UNIVERSITE
Abdelhamid Ibn Badis
MOSTAGANEM

ABDELHAMID IBN BADIS UNIVERSITY OF MOSTAGANEM

FACULTY OF FOREIGN LANGUAGES

DEPARTMENT OF ENGLISH

The Effects of Reading -Aloud on the EFL Learners' Comprehension:

The Case of Second Year pupils of Zahaf El Hadj Middle School, Touahria, Mostaganem.

A Dissertation Submitted in Partial Fulfillment of the Requirements for The Master's Degree in "Didactics and Foreign Languages"

Submitted by: **Supervised by:**

Miss. Cheikh Samira   Dr. Fatima Zohra Saadi

Board of Examiners:

Supervisor: Dr. Fatima Zohra Saadi   University of Mostaganem

President: Mrs. Abdellah Bensaloua Mansouria   University of Mostaganem

Examiner: Dr. Sabrina Ould Si Bouziane   University of Mostaganem

Academic Year: 2022/2023

Dedication

My deepest and most sincere thanks go to the almighty "Allah" for giving me the opportunity and the capacity to accomplish this modest work.

I dedicate this work to my thoughtful Father and my sympathetic Mother for their endless love and support.

I dedicate this dissertation to my dearest sisters: Nadia, Imane, and Hanane, and my modest brother: Kamel and his wife, to my lovely aunt: Meriame, to my brothers in –law: Ibrahim, Mohamed, and Bilal to my nice: Alaa Loudjaine and nephews: Mohamed Jawed, Anes, Wassim, and Iyad.

To my helpful teacher: Cheikhi Nacer.

The Dedication goes also to my entire family.

I dedicate it to those who explain, enlighten, and offer understanding when things seem meaningless and unfathomable.

To all my friends and teachers with whom I shared university life with its lights, to the teachers who participated in my research study and helped me to achieve this work.

Acknowledgements

I would like to express my sincere gratitude to my supervisor Doctor Saadi Fatima Zohra for the constant help, patience, encouragement, and valuable advice throughout this thesis.

I am utterly grateful to the examining member of the jury; Doctor Ould Si Bouziane Sabrina and Mrs. Abdellah Bensaloua Mansouria for accepting to examine this dissertation and for their priceless comments and observations that will help me polish my humble work.

I would like to express my profound gratitude to all the teachers from the primary school until the university.

My acknowledgements go also to all the teachers who kindly provided me with the needed data to fill the questionnaire and to my dearest pupils.

Abstract

This research study aims to investigate the effects of reading aloud on enhancing EFL learners' comprehension skills. Reading aloud is a widely used instructional strategy that involves the oral reading of written texts. The study focuses on examining how reading aloud can improve learners' comprehension abilities. The research employs a mixed-methods approach, combining quantitative measures of comprehension performance with qualitative analysis of learners' perceptions and experiences. The quantitative component involves EFL teachers' questionnaire to assess learners' comprehension skills when engaged in reading-aloud activities. The qualitative component includes classroom observation of 2MS pupils at Zahaf El Hadj middle school in Touahria.Mostagaem. Its objective is to explore their perspectives on the effectiveness of reading aloud in enhancing their comprehension. The findings of this study will contribute to the existing literature by providing empirical evidence on the impact of reading aloud on learners' comprehension abilities. It is expected that reading aloud will positively influence learners' comprehension by promoting engagement with the text, improving decoding skills, and facilitating the use of comprehension strategies. The qualitative analysis will provide insights into learners' perceptions of reading aloud as a comprehension enhancement strategy, shedding light on their experiences and strategies employed during the process. Additionally, the study will contribute to a deeper understanding of the approaches involved in second-language reading comprehension. This study will provide valuable insights into the effects of reading aloud on learners' comprehension skills. By investigating the impact of reading aloud in a second language context, this study seeks to contribute to the field of SLA and provide evidence-based recommendations for educators to enhance learners' comprehension abilities.

Key words: Reading aloud strategy, Comprehension, 2MS EFL Learners, EFL teachers.

List of Abbreviations and acronyms

EFL: English as a Foreign Language

2MS: Second Year middle School

R.A: Reading aloud

S.R : Silent Reading

SLA: Second Language Acquisition

List of Tables

List of Figures

Table of Contents

Chapter One: Theoretical Background

Chapter Two: Research Methodology

Chapter Three: Discussion and Recommendations

General Introduction

General Introduction

Reading comprehension is the most important skill that plays a crucial role in academic achievement and lifelong learning. It involves the ability to understand and interpret written text, extract meaning, and make connections between ideas. However, many individuals including pupils struggle with comprehension, leading to academic difficulties and limited access to information.

In recent years, there has been growing interest in exploring effective strategies to improve reading comprehension. One such strategy is reading aloud, which involves vocalizing written text either individually or in a group setting. Reading aloud has been a common practice in educational and recreational contexts, but its influence on comprehension has received varying levels of attention.

Reading aloud is a widely practised and debated pedagogical technique that has the potential to significantly influence learners' comprehension. The act of reading aloud involves not only decoding written words but also vocalizing them, engaging both visual and auditory senses. This multifaceted process raises questions about its effectiveness in improving comprehension and retention. In this discussion, we explore the effects of reading aloud on learners' comprehension, considering various factors that contribute to its impact. While there is no one-size-fits-all answer, understanding the nuances of this method can help educators make informed decisions about its integration into their teaching practices.

The rationale for investigating The Effects of Reading Aloud on Learners' Comprehension at the Level of the Middle School. stems from several factors. Firstly, teachers are obliged to use the silent reading instead of reading aloud that helps to engage

multiple sensory modalities, including auditory and visual channels, which can enhance the encoding and retrieval of information. Secondly, reading aloud can promote active engagement with the text, as it requires the reader to vocalize the words and pay closer attention to the content. Thirdly, reading aloud can facilitate social interaction and discussion, which can deepen understanding through the exchange of ideas and perspectives.

Despite these potential benefits, the impact of reading aloud on learners' comprehension remains a topic of debate. Some studies suggest that reading aloud improves comprehension by reducing cognitive load, enhancing metacognitive awareness, and promoting deeper processing of information. However, other studies have found limited or inconsistent effects of reading aloud on learners' comprehension, raising questions about its efficacy.

Given the conflicting findings and the need for a comprehensive understanding of the relationship between reading aloud and comprehension, this dissertation aims to address the following research questions:

- Do Algerian middle school teachers implement a reading-aloud strategy in their EFL classes?
- Does the reading-aloud strategy enhance the middle school EFL learners' comprehension?

By exploring these research questions, this dissertation seeks to contribute to the existing literature on reading comprehension strategies and provide insights into the potential benefits and limitations of reading aloud as a tool for enhancing comprehension skills.The study hypothesize the teachers'implementation of reading aloud strategy in EFL classes as well as it enhances the EFL learners'comprehension in the Algerian middle school. The findings of this study can inform educators, parents, and policymakers in

making informed decisions regarding the integration of reading-aloud practices in educational and recreational settings.

The predominant view is that language is best learned when focusing on reading aloud which refers to the practice of vocalizing written text, either individually or in a group setting. It involves the oral expression of words, sentences, and passages from a written text, allowing the reader to audibly engage with the content. Reading aloud can be performed by individuals of all ages, from young children learning to read to adults engaging in recreational reading or educational activities. When the learner is reading aloud. It helps to challenge and to be able to have that shared experience that stimulates students thinking and motivates their curiosity.

This research is divided into three chapters; the first chapter is a theoretical part, as it is called literature review. It includes the definitions of reading aloud strategy related to different scholars, the principles ,and the importance of teaching reading aloud as well as the relation between reading aloud and other language skills. We mentioned also the problems that learners face when reading out loud, the useful approaches to teach reading aloud, and the different stages that it involves.

The second chapter is concerned with the research methodology. It is devoted to provide a description of the sample of population. Then , it supplies the reader with a description of the research instruments used to conduct this research. Finally, the results of the investigation are analyzed.

The third chapter of this thesis is concerned with discussions of the findings and recommendations. It shows the major results obtained from analyzing the teachers' questionnaire and the classroom observation to get available and reliable data. Then it offers some recommendations about how to implement the reading-aloud strategy to enhance learners comprehension .

Chapter One

Theoretical

Background

1.1. Introduction

Teaching English as a foreign language or as a second language is a rewarding and challenging career that requires a combination of four language skills namely: listening, speaking, reading, and writing to achieve English language proficiency. Reading is considered as one of the essential language skills that are necessary for success in virtually all academic and professional pursuits. This is particularly true in today's digital age where an increasing amount of information is conveyed through written texts. To emphasize the improvement of EFL learners' reading comprehension is still a problem to be unlocked through interactive reading-aloud. Enhancing the learners´ reading skill is not an easy task for many EFL educators. This first chapter is devoted to the theoretical part of this research. Several basic concepts and definitions which are related to the work are provided. This chapter deals with reading as a language skill; however. The focus will be on reading aloud by highlighting its nature, benefits, models, techniques, and theories as well as the major strategies adopted in teaching reading comprehension. The last part of this chapter will highlight the effectiveness of reading aloud in boosting learners´ motivation to comprehend texts.

1.2. Definition of Reading

Definitions of reading appear from different perspectives. According to Adrian Doff: "Reading is a complex process which involves both decoding and comprehension. The ability to decode is necessary but not sufficient for successful reading. The reader must also be able to understand the meaning of the text."(2007,p 45). In this quote, he claims that decoding and comprehension are closely interrelated in reading, with decoding providing the foundation for comprehension. Adrian Duff's view of reading emphasizes the importance of a strong foundation in decoding skills without neglecting the integration

of comprehension to understand the meaning of the text and support overall reading proficiency.

On the other hand, H. Douglas Brown, in his book "Teaching by Principles"(3rd Eddition 2014), believes that: "Reading is a complex process that involves not only decoding the written text, but also using background knowledge, contextual clues, and inferencing skills to construct meaning from the text" (p. 237). For him learners' language need to develop several key reading skills including: skimming, scanning, predicting, inferring, and summarizing. So, the importance of teaching these skills explicitly and systematically can provide learners with ample opportunities to practice them in a variety of contexts. He also notes that reading should be integrated with other language skills, such as listening, speaking, and writing, to create a more holistic and communicative approach to language learning. In addition, Robert B. Ruddell (1994) claims: "Reading is not a passive activity. Effective readers are active and engaged in the process of making meaning from text. They draw on their prior knowledge, experiences, and understanding of the world to construct meaning from a text." (p13).In his quote, Robert B. Ruddell argues that reading is a complex process that involves a number of different skills and strategies. He also believes that effective readers are not simply decoders of words . They are also active participants in the meaning making process. They use their prior knowledge, experiences, and comprehending of the world from the texts . In fact, learning to read is a key educational objective. Reading allows people to gain success in knowledge, science, and modern technology that they otherwise would not have had.

William and F.L. Stoller (2002) state "Reading is the ability to draw meaning from the printed page and interpret this information appropriately. It is a complex process that involves several different skills , including decoding, comprehension, and fluency."(p.03). The quote by William Grabe & Fredricka L.S. is a reminder that reading is not just about getting the literal meaning of the words on the page. It is also about understanding the author's message and interpreting it in a way that is appropriate for the context. While, D Nunan (2003) said "Reading is not just about understanding the words on the page but also about interpreting and making sense of the information presented." (p.73). He presents reading as a fluent process done by readers who combine information from a given text and their background knowledge for building meaning.

The definition of reading has evolved over time, as our understanding of the reading process has become more sophisticated. Early definitions of reading focused on decoding, or the ability to translate written symbols into sounds. However, It is now clear that reading is a much more complex process that involves a number of different skills, including comprehension, fluency, and vocabulary knowledge. The definition of reading is also influenced by the purpose of reading for example: If we are reading a textbook for school, we may focus on understanding the concepts and ideas that are presented. To conclude, the different definitions highlight the importance of reading skill that is essential for learning , communication, and enjoyment.

1.3. The Principles of Teaching Reading

Teaching reading is a complex process that involves a variety of principles and strategies. While there is no one –size-fits-all approaches for teaching reading, some key principles that may be helpful for teachers to keep in mind include:

The principles of teaching reading by Burns, Roe, and Ross was published in (1965). They are a set of ten principles that outline the essential skills and strategies that children need to develop in order to become proficient readers. The principles are:

1. Reading requires pupils ' ability to recognize words automatically.

2. The ability to comprehend the meaning of the passage because it requires an interpretation of the meaning of a printed symbol.

3. The use of the information around you to figure out what words and sentences mean.

4. The ability to make inferences and draw conclusions from text.

5. The ability to summarize a text in a brief and easy to understand.

6. The power to ask and answer questions about a text.

7. Being able to connect what learners' read to their own experiences.

8. The use of reading strategies enable pupils to comprehend text.

9. The ability to read fluently and expressively.

10. To be capable read critically.

In recent years, there has been a growing body of research on the reading process. This research has led to the development of new theories of reading and new approaches to reading instructions. As a result, the principles of reading for Burns, Roe, and Ross are no longer considered to be the definitive guide to reading instruction. However, they still provide a useful framework for understanding the reading process.

On the other hand, H.D. Douglas Brown (2001) has written extensively on the principles of language teaching, including teaching reading in English. Here are some of the key principles of teaching reading:

1. Reading is a skill that can be taught and teachers should provide explicit instruction in reading strategies.

2. Top-down and bottom-up processing in reading. Top-down processing involves using prior knowledge to make predictions about the text, while bottom-up processing involves decoding individual words and building meaning from them.

3. Reading should be authentic and meaningful, meaning that learners should be given texts that are relevant to their interests and that can be used in real-life situations.

4. Reading should be interactive reading activities, such as group discussions and peer feedback, to help learners develop their reading skills.

5. Brown emphasizes the importance of vocabulary development in reading, as learners need a rich vocabulary to understand written texts.

6. The importance of reading fluency is that it allows learners to read with greater speed and accuracy, which can improve their comprehension.

7. Reading comprehension strategies, such as predicting, summarizing, and visualizing, should be explicitly taught to learners.

8. H.D. Brown emphasizes the importance of making reading enjoyable for learners, as this can motivate them to read more and improve their reading skills.

9. Reading should be integrated with other language skills, such as writing and speaking, to help learners develop a more holistic understanding of the language.

10. Assessment of reading should be ongoing and authentic, meaning that it should reflect learners' real-world reading abilities and be integrated into the teaching and learning process.

These principles demonstrate Brown's belief in the importance of creating a communicative, interactive, and learner-centered approach to teaching reading in English.

1.4. Types of Reading

Reading can be divided into two types: Reading aloud and silent reading, depending on the students' purposes. So, learners must be aware of the types of reading in the classroom.

1.4.1. Silent Reading

Silent reading allows students to read at their own pace and focus on their comprehension of the text. S.R. can help students develop their reading fluency and build their reading stamina, as well as improve their ability to read and comprehend more complex texts. "The ultimate goal of reading instruction is to develop the ability to read silently with comprehension and enjoyment." – From "The teaching of Reading" By William S. Gray and May Hill Arbuthnot, The Elementary School Journal, Vol,52, No.1Sep.1951. According to David Mikics,2016. "Silent reading enables us to enter into the minds of others and to experience their thoughts and feelings as if they were our own.".(p.11). Mikics believes that silent reading is a slow and deliberate process that allows us to connect with the thoughts and feelings of the author. He contrasts silent reading with the more superficial and distracted style of reading that is often associated with the internet. David M. captures the power of silent reading to transport us to another world and to make us feel the emotions of the people we are reading about.

