

# A Reading aloud and Online media based program to develop EFL Speaking Skills

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المجلة العلمية المحكمة لدراسات وبحوث التربية النوعية

المجلد الثامن - العدد الرابع - مسلسل العدد (١٨) - أكتوبر ٢٠٢٢

رقم الإيداع بدار الكتب ٢٤٢٧٤ لسنة ٢٠١٦

ISSN-Print: 2356-8690 ISSN-Online: 2356-8690

موقع المجلة عبر بنك المعرفة المصري <https://jsezu.journals.ekb.eg>

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### Abstract

This study aims at enhancing EFL prospective teachers' speaking skills at the Faculty of Specific Education through a reading aloud and online media based program. The participants of the study were prospective teachers (N=40) enrolled in the English section at Zagazig Faculty of Specific Education. The study adopted the quasi-experimental, one-group pre-posttest design. The instruments are, an EFL speaking test and an EFL speaking skills rubric. A quantitative data analysis was conducted. t-test was used to compare the means scores of the pre-test and the post-test. The reading aloud and online media based program was implemented to the participants during the first term 2020/2021. Results revealed that the participants' EFL speaking skills were developed significantly. Subsequently, it can be concluded that the reading aloud and online media program had a positive effect on developing some EFL speaking skills of EFL prospective teachers.

### INTRODUCTION

Speaking a foreign language is not an easy skills to be mastered by English learners. They consider speaking as the most difficult skills since it needs great courage as well as preparation to speak well. Syiamyia[ 2018 ]based on Torky (2006) the key of teaching English is to enable students to communicate in English so they can enroll in the labor market and cope with the challenges of higher education

Based on many teaching theorists, speaking skills can be developed through communicative activities such as, puzzle, games, problem-solving and role-playing. Huang (2010:148) supported that the activities that can assist better speaking skills is reading aloud. Reading aloud can be implemented as the major and magic way to improve students' oral-English due to in reading aloud the students can practice pronunciation directly so at the same time they can improve and develop their speaking.

Johnston (2015) found that an effective twenty minute reading aloud activity can expose students to the same academic words that

would be found in content area textbooks, can increase their vocabulary development, and enhances fluency and oral language. However, this research discussed speaking which focused on oral pronunciation and fluency based on the theory from Huang (2010) that Reading Aloud makes students' pronunciation and fluency improved.

Haung in [2010 ] cited on many previous studies indicated that "Reading aloud is a magic way to improve oral English "that what can emphasis on the great relation between reading aloud and speaking skills. Müller, 2015 Reading Aloud is useful to improve pronunciation, helps to speak more naturally and confidently and helps to comprehend the text better after reading a text silently.

## 1.2 Context of the problem

Speaking skills are necessary and essential in the educational system and to EFL students .There are many challenges facing teachers to teach speaking skills as difficulty to motivate their students, students of diverse levels, difficult materials and time constraints to teach the students. The students do not have enough motivation to practice EFL speaking in the class environment and also there is no enough time to enable all the students from practicing and talking in English during the educational process.

**Table 1: Results of the Pilot study**

Skills	Percentage
Shy of practicing	60%
Lack of vocabulary	50%
Weak pronunciation	70%
Grammatical mistakes	40%
Fearing of making mistakes	80%
Difficulty of expressing in English	70%
Speak with confidence	30%

Thus, based upon the above argument, the problem of the study could be stated in the poor performance of speaking skills among prospective teachers at the Faculty of Specific Education, Zagazig University.

**1.2. Statement of the problem:** In spite of the importance of EFL speaking skills for prospective teachers, they have poor performance and weak abilities in EFL speaking skills. The nature of the stated problem urges instructors of English to utilize various methods to facilitate learning speaking skills in the academic context. The current study presents a strategy based on reading aloud and online media to develop speaking skills of the EFL prospective teachers.

## 1. LITERATURE REVIEW

### **EFL speaking skills .**

Hasibuan , [2019] Speaking Learning The ability to speak is the ability to communicate verbally with others. This ability provides an overview of the ability to compile various vocabulary that has been mastered into a series of structured talks.

According to Sykur [2020] based on (Yuliana, 2013, Budiarta and Krismayani, 2014), Speaking is a process of thinking and reasoning so that someone's conversation can be accepted and understood well by others or listeners. Based on the opinion of language experts related to Speaking, it can be concluded that Speaking learning is an activity of conveying a message or information to others in oral form (Páez and Rinaldi, 2006, Ningsih et al., 2014). Learners will be more successful if they often do the exercises in pronunciation before they use the language.

Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes etc. there are many definitions of speaking skills according to the language researchers as:

Abd EL Fattah [2006 ]Speaking is expressing thought, ideas, and feeling which use the ability to pronounce the words to organize the words into phrases or sentence to choose the words related to the topic. The mastery of speaking skills in English is a priority for many second-language or foreign-language learners.

Jack C. Richards [2008] speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts .Speaking usually symbolized as express feeling to others. Through speaking, humans are able to connect their mind in every aspect of life. That is making the students more fluency in their communication. Because When they speak, they know what they are thinking and how they feel about it, and as you speak other people make judgments about your character and assumptions about what you are thinking and why?

### **Reading aloud**

Siyami 2020 based on Founts and Pinnell (2006) Reading Aloud is defined as a systematic and explicit method where the teacher becomes a model for vocabulary development, reading fluently, and comprehension strategies.

Alamin 2020 stated that oral communication is the widespread among people, which plays an important role at the early stages of learning. Reading as an oral communicative activity is rather cognitive

process than a simple process of decoding letters from the printed text. Reading is one of the most important language skills, which the learner should learn and master it because it views as the essential part for developing other skills and activities.

Müller (2015) stated that Reading aloud is not only learners reading activity or the teacher's Reading Aloud, but Reading Aloud is the act of learners and the teacher. These theories mean that the teacher is a model for the students in speaking when Reading Aloud and the students Read the text out loud following the teachers' model.

Wright 2015 stated that Read aloud are sessions during which a teacher. Student's p.197 parents or other text to one or more. An activity to read something loudly is called as reading aloud. Reading aloud is very essential that can support speaking. Ceron Nortao (2014) stated that reading is a cognitive process through which the words and structures can be understood, and make sense of the text to enjoy and understand it.

### **Online Media**

- Online Media means the dissemination of Records and/or Masters and/or Videos by downloads or streams over the internet or any other electronic or online form of distribution now known or yet to be discovered or invented including without limitation dissemination to mobile telephones and other devices.
- Online Media means the method, process or medium that produces, publishes, transmits or disseminates message-oriented or thematic opinion, photo, audio visual by using sign, symbol, text, voice, graphics, song, music, video, animation and various multi-media through the internet, after having been established or registered pursuant to the prevalent law and adopting the journalism and editorial principles.
- Online Media means via any medium that allows remote access to game play in which a game is operated, including on the Internet, via satellite or other global communications network, on interactive TV, or on mobile devices such as mobile phones, tablets, or handheld gaming systems or any subsequent generation of products or services that support remote access to game play.

## **2. METHODOLOGY**

### **Study Design**

The current study adopted a quasi-experimental design .The researcher divided the participants into two groups; the experimental group and the control one. Both groups were taught by the researcher. She implemented the reading aloud and online media based program with the experimental group and followed regular instruction with the control

one. Data was collected using an oral EFL speaking test and questionnaire . Obtained data was statistically analyzed using SPSS Version 14.

### Participants

The population of interest were prospective teachers at faculty of specific education Zagazig University who have learned English as a foreign language in their Education. Study Participants Forty EFL prospective teachers enrolled at the faculty of Specific Education, Zagazig University in their first semester of the Academic year 2021\2022 were selected to be the participants of the study.

Participants were divided into an experimental group and the control one, with 20 students in each group. To make sure that both groups had almost the same academic level at the beginning of the treatment, an oral EFL speaking test was administrated to both groups. Results the test were statistically analyzed as shown in

**Table (3) The results of both groups' EFL speaking Pre test.**

Group	N	Mean Scores	S.D.	D.F.	t. Value
Experimental	20	20.9	5.4	19	6.3
Control	20	20	4.8	19	6.3

### Instruments

There were two instruments used to collect data ,speaking test and questionnaire. Validity and reliability together with detail of each instrument were described as follows.

This study was aimed to investigate three research questions,

- Is there a difference in speaking test scores among EFLs according to the treatment of oral reading and non - oral reading? To answer the above research questions, experimental pretest and posttest with randomly assigned control and experimental groups were used. Demographic information was collected to obtain descriptive characteristics for the participants using Background Information Questionnaire .
- The pre- and posttest were used to compare the two sets of speaking scores. Comparative pre-and post-speaking scores analysis was conducted to ascertain student English speaking proficiency gains. Pre speaking test established beginning base-line English speaking proficiency scores for all participating EFL.

