

# The Study of Comparative Effects of Reading Aloud Technique on the Male–Female EFL learners' Reading Comprehension Performance

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## ABSTRACT

*Reading skill is as one of the most important skills in language learning and teaching. For comprehending the text better, it is important to utilize different strategies and techniques. Reading aloud technique is a common technique in teaching reading skill. The present study examined the effectiveness of teaching English by using reading aloud technique on male/female EFL learners' reading comprehension performance. To do so, 45 pre-intermediate learners were chosen as samplings to conduct the research based on reading aloud technique in order to evaluate the learner's capability of reading comprehension performance. The Oxford Placement Test (OPT) was applied to homogenize the EFL learners. To conduct the study, 5 reading passages were selected. During the intervention session, the teacher taught reading text based on the reading-aloud strategy. The teacher read the text with a loud voice. The participants answered the reading comprehension questions. After collecting and analyzing the data through pre- and posttests, the results revealed that: a) the mean difference from pre to post-test is not significant and female learners' performance does not improve as a result of reading comprehension performance. b) There was a meaningful difference among groups. In this regard, the null hypothesis was rejected. The findings have implications in ESL/EFL contexts.*

**KEYWORDS:** Reading skill, reading aloud, gender, reading comprehension performance.

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## INTRODUCTION

Nowadays, second or foreign language learning is one of the most necessary and complicated processes in one's life. One of the most important reasons is to use language as a tool for interacting, transferring information and messages and expressing attitudes and emotions among different people around the world. It can be based on different purposes such as using language in politics, culture, education, etc. English is viewed as an international language is used to communicate around the world. On the other side, during different eras, language teaching and learning had lots of shifts. These shifts were in strategies, methodology, approaches, and generally curriculum.

Learning can be improved through using appropriate and effective strategies and practices in the classroom context. Reading aloud is a simple strategy and practice to children that has been used and suggested for decades. This simple strategy can influence on the reading skill. According to Zehr (2010), this technique helps learners to create a mental picture of that context that is read in the classroom by teachers. In addition, Routman (1991) states that this practice gives meaning to students and also gives them to read independently, hence it assists learners to achieve to his or her highest potential.

On the other side of this study, reading comprehension is considered. Reading skill is viewed as one of the important skills in language learning. This skill assists people to read proficiently and think carefully, and conclude properly. This skill needs different processes such as concentration, visual processing skills, auditory processing skills, memory and reasoning. These skills are developed over a period of many years. Reading is a receptive skill that refers to a process in which you do not produce but receive, deal with and understand a language. According to Widdowson (1994), this skill can help learners to read and acquire a lot authentic materials and at last it leads to communicate.

In this study, reading comprehension was taken into account. Comprehension is viewed as a vital component to reading. It is viewed as the underlying purpose in all areas of reading development.

Learners are influenced by different factors in the foreign language learning process. The difference between biological sexes in language learning and language use has been studied previously (Finch, 2003; Holmes, 2013).

Accordingly, the researcher attempted to examine the comparative effects of reading aloud on the male-female learners' reading comprehension performance.

## **REVIEW OF THE RELATED LITERATURE PERSPECTIVES OF READING SKILL**

According to Clarke and Silberstein (1977), traditionally, reading skill was considered as a passive role that the readers can simply decode the written symbols without bringing their own knowledge to interact with the text. Alderson (2000) called these readers passive decoders of sequential graphic-phonemic-syntactic-semantic systems.

But according to Goodman (1976), with the emergence of the psycholinguistic model of reading, research in reading revealed that reading is an active process that the reader creates meaning from the printed words. In another place, Goodman declares that reading is a psycholinguistic guessing game, in which the reader interacts with the text to build meaning. As a result, reading is seen as the act of constructing meaning while transacting with text.

### **MODELS OF READING**

There are three models in reading skill such as schema theory, an interactive view of reading and metacognition in reading. One of the most prominent theories in reading skill is schema theory and the researchers in 1970s and 1980s emphasized on this theory. This theory refers to background knowledge in language comprehension. This psychological view covers two types of processing: a) top-down; and b) bottom-up processing.

They claim that schema theory emphasizes on top-down processing than the bottom-up one in the process of comprehension. Top-down processing is a type of schema theory. Based on Paran's view (1996), top-down processing also termed as concept-driven model stresses on contextual factors like as socio-cultural knowledge and proceeds from whole to part. On the other hand, this type of processing takes place when the reader activates his/her world knowledge to make easy the comprehending process.