1.4.2. Reading- Aloud

Reading aloud is the act of vocalizing written text for oneself or for the audience with appropriate expression, intonation, and fluency to convey meaning and

emotions to the listener. R.A. involves the use of oral language skills, such as pronunciation, pacing, and phrasing, as well as comprehension and critical thinking skills. According to Robin E. Sowards (2006) "Reading aloud is a powerful tool for building language skills, vocabulary, and promoting literacy." (257-263). Robin E. S. focus on the importance of reading aloud which can be a fun and engaging activity that encourages pupils to interact with the text. However, Mem Fox (2001) stated that Reading aloud is not only a simple pleasure, but a powerful gift. Fox is a children's author who believes that reading aloud is one of the best ways to help pupils to develop a love of reading and to learn the world around them, the reader and listener can share a moment of delight and wonder.

Reading -aloud can be used in a variety of settings and with learners of all ages. Many people use reading aloud intuitively as a convenient tool to make sense of the written words. Colin Macleod (2016), a psychologist at the University of Waterloo in Canada, has extensively researched the impact of reading aloud on memory. He and his collaborators have shown this people consistently remember words and texts better if they read them aloud than if they read them silently. This memory-boosting effect of aloud is particularly strong in children, but it works for older people, too. "It is beneficial throughout the age range"(p.127), Macleod argues that one reason why people remember the spoken words is : "They stand out ,they are distinctive, because they were done aloud, and this gives you an additional basis of memory"(2017) 25(7),(781-791). Reading the words out loud makes them alive and helps learners to recall them easily and quickly than reading the words silently .

1.5. Historical Context of Reading Aloud

The act of reading aloud has a rich historical background that spans across cultures and periods. It was a fairly noisy activity. Ancient civilizations, such as Iraq and Syria used to read out loud the words which were written on clay tablets for kings. It was also a way to share their knowledge, poems, and experiences to build community. However, for ancient Greece and Rome, reading aloud was a common practice for the dissemination of knowledge and entertainment. Oral story telling traditions, where stories were passed down through generations, relied heavily on reading aloud.

During the Middle Ages, reading aloud was prevalent due to limited access to written materials and high illiteracy rates. Monks and scholars often read aloud religious texts and manuscripts to share knowledge with others. The advent of the printing press in the 15th century led to an increase of literacy rates and the availability of printed books, but reading aloud continued to be an important practice for educational purposes.

In the 19th and 20th centuries, reading aloud gained prominence in educational settings as a pedagogical tool. Teachers recognized the benefits of reading aloud to pupils, as it helped develop vocabulary, fluency, and comprehension skills. Reading aloud also became a popular activity for families, fostering a love for literature and promoting bonding between parents and children.

1.6. The Importance of Reading Aloud

Reading is one of the core pillars of language learning and a crucial component of education. It is also one of the fundamental language skills to learn a foreign language.

Marilyn Jager Adams (1990), says "Reading aloud with children is known to be the single most important activity for building the knowledge and skills they will eventually require for learning to read ."(p.24). Adams discusses the importance of reading aloud to children as a way to help them develop the knowledge and skills they need to learn. A. Jager argues that reading aloud exposes children to new vocabulary, helps them learn about the structure of language, and helps them develop a love of reading. According to Jim Trelease (1982):" Reading aloud is one of the best ways to help kids become better readers, and it's never too early or to start."(p.03). Trelease emphasizes that is never too late to start reading aloud to children. Jim claims that even babies can benefit from listening to stories. He also suggests that parents continue to read to their children even after they have learned to read on their own. Also, Mem Fox (1993) emphasized this importance and added that "reading aloud to children is not only one of the best activities to stimulate language and cognitive skills; it also builds motivation, curiosity, and memory." Fox discusses many benefits of reading aloud to children, including: Increased vocabulary, improved comprehension, love of reading, bonding, increased motivation, and increased curiosity that help children develop the skills and knowledge they need to succeed in school and in life .

Jeremy Harmer (2004) in his book "How to Teach English" emphasized the importance of reading aloud to language learners. Here are some key points from his book:

1. Reading aloud can help learners develop their listening and speaking skills. By listening to the teacher or other fluent speakers read aloud, learners can improve their pronunciation, intonation, and rhythm.

2. Improve pupils 'comprehension skills. This is because they are required to follow the story and understand the meaning of what they are reading.

3. Develop learners' vocabulary and comprehension skills. By hearing new words in context, learners better understand the meaning and usage.

4. Reading aloud can be a fun and engaging way to introduce learners to new topics and ideas. By selecting interesting and relevant texts, teachers can motivate learners to engage with the material and develop their critical thinking skills

5. To create a positive classroom atmosphere. By sharing stories and experiences, teachers and learners can build a sense of community and connection.

Overall, Harmer's vision indicates the importance of reading aloud as a valuable tool that can be used to help learners develop several important skills. Among his suggestions is that teachers should make regular use of reading aloud in their classrooms.

James D. Wallace(1990) in his turn confirms the importance of reading aloud in preparing learners for reading success, building their skills, imagination, and creativity, and fostering a love of reading. He claims that "Reading aloud is the magic key to developing the language skills and imagination of your children."(1994). Wallace also cites that reading aloud to children is one of the most important things that parents can do to help their kids develop early literacy skills. In the same vein, Krashen in his book "The Power Of Reading" (2nd edition, 2004) argues that reading aloud to children is an effective way to promote language development, especially for children who are learning English as a second language. He cites research that suggests reading aloud is a strategy that can help children improve their vocabulary, comprehension skills, as well as academic performance. Krashen also emphasizes the importance of providing children with books that are interesting and relevant to their lives. The importance of reading aloud as a powerful tool for building children's language, cognitive, and reading skills from an early age can have long-lasting benefits for their literacy development and academic success. Therefore, it is

recommended that educators have to teach reading aloud intimately interwoven with other language skills, particularly listening, speaking, and writing.

1.7. Reading Aloud and Other Language Skills

Language skills require consistent effort and practice. Reading aloud is just one component of language learning that can help learners enhance their language skills. It is beneficial to combine it with other skills like listening, speaking, and writing to develop a well-rounded set of language skills.

1.7.1. Reading Aloud and the Listening Skills

Reading aloud can be a valuable tool for developing listening skills. When listening to a text read aloud, learners must engage their active listening skills to follow the text, the story, or the ideas being presented. They must focus their attention, decode the words being spoken, and make meaning from the information being presented. According to Cunningham & Allington (2011) "Reading aloud is a powerful tool for building listening skills ."(p.60). Cunningham & Allington point out that listening skills are necessary for following a story, understanding the meaning of what is being said, and making inferences. They also suggest that listening skills can be improved through practice, and that reading aloud is a great way to provide pupils with practice listening to language. In addition, Rasinski and Hoffman(2003) said that: "When we read aloud, we provide a model for good listening ."(p.15)

Reading aloud is one of the best ways to help pupils develop phonemic awareness, the ability to hear and manipulate the sound in spoken words. In this regard, researchers suggest that combining listening and reading aloud can help improve listening and reading skills in certain ways D. Krashen (2011) claimed that "Reading aloud is a valuable tool for developing both reading and listening skills, as it exposes students to new vocabulary,

grammar, and syntax ." (p.78). Reading aloud can help pupils to develop their comprehension and critical thinking skills. When listening to a text read aloud, learners can engage with the text actively, asking questions, making predictions, and drawing conclusions based on the information presented. This can help to improve their listening skills and their ability to understand and interpret spoken language taking into account the new vocabulary, grammar, and syntax.

Above all, reading aloud can be a valuable tool for developing listening skills and promoting engagement with reading materials. It can help learners develop their comprehension and critical thinking skills, as well as their ability to listen actively and effectively.

1.7.2. Reading Aloud and Writing Skills

From a historical perspective, reading aloud and writing skills are the inverses of each other, and while pupils use different skills, growth in one always strengthens the other. Therefore, teachers can encourage learners to practice reading aloud and improve their writing proficiency to empower learners to become better readers and writers. As Fountas and Pinnel (2011) stated "Reading aloud can help students develop their writing skills by exposing them to different writing styles and genres."(p.22). In the area of education, Reading aloud is a way to improve writing skills, such as vocabulary, comprehension, fluency, and a variety of writing styles that help pupils to become more proficient writers and communicators.

Reading aloud and writing are both essential skills for learners, as they are fundamental to academic success and lifelong learning, as they are used across all subject areas. Moreover, teachers who help pupils develop their reading aloud and writing fluency.

By practising reading aloud and writing regularly, pupils can improve the skills and strategies they need to become proficient readers and writers.

1.8. Learners' Problems of Reading-aloud

Learners may experience a variety of problems when reading aloud. "Many children find reading aloud difficult and stressful. They may worry about making mistakes, or they may feel self-conscious about their voice. It is important to be patient and encouraging and to help children to see that reading aloud is a skill that can be improved with practice." Carol and Wilson (2008,p.29) . In her turn, Carol Chomsky (2005) claims that "Reading loud can be a daunting task for learners who have difficult with reading .They may worry about making mistakes, or they may feel self-conscious about their reading voice. It is important to be patient and encouraging with learners are struggling to read aloud" ,(p .06)   .

Most EFL learners are inhibited from trying to read aloud, participate, and express their ideas in front of others in the classroom. According to Trelease (2019), " The problems most learners have with reading aloud are not physiological or technical. Rather, they are psychological: Fear of making mistakes, fear of being judged, fear of being laughed at. these fears are real and can be paralyzing."'(p.13). He highlights the fact that the challenges that learners face when reading aloud to their ability to read. Instead, they are related to the learners' anxiety about making mistakes or being judged. This anxiety can make it difficult for pupils to relax and focus on reading aloud. learners have other difficulties reading out loud because of several problems.

First, Decoding difficulties ,some learners struggle with decoding words,which can hinder their ability to read .**.**"Reading aloud is a complex skill that requires a number of

different abilities, including decoding, fluency, comprehension, and prosody. Learners who have difficulty with any of these skills may experience problems reading aloud." Rasinski, T.V. (2003,p.10).When learners have difficulties sounding out words. They may skip words, substitute incorrect words, or read words very slowly. This can be caused by a variety of factors, such as poor phonics instruction, limited vocabulary, or a learning disability.

Second**,** limited vocabulary is also one of the frequent problems among pupils. As stated by Timothy Shanahan (2004): "Vocabulary Knowledge is a major contributor to reading comprehension".(p.579). Learners with vocabulary problems may have difficulty following the plot of a story, understanding the main idea of a passage, or making inferences. This can be caused by a lack of exposure to words, and poor reading comprehension skills.

Third, Comprehension issues, when a pupil may struggle with understanding the meaning of what they are reading. They may not be able to follow the main idea of a passage, or they may not be able to make inferences.

Another obstacle to add is reading fluency for example, Carlisle and Rice (2004) mentioned that: " Our findings suggest that reading fluency is a complex skill that is not simply the product of word recognition. Learners who have difficulty understanding the meaning of words are more likely to make mistakes when reading aloud, even if they are able to decode the words correctly." (p.41-57). learners with fluency problems may read slowly, hesitantly, or with poor pronunciation. This can make them unable to understand what they are reading and can also lead to eye strain and fatigue. This can be caused by poor reading instruction and limited practice reading.

To conclude, lack of reading engagement , pupils may lack motivation or interestin reading aloud that has a significant impact on the learning process. As Westwood (2004)believes that "Motivation plays a central role in human learning."(p.30).So, if learners are not motivated or interested in reading. They may not see the value of reading, or they may find it difficult to enjoy reading. This can make it difficult for them to learn to read and can also lead to academic problems like, a lack of confidence may deal with the lack of encouragement from their teachers. Sometimes, some of the texts read aloud by the teacher as a kind of motivation may change the learner's way of thinking to improve himself and his level. In this sense Carol and Wilson (2008) state that: "Learners who are afraid to read aloud may avoid reading together, which can have a negative impact on their reading development."(p.382). The authors argue that the fear of reading aloud can lead to anxiety and avoidance, which can further hinder reading development.

So important to note that these are just some of the most common reading problems that learners face. There are many other possible problems and the specific ones that a learner experiences will vary depending on their individual needs and abilities.

1.9. The Benefits of Reading Aloud Impacts on Learners' Comprehension

Reading aloud can still be a beneficial practice for language learners. It can also be effective on learners' comprehension of any text better. When reading aloud, learners can engage with the text in a more interactive and immersive way, which can enhance their comprehension of the content. Here are some ways in which reading aloud can improve learners' comprehension:

Reading aloud improves learners 'vocabulary. According to Trelease Jim (2006): "Reading is one of the simplest and most powerful ways to help children learn to read, build vocabulary, and develop a love of reading." (p.03). Pupils who hear words in context,

they are better able to understand their meanings and nuances. This can help learners build their vocabulary and improve their comprehension of more complex texts and develop a love of reading.

Reading aloud can increase learners' engagement with the text, as it allows them to hear the rhythm and flow of the language and become more immersed in the story or content.

Improved listening skills: When learners listen to someone else reading aloud, they develop their listening skills, which can help them better understand spoken language and improve their comprehension overall.

Enhanced understanding of sentence structure: By hearing sentences read aloud, learners can better understand the structure and syntax of the language, which can improve their comprehension of more complex sentence structures.

Achieving comprehension of complex texts: Reading aloud can be particularly helpful when engaging with more complex texts, such as academic articles or literary works. By hearing the text read aloud, learners can better understand the content and analyze the meaning of the text.

Retention of information: When learners hear a text read aloud, they are more likely to retain the information and remember key details, as the information is presented in a more engaging and memorable way.

Cultural understanding: Reading aloud can expose learners to different cultures and perspectives, which can broaden their understanding of the world and improve their comprehension of texts that explore different cultural experiences.

Develop fluency: Reading aloud can improve learners' fluency in the language, as it allows them to practice reading with proper pronunciation, intonation, and pacing. This can improve their comprehension of text, as they are better able to understand the meaning of the words and sentences.

Improved reading comprehension strategies: When learners hear a text read aloud, they can observe the strategies that the reader uses to comprehend the text, such as making predictions, visualizing, and summarizing. This can help learners develop their own reading comprehension strategies and improve their comprehension of texts.

Motivation: Reading aloud can be a fun and engaging activity for learners, which can improve their motivation to read and comprehend texts.

Reading aloud has an effective impact on learners' comprehension., as it can enhance vocabulary, engagement, listening skills, critical thinking skills, cultural understanding, fluency, reading comprehension strategies, understanding of sentence structure, comprehension of complex texts, retention of information, and motivation to read.

1.10. Reading Aloud Approaches in Teaching

1. Interactive read-aloud: In an interactive read-aloud, the teacher reads aloud to pupils while actively engaging them in discussion and questioning throughout the reading. This approach can help students develop comprehension skills and critical thinking, as well as build vocabulary and language skills.

2. Shared reading: Shared reading involves the teacher and students reading a text together, with the teacher modeling fluent reading and providing opportunities for

students to participate in reading and discussion. This approach can help students develop reading fluency, comprehension, and vocabulary.

3. Guided reading: In guided reading, small groups of students work together to read and discuss a text, with the teacher providing support and guidance as needed. This approach can help students develop reading fluency, comprehension, and critical thinking skills, and can allow for more individualized attention and support.

4. One-on-one reading: One-on-one reading involves the teacher working individually with a student to read and discuss a text. This approach can allow for more personalized attention and support and can help students develop reading fluency, comprehension, and critical thinking skills.

Reading aloud can help students develop their oral language skills, improve their pronunciation, and build their vocabulary. R.A. can also help students better understand the structure and syntax of the language, as well as improve their comprehension of complex texts.

1.10.1. The Functionalist Approach

The functionalist approach emphasizes the communicative function of language. It views language as a tool for achieving goals in social interaction. According to Halliday (1978) "The functionalist approach is concerned with how language is used in the real – world shaped by the needs of its users".(p.01) Functionalists believe that the meaning of language is determined by its use in context, and that language is constantly evolving to meet the learners' needs. Moreover , when reading aloud using a functionalist approach a reader will pay attention to the following: First, the reader will consider the purpose of the text why it was written and what the author is trying to communicate. This activity

involves asking questions about the text, such as "Why was this text written?", "What is the author trying to communicate?", and "Who is the text intended for?"

