

ScholarWorks@GSU

Role of Increased Attention on Struggling College Readers' Fluency Skill Development

Authors	Cooper, DesMonet S
Download date	2026-03-10 06:23:51
Link to Item	https://hdl.handle.net/20.500.14694/7773

Title: Role of Increased Attention on Struggling College Readers' Fluency Skill Development

Presenter: DesMonet Cooper

Supervisor: Dr. Omer Ari

Key Words: lexical quality; college reading; Reading fluency; fluency interventions

Introduction:

As research on college literacy is starting to increase in studies, an observation of struggling readers has provided some insight on the role of attention in this process. This study will attempt to add to that research. College students read a large amount of text during their college career and further research on the role of attention could possibly enhance the abilities of struggling readers. In the past most research on the study of literacy has mainly focused on children's reading improvement and has not as in detail observed literacy of college students

Method:

Participants will take a series of test that will test their attention and reading accuracy. Each participant will have an individual packet that contains their randomized test and materials. Participants will receive a participant id number when they enter the study. There will be two conditions: silent assisted repeated reading (SARR) and a modified silent assisted repeated reading condition (MSARR). Effects from these conditions will be compared through analyses of oral reading rate and reading comprehension accuracy. Two passages from a Timed Readings series will be selected with a Lexile measure indicating college reading level. Participants will be drawn from college students on Georgia State University campus whose silent reading rate scores are lower than the average college reading rate.

Results: We are hypothesizing that because of increased attention to print induced by the MSARR condition, greater gains in reading fluency will be observed in the MSARR condition. This gain is expected to transfer to students' comprehension gains because of the strong relationship noted in the literature between reading fluency and reading comprehension.

Discussion: We hope that these findings will help identify instructional components that are effective in building reading fluency skills in struggling college readers. Future research and instructional efforts may further explore the utility of strategies for increasing student attention to print as was done in this study through MSARR.