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Promoting English as a Foreign Language Learners' Pronunciation through Read-Aloud Strategy

A Case study of Fourth Year Pupils of Boudiar Boubaker Middle-School, Bir El Ater, Tebessa

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Dedication

I dedicate this work to my beloved parents who devoted their lives to see me succeed and kept on supporting, advising and praying for me.

My father Mohammed Said, my mother Louisa

To who had given me dreams to look forward to

My precious sisters: Lamia & Amira

My wonderful brothers: Djalel & Karim

To my sister in law: Nabila

To my angels: Islam, Taki, Ritej

To my best friends: Chiraz, Fatiha, Rima, Amir, Sara, Chayma, Nada.

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Abstract

The present study deals with Promoting English foreign language learners' pronunciation through Read-Aloud Strategy in Boudiar Boubaker Middle School in Bir El Ater. In fact, pupils learn English, but they face problems in pronouncing it correctly. The present study tries to shed light on the status of English pronunciation among middle school pupils and teachers, also to highlight the process of teaching pronunciation through the Read-Aloud Strategy. The study aims mainly at determining to what extent the Read-Aloud Strategy can contribute to develop pupils' pronunciation. It aims also at trying to encourage teachers of middle school to use Read-Aloud Strategy in order to improve their pupils' pronunciation and help them to discover problems faced by their pupils in learning pronunciation. Another objective of this study is to make pupils aware of all pronunciation difficulties that hinder their learning of correct English pronunciation. To achieve the above objectives the researcher employed the descriptive method, classroom observation and a questionnaire for pupils were designed. To find the degree to which pupils can develop their pronunciation through Read-Aloud Strategy the researcher administrated a questionnaire to thirty pupils of fourth year in middle school. Furthermore, the researcher held a classroom observation to discover the learners' attitudes and behaviour during teaching pronunciation through using Read-Aloud Strategy. The analysis of the collected data reveals that the Read-Aloud Strategy can highly promote and improve pupils' English pronunciation learning. Moreover pupils need more practice with reading aloud tasks, and teachers need more training in teaching pronunciation and using this strategy to evaluate their pupils' pronunciation.

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List of Abbreviations

EFL: English Foreign Language.

TL: Target Language.

SL: Second Language.

FL: Foreign Language.

L2: Second Language.

RP: Received Pronunciation.

CPH: Critical Period Hypothesis.

ELT: English Language Teaching.

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GENERAL INTODUCTION

Introduction

English learning begins in Algeria at twelve years old, pupils start learning this language from their first year in middle school. They begin to build the basis of English by learning its rules, discovering its vocabulary, and developing the four skills (reading, writing, listening and speaking). Therefore, they will be ready and more developed for the secondary school. Read-Aloud Strategy is one of the strategies that teachers should apply in middle school since they have many reading activities in the curriculum. Those activities are divided into two categories. First, reading silently which focuses more on visual sense and comprehension. Second, reading aloud which emphasizes more pronouncing the word aloud, texts or other information that is written. Pupils usually face several difficulties when reading inside the classroom such as: spelling mistakes, indiscrimination between vowels, lack of motivation, allowance of reading materials, and the unavailability of time allotted to the reading activities. Therefore, the teacher as a model for his learners should enhance their pronunciation by giving them the opportunity to read with a loud voice, and correcting their mistakes with proficiency, that permit them to improve their reading skill.

Statement of the Problem

English middle school learners in Algeria suffer from various difficulties (shyness, anxiety, fairness etc.) in pronunciation and spelling. Since they are beginners in using the English language, they usually feel afraid to speak in the classroom. This is mainly due to the pronunciation problems they face when reading a passage or performing a dialogue. The Read-Aloud Strategy seems to allow them to practice more pronunciation, and discover their mistakes. Using this strategy the teacher, as a model, may correct his pupils' mistakes easily and evaluate their pronunciation achievement.

Research Questions

- What is Read-Aloud strategy?

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- How can the Read-Aloud strategy be effectively used to improve the pupils' pronunciation?
- What kind of Read-Aloud tasks help better in improving the pupils' pronunciation?
- How can the teacher evaluate pupils' pronunciation through a Read-Aloud task?

Research Hypothesis

- If teachers use the Read-Aloud Strategy properly (using the RP pronunciation, lessons where Read-Aloud Strategy is used should be well organized etc.), pupil's pronunciation will significantly improve.

Aims of the Study

This study aims at:

- Determining the main difficulties that face an EFL pupil in a reading task that lead to poor pronunciation.
- Encouraging teachers of middle school to use Read-Aloud Strategy to improve pupils' pronunciation.
- Facilitating teaching correct pronunciation to pupils through Read-Aloud tasks thereby highlighting the practical techniques to use it by the teacher.

Significance of the Study

The importance of the present study is mentioning the value of Reading Aloud as an effective strategy to improve and develop pupils 'pronunciation in middle school. Furthermore, it facilitates teaching reading skill for teachers and helps pupils to master the language easily.

Research Methodology

This study investigates Read-Aloud as a practical strategy to ameliorate EFL Learners' pronunciation. The descriptive method seems to be the most appropriate, since the study

represents a clarification about the positive influence of reading aloud strategy on pupils' pronunciation.

Population and Sampling

The population of our study consists of 200 fourth year pupils in Boudiar Boubaker Middle school in Bir El Ater, Tebessa during the academic year 2015/2016. Our sample will include a number of 30 pupils, who will be selected randomly from 5 classes.

Data Gathering Tools

In order to test our hypothesis we will use a questionnaire and classroom observation for pupils, which aim at gathering information about learners' attitudes and perceptions about Read-Aloud strategy.

Structure of the Study

Our study is basically divided into three main chapters. The first chapter is entitled "Teaching Pronunciation"; it includes a brief history of pronunciation, its definition as a concept, its factors, and its strategies. The second chapter is entitled "The importance of Read-Aloud Strategy"; it provides a general definition of reading as a study skill and its types, also it presents the definition of Read-Aloud Strategy, its effect on learners' second language reading progress, and the main difficulties that face EFL learners using this strategy. The third chapter includes the practical part in which we are going to show whether practicing Read-Aloud tasks brings some pronunciation enhancement through classroom observation and a questionnaire will be designed for pupils.

CHAPTER ONE

Teaching Pronunciation

Introduction

This chapter deals with Teaching Pronunciation. Pronunciation can be one of the most difficult parts of a language for adult learners to master, especially to beginners, and one of the least favorite topics for teachers to address in the classroom. Nevertheless, with careful preparation and integration, pronunciation can play an important role to improve learners' communicative power.

Teaching and learning English pronunciation in secondary school and universities is different from teaching and learning English pronunciation in elementary and middle schools viewed from the teaching method and the materials. Bad pronunciation can be a serious problem if it negatively affects understanding and needs to get more attention.

Pronunciation is one of the important aspects in English, especially in oral communication, it does not aim to native-speaker perfection, but non-native speakers have to be very careful in pronouncing some utterances or he may create misunderstanding. We will try to shed light on history and some definitions of pronunciation. In addition to that the pronunciation strategies should be followed, its importance, and the best pronunciation model to teach. Finally we will show some pronunciation activities that help both teachers and learners in teaching and learning pronunciation.

1. History of Teaching Pronunciation

According to Oxford US English Dictionary the origin of pronunciation is from Latin "pronuntiatio" from the verb "pronunciare". According to Celce-Murcia (1996) and Chen (2007) there are three approaches to teach pronunciation: the intuitive-imitative approach, analytic-linguistic approach, and the integrative approach. In the intuitive-imitative approach, learners listen and imitate the sound and rhythms of the target language without any explicit instruction. Technologies are used today for this, such as audiotapes, videos, computer-based programs and websites. In analytic-linguistic approach the learners are

concerned with explicit information on pronunciation such as the phonetic alphabet, vocal charts and articulatory description; this explicit information can be presented in various interactive speech software and websites today. The current integrative approach, pronunciation is viewed as an essential component of communication, rather than an isolated drill and practice sub-skill. In this approach there is more focus on rhythm and intonation with the goal of developing discourse, sociolinguistics and strategic competence by using language for communicative purposes. To facilitate the learning of pronunciation learners use listening activities. The primary goals of pronunciation teaching in this approach are for the learner to develop intelligible speech and to be able to effectively communicate in the target language (Miller, 2006 as cited in Chen, 2007).

2. Definitions of Pronunciation

According to Kristina, Diah, and Rarasteja, Zita (2006) Pronunciation is the act or manner of pronouncing words and utterance of speech. It can also be said that it is a way of speaking a word, especially a way that is accepted or generally understood. In the senses, pronunciation entails the production and reception of sounds of speech and the achievement of the meaning. Pronunciation refers to the production of sounds that we use to make meaning. It contains attention to particular sounds of language, aspects of speech beyond the level of the individual sound, such as intonation, stress and rhythms, how the voice is projected (voice quality). Pronunciation in its broadest definition is attention to gestures and expressions that are closely related to the way we speak a language Yates (2002).

According to Oxford Learner's Pocket Dictionary (2009), pronunciation is "the way in which a language or a particular word or sound is pronounced" (p.352) or it is "the way in which a particular person pronounces the words of a language."

3. Pronunciation Learning Strategies

Pronunciation learning strategies are the steps by which the learner attempts to improve his language learning. As cited in Peterson (1997) "Based on Oxford's (1990)

definition of learning strategies, pronunciation learning strategies can be thought of as the steps taken by students to enhance their own pronunciation learning." (p.7). Peterson's study is perhaps the first one that focuses on learning strategies as they relate to pronunciation learning. She listed six strategies relies on Oxford's Strategy Classification System:

3.1. Practicing Naturalistically

This strategy is based on eight specific tactics: trying to remember how the teacher pronounced the word through imitating a native speaker or a teacher, trying to recall and imitate the teacher's mouth movements by noticing mouth position or watching lips, and listening attentively to music/movies/tapes in order to imitate the overall target language sound with native language words for fun, concentrating on the pronunciation while speaking by trying to avoid producing inappropriate native language sounds, trying out different target language dialect, speaking slowly to get the right pronunciation by talking aloud to oneself, mentally rehearsing how to pronounce the word before say it by talking silently to oneself, and talk with others in the TL concentrating intensely on the pronunciation.

3.2. Formally Practicing with Sounds

It consists of four main tactics: pronouncing the difficult word more than once by trying to repeat aloud after a native speaker or teacher, saying words slowly at first and then faster by doing exercises to acquire TL sounds and practicing sounds first in isolation and then in context, practicing words using flash cards through repeating aloud after tapes, television or a movie, and the last tactic is memorizing and practicing TL by trying to repeat words silently and then loudly also trying to use it in context.

3.3. Analyzing the Sound System

This strategy is mainly based on two tactics. The first one is forming and using hypotheses about pronunciation rules by listening carefully to pronunciation errors made

by TL speakers, and the second one is noticing contrasts between native and TL pronunciation by differentiate sounds of one's native language and the TL.

3.4. Using Proximal Articulation

In this strategy, a learner who finds it difficult to produce a certain TL sound opts for pronouncing another sound; thereby using approximate sounds of the TL or the mother language. This strategy helps students to practice pronunciation even they have difficulties in pronouncing vowels.

3.5. Setting Goals and Objectives

This strategy contains two main tactics: the first tactic is deciding to focus one's learning on particular sounds i.e. focusing on individual words or sounds through memorization or imitation; the second one is also deciding to memorize the sounds (or the alphabet) with the right way, thereby memorizing the right pronunciation of different words.

3.6. Self-Evaluating

It is a self-correction of poor pronunciation. It has a specific tactic of recording oneself to listen to one's pronunciation by saying words into a tape recorder and then playing back the tape and listen to. The use of this strategy allows the learner to practice pronunciation, notice his pronunciation errors and correct them by his own.

3.7. Using Humor to Lower Anxiety

As an effective strategy, using humor inside classroom can reduce students' anxiety toward practicing pronunciation. This strategy is about having a sense of humor about mispronunciation, it is also a practical way to motivate students and encourage them to practice English pronunciation.

3.8. Asking for Help

This strategy is about two tactics: asking someone else to correct one's pronunciation and asking about how to pronounce something. Using this strategy, students can develop their pronunciation easily and learn correct English words.

3.9. Cooperating with Peers

Peers are considered essential and effective resources in their classrooms. The cooperation with peers' strategy is based on the cooperative work by using the two tactics of studying with someone else and teaching or tutoring others. Utilizing this strategy allows the sharing of pronunciation experiences among students who want to improve their pronunciation, adds additional support for English learners who are taking on the challenge of learning a second language, and develops this second language within the social context of the classroom.

3.10. Planning for a Language Task

This strategy has a specific tactic is to prepare for an oral presentation by writing difficult-to-pronounce words very large in one's notes; by selecting difficult words and sounds to pronounce in an oral performance (role plays, conversations, discussions… etc.)

3.11. Representing Sounds in Memory

This strategy is mainly based on one tactic which is making up songs or rhythms to remember how to pronounce words like using phonetic symbols or one's own codes to remember how to pronounce something.

4. Factors Involved in Learning Pronunciation

It is important that speakers of English, whether they are native or non-native speakers, are able to exchange meaning effectively. There are a several factors that can influence the learning and teaching of pronunciation. These factors are varied from one

learner/teacher to another. They can help a student to develop his language learning process, but are too, a factor which can lead learner to the failure, and can inhibit advance in English. Wong (1987) stated that the learning/teaching of pronunciation "is not exclusively a linguistic matter" (p.17) and some factors should be taken into account. According to Kenworthy (1987) six important factors can affect learning pronunciation: the native language, the age factor, amount of exposure, phonetic ability, attitude and identity, and motivation and concern for good pronunciation.

4.1. The Native Language

The native language can affect in learning pronunciation, it has an important role because of the differences between the sound systems of English and the other languages, the learner reflects the sound system of his language because each language has its sounds, words, intonations. Concerning the influence of the native language Avery and Ehrlich (1992) suggest three ways by which the TL can be affected. First, the difference between the mother tongue and English in the sound system, in other words, English sounds that are not found in the sound system of the mother tongue, that what make difficult for learners because they were not used to pronounce new sounds. Second, the difference in the sounds' rules combination between the TL and the learner's native language. Finally, learners face problems of transferring patterns of stress and intonation from their native language to the second language.

