the unassisted group ($M = 18.60$). This indicates that the Repeated Reading group showed greater improvement in reading accuracy and fluency.

4.6 Post Intervention Correct Words per Minute (Post CWPM)

In terms of reading fluency, the Repeated Reading group again outperformed the unassisted group, with a post intervention mean of 144.95 versus 136.40, respectively. This suggests that participants in the Repeated Reading (RR) experienced greater gains in reading fluency and correct words.

4.7 Repeated Reading Questionnaire

At the end of the sessions the learners $N = 20$ from the Repeated Reading (RR) group were given a questionnaire for filling it to know their point of views regarding the treatments who were receiving for twenty weeks. 62.5% of the participants showed strongly agreed, the rate of the agreed was 22.5% and 7.5% showed to be neutral towards the asked questions. The result indicated that most of the learners strongly agreed that Repeated Reading (RR) is beneficial to improve their fluency and only a smaller number of the learners agreed, a small number was neutral with the asked questions. The result of the questionnaire highlighted that Repeated Reading (RR) method is beneficial for the struggling learners who are struggling for their second language. The learners Fluency can be improved through Repeated Reading (RR) method.

After receiving Repeated Reading (RR) instruction, it indicates that lady cadets' reading proficiency has increased. The reading proficiency of matric students who were having difficulty learning their second language was therefore found to be significantly impacted by the Repeated Reading (RR) method. Before and after receiving Repeated Reading (RR) treatment, the learner's reading proficiency differed significantly. It indicates how important it is to use the Repeated Reading (RR) method when teaching English.

4.8 The Findings of the Study

The findings of the study indicate that the Repeated Reading (RR) strategy had a significant impact on improving reading fluency among the participants. The group that received the Repeated Reading (RR) intervention outperformed the control group in fluency, suggesting that consistent and structured practice with repeated exposure to text can enhance automaticity and decoding skills. Interestingly, while the control group did not show substantial improvement in fluency,

It is also noteworthy that participants in the Repeated Reading (RR) group reported increased confidence and motivation. Their positive engagement throughout the twenty week intervention period implies that the strategy not only supports skill development but also fosters a more encouraging and enjoyable

learning environment. This motivational aspect is crucial, particularly in language learning contexts, where learners' attitudes can significantly influence outcomes.

Both groups were exposed to the same reading material or passages of approximately 160 words selected from the Matric English textbook of the Balochistan Board, ensuring consistency in content difficulty and context. Overall, the results support the effectiveness of Repeated Reading (RR) as a method for improving key reading skills and promoting learners' confidence, making it a valuable addition to reading instruction programs, especially in second language learning contexts.

Learners who received instruction using the Repeated Reading (RR) method saw improvements in their fluency. In contrast, learners in the unassisted group did not improve their fluency rate. The data above indicate that the learners in the Repeated Reading (RR) group had higher posttest scores than pretest scores, with a mean score and standard deviation. For learners in any academic context, reading frequently is essential because it helps close the gap between word recognition and fluency.

In sum, the results suggest that Repeated Reading (RR) is more effective for improving foundational reading skills, particularly for fluency and error reduction, these outcomes highlight the potential benefits of aligning reading interventions to specific instructional goals, emphasizing repeated reading for fluency development.

5. DISCUSSION

Learners to succeed academically, reading fluency is essential, particularly at colleges like Cadet Colleges of Balochistan, which place a strong emphasis on academic standards and get the learners ready for a variety of competitive tests and make them more fluent. By practicing and reading the same material three times, learners can increase their fluency.

The intervention involved three main conditions:

5.1 Baseline condition

In this phase, Repeated Reading (RR) group first received vocabulary instructions and the unassisted group did not receive any instruction from the researcher. Afterward, the Repeated Reading (RR) group read a passage aloud while receiving corrective feedback on any mistakes they made and the unassisted group did not receive any corrective feedback. Following this, both groups were given a fluency assessment, where the number of words they could read per minute, and number of errors per minute was measured. The purpose of the study was to identify whether Repeated Reading (RR) is useful or have any importance for the second language learners who are struggling for their fluency in the second language.

