

## The Efficacy of Listening While Reading Process on Students' Reading Fluency: A Comprehensive Review

فعالية عملية الاستماع أثناء القراءة على طلاقة القراءة

لدى متعلمي اللغة الإنجليزية كلغة أجنبية: مراجعة شاملة

Imane Rezig<sup>(1)</sup>

يمان رزق

University of M'sila, ALGERIA

imane.rezig@univ-msila.dz

Dr. Mourad Touati

د. مراد تواتي

University of M'sila, ALGERIA

mourad.touati@univ-msila.dz

### Abstract

#### Informations about Article

Date de réception: 28/12/2024

Date d'acceptation: 15/10/2025

#### Key Words

Listening While Reading (RWL)

reading fluency

EFL learners

*A significant number of students, especially those experiencing reading difficulties, encounter challenges in developing fluent reading skills which are fundamental competencies that underlie both academic success and personal development. The practice of listening while reading (LWR) has surfaced as a potentially effective intervention to assist struggling readers by offering auditory reinforcement that aligns with visual reading. This review, which focused on sixteen empirical studies conducted between 2000 and 2024, investigates the efficacy of listening while reading (LWR) as a strategy and seeks to highlight the transformative impact of integrating auditory support into reading exercises that ultimately boosts reading fluency among struggling EFL readers. The aim of this review is to identify how LWR strategy is implemented in the reading practice, its positive impact on reading fluency and its limitations. Findings of this study provide evidence of its positive impact on reading speed, accuracy, prosody, and comprehension levels. However, it is essential to acknowledge the challenges associated with LWR implementation, including learner proficiency-level dependency, potential cognitive overload from simultaneous auditory and visual processing, and the need for adequate technological resources and teacher training, to ensure its appropriate implementation and maximize learner success.*

### Introduction

In the pursuit of mastering English, grasping and comprehending the four fundamental skills is essential. According to Broughton et al (1993), these four skills encompass listening, speaking, reading, and writing. Among these, reading stands out as the most vital skill to master. Engaging in reading allows individuals to acquire knowledge that not only enhances academic performance but also propels their professional success. Reading in English presents a significant challenge for non-native readers of English as this reading activity requires readers to possess accurate intonation, good pronunciation,

vocabulary bank, and critical reading ability.

Extensive studies are undertaken in L1, L2, and foreign language reading to uncover the distinct features and variables that significantly affect reading comprehension. With existing reading strategies being based on silent reading, repeated reading or controlled reading, little research has been attributed to reading fluency. According to Meyer reading fluency encompasses "the ability to read text rapidly, smoothly, effortlessly and automatically with little attention to the mechanics of reading such as decoding" (1999, p. 284). In recent years, groundbreaking instructional methodologies have emerged that are specif-

1-Corresponding author

ically designed to enhance reading fluency in novice readers. Among these innovative approaches, one of the most promising is the method of repeated readings (Samuels, 1979). This strategy encourages readers to practice a single text until a predetermined level of fluency is masterfully achieved. Samuels explains that this method empowers students to cultivate word recognition skills to a point of automaticity, which is an essential level of processing for achieving fluent reading.

In a study done by Dowhower (1987), it was discovered that repeated readings—alongside a related strategy known as repeated listening-while-reading—significantly enhances reading fluency. Unlike repeated readings, this method involves the reader engaging with the text while simultaneously listening to a fluent rendition of it. The terms listening while reading (LWR) and reading while listening (RWL) involve the integration of listening into the reading experience. These methods surfaced in many reading studies aiming at developing literacy and reading fluency. In both Listening While Reading (LWR) and Reading While Listening (RWL), individuals engage in simultaneous reading and listening. However, the primary focus and materials used differ. In LWR, the goal is to enhance reading proficiency by providing auditory support through spoken renditions of written texts. The listening speed is typically faster than speech to accommodate the natural pace of reading. Conversely, RWL focuses on developing listening skills by utilizing spoken texts such as conversations, stories, lectures, and movies. LWR can augment the significance of prosody and phonological awareness in both the native language and a foreign language. This, in turn, facilitates the effective use of the reader's "inner speech" or inner voice, contributing to improved reading fluency.