4.2. The Age Factor

Many studies support that age determines the accuracy of a learner's pronunciation, it is a much-researched topic in learning SL pronunciation, researchers tried to find whether there is an age-related limit on the mastery of pronunciation in SL. Some researchers claim that language learning has a sensitive period and there is biological changes take place in the brain after a specific age (usually said to be between 10 and 13 years) they claim that people lose certain abilities after this age. Other observations state that SL learners have a foreign accent while children SL learners acquire a native-like accent pronunciation, as McDonough (2002) states: "young children learn languages better

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because they are nearer the age at which they became native speakers of their mother tongue" (p.91). In addition to the Critical Period Hypothesis (CPH) proposed by Lenneberg (1967), which claims that language learning have a critical age, if the learners do not learn a SL before a certain age, they maybe cannot obtain a better pronunciation, as Nation and Newton (2009) state. Conversely, other researchers disagree with the CPH, they state that adult learners are capable of achieving native-like in an L2, and the recent and/or continuous to new language sounds prevents the ability from deteriorating, in other words, the age factor would be closely relate to the recent exposure to the sound system of SL because children have just learned their first language Kenworthy, (1987). Other observations suggest that: "children and adults L2 learners pass through different developmental states in second language learning. Learning depends on the cognitive maturity and neurological factors" (Bista, 2009, p. 13)

We assume that learning a second language pronunciation in an early age allows the learner to speak like a native, however if he starts to learn it at an advanced age adulthood, he may will never have a native-like accent.

4.3. Amount of Exposure

Exposure is a difficult term to define. According to Brown (2007) it generally relates to the length of times that the learners live in a TL environment. It depends on how much they use English in their daily life, rather than the place or country the learners stay, in other words, the more learners spend time for listening and speaking English, the better their English pronunciation will be. Kenworthy (1987) claims that we cannot talk simply in term of residency, it is not necessary that the learner should live in an English speaking country because there are learners live in an English speaking environment but using much time their native language. However, we find many people who live in non-English speaking countries but they use English much more in their daily life such as work or school, Kenworthy (1987) states: " It is not merely exposure that matters, but how the learner. He states: "responds to the opportunities to listen to and use English" (p.6). Kenworthy (1987) and many other researchers like Senel (2006) claim that exposure cannot be a whole and necessary factor for the development of pronunciation skill.

4.4. The Phonetic Ability

It is also termed "aptitude for oral mimicry", "phonetic coding ability", and "ear perception". It is a factor that always ignored by many people. Some learners have a better ear capacity for learning SL but some learners do not. About that researchers have designed test in order to measure this ability, those who have the phonetic ability can easily discriminate between two sounds more accurately and capable to imitate different sounds better than others. While, learners with poor discrimination can benefit from drills very much and they cannot learn the sounds of the TL. Teachers cannot control this ability since it defers from one learner to another, Kenworthy (1987) states:

> Because of the complexities involved, this seems a factor which is very much out of the control of the teacher. We can only operate on the assumption that our learners have the basic equipment and provide a verity tasks so that something will suit the need and abilities of each learner. (p.7)

4.5. Attitude and Identity

Pronunciation is also affected by learners' learning identity and attitudes; this phenomenon has led many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition. Factors such as person's' sense of identity and feelings of group affiliation are strong determiners of the acquisition of FL pronunciation, though many people have language aptitude ability, but its degree is variable, it defers from one person to another. Some people have more ability but some have less. Kenworthy (1987) claims that there are some people believe that it is not necessary to learn a SL because it will influence their cultural development in a negative way, and their culture will be imposed on the target language community. Contrarily, if a learner has positive attitudes and open-minded for the TL and its culture; it will promote his pronunciation development easily and have more a native-like accent. He also suggests that these factors cannot play a powerful role, but the can influence on the development of an accent in a speaker's first language and play a part in the development of an accent in a foreign language. In addition to that, the positive feelings shown by learners towards the speakers of the new language tend to develop more accurate native-like accent. These

positive feelings have been related to their integrative motivation and they affect genuinely in both the speakers and in their culture.

4.6. Motivation and Concern for Good Pronunciation

Some learners seem to be more concerned about their pronunciation than others. Learners express this concern through asking how bad their pronunciation is, they request for correction, they frequently pauses during speech trying to find comments on their pronunciation, and it may even be reflected in hesitation to speak, they do not want to say something if they cannot say it perfectly' mentality. Kenworthy (1987) declares that this desire of doing well is a kind of achievement motivation: "when we talk in terms of strength of concern for pronunciation we are really pinpointing a type of motivation" (p.8) Conversely, if the learner does not care about a particular task and its value, he will not be motivated to do well: "learners may also be unconcerned because they simply are not aware that the way they speak is resulting in difficulty, irritation or misunderstanding for the listener" (p.8).

5. The Importance of Pronunciation:

Teaching and learning good pronunciation is one of the most important and complicated features of EFL and ESL teaching and learning. Pronunciation is considered as an essential component not only of learning a SL but also of using that language, as Harmer explains (2001): "Pronunciation teaching not only makes students aware of different sounds and sound features but can also improve their speaking immeasurably" (p.183).

According to Broughton, Brumfit, Flavell, Hill, and Pincas (1980) the goal of teaching and learning pronunciation must be that students can produce English speech. The significance of pronunciation emerges on the production of significant sound, which is presented in two senses: First, sound is significant because it is a part of a code of a particular language. So we can distinguish sound of English, French, and other language. In other words, pronunciation occurs in both the production and reception of sound of

speech. Second, sound is significant because it is used to achieve meaning in contexts of use.

As cited in Dalton and Seidlhofer (1994) the good English pronunciation of a learner makes people understand him easily. While poor English pronunciation may lead to an unpleasant talking and misunderstanding, even if the learner uses advanced English grammar or vocabulary. Therefore, it is simple to use simple words and grammar structures to make people understand, but simple pronunciation cannot be used. Lund (2003) pointes out: "pronunciation is the only aspect of language that calls for a close interaction between the cognitive and physiological processes. In acquiring new sounds we are also dealing with a complex re-organizing of the articulatory processes" (p. 16).

According to Gelvanovsky (2002), pronunciation plays an important social role and has a big value, he claims that it should be related to prestige, such as intelligence, professional competence, persuasiveness, diligence, and social privilege, also pronunciation can assort information about the speaker's geographical and social origin.

Our pronunciation is the quality of our language ability, which can create good impression when we talk to other people in English, while poor and unintelligible pronunciation will make unpleasant and misunderstanding for both speakers and listeners. In addition to that poor pronunciation makes learners lose their self-confidence and results negative influence for learners to estimate their credibility and abilities (Morley, 1998).

Many learners, teachers and researchers emphasize on the importance of pronunciation, but it should be noted that pronunciation has some difficulties and factors that affect it from various perspective, like we mentioned before.

6. Pronunciation Model in English Language Teaching (ELT)

The use of English spreads further in many countries where it is not the first language; it is increasingly being used as a medium of communication between speakers for whom it is not a first language. These can raise both theoretical and practical issues for

teachers in ELT; there can be a disagreement over the model of English that should be provided for one's student.

Kelly (2000) defines model as a term that is used to refer to the pronunciation characteristics of the language a teacher presents to learners in the classroom. There are many different accents within the verity known as British English, and most of these give some importance to the regional origins of the speaker.

Received Pronunciation or RP is the preferred pronunciation model for teaching in Britain. The Queen's English and BBC English are often used as synonyms. Kelly (2000) advises teachers to teach what they know and use, also to be as informed as they can be about other verities, in order to cover their learners' needs for pronunciation, make them understand the wide range of verities, and allow them to choose their own target model.

7. Teaching and Learning Pronunciation in Classroom:

Teaching and learning pronunciation has two sides that should be taken into consideration. In the classroom, the teacher's and learner's role are very important since they are the two main components in teaching and learning pronunciation.

7.1. The Teacher's Role

In teaching pronunciation, the teacher is the conductor, he should guide and help learners to perceive and acquire sounds. Overall, teachers of foreign languages face that problem of how to assess the appropriate tasks for their students with multiple proficiency levels; they are responsible designing exercises and activities that will be helpful for SL learners, they must also be aware that certain activities suit the learning styles of some learners better than others. In light of foregoing information, Skinner (1968) states:

Even in a small classroom the teacher usually knows that he is going too slowly for some student and too fast for others. Those who could go faster are penalized, and those who should go slower are poorly taught and unnecessarily punished by criticism and

failure. Machine instruction would permit each student to proceed at his own rate (p.30)" (cited in Beatty, 2003, p.88)

The important role of the teacher is emerged through his control and direction for his learners. As Rivers and Temperley (1968) explain the teacher cannot teach the language for his students, he has to be ready to encourage them.

Learners face difficulties in making new sounds since there are some English sounds do not occur in their mother language, the teacher in this case has to be able to help them to produce the new sounds correctly. Whether students have got the right pronunciation or not, the teacher should provide them with information about their performance.

Harmer (1998) provides suggestions about teachers' role that may help him in language teaching, we summarize some of them as follows; he claims that a teacher has his personality and does not hide it from his students so he is not only teacher but person as well, loves his job, makes an interesting lessons, have a lots of knowledge not only of his field, and he is able to correct his student's errors without offending them.

Kenworthy (1987) states seven steps for the teacher to achieve the goals of pronunciation teaching; helping learners hear, helping learners make sounds, providing feedback, pointing out what is going on, establishing priorities, devising activities, and assessing progress.

7.2. The Learner's Role

Based on Kenworthy (1987) responding is all what learners need to do. But of course it is not as simple as that, success in pronunciation will depend on how much effort the learner puts into it, and taking responsibility for his or her own learning. Even if teacher is highly skilled at noticing mispronunciations, learners should take action and monitor their own efforts, because if they do not, the prospects of change or achievement will decrease. Learners have to be active in classroom. Harmer (1998) states some characteristics of good learners that should be shared, willingness to listen, to experiment, to ask question, to think how to learn, and to accept correction.

8. Pronunciation Activities

As all other aspects, learners need to be taught pronunciation in a communicative method. There has been little development of communicative methods for pronunciation teaching in order to fulfill learners' needs. Kelly (2000) suggests two key sides to pronunciation teaching; the teaching of productive skills in one hand and the teaching of receptive skills in the other hand. Concerning the reception, learners need to know how to differentiate between sounds, and then they need to carry that knowledge into their production. We mention some activities suggested by Kelly (2000):

8.1. Drilling

Drilling is one of the main activities in which pronunciation is practiced in the classroom; it involves the teacher saying a word and getting the class to repeat it. Drilling is considered as a tried and tested classroom technique; moreover it aims to help learners to achieve a better pronunciation of language items and to help them to remember those items. This kind of activity can help the teachers to encourage students to remember the previously studied words, phrases or structure, he generally uses prompt, pictures and mime etc. it is a best step done before students see the written form of the language. The main role of the teacher is to provide a model of a word, phrase or structure for the learners to copy; he may use, as a first step; choral drilling; which means inviting the whole class to repeat the item in unison, it help to build confidence for students and gives them the opportunity to practice pronunciation. As a second step; the individual drilling, where students repeat the teacher saying words one-by-one.

8.2. Pronunciation and Spelling Activities

This activity is related to the spelling work, it allows learners to differentiate between deferent sounds through written words, for example learners listen to a sentence and have to choose which from a printed list of word in front of them. They can study pairs of words like (cut and cute) and try to notice how the changings of sounds.

8.3. Taping Students' English

Teachers can record students' English pronunciation while they are engaged in language practice activities and are dealing with all language difficulties, especially those concerned with pronunciation. Individual students can also be taped, by which sounds, stress and intonation can be consulted.

8.4. Listening Activities

Listening activities allow learners to understand and use the language outside the classroom, through it students can notice the existence of pronunciation feature and can then require them to listen out to pronunciation and listen out for how it is used and pronounced in the context. Teachers can use authentic materials, but it is not practical to use them all the time. They can design tasks to go with listening activities. Language pronunciation always needs to be revised and recycled.

8.5. Reading Activities

Like listening, reading is a receptive activity; work on pronunciation can be successfully integrated here too. Teachers can divide reading activities either into having an initial practice that allows learners to get the extract of the text they are reading, deducing the type of the text being used, followed by more detailed practice when the text is red again. Read aloud either by the teacher or the students, can help can be integrated, such texts as poems, rhythms and extracts, it offers opportunities for the study of the links between spelling and pronunciation. Kelly (2000) cited reading aloud encyclopedia text as an example, which might lead to rather mechanical and monotone recitation of the words. Learners as readers will be familiar with language pronunciation features.

Conclusion

In the end of this chapter, we can say that teaching and learning pronunciation are very important especially when English is learnt as a foreign language. Having a good pronunciation proves to be a major tool in which a message can be transmitted clearly. We

observed that English language pronunciation has a major role in language communication, however there will be always problems in teaching pronunciation because of the differences among students' learning level, this may be covered by elaborating efficient tasks and practices such as; drilling, listening activities, Read-Aloud Strategy etc.

CHAPTER TWO

The Importance of Read-Aloud Strategy

Introduction

It is important to recognize that many people around the world read in more than one language. Many people have learned to read in second or third languages for a variety of reasons, most of classrooms around the world, teachers working with small groups of children using leveled books in guided reading lessons. Reading texts aloud is a very simple but powerful strategy that you can employ to develop individual reading ability and the style of any piece of writing. This strategy can be effective as you revise your own writing or as you discuss another writer's.

The purpose of this case study is to examine the impact of the Read-Aloud Strategy on student's pronunciation development, and to explore the effects of a read-aloud strategy on children's acquisition of pronunciation, vocabulary words and development of comprehension. Important basic information are implemented: reading skill definition, types of reading performance, Read-Aloud Strategy definition, implementing this Strategy, its functions and techniques, its benefits on learning a foreign language and the problems that can face it. Finally, a proposed program is suggested to involve Read-Aloud Strategy as an essential part in foreign language curriculum.

1. Definitions of Reading Skill

Nobody denies that reading is a language skill. However, various definitions of reading exist, Czachesz (2005) points out that the definition of reading has been influenced by several perspectives for the past forty years. She mentions that the behaviorist perspective of reading acknowledges it as a skill in which visual signs or letters are coded into auditive signs or sounds and the reading skill itself is the correctness of coding. She states that, in pedagogy, reading was looked at from the linguistic, psycho-linguistic, socio-linguistic, cognitive psychological, and the constructivist perspectives. Moreover, starting

from the end of the 1990s, reading has been explained through the perspective of the "engaged reader".

