

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**THE EFFECT OF READING ALOUD ON IMPROVING STUDENTS'
READING PROFICIENCY IN ELT**

MASTER'S THESIS

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**Department of English Language and Literature
English Language and Literature program**

February, 2022

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February, 2022

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DECLARATION

I hereby declare with respect that the study “The Effect of Reading Aloud on Improving Students’ Reading Comprehension in ELT”, which I submitted as a Master thesis, is written without any assistance in violation of scientific ethics and traditions in all the processes from the project phase to the conclusion of the thesis and that the works I have benefited are from those shown in the Bibliography. (23/02/2022).



Sarah Al-Dawaghreh

FOREWORD

First of all, I would like to express my sincere gratitude to Asst. Professor Eyyüp Yaşar KÜRÜM, my supervisor, for his insightful remarks and constructive comments and for his inspiration through each stage of my writing process. I am also grateful to him for his continued support, guidance, and encouragement during the preparation of my M.A. thesis. He was always ready and willing to help. I would also like to extend my thanks and appreciation for my doctors in English department for their enormous contributions towards my success during my M.A. program in English Language Teaching.

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February, 2022

Sarah Al-Dawaghreh

THE EFFECT OF READING ALOUD ON IMPROVING STUDENTS' READING PROFICIENCY IN ELT

ABSTRACT

The current study aims to reveal the impact of reading aloud (RA) classroom practice on improving the ELT reading comprehension among the students. The sample consisted of 60 students; 30 male and 30 female 10th grade students at Al-Taiba Primary school in Jordan. The students were divided into an experimental group who was taught by using RA classroom practice and a control group who was taught by using traditional teaching method. To achieve the objective of the study, both pre- and post-tests were used to measure the effectiveness of reading aloud classroom practice on improving the 10th grade students' reading comprehension. Such tests were taken from Key English Test (KET) and ESL websites (<https://www.englishrevealed.co.uk/ket.php> and <https://www.excellentesl4u.com/esl-reading-comprehension.html>). The pre and post-tests consisted of 3 parts, which assessed reading, vocabulary and grammar. Each part of the test contained 5 questions. The students were required to choose the correct answer out of four options. T-test and One Way ANOVA tests were used to calculate students' scores in both pre- and post-tests. The findings reveal that there are statistically significant differences between both tests; the students performed better in the post-test as opposed to the pre-test. Also, the study found that RA has a positive impact on reading comprehension, grammar and vocabulary achievements of the 10th grade students. The study recommends teachers to use reading aloud classroom practice in the classroom as an important supplementary exercise to the traditional instructional methods.

Keywords: Reading aloud (RA), reading proficiency, reading comprehension, vocabulary growth, grammar knowledge.

SESLİ OKUMANIN ÖĞRENCİLERİN İNGİLİZCE ÖĞRETİMİNDE OKUMA YETERLİLİĞİNİ ARTIRMAYA ETKİSİ

ÖZET

Mevcut çalışma, yüksek sesle okuma (RA) sınıf uygulamasının İngilizce öğrenen öğrenciler arasında okuma yeterliliğini geliştirme üzerindeki etkisini ortaya çıkarmayı amaçlamaktadır. Örneklem 30 kız, 30 erkek olmak üzere 60 kişiden oluşmuştur. Öğrenciler Ürdün'deki Al-Taiba İlköğretim okulunun 10. sınıf öğrencileridir. Öğrenciler sesli okuma sınıf uygulaması kullanılarak ders işlenen deney grubu ve geleneksel öğretim yöntemi kullanılarak ders işlenen kontrol grubu olarak ikiye ayrılır. Araştırmada yüksek sesle okuma sınıf uygulamasının 10. sınıf öğrencilerinin okuma yeterliliğini geliştirmedeki etkinliğini ölçmek için hem ön hem de son test kullanılmıştır. Bu testler Key English Test (KET) ve (ESL) (<https://www.englishrevealed.co.uk/ket.php> ve <https://www.excellentesl4u.com/esl-reading-comprehension.html>) web sitelerinden alınmıştır. Her testte okuduğunu anlama, dilbilgisi ve kelime bilgisini ölçen 15 soru 3 bölüm halinde yer almaktadır. Öğrencilerden dört seçenek arasından doğru cevabı seçmeleri istenir. Öğrencilerin hem ön hem de son test puanlarını hesaplamak için t-testi ve One Way ANOVA testi kullanılmıştır. Bulgular, her iki testte de istatistiksel olarak anlamlı farklılıklar olduğunu ortaya koymaktadır; öğrenciler son testte ön teste göre daha iyi performans göstermişlerdir. Ayrıca, çalışma, Sesli Okumanın 10. sınıf öğrencilerinin okuduğunu anlama, dil bilgisi yeterliliği ve kelime başarıları üzerinde olumlu bir etkisi olduğunu ortaya koymuştur. Çalışma, öğretmenlere geleneksel öğretim yöntemleri yerine sınıfta yüksek sesle okuma sınıf uygulamalarını kullanmalarını önermektedir.

Anahtar Kelimeler: Sesli okuma (SO), okuma yeterliliği, okuduğunu anlama, kelime gelişimi, dilbilgisi.

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I. INTRODUCTION

A. Preview

A language is a fundamental tool utilized in communication among individuals separated from utilizing gestures. For a hundred years, English has been the language of communication worldwide (Ninsuwan, 2015)

All over the world, English turns out to be substantially more significant than any other foreign language and it influences individuals' lives in various ways extending from collaborating with foreigners in the business industry to tourism industry, educational field, etc. (Ninsuwan, 2015).

These days, learning a second or foreign language is progressively turning into a necessity for everyone, and learning a language as EFL/ESL requires proficiency in four skills (Jafari, 2013). English is considered to be the most important international language in the world and numerous endeavors have been made in the past decades to improve EFL students' English proficiency from various perspectives (Shinozuka, 2017).

Owing to the fact that reading is such an essential skill for educational success and academic learning, it is considered a crucial aspect of a student's life. (Alsamadani, 2011). It is a significant language skill that language learners need to improve. Reading isn't exclusively a solitary skill; rather, it's a combination of numerous skills and cycles in which the readers collaborate with printed words and messages for content and pleasure. Through reading, one can teach writing, speaking, vocabulary, grammar, spelling, and other language aspects (Mansour, 2011). Reading has become an undeniably important skill among students in learning the English language, and reading comprehension is vital for students to comprehend written messages for academic achievement. In particular, brilliant reading comprehension is required by students to comprehend academic materials (Kassim, 2019).

The skill of reading has its own modes, two of which are reading aloud (RA) and reading silently. The reading aloud technique is effectively characterized by the clear articulation of words, flexibility in rate, volume, and tone, adequate phrasing, and effective use of pauses (Ninsuwan, 2015). In the United States, for instance, the act of RA to young learners in their study setting has been believed to be a fundamental instructional strategy up to this day (Yona et al., 2019). This is because reading aloud strategies improve students' reading comprehension, specifically reading comprehension skills (Azizifar, 2015; Gilakjani, 2016).

Nasser Saleh Al-Mansour (2011) demonstrates that reading aloud to students has numerous benefits. A portion of these advantages is as follows:

- (1) Reading aloud grows the students' vocabulary;
- (2) The students' attention range builds;
- (3) Through the RA, students absorb appropriate grammar and word use (Nasser Saleh Al-Mansour, 2011).

Along similar lines, RA is considered as an effective way in teaching speaking class owing to the significant relationship between RA and the students' speaking skill (Supraba et al., 2020). Additionally, Alkaaby & Mavriqi (2021) indicate that using repetition and word explanation during RA boosts the acquisition of vocabulary items.

B. Significance of the Study

The significance of this study stems from the fact that it is one of the few studies, to the best of the researcher's knowledge that tackles the impact of reading aloud classroom practice in improving the reading comprehension of tenth-grade students at Al-Taiba primary school in Jordan. This current study leads us to know how reading aloud improves students' reading comprehension, vocabulary and grammar knowledge. As a matter of fact, the lack of the studies that have been conducted within Jordanian context has prompted the researcher to bridge the gap. Moreover, the present study might be beneficial for curriculum designers in which they might recommend the use of reading aloud technique for improving EFL students' reading comprehension. Furthermore, educators might benefit from the use of reading aloud classroom technique as an alternative method to help the EFL

students to comprehend the text and improve their reading comprehension. This study adds new insights to the literature for scholars and researchers because there are few studies that addressed the impact of reading aloud classroom practice in improving students' reading, vocabulary and grammar knowledge within the Jordanian context.

C. Statement of the Problem

The phenomenon of weakness in reading skills is widespread in different educational institutions (Hidayati, 2018; Albdour, 2015). A lot of teachers complain about ELT students' weaknesses in reading in the English language and they talk about numerous missteps (Hidayati, 2018; Albdour, 2015). Moreover, a lot of students face difficulties in comprehending the reading passage by themselves; thus, teacher's reading aloud is extremely effective in the classroom due to its importance in facilitating the comprehension of the text and improving students' reading comprehension (Sajid & Kassim, 2019; Wood & Salvetti, 2001; Terblanche, 2002; Rog, 2001; Al-Mansour & Al-Shorman, 2011; Winfield, 2009; Amer, 1997). The current study seeks to examine the impact of reading aloud on improving the reading comprehension of the 10th grade students at Al-Taiba primary school in Jordan in particular.

D. Research questions

The present study will seek answers to the following questions.