A recent study conducted by Roming & Jetton (2023) examined the effectiveness of the Re-read-Adapt and Answer-Comprehend (RAAC) repeated reading intervention delivered synchronously online to three upper elementary students during COVID-19 school closures. Using a single-case repeated acquisition design, the research investigated whether this traditionally face-to-face reading fluency intervention could maintain its effectiveness in an online format. Visual analysis revealed consistent improvements in correct word reading fluency across all participants, with students progressing from low to low-av-

erage baseline performance to average or above-average levels during intervention. The intervention showed clear additive effects, as students' fluency increased with each repeated reading of the same passage approximately 75% or more of the time. These findings indicate that repeated reading interventions can successfully transition from traditional face-to-face formats to online delivery while maintaining their effectiveness in building reading fluency, with minimal modifications required and acceptable implementation fidelity achieved even by novice tutors. The aim of this review is to illuminate the essential traits of research conducted in this domain and pinpoint the gaps in the existing studies. Despite the scoping and systematic reviews have been undertaken, this present review considerably deepens insights by emphasizing the substantial effect of the listening while reading methodology in fostering reading fluency for EFL learners of English, rather than confining its analysis to those with reading impairments and disabilities. In order to achieve this goal, the study sought to explore the integration of LWR into the activity of reading, its effect on students' reading fluency, and the obstacles encountered by educators and students in integrating LWR into the reading process.

This study addresses the following research questions:

How is LWR integrated in the reading activity?

How does LWR impact students' reading fluency?

What are the issues encountered by students when using LWR?

## 1—Literature review

Reading fluency is essential for achieving successful reading outcomes and has been recognized by the USA National Reading Panel (NRP) as one of the "Big 5" fundamental components of reading that must be prioritized in instruction, alongside phonemic awareness, phonics, vocabulary, and reading comprehension (2000). According to Rasinski & Padak, when learners achieve fluent reading skills, they can devote their attention to grasping the text's meaning, freeing themselves from the burden of deciphering individual words or phrases (2013). As highlighted Grabe (2009), fostering reading fluency not only bolsters comprehension but also aids in the development of important productive skills like writing and speaking. Embracing reading fluency can significantly elevate overall language proficiency, and even more importantly, it empowers learners to comprehend texts

effortlessly.

Breznitz (2005) identifies, as vital components of reading fluency, automaticity, prosody, reading pace (speed and duration while reading), and Rapid Automatized Naming (RAN) which is used to assess reading quality. Conversely, Rasinski and Padak (2013) assert that reading fluency comprises two fundamental elements: automaticity in word decoding, which refers to the ability to recognize words effortlessly, and prosody, which serves as a crucial connection to comprehension.

In order to teach reading fluency, several reading strategies have been implemented. Taguchi et al. (2016) demonstrated that LWR functions as crucial scaffolding, bridging word-level decoding skills and fluent reading performance through simultaneous audio input that reinforces accurate word recognition patterns while building reading pace and automaticity. This reciprocal relationship becomes evident in Repeated-Reading contexts, where LWR actively enhances word processing within connected text by training the visual word recognition system to operate more efficiently, helping readers develop automatic recognition of word boundaries and phrase structures that reduce cognitive load from word-by-word decoding. As readers repeatedly encounter words within the audio-supported LWR context, their sight word vocabulary expands while reading rate increases, creating a foundation for truly fluent reading where cognitive resources shift from laborious decoding to meaningful comprehension of connected discourse.

Research reveals that the LWR approach significantly enhances students' reading abilities in both fluency and comprehension. According to (Opiani, 2019), the process of teaching reading skills through listening while reading (LWR) remarkably enhances students' ability to comprehend texts more effectively and develop greater reading proficiency. However, it's important to recognize that the implementation of the LWR strategy does come with certain drawbacks. Kim (2020) suggest that the simultaneous presentation of written and oral English for comprehension purposes can be counterproductive, as the overlap of spoken and written elements can heighten the cognitive load of the task. This indicates that students may struggle to manage both listening and reading simultaneously. When it comes to grasping the meaning within the text, students with lower reading levels are likely

to experience significant challenges in understanding the content effectively.

## 2–Methodology

In this study, the researcher utilized a comprehensive review methodology anchored in corpus analysis to rigorously assess contemporary investigations on The Efficacy of Listening While Reading Process (LWR) in relation to EFL Learners' Reading Fluency. Through the lens of a corpus analysis, different parameters were distilled from the selected studies to provide a systematic evaluation of the research landscape. As stated by Creswell (2018), an article review helps researchers stay up-to-date with the latest research in their field as it provides a critical analysis and evaluation of various studies. This process encompasses summarizing the key points of the article, evaluating its strengths and weaknesses, and deliberating its implications for future research endeavors. The analytical approach employed in this study was qualitative in nature, focusing on the systematic examination and interpretation of textual data extracted from the corpus of selected studies. This qualitative corpus analysis enabled the identification of recurring themes, methodological patterns, and empirical findings across the literature, providing a comprehensive understanding of the current state of research on LWR and reading fluency.