Then, the pupils should also take into account the audience whom the text is prepared for and how they are likely to understand it. This activity involves asking questions about the listener, such as "What is the listener's background knowledge?", "How likely is the listener to understand the text?", and "How can I make the text more accessible to the listener?" After that, the context, where the reader will consider the situation in which the text is being read and how it relates to the listener's background knowledge. This activity comprises asking questions such as "Where is the text being read?", "When is the text being read?", and "Who else is present?"   Furthermore, the prosody: Learners will use their voices to convey the meaning of the text, such as using different pitch, volume, and emphasis to indicate different emotions or ideas. This can help readers to better convey the meaning of the text and engage the listener. Finally, the functionalist approach has been influential in the field of education. It has been used to develop teaching methods that focus on helping learners develop communicative competence as well as reading aloud . This approach can be a valuable tool for improving comprehension and engagement .by paying attention to the communicative function of language, readers can better understand the meaning of the text and how it is intended to be understood. It has also been used to study the development of language in children and the cognitive processes involved in language use.

1.10.2. The Structuralist Approach

This approach views language as a system of interrelated elements. It emphasizes the patterns and structures of language, and how these patterns can be used to create meaning. Structuralists believe that language is made up of a finite number of units, such as

phonemes, morphemes, and words. These units are combined in a systematic way to create an infinite number of sentences. The patterns and structures of language can be described by a set of rules, which are known as the grammar of the language. "Structuralism is a method for analyzing language that focuses on the underlying patterns and structures of language." Cristal D. (1985.p.14). The structuralist approach to reading aloud focuses on the way that the sounds, words, and sentences of a text are arranged to create meaning. When reading aloud using a structuralist approach, the reader would pay attention to the following:

- The pronunciation of words: The reader would ensure that they are pronouncing each word correctly, according to the rules of the language.

- The rhythm and intonation of the text: The reader would use their voice to create a sense of rhythm and flow in the text. They would also use intonation to highlight important parts of the text, such as questions, commands, and exclamations.

- The structure of the text: The reader would pay attention to the way that the sentences are structured, and how they are linked together to form a coherent whole.

Here are some specific activities that can be used to apply the structuralist approach to reading aloud:

- **Sentence segmentation:** This activity involves breaking down a text into its individual sentences. This can help readers to better understand the structure of the text and how the sentences are linked together.

- **Word analysis:** This activity involves identifying the different parts of speech in a text. This can help readers to better understand the meaning of words and how they are used in sentences.

- **Rhythm and intonation:** This activity involves practising reading aloud with a variety of different rhythms and intonations. This can help readers to better convey the meaning of the text and engage the listener.

- **Structural analysis:** This activity involves identifying the different structures that are used in a text, such as paragraphs, clauses, and phrases. This can help readers to better understand the organization of the text and how the different parts relate to each other.

The structuralist approach to reading aloud can be a valuable tool for improving comprehension and fluency. By paying attention to the form and patterns of language, readers can better understand the meaning of the text and how it is constructed.

1.10.3. The Think Aloud Approach

The think-aloud approach is a strategy that teachers can use to help students understand and think critically about a text. "The think-aloud approach can help students develop their own thinking skills, learn how to identify and understand important information in text, make connections between the text and their own lives, learn how to ask questions and clarify their understanding, and become more engaged in the reading process." (Keene & Zimmerman, 1997)

In a think-aloud, the teacher reads a text aloud and pauses periodically to verbalize their thoughts and processes as they are reading. This can include things like making predictions, asking questions, and explaining their understanding of the text.

The think-aloud approach can be used with any type of text, but it is especially helpful for complex or challenging texts. It can also be used with students of all ages, but it is most commonly used with elementary and middle school pupils.

There are many benefits of using the think-aloud approach. It can help students to:

- Develop their own thinking skills

- Learn how to identify and understand important information in text

- Make connections between the text and their own lives

- Learn how to ask questions and clarify their understanding

- Become more engaged in the reading process

To use the think-aloud approach, teachers should:

➢ Choose a text that is appropriate for the student's level and interests.

➢ Read the text aloud slowly and deliberately.

➢ Pause periodically to think aloud about the text.

➢ Be specific and detailed in your thinking.

➢ Encourage students to participate and ask questions.

The think-aloud approach is a powerful tool that can help students to become better readers and thinkers. It is a relatively easy strategy to implement, and it can be used with any type of text. If you are looking for a way to help your students improve their reading comprehension, the think-aloud approach is a great place to start.

Here are some additional tips for using the think-aloud approach:

- Start by modelling the think-aloud process for students. This will help them to understand what you are doing and why it is important.

- Be patient and allow pupils time to process the information as you are reading.

- Encourage students to participate by asking questions and making comments.

- Use a variety of prompts and questions to help students think about the text.

- Be positive and encouraging.

With practice, the think-aloud approach can become a natural part of your teaching routine. It is a valuable tool that can help students to become better readers and thinkers.

1.10.4. Interactive Reading Model

Interactive Reading Model is a theoretical framework that emphasizes the dynamic interaction between the reader, the text, and the context in the process of reading comprehension. It recognizes that comprehension is not solely dependent on the reader's skills or the text's features but is influenced by the interaction between these factors.

According to the Interactive Reading Model, comprehension is influenced by three main components:

Reader Factors: These include the reader's prior knowledge, vocabulary, fluency, metacognitive skills, and motivation. Reader factors play a crucial role in understanding and interpreting the text. Skilled readers actively engage with the text, make connections to their prior knowledge, and apply comprehension strategies to construct meaning.

Text Factors: These include the text's content, structure, vocabulary, and complexity. Text factors provide the information and cues that readers use to construct meaning. The text's organization, coherence, and clarity can facilitate or hinder comprehension. Skilled readers are able to adapt their reading strategies based on the characteristics of the text.

Context Factors: These include the social, cultural, and situational factors that surround the reading experience. Context factors can influence comprehension by

providing additional information, background knowledge, or cultural perspectives that shape the reader's understanding of the text. The context can also influence the reader's motivation, engagement, and purpose for reading.

In the Interactive Reading Model, comprehension is seen as an active and interactive process. Skilled readers continuously interact with the text and the context, making predictions, asking questions, making inferences, and monitoring their understanding. This dynamic interaction allows readers to construct meaning and make sense of the text.

Educators can apply the Interactive Reading Model by providing opportunities for readers to engage in interactive reading experiences. This can include discussions, collaborative activities, and reflection on the text. By promoting active engagement, encouraging connections to prior knowledge, and fostering a supportive reading environment, educators can enhance comprehension and promote a deeper understanding of the text.

1.10.5. The Balanced Literacy Approach

Balanced literacy is an approach to teaching reading and writing that combines explicit instruction in phonics, vocabulary, and comprehension with opportunities for students to practice these skills independently and in a variety of contexts. It is based on the idea that there is no single "right" way to learn to read and that students need a variety of experiences to become proficient readers and writers. According to Lucy Calkins (2000), "The balanced literacy approach is a comprehensive approach to teaching reading and writing that combines explicit instructions in phonics, vocabulary, and comprehension with opportunities for students to practice these skills independently and in a variety of contexts."(p.10).Calkins argues that the balanced literacy approach is a comprehensive

approach that combines explicit instruction in phonics, vocabulary, and comprehension with opportunities for students to practice these skills independently and in a variety of contexts.

The balanced literacy approach typically includes the following components:

- **Read aloud:** The teacher reads aloud to students regularly, providing them with models of fluent, expressive reading and introducing them to a variety of genres.

- **Shared reading:** The teacher and students read a text together, with the teacher providing support as needed. This helps students learn to read with fluency and comprehension.

- **Guided reading:** The teacher works with small groups of students who are reading at similar levels. The teacher provides explicit instruction in phonics,

- vocabulary, and comprehension, and helps students to apply these skills to the texts they are reading.

- **Independent reading:** Students read books on their own, at their own pace. This allows them to practice the skills they have learned and to develop a love of reading.

- **Word study:** Students learn about the structure of words and how to decode them. This includes instruction in phonics, morphology, and vocabulary.

- **Writing workshop:** Students have opportunities to write for a variety of purposes, such as to express themselves, to inform, or to persuade. The teacher provides guidance and support as needed.
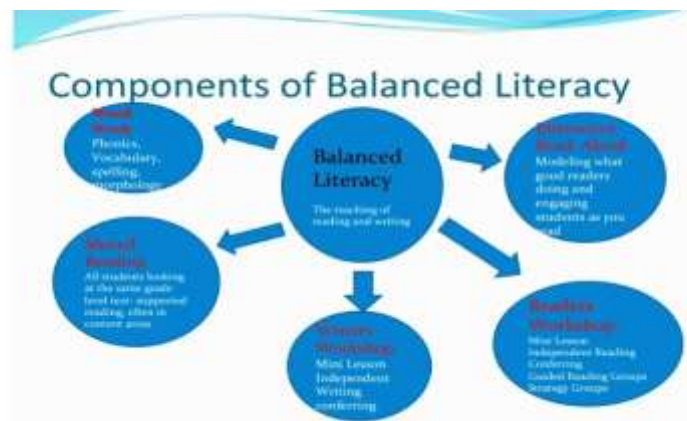
Figure 01: Balanced literacy overview (Griffin, 2015)

The balanced literacy approach is a flexible one that can be adapted to the needs of individual students and classrooms. It is a research-based approach that has been shown in figure 01 to be effective in helping students learn to read and write.

Here are some of the benefits of the balanced literacy approach:

- It provides a comprehensive approach to literacy instruction that addresses all aspects of reading and writing.

Figure 02: The educator's playground

- It is flexible and can be adapted to the needs of individual students and classrooms.

- It is research-based and has been shown to be effective in helping students learn to read and write.

- It promotes a love of reading and writing.

1.11. Stages of Reading Aloud

Most of the teachers prepare a lesson plan that is a detailed description of the course of instruction or "learning a trajectory" for a lesson. According to Tom Berrett (2009), "A good lesson plan is like a road map. It shows you where you are going and how you are going to get there."(p.12). Berrett compares a lesson plan to, a road map, saying that both provide a clear path to the desired destination. A good lesson plan will identify the learning objectives, the materials and resources needed, the learning objectives, the materials and resources needed, the learning activities, and the assessment methods. It will also be flexible enough to adapt to the needs of the pupils. Hence, the lesson plan passed through different stages.

A Model for a Resptive Skills Lesson .

Pre-reading:
➢ Set scene.   ➢ Prediction.   ➢ Pre-teach vocabulary required for task completion.
While reading:
➢ Set extensive task   ➢ Read/listen   ➢ Discuss answers in pairs or small groups   ➢ Class feedback   ➢ Set intensive task (s)

> ➤ Read/ listen
>
> ➤ Discuss answers in pairs or small groups
>
> ➤ Class feedback

Post-reading

> ➤ Set text-related tasks e.g. role play, discussion, parallel writing.

From the United Kingdom's International Organization for Educational Opportunities.

Here are the stages of a reading-aloud lesson: Pre-reading, while reading aloud, and post-reading. Each stage serves a specific purpose and offers opportunities for different activities and engagement:

1.11.1. Pre-Reading Stage

- Set the Context: Introduce the text, provide background information, and connect it to students' prior knowledge and experiences. This helps create relevance and prepares students for what they will be reading aloud.

- Activate Background Knowledge: Engage students in discussions, brainstorming sessions, or activities that activate their prior knowledge related to the topic, theme, or genre of the text. This helps students make connections and build a foundation for comprehension.

- Preview and Predict: Preview the text by examining the title, headings, illustrations, or other visual elements. Encourage students to make predictions about the content, characters, or plot based on these cues. This sparks curiosity and generates interest in the upcoming reading aloud.

1.11.2. While Reading Aloud Stage

- Model Fluent Reading: Read aloud a section of the text, modelling fluent reading with appropriate pacing, expression, and intonation. This allows students to hear a skilled reader and provides a reference for their own reading aloud.

- Interactive Read-Aloud: Engage students actively during the reading-aloud. Pause at strategic points to ask questions, elicit predictions or reactions, clarify vocabulary, or check comprehension. Encourage students to share their thoughts, make connections, and participate in discussions related to the text.

- Promote Listening Skills: Encourage students to actively listen to the reading aloud by focusing on the text, following along, and paying attention to details. Teach strategies such as visualizing, making mental images, or highlighting key information while listening.

1.11.3. Post-Reading Stage

- Comprehension Activities: Engage students in activities that deepen their comprehension of the text. This can include discussions, question-answer sessions, graphic organizers, or comprehension worksheets. Encourage students to reflect on the main ideas, characters, plot, or themes of the text.

- Vocabulary Expansion: Explore vocabulary words encountered during the reading aloud. Discuss their meanings, provide context, and encourage students to use the words in sentences or their own writing. This expands their vocabulary and reinforces word understanding.

- Extension Activities: Provide opportunities for students to extend their learning beyond the text. This can involve creative activities such as writing a sequel, creating a new ending, designing a book cover, or engaging in a related art project. It allows students to express their understanding and creativity.

- Reflection and Response: Encourage students to reflect on their experience of the reading aloud. Ask them to share their thoughts, feelings, or insights about the text. This can be done through class discussions, written reflections, or small group conversations. It promotes critical thinking and personal connections to the text.

By incorporating activities and strategies in each of these stages, you can create a comprehensive and engaging reading-aloud lesson that promotes comprehension, fluency, and active participation. Adapt the activities to suit the age, interests, and proficiency level of your students for optimal learning outcomes.

Conclusion

Reading aloud is a valuable and versatile practice that offers numerous benefits to individuals of all ages. Whether they are children learning to read, adults seeking to enhance their comprehension or a group gathering for shared enjoyment. Reading aloud fosters improved language skills, better comprehension, enhanced communication abilities, and strengthened interpersonal connections. Additionally, it promotes a love for literature and storytelling, making it a timeless and enduring activity that enriches our lives in countless ways.

Chapter Two

Research

Methodology

2.1. Introduction

This chapter represents the core of the investigation which is a practical research method used to gather data to answer the research questions, and confirm or disconfirm the hypothesis. This study aims to examine the effects of reading aloud on learners' comprehension at Zahaf El Hadj Middle School, Touahria , Mostaganem. For this purpose two research instruments were used: a teachers' questionnaire and a classroom observation. This was followed by the interpretation and analysis of both instruments. This chapter will focus on the answers and the interpretation of the questionnaire of teachers who are in a direct contact with pupils.

2.2. Research Methodology

A research methodology refers to the systematic approach and techniques used for conducting a study, including the methods, procedures, and tools that will be employed to collect and analyze data. According to Walliman (2011) "Research methods are the tools and techniques for doing research. Research is a term liberally used for any kind of investigation that is intended to uncover interesting or new facts." (p.11). Research methodology is also the process of figuring out how to answer a research question.

The methodological approach of this study involves a mixed methods approach, as the study started with a quantitative study followed by the qualitative data gathering. The quantitative method refers to the use of statistical analysis to study and understand this research. This method involves collecting, analyzing, and interpreting data to draw conclusions and make predictions. However, the qualitative method allows us to gather in-depth, detailed information about the topic. According to Creswell (2012)" quantitative research is the process of collecting, analyzing, Interpreting and writing the results of study."(p.18)   In this sense, This method focuses on understanding the subjective

experiences, perspectives, and meanings that individuals attribute to their experiences. As noted by Stake (2010)" By quantitative we mean that it relies primarily on human perception and understanding."(p11). So, by combining quantitative and qualitative methods, this research design aims to provide a comprehensive understanding of the effects of reading aloud on learners' comprehension. The integration of both approaches will enhance the validity and reliability of the findings and provide a more holistic understanding of the research topic.