1. What is the effect of reading aloud on improving the reading comprehension of the tenth-grade students in ELT?
2. What is the impact of a reading aloud strategy on improving the vocabulary knowledge of the tenth-grade students in ELT?
3. What is the impact of a reading aloud strategy on improving the grammar knowledge of the tenth-grade students in ELT?

E. Scope and Limitations of the Study

The findings of this study are not generalizable due to the fact that it was carried out

in one school only. Also this study was carried out only with the 10th graders. It is also limited to Al-Taiba primary school in Jordan. More research is needed to include other levels of education to make the findings generalizable.

F. The Layout of the Study

The first chapter, 'Introduction' introduces the study. It gives information about the background to the Study, statement of the problem, the research questions, and significance of the study. The second chapter, Literature Review, reviews the related literature in Jordan and in the world that has been carried out. Chapter three is the Methodology and presents the methods and procedures employed in the study. Chapter four, Findings and Discussion, presents the findings of the study and a discussion of the findings. The final chapter, Conclusions and Recommendations, presents the conclusions of the current study and makes some recommendations.

II. LITERATURE REVIEW

A. Introduction

This section provides a review of theoretical background and a set of related studies to the topic under discussion. It also provides a brief account of the major approaches and theories of the impact of reading aloud on improving students' reading comprehension.

B. Reading Comprehension

One of the most important language skills is reading. It is an essential aspect of learning a language. Reading is not solely a single skill but a combination of many skills and processes in which the readers interact with printed words and texts for content and pleasure. Reading is a collection of linguistic and cognitive skills, such as sensory integration and visual processing that are embedded and hierarchical in nature. For example, it is a mental cognitive skill that stimulates thinking, memory, and attention. For everyone who faces with a text in any type, reading comprehension can be as a highly complex cognitive process, involving intentional interaction between the reader and the text to create meaning (Tovani, 2000).

It is widely acknowledged that reading means an interaction between the minds of the writer and the reader. It reflects the manner in which the reader attempts to grasp the meaning and the writer's attempts to convey the meaning (Nuttal, 2000). It should be said that reading constitutes an important teaching skill. The objective of reading lies in making the text meaningful by relying on encrypted data (Koda, 2007). On the other hand, it is a difficult task for students because it requires them to think deeply.

There is no doubt that reading is a critical skill for every academic institution. In this respect, Alsamdani (2011) indicated that the life of learners becomes dynamic due to the pivotal role that reading plays for academic learning and educational success. To clarify matters, a great deal of researchers (e.g., Schumm, 2017; Alrabai,

2016) pointed out that the majority of Arab students have poor reading comprehension of the second language, and therefore, reading English passages or text is considered a challenging task for them.

As a matter of fact, the application of the skimming, comprehending vocabulary items according to their occurrence in the context, scanning, assuming and assessing, summarizing, observing and imagining, self-questioning, and making connections are considered as comprehension strategies that promote meaning construction among good readers; thus, this enables them to become metacognitive readers (Allen, 2002). Comprehension requires efforts from the readers meaning that they must intentionally and purposefully work to create the meaning from what they read (Neufeld, 2002). To solve reading problems, Campbell (1989, in Richards et al. 2002) suggests that reading aloud is required for students, and enabling the students to read aloud will reflect a strong message that reading is important for both students and teachers.

Küçükoğlu (2013) indicated that teachers could assist their students in terms of improving their reading comprehension skills by giving them instructions for reading strategies. For this objective, it is essential for the students to employ the strategies of reading comprehension by reading academic subjects for active learning. Reading improves students' literacy activities owing to the fact that good readers will ultimately be engaged with a huge diversity of strategies (Kragler & Martin, 2009).

C. Students' Reading Proficiency

According to Hellekjaer (2009: 202) "reading proficiency can be described as more than simply the ability to decode the written words in the text; it is also the active creation of meaning in an interactive process between information in a text and the reader's knowledge". Reading involves transforming written symbols into spoken words and comprehending the relationship between the written symbol and its meaning (Al-Jarf, 2007). That means, reading is a complex process between the eyes, tongue and mind.

From this perspective, the goal of teaching reading is to teach language learners how to read in order to effectively decode information and comprehend what they have read. The ability to read a text and understand the writer's intended meaning can be referred to as reading comprehension. It entails, among other things, using prior knowledge, making predictions, and extracting valuable information. Accordingly, we can read in a variety of ways to improve comprehension, such as by the use of reading aloud classroom practice.

D. Reading Aloud

Reading aloud means an activity that entails reading loudly. It is considered as an essential classroom practice to be learned. According to Huang (2010), reading aloud is of a paramount condition in education for general development that has many functions in teaching English. Huang (2010), moreover, adds that reading aloud plays a pivotal role in improving students oral English. Not to mention that reading aloud might improve pronunciation skill (Subyakto-Nababan, 1993).

Additionally, reading aloud improve reading comprehension through vocabulary. In this respect, Oueini et al. (2008) indicates that students take advantage when the teacher employs reading aloud classroom practice in the classroom due to the fact that the majority of the students enter school without having the essential tools of literacy. Thus, they might be at risk in improving their writing and reading skills. Therefore, reading aloud might be employed to prevent the problems that are related to reading from occurrence, namely, lack of comprehension and poor vocabulary.

To sum up, reading aloud have several contributions to learning a foreign language that can be summarized into: practicing pronunciation, having an in-depth understanding, improving oral language, improving the classroom atmosphere, and strengthening the knowledge (Huang, 2010).

E. Theoretical Background

Many scholars studied the impact of reading aloud in various contexts. However, the current study addresses the impact of reading on improving the ELT reading of 10th grade students at Al-Taiba Primary school. Therefore, the current

study adopts Krashen's Comprehensible Input Hypothesis.

According to Krashen (2003), the comprehensible input indicates that the learners acquire language when they grasp messages, when they comprehend both what people tell them and what they read. He suggests that the language is acquired and literacy is developed when people comprehend the messages, particularly when they understand what they hear and read, i.e. when they receive a "comprehensible input". The acquisition of a language is considered as a subconscious process. Therefore, people are not aware of its happening. As a result, the developed competence is maintained in the brain subconsciously.

Krashen (2013) points out that reading aloud is considered both a beneficial and an enjoyable practice. Our literacy competence comes from reading for pleasure. Those who do more self-selected reading improve their reading skills, writing style, vocabulary, spelling, and capacity to deal with difficult grammatical structures (Krashen, 2004).

Krashen (2013) also indicates that reading aloud has a number of advantages such as improving students' vocabulary knowledge that results from hearing stories, acquiring the meanings of unfamiliar vocabulary items, developing the ability to understand complicated grammatical constructions, acquiring knowledge of story grammar, developing a sense of how stories are constructed, and acquiring beneficial information. All of them lead to better comprehension of a text. Moreover, hearing stories increases students' interests in reading because reading exciting stories play a pivotal role in attracting students' attention.

More importantly, a long-term voluntary reading habit ensures continued literacy improvement as well as a widening of world knowledge. Excessive interruptions focused on minor print elements may detract from the enjoyment of listening to stories and, as a result, from the development of literacy. Undoubtedly, pausing to discuss and respond to questions about the text can enhance the read-aloud experience. Also, there's nothing wrong with pausing every now and then to explain a word that the children don't know. However, stopping continually a child's reading to try to teach them about the printed text is a poor solution to a non-existent problem.

It will not achieve significant results, children easily improve print awareness when reading, such kind of interruption might destroy the value of reading aloud.

Hearing and sharing stories motivates people to read which helps them build their literacy skills in the foreign language. More importantly, if the teacher directs children's attention to characteristics of a text while reading a text aloud, it will raise children's awareness more quickly, and this would lead to a better literacy improvement. Here, the teacher helps the learners to increase their comprehension of the text that they hear from the teacher's reading aloud to them.

To sum up, reading aloud raises students' awareness, improves students' vocabulary knowledge, builds students' literacy skills, improves students' grammar knowledge, enables students' to acquire essential information. Owing to its significant impacts on education, this study seeks to apply RA classroom practice in the classroom for a group of 10th grade students at Al-Taiba primary school in Jordan.

F. Studies on the Effect of Reading Aloud on Improving Students Reading Comprehension

Sajid (2021) carried out a study on the impact of reading aloud classroom practice on improving low comprehension of female students at the secondary school level from teachers' perspectives. The study took place in Multan city in Pakistan. The sample consisted of twenty students from humanities group and five teachers from English department. A questionnaire was administered to the first-year students. The study had an experimental research design. The participants were given a pre-test and a post-test. The findings proved the effectiveness of employing reading aloud classroom practice on improving the reading proficiency and comprehension among low students.

Sofyan et al. (2021) conducted a quasi-experimental study with a pre- and post-test on the effectiveness of reading aloud on improving students' reading skills. The study used reading aloud classroom practice employed in the teaching reading skills. This means that the teachers and students pronounced the words loudly in front of the class to examine the effectiveness of reading aloud on improving students' reading skill. The sample consisted of 40 tenth grade students including

both males and females. The study used a reading test in order to identify the students' competence in reading comprehension. The pre-test was given to identify the students' competence in reading skills at the time and the post-test was given to see the improvement in students' reading skills after the treatment. The researcher used t-test to analyze the data using SPSS (v16). The findings showed that students' scores in the post-test were better than the pre-test, which indicated the effectiveness of reading aloud classroom practice. Moreover, reading aloud classroom practice enabled the students to concentrate on the content of the text because the words were pronounced loudly and it remained in students' memories. Interestingly, the results also showed that students were competent in understanding, analyzing, and interpreting the text by using reading aloud classroom practice.