### Study Material

One the one hand, the researcher utilized audios recorded by her for teaching the control group. On the other hand, for teaching the

experimental group, the study material included PowerPoint presentations designed by the researcher and authentic audios and videos with both American and British accents.:

## RESULTS

Findings of the current study were reached in the light of examining the hypotheses of the study. In the first hypothesis, it has been proposed that there would be a statistically significant difference between the mean scores of both the experimental and the control groups in the post-administration of the EFL speaking test in favor of the experimental group' results. One sample t-test was used to compute the difference between the two groups. This result is shown in

**Table 4. t- Test results of comparing of the pre- and post-measurements of the**

Skills	Test	N	Mean	Standard deviation	t. value	Df
EFL Speaking Skills	Pre	20	20.9	5.4	9.6	9
	Post	20	37.9	6.6		

Significant at (0.05)

Table (6) indicates that there is a statistically significant difference between the pre and the post of the experimental group in favor of the latter in the Speaking Skills Test, t-value being (9.6). It is significant at (0,05) level. So, the first hypothesis was validated.

**Figure (7): The mean scores of the pre- and post-measurements of the Speaking Skills**

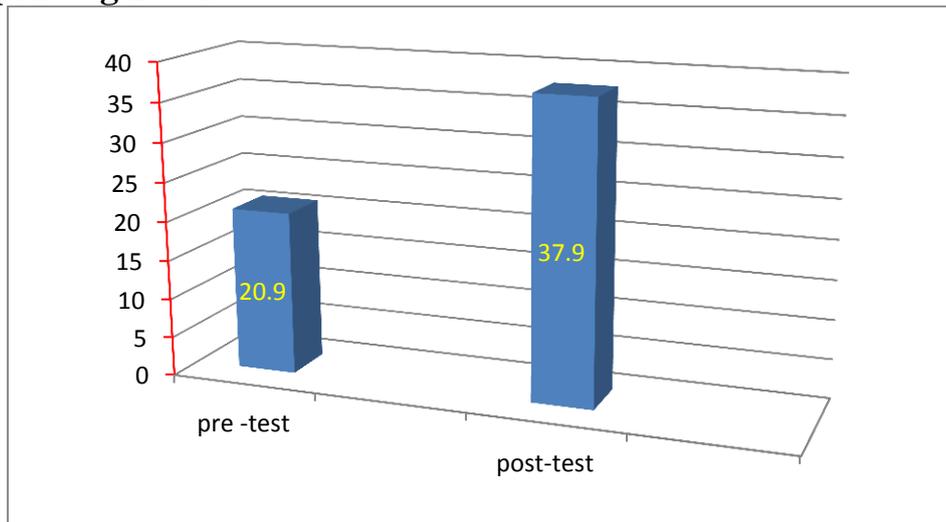


Figure (7) above shows the mean scores of the pre and post test of the experimental group measurements in the Speaking Skills Test as well as a comparison between them. As shown, the mean score of the pre measurement is higher than the mean score of the post measurement in

the Speaking Skills Test. Such findings have proved that the proposed A Reading aloud and online Media program has a positive effect on developing the students' Speaking Skills.

**4.1.b. Hypothesis 2:** It has been hypothesized that " There is a statistically significant difference between the mean scores of the experimental and the control groups in the post Speaking Skills test , in favor of the experimental group. " A one sample t-test was used to verify this hypothesis as shown in.