2.3. The Research Design

The research study was conducted to explore the situation of Algerian middle school pupils when learning to read in the EFL classrooms. This problem arose from the fact that many classroom teachers complained about learners' hesitation when reading silently that did not bode well for the development of learners when acquiring and using a foreign language. In fact, this was a sign of a serious problem to improve reading skills in EFL classrooms.

To gain reliable data about the recent research study's questions, a mixed-method approach was adopted. This involved a questionnaire addressed to teachers and classroom observation. Therefore, this study was conducted on the effectiveness of reading aloud in the Algerian middle school where English is taught as a second foreign language to help teachers use the reading aloud strategy to improve pupils' comprehension and engagement. Anywise, from a personal professional experience, a minority of pupils can interact or feel at ease when reading silently.

To fulfil such an investigation, the research aimed to seek answers to the following research questions:

1) Do Algerian middle school teachers implement a reading-aloud strategy in their EFL classes?

2) Does the reading-aloud strategy enhance the middle school EFL learners' comprehension?

2.3.1. The Sample

The population we have investigated is a sample of thirty-five (35) teachers from various schools all over Algeria, and the sample was made randomly. We chose them because they face many difficulties in different aspects related to the adaptation of Reading aloud as a strategy in teaching reading lessons, and how often do they need to implement reading aloud in his/her practices as teachers of English.

2.3.2. Data Collection Tools

2.3.2.1. Description of Teachers' Questionnaire

The questionnaire contains sixteen (16) questions. It was submitted to teachers of English at the middle school in several cities in Algeria. The questionnaire has two (2) sections: The first section consists of three (3) questions. They deal with the general information about the teachers, concerning their gender, the age, and years of experience. The second section is composed of thirteen (13) questions. They deal with the use of both close-ended and multiple-choice questions to provide quantitative data. Close-ended questions require "yes" or "no" answers, while multiple-choice questions require from teachers to select the appropriate answer from the suggested ones. The questions in this section are used to discover the effects of reading aloud on learners 'comprehension. While asking open-ended questions to provide qualitative data, and to require a long response from the participants.

2.3.2.2. Description of the Classroom Observation

A classroom observation conducted by the teachers themselves refers to a process where the teachers observe and assess their own teaching practice within the classroom setting. This self-observation can be a valuable professional development tool that allows teachers to reflect on their instructional strategies, classroom management techniques, and pupils' engagement. In this respect, Costa, A.L., &Kallick,B. (2008) claimed, "Observation is a powerful tool for professional development, as it can help teachers reflect on their practice and make improvements."

(p.152).

During a self-observation, the researcher teaches her learners to read out loud by introducing different texts during the reading sessions. She takes on the role of both the observer and the observed which is called participant observation. According to Jacobs, and Heidi Hayes (2004) "Observation tools can help teachers to develop a deeper understanding of their students' needs."(p.11). The teacher/researcher monitors her own teaching performance, instructions with pupils, and the overall classroom dynamics. Particularly, two classroom observations were conducted by the teacher /researcher. She took notes generally at the end of the reading sessions and before leaving the classroom. The purpose of the self-reflection is to gain insights into their strengths, areas for improvement, and to make informed decisions about her instructional practices.

2.4. Data Analysis and Findings

The data collection took place at Zahaf El Hadj Middle School Touahria.It lasted for nine weeks during the academic year 2022-2023. It was during this time that the teacher/ researcher supervised the questionnaire for English language teachers and conducted the classroom observation that started in October 2022 and ended in December 2022.

2.4.1. Analysis of the Teachers' Questionnaire

In the designed questionnaire's analysis, each question has been analyzed separately and many procedures have been taken. The data was analyzed quantitatively (by means of tables and graphs) and qualitatively (by means of description and explanation.

The analysis of the teachers' questionnaire aims at gathering data about the effectiveness of reading aloud on learners' comprehension. So, the main objective of dealing with EFL teachers is to give their points of view concerning the reading-aloud strategy.

Question 1: How long have you been teaching English in the middle school?

From the answers of thirty-five teachers, we find that eighteen teachers have the last experience which is from 1 to 10 years, and the experience of the 7 of them is from 11 to 20 years. While the experience of the rest 10 teachers is over 21. The obtained results show that most of the teachers have along experience teaching English in middle school which is to some extent reliable in the analysis of the questionnaire.

Question 2: Have you had any training days on teaching reading in the middle school?

From 35 answers, 29 teachers said that they had training days on teaching reading in the middle school, while 6 of them said "No" they did not have any training days. In fact, training helps teachers and learners to build their knowledge and skills so that teachers can understand the different stages of reading development and how to meet the learners' needs at each stage.

Question 3: Which type of reading do you prefer?

There are teachers who prefer the reading aloud . Whereas 16 of them enjoy the reading silently type. These results show that reading aloud is more preferable than silent reading one.

Question 4: Do you adapt reading-aloud as a strategy in teaching the reading lessons?

The teachers' answers varied between 14 who adapted reading aloud as a strategy in teaching the reading lessons, and 15 of them adapted R.A. "to some extent". However, a minority (6) of them neglected the adoption of reading aloud as a strategy by answering "No". According to the teachers' responses, adapting reading aloud during reading lessons' is fruitful for learners.

Question 5: Do your learners prefer reading- aloud during the:

The majority of teachers (22) prefer the use of reading aloud during lesson sessions, while the rest of them vary between 1 test,9 exams , 2 pronunciation lessons, and only 1 teacher chooses role play. This finding proves that reading aloud is effective during lessons 'sessions.

Question 6: How often do you think the teacher should implement reading-aloud in his/her practice(s)?

From 35 teachers, 15 of them chose implementing reading aloud once a week on his/her practices. Concerning the daily implementation about 12 teachers prefer it. However, only 3 of them like to apply R.A. once a month, but the others 5 propose to implement R.A where necessary or during reading sessions.

Question 7: Is Reading-aloud beneficial to enhance your learners' comprehension?

Almost 27 teachers said that reading aloud is beneficial to enhance the learners' comprehension but only 8 of them ignored the benefits of reading aloud strategy. This

finding supports our research goal of whether the use of the reading aloud strategy helps pupils to enhance learners' comprehension or not.

Question 8: Do you think that teachers' reading-aloud can enhance pupils' motivation to read?

The generality of teachers 31 declare that reading aloud can enhance the learners' motivation to read, while 4 of them said "No". We notice that reading aloud strategy can motivate pupils' and engage them to comprehend text effectively. Furthermore, educators should create a positive reading environment.

Question 9: Which of the following language systems can reading aloud develop most?

Most of the respondents 27 stated that reading aloud develop the pupils' pronunciation, while 5 of them said that R.A. improve vocabulary. Only 3 prefer grammar. These results can confirm that learners have problems in all these aspects, and practice reading aloud as much as possible can have an effective impact on developing them.

Question10: What teaching strategies do you follow to promote reading aloud among your learners?

All the teachers thirty-one (31) focus on the communicative functions of language, they follow **the functionalist approach** that has been used to develop teaching methods and to improve the learners' communicative competence. However, four (04) teachers emphasize the form and the patterns of language. Structuralists view language as a system of interrelated elements. They emphasize the patterns and structures of language, and how these patterns can be used to create meaning.

Question 11: Do you think that fusing reading aloud in teaching other language skills and systems can ensure learners' readiness for reading 21st-century media?

Teachers' points of view differed about fusing the reading aloud strategy to help pupils cope with reading 21St-century media.25 of them said they agree ,4 teachers were strongly agree, 2 were confused about it ,3 teachers disagree, but 1 teacher was strongly disagree. So, the problem in this case is due to the lack of practice because reading aloud can develop other language skills and systems. In fact, it is the teachers' role to make pupils aware of the importance of reading aloud.

Question12: What obstacles prevent teachers from implementing reading-aloud in the classroom?

Most of the teachers (23) said that they were restricted by standards and inspectors decisions. However, 7 of them were prevented by pupils 'unwillingness to read loudly in front of the whole class. Whereas, 4 teachers think that lack of training prevent them from implementing reading aloud in their classrooms. Moreover, training empowers teachers to create a positive and supportive learning environment for all learners.

2.4.2 Analysis of Teachers' Questionnaire

Question 1: **Have you had any training days on teaching reading in the middle school?**

Table 2.1: Teachers, Reply about Having Training Days on Teaching Reading in the Middle School.

Options	N	%
Yes	29	83
No	6	17
Total	35	100
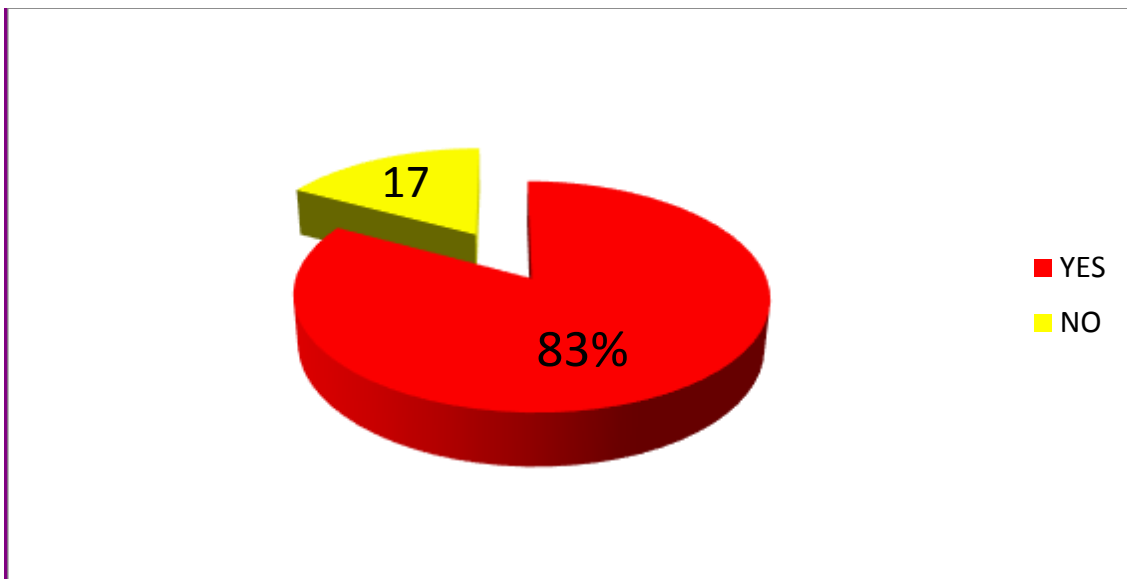
Figure 3: Teachers Reply about Having Training Days on Teaching Reading in the Middle School.

Table 2.1 and Figure 3 show that the majority of the participants (83%) affirmed that they had training days on teaching reading aloud in middle school. However, the rest of the teachers (17%) revealed that they did not have any training days. This result illustrates that most teachers know how to use a variety of instructional strategies to promote reading comprehension, including modelling, guiding, and independent reading. The latter, help teachers to provide pupils with opportunities to practice their reading skills in a variety of settings.

Question 2: Which type of reading do you prefer?

         a-Reading-Aloud   b- Silent reading

Table 2.2: The Preferable Type of Reading for Learners.

Options	N	%
a	19	54
b	16	46
Total	35	100
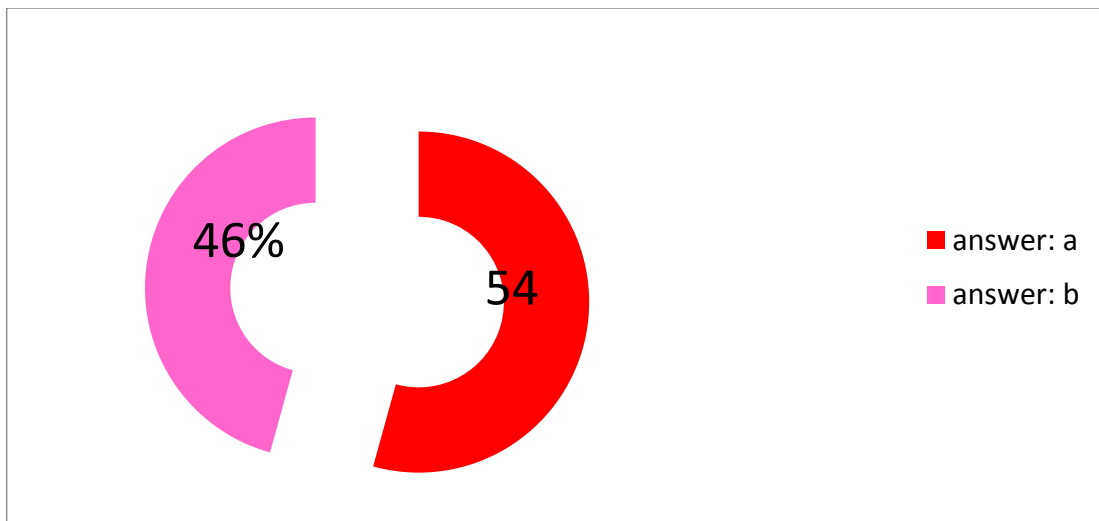
Figure 4: The Preferable Type of Reading for Learners.

Table 2.2 and Figure 4 reveal that (54%) of teachers prefer teaching reading aloud while (46%) of teachers prioritize silent reading. These results show that reading aloud is more preferable to promote literacy development in their pupils.

Question 3: Do you adapt the reading- aloud as a strategy in teaching the reading lessons?

a-Yes   b-No   c -To some extent

Table 2.3: The Adaption of the Reading Aloud Strategy in Teaching the

Reading Lessons.

Options	N	%
a	14	40
b	06	18
c	15	42
Total	35	100
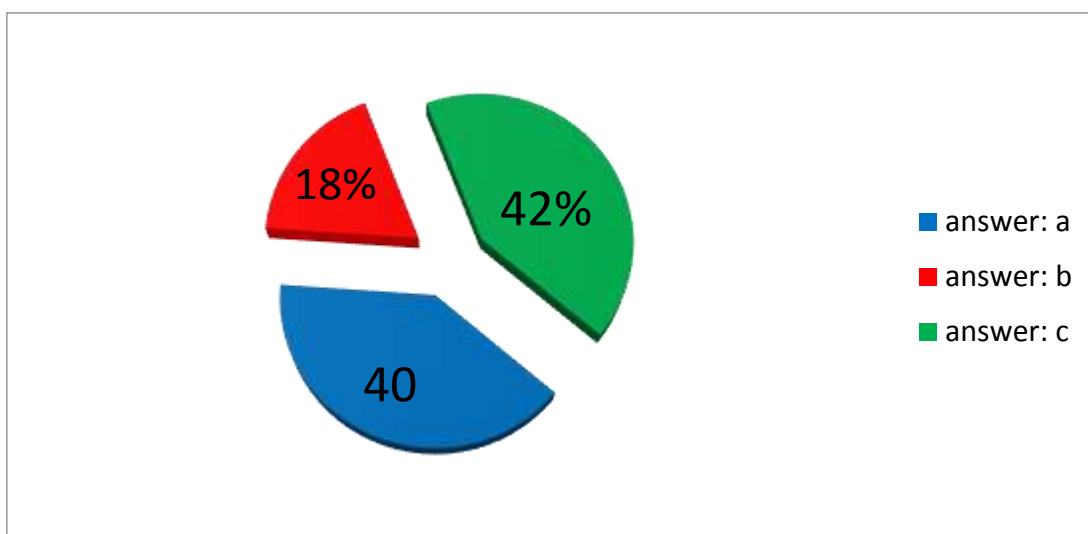
Figure 5: The Adaption of Reading Aloud Strategy in Teaching the Reading

Lessons.