Ceyhan and Yıldız (2021) conducted a study on the impact of interactive reading aloud on improving students' reading comprehension, reading fluency, and reading motivation. The study used an experimental design. The study took place at a Turkish public school in the 2017-2018 academic year. The sample consisted of 62 second-grade students; 22 students in the first experimental group, 20 students in the second experimental group, and 20 students in the control group. The author was responsible for the first experimental group, while the author's assistant was responsible for the second experimental group, and also the author was responsible for the control group. The data was collected by using Motivation to Read Profile Scale, Rubric for Reading Prosody, and Reading Comprehension Rubric. The results showed that the levels of reading comprehension, motivation, and fluency of the students in the experimental groups were higher than those of the control group. Additionally, the study found that interactive reading aloud (IRA) practices improved the reading comprehension, reading motivation, and reading fluency skills of the students independently.

Islam and Eltilib (2020) carried out a study on the impact of reading aloud on improving the cognitive learning processes of the students. Moreover, the study aimed at analyzing various reading aloud techniques and their impacts on students' motivation and learning attitudes in the classroom. The sample contained low grade students from Saudi Arabia. The study used mixed methods to elicit data from the respondents, namely, survey and observation. To clarify, the survey was divided into two sections; the first section elicited students' desire to learn English and the

number of English books they have at home, whereas the second section addressed students' enjoyment of and reactions to the sessions. As for observation, it focused on observing the students' attitudes, reactions, body language, attentiveness, and their concentration in the classroom. The participants were divided into two groups, namely, experimental and control groups. The experimental group was taught by using reading aloud classroom practice, while the control group was taught by using traditional teaching methods. To measure the participants' engagement and listening skills, they were exposed to the lexical items they have been pre-taught by employing a certain action and sound. The findings revealed that the experimental group achieved better as opposed to the control group in terms of acquiring vocabulary items, improving their listening skills, and having high lexical analysis.

Alamin (2020) conducted a quantitative study on the impact of reading aloud classroom practice on improving reading and pronunciation of EFL students. To this end, descriptive analytical method was used. As for data collection, the study used a questionnaire that was administered to 50 English language teachers at Bahri private school. The questionnaire contained ten statements that were tailored for investigating the impact of reading aloud in improving students' fluency and pronunciation. The study took place in Bahri locality. The findings showed that reading aloud plays a pivotal role in developing and promoting students' reading and improving their pronunciation.

Sajid & Kassim (2019) investigated the impacts of reading aloud in improving low achiever Saudi students. The sample consisted of 30 postgraduate learners. The subjects participated in the basic English course at a public university in Saudi Arabia. To elicit responses from the participants, the study used mixed method design, namely, a questionnaire, reading test, and an interview with both teachers and students. To achieve the objective of the study, the researchers used pre-reading aloud, during-reading aloud and after-reading aloud activities. During the pre-reading aloud activity, a discussion was made for identifying the author, setting, title, background, characters, and title. The results revealed that the students achieved better in the post-test compared to pretest. Another interesting finding was that reading aloud strategy had a significant impact on decreasing the problems that inhibit the comprehension of the text. Besides, the students contended that applying reading strategies enabled them to elicit the meaning of the vocabulary items and to

understand the text in general. Generally speaking, the majority of the study pointed out that their comprehension of higher level texts, their reading proficiency, and their reading comprehension skills improved due to their use of reading aloud strategies. The efficiency of applying reading aloud has been strongly advocated by a number of writers (e.g., Wood & Salvetti, 2001; Terblanche, 2002; Rog, 2001).

Sahara et al. (2018) investigated the impact of using reading aloud on teaching reading comprehension among students in ELT classrooms. The sample consisted of the second graders at Salisbury Morse Place School in Winnipeg, Canada. The study sought to identify the impact on students' achievement after applying reading aloud classroom practice. The participants received treatments in three meetings. As far as methodology is concerned, the study used a quasi-experimental design with a pre- and a post-test. For analyzing the data, the study used independent sample t-test. The findings of the study showed that students' scores in the post-test were higher than the pre-test. Another interesting finding is that students' reading comprehension and vocabulary knowledge increased after the treatment, i.e. reading aloud classroom practice.

Junaid (2017) conducted a study on the impact of reading aloud on enriching students' vocabulary. To this end, he/she conducted a quasi-experimental research. The sample consisted of 40 second grade students. The study used cluster sampling, a probability sampling method in which a number of schools is selected and all the children in those schools are tested. To achieve the objectives of the study, the students were given a pre-test and a post-test that consisted of 30 items. The findings revealed considerable differences among the students between the pre-test and post-test, thus, supported the fact that reading aloud had a positive impact on students' vocabulary. The study concluded that reading aloud strategy enabled the students to be engaged in classroom activity by both reading and pronouncing the text. As such, the students were able to concentrate on the content of the text ask questions, and stimulate discussions. Accordingly, the study suggests using such effective technique in teaching process could improve students' mastery in vocabulary.

Nurlaelawati & Dzulqodah (2014) conducted a qualitative case study on the impact of using reading aloud method on learning process. For this objective, a young female Indonesian language learner was requested to apply reading aloud method in order to pinpoint the mistakes that might be beneficial to her learning

process. For instance, guessing the words with which she is unfamiliar according to their occurrence in the text. To elicit data from the participant, the researcher observed her reading in the pre-reading stage, and then he interviewed her after the post-reading stage. The study adopted Littlewood's (1984) theory as a theoretical framework to analyze the data. The results of the study revealed that the child overgeneralized some words by employing her L2 knowledge in the reading process. Such overgeneralization emerged in her mispronunciation of some words. For example, she pronounced the word 'board' in 'cupboard' as [bɔ:rd] rather than pronouncing it as [bɔːrd]. Moreover, the subject transferred her first language aspects to English reading such as reading the English phrase "two thousand ten" in her Indonesian language as "*duaribusepuluh*". The study suggested that greater attention needed to be given to the educators in understanding child language acquisition, along with providing suitable learning environment for preparing them to be better readers as well as raising their awareness in both similarities and differences of the first language and the second language to avoid language transference.

Al-Mansour & Al-Shorman (2011) examined the impact of teacher's storytelling on the reading comprehension among elementary students in Saudi Arabia. The study contained forty students who were divided into an experimental group and a control group. The participants were randomly chosen from Al-Riyadh Educational District. The sample was given a pre- and a post-test. A regular teacher taught the control group, while one of the researchers taught the experimental group. The researchers evaluated the impact of storytelling program on improving reading comprehension among Saudi elementary students. The findings revealed that the experimental group surpassed the control group, which indicated that reading aloud might have a positive impact on improving students' reading comprehension.

Alshumaimeri (2011) investigated the effects of reading aloud classroom practice on the comprehension performance of Saudi EFL students. The sample consisted of 145 male tenth grade students in a secondary school in Riyadh, Saudi Arabia. The study employed a classroom-based, quasi-experimental design with pre- and posttests. The sample contained expository passages that were chosen from McCall-Crabbs Standard Test Lessons in Reading, Book D (1979). Each passage consisted of five questions, posed in English, with four-option multiple choice answers. The study employed various reading methods, namely, oral, sub

vocalization, and silent reading. The study determined the comprehension performance according to their comprehension scores on multiple-choice tests. The findings showed significant differences between oral reading and sub vocalization, and between oral reading and silent reading. Interestingly, the findings showed that oral reading had the greatest impact on comprehension performance among the participants as opposed to other reading methods. Moreover, the participants reported that oral reading was the most preferred reading method with the majority of informants feeling that the style best supported their comprehension.

Winfield (2009) carried out a study on the positive impacts of reading aloud on students reading comprehension. To this end, 24 first grade students at Cromwell Valley Elementary were selected over the course of a school year. To elicit data from the subjects, the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) test was used as a data collection instrument in this study. This test has been used in all elementary schools in the Baltimore County School District in the USA. This test examines the reading skills of children in kindergarten, particularly of first and second graders, namely, nonsense word fluency, phoneme segmentation, letter naming. To examine the impact of reading aloud among students, a pre-test–post-test design was used in order to compare data obtained in September, 2008 with the data obtained in May of 2009. The findings revealed considerable differences in students’ performances between pre- and post-tests. The participants who employed reading aloud in the classroom and included them into their daily routine revealed an increase in their reading comprehension skills from pre-test to post-test. The study recommended using reading aloud classroom practice in primary level to aid the students with reading comprehension.

Amer (1997) carried out a study on the impact of reading aloud on EFL students reading a story entitled *The Perfect Pearl* by Charles Osborne. The participants were divided as experimental group and control group. The experimental group consisted of 39 students and control group 36 students. With the experimental group, the teacher read aloud a story to the students, and students in the control group read the story alone without teacher’s assistance. A story frame test and a multiple-choice test were used as two dependent measures. The findings revealed that the experimental group surpassed the control group on both measures. Another interesting finding was that learners had better comprehension of the reading content

in the teacher reading aloud situation, rather than using silent reading. Besides, reading aloud makes the students more engaged and motivated. Generally speaking, the results revealed that reading aloud have a considerable positive impact on improving students reading comprehension.

To sum up, this section reviews the empirical studies on the impact of reading aloud on improving students reading comprehension. The findings of the previous studies suggest that reading aloud enhances the reading proficiency and comprehension among lower proficiency level students. Similarly, reading aloud develops and promotes students' reading and improves their pronunciation. Moreover, it enables the students to understand, analyze, and interpret the text. In addition, it improves the vocabulary items, lexical analysis, and also it improves students' listening skill. In general, it can be said that interactive reading aloud classroom practices improve the reading comprehension, reading motivation, and reading fluency skills of the students independently.

