The Effects of Read-aloud Assistance and the Input Text on Task Completion and Lexical Use in Text Summary Speech

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Introduction

• About me:
  • English teacher at a private language school in Shenyang, China
  • Eight years of experience in English teaching
  • Degree: MA in TESOL from Lancaster University

• My Research:
  • Read-aloud assistance + Input text characteristics
  • Task completion + Lexical use (in text summary speech)
Theoretical Background

- Read-aloud

- Text Readability

- The Summary Protocol

- Lexical Use

Research Questions

- RQ1. Does read-aloud assistance affect EFL learners' task completion in text summary speech?
- RQ2. Does read-aloud assistance affect EFL learners' lexical use in text summary speech?
- RQ3. Does the input text affect EFL learners' task completion in text summary speech?
- RQ4. Does the input text affect EFL learners' lexical use in text summary speech?
Research Methodology

- Analysis of existing linguistic data collected by Shungo Suzuki, a PhD student at Lancaster (with permission)
- Within-subjects research design
- In withoutRAA and withRAA conditions
- With both texts
- Textmapping analysis
- TAALED
- TAALES
- SPSS

Research Findings

- Read-aloud assistance had no effect on neither the participants' task completion nor the lexical use in their text summary speech
- The input text had an effect on both the task completion and the lexical use of the participants
Conclusions and Implications

- Read-aloud might be appropriate as a testing accommodation for disabled L2 readers rather than as an instructional practice in EFL classrooms
- The effect of the input text informs teachers in terms of reading material selection and the marking of students’ task completion and lexical use
- Further research: consider the participants at different language proficiency levels and in different age groups