The second type of schema theory is bottom-up processing. As Paran (1996) defined bottom-up processing as a process when the reader the written or printed text is the center of attention and reading proceeds from part to the whole. It is also called data-driven processing. Due to Nuttall (1996), a bottom-up model is dealt with a text that the reader constructs a meaning from the black marks on the page: recognizing letters and words, working out sentence structure. As Gough (1972) states that in bottom-up processing, the reading process proceeds in serial fashion, from letter to sound, to words, to meaning.

According to Rumelhart (1985), the part of reading process embraces interpreting graphic information from the page (bottom-up processing) and part of it concludes utilizing knowledge already present in the mind (top-down processing). As Nuttall (1996) mentions that in the interactive view of reading, the reader continually changes from one model focus to another model in the reading process.

### **THE CHARACTERISTICS OF GOOD READERS**

According to Duke and Pearson (2002), the good reader should have some features. The features of good readers are:

- a) Good readers refer to the active readers.
- b) The readers should evaluate themselves in corresponding the readers' goals and the text.
- c) Good readers frequently predict about what is to come.
- d) They read selectively, based on their decisions, they select the texts.
- e) Good readers construct, revise, and question the meanings they make as they read.
- f) Good readers attempt to identify the meaning of unfamiliar words and concepts in the text and they try to deal with the gaps of the reading texts.
- g) They attempt to control their understanding of the text.
- h) They attempt to compare and integrate their existing knowledge with material in the text.
- i) Good readers read different kinds of text differently.
  - j) Comprehension is a consuming, continuous, and complex activity, but one that, for good readers, is both satisfying and productive.
  - k) For good readers, text processing occurs not only during "reading" as we have traditionally defined it, but also during short breaks taken during reading, even after the "reading" itself has commenced, even after the "reading" has ceased.

### **NEEDS FOR EFFICIENT READING SKILL**

Throughout the reading process, the text meaning is reached and manipulated by the reader based on his/her goal and preparation for the reading. The knowledge, experience and schemata of reader have a primary role in changing the text meaning because these things are effective and necessary. A reader's effectiveness widely is based on the pre-requisite knowledge and enough experience about facts and occurring in the real life situation. In addition, appropriate schemata are also significant to reach the appropriate meaning of the text (Doff, 1997).

Pre-requisite experience and knowledge about a text is necessary for reader when he/she desires to read the text. According to Nuttall (1996), owning pre-experience about the text can be helpful for the reader and it enables him/her to pursue its meaning efficiently. He also claimed that a good reader should have different experiences and meanings (knowledge) to the printed symbols, because a lot of experiences about a topic can assist him/her to observe his/her world differently.

Williams (1986) identified the five components of an effective reader. He/she should have the following items:

1. Knowledge of the writing system,
2. Knowledge of the language,
3. Ability and skills to interpret,
4. Proper knowledge of the world as supposed by the writer, and
5. A reason for reading that identifies his style (p. 43).

Through the acquired and collected data or information, it can be compared “what we read with our own experience; for instance, it is interesting to read about another country because we can compare with our own, or we can imagine ourselves being there” (Doff, 1997, p. 181).

### **SCHEMATA**

Each written or reading text has some lacks of information and it is expected that a reader should fill those lacks with his/her assumptions and thoughts that are contributed by both the writer (encoder) and the reader (decoder) (Rumelhart, 1985). According to Nuttall (1996), the schema “is a mental structure. It is abstract because it does not relate to any particular experience, although it derives from all the particular experiences we have had. It is a structure because it is organized; it involves the relationships between its component parts” (P. 7).

In the event that the reader owns enough identical schemata of the writer and the text can activate them appropriately, he/she enables to interpret the text successfully and meaningfully. In other words, a reader with weak schemata cannot enter to the thought and message of the writer and will remain in a state of darkness and spend much time groping the meaning of the text.

In a reader, schemata are not fixed. They can be viewed as a changing process. Existing schemata may be changed or modified by new experiences- experiences derived from reading, or from our daily affairs. Nuttall’s (1996, p. 8) states “A schema grows and changes throughout our lives, for as long as we retain the capacity to learn.” Therefore, it should be expressed that the learner's schemata plays a prominent role in exploiting and understanding a text. Based on Shahidullah's view (1998, p. 214), “teaching of reading concerns mainly with schema activation and schema availability”. Different types of schemata like as social, cultural, historical or even mythical or religious are all primary to comprehend a text appropriately.