G. Studies on Sustained Silent Reading and Reading Aloud

Olagbaju & Babalola (2020) carried out a contrastive study on the impact of sustained silent reading (SSR) and reading aloud (RA) classroom practice on students' achievement and interest in reading. Moreover, the study investigated the moderating role of reading on improving students' vocabulary knowledge. To this end, a quasi-experimental design with pre- and post-tests was used. Sixty participants participated in the study. The participants were divided into two experimental groups and one control group. Two treatments were used in this study. The first experimental group consisted of 30 students was taught by using SSR, while the second experimental group was taught by using RA. On the other hand, the control group was taught by using the conventional teaching method. The data were analyzed by employing inferential statistics of Analysis of Covariance (ANCOVA) with the pre-test scores as covariates. Moreover, to identify the performance of the groups, the study computed the Estimated Marginal Mean (EMM). Also, to detect the source of significant differences among the three groups, the study used Bonferroni Post-hoc analysis. The results showed that the most effective strategy for improving students' interests and achievements in reading was RA, subsequent by SSR.

However, the control group that was exposed to conventional teaching method showed the worst performance.

Gehlot et al. (2020) compared reading aloud and silent reading classroom practices among Indian students. To elicit the data from the participants, the study used a survey by employing a semi-structured questionnaire. The study collected data from the various economic classes of schools in Rajasthan, India. The sample consisted of 30 participants by using quota/dimensional sampling, one of the non-probability sampling methods. In this case, 10 from each class. The findings revealed that the majority of students were not inclined towards reading in general. Accordingly, the study recommended that students be exposed to both RA and SSR to improve their reading comprehension, vocabulary knowledge, and to increase their motivation and interest towards reading.

To summarize, reading aloud plays a cardinal aspect in learning a foreign language. Reading aloud improves students' oral skills and pronunciation (Subyakto-Nababan, 1993; Alamin, 2020). It, moreover, promotes students' literacy (Oueini et al., 2008). Reading aloud improves the classroom atmosphere, and strengthens the knowledge (Huang, 2010). It enhances reading skills, writing style, vocabulary, spelling, and capacity to deal with difficult grammatical structures (Krashen, 2004). It improves students' vocabulary knowledge, grammar knowledge, and attracts students' attention (Krashen, 2013).

The previous studies underscored the importance of reading aloud in improving students' reading comprehension and reading fluency (Sajid, 2021; Ceyhan and Yıldız, 2021; Alamin, 2020; Wood & Salvetti, 2001; Terblanche, 2002; Rog, 2001; Sajid & Kassim, 2019; Sahara et al., 2018; Al-Mansour & Al-Shorman, 2011; Alshumaimeri, 2011; Winfield, 2009; Amer, 1997). It improves students' motivation (Islam and Eltilib, 2020; Ceyhan and Yıldız, 2021). Reading aloud promotes the cognitive learning processes of the students and improves students' listening skill (Islam and Eltilib, 2020). Furthermore, reading aloud enriches students' vocabulary knowledge (Sahara et al., 2018; Islam and Eltilib, 2020; Junaid, 2017) It raises students' awareness in both similarities and differences of the first language and the second language to avoid language transference (Nurlaelawati & Dzulqodah, 2014).

Regarding the differences between reading aloud and sustained silent reading, Olagbaju & Babalola (2020) study indicated that reading aloud is better than sustained silent reading in terms of improving students' achievement and interest in reading. On the other hand, Gehlot et al. (2020) conclude that both reading aloud and sustained silent reading improve their reading comprehension, vocabulary knowledge, and it also increases learners' motivation and interest towards reading.

H. Conclusion

This chapter provided a brief review of the empirical studies regarding the impact of reading aloud on improving students' reading comprehension. It presented the findings of several empirical studies concerning the impact of reading aloud on improving students' reading proficiency. As a matter of fact, such reason prompted the researcher to bridge the gap on the lack of information about the effect of reading aloud on improving the ELT reading among 10th grade students at Al-Taiba Primary school.

III. METHODS AND PROCEDURES

A. Introduction

This chapter presents the research design, data collection tools, data collection procedures, participants, sample selection and the data analysis for this study. The aim of this study is to reveal the impact of reading aloud on improving the ELT reading proficiency level of the 10th grade students at Al-Taiba Primary school in Jordan. The following sections will present the details of the methodology of this study.

B. Nature of the Study

This study is an experimental study to identify the likely relationship between variables. The current study aims to investigate the likely effect of Reading Aloud classroom practice (independent variable) on the development of reading skills (dependent variable) in foreign language teaching. It presents a systematic and logical method of experiment to manipulate particular treatments (Paudyal, 2014). The experimental research is considered the most valid and reliable scientific research due to the fact that it is done by a thorough controlling of the confounding variables outside the experiment (Borg & Gall, 1983). It is a study that strictly comply with a scientific research design in which the researcher collects the data and the findings to either support or reject the findings (Babbie, 1998). The experimental method is a research employed to determine the impact of particular treatments on their impacts under controlled conditions (Ardhani et al., 2022).

C. Research Design and Methodology

1. Research Problem

A variety of students face challenges in reading comprehending the reading passage. To overcome this problem, reading aloud is considered one of the effective classroom practices that can be used to improve students' reading and to facilitate the

process of comprehending the text. Therefore, the current study seeks to identify the effectiveness of reading aloud on improving the reading comprehension of the tenth-grade students in ELT. Moreover, it aims to unravel the impact of a reading aloud strategy on improving the vocabulary knowledge of the tenth-grade students in ELT. Additionally, it seeks to articulate the impact of a reading aloud strategy on improving the grammar knowledge of the tenth-grade students in ELT.

2. Research Setting

The study is carried out in Al-Taibah primary mixed school in Irbid city that is located in the northern of Jordan. This school was established several years ago. It is a well-known school in Jordan. It only teaches at the primary level.

3. The Sampling of the Study/Sample Selection

The study used purposive sampling technique, which is considered as the deliberate selection of the participants due to the characteristics they possess. It is a nonrandom technique that does not require underpinning theories or a set number of respondents (Tongco, 2007). The purposive sampling is used to achieve the objectives of the study in which 30 females and 30 males 10th grade students are selected. The participants are chosen purposively to be assigned in each group i.e. the researcher has used purposive assignment to place participants in groups. Participants of the study consists of 60 students at Al-Taiba Primary school in Jordan. The students have been given a reading test as a pretest that focuses on reading comprehension, grammar, and vocabulary knowledge to determine their reading proficiency. They are divided into two groups: the first group is assigned as an experimental, while the second is assigned as a control group. The experimental group consists of 30 male and female students, whereas the control group consists of 30 male and female students.

4. 4. Characteristics of the Sample

The sample consists of sixty students, 30 male, and 30 female tenth grade students at Al-Taiba Primary school in Jordan. The participants spoke Arabic as their first language and English as their foreign language. Their level of English is intermediate.

5. Data Collection Tools/ Data Collection

A pre and posttest was used in this study to examine the effectiveness of reading aloud in improving students' reading comprehension. The researcher herself administered the test. A pre-test was given to the participants to make sure that there are no significant differences in the reading proficiency levels between the experimental and control groups. The control group was taught by using traditional reading methods Reading aloud treatment was given to the experimental group. Then a post-test was administered to the experimental group and the control group to check the differences between them, while. The purpose of giving the participants a pre-test was to measure their existing level and to know their existing score of reading. The purpose of giving the participants a post-test was to see the difference between the pre-test and post-test. In other words, to investigate the impact of reading aloud classroom practice and its role in improving students' reading comprehension, vocabulary and grammar knowledge.

A pre-test was given to the participants in order to identify their level of reading comprehension. Then, the participants were divided into two groups: an experimental group and a control group. The experimental group was instructed by using reading aloud classroom practice, while the second group was instructed by using traditional reading methods. The experimental group was instructed by the present researcher and the control group was instructed by one of their teachers. The researcher used the RA classroom practice four hours per week. The text types consisted social stories and articles. To check the students' comprehension, the teacher asked them questions. The students were exposed to RA practice for 4 hours per week. The study lasted for 11 weeks. Totally, the students in the experimental group were exposed to 44 hours of Reading Aloud practice in their classes.

The researcher explained both the pre- and post-tests to the students by identifying the objectives of carrying out the study as well as articulating their role in answering the questions in the test, and clarifying that in the post-test the teacher will read aloud the passages in which they have to answer the questions after applying the treatment i.e. reading aloud. The researcher distributed the pre-test and post-test to both experimental and control groups in order to measure the effectiveness of reading aloud classroom practice on improving their reading comprehension, vocabulary and grammar knowledge. Then, the post-test was given to both control

and experimental groups, and finally the students' scores were analyzed. The pre- and post-tests consisted of 3 parts, which assess reading, vocabulary and grammar. Each part of the test contained 5 questions. The researcher assessed the effectiveness of the applied treatment reading aloud by giving the students a pre-test and a post-test. The control group students were instructed through conventional teaching method, whereas the latter relies on reading aloud classroom practice. The effectiveness of reading aloud is measured by comparing the students' grades in the pre-test and the post-test. A statistically significant difference in their post test scores would mean that reading aloud is effective in improving 10th grade students' reading proficiency.

6. The Description of the Task

The participants were given a pre-test and a post-test that examines their reading proficiency. Each of the pre-test and post-test consists of three reading passages. The first passage examines their reading comprehension, the second passage investigates the vocabulary knowledge, whereas the last passage investigates their grammar knowledge. The material was taken from KET and ESL websites for intermediate level students.