Reynolds, Sinatra, & Jetton, (1996) define reading as an individual activity in which encouraging and motivating on the part of the readers' fellows plays an important role.

Goodman (1970), claims that "reading is a psycholinguistic process by which a reader (the language user) reconstructs, as best as he can, a message which has been encoded by a writer as a graphic display" (p. 103). He confirms that there is an important interaction between the language and thought: "the writer encodes thought as language and the reader decodes language to thought" (Goodman, 1988, p. 12).

Allington & Cunningham, (1996); and Foertsch, (1998) mention three aspects of reading: a reader, a text, and a social context in which the process is taking place. They define reading as identifying and pronouncing words and getting their meaning, as well as bringing meaning to a text to get meaning from it.

2. Characteristics of Good Readers

Good readers are those who exhibit particular strategies when they read Barbara

(2009, p.98) suggests ten main features of effective reader:

1- Reads actively (thinks about what is being read).

2- Reads for a purpose (goal- oriented).

3- Previews text (structure, relevant sections).

4- Predicts while reading.

5- Reads selectively (focusing on what is important)

6- Constructs, revises, and questions meanings while reading.

7- Determines meaning of unfamiliar words and concepts.

8- Uses prior Knowledge to help understand the text.

9- Monitors understanding.

10- Adjusts reading rate and approach based genre.

3. Types of Classroom Reading Performance

Several types of reading may occur in a language classroom. Reading aloud and silent reading are two aspects of the reading skill. On one hand reading aloud focuses on the form of the language (e.g. vocabulary, sentence structure, and pronunciation). These are essential for developing the reading process because they help the reader to grasp the meaning of a piece of discourse. On the other hand, silent reading is concerned more with getting the meaning of the message; with it the reader can recognize the visual sense in order to comprehend the deep stricter.

In real life we rarely have to Read-Aloud, it is only done in specific classroom activities and students have less need for Read-Aloud than for silent reading. Nevertheless practicing Read-Aloud does not mean trying to swim against the current of silent reading, but to highlight the value of Read-Aloud Strategy in terms of foreign language learning. As suggested by Brown (1994) reading is categorized into two types: silent reading and oral reading (reading aloud). He confirms that the assortments of classroom reading performance is derived more from the variety of texts. Silent reading is divided into intensive reading and extensive reading.

In intensive reading students focus on the linguistic or semantic details of a written text, their attention is oriented to grammatical forms, discourse indications, and structure details for the sake of understanding literal details, implication, and the like. In extensive reading students can achieve a general understanding of a long text, it is generally performed outside classroom such as pleasure reading and reading technical, scientific or professional

material. It involve two specific types of reading, scanning for key details or skimming for the essential meaning, both types permit learners to extract the global meaning of the text.

Oral reading and Read-Aloud are used interchangeably; this type is usually considered as a strategy for grasping language vocabulary and pronunciation. In this research we will precisely deepen in using Read-Aloud Strategy in second language teaching learning.

4. Definition of Read-Aloud Strategy

Read-aloud may look like an ordinary event in a typical classroom; it represents the art of using voice while reading. This strategy can help students, especially ELL learners, to recognize how to pronounce unfamiliar words. It represents a good way to encourage learners to participate and it focus off of the teacher as the only source of information.

Read-Aloud Strategy can be provided in many areas such as reading for comprehension, speaking, listening, and pronunciation. It is considered as a challenging task to perform, Bygate (1987) states:

> It is hard work reading aloud from a book. This maybe because it is not something we are used to; or because the sentences can be awkward to read aloud-too long, too complex, or too technical. It can be tricky to get the correct intonation, and you may find you often have to re-read bits to make them sound right. Reading aloud tends to require considerable attention. (p.10)

Also Ficklen and Brooks (2011) agree with Bygate, they explain that Read-Aloud helps learners to develop other skills and activities, it may help them to improve their listening comprehension, explore new vocabulary, and obtain the ability of appreciate literature, as well as creates positive attitudes towards reading and learn to hear to a model reading with expression.

Learning to read begins when a child hears sounds, rhythms, rhymes, stories, and talking, Fox (2008) explains "if every parent and adult caring for a child would read-aloud at least three stories each day, illiteracy could be overcome within one generation" (p. 12).

He adds that it is important to start reading aloud for children at early age because they don't learn to talk unless they are spoken to. Kotaman (2008) also recognizes reading aloud as "one of the most important skills in academic achievement" (p. 55)

Read-Aloud Strategy should be put as an essential part of teaching and learning a FL, (Braxton, 2006) states that reading to students should be more than just time filler, and it is a critical element of learning. Ivey (2003) claims that middle-school students enjoy having the teacher read-aloud to them, it helps to expand their own reading skills, understand new concepts, and consider texts more thoughtfully. This is also emphasized by Kontra (2006), who says: "although reading is normally done silently, teachers often find that most students enjoy reading out literary texts. Reading aloud can increase the impact of a text, can dramatize action and can reveal points, e.g. humor, that might otherwise remain hidden" (p. 92).

Panova (1989) says that reading a text aloud is important; it helps learners to maintain and perfect their pronouncing skills. Panova's view supports that by means of oral reading it is possible to master the sound system of a foreign language and it strengthens the learners' phonetic ability, as well as at the level of word, sentence and text. She considers that teaching and learning language through Read-Aloud defers from elementary stage to advanced stage, reading aloud is an important means in developing a phonic reading technique in elementary stage, while at the advanced level it mainly plays the role of expressive reading. He believes that reading aloud does not only improve the learners' pronunciation in the foreign language, but it also helps teachers to see whether the learners understood the meaning of the words, the sentences, and the discourse. It helps overcome psychological barriers and fear of starting to speak in a foreign language. In addition, Jenkinson (1978) believes that several abilities should be developed through oral interpretation:

> oral interpretation should develop the following abilities: to recognize and pronounce words accurately; to use the voice meaningfully and pleasingly; to read in thought units; to be accurate in reading, not to omit or substitute or reverse or repeat words. (p. 205-206).

Read-Aloud strategy is also known as "learning without trying" because it is rarely related to written tasks, in other words its learning is never formally tested.

5. Implementing the Read-Aloud

Teachers must know how to use Read-Aloud at its best; McCormick and McTigue (2011) suggest three basic strategies of read aloud that should be followed by teachers in order to achieve students' vocabulary, pronunciation and understanding:

5.1. Planning the Read-Aloud Activity

First, appropriate books, texts or passages should be selected carefully for students and instructional goals. Second, preview and practice reading text prior to reading aloud to students, that means to interact with text prior to reading. Finally, plan and encourage student discussion before, during and after Read-Aloud.

5.2. During the Read-Aloud Activity

The purpose of reading aloud should be achieved by using animation, expression and having fun when reading. Also asking planned questions to help student to concentrate on important concepts and encourage them to make comparison between the text and their own experiences or other texts.

5.3. After the Read-Aloud Activity

The last step consists of giving opportunities for students to respond to the Read-Aloud thought writing, drawing, or making a group discussion, and allow them to check and share their predictions, moreover making comparisons, discuss and explain their thinking.

6. The function of Read-Aloud Strategy

Read-Aloud is justified by (Kailani, 1998) as a useful skill in classroom, which helps the language learning process. He claims that it can be a catalyst for language learning because it is mainly a language focused, it can be used for training students to read normally and develop smooth oral reading without facing or making errors. In addition to that, it motivates and stimulates the rapid association of sounds and word meaning, also it represents the correct pronunciation of new word in context. Moreover it can be used to learn how to express a statement, a question, or an exclamation in terms of mechanics of English sentence, sytax, and puctuation, thereby understanding where the voice rises or falls, what word to stress or unstress, and where to pause in the sentence.

According to Huang (2010) Read-Aloud have five functions in teaching and learning foreign languages:

6.1. Pronunciation Practice

Read-Aloud in the foreign language can be justified as an excellent way for a student to improve his/her pronunciation. It is considered as a kind of comprehensive practice of pronunciation because learners should not only pronounce every word properly, but they should also obtain the meaning correctly. Meanwhile, teachers should select appropriate texts and passages that contain suitable stress, intonation and rhythm in order to help learners to correct their pronunciation through Read-Aloud Strategy. "It rienforces the idea that reading and pronunciation are related thereby strengthning the tendency to subvocalise when raeding silently... When student mispronounce and misread some word, the teacher interrupts the reading to correct micues, thereby further impending the flow of meaning extruction." (Kailani, 1998, p.284)

6.2. Oral English Improvement

Read-Aloud can help learners to overcome the errors which they made in fluency, and develop a natural and good pronunciation habit, especially for those who do not have a

sufficient confidence to practice spoken English. Read-Aloud can not only help us open our mouths, but also improve our oral English evidently.

6.3. In Depth Understanding

In fact, Read-Aloud is reemergence of the original content of ideas, feeling, attitudes and style in the form of voice. It cannot only increase students' sense and imagination, and makes them more attentive, but also it helps them to understand original, correctly, and deeply. Dhaif (1990) indicates that it is important to Read-Aloud for EFL learners by the teacher especially at the early stage of learning the language. Since they are beginners, they tend to read word by word when reading to themselves, due to their limited linguistic competence and guided by their anxiety to understand, they tend to break sentences into unmeaning statements while they read.

6.4. Knowledge Strengthening

We can strengthen what we have learned by using the four skills: listening, speaking, writing, and reading. Read-Aloud is an important method which has relevance to the language four skills, it is the practice of pronunciation, grammar and vocabulary. It defers from General Oral English which has some restriction in vocabulary and structure, Read-Aloud can cover this lack, for its material that has a wide range in pronunciation, vocabulary, grammar, and structure.

6.5. Classroom Atmosphere Improvement

Since Read-Aloud is the sharing of existence, suspense, emotions, and fun, it is a very helpful way for teacher to make students back to learn when they feel tired and bored. Also it can be applied at the beginning of the lesson because it gives learners time to settled and clear their mind of day's activities. Moreover, Read-Aloud can help beginning teacher to be a good controller of his classroom since it is a practical way to make students become much quite.

7. Effective Techniques of Read-Aloud

Many different techniques can be implemented in Read-Aloud Strategy such as: shared reading, choral reading, Readers theatre, and rereading. These techniques can help teachers to develop their pupils' achievement in learning pronunciation.

7.1. Shared Reading

Shared reading is an interactive reading experience, it is the act of joining in or sharing student the reading of a book, texts or passages guided and supported by a teacher or other experienced reader.

Shared reading was described by Routman (1991) as a way to dip students in "rich, literary-level language without worrying about grade level or reading performance." (p. 33). Additionally, Routman (1991) defined shared reading as "any rewarding reading situation in which a learner, or group of learners, sees the text, observes an expert (usually the teacher) reading with fluency and expression, and is invited to read along" (p. 33). Furthermore, shared reading is qualified as being appropriate for all age levels and encouraged English as a second language Routman, (1991). Tompkins (2006) mentions that teachers may use shared reading to read-aloud a book where the pictures and text is enlarged to engage primary aged students. He explains that the teacher reads most of the text while children engage in reading the familiar and repeated words and phrases.

7.2. Choral Reading

Choral reading is the technique of multiple voices speaking poetry or other lyrical writings attentively; through it the teacher reads the text that student have read previously then they repeat it in unison; they would be able to challenge speaking aloud together and giving interest to read additional poetry or to write their own. It also teaches spoken language skill such as diction, pronunciation, volume, and rate.

7.3. Reader's Theatre

Reader's Theatre is developed as an efficient and effective way to present literature in dramatic form; it is a practical technique to motivate children to read, and practice oral reading in English, reading fluency and comprehension in a natural amusing way. It is a strategy that allows children to improve their reading aloud in the foreign language. Tompkins (2006) explained the purpose of Reader's Theatre is to enhance students to read more fluently. Costumes are not needed; they are partial or suggestive, it is based on performing by reading pieces aloud. Flynn (2004) states: "Reader's Theater is a rehearsed group presentation of a script that is read aloud rather than memorized." (p. 360)

7.4. Storytelling

Storytelling is kind of an incentive that teachers can give children to engage them in reading books in English. It is a useful tool in developing children's positive attitude towards the reading in foreign language. It is a great source to enrich listening experiences. Storytelling performs motivating and fun, and can create a desire to read a book after listening to the story. It can lead student to practice much more activities using listening, speaking, reading, and writing. When teachers Read-Aloud a story, he may ask students to repeat or rephrase in a natural way, he may also stop and show them pictures and allow them to express.

7.5. Read-Aloud as an Error Detection Technique

Revising the piece of writing loudly is more practical to examine it carefully and from a different perspective. Read-Aloud Strategy allows the writer to extract errors or grammatical mistakes, which are often detected through loud reading. Ideas may need to be revised either because they are not clear enough, or the purpose of writing is not attained because it is easier for learners to hear than see to detect errors.

7.6. Reading Aloud During Peer-Review

This technique can also be a helpful way to practice Read-Aloud; it can be applied while working with a partner or a group. This technique can work in several different ways: student can read his own paper aloud to his partner, also his partner can read for him his paper aloud, or they may alternate reading parts of the paper aloud. Reading aloud during peer-review is a practical technique to avoid nervous or uncomfortable reading since students have to concentrate and exert a mental energy while writing, they may not be able to focus on the grammar errors or spelling mistakes. Lawrence (2007) and Hui-Tzu (2006)

Jacobs (2011) claims that other techniques are also provided to assist the use of Read-Aloud Strategy in classroom:

- Be prepared to define new words, this does not mean to give a formal definition; paraphrases, gestures, and pictures can be used.
- Give the title and author.
- Read with feelings and variety.
- Make sure the listeners can comfortably see the reader.
- Maintain eye contact.
- Stop at interesting places.
- Pay attention to whether your audience is paying attention and understanding.
- Encourage student participation, e.g., predicting what will occur next.

8. Read-Aloud Strategy Problems

The majority of view among reading is that students should only Read-Aloud after they have read silently and have understood what they are reading, it has been criticized in some points; concerning pronunciation and comprehension it is difficult for students to concentrate on meaning and pronunciation at the same time. Jacobs (2011) claims that others considered this strategy as "barking at print" because students pronounce words without understanding and using word by word reading is not sufficient. Some judgments about students reading attention, they see that it is often boring and unproductive to have

students listen to their peers' slow reading and generally other students are not listening or reading.