As revealed in Table 2.3 and Figure 5 only (18%) of teachers neglected the importance of reading aloud, and they did not adopt this strategy during reading sessions, while (42%) of teachers used the reading aloud strategy to some extent in teaching reading lessons. Whereas (40%) of them see that it is so interesting to apply the reading-aloud

strategy during the reading sessions. This result is significant because it supports the literacy-based approach that helps learners to develop their ability to read and comprehend written texts, and their own reading skills, while also learning from the teachers' model.

Question 4: Do your learners prefer the reading- aloud during the:

a -Lessons 'sessions   b -Tests   c –Exams   d-Pronunciation lessons e-Role play

Table 2.4: Learners Prefer the Reading-Aloud Strategy during Different Sessions.

Options	N	%
A	22	63
B	1	3
C	9	25
D	2	6
E	1	3
Total	35	100
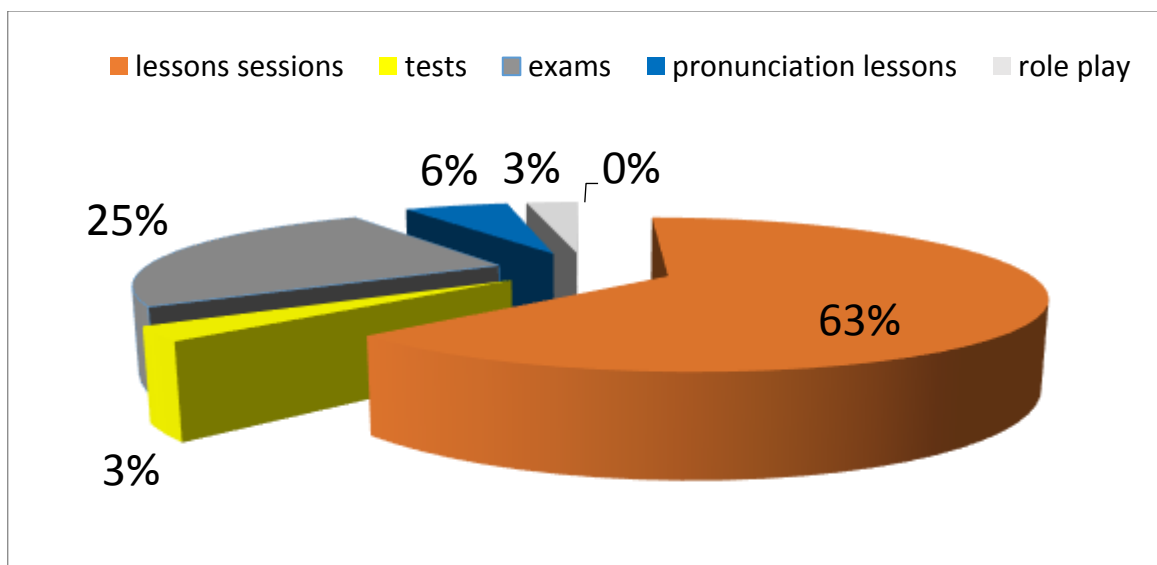
Figure 6: Learners Prefer the Reading-Aloud Strategy during Different Sessions.

Table 2.4 and Figure 6 the majority of teachers (63%) argue that learners prefer reading aloud during lessons sessions. (25%) enjoy reading aloud during exams, (3%) like it during tests. (6%) prefer it during the pronunciation lessons. (3%) choose the reading-aloud strategy in role play. These results show that pupils find it enjoyable to read aloud during lesson sessions.

Question 5: How often do you think the teacher should implement reading aloud in his/her practice(s)?

a -Daily   b -once a week   c -once a month   d-other

Table 2.5: The Implementation of Reading Aloud on Teachers' Practice(s).

Options	N	%
a	12	34
b	15	15
c	3	9
d	5	14
Total	35	100
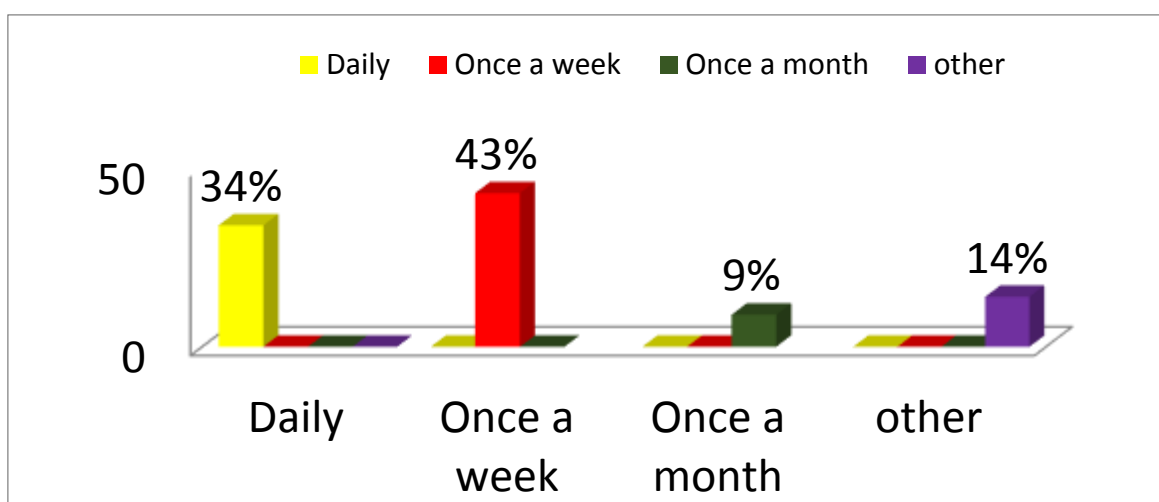
Figure 7: The Implementation of Reading Aloud on Teachers' Practice(s) .

It seems from Table 2.5 and Figure 7 that (43%) of teachers implement reading aloud once a week in their practices. While (34%) of them prefer to implement it daily. We note that teachers are more concerned about implementing reading aloud once a week and daily rather than once a month or other teacher's practices.

Question 6: A-Is Reading aloud beneficial to enhance your learners' comprehension?

    B- If yes, how? Tick the right answers that suit you.

-You can choose more than one response.

a) -Reading aloud enables learners to decode a text and figure out tough words to find the meaning.

b) -Reading aloud can help learners improve their fluency and expression when reading independently.

c) -Pupils find it easier to pay attention and answer the questions after being read aloud.

d) -Reading aloud helps learners to get the most emphasizing vocabulary, commenting on characters, and asking probing questions like What do you mean? Why is it so?

e) -Reading aloud helps pupils to detect accurate morphophonemic association

f) -Reading-aloud can help teachers identify areas where their learners need additional support or instructions.

g) -Reading-aloud promotes pupils' love of reading books.

Table 2.6.a: The Benefits of Reading Aloud to Enhance the Learners'Comprehension.

Options	N	%
Yes	27	77
No	8	23
Total	**35**	**100**
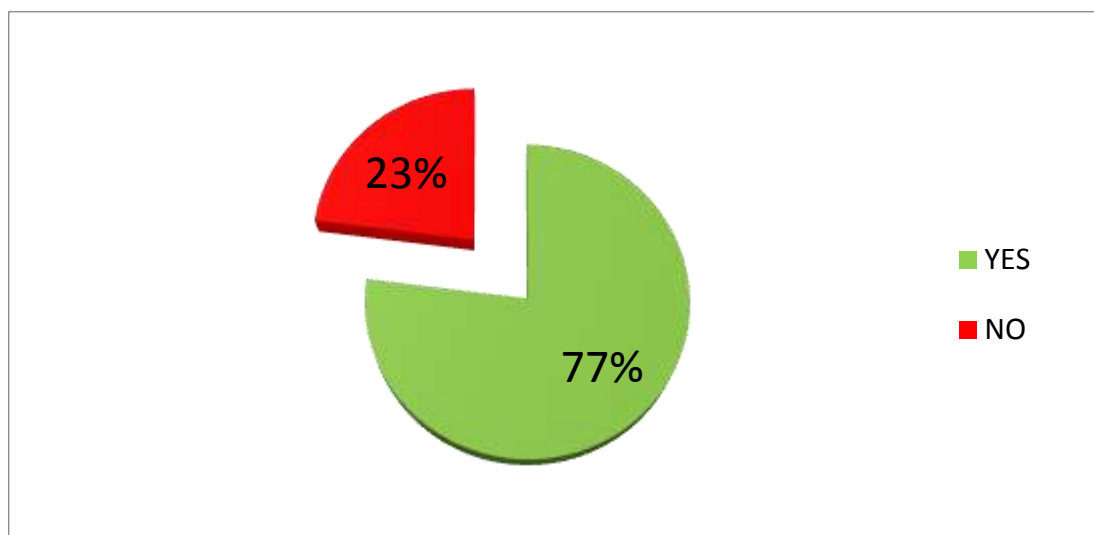
Figure 8. a: The Benefits of Reading Aloud to Enhance the Learners'

Comprehension.

As revealed in Table 2.6. A and Figure 8. A, only 23% of the teachers ignored the benefits of reading aloud to promote comprehension skills among learners. Whereas, 77% of them see that reading aloud is beneficial to enhance learners' comprehension. This finding proves that reading aloud can improve reading comprehension in second language acquisition.

Table 2.6.b: Teachers' Responses about the Benefits of Reading Aloud in Enhancing the Learners' Comprehension.

Options	N	%
a	16	46
b	12	34
c	1	3
d	1	3
e	1	3
f	3	8
g	1	3
Total	35	100
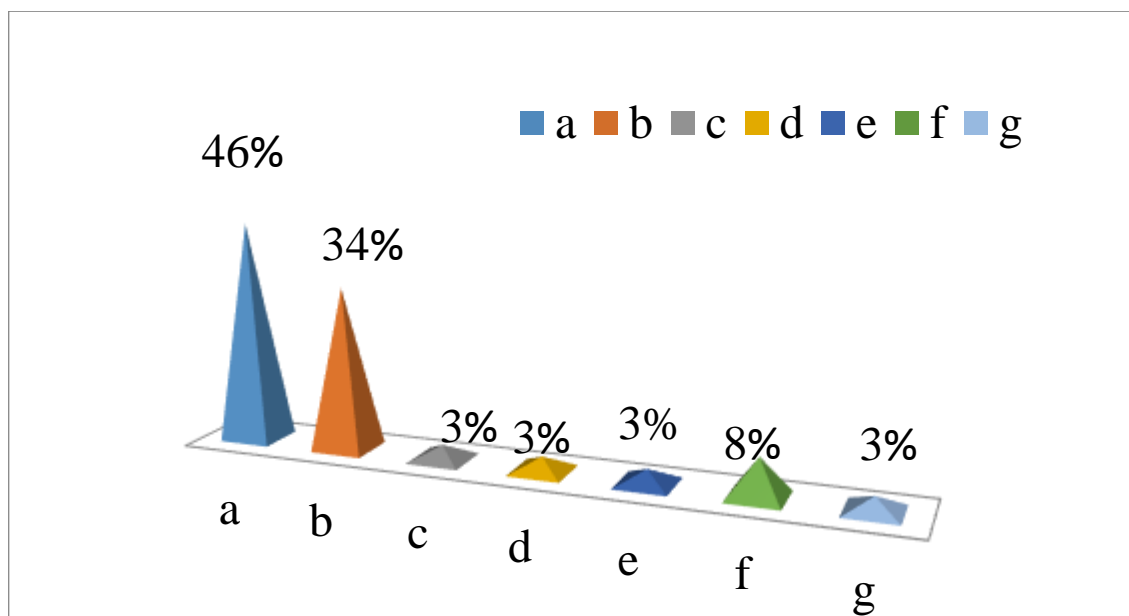
Figure 8. b: Teachers' Responses about the Benefits of Reading Aloud in Enhancing the Learners' Comprehension.

In Table 2.6.B and Figure 8. B, we note that 46% of teachers agree that reading aloud can enhance learners' comprehension. This is very encouraging, as 34% of them believe that R.A. contributes to the development of fluency. While 3% of teachers think that pupils find it easier to pay attention and answer the questions after being read aloud. Whereas, 3% of them recommend that it develop a richer vocabulary by hearing words in context, but 3% of teachers said it explores pronunciation, morphophonemic association, and listening proficiency. In addition, those who said "reading aloud can help teachers identify areas where their learners need additional support or instructions" were 8%. However, 3% of the teachers agree that the reading aloud strategy promotes pupils' love of reading books. These results confirm that by incorporating reading aloud strategy, teachers can help students develop fluency, comprehension, vocabulary, and a love of reading.

Question 7: Do you think that teachers' reading aloud can enhance pupils' motivation to read?

Table 2.7: Teachers' Answers about reading-aloud Enhancement to Motivate Pupils.

Options	N	%
Yes	31	89
No	4	11
Total	**25**	**100**
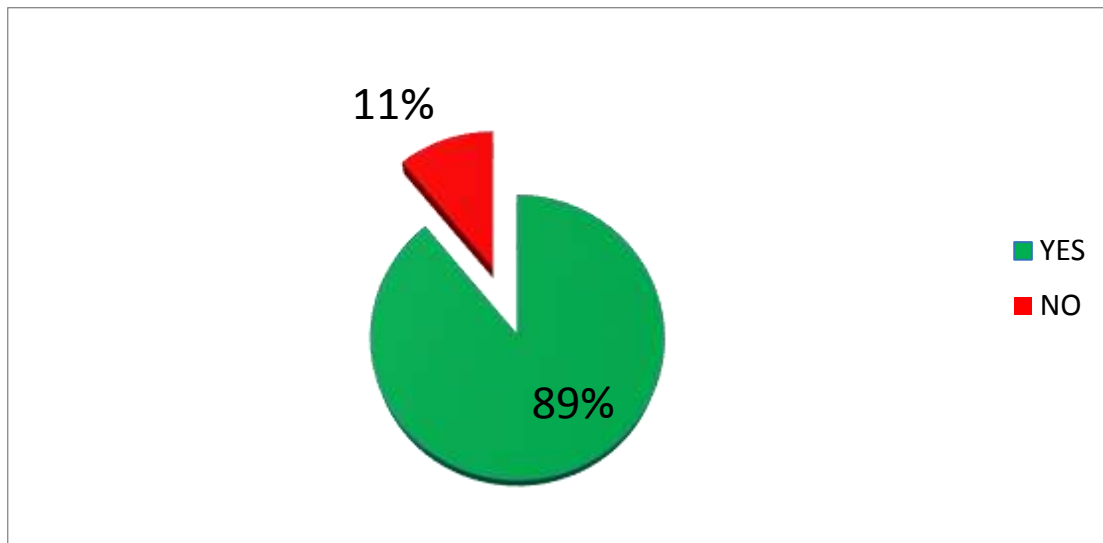
Figure 9: Teachers' Answers about reading-aloud Enhancement to Motivate Pupils.

Table 2.7 and Figure 9, there are a lot of teachers 89% who claim that reading aloud increases learners' motivation, while 18% said that reading aloud can not enhance pupils' motivation to read. We can notice that most of the participants believe that the R.A. strategy can motivate pupils to read.

