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Prosodische Aspekte von Lesekompetenz - erste Ergebnisse einer Längsschnittstudie

Prosodic Aspects of Reading Competency – Preliminary Results of a Longitudinal Study

What makes a „good“ oral reading performance and what does it have to do with text comprehension? In educational research reading prosody is treated as part of reading fluency, along with decoding accuracy, automaticity and sometimes rate. There is agreement that prosody has great diagnostic and predictive potential, but concepts and methods are not yet fully developed. What we find problematic, for example, is that research on prosodic reading that employs phonetic analyses often works with adult-target-models to determine students' individual achievement levels („child adult F0 mismatch“, Miller & Schwanenflugel 2008). What we find requisite is the differentiated investigation of individual learning biographies and particular attentiveness towards the text stimulus material used. For our study we collected a corpus of audio data of 38+ German children over three years (from grade 3 and 4 up to grade 6 and 7) as well as paper-and-pencil test data concerning silent reading speed and comprehension. In a first step, we modeled 10 individual learning biographies with respect to oral and silent reading using elaborate rating procedures and basic phonetic analyses with the audio data. What we would like to discuss in particular is our search for meaningful acoustic correlates of „good“ oral reading in connection with text stimulus design.