### 2–1–Search Strategy

For the purpose of conducting this comprehensive review, a systematic and methodical approach was employed. It involved the rigorous searching of various databases alongside scholarly, peer-reviewed academic journals that are recognized for their contribution to the field. Initially, our extensive search encompassed a variety of databases including, but not limited to, Google Scholar, ResearchGate, Sci-Hub, and SNDL, which provided us with access to a plethora of journals such as Scopus, JSTOR, Science Direct, and Springer Open, thereby ensuring a broad range of scholarly resources. The specific search terms that were utilized in our database exploration comprised of: LWR strategy, reading fluency, the implementation of LWR into the act of reading, and the subsequent impact of the LWR strategy on enhancing reading fluency. The search string was deliberately kept broad so that no important articles were missed.

### 2–2–Inclusion and Exclusion Criteria

In order to streamline and sharpen the focus of our search

methodology, we established a set of clearly defined delimitations that would guide our selection process: Only articles that included empirical research and presented first-hand data.

only those articles published within the time frame from 2000 to 2024

All articles must be written in the English language to ensure consistency and comprehension.

With respect to the exclusion criteria that we applied, we categorically ruled out any studies that consisted solely of literature reviews or conference proceedings, as well as those that were published in languages other than English, or studies that were conducted prior to the year 2000, thereby refining our selection to include only the most pertinent and contemporary research.

### 2-3-Screening Process

During the screening process, articles were selected based

on their titles, abstracts were read in order to select only articles that contain a study conducted on students and not teachers, the references cited in recent meta-analysis and synthesis papers examining oral reading fluency were inspected for applicable papers to review , each article's cited references were searched for relevant papers. Only studies with data from experiments, surveys, or interviews were kept. Furthermore, all articles were thoroughly read to remove replicated studies with identical findings. To enhance the validity of our search, Searches were restricted to peer-reviewed articles between 2000 and 2024 to incorporate quality research over 24 years. The initial search resulted in 100 studies, 20 articles were duplicates and therefore immediately removed. Using the exclusion criteria, 64 articles were excluded based on title, keyword, or abstracts, leaving 16 studies for further review .

**Table 1:** Exclusion and Inclusion Criteria

Included	Excluded
<b>Population</b>	
Primary/elementary/secondary school pupils	Teachers/ adults
University students	Learners with learning disabilities (listening/ reading impairment)
EFL/ESL speaking countries	
<b>The study Focus</b>	
Digital tools used in reading	Phonics
Online reading platforms	Reading fluency in other languages than English
Reading fluency	
<b>The study characteristics</b>	
Peer reviewed	articles containing explorations through book analysis
Qualitative/ Quantitative	literature reviews
Mixed methods	scoping reviews
Experimental /quasi experimental	published before 2000
Published after 2000	

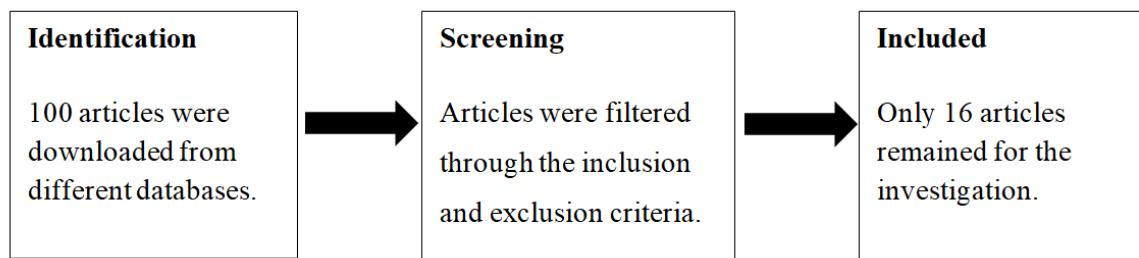


Figure 1: The selection process

### 2-4-Data Extraction

A single researcher participated in the process of data extraction and corpus analysis. Data were extracted on article

characteristics, students' characteristics, Bibliographic information (title, authors, year of publication ... etc.). Emphasis was also placed on extracting research questions, objectives, research design/methods/data collection tools used, key findings, implications, limitations, reading fluency focus, and the use of LWR in the reading activity. The qualitative corpus analysis involved the systematic coding and thematic analysis of these extracted parameters, allowing for the identification of patterns, trends, and gaps in the existing research landscape. This analytical approach facilitated a comprehensive understanding of how LWR strategies have been investigated and their reported efficacy in enhancing EFL learners' reading fluency across different educational contexts and methodological approaches.

### **3–Data interpretation**

Listening While Reading (LWR) represents one of the three strategies derived from the Neurological Impress Method (NIM). NIM enhances fluency by allowing both students and teachers to read aloud in unison. LWR embodies the principles of NIM by motivating students to follow along with a person or an audio recording of a reader (Therrien, 2004). According to Sudzina & Foreman, Children utilize various sensory modalities while engaging with recorded books: auditory (listening), visual (observing), and tactile (tracing with a finger) (1990). The use of LWR strategy resulted in improvements on the level of vocabulary, comprehension, and oral reading fluency. This approach presents an incredible chance to improve fluency among learners of all ages and varying reading skills, as listening to a proficient reader demonstrates the proper phrasing and expression of written content, leading to a deeper comprehension of the material (Pytash & Calabria, 2013). This section will examine the previous studies that cover research questions.

