

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)

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Theoretical Background

- Read-aloud

- Hill, L., & Dobbyn, M. (1979). A teacher training course for teachers of EFL. London: Cassell.
- Amer, A. A. (1997). The effect of the teacher's reading aloud on the reading comprehension of EFL students. *ELT Journal*, 51(1), 43-47. doi: <http://dx.doi.org/10.1093/elt/51.1.43>

- Text Readability

- Crossley, S. A., Greenfield, J., & McNamara, D. S. (2008). Assessing text readability using cognitively based indices. *TESOL Quarterly*, 42(3), 475-493. doi: <http://dx.doi.org/10.1002/j.1545-7249.2008.tb0142.x>

- The Summary Protocol

- Riley, G., & Lee, J. (1996). A comparison of recall and summary protocols as measures of second language reading comprehension. *Language Testing*, 13(2), 173-189. doi: <http://dx.doi.org/10.1017/S026553229601300203>

- Lexical Use

- Crossley, S. A., Clevinger, A., & Kim, Y. (2014). The role of lexical properties and cohesive devices in text integration and their effect on human ratings of speaking proficiency. *Language Assessment Quarterly*, 11(3), 250-270. doi: <http://dx.doi.org/10.1080/15434303.2014.926905>

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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?

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Research Methodology

- Analysis of existing linguistic data collected by Shingo, 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

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Research Findings

- Read-aloud assistance had an 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

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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 task 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

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Thank You for Listening

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