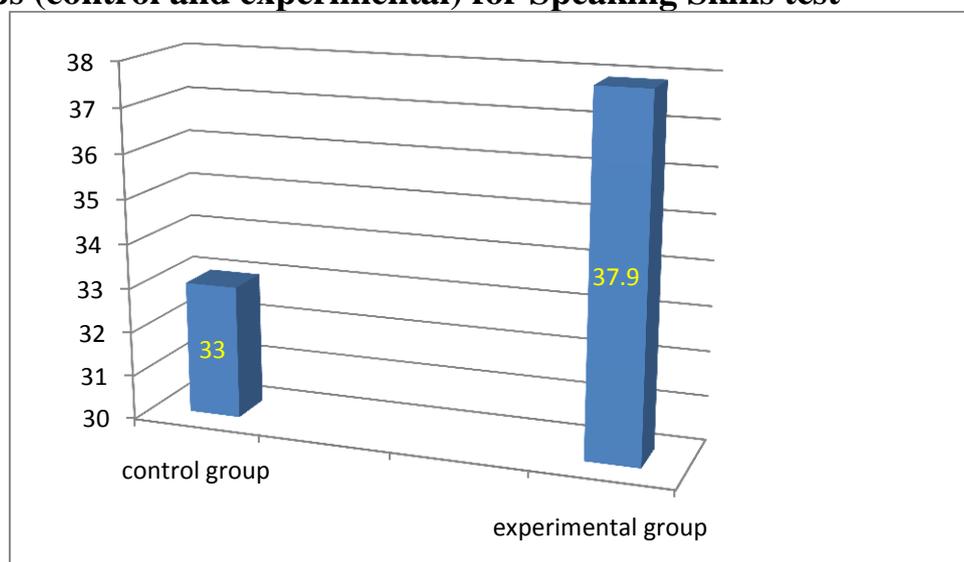
**(table7) T-test of the mean scores of the post-measurement of the control group and the experimental group.**

Skills	Group	N	Mean	Standard deviation	t. value	Df
EFL Speaking Skills	Control	20	33	6.9	2.9	9
	Experimental	20	37.9	6.6		

Significant at (0.05)

Table ( 7 ) indicates that there is a statistically significant difference between the control and the experimental groups in favor of the later in the post administration of reading comprehension test . t. value being (2.9 ) and significant at (0,05). So, the second hypothesis was validated.

**Figure (8): The mean scores of the post- measurement of the two groups (control and experimental) for Speaking Skills test**



**4.1.c. Hypothesis 3:** It has been hypothesized that " A Reading aloud and online Media program has a positive effect on EFL Speaking Skills". Cohen's (1988) equation was used to verify this hypothesis as shown in

**(table8) Results of Cohen's Equation comparing the pre to post administrations of the experimental group in the Speaking Skills Test**

Skills	Test	N	Mean	Standard deviation	t. value	df	Effect size
EFL Speaking Skills	Pre	20	0.9	5.4	9.6	19	79
	Post	20	7.9	6.6			

Significant at (0.05)

The impact is measured through Cohen's equation.

As indicated in table ( 8), the final value of Cohen's equation for the experimental group, comparing its pre to the post administrations in the Speaking Skills Test is (0.79). Based on that, it has been concluded that there are impacts of A Reading aloud and online Media program on the students' Speaking Skills.

**Figure 9: The mean scores of the pre- and post-measurements of the Speaking Skills Test.**

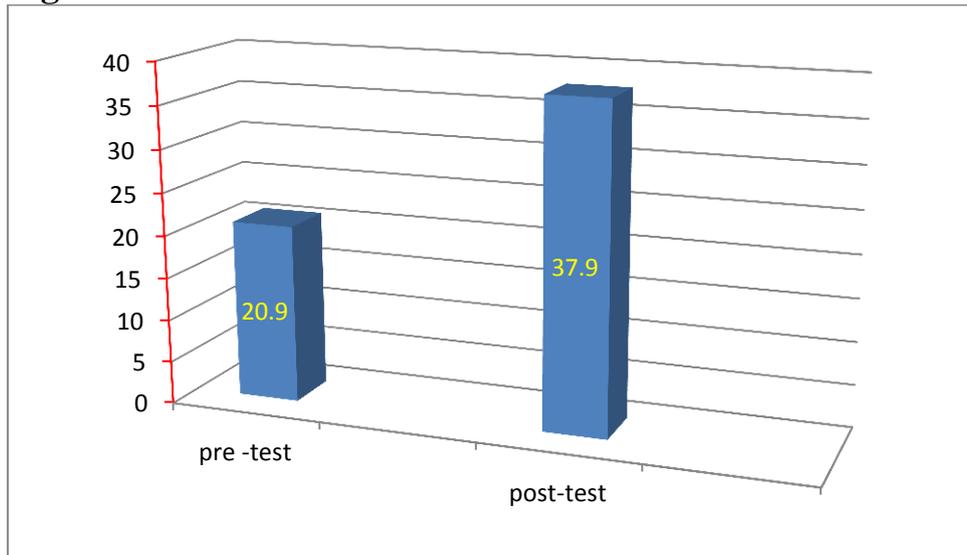


Figure (9) above shows the mean scores of the pre and post test of the experimental group measurements in the Speaking Skills Test as well as a comparison between them. As shown, the mean score of the pre measurement is higher than the mean score of the post measurement in the reading Skills Test. Such findings have proved that A Reading aloud and online Media program has a positive effect on developing the students' Speaking

### Discussion of the Result

The results of the present study shows that the experimental group, taught through A Differentiated Instruction program performed better

than the control one in the post administration of Speaking Skills since there were statistically significant differences at (0, 05) between the mean scores of the experimental group and the control group in favor of the former.