#### **3–1–The implementation of LWR strategy**

In their investigation of the implementation the LWR (Listening While Reading) strategy for the purpose of improving the reading fluency and comprehension of seventh-grade students at SMP Y.P. Keluarga Pematangsiantar in the 20212022/ academic year, Silalahi and Nizwana (2023) employed a quantitative approach with a true experimental design featuring two distinct groups: an experimental group implementing the Listening While Reading (LWR) strategy and a control group receiving

conventional instruction. Conducted at SMP Y.P. Keluarga Pematangsiantar during the 20212022/ academic year, the study's population comprised 92 seventh-grade students distributed across four classes. A simple random sampling method was employed to select two classes, designating one as the experimental group and the other as the control group. Outcomes of the study showed that 84% of students exhibited significant advancements in reading fluency and comprehension following the application of the LWR strategy. The LWR strategy remarkably boosts students' reading fluency and comprehension by allowing them to emulate native pronunciation and intonation. This approach is especially beneficial for students who face challenges with vocabulary and pronunciation.

#### **3–2–Audio-Assisted Reading**

In their study, Lhamo & Sakulwongs (2023) used a Mixed-method approach (qualitative and quantitative) addressing 30 fifth-grade Bhutanese students (15 girls and 15 boys) from one primary school in Tsirang, Bhutan. Their study included Pretest and posttest with 20 multiple-choice, 10 short-answer questions (total 30 marks) to assess reading comprehension skills and a Semi-structured interviews with all students after the study to investigate learning satisfaction. Results demonstrated that there was a significant improvement in reading comprehension skills after using AAR with audiobooks (higher posttest mean score compared to pretest mean score). It was also noted that a positive Shift occurred in learning experience, improved comprehension, increased enthusiasm for reading and willingness to continue using AAR and an increased learning satisfaction.

In another study conducted by Al Mahmud (2022), the impact of audio-visual aids on reading fluency and comprehension among first-year English students at the University of Jeddah is explored. Gender-based differences are also examined. The study opted for the use of Quasi-experimental with four groups (male and female experimental groups, and male and female control groups), with a total sample of 104 students. This study showed that experimental groups outperformed control groups in both reading fluency and comprehension. In addition, both male and female experimental groups exhibited significant progress, with average increases in reading speed and comprehension scores. As far as the study is concerned, no notable statistical differences

were found between male and female students regarding reading improvements, indicating that the intervention was equally beneficial for both genders.

### 3–3–Teacher’s Reading Aloud

Aly A. Amer (1997), in his study, examined the impact of teachers reading aloud on the reading comprehension of sixth-grade English as Foreign Language (EFL) learners. His sample included 75 male sixth-grade students in Cairo, divided into experimental (39 students) and control (36 students) groups. The experimental group listened to the teacher reading the short story *The Perfect Pearl* by Osborne (1989) aloud, accompanied by silent reading and periodic comprehension questions while the control group read the story silently without teacher-led reading. Results of the study indicated that teacher reading aloud enhanced comprehension by modeling proper prosody, stress, and intonation. It has also helped students overcome bottom-up reading habits, allowing better integration of meaning and fostered positive attitudes toward reading and may motivate students to read for pleasure. However, Silent reading, without guidance, proved to be less effective for comprehension.

### 3–4–The impact of LWR strategy on reading fluency

In their study, Winn et al (2006) investigated the impact of two instructional strategies, Listening While Reading (LWR) and Repeated Reading (RR), on the reading fluency of adults with reading skill deficits. The study involved 12 participants (6 males, 6 females) enrolled in an ABE program located in the southeastern United States, all of whom had reading proficiency levels comparable to 4th or 5th grade as determined by the Test of Adult Basic Education (TABE). This experiment comprised three conditions: LWR where Participants engaged in silent reading while listening to the same text being read aloud, RR where Participants practiced the same text multiple times, and Control where Participants read passages aloud without any supplemental assistance. The findings of this research demonstrated that both LWR and RR are powerful methods for improving reading fluency in adult learners with reading difficulties. Additionally, these strategies likely enhance fluency by providing more chances to practice reading instead of relying solely on neurological impress or modeling theories.

In his research, Ampuero (2024) utilized a single-case, alternating treatments design. The article investigates two

strategies aimed at boosting oral reading fluency: Repeated Reading (RR) and Listening While Reading (LWR). The findings of the study demonstrated that both RR and LWR significantly enhanced the number of accurately read words and decreased errors over time. However, neither approach was distinctly more effective. Additionally, Silent reading, employed as a control, exhibited increases in correct words along with errors, indicating it may be less effective in the absence of feedback. Moreover, Error correction (word rehearsal in RR and direct correction in LWR) was pivotal in advancing fluency outcomes.