In defense of Read-Aloud Strategy, Routman (2015) claims that there are some points to which we should pay attention. Firstly, reading aloud should not be a hit or miss activity, we must fully prepare before reading, when talking about the reading aloud, all experts of teaching method emphasize that in order to understand the material deeply, we must think before reading, which is the most important preparation. In addition, we must choose the reading material carefully, we should not read the unfamiliar material, not read the material that is difficult to pronounce, not read the material whose pronunciation and grammar are not analyzed. The reading purpose and approach must be authentic; Students must be reading for reasons that make sense and have relevance to them. In fact, reading aloud is an activity which uses pronunciation knowledge and skill based on the written language. The teacher should comprehend the importance of reading aloud; have necessary knowledge, techniques and methods; know how to guide the students; be able to demonstrate; and be good at finding out students' mistakes of reading, then analyze and correct them. Meanwhile, the students should attach importance to pronunciation knowledge and reading skill; and have the patience and courage to read aloud; and imitate the teacher' reading accent in class.

9. The Benefits of Read-Aloud Strategy

Trelease (2006) states in his Read-Aloud handbook that Read-Aloud Strategy is used mainly to encourage listeners to construct meanings connect ideas and experiences across texts, use their prior knowledge, and understand unfamiliar words from the text. It helps students learn how to use language to make sense of the world; it improves their information processing skills, vocabulary, and comprehension; it allows them to develop a good listening habits. Moreover regular reading to students encourages them to read more and creates a positive attitude towards reading; furthermore, sharing reading together, and making the reading aloud fun and entertaining activity, thereby following the reading by a discussion and comments creates friendly. Jacobs (2011) states that the most important benefit of Read-Aloud Strategy is to eliminate stress teacher-pupil relationship and to

create positive reading classroom environment, moreover, reading aloud enables children to practice other necessary skills such as listening, writing, predicting, thinking or expressing ideas and opinions. Its benefits also appeared in improving students' pronunciation ability thereby repetition and imitation, encouraging them to become independent reader.

10. A Proposed Read-Aloud Program

(Kailani, 1998) suggests three progressive levels that conduct the teaching of reading aloud in the foreing language teaching program in the Jordian education system: the dependence level, the semi dependence level, and the independence level. In order to provide Read-Aloud Strategy as an essential part of curriculum as a pedagogical activity.

10.1. The dependence Level

This level is consecrated to the development of the basic mechanical skills and components of reading such as: letter, word, sentence structure, pronunciation, and left to right directionality (since writing and reading in Arabic is directed from right to left); thereby Read-Aloud Strategy. He proposes that this level would involve the first three years of English study, during this period many language activities would include Read-Aloud Strategy by using practical techniques; flash cards and taped material are the most common techniques used to teach language for beginners. New vocabulary and structure, general comprehension, and writing mechanics would be easier to teach and learn and the student would be dependent on the teacher.

10.2. The Semi-Dependence Level

This level includes the next three years of English study; the emphasis would change slightly at this level. Reading for meaning (i.e. silent reading) and appropriate supplementary reading would be introduced; moreover the two types reading aloud and silent reading would be practiced hand in hand in English classroom. To achieve the semi-dependence level goals Kailani (1998) suggests that the first reading would be carried out

aloud by the teacher or by tape-recorder in order to encourage student normal reading both silent and loud reading. The passage should not be too long; if it is, student's attention will wander. However it is preferable to begin reading activities by silent reading in order to help students to understand text's messages and ideas; this would prepare them to Read-Aloud activities. The presentation of unfamiliar vocabulary and structure, also the clarification of difficult concepts would be less difficult by using Read-Aloud Strategy at this stage. As well as the teacher would enhance Read-Aloud tasks by assigning passages from the relevant textbook to be read aloud by students at home.

10.3. The independence Level

This level would involve the final years of English schooling, when students already have the ability and means to read by themselves and have grown intellectually and learnt a great deal of language. Read-Aloud could be used at this advanced level an extra speech activity especially in reading passages that contain dialogues, interviews, debates or role plays.

In conclusion, Read-Aloud Strategy can be incorporate gradually in the foreign language program of the curriculum as an essential activity from the beginning of the learning process till final years at school.

11. Reading Aloud as Pronunciation Practice

In fact, reading aloud is an activity which uses pronunciation knowledge and skill based on the written language. Pronunciation is one of the areas that can be improved through Read-Aloud Strategy; it is used to promote the development of better English pronunciation and fluency. Dickinson (1987) states that the effectiveness of using Read-Aloud Strategy on learning pronunciation is to observe and examine students' pronunciation learning progress, this process allows students to be much more involved in the process of assessment and this in itself may lead learners' autonomy and higher motivation. Ginsburg-block, Roherbeck, & Fantuzzo (2006) have mentioned a range of learning gains in oral reading which include reading accuracy in expression, fluency and

pronunciation. Improvements are reported from a project conducted by Topping (2001) in Scotland which supports the idea that oral reading has overall advantages in learning English pronunciation for students in motivation, confidence, enjoyments, and self-esteem. Wood (2006) states that there many studies which confirm the moderate to strong relationship between students' fluency when reading with loud voice and his/her achievement in reading performance. It seems that Read-Aloud Strategy is not only an effective technique for improving learners' reading skills, but also to evaluate and promote learners' pronunciation achievement. Through this strategy learners will be implicitly guided to deal with all words in a text even they are difficult, it draws the learners' attention towards their pronunciation problems.

Conclusion

The evidence of Read-Aloud Strategy has repeatedly proven to positively effect the pupils' achievement. This strategy should be encouraged not only at school in which the teacher reads aloud to his students, but also encourage students themselves to Read-Aloud. It help teachers in enhancing the level of their students from a weaker one to a better one. If teachers are capable of associating reading aloud in teaching English pronunciation with pleasant and warm feelings, then pupil's motivation for enhancing their pronunciation will be reinforced. Reading aloud is considered as the primary tool that connects reading and oral English training. Reading aloud fluently not only helps the construction of students' reading abilities and basic skill, but also helps to improve oral expression, in other words reading aloud activities can have positive effect on building a strong personality of second language learners thereby using reading dialogues or short speeches loudly and sharing them with their classmates maintain the social sense of the learners. It is essential to mention that reading loudly is often related with seriousness in fact it is the contrary, reading with a loud voice is enjoyable and interesting at the same time in which the teacher can read and perform the role of characters in a dialogues and student notice how he/she articulates, and this can build their pronunciation and fluency. As long as we follow its principle and practice on hard, we can earn its benefits and achieve its goals toward both teacher and learner.

CHAPTER THREE

FIELD WORK

Introduction

This chapter analyses the results obtained from the data collection tool in the current case study. The aim of this study is to shed light on promoting EFL learners' pronunciation through Read-Aloud Strategy. In other words, the extent to which Read-Aloud Strategy can contribute in promoting students' pronunciation. To investigate this issue we have selected a sample from the population of fourth year from Boudiar Boubaker Middle-School. Data has been collected through classroom observation and a questionnaire administrated for pupils. Consequently, in this chapter a description and analysis will be given from classroom observation, students' questionnaires and then we end up the chapter with a summary finding and a conclusion.

1. Classroom Observation and Discussion

Classroom observation is conducted to investigate the role of using Read-Aloud Strategy in teaching and learning English pronunciation. It aims to discover the learners' attitudes and their behavior during teaching pronunciation through using Read-Aloud Strategy. Ten sessions of classroom observation are summarized with focus on the response of pupils, classroom environment and teacher.

1.1. Response of Pupils

During reading aloud tasks, the researcher observed that some pupils prefer to repeat the difficult words more than one time till the teacher corrects them, while others do not try to pronounce the words even once, they keep quite waiting for the teacher's correction. Pupils try to correct each other pronunciation errors, but they always trust on the teacher's correction even their correction is right. It was noticed that pupils practice Read-Aloud Strategy in many other activities; in writing activities they Read-Aloud what they write (a

correction of an activity, written expression, etc.), in listening activities when pupils listen to the teacher reading aloud, they repeat and imitate loudly what they listen. They pay more attention and concentration to teacher reading aloud by following with him while others try to repeat with the teacher different sounds and words. However, most of them are less motivated and attentive in the other activities when they are not able to read. When they Read-Aloud by turn, the last pupil who reads loudly makes less pronunciation errors than the first one; because they always try to memorize their teacher's correction (silent letters, intonations, punctuation or new word etc.). So they feel less anxious and shy to Read-Aloud in classroom. Some pupils cannot differentiate between the pronunciation of English vowels and French vowels others ask the teacher about words meaning in mother tongue language to write it down on their copybooks; that means that the use of English language is reduced in classroom without reading activities especially Reading-Aloud for pupils. Almost in all the textbook activities pupils practice pronunciation through Read-Aloud Strategy such as: words and sounds, reading and writing, your turn to speak, listening and speaking, write it up, even the activity of take a break.

In order to teach pupils diphthongs, the teacher reads the words for them loudly, each one is able to repeat the sounds alone with a loud voice and then the whole class repeats after the teacher. Collective reading aloud helps pupils to hear the sounds clearly and repeat correctly more than once, moreover it helps pupils who do not prefer to participate in individual reading aloud to practice English pronunciation without fear. During a silent reading for a text where pupils are able to extract words which contain diphthongs, most of them do not really read the text or try to extract words. Nevertheless during a teacher loud reading of the text most of them try to extract words, others try to guess and arrange the words according to the pronunciation of the diphthongs in a table.

1.2. Classroom Environment

Generally, using Read-Aloud Strategy the teacher can enhance pupils' motivation, engagement, and interest toward learning pronunciation; the classroom is quieter while they are following with the teacher or classmates a written text more than listening only. The teacher's loud voice has an impact on attracting pupils' attention; while during silent

reading pupils are more talkative. Teacher' comments on pupils reading aloud make the classroom atmosphere more comfortable and funny that helps and encourages them to use English inside the classroom without fear and anxiety.

1.3. The Teacher

The lessons designs are well organized by the teacher. She always gives enough time to her students to work in pairs and go over the answers as a whole class. The teacher selects pupils randomly to Read-Aloud tasks because of the little participation, or she uses the collective reading aloud. The influence of French language emerges in the teacher translation of some words into French language rather than explaining them in English itself or even in Arabic language. Furthermore, the teacher's communication and pronunciation are very clear and slow for the purpose of allowing students to comprehend what she is saying since she uses the Received Pronunciation. Also she always corrects her pupils' errors gently in reading aloud activities and makes some funny comments which make the pupil more comfortable to read and make errors. She always tries to focus on their pronunciation thereby asking them to read tasks, texts, activities' corrections even the date. However she never asks them to use the dictionary. During pupils' reading aloud she focuses on their pronunciation rather than their understanding of the text. She deals with pupils who do not try to pronounce a difficult word while reading by spell it for them the word then lets them guess it instead of giving the right pronunciation directly. She uses both loud and silent reading interchangeably but unintentionally she uses loud reading more than silent reading.

From this classroom observation, the Read-Aloud Strategy can contribute with high degree in developing pupils' pronunciation. The teacher use Read-Aloud Strategy permanently in reading activities and in the other activities too. Pupils benefit from this strategy to learn correct pronunciation thereby repetition and imitation. Moreover the teacher varies between the tasks individual and collective reading aloud to evaluate pupils' pronunciation that minimizes pupils' anxiety and encourages them to practice pronunciation. Pupils focus mainly on their teacher's correction of their pronunciation errors and benefit from each other mistakes. Both teacher and pupils are aware about the

benefits of using Read-Aloud Strategy in enhancing English pronunciation. Pupils are more motivated and they concentrate much more on their pronunciation when reading aloud or listening to the teacher reading aloud.

2. Pupils' Questionnaire

The pupils' questionnaire aims at finding the degree in which students can develop their pronunciation through Read-Aloud Strategy. The distributed questionnaire consists of nineteen questions. It is divided into three sections. The first section deals with the background information and contains two questions. The second section is about learning pronunciation, it consists of eight questions. Finally, the third section is about the use of Read-Aloud Strategy and it consists of nine questions. The questionnaire is meant to gather data about pupils' personal characteristics, motivation and attitudes towards learning English in general and learning pronunciation in particular. The numerical data is put to facilitate the interpretation of the findings. At the end, we will provide a summary of these findings and general discussion about the results.

2.1 Description and Analysis of the Pupils' Questionnaire

Section One: Background Information

Question 01: How long have you been studying English?

Table 01: Pupils' Period of Studying English.

Options	Number	Percentage
4 years	26	86.66%
5 years	4	13.33%
Total	30	100%

Figure 01: *Pupils' Period of Studying English.*
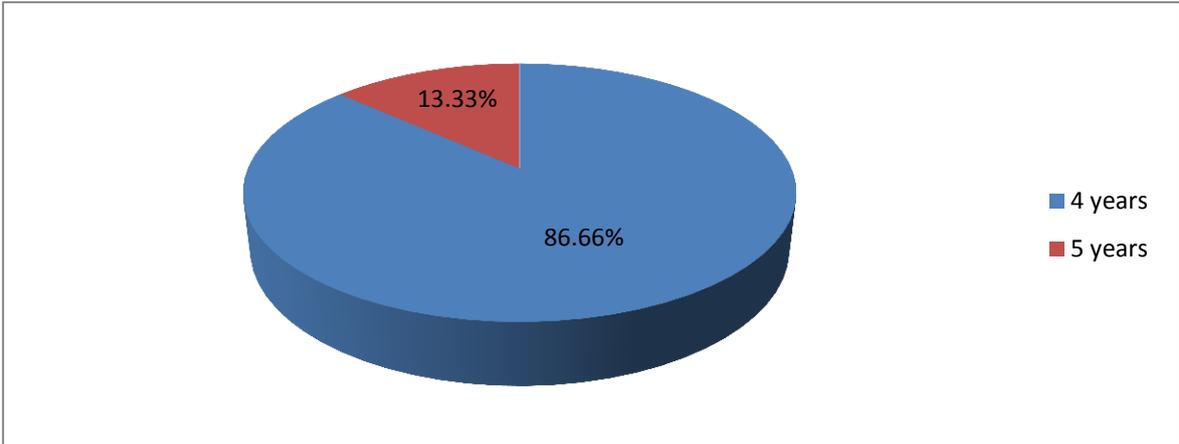
The results show that (13.33%) of the pupils have studied English for 5 years. However, the great majority of the pupils have studied English for 4 years, (86.66%) from the whole population. This means that pupils' levels in pronunciation and vocabulary are different.

Question 02: Do you like studying English?