7. The Assessment Tool

The students' performance in the pre-test and post-test was assessed by the researcher herself i.e. the researcher was the only assessor. The assessment criteria that was adopted in the study was classified into three aspects, namely, reading comprehension, vocabulary knowledge, and grammar knowledge that was designed by the researcher herself. The study employed the Key English Test (KET). It is one of Cambridge English qualification test that measures proficiency. The reliability score of the test is 100-150. According to Cohen, Manion, & Morrison (2007), a reliability analysis is calculated by using the test-retest method. The researcher determined the test reliability by identifying the students' scores in the test at one time, and then the same test was given to the students at another time. After that, the test-retest correlation between the two sets of scores were identified. According to Carmines & Zeller (1979) reliability is concerned with the extent to which a measurement of a phenomenon presents consistent and stable findings.

The score more than 120 is considered a “pass”, while the lower score is considered a “fail”. ESL reading test was used as a second data collection tool. The reliability of test ranges from 100 to 130. One of the methods that can be used to establish the reliability of the test is the test-retest technique. The test-retest scores were compared after a two-week treatment. The researcher calculated the reliability coefficient of the results of the test. Test-retest reliability postulates that the true score being examined is the same over a short time interval (Shou, Martin, & Hui-Fang, 2021). The reliability score for KET is 150, while the reliability score of ESL is 130. For both pre- and post-test, the study used tests of similar level of difficulty.

D. Data Analysis

The study used a pre-test and a post-test to examine the effectiveness of using RA in improving students’ reading proficiency. The aim of using a pre-test and a post-test lies in comparing the scores of the students in After scoring and analyzing the students’ marks in the pre-test and post-test, the study measured the effectiveness of using RA classroom practice in improving students’ reading comprehension, grammar and vocabulary knowledge by using statistical package for social science (IBM SPSS Statistics Standard) software. It was used to analyze and evaluate whether there were any statistically significant differences between the experimental and control groups in the pre- and post-tests. Therefore, a T-test and One-Way ANOVA test were used to find out the differences that might arise after applying the reading aloud classroom practice and regular communicative method.

E. Variables of the study

1. **The Independent variables:** Teaching reading proficiency using reading aloud classroom practice.

2. **The Dependent variables:** Students’ level of competence in their reading comprehension, vocabulary and grammar knowledge.

IV. FINDINGS AND DISCUSSION

A. Findings

The purpose of the chapter is to present the findings of the study concerning the impact of using reading aloud classroom practice on improving the reading comprehension, vocabulary and grammar knowledge among the tenth grade students at Al-Taiba primary school in Jordan. The participants were given a pre-test and a post-test. The pre and post-tests consist of 3 parts, which assess reading, vocabulary and grammar. Each part of the test encompasses 5 questions. The first text focuses on reading comprehension, the second text highlights the grammar, while the last text concentrates on vocabulary knowledge. The pre-test and post-test are provided in Appendixes A and B.

1. Findings of the Reading Test

Independent samples t-test was used for identifying the differences that may arise as a result of the applied treatments in the study which includes reading proficiency using reading aloud vs. regular communicative method. The findings of both pre and post-tests are indicated in Table 1 below.

Table 1. Findings of the Independent Sample t-test showing the mean differences of the pre-test both for control and experimental groups

	Groups	N	Scores	Means	SD	t	df	Sig	Level	Mean Score
Reading comprehension vocabulary knowledge, and grammar knowledge	Control	30	6	.666	.693	10.20	18	.340	94% Confidence Interval of the Difference	6
	Experimental	30	6	.666	.693					

As shown in Table 1 above, the mean score is (6) out of 15 for both pre and experimental groups concerning their reading comprehension, vocabulary knowledge, and grammar knowledge. The findings of the independent sample t-test show that the confidence level remained (94%) for (5%) margin of errors. Therefore, there are no statically significant differences in means ($p>0.05$) between the control and the experimental groups in the pre-test before the treatment suggesting the

homogeneity of variance is met. Accordingly, the findings of t-test revealed that there is no significant difference between the means of two groups, which means that the reading level of control and the experimental was groups was roughly identical.

The present study was designed to determine the effect of reading aloud on improving the reading comprehension of tenth-grade students in ELT. To answer this question, we use the mean differences for reading comprehension in the post-test after the treatment for control and experimental groups. Table (2) shows the mean differences for reading comprehension in the post-test after the treatment for control and experimental groups.

Table 2. The mean differences for reading comprehension in the post-test after the treatment for control and experimental groups

Reading comprehension	Groups	N	Mean	SD	t	df	Sig
	Control	30	1.73	.785	-	29	.000
	Experimental	30	4.50	.509	16.20		

As shown in Table (2) above, the mean scores of reading proficiency for control group is (1.73), whereas the mean scores for experimental group is (4.50). The analysis of a paired-samples t-test show that the confidence level for this analysis was kept at 94% for a 5% margin of errors. The standard deviation of the control group is (.785) and (.509) for the experimental group. The findings reveal that there is a statistical significant difference in the students' scores. This difference mean that RA makes a difference in reading comprehension. The study shows the positive effect of reading aloud strategy on improving the reading comprehension of tenth-grade students in ELT ($t = -16.20$, $P. <0.05$). The negative value means that the differences between the results of the two groups were negative, i.e. the means of the experimental group is higher than the control group. The findings show that the students of the controlled group did not perform very well in reading comprehension test. On the contrary, the students of experimental group excelled in such test. Accordingly, the experimental group performed better than the control group in the first part of the test that addresses reading comprehension. The results are illustrated in Figure (1) below.

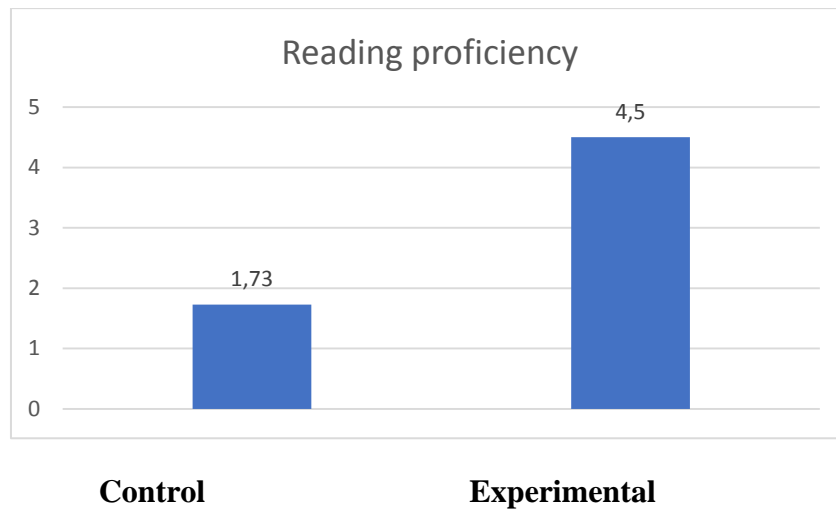


Figure 1. Bar chart comparing the reading comprehension in the post-test after the treatment for control and experimental groups

As shown in Figure 1 above there are significant differences in reading comprehension scores in the post-test after applying the treatment reading aloud classroom practice between control group (1.73) and experimental group (4.5).

With respect to the second study question concerning the impact of a reading aloud strategy on improving the vocabulary knowledge of the tenth-grade students in ELT, the study used Paired Sample T-test to compare the vocabulary knowledge of the students in pre and post-tests for vocabulary knowledge. The results are illustrated in Table 3 below.

Table 3. Findings of Paired Sample T Test for vocabulary knowledge mean differences before and after treatment both for control and experimental groups

	Group	N	Mean	SD	T	DF	Sig
Vocabulary Knowledge	Control	30	1.80	1.031	-	29	.000
	Experimental	30	4.80	.407	13.65		

As can be seen from the Table 3 above, the mean scores of vocabulary knowledge for the control group is (1.80), while the mean score for the experimental group is (4.80). The analysis of Paired Sample T Test was used to see if there is a statistically significant differences in vocabulary knowledge between the control and experimental groups. The results show that there is a statistically significant difference between the scores of the experimental group in the post-test after the treatment. This finding indicates the positive effect of reading aloud strategy on improving the vocabulary knowledge of tenth-grade students in ELT, ($t = -13.65$, $P < 0.05$). The findings show that the students of the control group did not perform

very well in the vocabulary test. On the contrary, the students of the experimental group excelled in such a test. Based on the foregoing, the experimental group performed better than the control group in the vocabulary knowledge tests as indicated in Figure (2) below.