5.2 Repeated Reading's condition

After the initial vocabulary instruction and reading with feedback, learners read the same passage aloud three times after the audio recording player. This was done to help them become more fluent. After these repeated readings, the learners again completed the fluency assessment.

5.3 Unassisted Group Condition

Learners listened the passage from an audio recorder without receiving any feedback and correction from the researcher. They were provided the same passages which were provided to the RR

group after this unassisted group, the learners again completed the fluency assessment.

4.9. Visual Data Analysis

The data collected throughout the study were graphed to facilitate visual analysis. This allowed the researcher to clearly see how each learner's performance changed over time. The visual data helped verify whether the repeated reading intervention was effective in improving reading fluency and reducing reading errors. The study's findings aim to provide valuable insights into whether repeated reading interventions can help struggling ELL learners improve their reading abilities and whether the improvements last over time and can be applied to new reading situations.

Participants in the Repeated Reading (RR) group performed significantly better than those in the unassisted group. Pretest, treatment, and posttest data collection methods were utilized to assess learners' reading proficiency. Before receiving treatment, learners went to a pretest to determine their reading proficiency. Forty EFL learners took a pretest and were split into two groups: one group was given the Repeated Reading (RR) treatment, and the other group was the unassisted group. After calling each learner individually to read the paragraph, the researcher graded them using Words Correctly per Minute (WCPM), noted any incorrect words that the learners had said, based on the reading.

The learner's pretest results revealed that they read the passages slowly, mispronounced the words, made numerous mistakes. They also took longer than one minute to read a passage, with some taking up to two minutes and more. Process, Hiroshima, Nagasaki, scales, impact, left, astonished, perplexed, destruction, discoveries and invention, and many more are among the words that the majority of learners read incorrectly.

In this research, after the pretest, the researcher did the treatment three times to both groups but the Repeated Reading (RR) group repeated words after listening to the words from the audio recorder and the second group (Unassisted Group) only listened from the recording without repetition of the passage or words. The material of this research was a textbook from Balochistan Board grade 10th, stop watch and audio recorder. The treatment was carried out to improve the reading fluency and correct words per minutes and error per minutes.

At the first session, the researcher gave a passage about first aid with the title of "First Aid." First, the researcher played the audio recorder and made the cadets to repeat aloud the passage. Second, the researcher turns on the stopwatch, walks about, and marks the incorrect words that the learners pronounced as they read the material aloud and listen to it on a recorder. Learners excitedly repeated the incorrect word after which the researcher clarified its meaning. Learners mispronounced the following words: band, aids, wound, wrapping, sprained, and scrapes.

When the entire class read the passage together, it was impossible for all of the cadets to read it at once since some of them read it in a low voice and others were hesitant to read it. Third, they were invited to read the passage by the researcher. Learners read the material aloud one at a time while the researcher noted any incorrect words, recorded their voices to determine their Word Correct per Minute (WCPM), and clarified the meaning of each word. Each learner made a different mistake when reading the text aloud. Fourth, the researcher additionally determined the WCPM of the scores of each learner representative vary.

During the second session, the researcher presented an additional passage about the location that was extracted from the textbook of Balochistan Board of matriculation. At the initial

encounter, the treatment stages were identical. The issue with the first meeting was the same: learners were unable to read the entire passage because they felt unfamiliar with the words, and they made numerous mistakes when reading aloud. However, under the researcher's guidance, the learners' readings returned to the same level. Unity, faith, discipline, foreign, cornerstone, shards, refrain, creeds, distinguishes, and believe are the words they mispronounced. Additionally, the representative learners' WCPM scores varied.

The researcher described items under the heading "Handicrafts of Balochistan" during the session. The first and second appointments followed the same course of treatment. Despite the same issues not reading aloud at the same time and making a lot of mistakes when reading aloud, the cadets were able to finish this piece in a speed because they felt comfortable doing so. Pottery, ornaments, clay wires, artistry, alien, and creative are the words that the students misread. The learner's representative difference score (WCPM).