### 3–5–Challenges and limitations of Listening While Reading LWR

While scholarly investigations indicate that Listening While Reading (LWR) can serve as an efficacious approach for enhancing both reading fluency and comprehension, it is crucial to recognize specific challenges and constraints linked to learner characteristics as not all students may experience equal advantages from LWR interventions. Research has demonstrated that the efficacy of LWR is contingent upon the learner’s existing reading proficiency. For instance, a study conducted by Cloer and Denton (1995) revealed that LWR positively influenced the reading comprehension of below-average readers, whereas it negatively affected the comprehension of above-average readers. This finding implies that LWR may be particularly beneficial for learners who are struggling and require supplementary assistance in cultivating fluency. Another obstacle associated with LWR is the possibility of a “redundancy effect.” This phenomenon occurs when the concurrent presentation of both written and oral information induces cognitive overload, thereby hindering comprehension. Diao and Sweller (2007) undertook a study that corroborated this claim, discovering that participants exposed to both written and spoken input exhibited lower comprehension and recall relative to those who engaged solely with written texts. The detrimental impact was notably more significant for passages characterized by intricate syntax and discourse structures. Therefore, LWR can impose an additional cognitive load on learners, especially those who are not accustomed to processing information through multiple modalities simultaneously. This can be particularly challenging for learners with limited working memory capacity or attentional resources. The redundancy effect mentioned earlier can exacerbate

this cognitive load, making it more difficult for learners to focus on and comprehend the written text.

#### 4—Implications for Educational Stakeholders

Incorporating LWR into language education can significantly enhance students' reading fluency and comprehension, with far-reaching implications that extend beyond immediate classroom benefits. Educators should strongly consider adopting LWR as an additional teaching strategy to maximize student success, particularly given its potential to address diverse learning styles and accommodate students with varying reading proficiencies. The implementation of LWR necessitates comprehensive systemic changes that begin with educator preparation. Teachers will require extensive training and ongoing assistance to seamlessly incorporate LWR into their instructional methodologies, including understanding how to select appropriate audio materials, synchronize text and audio effectively, and monitor student progress through LWR activities. This training must encompass both technical proficiency and pedagogical strategies for differentiating LWR instruction to meet individual student needs.

The technological infrastructure requirements for effective LWR implementation present significant implications for educational budgeting and resource allocation. Educational institutions must guarantee that students have consistent access to necessary technology, including high-quality audio devices, computers with reliable internet connectivity, and potentially specialized software for text-audio synchronization. This technological demand extends beyond initial equipment purchases to include ongoing maintenance, software updates, and technical support services that ensure uninterrupted access to LWR resources.

Financial implications extend to multiple institutional levels, requiring sufficient funding and robust infrastructure investment to support successful LWR integration into the curriculum. Schools must allocate resources not only for technology acquisition but also for creating dedicated spaces where students can engage in LWR activities without disrupting traditional classroom instruction. This may necessitate renovating existing facilities or designing new learning environments that accommodate both individual and group LWR sessions. The professional development implications are particularly

substantial, as schools must commit to comprehensive, sustained initiatives that empower educators with both theoretical understanding and practical expertise to effectively utilize LWR strategies. This includes training teachers to assess student progress through LWR, adapt traditional reading assessments to account for LWR benefits, and integrate LWR seamlessly with existing literacy instruction rather than treating it as an isolated intervention.

From a policy perspective, the implications reach into curriculum reform and educational standards revision. Policymakers ought to revise language education curriculum guidelines to incorporate LWR as a proven instructional method, which would require extensive research review, stakeholder consultation, and gradual implementation phases. This policy shift would foster broader acceptance and uniform application of LWR across various language programs while establishing quality standards and assessment protocols specific to LWR instruction.

The equity implications of LWR implementation cannot be overlooked, as schools must ensure that technological requirements do not create or exacerbate educational disparities. This necessitates careful consideration of how to provide equal access to LWR resources across diverse socioeconomic contexts, potentially requiring additional funding mechanisms or community partnerships to support implementation in under-resourced schools.

Long-term implications include the potential for LWR to transform traditional concepts of reading instruction, moving toward more multimodal approaches that recognize the interconnected nature of listening and reading skills. This shift may influence teacher preparation programs, requiring modifications to how future educators are trained in literacy instruction and creating new specializations in technology-enhanced reading pedagogy.