Table 02: *Pupils' Desire towards Studying English.*

Options	Numbers	Percentage
Yes	30	100%
No	0	0%
Total	30	100%

Figure 02: Pupils' Desire towards Studying English.
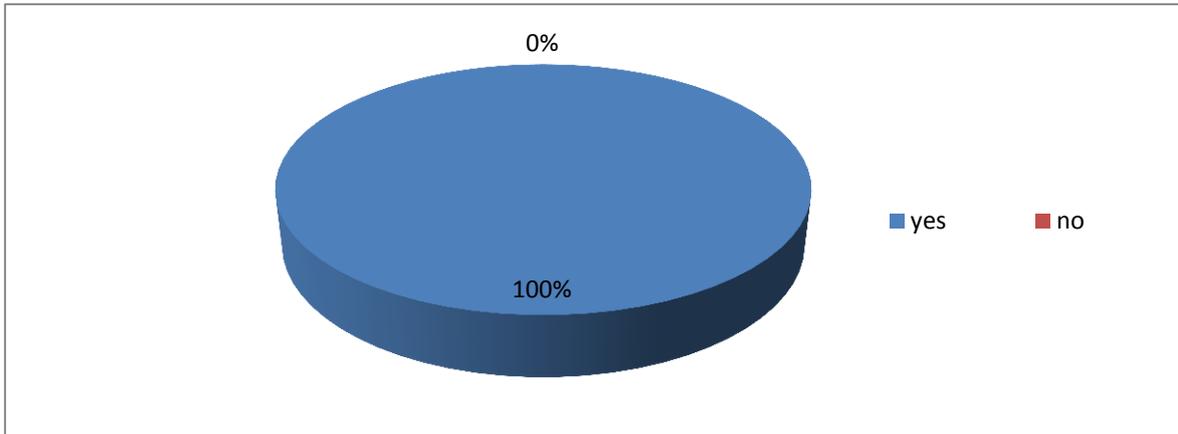
It is clear from figure 02 that all pupils like studying English language. This result reflects the interest of youngsters to learn English language, since it is the first language in the world they want to practice it and prove their English pronunciation.

Section Two: Learning Pronunciation

Question 01: Which one is the most difficult to learn?

Table 03: The Most Difficult Subject to Learn for Pupils

Options	Numbers	Percentage
a. Grammar	13	43.33%
b. Vocabulary	7	23.33%
c. Pronunciation	10	33.33%
Total	30	100%

Figure 03: The Most Difficult Subject to Learn for Pupils.
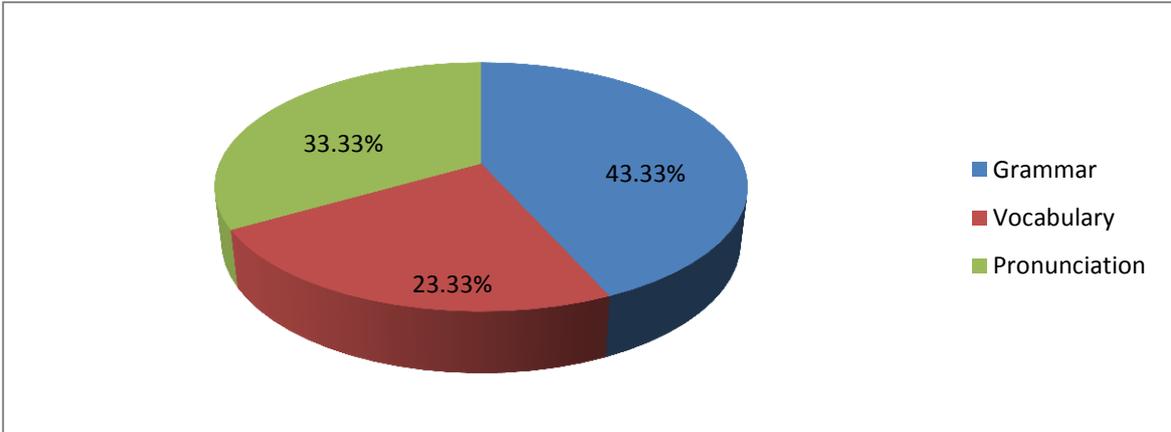
Grammar is the most difficult task for the majority of pupils (43.33%); however (33.33%) choose pronunciation as a difficult task to do. Only (23.33%) from the whole population vocabulary is the most difficult for them. Since they are beginners learning the rules of a new language is most difficult. While pronunciation and vocabulary have lesser percentage comparing with grammar which explains their desire toward learning English language, thereby speaking and learning vocabulary of that language.

Question 02: when you face a new word, you focus much more on its:

Table 04: Pupils' Focus New Words

Options	Numbers	Percentage
a. Meaning	0	0%
b. Pronunciation	8	26.66%
c. Both	22	73.33%
Total	30	100%

Figure 04: *Pupils' Focus New Words.*
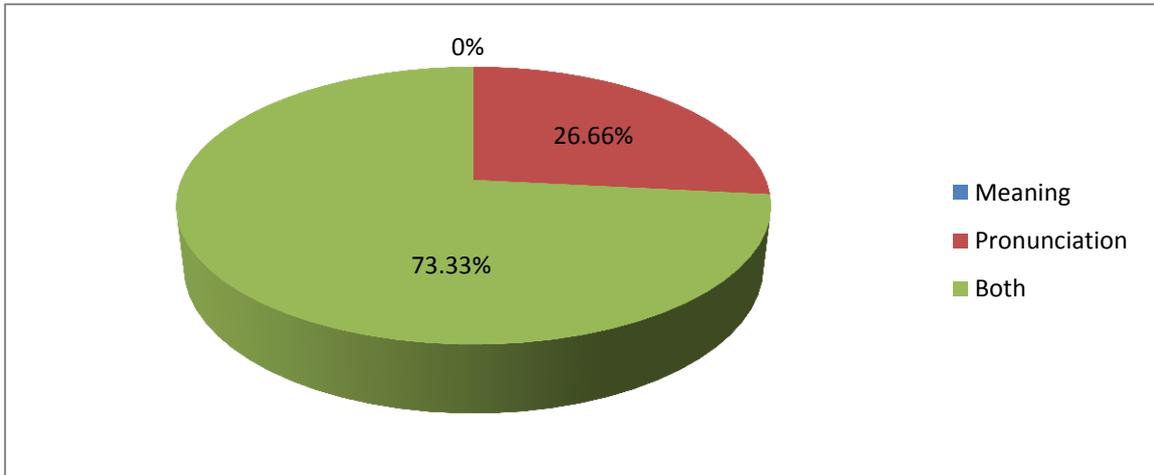
(73.33%) of pupils focus on both meaning and pronunciation, (26.66%) of them focus only on word's pronunciation, while no one focuses on word's meaning only. The majority of pupils prefer to learn both the word's meaning and its pronunciation that help them to master the language and discuss or express themselves in English language easily; however the difference of percentage between the focus on word's pronunciation more than meaning explains their willingness to speak that language better.

Question 03: Does your teacher correct your pronunciation?

Table 05: *Teacher' Correction of Pupils' Pronunciation Error*

| Options	Numbers	Percentage
a. Always	26	86.66%
b. Sometimes	2	6.66%
c. Rarely	0	0%
d. Never	2	6.66%
Total	30	100%

Figure 05: *Teacher' Correction of Pupils' Pronunciation Error*
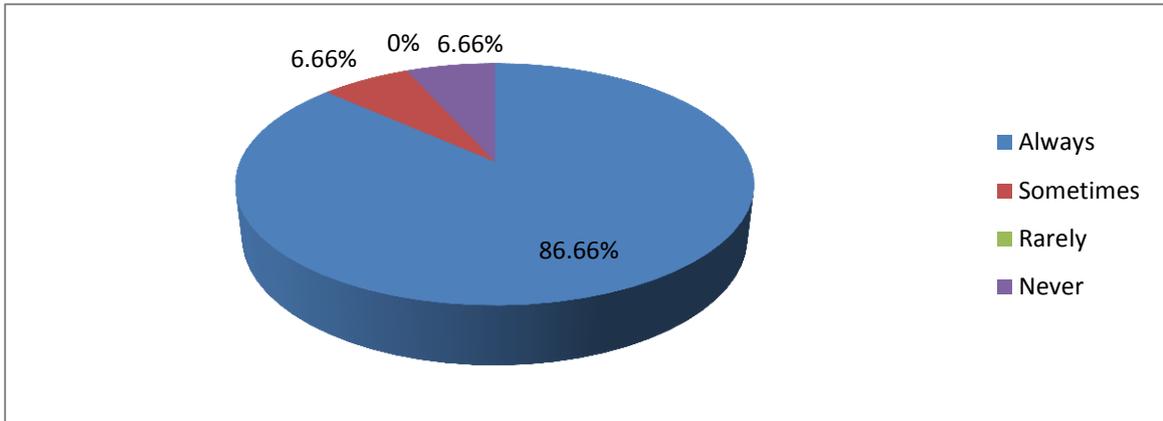
As the figure five shows, the majority of pupils (86.66%) agree that the teacher always corrects their pronunciation errors. (6.66%) of pupils agree that the teacher sometimes corrects their pronunciation errors, the same percentage (6.66%) of pupils assert that she never corrects their errors. The results show that pupils make use of pronunciation which means that they practice it and they make efforts to improve their English pronunciation; however, a minority of them does not practice it unless they are tested or asked to. Teacher' corrections of pronunciation errors motivate and encourage pupils to practice more pronunciation.

Question 04: Do you think that the teacher's correction of your pronunciation errors is beneficial for you? Justify.

Table 06: *The Impact of Teacher's Correction of Pupils' Pronunciation Errors*

| Options	Numbers	Percentage
Yes	28	93.33%
No	2	6.66%
Total	30	100%

Figure 06: *The Impact of Teacher's Correction of Pupils' Pronunciation Errors*
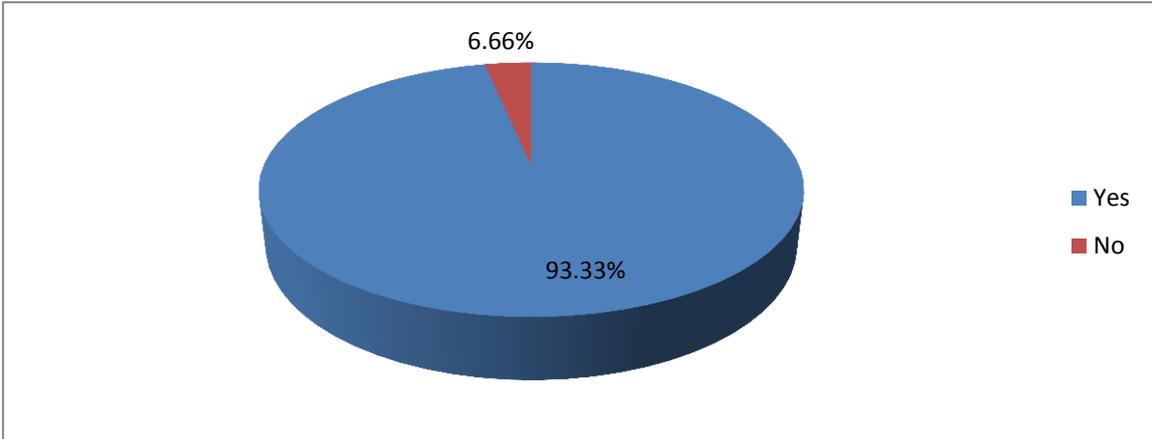
In order to see how pupils assess themselves, we asked them if they benefit from their teacher's correction of their pronunciation errors. The highest number of pupils (93.33%) confirms that it is beneficial when their teacher corrects their pronunciation errors, they justify that they learn fluency and the correct pronunciation of words and sounds, others see that teacher's correction permits them to avoid repeating mistakes and learn how to correct words pronunciation. While (6.66%) of pupils do not take benefit from teacher's correction because they cannot remember the correct word unless they repeat more than once. These results explain the difference between pupils' needs in learning pronunciation.

Question 05: When you find a difficult word to pronounce, do you ask your teacher or classmate? Other source

Table 07: *Pupils Choice to Correct Pronunciation Errors*

Choice	Numbers	Percentage
a. Teacher	27	90%
b. Classmate	3	10%
Total	30	100%

Figure 07: Pupils Choice to Correct Pronunciation Errors
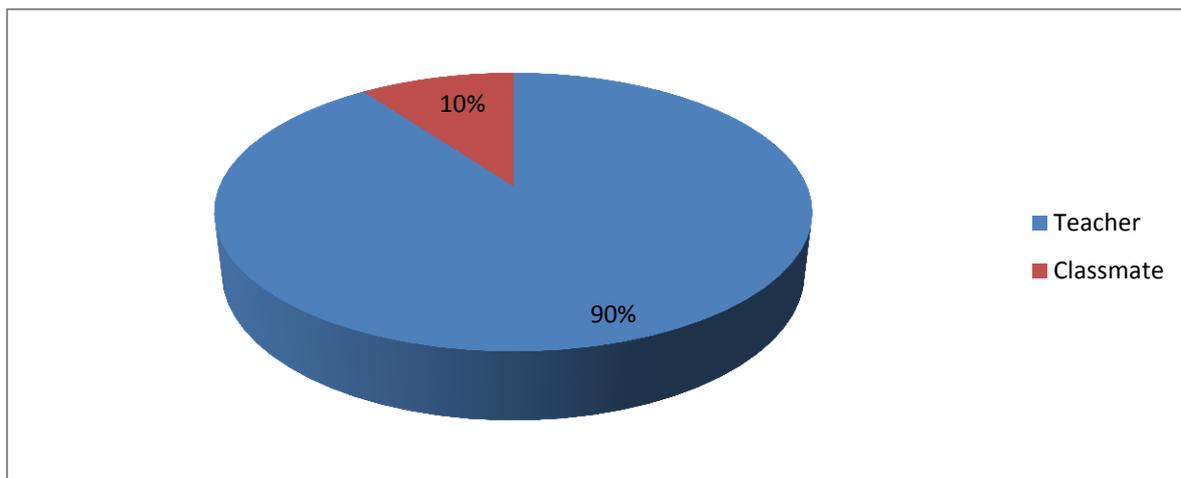
Most of pupils (90%) when they face a difficult word to pronounce, they prefer to ask their teacher. Only (10%) of them they prefer to ask their classmates, however no one mentions another source such as parents. This explains that for beginners the teacher is the reliable source while practicing pronunciation.