At the last session, the researcher gave a passage of 160 words including five comprehension questions. The treatment steps were the same but at this session, learners were familiar with the treatment that had been given at previous sessions so learners enjoyed learning. Although the learners mispronounced words like faith, men, women, laborers, defeated, heroically, efforts, defense, and discord, they also read the passage more quickly than in previous sessions. Although the reading was not flawless, learners were also able to finish the paragraph in one minute. Following the treatments, a posttest was administered to ascertain whether the learners had changed in any way. Following the treatments, the posttest was administered to assess the learners' reading fluency. Compared to the pretest, the learners' fluency improved, and they were able to finish the passage in one minute with fewer pronunciation errors. Prior to the implementation of the Repeated Reading (RR) approach, the pretest result was lower. Learners' fluency improved after using the Repeated Reading (RR) approach.

It was discovered that there were notable variations in their posttest results. Furthermore, rereading a material three times is sufficient to increase fluency. The repeated reading technique also includes reading aloud in chorally with the entire class. Learners' motivation, confidence, and fluency are all increased through repeated reading. Because learners reading aloud together, repeated reading can also benefit learners who might typically feel uncomfortable or anxious when doing so.

As a result of the treatments, learners were typically excited about reading aloud because they felt comfortable as they know how to read the material correctly, which means that reading takes time. Learners concentrate more on reading the complete material fluently for one minute in order to comprehend it when repeated reading is used.

The reading fluency skill of matric learners at Girls Cadet College Turbat, Balochistan have improved, according to the findings of the reading assessments that was given to them.

6. CONCLUSION

This study investigated the effectiveness of the Repeated Reading (RR) method in enhancing reading fluency among second language learners. The research was conducted with a sample of forty female Lady Cadets who exhibited difficulties in fluency. Participants were divided into two groups: an assisted repeated reading (RR) group and an unassisted group. The assisted group received guidance from the researcher and engaged in repeated

reading of the texts using an audio recording device. Each passage was read three times to reinforce word recognition, pronunciation, and overall fluency. In contrast, the unassisted group was exposed to the same reading material but without any repetition. The intervention spanned a period of twenty weeks, during which both groups were given 160 word passages. The reading materials were selected from the English textbook Baloshitan board, Grade 10th, aligning with the academic level of the participants.

The results of this study underscore the pedagogical value of the repeated reading strategy, particularly when supported by guided practice and structured repetition. It is evident that Repeated Reading (RR) can serve as an effective instructional approach for improving fluency in second language learners. These findings hold significant implications for educators, curriculum designers, and policymakers aiming to enhance reading proficiency in ESL/EFL contexts. The research aims to determine if repeated readings can improve the number of correct words learners read per minute (CWPM), reduce the number and types of reading errors. In addition, the study examines whether these improvements last over time and if learners can apply these skills to new reading tasks outside of the intervention.

The comparative analysis of the Repeated Reading (RR) and unassisted groups reveals meaningful differences in reading development outcomes following the intervention. Participants in the Repeated Reading (RR) group demonstrated greater improvements in reading fluency, as evidenced by higher post intervention correct words per minute (CWPM) and lower error rates (EPM). The results suggest that Repeated Reading (RR) is more effective for improving foundational reading skills, particularly for fluency and error reduction, these outcomes highlight the potential benefits of reading interventions to specific instructional goals, emphasizing repeated reading for fluency development.

Overall, this research is important because it could help educators find effective strategies to support ELL learners who face difficulties with reading. Repeated Readings (RR) may offer a practical solution for improving reading fluency in these learners, giving them the tools they need to succeed in their reading and academic work. The present study explored whether Repeated Reading (RR) is significant for language learners who are struggling learners of a second language that is English.

The integration of repeated reading into language learning curricula may provide struggling readers with the necessary practice and reinforcement to become more confident, fluent, and competent readers.