#### 5—Recommendations for Future Research

Future studies should focus its emphasis on implementing longitudinal studies to assess the enduring effects of LWR on reading fluency and comprehension over an extended timeframe, such as an entire academic semester or year. The participant sample should be broadened to encompass a more varied demographic, including representations from both rural and urban students, as well as varying levels of proficiency would uncover any unique advantages or

challenges faced by different groups. Researchers should examine the influence of LWR on other language skills, including speaking and writing, to uncover its broader benefits for overall language proficiency. The long-term retention of improvements achieved through the LWR method should be tracked to evaluate its enduring impact on reading capabilities. Also the role of teachers and educators' training should be examined for effective LWR application. By pursuing these research avenues, future investigations can expand upon the encouraging initial findings from this pilot, offering robust and generalizable insights into the effectiveness of LWR in boosting reading fluency and comprehension among language learners.

## Conclusion

This comprehensive review of sixteen empirical studies conducted between 2000 and 2024 provides compelling evidence for the efficacy of Listening While Reading (LWR) as a pedagogical strategy for enhancing reading fluency among EFL learners. Through systematic synthesis of research findings, this investigation demonstrates that LWR represents a valuable intervention that addresses multiple dimensions of reading competence simultaneously, thereby establishing its significance in contemporary language education. The convergent evidence reveals substantial improvements across key reading fluency indicators. Specifically, studies documented significant enhancements in reading speed, with participants demonstrating increased words-per-minute paces and reduced reading duration. Moreover, accuracy improvements were consistently evidenced through decreased error rates and enhanced word recognition capabilities. Additionally, comprehension gains were documented across multiple investigations, indicating that the auditory scaffolding provided by LWR facilitates deeper textual understanding and meaningful engagement with written materials.

Nevertheless, this review acknowledges critical implementation challenges that must be carefully considered. The proficiency-level dependency emerges as a particularly important factor, suggesting that LWR may be most beneficial for struggling readers rather than advanced learners, as evidenced by studies showing differential effects based on initial reading ability. Furthermore, the cognitive load consideration proves

essential, since simultaneous processing of auditory and visual information can overwhelm learners with limited working memory capacity. Consequently, the redundancy effect identified in several studies highlights the imperative need for careful instructional design to prevent cognitive overload and maximize learning effectiveness.

Despite these implementation challenges, several critical areas require further investigation to fully optimize LWR applications. Primarily, long-term longitudinal studies are needed to assess the durability of LWR benefits beyond immediate post-intervention periods, thereby establishing the sustained impact of this intervention. Additionally, research examining LWR's effectiveness across diverse demographic groups and proficiency levels would provide more nuanced implementation guidelines for varied educational contexts. Similarly, investigation into optimal implementation parameters—including listening speed, text complexity, and session duration—would significantly enhance practical applications and instructional decision-making.

The success of LWR extends beyond its ability to improve isolated reading skills, encompassing its capacity to provide holistic support that bridges the gap between receptive and productive language abilities. By simultaneously engaging auditory and visual processing systems, LWR creates a rich learning environment that accelerates fluency development while fostering positive attitudes toward reading. This multifaceted approach proves particularly valuable for struggling readers, making it an essential tool for addressing reading difficulties and promoting inclusive education practices. Therefore, the consistent evidence from multiple studies, methodologies, and contexts strongly supports LWR as an effective strategy for enhancing reading fluency among EFL learners. Although implementation challenges exist, the substantial benefits in reading speed, accuracy, and comprehension justify its integration into language education programs. Ultimately, when implemented with appropriate consideration for learner characteristics, cognitive load management, and institutional support, LWR represents a powerful and evidence-based approach to reading fluency instruction that warrants widespread adoption in EFL education contexts, promising to transform reading instruction and learner outcomes in meaningful and sustainable ways.

