

View against round robin reading

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At one time, round robin reading was seen as an instructional method that might have been a good idea. Ediger (2000) claimed round robin reading was used and was still popular because it provided teachers a chance to assess oral reading skills and comprehension, allowed the teacher to work with individual students within the small group and provided structure to teaching small groups as well as provided a balance in ability grouping. Despite the apparent benefits to using round robin reading, leading researchers agree that it is not an effective practice.

Beach stated “round robin reading has never been widely advocated or endorsed by scholars of reading” (as cited in Rasinski & Hoffman, 2003, p. 512). Rasinski and Hoffman went on to state that “because only one student reads at a time during the activity, the amount of reading during a lesson is minimal” (p. 512). In a landmark study conducted by Durkin (1978-1979), the research found:

Round robin reading by more able children was used to communicate the content of a chapter to the less able readers. As in other classrooms, the oral reading was often poor. Children stumbled over hard-to-pronounce terms, read in a monotone, and were often difficult to hear (p. 507).

Furthermore, Opitz and Rasinski criticized round robin reading and wanted teachers to move away from it because it provided students with an inaccurate view of reading, caused inattentive behaviors that resulted in classroom discipline problems, created a source of embarrassment for struggling readers and decreased comprehension (as cited in Thompson, n.d.).

Finally, Ediger stated the students can become bored with it when it is constantly used as an activity, slow or struggling readers may be embarrassed when required to read oral to their peers, may hold better readers back by having to wait for others to finish the selection of text, tends to group students by ability as struggling readers are placed into the same group for the teacher's convenience in offering additional support.

With the amount of research available today regarding effective instructional practices, it should be very simple for a teacher to find more appropriate activities to improve their students' fluency and comprehension. Additionally, many other activities will help improve the students' motivation and enjoyment of reading. After all, one of the main goals in teaching students to read is to increase their love of reading. There are better ways to do that than by round robin reading.

References

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