4. FUTURE RECOMMENDATIONS

Based on the findings of this study, the following recommendations are proposed:

- i. **Repeated Reading Integration into Curriculum:** Educational establishments might think about incorporating Repeated Reading (RR) techniques into their Standard English language curriculum, especially those that work with second language learners. This method works well for improving fluency.
- ii. **Training and Support for Teachers:** Teachers should be trained on how to use Repeated Reading (RR) techniques in the classroom. Programs for professional development should cover methods for choosing relevant literature, analyzing improvement, and inspiring learners.

- iii. **Requirement of Longer Treatment period and Delayed Posttest:** Twenty (20) sessions of the Repeated Reading (RR) treatment might have been insufficient for the experimental group's EFL readers to show noticeable improvement. Recommendation for this limitation is a longer treatment period and delayed posttest is necessary; twenty weeks are insufficient to achieve satisfactory outcome with the Repeated Reading (RR) approach.
- iv. **Promoting Learner Autonomy and Confidence:** Teachers should provide a supportive atmosphere that inspires learners to interact with texts on a regular basis and evaluate their own development, as demonstrated by the improved confidence and delight experienced by Repeated Reading (RR) group participants.
- v. **Technology Use in Language Learning:** Digital platforms, reading applications, and tape recorders are examples of audio resources that can be employed to help with repeated reading practice. More accessibility and motivation for students can be provided via technology enhanced learning.

References

- Abbasi, A. M. (2021). An acoustic analysis of vowel sounds in Kachchi Sindhi. *The University of Chitral Journal of Linguistics and Literature (JLL)*, 5(2), 374-393.
- Amin, Eman Abdel Reheem. 2021a. "Using Repeated-Reading and Listening -While-Reading via Text-To-Speech APPs. in Developing Fluency and Comprehension." *World Journal of English Language* 12 (1): 211-20. <https://doi.org/10.5430/wjel.v12n1p211>
- Bennett, Jessica G., Ralph Gardner, Gwendolyn Cartledge, Rajiv Ramnath, and Morris R. Council. 2017. "Second-Grade Urban Learners: Preliminary Findings for a Computer-Assisted, Culturally Relevant, Repeated Reading Intervention." *Education and Treatment of Children* 40 (2): 145-85. <https://doi.org/10.1353/ETC.2017.0008>.
- Caabay, Ma. Thessa, Louela Martinez, Jenny Valdestamon, and Hernalyn Aguhayon. 2024. "Intervention to Enhance Reading Comprehension Skills of Grade 7 Students through Background Knowledge Activation, Repeated Readings, Reading Aloud, and Asking Questions." *International Journal of Education and Teaching Zone* 3 (1): 50-59. <https://doi.org/10.57092/ijet.v3i1.154>
- Ceyhan, Sümeyra, and Mustafa Yıldız. 2020a. "The Effect of Interactive Reading Aloud on Student Reading Comprehension, Reading Motivation and Reading Fluency*." *International Electronic Journal of Elementary Education* 13 (4): 421-31. <https://doi.org/10.26822/iejee.2021.201>.
- Cruz, Joana, Sofia Mendes, Diana Alves, Sofia Marques, and Irene Cadime. 2023. "Fluency Training for Struggling Readers: Examining the Effects of a Tier-2 Intervention in Third Graders." *Education Sciences* 13 (9). <https://doi.org/10.3390/educsci13090908>.