## References

1. Al Mahmud, F. (2022). The Effect of Video-And Audio-Assisted Reading on Saudi EFL Learners' Reading Fluency and Comprehension. *World, 12*(8).
2. Amer, A. A. (1997). The effect of the teacher's reading aloud on the reading comprehension of EFL students. *E/T Journal, 51*(1), 43-47.
3. Breznitz, Z. (2005). *Fluency in Reading: Synchronization of processes*. Taylor & Francis Group.
4. Broughton, G., Brumfit, C., Pincas, A., & Wilde, R. D. (2002). *Teaching English as a foreign language*. Routledge.
5. Cloer, T., & Denton, G. R. (1995). The effects of read-along tapes on the reading comprehension of middle school students. *Yearbook of the American Reading Forum, 15*, 85-92.
6. Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). Thousand Oaks, CA: Sage Publications.
7. Diao, Y., & Sweller, J. (2007). Redundancy in foreign language reading comprehension instruction: Concurrent written and spoken presentations. *Learning and instruction, 17*(1), 78-88
8. Dowhower, S. L. (1987). Effects of repeated reading on second-grade transitional readers' fluency and comprehension. *Reading Resarch Quarterly, 22*, 389- 406.
9. Grabe, W. (2009). *Reading in a Second Language: Moving from Theory to Practice*. Cambridge University Press
10. Kim, P. (2020). The Effect of LWR (Listening While Reading) and Intrinsic Cognitive Load on L2 Reading Comprehension. *Journal of Second Language Acquisition and Teaching (JSLAT), 26*, 56-74
11. Lhamo, J., & Sakulwongs, N. (2023). The Effectiveness of Audio-Assisted Reading to Enhance English Reading Comprehension Skills for Bhutanese Students. *THAITESOL Journal, 36*(3), 20-38.
12. Maiden, M. E., Ampuero, M. E., & Kostewicz, D. E. (2024). A Comparison of Repeated Reading and Listening While Reading to Increase Oral Reading Fluency in Children. *Education and Treatment of Children, 47*(1), 51-66. <https://doi.org/10.1007/s43494-024-00121-4>
13. Meyer, M. S. (1999). Repeated reading to enhance fluency: Old approaches and new directions. *Annals of Dyslexia, 49*, 283-306.
14. National Reading Panel (US), National Institute of Child Health, & Human Development (US). (2000). *Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction: Reports of the subgroups*. National Institute of Child Health and Human Development, National Institutes of Health.
15. Opiani, L. (2019). The Effect Of Listening While Reading (LWR) on Students Reading Fluency at Second Grade Students of State High School 1 Janapria. *JOURNAL OF ENGLISH TEACHING AND LEARNING*.
16. Pytash, K., & Calabria, N. (2013). Audio-Assisted Reading. In T. Rasinski & N. Padak (Eds.), *From Fluency to Comprehension: Powerful Instruction Through Authentic Reading*. Guilford Publication.
17. Rasinski, T., & Padak, N. (2013a). Fluency at the Core of Effective Literacy Instruction. In T. Rasinski & N. Padak (Eds.), *From Fluency to Comprehension: Powerful Instruction Through Authentic Reading*. Guilford Publication.
18. Romig, J. E., & Jetton, A. (2023). Effects of a Repeated Reading Intervention Delivered Online to Upper Elementary Students. *Journal of Special Education Technology, 39*(2), 163-173. <https://doi.org/10.1177/01626434231184879> (Original work published 2024)
19. Samuels, S. J. (1979). The method of repeated reading. *The Reading Teacher, 32*, 403-408.
20. Silalahi, M., & Nizwana, D.R. (2023). The Implementation Of Listening While Reading (LWR) To Enhance Student's Reading Fluency And Comprehension. *Bilingual Jurnal Pendidikan Bahasa Inggris, 5*(1). DOI: 10.36985/jbl.v5i1.728
21. Sudzina, M. R. & Foreman, P. A. (1990). The use of recorded books in a first grade classroom with chapter 1 children. *Ohio Reading Teacher, 25*(1), 7-14.
22. Taguchi, E., Gorsuch, G., Lems, K., & Rosszell, R. (2016). Scaffolding in L2 reading: How repetition and an auditory model help readers. *Reading in a Foreign Language, 28*(1), 101-117.
23. Therrien, W. J. (2004). Fluency and comprehension gains as a result of repeated reading. *Remedial and Special Education, 25*(4), 252-261.
24. Winn, B. D., Skinner, C. H., Oliver, R., Hale, A. D., & Ziegler, M. (2006). The effects of listening while reading and repeated reading on the reading fluency of adult learners. *Journal of Adolescent & Adult Literacy, 50*(3), 196-205. DOI: 10.1598/JAAL.50.3.4

## فعالية عملية الاستماع أثناء القراءة على طلاقة القراءة لدى متعلمي اللغة الإنجليزية كلغة أجنبية: مراجعة شاملة ملخص

الكلمات المفتاحية  
الاستماع أثناء القراءة  
طلاقة القراءة  
 المتعلمو اللغة الإنجليزية كلغة أجنبية