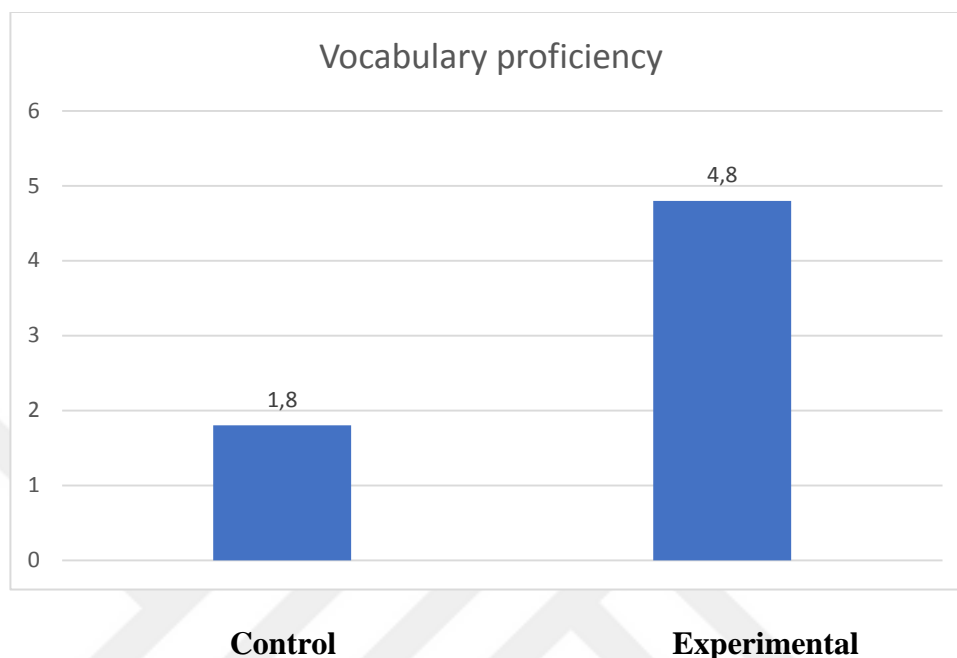


Figure 2. Bar chart for Vocabulary knowledge mean differences before and after treatment both for control and experimental groups.

As indicated in Figure 2 above there are significant differences in vocabulary knowledge scores in the post-test after applying the treatment reading aloud classroom practice between control group (1.8) and experimental group (4.8).

The third question in the study sought to determine the impact of a reading aloud strategy on improving the grammar knowledge of tenth-grade students in ELT. To answer this question, the study used Paired Sample T-test to examine the grammar knowledge of the students in the pre and post-test as indicated in Table 4 below.

Table 4. Findings of Paired Sample T Test for grammar knowledge mean differences before and after treatment both for control and experimental groups

Grammar Knowledge	Group	N	Mean	SD	T	DF	Sig
	Control	30	1.50	.861	-	29	.000
	Experimental	30	4.87	.346	20.72		

As shown in Table 4 above, that the mean score of the control group is (1.50) and (4.87) for the experimental group. The analysis of Paired Sample t-test for grammar knowledge of 10th grade students show that the standard deviation of the control group is (.861) and (.346) for the experimental group. The findings reveal that there is a statistically significant difference in grammar knowledge between control and experimental groups. Such findings indicate that reading aloud classroom practice improves the grammar knowledge of tenth-grade students in ELT, ($t = -20.72$, $P.<0.05$). The findings show that the students of the control group did not perform very well in the grammar test. On the contrary, the students of experimental group excelled in such test. Based on the foregoing, the experimental group performed better than the control group in the second part that examines the grammar knowledge. As revealed in Figure 3 below.

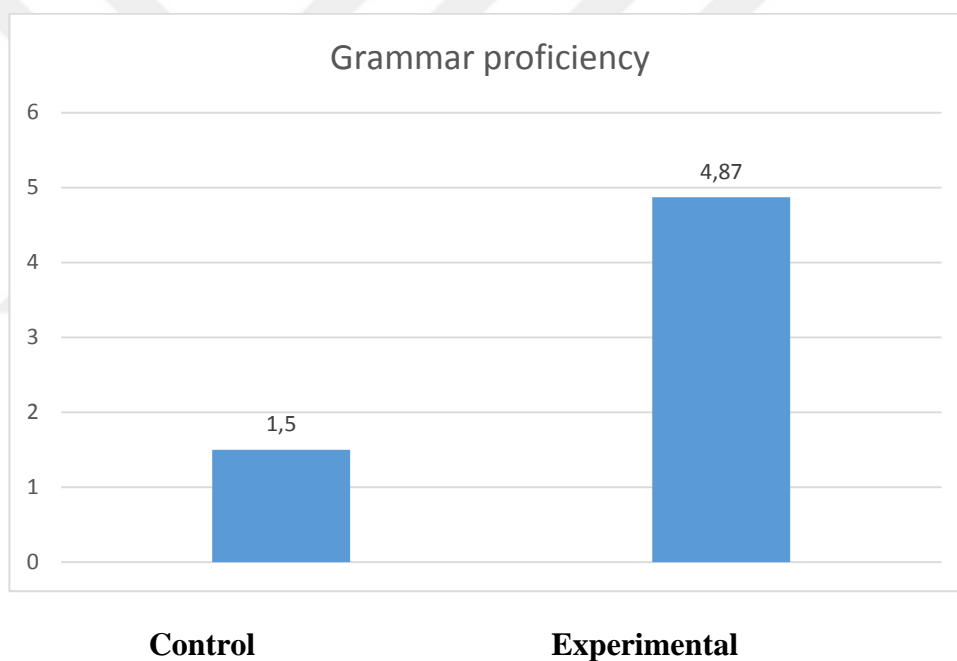


Figure 3 Bar chart for Grammar knowledge mean differences before and after treatment both for control and experimental groups

As indicated in Figure 3 above there are significant differences in vocabulary comprehension scores in the post-test after applying the treatment reading aloud classroom practice between control group (1.8) and experimental group (4.8).

The study used One-Way ANOVA test to compare the means and standard deviations of tenth grade students in ELT. The reason behind using One Way ANOVA lies in testing the statistical differences among the means of two groups i.e. control and experimental group. The study found that the reading comprehension of

the experimental group was better than the control group in the posttest after the treatment.

Table 5. The mean values for the experimental group after applying the treatment

Test	Proficiency	N	Means	SD
Part one	Reading Comprehension	30	4.50	.51
Part two	Grammar Knowledge	30	4.87	.35
Part three	Vocabulary Knowledge	30	4.80	.41

Table 5 above shows the mean values for the experimental group after the treatment. The means for the first part ‘reading comprehension’ in the post test for the experimental group show that the mean score of the reading comprehension is (4.50), whereas the means for the second part ‘grammar’ in the post test for the experimental group account for (4.87), and the means for the third part ‘vocabulary knowledge’ in the post test for the experimental group amount to (4.80). The findings indicate significant differences between the means. The analysis illustrates the means and standard deviations of the reading comprehension of tenth grade students in the post-test. The findings show that the standard deviation for the reading comprehension is (.51), (.35) for the grammar, and (.41) for vocabulary knowledge. As a consequence, the students’ performed better in grammar as opposed to other reading skills. As shown in Figure 4 below.

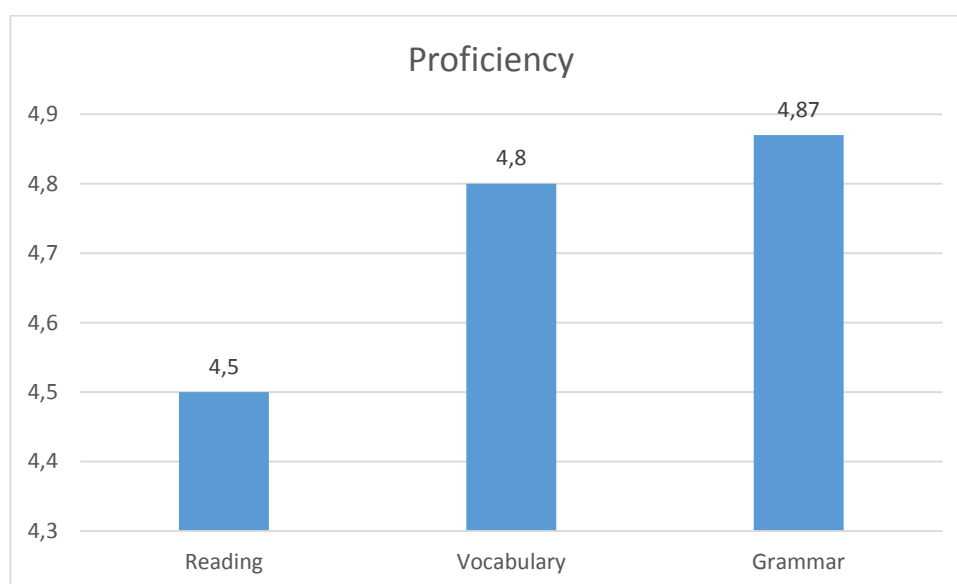


Figure 4. Bar chart after applying the treatment for the experimental group

As indicated in Figure 4 above there are significant differences among reading comprehension, vocabulary knowledge, and grammar knowledge scores in the post-test after applying the treatment reading aloud classroom practice in which grammar knowledge occupied the highest rank (4.87), followed by vocabulary knowledge that amounts to (4.8), subsequent by reading comprehension that accounts for (4.5).

Table 6. The mean values for the control group after applying the treatment

Test	Proficiency	N	Means	SD
Part one	Reading Comprehension	30	2.50	0.62
Part two	Grammar Knowledge	30	2.87	0.43
Part three	Vocabulary Knowledge	30	2.80	0.74

As shown in Table 6 above, the mean values for the control group after the treatment. The means for the first part ‘reading comprehension’ in the post test for the control group show that the mean score of the reading comprehension is (2.50), whereas the means for the second part ‘grammar’ in the post test for the experimental group account for (2.87), and the means for the third part ‘vocabulary knowledge’ in the post test for the experimental group amount to (2.80). The findings indicate significant differences between the means. The analysis illustrates the means and standard deviations of the reading comprehension of tenth grade students in the post-test. The findings show that the standard deviation for the reading comprehension is (0.62), (0.43) for the grammar, and (0.74) for vocabulary knowledge. As a consequence, the students’ in the experimental group performed better than the control group.