- de Boer, H., Donker, A. S., Kostons, D. D. N. M., & van der Werf, G. P. C. (2018). Long-term effects of metacognitive strategy instruction on student academic performance: A meta-analysis. *Educational Research Review*, 24, 98–115. <https://doi.org/10.1016/j.edurev.2018.03.002>
- Downs, J., Hiebert, E., Conradi Smith, K., & Martz, K. (2026). Promoting Reading Accuracy and Fluency Outcomes With Complex Texts: A Grade 3 Intervention Comparison. *Reading Research Quarterly*, 61(2), e70117.
- Halkowski, M., & Kubina, R. M. (2024). Effect of Repeated Reading on Reading Fluency for Adults with Specific Learning Disabilities. *Behavior Analysis in Practice*, 17(2), 626-631.
- Hudson et al., (2020) Hudson, Alida, Poh Wee Koh, Karol A. Moore, and Emily Binks-cantrell. 2020a. "Fluency Interventions for Elementary Students with Reading Difficulties: A Synthesis of Research from 2000–2019." *Education Sciences* 2020, Vol. 10, Page 52 10 (3): 52. <https://doi.org/10.3390/EDUCSCI10030052>.
- Kusumasari, P. R. (2018). THE USE OF COOPERATIVE LEARNING TO IMPROVE THE STUDENTS'. 9(1).
- LaBerge, David, and S. Jay Samuels. 1974a. "Toward a Theory of Automatic Information Processing in Reading." *Cognitive Psychology* 6 (2): 293–323. [https://doi.org/10.1016/0010-0285\(74\)90015-2](https://doi.org/10.1016/0010-0285(74)90015-2).
- Makebo, Tadiwos Hambamo, Mebratu Mulatu Bachore, and Zeleke Arficho Ayele. 2022. "Investigating the Correlation Between Students' Reading Fluency and Comprehension." *Journal of Language Teaching and Research* 13 (2): 229–42. <https://doi.org/10.17507/jltr.1302.02>.
- Milliner, Brett. 2021a. "The Effects of Combining Timed Reading, Repeated Oral Reading, and Extensive Reading" 33 (2). <https://nflrc.hawaii.edu/rfl/>.
- Mize, Min, and Yujeong Park. 2021a. "iPad-Assisted Reading Fluency Instruction for Fourth Graders with Reading Difficulties: A Single Case Experimental Design." *Journal of Computer Assisted Learning* 37 (2): 500–509. <https://doi.org/10.1111/JCAL.12503>.
- Ramzan, M., Mushtaq, A., Ashraf, Z., & Scholar, P. (2023). *Evacuation of difficulties and challenges for academic writing in ESL learning*. *University of Chitral Journal of Linguistics and Literature*, 7 (I), 42-49.
- Repaso, Jophel C., and Denmark S. Macalisang. 2024. "Effectiveness of Contextualized Marungko Approach-Based Supplementary Reading Material." *International Journal of Multidisciplinary: Applied Business and Education Research* 5 (3): 1117–26. <https://doi.org/10.11594/ijmaber.05.03.30>.
- Serrano, Raquel, and Hsiao yun Huang. 2023a. "Time Distribution and Intentional Vocabulary Learning through Repeated Reading: A Partial Replication and Extension." *Language Awareness* 32 (1): 1–18. <https://doi.org/10.1080/09658416.2021.1894162>.
- Soleimani, Habib, Farnoosh Mohammaddokht, and Jalil Fathi. 2022. "Exploring the Effect of Assisted Repeated Reading on Incidental Vocabulary Learning and Vocabulary Learning Self-Efficacy in an EFL Context." *Frontiers in Psychology* 13 (February). <https://doi.org/10.3389/fpsyg.2022.851812>.
- Wu, Shengtian, Kasee K. Stratton, and Daniel L. Gadke. 2020. "Maximizing Repeated Readings: The Effects of a Multicomponent Reading Fluency Intervention for Children with Reading Difficulties." *Contemporary School Psychology* 24 (2): 217–27. <https://doi.org/10.1007/s40688-019-00248-x>.
- Zourou, F. et al., (2025) Zourou, F., Martinet, C., Portmann, Z., Martinez, M., & Sermer Dessemontet, R. (2025). Effects of a repeated reading intervention on the reading fluency of adolescents with intellectual disability. *Reading and Writing*, 1-20.

Credit authorship contribution statement

Seema Gul, Sami Ullah Khan, Dolat Khan, Inayat Ullah: Writing – Review & Editing, Writing – Original Draft, Methodology, Formal Analysis, Conceptualization.

© The Author(s) 2026. Published by the Department of English, University of Chitral.

This is an Open Access article distributed under the terms of the Creative Commons Attribution License (<https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted reuse, distribution, and reproduction in any medium, provided the original work is properly cited.