يواجه عدد كبير من الطلاب، وخاصة أولئك الذين يعانون من صعوبات في القراءة، تحديات في تطوير مهارات القراءة بطلاقتها والتي تعد كفاءات أساسية تكمن وراء كل من النجاح الأكاديمي والتنمية الشخصية. ظهرت ممارسة الاستماع أثناء القراءة كتدخل فعال محتمل لمساعدة القراء المتعثرين من خلال تقديم التعزيز السمعي الذي يتماشى مع القراءة البصرية. تبحث هذه المراجعة، التي ركزت على ست عشرة دراسة تجريبية أجريت بين عامي 2000 و2024، في فعالية الاستماع أثناء القراءة كاستراتيجية وتسعى إلى تسلیط الضوء على التأثير التحويلي لدمج الدعم السمعي في تمارين القراءة التي تعزز في نهاية المطاف طلاقة القراءة لقراء اللغة الإنجليزية كلغة أجنبية الذين يعانون من صعوبات. والهدف من هذه الدراسة هو تحديد كيفية تنفيذ استراتيجية الاستماع أثناء القراءة في ممارسة القراءة، وتأثيرها الإيجابي على طلاقة القراءة وحدودها. تقدم نتائج هذه الدراسة دليلاً على تأثيرها الإيجابي على سرعة القراءة والدقة والإيقاع ومستويات الفهم. ومع ذلك، من الضروري الاعتراف بالتحديات المرتبطة بالاستماع أثناء القراءة، بما في ذلك الاعتماد على مستوى كفاءة المتعلم، والحمل المعرفي المحمي من المعالجة السمعية والبصرية المتزامنة، وال الحاجة إلى الموارد التكنولوجية الكافية وتدريب المعلمين لضمان تنفيذها المناسب لتحقيق أقصى قدر من نجاح المتعلم.

### L'Efficacité du Processus d'Ecoute pendant la Lecture sur la Fluidité de Lecture des Apprenants d'Anglais : Revue Approfondie

#### Résumé

Un nombre important d'étudiants, en particulier ceux qui éprouvent des difficultés de lecture, rencontrent des difficultés à développer des compétences de lecture fluide, qui sont des compétences fondamentales qui sous-tendent à la fois la réussite scolaire et le développement personnel. La pratique de l'écoute pendant la lecture (EPL) est apparue comme une intervention potentiellement efficace pour aider les lecteurs en difficulté en offrant un renforcement auditif qui s'aligne sur la lecture visuelle. Cette revue, qui s'est concentrée sur seize études empiriques menées entre 2000 et 2024, examine l'efficacité de l'écoute pendant la lecture (EPL) en tant que stratégie et cherche à mettre en évidence l'impact transformateur de l'intégration d'un soutien auditif dans les exercices de lecture qui, en fin de compte, améliore la fluidité de lecture chez les lecteurs d'anglais langue étrangère en difficulté. L'objectif de cette revue est d'identifier comment la stratégie EPL est mise en œuvre dans la pratique de la lecture, son impact positif sur la fluidité de lecture et ses limites. Les résultats de cette étude fournissent des preuves de son impact positif sur la vitesse de lecture, la précision, la prosodie et les niveaux de compréhension. Cependant, il est essentiel de reconnaître les défis associés à la mise en œuvre de la stratégie d'écoute pendant la lecture, notamment la dépendance au niveau de compétence de l'apprenant, la surcharge cognitive potentielle résultant du traitement auditif et visuel simultané, et le besoin de ressources technologiques adéquates et de formation des enseignants, afin d'assurer sa mise en œuvre appropriée et de maximiser la réussite des apprenants.

#### Mots clés

l'écoute pendant la lecture  
(EPL)  
fluidité de lecture  
apprenants d'anglais langue  
étrangère



#### Competing interests

The author(s) declare no competing interests

#### تضارب المصالح

يعلن المؤلف (المؤلفون) لا تضارب في المصالح

#### Author copyright and License agreement

Articles published in the Journal of letters and Social Sciences are published under the Creative Commons of the journal's copyright. All articles are issued under the CC BY NC 4.0 Creative Commons Open Access License).

To see a copy of this license, visit:

<http://creativecommons.org/licenses/by/4.0/>

This license allows the maximum reuse of open access research materials. Thus, users are free to copy, transmit, distribute and adapt (remix) the contributions published in this journal, even for commercial purposes; Provided that the contributions used are credited to their authors, in accordance with a recognized method of writing references.

© The Author(s) 2023

#### حقوق المؤلف وازن الترخيص

إن المقالات التي تنشر في المجلة تنشر بموجب المشاع الإبداعي بحقوق النشر التي تملكها مجلة الآداب والعلوم الاجتماعية. ويتم إصدار كل المقالات بموجب ترخيص الوصول المفتوح المشاع الإبداعي. CC BY NC 4.0.

للاطلاع على نسخة من هذا الترخيص، يمكنكم زيارة الموقع المولى :

<http://creativecommons.org/licenses/by/4.0/>

إن هذا الترخيص يسمح بإعادة استخدام المواد البحثية المفتوحة الوصول إلى الحد الأقصى وبالتالي، فإن المعنيين بالاستفادة أحراز في نسخ ونقل وتوسيع وتكثيف (إعادة خلط) المساهمات المنشورة في هذه المجلة، وهذا حتى لأغراض تجارية؛ شرط أن يتم نسب المساهمات المستخدمة من طريقهم إلى مؤلفي هذه المساهمات، وهذا وفقاً للطريقة من الطرق المعترف بها في كتابة المراجع.

© المؤلف (المؤلفون) 2023