Question 06: How do you prefer to practice pronunciation?

Why?

Table 08: Pupils Preferred Activities to Practice Pronunciation

Options	Numbers	Percentage
Reading aloud activities	24	80%
Speaking activities	6	20%
Total	30	100%

Figure 08: Pupils Preferred Activities to Practice Pronunciation
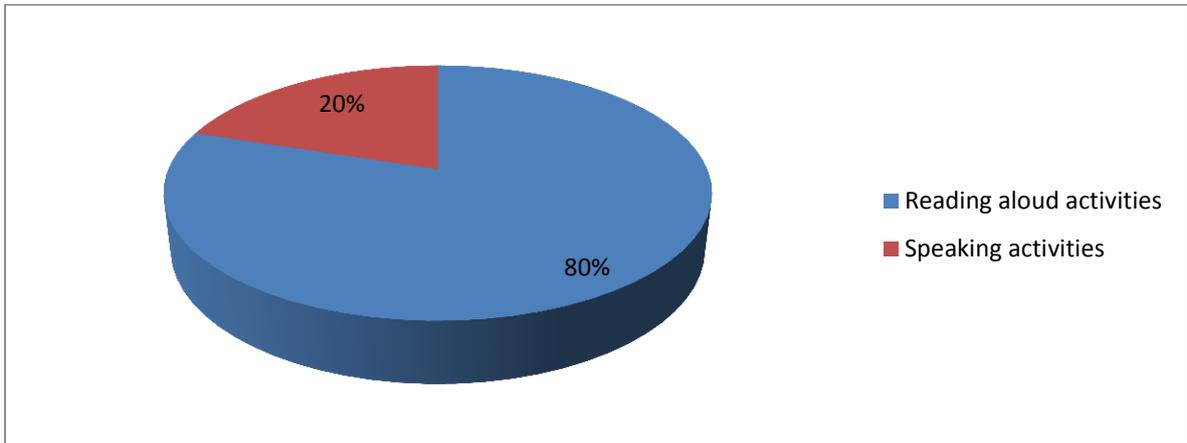
The aim of this question is to know whether pupils practice pronunciation in their textbook activities. (80%) prefer to practice pronunciation through reading aloud activities because it is easy for them to learn pronunciation when seeing words in the written form, others justify that through reading activities they learn how to pronounce the word and also how to write it. While (20%) of pupils choose speaking activities to practice pronunciation because it allows them to listen, to repeat, and to speak. This results show the importance of reading activities and the influence of seeing words written form on pupils' pronunciation.

Question 07: Is it difficult to understand your teacher pronunciation while reading?

Table 09: Pupils' Understanding of Teacher' Pronunciation while Reading

Options	Numbers	Percentages
Yes	10	33.33%
No	20	66.66%
Total	30	100%

Figure 09: Pupils' Understanding of Teacher' Pronunciation while Reading
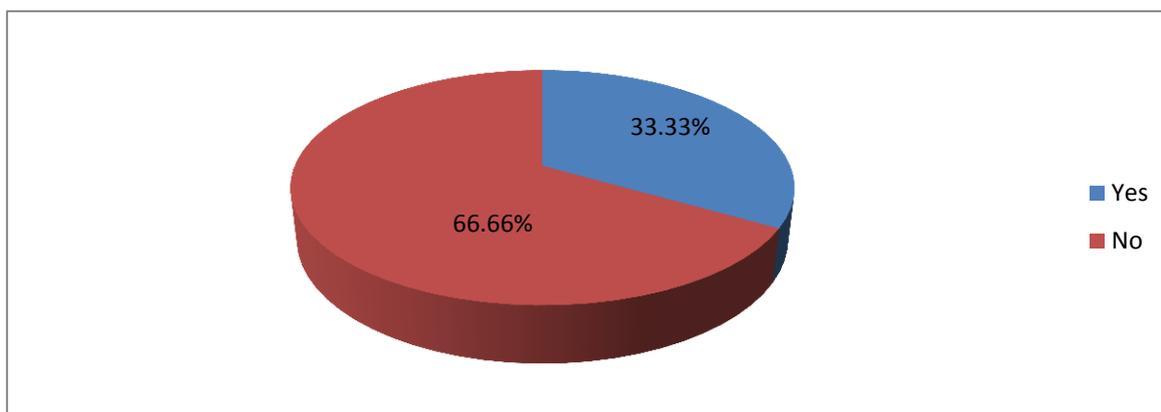
It is difficult for (33.33%) of our population to understand their teacher pronunciation while reading, whereas (66.66%) of them do not face this problem. This means that the majority of pupils concentrate on teacher pronunciation while reading. As a result teacher good/bad pronunciation of words and sounds while reading has an impact on pupils' pronunciation and understanding.

Question 08: In reading aloud activities when you find a word that you do not know how to pronounce, you try to:

Table 10: *Pupils Problem Solving of Pronunciation in Reading Aloud Activities*

Options	Numbers	Percentage
a. Imitate the teacher's pronunciation	10	33.33%
b. Check the dictionary	0	0%
c. Memorize the new word by repeating how to pronounce it many times	20	66.66%
Total	30	100%

Figure 10: *Pupils Problem Solving of Pronunciation in Reading Aloud Activities*
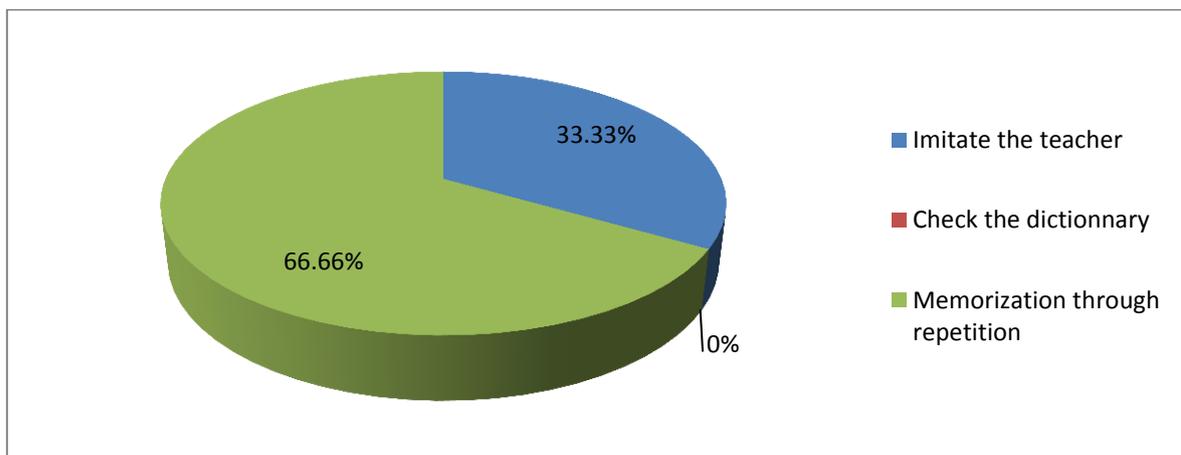
The reason of stating this question is to know if pupils care about correcting their pronunciation errors and what method or solution they use to avoid repeating the same mistakes. Less than the half of pupils (33.33%) when they find a difficult word to pronounce they imitate the teacher's pronunciation of that word, this means they focus on his mouth movements. The highest number of them (66.66%) tries to memorize the new word by repeating how to pronounce it many times. The noticeable is that pupils do not use dictionary when they face a difficult word to pronounce although they know all about pronunciation features (transcription, stress, intonation, etc.). From these results we understand that the majority of pupils rely much more on their teacher pronunciation when they face difficulties in reading aloud activities rather than look for the pronunciation of the difficult word by themselves.

Section Three: The Use of Read-Aloud Strategy

Question 01: What is the activity that you prefer more?

Table 11: Pupils Favorite Activity in the Textbook

Options	Numbers	Percentage
a. Reading and writing	23	76.66%
b. Listening and speaking	7	23.33%
Total	30	100%

Figure 11: Pupils Favorite Activity in the Textbook
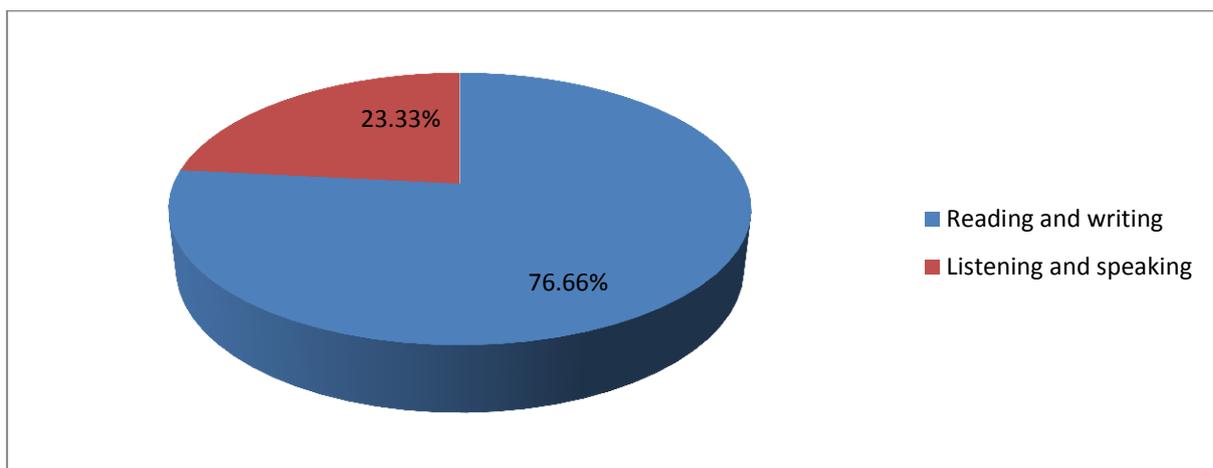
More than the half (76.66%) of pupils prefer reading and writing activities, only (23.33%) like listening and speaking activities much more. From the results we notice that the majority of pupils give priority to productive skills more than receptive ones, moreover it is easy for them to practice reading and writing activities more than listening and speaking because they deal with the English language in a written form.

Question 02: Do you like reading? If no, say why?

Tables 12: Pupils' Attitude toward Reading Skill

Options	Numbers	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

Figure 12: Pupils' Attitude toward Reading Skill
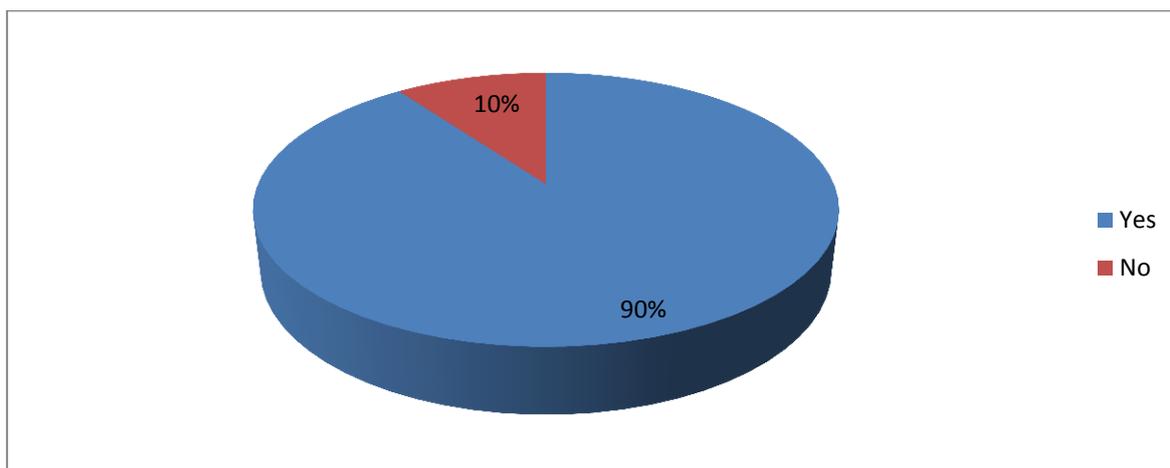
The results show that the majority of pupils (90%) are interested of the reading skill, only (10%) of them think that reading is an ordinary and boring activity. This demonstrates that pupils are aware of the influence of reading skill on their English learning progress, and this means they are more likely to make more efforts to improve their English language through reading.

Question 03: Do you practice reading outside classroom? If yes what do you read?

Table 13: Practicing Reading outside Classroom

Options	Numbers	Percentage
Yes	12	40%
No	18	60%
Total	30	100%

Figure 13: Practicing Reading outside Classroom
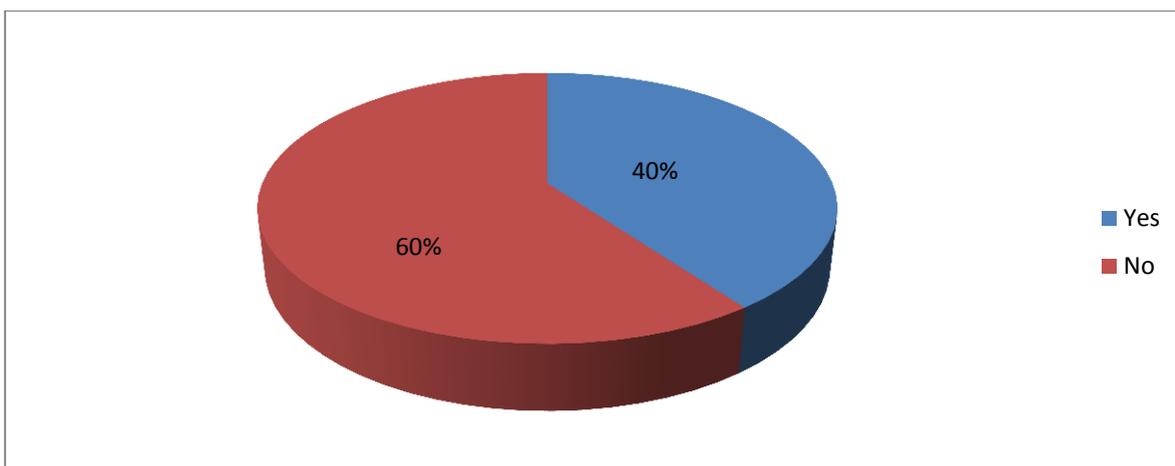
It is noticeable that more than half of pupils (60%) do not practise reading outside classroom, however a minority of them (40%) do. The majority of those who practice reading outside classroom they read only from their textbook when they are able to do an activity. Others state that they read stories when they want to practice English in addition to homework. This situation shows the extent to which practice reading is important inside classroom because most of pupils want to improve their English through reading skill but they are young to look for other sources to read except their textbook

Question 04: What do you prefer more?