The results of the present study shows that the experimental group out performed the control group in the post administration of Speaking Skills as a whole. The statistical results showed that there were statistically significant differences between the means of scores of the experimental group in their performance of each posttest compared to the pre administrations, favoring the post administrations (Tables 11-16).

The means of scores of the experimental group in each test are higher than that of the control one .Hence, the significant difference, shown on the post administration of each test, is due to exposing this group to A Reading aloud and online Media program . Providing students with a variety of activities through this program, changing the method of teaching, dividing the roles among students to improve their Speaking Skills gave them the opportunity to interact with each other and to react to the material presented to them.

Concerning the discussion of the results, the researcher indicated that the three hypotheses were confirmed. The first hypothesis referred that there was a statistically significant difference between the mean scores of the control and the experimental groups in favor of the experimental one in the post-test of EFL pre test post test of speaking.

ributed to many reasons related to the reading online and online media based program. These reasons include providing participants of the experimental group with a variety of techniques within this program, changing the methods of teaching, dividing roles among the students to improve their EFL speaking skills. It could also be attributed to the fact of providing students with the opportunity to interact with each other, and react to the material presented to them.

The second hypothesis indicated that there was a significant difference between the mean scores of the pre- and post- administration of the experimental group in favor of the post one. Throughout the teaching sessions, it was noticed that participants of the experimental group had a positive attitude towards a reading aloud and online media based program. The use of the program materials led to a higher level of improvement in students' language achievement and motivation; it increased their attention and interest.

Thus, their performance was improved which supported the second hypothesis. The experimental group's participants have changed the way they feel about EFL speaking Skills. Their motivation, involvement, and interaction have increased. This interaction helped the researcher to create

collaborative environment in which participants had positive roles throughout the learning process.

The third hypothesis proposing that a reading aloud based program is effective in developing EFL speaking skills was confirmed. Results of the current study were consistent with the results of other studies examining the effectiveness of reading online. The current study's results agreed with that of Ben Meriem Chahrazed (2016) who cleared that reading aloud strategy is effective in developing EFL pronunciation and with that of Kurniawati [2018] who revealed how the use of reading aloud of narrative text improves speaking ability.

## CONCLUSION

Reading English written materials orally was found to be easy, effective and also a source of English knowledge that made the readers who are English language learners both male and female improve their oral fluency in this study. Being able to communicate more effectively and more fluently in the target language is always a main purpose in learning that particular language. The finding of this study has enriched the body of knowledge in teaching and learning English both as a second or foreign language. However, there is much more to investigate to make language education more effective and successful.

According to the hypotheses used in this study by the researcher and due to the main findings resulted from the pre and the posttest and the results of the previous studies mentioned in chapter two, the researcher has come up with some conclusions that EFL can improve their performance better in oral English language through reading aloud. The study has observed that reading aloud is beneficial to develop and promote EFL learners speaking skills achievement. Finally, it has observed that reading aloud can improve pupils' oral English performance.

### **The following could be recommended:**

According to the conclusions mentioned above the previous studies in chapter two, the researcher suggests the following:

1. Teacher should exert great efforts to apply reading aloud inside classroom.
2. The teacher should be aware of reading fluency features when they read aloud.
3. To develop students 'speaking, teachers should carefully follow students' reading to check their pronunciation and correct their mistakes, but not in direct way. Instead, indirect feedback would be beneficial.

4. EFL teachers should encourage their students to practice EFL pronunciation skills inside and outside classroom.
5. EFL teachers should provide their students with much more opportunities of exposure to the target language.
6. EFL teachers should provide their students with communicative and enthusiastic teaching strategies to help their students increase their oral interaction.
7. EFL teachers should consider factors affecting students' acquisition of EFL speaking skills.
8. EFL teachers should develop their students' confidence, self- image, and motivation while improving their EFL speaking.
9. EFL teachers should be patient while dealing with their students' weak performance and committing mistakes.
10. EFL speaking skills should be practiced in real- life situations, so the teachers should let their students practice speaking skills.

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