One Way ANOVA test was used for identifying the mean differences before and after treatment both for control and experimental group is indicated in Table (7) below.

Table 7. One- Way ANOVA mean differences before and after treatment both for control and experimental group

Group	Sum of Squares	DF	Mean Square	F	Sig
Between <u>prosodic aspects</u>	2.289	2	1.144	6.32	.003
Within <u>prosodic aspects</u>	15.767	87	.181		
Total	18.056	89			

* The results are significant at the $p. \leq .05$ level.

Table 7 above shows One- Way ANOVA for tenth grade students' reading comprehension mean differences before and after treatment both for control and experimental group. The Table reveals a statistically significant difference between tenth-grade students' reading Proficiencies in ELT because of the value ($F(2,87) = 6.32, P. <0.05$). The findings reveal that there is a statistically significant difference between the means of tenth-grade students reading comprehension, vocabulary knowledge, and grammar knowledge.

B. Discussions

Reading aloud is considered one of the teaching classroom practices in which the teacher reads a selected text with a loud voice. Possibly, when the teacher reads a text loudly, the learners are expected to comprehend the reading part, improve their grammar, acquire more vocabulary items, and learn the correct pronunciation of the word. This finding is consistent with several other studies (Oueini et al., 2008; Subyakto-Nababan, 1993; Haung, 2010).

Narrowly speaking, the findings of the present study in terms of the t-test indicate that reading aloud classroom practice enabled the students to improve their reading comprehension, vocabulary knowledge, and grammar knowledge. To clarify, the students in the experimental group, who were exposed to reading aloud, performed better after the treatment that focuses on three skills, namely, reading comprehension, grammar, and vocabulary knowledge more than the control group students. The main focus of the study lied in improving students' reading comprehension in which vocabulary knowledge and grammar knowledge occurred through it implicitly. Through reading, one can teach writing, speaking, vocabulary, grammar, spelling, and other language aspects (Nasser Saleh Al-Mansour 2011). The finding of the current study supports the comprehension hypothesis that language acquisition occurs only when students grasp messages and when they comprehend what people tell them and when they read (Nuttal, 2000; Krashen, 2003). Therefore, the students in the experimental group improved their reading comprehension because when teacher used reading-aloud in the classroom, they were able to comprehend the messages, particularly when they understand what they hear and read i.e. when they receive a "comprehensible input" (Krashen, 2003).

Interestingly, the study found considerable improvements in the scores of the experimental group students after the treatment, whereas the scores of the control group have not improved, which, in turn, indicates the positive impact of reading aloud classroom practice on improving students' reading comprehension.

The students in the experimental group were able to improve their vocabulary knowledge after the treatment because of their exposure to reading-aloud classroom practice. The reason behind the growth of their vocabulary knowledge might be attributed to the fact that reading aloud enables students to be exposed to new words in new contexts that promotes students' vocabulary development. The finding is in line with Oueini et al. (2008) who inferred that reading aloud improves students' vocabulary knowledge.

Another interesting finding is that the students in the experimental group were able to improve their grammar skills after the treatment. To clarify, the interesting reading aloud classroom practice enables the students to catch and grasp the grammar of the sentences; thus, such technique provoked the students to analyze and perceive the structure of sentences. Therefore, the grammar competence of the students has improved significantly. Such finding is in complete agreement with Tovani (2000) which indicated that reading enables its users to learn speaking, syntax, pronunciation, writing, vocabulary items, and other aspects of language.

The findings of One-Way ANOVA test show that that the students in the experimental group after the treatment were able to improve their grammar skills the most as opposed to other language skills. The reason behind that could be due to the fact that the students in the experimental group, who were exposed to reading aloud classroom practice, payed attention to every single word uttered by the teacher, therefore, they acquired the language and improved their grammar competence. Such finding agrees with Nasser Saleh Al-Mansour (2011) who indicate that reading aloud enables students to absorb appropriate grammar and word use.

To summarize, the present study underscored the importance of using reading-aloud classroom practice for improving students' reading comprehension because it plays a pivotal role on improving students' reading comprehension, enhances their grammar skills, and promotes their vocabulary knowledge. On the other hand, the study found that using regular communicative method is ineffective

in improving students' reading comprehension because the students might make mistakes in grammar, pronunciation, and in the comprehension of the text in general and the vocabulary in particular. All of these factors have a negative impact on improving students' reading comprehension. These findings are in good agreement with (Sajid & Kassim, 2019; Wood & Salvetti, 2001; Terblanche, 2002; Rog, 2001; Al-Mansour & Al-Shorman, 2011; Winfield, 2009; Amer, 1997; Sajid, 2021) that reading aloud strategy had a significant impact on facilitating the comprehension of the text, eliciting the meaning of the vocabulary items and understanding the text in general, and improving the reading comprehension.

Moreover, the findings of the current study indicate that RA facilitates the second language acquisition, which are consistent with (Nurlaelawati & Dzulqodah, 2014) that applying read aloud practices is considered beneficial in terms of facilitating the language acquisition and making the students happy and relaxed.

Furthermore, the findings support the study indicating that RA improves students' vocabulary and that reading aloud enables the students to be engaged in classroom activity by both reading and pronouncing the text thus, the students are able to concentrate on the text's content, ask questions, and stimulate discussions (Junaid, 2017).

Similarly, the findings of the present study pointed out that RA improves students' vocabulary and these findings commensurate with the study of Islam & Eltilib (2020) in that RA was found to have a positive impact on improving students' vocabulary items, improving their listening skills, and having a high lexical analysis. Moreover, such finding lends support to Gehlot's et al. (2020) study that both RA and SSR classroom practices play a pivotal role in improving students' reading comprehension, and vocabulary knowledge.

V. CONCLUSION AND RECOMMENDATIONS

This chapter is divided into two sections. The first section presents the conclusions of the study, whereas the second section presents some recommendations for further studies related to the topic under investigation.

A. Conclusion

The study seeks to examine the use of RA classroom practice among tenth grade students at Al-Taiba school. It is hoped that the present study will add significant and sufficient information on the impact of using RA classroom practice on improving the reading comprehension of tenth-grade students at Al-Taiba primary school in ELT.

The study is an attempt to answer three major queries. The first one is to identify the effect of reading aloud on improving the reading comprehension of the tenth-grade students in ELT. Second, it addresses the impact of a reading aloud strategy on improving the vocabulary knowledge of the tenth-grade students in ELT. Third, it seeks to unravel the impact of a reading aloud strategy on improving the grammar knowledge of the tenth-grade students in ELT.

As far as methodology is concerned, the study employs a quantitative approach to achieve the purpose of the study. The study distributed both pre and post-tests to 60 tenth grade students, who were divided into experimental and control groups. After scoring the students' tests, the participants' reading comprehension level was identified. The study may help teachers in realizing the appropriate techniques for improving students' reading comprehension.

The results of study reveal that the reading comprehension of the experimental group students, who are taught by using RA classroom practice, has improved. On the other hand, the reading comprehension of the control group students, who are taught by using traditional reading method, has not improved. Another interesting finding is that the students in the experimental groups were

motivated and payed attention, therefore, they performed better than the students in the control group.

Interestingly, the study found a significant achievement in reading comprehension, grammar knowledge and vocabulary knowledge of the tenth grade students of Al-Taiba school in Jordan. It can be seen from the progress of the result of the study. The score of means of post-test is (4.5). It means that students improved their scores in the post test significantly.

B. Recommendations

The researcher suggests a number of recommendations for teachers, students, and other researchers who are interested in conducting further research in the field of reading aloud. The following points are recommended:

1. The study recommends teachers to use reading aloud classroom practice in the classroom as a positive supporting element along with traditional instructional methods.

- 2- The study suggests that teachers should support, motivate, and encourage students to participate in reading aloud classroom practice.

- 3- It is useful for students to read extensively not only at school, but also at home in order to build up their reading speed and reading fluency.

- 4- It is advisable for other researchers, who seek to use reading aloud classroom practice, to focus on other language skills, such as listening, speaking, and writing.

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APPENDIXES

Appendix 1 Ethical Approval Form

Appendix 2 Pre Test Questions

Appendix 3 Post-test Questions



Appendix 1

İSTANBUL AYDIN ÜNİVERSİTESİ SOSYAL VE BEŞERİ BİLİMLER ETİK KURULUNA SUNULACAK TAAHHÜTNAME

Başvuranın Adı ve Soyadı	Sarah Al Dawaghreh
Çalışmadaki Araştırmacıların İsimleri (Başvuran lisansüstü öğrencisi ise tez danışmanının ismi)	Dr. Eyyup Yasar Kurum
Başvuranın Bağlı Bulunduğu Enstitü/Fak./ABD/Program	English Language and Literature
Telefon Numarası ve E-mail	
Çalışmanın Türü	a) <u>Tez</u> x b) Proje c) Diğer
Çalışmanın Modeli	a) <u>Nicel</u> x b) Nitel c) Karma
Çalışmanın Başlığı	The effect of reading aloud on improving students' reading proficiency in ELT
Çalışmanın uygulanacağı kurum/kurumlar ve katılımcılar/örneklem grubu	Al Taiba Okulu, ÜRDÜN
Çalışmada kullanılacak veri toplama aracının ismi	Pre test and post test
Veri toplama aracı, çalışmadaki araştırmacılar tarafından mı geliştirildi?	a) Evet b) <u>Hayır</u> x
Veri toplama aracı, çalışmayı yürüten araştırmacılar tarafından geliştirilmediyse bu durumda söz konusu aracı geliştiren kişi/kişilerden izin aldınız mı?	a) Evet b) <u>Hayır (Kullanıma açık kaynaklardan elde edilen sınav soruları kullanılmıştır.)</u>
İzin belgesini/mailini başvuruya eklediniz mi?	a) Evet x b) <u>Hayır</u>

(Birden fazla veri toplama aracı varsa her biri için yukarıdaki şekilde son dört satırı ekleyiniz.)