Table 14: Pupils' Favorite Method to Practice Reading Skill

Options	Numbers	Percentage
a. Silent reading	5	16.66%
b. Loud reading	25	83,33%
Total	30	100%

Figure 14: Pupils' Favorite Method to Practice Reading Skill
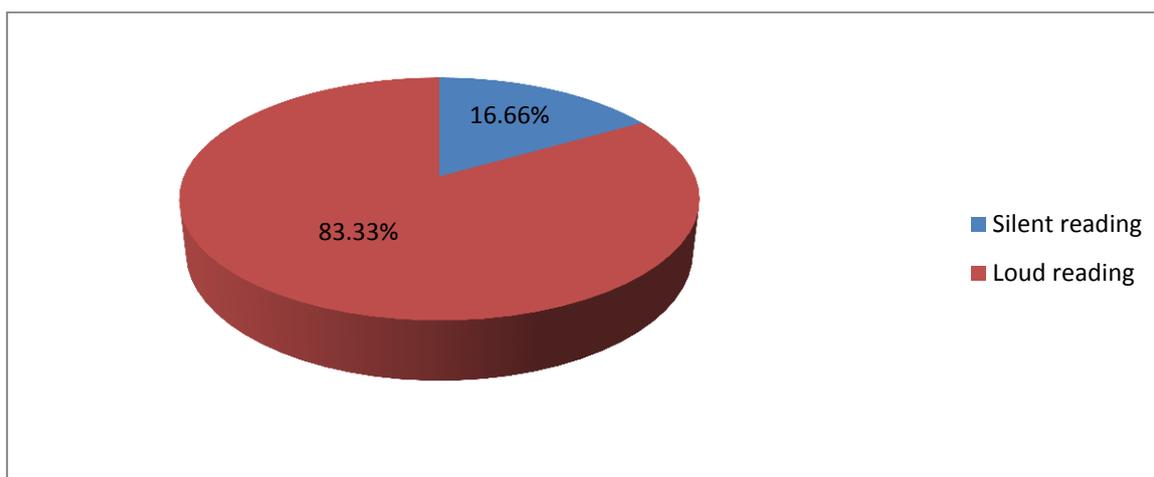
It is important to know which method that fourth year pupils prefer more to practice reading. Most of them (83.33%) choose the loud reading while (16.66%) prefer the silent reading. The results show that the majority of our population likes loud reading, this means that they want to practice their pronunciation through reading, moreover if they do not Read-Aloud; they would not get any speaking practice at all. Also silent reading has its benefits but loud reading is good for their English pronunciation since they can interact much more with their teacher and with each other using only English.

Question 05: Do you practice Read-Aloud?

Table 15: Practicing Read-Aloud Strategy

Options	Numbers	Percentage
Yes	27	90%
No	3	10%
Total	30	100%

Figure 15: Practicing Read-Aloud Strategy
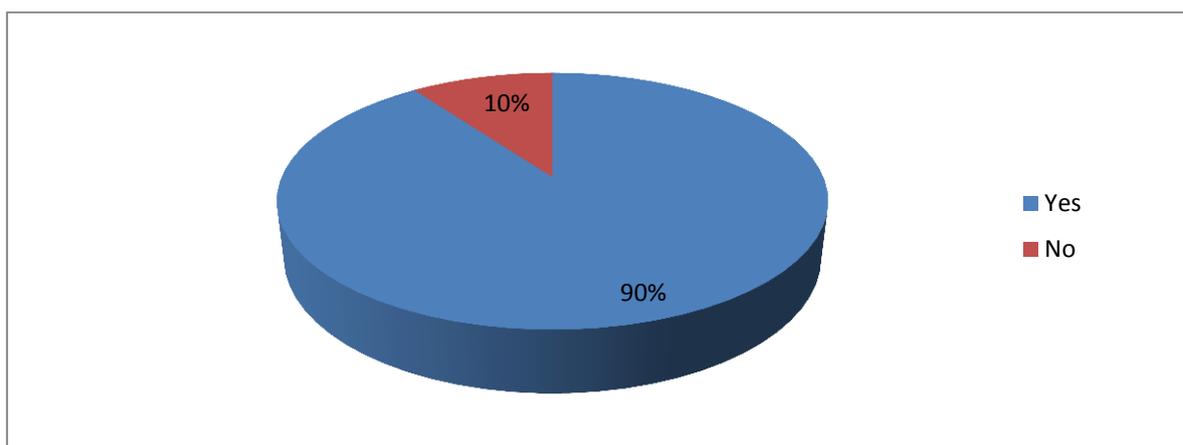
The purpose for stating that question is to know whether the teacher is interested in practicing Read-Aloud Strategy inside classroom. From the results, (90%) of pupils state that they practice Read-Aloud, while a minority of them (10%) do not. This means that the teacher is the source for guidance for his pupils during Read-Aloud activities, in other words, even pupils avoid participating in Read-Aloud activities the teacher helps and encourage them to practice it, thereby reading aloud by turn or using the collective reading aloud. This creates more interaction with the text, much more involvement, and much more use and share of English inside classroom.

Question 06: Do you participate in Read-Aloud activities? If no, say why?

Table 16: Pupils' Participation in Read-Aloud Activities

Options	Numbers	Percentage
Yes	22	73.33%
No	8	26.66%
Total	30	100%

Figure 16: Pupils' Participation in Read-Aloud Activities
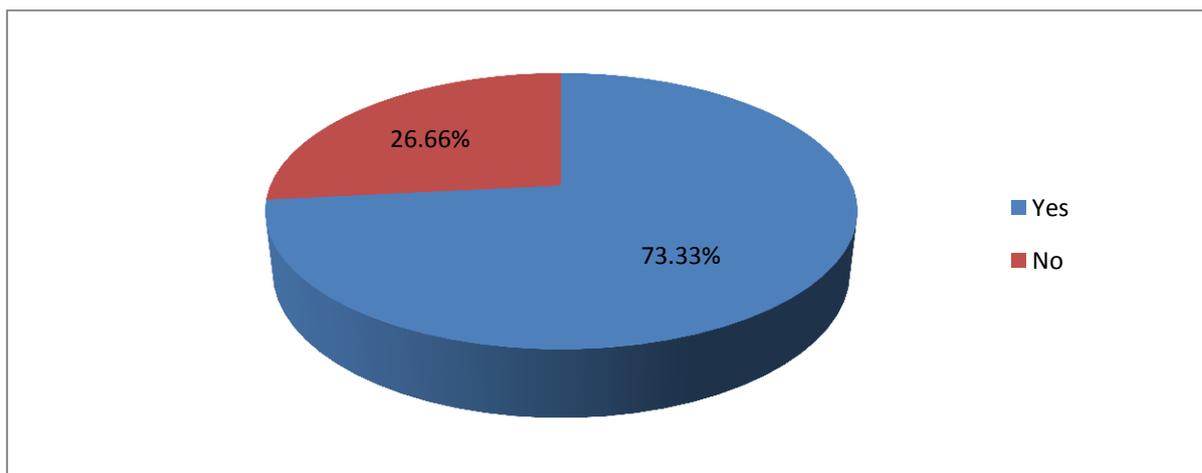
It is noticeable that more than half of pupils (73.33%) do not feel bothered when making pronunciation errors this means they do not see them as a problem. Less than the half (26.66%) do not participate in Read-Aloud activities. Some of them state that they feel anxious; others because they feel shy to read in English with a loud voice, while the rest state that they are afraid of mispronouncing words. These results show that most of pupils are more likely to make more efforts to practice and to improve their English pronunciation through Read-Aloud Strategy.

Question 07: What are the benefits from Read-Aloud lessons? (You can choose more than one answer) a. Understand the text   b. learning and memorizing new words' meaning

c. Learning how to pronounce words   d. Reducing stress and anxiety inside classroom

Pupils' opinion about Read-Aloud Benefits

In classroom, reading English is very important; pupils have different points of view about what are the benefits from Read-Aloud English. In this question they are allowed to choose more than one answer. (96.66%) of pupils think that it is a beneficial and practical method to learn how to pronounce words, in other words, it allows them to learn and practice pronunciation also it gives them priority to use the vocabulary which they learnt before. (36.66%) state that practicing Read-Aloud helps them much more on understanding the text whether they listen to their teacher or classmates reading or when they read by themselves. Moreover (23.33%) of them say that Read-Aloud is a good way to learn and memorize new words' meaning. The same percentage (23.33%) for reducing stress and anxiety inside classroom since Read-Aloud Strategy helps them to practice English fluently. This results show that pupils benefit from Read-Aloud Strategy according to their learning needs.

Question 08: Is Read-Aloud in classroom beneficial for your pronunciation? Why?

Table 17: Read-Aloud and Pronunciation in the Classroom

Options	Numbers	Percentage
Yes	29	96.66%
No	1	3.33%
Total	30	100%

Figure 17: *Read-Aloud and Pronunciation in the Classroom*
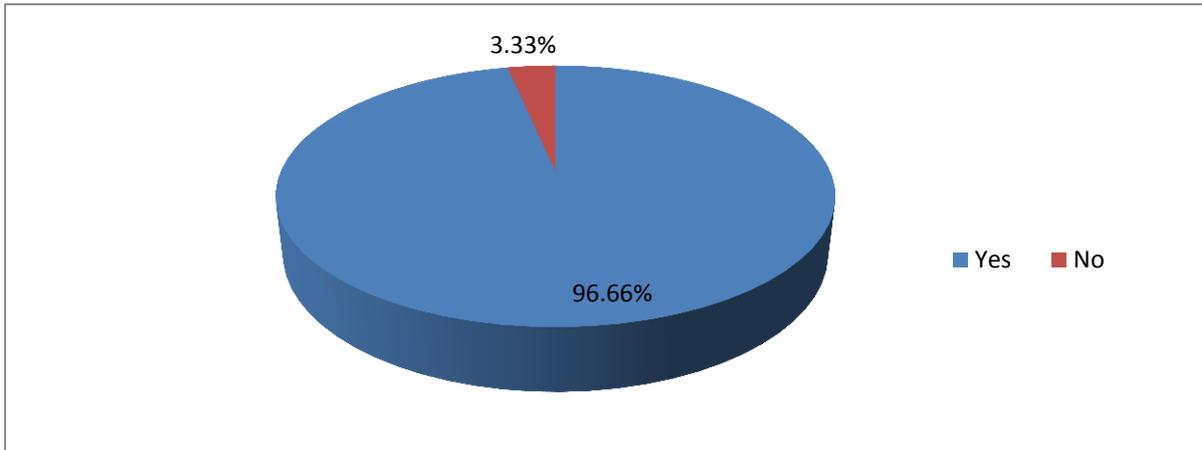
It is evident from previous answers of pupils that they like reading in general and reading aloud in specific but is practicing Read-Aloud Strategy beneficial for their pronunciation. The majority of them (96.66%) state that practicing Read-Aloud Strategy is beneficial for their pronunciation. Some of them justify that it is easy to see written words and pronounce it loudly, for them it is the easiest way to learn new words and practice pronunciation features such as stress and intonation. Others clarify that this strategy allows them to learn together and benefit from each other. While some of them say that it is a practical method to pronounce new words and practice what they have learnt before. The rest of them justify that through Read-Aloud Strategy they enrich their English vocabulary with the correct pronunciation thereby relying on their teacher's reading, correction and help. However (3.33%) state that this strategy is not beneficial for their pronunciation without mentioning reasons. These results show that pupils benefit from Read-Aloud strategy since it allows them to learn and practice pronunciation in deferent ways.

Question 09: When you are not sure about how to pronounce a word while you are reading aloud:

Table 18: Pupils' Solutions of Pronunciation Problems while Reading Aloud

Options	Numbers	Percentage
a. you repeat the word loudly so that the teacher corrects you	11	36.66%
b. you ask for the correction from your teacher directly	4	13.33%
c. you try to correct yourself then you ask for the teacher's help	15	50%
Total	30	100%

Figure 18: Pupils' Solutions of Pronunciation Problems while Reading Aloud
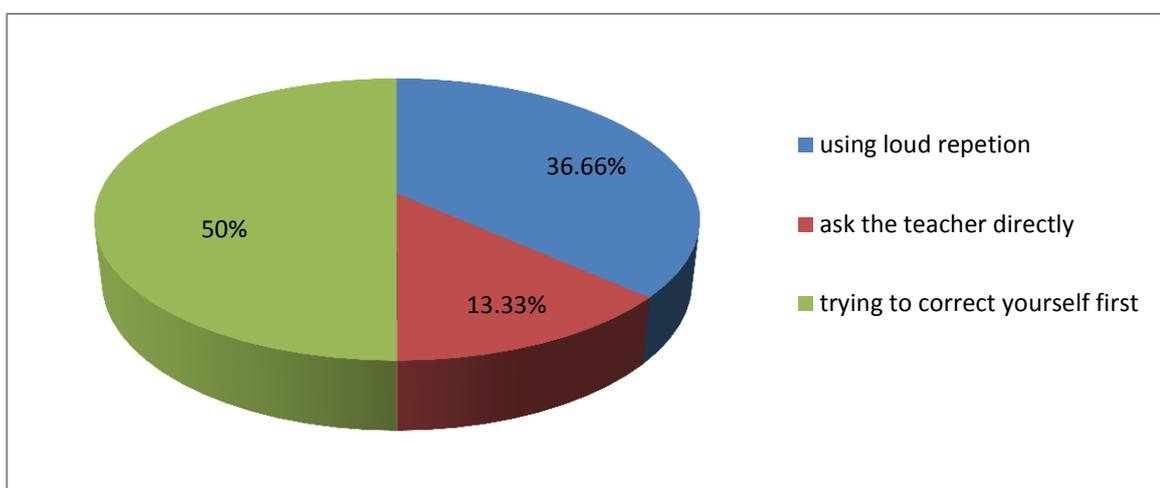
The aim of stating this question is to know how pupils solve their pronunciation problems while they are reading aloud. The chart shows different opinions, the half of our population (50%) if they are not sure about how to pronounce a word while they are reading aloud they try to correct it by their own first, afterwards they ask their teacher's

help to confirm if they are right or to get the right pronunciation. Less than half (36.66%) when they face such problem while reading aloud they try to repeat the word loudly so that the teacher corrects them, which means that they want to improve their interest and their attitude towards learning pronunciation. Only (13.33%) prefer to ask for the correction from their teacher directly without trying. These results show that most of pupils try to improve their abilities and solve their pronunciation problems while they are reading aloud, which means that Read-Aloud Strategy helps both pupils in learning pronunciation and teachers to teach it.

