

Facilitating EFL Pronunciation and Reading Instruction Through Immersive Reader and Reading Progress

In this study, we explored the efficacy of Immersive Reader (IR) and Reading Progress (RP) in enhancing English pronunciation and reading comprehension and reducing pronunciation anxiety among two intact classes of Taiwanese non-English majors. One was the control group (N=34) receiving traditional instruction, and the other was the experimental group (N=30) receiving IR-assisted instruction and completing eight read-aloud tasks via RP after class. Pre- and post-tests were used to measure students' improvements in reading aloud, comprehension, motivation, and pronunciation anxiety. A post-experiment questionnaire and interviews were employed to probe students' perceptions. The results indicated that IR/RP notably benefitted reading aloud and comprehension abilities and reduced pronunciation anxiety. However, there were no significant differences in students' motivation. Most participants acknowledged the advantages of IR/RP for pronunciation and reading despite some concerns over RP's accuracy. Future studies may compare IR/RP and other Computer-Assisted Pronunciation Training (CAPT) to provide further insights.