Başvuruya eklenmesi gereken belgeler:

- ✓ Başvuru dilekçesi
- ✓ Katılımcılara uygulanacak tüm veri toplama araçları
- ✓ Kullanılacak veri toplama araçları başkaları tarafından geliştirildiyse her biri için alınan izin belgesi/maili

- Bu çalışmada insanlarla ilgili yapılacak veri toplama ve uygulamalarda etik ilkeleri ihlal etmeyeceğimi,
- Bu çalışmada uygulanacak olan veri toplama aracının/araçlarının seçimi ve kullanımı sırasında fikrî mülkiyet haklarından kaynaklanan etik kuralları ihlal etmeyeceğimi ve ihlâl iddiası ile ilgili olarak hukukî yollara müracaat edilir ise doğması muhtemel maddî talepleri karşılayacağımı,
- Çalışmanın uygulanmasında ve veri toplama araçlarında değişiklik yapılması durumunda İstanbul Aydın Üniversitesi Sosyal ve Beşeri Bilimler Etik Kurulunun iznini alacağımı,
- Başvuru formunda verdiğim tüm bilgilerin eksiksiz ve doğru olduğunu, taahhüt ederim.

Tarih: 14-5-2021

Adı ve Soyadı: Sarah Al DAWAGHREH

İmza: sarah dagher

Appendix 2

Pre Test Questions

Instructions

Dear students,

This test is designed only for the purpose of carrying out my thesis. Accordingly, you are kindly requested to choose the correct answer from the 4 proposed answers. The correct answer contains only information stated in the text. Your participation, time and efforts are highly appreciated. The pre and post-tests consist of 3 parts, which assess reading, vocabulary and grammar. Each part of the test encompasses 5 questions. The first part focuses on reading comprehension, the second text highlights the grammar, while the last text concentrates on vocabulary knowledge.

Reading Part 1:

Reading Comprehension

KET Reading part 4: long text with comprehension questions

Read the article about two sisters.

Are the sentences 'Right' or 'Wrong'?

If there is not enough information to answer 'Right' or 'Wrong', choose 'Doesn't say'.

Something very strange happened to Tamara. She never knew she had a twin sister until she started university! Tamara was born in Mexico. Her parents could not look after her so she went to live with a family in Manhattan, USA.

When Tamara was twenty years old, she started university in Long Island. She enjoyed her university life. But one day she was walking home from class, and a student smiled at her. "Hello Adriana!" said the student. "I'm not Adriana," said Tamara.

This happened to Tamara again and again. People Tamara didn't know kept calling her Adriana. It was very strange. One day, when a woman called her Adriana, Tamara asked "Why do you keep calling me Adriana?"

The woman replied, "You look like my friend Adriana. You have the same face and the same hair. Is Adriana your sister?" Tamara said that she did not have a sister called Adriana. But she was interested in this girl Adriana. Finally she asked someone for Adriana's email address.

When Tamara wrote to Adriana, she found out that they both had the same birthday, they looked the same and both of them were from Mexico. When Tamara went to

live with the family in Manhattan, Adriana moved to Long Island to live with a family there. It had to be true! Adriana and Tamara were twin sisters!

- 1 Tamara and her sister were both born in Mexico.
 Right Wrong Doesn't say
- 2 Tamara's parents moved from Mexico to Manhattan.
 Right Wrong Doesn't say
- 3 People called Tamara "Adriana" many times.
 Right Wrong Doesn't say
- 4 Adriana wrote to Tamara first.
 Right Wrong Doesn't say
- 5
Adriana always knew she had a twin sister.¹
 Right Wrong Doesn't say

Part 2

Grammar Knowledge

Choose the correct answers to complete the following short passage.

My name is Hans. I (6)---- a mechanic. I (7)---- in London, I (8)---- a brother and a sister. My sister is a university student. She (9)---- medicine. She is going to be a doctor. My brother doesn't want (10)---- to university.

6. is are am do
7. believe think arrive live
8. owns learn have study
9. teach learn / studies uses
10. go goes went to go².

¹ https://www.examenglish.com/KET/KET_reading_part4.htm

² <https://www.grammarbank.com/beginners-reading-worksheet.html>

Part 3

Vocabulary Knowledge

Choose the best answer to complete the following sentences.

1. People with mental _____ behave strangely.
 - a. disorders
 - b. differences
 - c. heads
 - d. guides
 - e. hazards

2. Honesty is a vital _____ of her success.
 - a. excellence
 - b. election
 - c. element
 - d. legend
 - e. class

3. Obeying the traffic rules is something that every _____ must do.
 - a. comment
 - b. decade
 - c. car
 - d. citizen
 - e. vehicle

4. Outdoor _____ such as hiking and climbing are fun to do.
 - a. battles
 - a. activities
 - b. emergencies
 - c. gestures
 - d. materials

5. Do you like to _____ sugar to your tea or is it all right without sugar?
 - a. involve
 - b. fill
 - c. pull
 - d. add
 - e. do

Appendix 3.

Instructions

Dear students,

This test is designed only for the purpose of carrying out my thesis. Accordingly, you are kindly requested to choose the correct answer from the 4 proposed answers. The correct answer contains only information stated in the text. Your participation, time and efforts are highly appreciated. The pre and post-tests consist of 3 parts, which assess reading, vocabulary and grammar. Each part of the test encompasses 5 questions. The first part focuses on reading comprehension, the second text highlights the grammar, while the last text concentrates on vocabulary knowledge.

Post-test Questions

Part 1:

Reading Comprehension

A2 Key (KET) Reading part 1: messages with comprehension questions

For each question, choose the correct answer.

Our science comedy night is very popular

The show will now take place in room 4 of the West Building, so that more people can see it.

See you there!

1

- Go somewhere else to see the show.
- There are no more tickets left for the show.
- The event has moved from Room 4 to the West Building.

**Magazines needed for patients to read
Up to date or out of date**

Leave them with our receptionist or
or in the black box by the front door.

2

- You can take these magazines home with you.
- Please return the magazines after reading them.
- Your old magazines will be used and read here.



3 Hello Robert,

Thanks for inviting me to dinner. I'd love to come. I don't eat meat and I can't eat food with milk in it because it makes me sick. I hope that's not too much trouble!

Kate

- Kate doesn't want dinner because she feels too sick.
- Robert must buy meat and milk for dinner.
- Robert may need to prepare special food for Kate.

Clothes on sale cannot be returned

Try them on before you buy them!

4

- If you buy something that's too big, you can't bring it back.
- There isn't anywhere for customers to try on clothes here.
- The sale will end soon, so you should buy clothes soon.

Heating comes on between 7am and 10am
and 4pm and 11pm.

Please do not try to change these times.

5

- The heating may not come on every morning.
- Don't try to turn on the heating between 10am and 4pm.
- Someone will come here to turn on the heating.³

³ https://www.examenglish.com/KET/KEY_reading_part1.html

Part 2

Grammar knowledge

My name is Hans. I (6)---- a mechanic. I (7)---- in London, I (8)---- a brother and a sister. My sister is a university student. She (9)---- medicine. She is going to be a doctor. My brother doesn't want (10)---- to university together.

6. ● is ● are ● am ● do

7. ● believe ● think ● arrive ● live

8. ● owns ● learn ● have ● study

9. ● teach ● learn ● studies ● uses

10. ● go ● goes ● went ● to go⁴

Part 3

Vocabulary Knowledge

Read the description of some things you can find at a train station. What is the word for each one?

The first letter is already there. There is one space for each other letter in the word.

11- People wait for their train here.

p.....

12- You must buy this before you travel on a train.

t.....

13- You set on this in a train.

S.....

14- People carry their clothes in this when they go on holiday.

S.....

15-If you sit next to this, you will see some great views.

W.....⁵

⁴ <https://www.grammarbank.com/beginners-reading-worksheet.html>

⁵ https://www.examenglish.com/KET/KET_writing_part6.htm

QUESTIONNAIRE / SURVEY /IMPLEMENTATION PERMISSION FORM
16/5/2021

1) Student Information:

Name and Surname	Sarah Al Dawaghreh	Department	English Language and Literature
Student Number:	Y1912.020067	Program	Masters in English Language (with thesis)
Thesis Supervisor	Dr. Eyyup Yasar Kurum	Type	Questionnaire() Survey () Implementation ()



2) Thesis Information:

Thesis Topic:	The effect of reading aloud on improving students' reading proficiency in ELT
Surveys to be conducted:	Pretest and posttest
Surveys conducted before:	
Is there any permission from person or organizations conducting the survey before?	NO (The test questions are taken from open internet sources.)
The organizations or people that the survey will be conducted? (The places should be written one by one):	
1. Al Taiba primary school in Jordan.	6.
2.	7.
3.	8.
4.	9.
5.	10.

Signature

Sarah dagher

Student Name and Surname

Sarah Al Dawaghreh

Signature

Yaşar Kürüm

Thesis Supervisor Name and Surname

Dr. Eyyup Yasar Kurum

Evrak Tarih ve Sayısı: 01.10.2021-25784



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı :E-88083623-020-25784
Konu : Etik Onayı Hk.

01.10.2021

Sayın SARA HUSNI AHMAD AL DAWAGHREH

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