Question 10: Which task of loud reading do you prefer more to practice pronunciation? Justify.

Table 19: Pupils Favorite Loud Reading Task to Practice Pronunciation

Options	Numbers	Percentage
a. Individual loud reading	17	56.66%
b. Collective loud reading	13	43.33%
Total	30	100%

Figure 19: Pupils Favorite Loud Reading Task to Practice Pronunciation
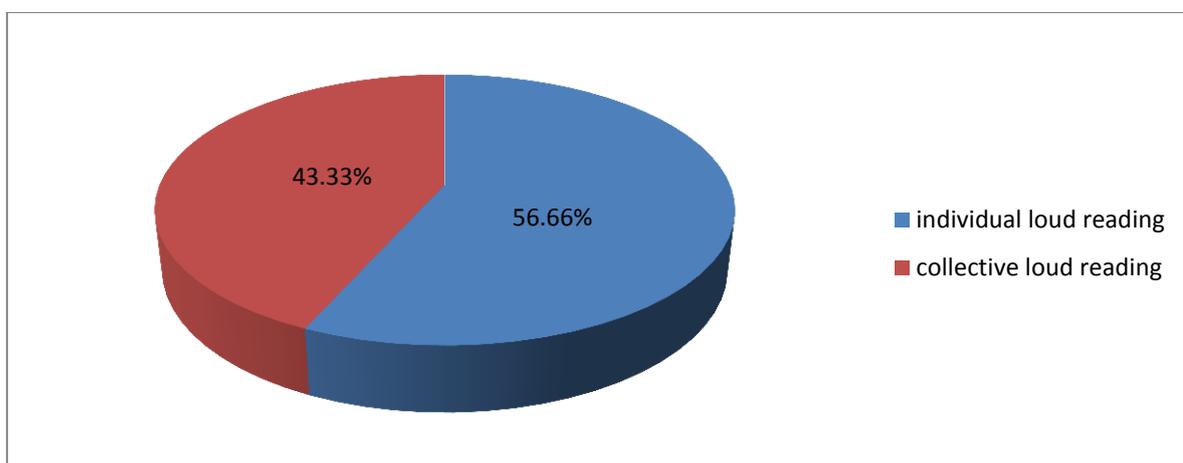
Most of pupils (56.66%) prefer to practice pronunciation through individual loud reading. They justify that individual loud reading is beneficial more than collective loud reading because the teacher pay more attention to their pronunciation errors, also they can benefit from each other pronunciation mistakes. (43.33%) prefer to practice pronunciation through collective loud reading. They justify that it is easy for them to practice pronunciation in a group with a loud voice and they can correct their pronunciation errors without being anxious or fear. These results show that pupils benefit from both of Read-Aloud Tasks (individual and collective loud reading) in learning pronunciation and the teacher is aware about the importance of using both tasks to evaluate pupils' pronunciation.

2.2. Summary of Findings and Results

Considering the results we obtained from the analysis of the questionnaire, we confirm our hypothesis, which state that if teachers use the Read-Aloud Strategy properly, pupil's pronunciation will improve, which is demonstrated by pupils' answers, who state clearly that Read-Aloud Strategy can help them to promote their pronunciation. Pupils show interest and motivation to learn pronunciation since it is a difficult subject for them. The results also reveal that pupils would like to develop their pronunciation by practicing both tasks of Read-Aloud Strategy: individual and collective loud reading in learning pronunciation. The teacher is aware of the importance of using Read-Aloud Strategy to motivate and encourage pupils to practice pronunciation, and also of the variation between its two tasks to evaluate them. Read-Aloud Strategy helps them to pronounce correctly and fluently like native speakers thereby the proper use of this strategy from the teacher since he is the source for guidance for his pupils during Read-Aloud activities.

Conclusion

After analyzing all the data gathered from classroom observation and the answers provided by the questionnaire of pupils, we have found out that pupils in middle school are motivated to speak English language, and they know that reading courses in general and reading aloud activities in specific which they are taking help them to develop their pronunciation. On the other hand, teacher uses Read-Aloud Strategy as a tool to provide

pupils with some instruction to develop their pronunciation although that is not enough to rely just on it, but it can contribute in high degree. Moreover, the proper use of the Read-Aloud Strategy (using the RP pronunciation, lessons where Read-Aloud Strategy is used should be well organized, associating reading aloud with the other tasks etc.) and the variation between its tasks (individual/collective loud reading) to evaluate pupils' pronunciation help both pupils and teachers to enhance English pronunciation and fluency inside classroom.

Recommendations

According to the obtained results, the researcher suggests the following recommendations for teaching pronunciation using Read-Aloud Strategy.

- ✓ Teachers and pupils should be made about the importance of reading activities in general and Read-Aloud Strategy in specific in teaching and learning pronunciation.
- ✓ Pupils should practice more reading aloud activities in classroom.
- ✓ The lessons designs where Read-Aloud Strategy is used should be well organized.
- ✓ Teaching pronunciation through Read-Aloud Strategy should be taught according to pupils' needs.
- ✓ Teacher pronunciation should be clear and since he is the only source in learning pronunciation in middle school.
- ✓ Teachers should not focus only on words' pronunciation while reading aloud, but also on the meaning by explaining new words and giving synonyms or antonyms.
- ✓ Teachers should know how to deal with pupils' pronunciation errors, to make them comfortable and motivate them to practice pronunciation.
- ✓ Pupils should practice reading aloud inside and outside classroom.
- ✓ Reading-aloud should be adapted to practice other skills not only in pronunciation; such as, vocabulary, reading, conversation etc.

General Conclusion

Read-Aloud is a very important strategy in teaching and learning pronunciation. It is a practical means with it pupils can overcome their pronunciation problems and difficulties, and improve their pronunciation. This study occurs to test (accept or reject) the hypothesis that suggests: If teachers use the Read-Aloud Strategy properly by using the RP pronunciation, lessons where Read-Aloud Strategy is used should be well organized etc., pupils' pronunciation will improve in terms of getting a native-like accent, in other words if there is no chance for pupils to practice Read-Aloud Strategy in appropriate tasks and activities, they will be less aware of their pronunciation errors and less motivated toward achieving their level in learning pronunciation.

Our study is basically divided into three main chapters. The first chapter is entitled "Teaching Pronunciation". The second chapter is entitled "The importance of Read-Aloud Strategy". The third chapter includes the practical part. The aim of current study is to demonstrate that Read-Aloud Strategy promote EFL learners' pronunciation.

The basic view we have obtained all along this dissertation is that reading activities in general and Read-Aloud Strategy in specific are two key factors and a complementary elements in teaching and learning good pronunciation.

This study is limited to fourth year pupils of Boudiar Boubaker Middle School in Bir El Ater. The sample belongs to the academic year 2015/2016. It represents 30 pupils who are selected from five classes.

We administrated a questionnaire to pupils in order to find the degree in which pupils can develop their pronunciation through Read-Aloud Strategy. Classroom observation is conducted to investigate the role of using Read-Aloud Strategy in teaching and learning English pronunciation and to discover the learners' attitudes and their behavior during teaching pronunciation through using Read-Aloud Strategy.

The analysis of the study revealed very important results which show particularly the importance of reading in general and Read-Aloud Strategy in specific for pupils to develop their pronunciation. Using the Read-Aloud Strategy properly, and varies between its tasks in evaluation helps pupils to practice pronunciation easily, improve their abilities and solve

their pronunciation problems. Also it helps both pupils in learning pronunciation and teachers to teach it. However that is not enough to rely just on Read-Aloud Strategy, but it can contribute in high degree.

The results of this research go hand in hand with our research hypothesis; we can say that there is a positive effect of Read-Aloud Strategy on promoting EFL learners pronunciation. Based on the Proposed Read-Aloud Program of (Kailani, 1998) Read-Aloud Strategy can be incorporate in the FL program of the curriculum as an essential activity from the beginning of the learning process till final years at school. We hope that this study drawn the attention to the Read-Aloud Strategy and gives more importance and ideas concerning the use of this strategy especially in middle schools. We have demonstrated that Read-Aloud Strategy has enhanced pupils' motivation to take up variously pronunciation drills/tasks, also to achieve a near native-like accent, and to overcome the different sounds in pronunciation from those of mother language.

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Appendix

People's Democratic Republic of Algeria

Ministry of Higher Education and Scientific Research

Mohammed Kheidher University of Biskra

Faculty of Arabic Language Arts &

Foreign Languages

Department of Foreign Languages

Branch of English Studies

Questionnaire for Pupils of Boudiar Boubaker Midde-School

Dear pupils,

We are investigating the issue of using Read-Aloud Strategy to promote EFL learners' pronunciation which is a part of our Master research project. This questionnaire will be of great help for us. You are kindly requested to answer the following questions by putting a cross (x) in front of your chosen answer, or write your answer in the gaps if it is necessary.

Thank you in advance for your contribution.

<u>Section One:</u> Background information

1. How long have you been studying English?   4 ☐   5 ☐

2. Do you like studying English?

Yes ☐   No ☐

Section two: learning pronunciation

1. Which one is the most difficult to learn?

   a. Grammar ☐   b. Vocabulary ☐   c. Pronunciation ☐

2. When you face a new word, you focus much more on its:

   a. Meaning ☐   b. Pronunciation ☐   c. Both ☐

3. Does your teacher correct your pronunciation?

   a. Always ☐   b. Sometimes ☐

   c. Rarely ☐   d. Never ☐

4. Do you think that the teacher's correction of your pronunciation errors is beneficial for you?

   a. Yes ☐   b. No ☐

Justify …………………………………………………………………………......

5. When you find a difficult word to pronounce, do you ask your:

   a. Teacher ☐   b. Classmate ☐

Other source ……………………………………………………………………………

6. How do you prefer to practice pronunciation? Through:

   a. reading activities ☐   b. speaking activities ☐

Why? …………………………………………………………………………

7. Is it difficult to understand your teacher pronunciation while reading?

a. Yes ☐   b. No ☐

8. In reading activities when you find a word that you don't know how to pronounce, you try to:

a. Imitate the teacher's pronunciation ☐

b. Check the dictionary ☐

c. Memorize the new word by repeating how to pronounce it many times ☐

Section three: The use of Read-Aloud Strategy

1. What is the activity that you prefer more?

a. Reading ☐   b. Writing ☐

c. Listening ☐   d. Speaking ☐

2. Do you like reading?

a. Yes ☐   b. No ☐

If no, say why? ………………………………………………………………………

3. Do you practice reading outside classroom?

a. Yes ☐   b. No ☐

If yes, what do you read?

a. Textbook ☐   b. Stories ☐

Something else …………………………………………………………………………

4. What do you prefer more?

  a. Silent Reading ☐   b. Loud Reading ☐

5. Do you practice Read-Aloud?

a. Yes ☐   b. No ☐

6. Do you participate in Read-Aloud activities?

  a. Yes ☐   b. No ☐

If no, because:

  a. Do you feel anxious? ☐

  b. do you feel shy? ☐

  c. Afraid of mispronouncing words? ☐

Something else …………………………………………………………………………….

7. What are the benefits from Read-Aloud lessons? (You can choose more than one answer)

  a. Understand the text ☐

  b. Learning and memorizing new words' meaning ☐

  c. Learning how to pronounce words ☐

  d. Reducing stress and anxiety inside classroom ☐

8. Is Read-Aloud in classroom beneficial for your pronunciation?

  a. Yes ☐   b. No ☐

Why? ……………………………………………………………………………

9. When you are not sure about how to pronounce a word while you are reading aloud:

   a. you repeat the word loudly so that the teacher corrects you ☐

   b. you ask for the correction from the your teacher directly ☐

   c. you try to correct yourself then you ask for the teacher's help ☐

10. Which task of loud reading do you prefer more to practice pronunciation?

   a. individual loud reading ☐

   b. collective loud reading ☐

Justify ………………………………………………………………………………..

Thank you

الملخص

تعتبر القراءة واحدة من اهم المهارات لاكتساب اللغة. تتناول الدراسة الحالية تعزيز اللفظ لمتعلمي اللغة الإنجليزية كلغة أجنبية من خلال استراتيجية القراءة بصوت عال وذلك بمتوسطة بوديار بوبكر ببئر العاتر، لأن أغلب التلاميذ يواجهون مشاكل في لفظ اللغة الانجليزية بشكل صحيح. تهدف هذه الدراسة إلى اظهار أهمية تعليم اللفظ و تطوير القدرة الكلامية للتلاميذ و تحديد مدى مساهمة استراتيجية القراءة بصوت عال في تطوير مهارة اللفظ لديهم بشكل صحيح وكذلك تشجيع المعلمين لاستخدام هذه الاستراتيجية و اكتشاف المشاكل التي تواجه تلاميذهم. وثمة هدف آخر من هذه الدراسة هو اكتشاف التلاميذ مجموعة الصعوبات التي تعيق تطوير قدرتهم الكلامية و تعلمهم لفظ اللغة الانجليزية بشكل صحيح. لتحقيق الأهداف المذكورة أعلاه، الباحث استعمل المنهجية الوصفية حيث اعتمد على الملاحظة الميدانية لتلاميذ متوسط الرابعة أثناء تطبيق الأساتذة لأنشطة القراءة بصوت عال بالإضافة إلى استبيان خصص لثلاثين تلميذ من نفس الفئة. ويهدف الاستبيان و الملاحظة الميدانية لاكتشاف اتجاهات التلاميذ وسلوكهم خلال تعليم النطق من خلال استخدام استراتيجية القراءة بصوت عال. وأظهر تحليل النتائج المتحصل عليها أن استراتيجية القراءة بصوت عال تساهم بشكل كبير في تطوير نطق التلاميذ و قدرتهم الكلامية في اللغة الانجليزية, الا أنهم في حاجة الى المزيد من التمارين التي تتضمن ممارسة هذه الاستراتيجية، والمعلمين كذلك بحاجة الى مزيد من التدريب على استخدام هذه الاستراتيجية في تعليم و تقييم لفظ التلاميذ.