Question 8: Which of the following language systems can reading aloud develop most?

a-Pronunciation   b-Grammar   c -Vocabulary

Table2.8: The Most preferable Language System that Reading Aloud can Develop

Options	N	%
a	28	80
b	3	9

c	4	11
Total	**35**	**100**
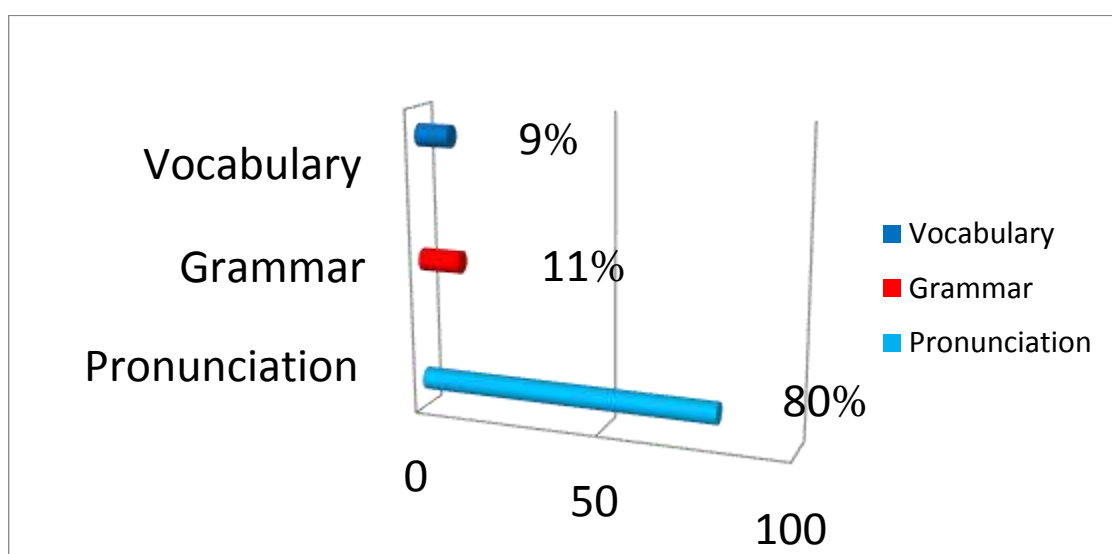
Figure 10: The Most preferable Language System that Reading Aloud Can Develop.

Table2.8. and Figure 10, indicate that 80% of the teachers believe that reading aloud develops pronunciation. Whereas, the rest of them agree that it improves grammar and vocabulary. These show that teachers find that this strategy has an effective impact on pronunciation.

Question 9: What teaching strategies do you follow to promote reading aloud among your learners?

      a- Emphasizing the communicative functions of the language.

      b- Emphasizing the form and the patterns of language.

Table 2.9: The Teaching Strategies that Promote Reading Aloud among Learners.

Options	N	%
Yes	31	89
No	4	11
Total	25	100
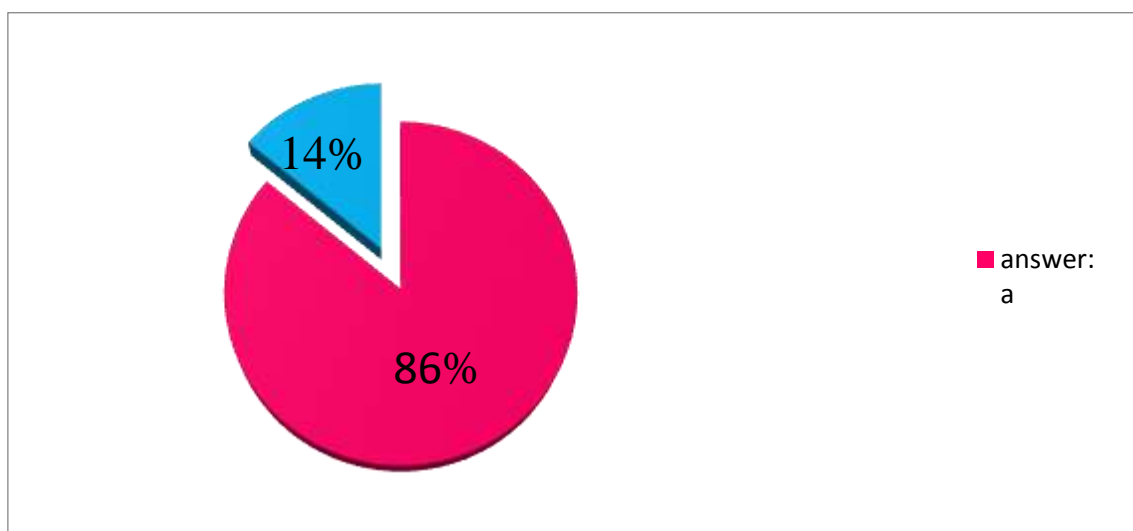
Figure 11: The Teaching Strategies that Promote Reading Aloud among

Learners.

We deduce from Table 2.9 and Figure 11 that the majority of teachers 86% see that reading out loud strategy emphasizes the communicative function of the language. However, only 14% focus on the form and the patterns of language.

Question 10: Do you think that fusing reading-aloud in teaching other language skills and systems can ensure learners' readiness for reading 21st century media?

Table2.10: Fusing Reading Aloud in Teaching other Language Skills and Systems to ensure Learners' Readiness for Reading 21st Century Media.

Options	N	%
a	25	71
b	4	11
c	2	6
d	3	9
e	1	3
Total	35	100
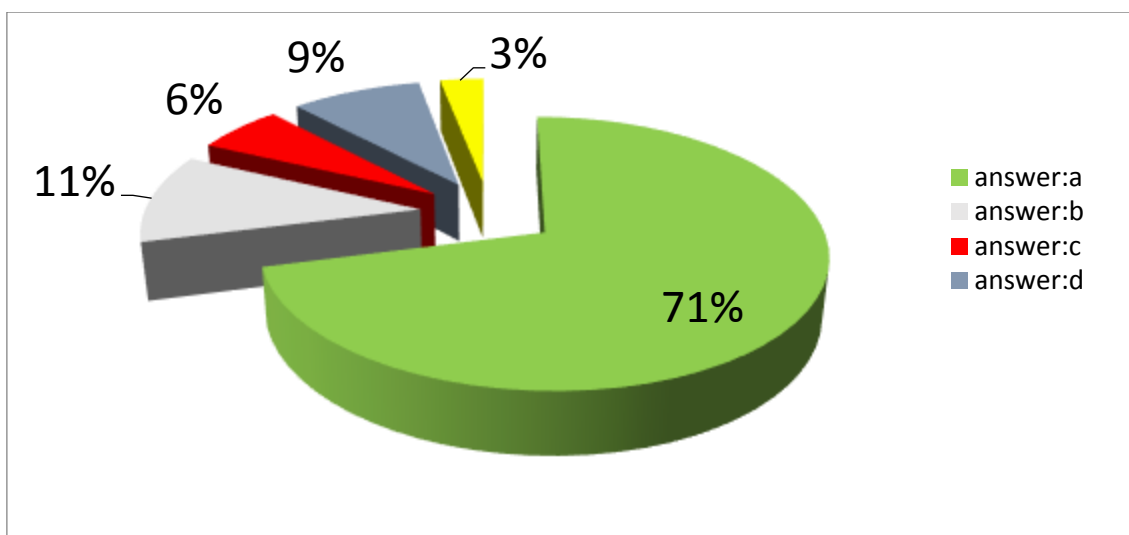
Figure 12: Fusing Reading Aloud in Teaching other Language Skills and Systems to ensure Learners' Readiness for Reading 21st Century Media.

Table 2.10 and Figure 12, show that 71% of teachers agree that reading aloud can enhance other language skills and systems. As 11% of them were strongly agree that R.A. fuse it. However, the rest of the teachers did not believe that reading aloud can ensure learners' readiness for reading 21st-century media. According to these findings we recommended that teachers need to incorporate reading aloud into teaching other language skills and disciplines to ensure learners readiness to read.

Question 11: What obstacles prevent teachers from implementing reading-aloud in the EFL classrooms?

    a) Teachers are not ready (lack of training)

    b) Teachers are reluctant.

    c) Teachers are restricted by standards and inspectors' decisions

    d) Pupils 'unwillingness to read loudly in front of the whole class.

Table2.11: The Obstacles that Prevent Teachers from Implementing Reading Aloud in the EFL Classrooms.

Options	N	%
a	4	11
b	/	/
c	23	66
d	7	20
other	1	3

Total	35	100
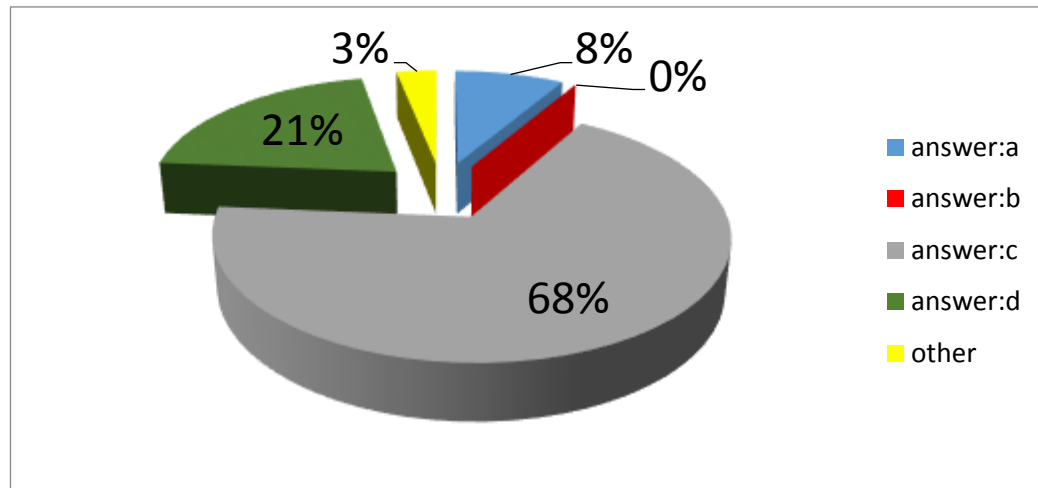
Figure 13: The Obstacles that Prevent Teachers from Implementing Reading Aloud in the EFL Classrooms.

As revealed in Table 2.11 and figure 13, many teachers 68 % said that they are restricted by standards and inspectors' decisions. In addition, 21 of them said that pupils' unwillingness to read loudly in front of the whole class may prevent them from reading aloud. While the rest of the teachers 8% see that they need training about this strategy. We notice that the main teachers' obstacles to implement reading aloud in class are the standards and inspectors' decisions.

Question 2.12: What do you suggest to overcome these obstacles?

The Teachers Suggestions

- ✓ Train inspectors about reading out loud as a learning and teaching strategy.
- ✓ Training days.
- ✓ Add a rubric to teach reading aloud using short stories, novels or even dictionaries.

- ✓ To implement reading aloud as frequently as possible .It is the best way to improve learners' pronunciation.

- ✓ Teacher should have enough time to reach his goals during reading sessions.

- ✓ Offered enough time for reading out loud strategy, audio texts, and short simple texts in group sessions.

- ✓ Motivate learners to read books, stories…etc.

- ✓ Using the reading-aloud strategy, pupils' backgrounds will be well-equipped with a stock of vocabulary, grammar, and pronunciation.

- ✓ Training sessions.

- ✓ Devote sessions of reading aloud for learners.

- ✓ Dealing with reading aloud during the tutorial sessions for a better motivation to develop this communicative skill of language.

- ✓ Help our learners to read out loud.

- ✓ Adopt reading aloud during the tutorial sessions for a better motivation to develop this communicative skill of language.

- ✓ "Karaoké" readings for beginners.

- ✓ Encourage learners to read aloud at home before class to work on their pronunciation and lack of vocabulary.

- ✓ Devote reading-aloud sessions to improve this strategy.

- ✓ Lack of training.

- ✓ Teaching reading is not as simple as it appears. Teacher need time allocated to use this important strategy.

- ✓ Train learners to read out loud in any situation in order to comfort self-confidence, while reading out loud to correct their pronunciation, intonation, and rhythm troubles.

- ✓ Lack of training.

- ✓ Teacher should encourage learners to read aloud from time to time in order to improve their pronunciation, correct their mistakes, and install in them the love of reading.

- ✓ Practise reading aloud at least 10 minutes before starting each session.

- ✓ Make a whole change in the curriculum.

- ✓ Improve the four skills: reading listening, speaking, and writing.

- ✓ Facilitating the learning process.

- ✓ Practise reading out loud at home.

- ✓ Encourage learners to read aloud and it would be better to devote a session for it.

- ✓ Teachers should read out loud for learners every day.

- ✓ Reading to comprehend should be silent. Whereas reading aloud is for improving pronunciation, rhythm, and intonation at the end of each reading session.

- ✓ Small number of pupils at classes, keep the teacher free to decide What most suit for his/her learners to facilitate reading for learners through many tips so the pupils are no longer frustrated to read out loud in front of their peers.

- ✓ Plan sessions of reading out loud.

- ✓ Pupils should know how to read out loud.

- ✓ Teachers should have continuous professional development .

- ✓ To devote a session for reading loudly.

- ✓ Free teachers from silent reading sessions

2.4.2. Analysis of the Classroom Observation

For this case research, the observation took place at Zahaf El Hadj Middle School in "Touahria" during the academic year (2022-2023) with the second year class in developing reading lessons in which each session lasted 55 minutes. The teacher aimed to collect observable data about pupils' concentration, reflection, interaction, and attitudes towards the impact of the reading aloud strategy on their comprehension, to improve pupils' reading skills and to encourage learners for further reading.

Observing learners reading aloud serves several purposes in the context of literacy instruction. The teacher prepared a checklist (see appendix b). We have two (02) classes consist of (87) learners. We have chosen one class **2MS3** that contains (45) pupils submitted to the teacher's observation of reading out loud, while **2MS₅** consists of (45) pupils to be observed when reading silently.

The teacher/ researcher focused on 2MS₃ class. Therefore, an observation checklist was used to identify second-year pupils' attempts to read aloud in the classroom and provide qualitative data by following these stages:

- **Before Reading:**

In this stage, the teacher observed her learners' interaction at the early beginning following her teaching procedure. First of all, the teacher/researcher implemented reading aloud with focus classes; she sheds the light on previewing the text and identifying any challenging words or concepts. This is through selecting engaging and enjoyable texts for the pupils and using visual aids to spark their interest and enthusiasm for reading aloud. We noticed that it created a great response among learners.

Notably, The teacher/ researcher also read out loud the text with clearly expression and pacing. Hence, she tries to activate the pupils' background knowledge (brain storming). This attempt created a positive and supportive environment for reading aloud.

The teacher/ researcher recognized that her pupils feel at ease and can express themselves freely to pave the way to the coming stage.

- **During Reading:**

The teacher/ researcher during the reading aloud stage aimed to observe pupils better understanding the text and developing their reading comprehension. This can be done by:

First, the teacher/researcher noticed that observing learners during reading-aloud sessions varies depending on the specific objectives and considerations of the lessons in which the pupils were given time to practice reading aloud to each other and to their classmates by imitating their teacher's model. Additionally, most of her learners succeeded when reading the text, while the minority of them were either refused to read or stuttered because of fear to make mistakes or abashment.

Notably, observing learner's concentration is an important aspect of understanding their engagement and comprehension. Trelease, Jim (2006) claimed "Concentration is the key to good reading aloud. When learners are able to focus on the text and their reading, they are more likely to be able to comprehend and express the meaning of the text."(p.11). As a teacher /researcher, when reading a text out loud maintaining eye contact with the reader, and displaying attentive body language,most of pupils were engaged in active listening and others participated in responding to questions or asked clarifying questions to make relevant comments. Moreover, observing learners' concentration helps teachers to identify strategies that enhance comprehension, and support pupils in developing effective reading habits.

Indeed, there are some aspects of the classroom atmosphere that teachers can remark while teaching reading aloud like a conductive physical environment that can contribute to a positive atmosphere for reading aloud. Furthermore,most of the learners said that their

classroom atmosphere during the reading aloud session is enjoyable because their level of interaction and discussion increased during certain parts of the lesson, in comparison to silent reading lessons that is opted for boring as most of pupils claimed.

In contrast, the majority of pupils who prefer out loud reading are engaged and have focused expressions, ask questions, make comments or react to the content being read . In addition, when observing learners' emotional responses, such as expression,or reflection, that indicated a positive emotional climate that supports engagement and comprehension to make connection with the text. These findings show that there is a difference between the atmospheres in reading aloud classroom and silent reading class.

