
The impact of word walls on improving the English reading fluency of Saudi Kindergarten's children

Ohoud Abdullatif Al Shaiji

King Saud University-Riyadh- Saudi Arabia

Basmah Issa Tlelan Al-Saleem

Imam Mohammad Ibn Saud Islamic University Riyadh and the World Islamic Sciences and Education University-Amman-Jordan

Key Words

Word Walls, kindergarten, children, reading fluency, Saudi

Abstract

The objective of this study was to investigate the impact of Word Walls on improving the English Reading Fluency of Saudi kindergarten's children. The present study attempted to answer if there was a statistically significant difference at ($\alpha=0.05$) between the Saudi children's subjects' mean score on English Reading fluency test due to using Word Wall activities in Kindergarten's stage over a Control group. To fulfill the required goal of the study, the researchers used a random sample of (55) female Saudi children from a kindergarten in Riyadh - Saudi Arabia. (30) students to represent the experimental group, and (25) students to represent the control group. Their ages were between 5-6.4 years. Those children sat for the pre-post tests of TOWRE reading fluency test. Word Wall activities were used to teach new vocabulary. As the study design was a quasi-experimental one, ANCOVA was used to analyze the quantitative data. The results of the study showed that Word Walls activities enhanced significantly the English Reading Fluency of the children in the experimental group. Based on the results of this study, it was recommended that Kindergartens' teachers adopt Word Walls activities in their classroom practices to improve English reading fluency. More training in Word Walls activities and support for each children's teacher could enhance the implementation of Word Wall's activities when designing and executing their reading lesson plans. Consequently, Children's reading fluency would be improved as well.
