

## **Realigned Audio Recorded Materials using Repeated Reading and the Level of Oral Reading Fluency of Non-Fluent Learners**

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### **Abstract**

This study was conducted to determine the significant difference before and after exposure to the Realigned Audio Recorded Reading Materials Using Repeated Reading in Grade 7 learners' reading fluency, such as expressions, accuracy, phrasing, and pace. With the analysis and interpretation of data, this experimental study used statistical tools such as Mean, Standard Deviation, and T-Test. Hypotheses were tested, and the findings revealed the following information; The null hypothesis that there is no significant difference in the reading fluency before and after exposure to the Realigned Audio Recorded Reading Materials is rejected. Having all those findings, the study recommends that teachers may utilize realigned audio-recorded reading materials as an intervention for struggling readers to improve their reading fluency; as realigned audio-recorded reading materials using repeated reading an innovative method of instruction, teachers should receive training on how to create and implement the program in the classroom; and future researchers may do a similar study to determine the advantages of realigned audio-recorded reading materials and, consequently, improve the reading fluency of readers.

*Keywords: realigned audio recorded materials, repeated reading, expression, accuracy, phrasing, pace*