More importantly, there are different elements that teachers should observe in class during reading aloud session. At the beginning, Building Vocabulary, reading aloud exposes students to a wide range of vocabulary words that they may not encounter in their everyday conversations. For example, while reading a text about "learners got talent", the teacher /researcher came across the word "blog", she paused and explained the meaning of the word to pupils, and discussed how it is related to the topic. This showed that most of the pupils expanded their vocabulary and understanding of the topic.

Then, R.A developed accuracy and fluency, pupils who imitated their teacher model reading aloud were able to read the text accurately and fluently, pronouncing words without stumbling or stopping over the words. This helped the majority of pupils to create a smooth and enjoyable listening experience for their classmates (audience). For instance, during a read-aloud session, she emphasized the dialogue between characters by using different voices and tones. This helped learners understand the emotions and intentions behind the words, and they started incorporating similar techniques in their own reading.

Furthermore, regarding these elements, observing pupils' comprehension is crucial for assessing their understanding of the text and identifying learners' ability to recall

details, summarize key points, making predictions, skimming, scanning and producing meaningful sentences. Consequently, when discussing the topic of the text, the teacher/ researcher deduces that a great number of pupils were able to respond to questions facilely and confidently. For example, while reading a challenging passage from the school book, she paused at certain points to ask questions and encourage predictions. These prompted pupils to think critically, make connections, and actively participate in the reading process, leading to a better understanding of the text. As a result, they could apply information and concepts from the text in new situations or contexts.

- **Post reading**

During the final stage, the teacher/researcher asked questions related to the text to check learners' understanding. Pupils who worked cooperatively could recall and summarize the main ideas, key details, and events from the text which determined that they comprehend the text effectively. However, learners who worked alone some of them succeeded to do so, but the minority failed to express what they had understood before.

Significantly, the teacher /researcher provide opportunities for pupils to respond to the text in a variety of ways . She noticed that some pupils succeed in writing; others can express themselves through drawing, while the rest can make a full discussion and share their opinions. This demonstrates that learners were engaged during the reading aloud session.

It is worth mentioning that the teacher/researcher gains insights into the learners reading comprehension, critical thinking skills, language development, and overall engagement with the text. Noticing that some pupils may improve their ability to transfer their comprehension to real-life scenarios or extend their understanding to related topics. Whereas, others need time to develop their reading skills.

Conclusion

This chapter is the practical part of what has been seen in the theoretical part. It presents the data collected by teachers' questionnaire and classroom observation to support the objective of the study and proves the research questions and hypothesis. The findings show that reading aloud is a powerful tool that can have a positive impact on pupils 'literacy skills to be implemented in the educational Algerian system as well as to contribute to fostering learners' love of reading. Hence, teachers are aware of the effectiveness of reading aloud as a motivational strategy that helps pupils to be able to read fluently.

Chapter Three :

Discussion and

Recommendations

3.1. Introduction

This research study is designed to determine if the reading-aloud strategy can enhance learners' comprehension and improve their reading skills. This chapter will provide an experimental study about implementing a reading-aloud strategy on second-year pupils at Zahaf El Hadj Middle School in Touahria, Mostaganem. It consists of the teachers' questionnaire and classroom observation used for practice. In addition to the stages, we follow to prepare these experimental sessions. Moreover, we will analyze the data gathered from the focus classes and discuss all the findings of the study.

3.2. Discussing Major Findings

The main aim of this research paper was to highlight the effects of the reading-aloud strategy to enhance learners' comprehension as well as its benefits in developing the reading skill to supply an answer to the adaptation of reading aloud in Algerian middle school.

3.2.1. Discussing Teachers' Questionnaire

To confirm the validity and relevance of this study, we investigated 35 teachers of English in middle school from different cities all over Algeria. Most of them have a lot of experience in teaching. So, their reflection on the questionnaire provides us with essential information, this reveals that they are aware of the difficulties related to the adaptation of reading aloud and the importance of the reading skill. However, they need useful strategies to build up effective learners and develop their reading proficiency in English.

From the questionnaire analysis, we have noticed that teachers have different opinions concerning the effectiveness of reading aloud on learners' comprehension. Teachers who prefer the reading aloud strategy during their reading sessions believe that it

promotes literacy development in their pupils through several factors that are mentioned before. Moreover, we discover that some teachers refuse to adapt reading aloud during the reading lessons, while others said it is better to implement it during the reading sessions, and the majority of teachers said that they can adapt R. A. to such an extent, for the latter, teachers who accepted to implement it believe that adapting reading aloud can be a beneficial practice to enhance pupils reading skills and comprehension.

Interestingly, teachers agree to model fluent and expressive reading by reading out loud in class. Teachers also agreed to use appropriate intonation, expression and pacing to bring the text to life, of course, this will develop their own pronunciation, reading fluency and prosody. Most of the teachers confirm that R.A. can encourage active participation from the pupils during reading sessions: Ask questions, prompt discussions, and encourage them to make predictions or connections with the text which will promote critical thinking and engagement with the material.

On the other hand, reading aloud facilitates discussions, deepens comprehension and promotes reflection to enhance their understanding of the topic. Consequently, we deduce that teachers accept to tailor their approach to the specific needs and abilities of the pupils. We have discovered that most teachers have a positive attitude towards the use of reading aloud in enhancing learners' comprehension, proficiency, and overall enjoyment of reading.

3.2.2. Discussing Classroom Observation

To cross-validate the data obtained, a classroom observation is an essential tool for evaluating teaching practices and pupils' learning outcomes. Through careful observations during reading-aloud sessions, the teacher/researcher gains valuable insights into learners' reading abilities.

The results show that the pupils who received the reading-aloud intervention performed significantly better than the pupils who did not receive the intervention. Thus, the findings involve analysing the data, and considering the research questions, here are some key interpretations of the findings.

➤ Comprehension: The study found that reading aloud has a positive impact on comprehension. Participants who engaged in regular reading-aloud sessions showed improvement in comprehension skills compared to those who participated in silent reading. This suggests that reading aloud can be an effective instructional strategy for enhancing comprehension abilities.

➤ Active engagement and critical thinking: The findings indicate that reading aloud promotes active engagement with the text and encourages critical thinking. Pupils who were exposed to reading-aloud sessions demonstrated a higher level of engagement, such as asking questions, making predictions, and making connections to their prior knowledge. This active engagement likely contributes to comprehension outcomes.

➤ Text selection instructional strategies: The study highlights the importance of text selection and instructional strategies in the effectiveness of reading aloud. The complexity and appropriateness of the text, as well as the use of effective instructional strategies, like pausing for discussions or asking comprehension questions, were found to influence the impact of reading aloud on comprehension.

➤ Social interaction and collaboration: the teacher/ research reveals that reading aloud in a collaborative or interactive context facilitates discussions, sharing interpretations, and the exchange of ideas. This social interaction is perceived to broaden perspectives, deepen understanding and enhance comprehension through collective sense-making.

➤ The study acknowledges that individual differences, such as reading abilities and prior knowledge, may influence the effectiveness of reading aloud on learners' comprehension. While overall findings show positive effects, it is important to consider the diverse needs and abilities of pupils when implementing reading-aloud practices.

To sum up, the classroom observation findings suggest that reading aloud can be a valuable tool for enhancing comprehension skills. Active engagement, critical thinking, social interaction, appropriate text selection, and effective instructional strategies are key factors to be considered when incorporating regular reading-aloud sessions into educational practices; teachers can create a positive and engaging learning environment that supports students' overall literacy. Of course, without ignoring the benefits of silent reading sessions.

3.3. Limitation of the Study

The findings of this study may not be generalized to all individuals or reading-aloud contexts. The study was conducted with a sample size and imposed text characteristics that were presented in insufficient time for classes, which may limit the generalization of the findings to other populations. Future research with larger and more diverse samples is needed to enhance the findings.

The study primarily relied on self-report measures, such as the teachers' questionnaires and objective measures such as classroom observations, to gather data on individuals' experiences and perceptions of reading aloud lessons. The subjective measures are subject to biases, such as social desirability bias or recall bias, which may affect the accuracy and reliability of the data collected, while classroom observation is limited by insufficient lesson time and crowded classrooms that prevent accurate and adequate results from being obtained. Future research should be conducted to reduce the bias of self-report

data, reduce the number of pupils in class and adapt the hourly size of lessons to pupils' needs.

The study may be also limited by the specific context in which it is conducted. Factors such as the instructional approach, materials used, and classroom environment may influence the outcomes of reading-aloud activities and comprehension strategies. These contextual factors should be considered when interpreting the findings.

Time Constraints: The study's timeframe may be limited, which could impact the depth and breadth of data collected. Conducting a longitudinal study that spans a longer period of time could provide more insights into the long-term effects of reading aloud on comprehension strategies.

Limited Scope: The study focused on reading aloud as a strategy to enhance learners' comprehension. While this is an important aspect to explore, there may be other factors and variables that influence the reading experience and outcomes. Future research could consider examining additional variables, such as reading preferences, or reading habits, to provide a more comprehensive understanding of the factors that contribute to a fulfilling of reading-aloud experience.

3.4. Suggestions for Future Research

Future research could employ longitudinal designs to investigate the long-term effects of reading aloud on comprehension strategies in second language learners. This would allow for a more comprehensive understanding of the development and sustainability of comprehension strategies over time.

Comparative studies could be conducted to compare the effectiveness of reading aloud with other comprehension enhancement strategies in second language acquisition.

This would provide insights into the relative benefits and limitations of different strategies and their impact on learners' comprehension skills.

Cultural and Linguistic Factors could be future research to explore the influence of cultural and linguistic factors on the effectiveness of reading aloud as a comprehension strategy. Investigating how learners from different cultural and linguistic backgrounds engage with reading aloud and comprehending texts could provide valuable insights for instructional practices.

Teacher Training and Professional Development could be a future research to focus on the effectiveness of teacher training and professional development programs in equipping educators with the knowledge and skills to effectively incorporate reading-aloud activities and teach comprehension strategies. This would contribute to the improvement of instructional practices in second-language classrooms.

By addressing these limitations and exploring these suggested areas of future research, the field can further advance our understanding of the role of reading aloud in comprehension enhancement and inform instructional practices in second language acquisition.

3.5. Recommendations for Future Research

Relying on the results of this research to improve the reading-aloud strategy and enhance learners' comprehension.

It can also have practical applications for teachers. Therefore, we propose some recommendations based on the potential outcomes of the research:

  ➢ Longitudinal Studies: This study primarily focused on the immediate effects of reading aloud on learners' comprehension. Future research could explore the

long-term effects of sustained reading-aloud practices as recreational reading. Longitudinal studies tracking individuals over an extended period could provide insights into the persistence of reading aloud benefits to adapt it during the reading sessions.

➢ Investigating the role of individual differences in the impact of reading aloud on pupils' comprehension an area ripe for future research. Factors such as age, reading proficiency, cognitive abilities, and reading preferences may influence the effectiveness of reading-aloud practices. Understanding how these individual differences interact with reading aloud can inform personalized reading strategies and interventions.

➢ Educators can integrate reading-aloud activities into their language instruction to enhance reading comprehension skills. Encourage learners to read aloud individually or in groups, focusing on using comprehension strategies such as predicting, summarizing, and making inferences. Provide opportunities for learners to practice reading aloud with different types of texts, including authentic materials and graded readers.

➢ Exploring the influence of cultural and linguistic factors on the effects of reading aloud to improve learners' comprehension is an important area for future research. Different cultures and languages may have different reading practices, oral traditions, and linguistic features that can influence the effectiveness of reading aloud. Investigating these factors can help tailor reading strategies to specific cultural and linguistic contexts.

➢ Provide scaffolding and support during reading-aloud activities. This can include pre-reading activities to activate prior knowledge, vocabulary instruction, and post-reading discussions to reinforce comprehension. Gradually release

responsibility to learners, allowing them to take on more independent reading-aloud tasks as their skills develop.

➢ With the increase use of technology in reading aloud, future research could explore the role of digital platforms, audiobooks, and interactive reading apps in facilitating reading aloud practices. Investigating the effectiveness of these technological tools in promoting comprehension and engagement can provide insights into innovative approaches to reading aloud in the digital age.

By implementing these recommendations, educators can create a supportive and engaging learning environment that promotes the development of comprehension strategies through reading aloud. This can ultimately lead to improved reading comprehension skills and overall language proficiency in second-language learners.

Conclusion

Despite the limitations, this study contributes to the existing literature on reading aloud to enhance learners' comprehension. It provides valuable insights for educators, practitioners, and researchers seeking evidence-based approaches to enhance comprehension skills and promote effective reading practices.

Moving forward, future research could explore longitudinal studies to examine the long-term effects of reading aloud to enhance pupils' comprehension. Investigating individual differences, conducting comparative studies, and considering cultural and linguistic factors can further enhance our understanding of the relationship between reading aloud and comprehension. Additionally, exploring the role of technology in reading-aloud practices can provide insights into innovative approaches in the digital age.

In fact, by implementing these research recommendations, future studies can increase our understanding of the relationship between reading aloud and its effects on student

comprehension. These investigations can provide valuable insights to teachers, researchers, and policymakers in improving reading instruction and promoting a love of reading by integrating this strategy into education curricula as well as in Algerian middle schools.

General Conclusion

General Conclusion

This study has explored the effectiveness of reading aloud on pupils' comprehension. The findings suggest that reading aloud can have positive effects on comprehension by promoting active engagement, attention, and interaction with the text. It can also facilitate social interaction and discussion, which can deepen understanding through the exchange of ideas and perspectives.

In general, reading aloud can have a positive impact on learners' comprehension. Numerous studies and educational practices have demonstrated that this method can enhance understanding, particularly when applied appropriately in various learning contexts. When learners read aloud, they engage multiple cognitive processes simultaneously, such as decoding, pronunciation, and comprehension, which can lead to improved retention and understanding of the material.

However, the effectiveness of reading aloud depends on several factors, including the age and proficiency level of the learners, the complexity of the text, and the purpose of the reading activity. For younger or less proficient learners, reading aloud can be a valuable tool for improving phonemic awareness, fluency, and overall comprehension. In contrast, more advanced learners may benefit from reading aloud as a means to deepen their understanding of complex texts, clarify concepts, and engage in critical analysis.

Additionally, the role of the instructor or facilitator is crucial in optimizing the benefits of reading aloud. Effective guidance, feedback, and discussions following the reading can enhance the comprehension gains from this activity. Moreover, the choice of appropriate reading materials tailored to the learners' interests and abilities plays a significant role in achieving the desired outcomes.

All over this dissertation has explored the reading aloud strategy as a means to enhance learners' comprehension. Through a comprehensive review of literature, empirical research, and analysis of data, valuable insights have been gained regarding the benefits and limitations of this strategy.

The findings of this study indicate that the reading-aloud strategy can significantly improve learners' comprehension across different stages of teaching reading skills. The oral reading of a text, whether done by the teacher or the learners themselves, has been shown to enhance understanding, vocabulary development, and engagement with the material.

Furthermore, the research has highlighted the importance of considering various factors that may influence the effectiveness of the reading-aloud strategy. Learner characteristics, such as language proficiency, and prior knowledge, can impact the outcomes of this strategy. Additionally, the complexity of the text, instructional practices, and the role of the teacher in facilitating meaningful discussions and interactions during the reading process are crucial considerations.

The Implications of this research for educational practice are significant. Educators can incorporate the reading-aloud strategy into their instructional approaches to promote comprehension and foster a love for reading. By providing opportunities for learners to engage in oral reading and participate in discussions, teachers can create a supportive and interactive learning environment that enhances comprehension skills.

However, it is important to acknowledge the limitations of the reading-aloud strategy. While it has proven to be effective in many cases, it may not be suitable for all learners or all types of texts. Some learners may benefit more from other strategies that cater to their individual needs and preferences. Therefore, a balanced approach that combines various reading strategies is recommended to cater to the diverse needs of learners.

In conclusion, reading aloud can be a valuable educational strategy for enhancing learners' comprehension, but its efficacy depends on various factors and how it is integrated into the overall learning process. When implemented thoughtfully and purposefully, reading aloud can foster a lifelong love for reading, and contribute to improved language skills, a deeper understanding of content, and overall academic success. This dissertation contributes to the existing body of knowledge on reading strategies and comprehension by providing evidence-based insights into the reading-aloud strategy's potential. It is hoped that the findings and recommendations of this study will inform educational practice and inspire further research in this area.

References

– Adams, M. J. (1990). Beginning to Read : Thinking and learning about Print. Cambridge,

Ma: MIT Press(p.24)

– Adrian, D. (2007) . "Teach English"Which was published . [A training course for teachers].(p.14)

– Barrett T. (2009).The Effective Teacher's Guide to lesson planning. Thousand Oaks,CA: Crowin Press (p.12).

– Brown, H. D. (2014). *Teaching By Principles: And Interactive Approach to Language Pedagogy* ."Teaching Reading" (3rd Ed.). Pearson Education, Inc. Printed In The United States Of America. Chapter 18(p.237)

– Brown, H. D.(2001). Teaching by Principles: An Interactive Approach to Language Pedagogy (2nd Ed.) New York: Pearson Education

–   Burns. Roe & Ross (1965) . The principles of Teaching Reading.

– Calkins, L.(2000). The Literacy Journey: The Art and Science of Teaching Reading and Writing. Portsmouth, NH: Heinemann.(p. 12)

– Carlisle, J.F.,& Rice,M,L.(2004).Does Reading Fluency Predict Comprehension more than Word Recognition Does? Scientific Studies of Reading 8(1),41-57.doi:10.1207/s153228943ssr0801-

– Carol, S. & Wilson, A.(2008). The challenges of reading aloud. The Reading Teacher, 61(6),381-387.

– Carol, S.R.,& Wilson, A.(2008).Reading Aloud to children: Building Language, extending learning, and enhancing literacy.Guilford Press.

– Chomsky, C. (2005). Helping Learners with Reading Difficulties: Practical Strategies for Teachers and Tutors. New York, NY: Guilford Press.(p.06)

– Colin, M. (2016).The Reading Habit: Why we read and how it makes us smarter. New York: Penguin Books(p.127) / (201725/7) (781) (791)

– Costa, A. L. ,& Kallick , B.. (2008). Learning to think, learning to learn:7habit of mind for success (2nd ed.). Alexandria, VA: Association for supervision and curriculum development.(p.152)

– Creswell, J.w.(2012). Research Design: Qualitative Quantitative, and Mixed Methods Approaches (4th ed.) (p.18)

– Crystal, D.(1985).A dictionary of linguistics and phonetics(2nded.)Oxford, UK: Blackwell.

– Cunningham, Patricia M., and Richard L. Allington. (2011). "Fostering Effective Reading Comprehension: Guiding Children to Strategic Thinking." Reading Teacher (p.60)

– David Nunan ,T.(2003).Teaching English to speakers of other languages.Boston: McGraw-Hill

 (p.73)

– Fountas,I .C, & Pinnell,G.S.(2011). Guiding Readers and Writers: Teaching Comprehension, Genre, and Content Strategies in K -6 Classroom (5th ed).Pearson Education (p.22)

– Fox, M. (1993). Why Reading Aloud to Our Children Benefits Them for a Lifetime. New York :Heinemann,(p.03)

– Grabe, W, and Fredricka L. S.(2002). Teaching Reading and Researching Reading (2ndEd.).London: Pearson Education.

– Halliday, M.A.K. (1978).Language as social semiotic: The Social Interpretation of language and meaning.London: Edward Arnold. August (2010).TFLIN Journal-A publication on the teaching and learning of English 21(2) DOL:10.15639/tefinjournal.v21i2/202-210.

– Harmer, J. (2004). How to teach English.2nd ed. London: Pearson Education.

– Krashen,S.D. (2004). The Power of Reading (2nd ed). Libraries Unlimited.pp.158-159)

–Krashen , S.D.(2011). Teaching Reading : The Essential Guide(7th ed) .Pearson Education (p.78)

– Keene, E.O.,& Zimmerman, S.(1997).Mosaic of thought: Teaching Comprehension in a reader's workshop. Portsmouth, NH: Heineman.

– Jacobs, H.H. (2004). Observation Tools .

– Macleod, C.M.,& Forrin, N.D.(2017). This time it's personal : The Memory Benefits of Hearing Oneself. Memory,25(7)

– Mcgee, LeaM.,& Schickedanz, judithA.(2007).Repeated interactive read-aloud in preschool and kindergarten.The Reading Teacher.60(8),742-751.

– Meghan, C, G. (2001, April 14).The power of Reading Aloud.The Washington Post,p.C01.

– Mikics, D . (2016).Slow reading in a hurried age. New York: Harper Perennial(p.11)

– Morrow (2011).The Essential of Balanced Literacy: Helping Every Child Read and Write. New York, NY: Guilford Press

– Rasinski, T.V.(2003). Reading Aloud: a guide for teachers and parents. Newark, DE: International Reading Association.(p.15)

– Robert B. R. (1994). A professor emeritus of literacy education at the University of California, Berkeley. Book "Reading as a Meaning Construction Process" (p.13)

– Robert Stake (2010). Qualitative research : Understanding By Design (2013). (p.11)

– Robin E. S, (2006).The Benefits of Reading Aloud to Children.Early Childhood Education Journal,33(4),257-263.

– Shanahan,T.(2004).Vocabulary and reading Comprehension: A review of the research.The Reading Teacher, 57(5), 578-588.

– Trelease, J.(2019). The read-aloud handbook: The best way to help your child learn to read(7th ed.).Penguin Books

– Trelease, J.(1982). The Read-Aloud Handbook.Penguin Book.(p.03)

– Trelease, J. (2006). The Read–Aloud Handbook. 7th ed. New York: Penguin Books (p.11).

– Trelease, J. (2006). The Read–Aloud Handbook. 7th ed. New York: Penguin Books (p.03).

– Trelease, J. (2019).The Read-Aloud Handbook: The Most Complete Guide to Sharing Books with Children. 8th ed.New York: Penguin books

– Wallace, J. D. (1990). "Reading Aloud: The Magic Key to Early Literacy". Parenting 23.2(1990): (102-105).

– William H. T. (1985). The development of Reading Comprehension. Published in the Handbook of Reading Research in 1985, mentions the principles of Reading for Burns, Roe, and Ross

– Westwood , P.(2004) . How Children Learn and Develop: A Practical Guide for Teachers.Routledge.(p.30)

– William S. G and May Hill, A . (1951)."The teaching of Reading", The Elementary School Journal, Vol,52, No.1

– William. W.& Stoller,F.L. (2002). Teaching and Researching Reading.Pearson Education.(p.03)

– Williams, C. (2013). "The Lost History of Reading Aloud in the Eighteenth Century.Eighteenth–Century Studies 46.4 (2013):547-568.

– Williman, N.(2011).Research Methods: The basics.New York, NY: Routledge

Appendices

A Model For a Receptive Skills Lesson (Reading).

Pre- reading:

➢ Set scene.
➢ Prediction.
➢ Pre-teach vocabulary required for task completion.

While reading:

➢ Set extensive task
➢ Read/listen
➢ Discuss answers in pairs or small groups
➢ Class feedback
➢ Set intensive task (s)
➢ Read/ listen
➢ Discuss answers in pairs or small groups
➢ Class feed back

Post reading

➢ Set text related task e.g. role play, discussion, parallel writing

From the United Kingdom's International Organization for Educational Opportunities.

Appendix B:

A Teacher/Researcher's Lesson Plan Model.

Level: MS2	School: Zahaf El Hadi	Teacher: MiSS Cheikh

Sequence one : Me , My Friends and My Family

Lesson (01): I read and do	Language focus :Reading.	Frame work:

Learning Objective(s): (SWBAT): By the end of the lesson my pupils will be able to create their blogs and answer questions about their physical appearance ,likes, dislikes andtheir favorite hobbies..

Target Competencies: interact interpret produce

Domains: Oral/Written/both

Materials: video, Flash cards, the

Target Structure: adjectives , aux (to be/ to have to do) Q.W

Cross-curricular Competencies:

Intellectual: he can interpret oral messages/ videos and pictures.
Communicative: he can work in pairs.
Methodological: he can use creative thinking in describing.
Personal and social: he can exchange ideas and communicate with his peers.

Core Values: being proud of one's appearance/ Accetping others and respecting them/ Valuing talents.

Time	Frame work	Procedure	Focus	Objectives	Visual Aids	A K T
10mn	*Warm up*	The teacher greets her learners and welcome them. T: shows pupils a real magic cube. T.asks the PPs. to name it ,and solve it. The winner will gain the magic cube. Lrs. respond: Name it/ Play the game T:shows Lrs. A video about how to solve rubik' s cube. *https://www.youtube.com/whatch?v=b934o3vYpII* 	**T**	*To establish a good atmosphere* *To lead in*	*B* *ube*	A. V
10mn	*(Pre-reading)* *Before* *Reading*		**L**	*To activate Learners Schemata*	*ideo*	A. V.

		T. makes sure that everybody is watching and has got an idea about it. Then, teacher asks Lrs. To open their books p37and listen to her . T. reads the text out loud using gestures , eye contact and body language.
		     After that, T. asks one of the PPs. to read and stop him to let another one continue and so on…
		     T. asks the learners to open their books on p38 and do orally task 05
		     T. invites the learners to open their books on p37 and describe the picture.
		
					Lrs.
					
					 .B ook
						V.

15m	**While**	**Get the main idea (skimming)**	T			A.

While

Reading

Stage.

Get the main idea (skimming)

⇩

Task N•= 01(01p. 37) : *I read the text and I fill in the bibliographical notes*

Bibliographical Notes

Title:……………………………..

Author:……………………………..

Source:…………………………….

Date of publication:……………………………..

Type of document☐   *Blog page.*

☐   *Excerpt from a book.*

☐   *An e-mail.*

Task N•= 02 (02 p.37) : *I read the text again and complete the missing information.*

Mohamed Islam

Age:……………………………..

Height:……………………………..

Build:……………………………..

Hair and eyes:……………………………..

Hometown:……………………………..

Mother's occupation: ……………………………..

Father's occupation:……………………………..

Number of brothters and sisters……………………

Relatives:……………………………..

Free time activities: ……………………………..

Hobby:……………………………..

Task N•= 03 (04 p.38) : *(Pair work)(More specific information (scanning)*

⇩

-I read the text again and write **"True"** or **"False"**.

-Mohamed Islam is posting a text on his blog for the third term…………

-Many people know Mohamed Islam on the Internet…….

- Mohamed Islam says that he is handsome…………

-"Slim" means "thin"…………

- "Dark" is close in meaning to "black"………….

Column markers (right side):

T

L

L

L

To check learners understanding.

To encourage cooperative learning

and working in pairs .

.B.

s.

ook

K.

T.

Post -

Reading

20m

Task N°= 04 (06 p.38) : *(**Pair work**) I read the text again and answer the following questions.*

> 1-Can Mohamed Islam solve the Magic cube quickly?
> …………………………………………………………..
> 2- Why does he train every day?
> ………………………………………………..
> 3- Does he love his cousin? Why?
> ………………………………………………..

T. reads the dialogue and tells Lrs. to listen carefully and answer the questions.

Pps. do it in pairs . Then , act it out/

Task N°= 04 :

Now, the teacher invites the learners to play a game" the physical description game" to enhance the vocabulary they have acquired.

«One pupil is asked to choose one of his friends and describe him. The others are asked to guess who he/she is. The one who gives the correct answer is going to take the role of describing..."

Then:

-I create my blog page to introduce myself my family, my hobby and my free time activities.

Column indicators:
T. L.
L.

Objectives:
To make Lrs. listen for a purpose of answering questions

To make Lrs. use the target vocabulary in a meaningful context

To produce a blog

Materials:
Lrs

Books

V.

A

T .

K.

What worked?	*What hindered?*	*Suggested actions..*
❖ .... ❖ .... ❖ .... ❖	❖ .... ❖ .... ❖ .... ❖	❖ .... ❖ .... ❖ .... ❖ ....

Lrs. :learners   *PPs.: pupils*   *T.: teacher*

The Teachers' Questionnaire

Dear Teachers,

You are kindly requested to complete this questionnaire which serves as a data collection tool on the effects of reading aloud on the learners' comprehension to enhance the middle school pupils' reading skill.

Please, read each of the following questions and tick(√) the right answer (s).Use the lines provided to write answers. Your cooperation would be deeply appreciated. Thank you so much.

Section one: General Information:

1-Gender :
- Male ☐   Female   ☐

2 -Age :

☐   20- 30

☐   31- 40

☐   41- 50

☐   51- 60

3 -Years of experience:

☐   01-10

☐   11-20

☐   21-30

☐   31-40

☐   41-50

☐   51-60

Section two: Professional information:

4-Have you had any training days on teaching reading in the middle school?

-Yes   ☐   -No   ☐

5-Which type of reading do you prefer ?

-Tick the appropriate type for your learners.

A-Reading-Aloud.   ☐

b- Silent reading.   ☐

6- Do you adapt reading- aloud as a strategy in teaching the reading lessons?

[ ] -Yes   -No [ ]   [ ]ome extent

7-Do your learners prefer reading- aloud during the:
[ ]   -Lessons 'sessions

[ ]   -Tests

[ ]   -Exams

-Other:………………………………………………………………………

8-How often do you think the teacher should implement reading-aloud in his/her practice(s)?
[ ]   -Daily

[ ]   -once a week

[ ]   -once a month

-Other:…………………………………………………………………………………….

9-Is Reading-aloud beneficial to enhance your learners' comprehension?
[ ]   -Yes

[ ]   -No

10-If yes, how? Tick the right answers that suit you.
                    -You can choose more than one response.

[ ]   -Reading aloud enables learners to decode a text and figure out tough words to find the meaning.

[ ]   -Reading aloud can help learners improve their fluency and expression when reading independently.

[ ]   -Pupils find it easier to pay attention and answer the questions after being read aloud.

[ ]   -Reading aloud helps learners to get the most emphasizing vocabulary, commenting on characters, and asking probing questions like What do you mean? Why is it so?

[ ]   -Reading aloud helps pupils to detect accurate morphophonemic association

[ ]   -Reading aloud can help teachers identify areas where their learners need additional support or instructions.

[ ]   -Reading aloud promotes pupils' love of reading books.

11- Do you think that teachers' reading aloud can enhance pupils' motivation to read?
[ ]   -Yes

[ ]   -No

12-Which of the following language systems can reading-aloud develop most?

☐   -Pronunciation.

☐   -Grammar.

☐   -Vocabulary.

-Other:………………………………………………………………………………….

13-What teaching strategies do you follow to promote reading aloud among your learners?

☐   -Emphasizing the communicative functions of the language.

☐   -Emphasizing the form and the patterns of language.

14-Do you think that fusing reading-aloud in teaching other language skills and systems can ensure learners' readiness for reading 21st-century media?

☐   -I agree.

☐   -I strongly agree.

☐   -Undecided

☐   - I disagree.

☐   -I strongly disagree.

15-What obstacles prevent teachers from implementing reading aloud in the classroom?
You can choose more than one response

☐   -Teachers are not ready (lack of training)

☐   -Teachers are reluctant.

☐   -Teachers are restricted by standards and inspectors' decisions

☐   -Pupils 'unwillingness to read loudly in front of the whole class.

16-What do you suggest to overcome these obstacles?

………………………………………………………………………………………………………

………………………………………………………………………………………………………

………………………………………………………………………………………………

Thank You.