### **DIFFICULTIES LEARNERS OFTEN MEET IN READING SKILL**

It can be seen that language learners in ESL/EFL contexts encounter different problems while reading. These problems involve insufficient vocabulary and words, lexical inefficiency, structural complexity, poor reading skills, lack of schemata, and so forth. Learners' lack of interest is observed as another important factor of their failure in reading skill. According to Greenwood (1998), reading for many students is seen as “a passive, boring activity, performed constantly in isolation and perhaps associated with skills which they feel they do not possess” (p. 5). Moreover, according to Dechant (1982), attainment in reading skill is based “on the pupil’s motivational readiness, and poor reading or reading failure may be caused by lack of interest” (p. 73).

One of the most common difficulties of learners' in reading skill is the lack of vocabulary. Intermediate or advanced learners have this difficulty in vocabulary. Almost in every sentence they come across new words. This insufficient vocabulary makes them stumble at each sentence, and soon they begin to lose their patience with and interest in reading. It not only hinders their smooth reading, but also paralyses their language learning ability. All the linguists and specialists have stated the same view that inadequate vocabulary is the basic factor of learners' poor reading.

Another problem of language learners in reading skill is the long and complicated structure. The learners cannot comprehend the appropriate subject-verb connection in a long or complicated sentence, and it creates fix problems for them. Finally, these problems result in poor and inadequate reading (Greenwood, 1998).

Another difficulty of language learners is the multiple meanings of the words (Greenwood, 1998). Based on this problem, often, poor readers are not able to accept the right meanings. Therefore, the learners create multifaceted difficulties in their reading and exhaust. These problems in their turn make apprehension of meanings difficult. Occasionally, they cannot reach any meaning at all. In conclusion, they enhance a negative impact about the text, or even about their ability to read and abandon reading.

According to Dechant (1982), words with various syntactical functions and different ‘inflectional endings’ may also cause difficulties for the students in reading a text efficiently. For example, the word *best* has an

‘adjectival function’. But it becomes noun when it is used in a sentence such as “your best is not good enough” (p. 290).

In reading a text for native, EFL or ESL context, readers' schemata play vital role. Schemata are directly associated with the meaningful reading, reading speed and reading enjoyment. But many students lack sufficient schemata. They cannot associate the language of the text with their experience and knowledge outside the text because of their poor schemata. As a result, any gap of information in the text creates serious problem for them to reach the meaning.

The problems most EFL learners face while reading is that their ‘knowledge of the language is incomplete’. In such situations, what happens is that EFL learners unlike native students use reading to assist them to acquire that language. In conclusion, their stress and focus on learning that language, and the target reading loses its value and interest.

Also, Nuttall (1996, p. 35) has expressed some reasons of the failure of the learners' reading. They are:

- a) Negative expectations
- b) Unsuitable tasks
- c) The wrong procedures
- d) Expecting to run before they can walk
- e) The wrong texts.

### **RESEARCH QUESTIONS**

Based on the above purposes, the following questions were asked to find the answer:

- 1) Does reading aloud activity have any significant effect on the male EFL learners' reading comprehension performance?
- 2) Does reading aloud activity have any significant effect on the female EFL learners' reading comprehension performance?
- 3) Is there any significant difference between male and female learners in reading comprehension performance based on the reading aloud activity?

### **PARTICIPANTS**

The participants in the study were fifty learners in two classes between the ages of 13 and 17 years old, at a private institute in Gorgan, Golestan. They were selected through an Oxford Placement Test. The participants were both male and female. After giving OPT, the pre-intermediate learners were selected. The participants were divided into three groups in this study: two experimental and a control groups. Fifteen male students were selected for the first experimental group (N = 15), fifteen female learners for the second experimental group (N = 15), and fifteen learners were in the control group (N = 15). All of the participants were native speakers in Persian in this quantitative study. Their experience in language learning was at least two years. The sampling procedure was convenience.

### **INSTRUMENTATIONS**

There were different instruments in the study. The following instruments were utilized to comply with the objective of the present study: An Oxford Placement Test (OPT), reading passages, and reading comprehension pre- and post-tests.

### **OXFORD PLACEMENT TEST**

The first instrument of this study was oxford placement test. The test consisted of reading, vocabulary and grammar sections. The test comprised of 60 questions in two parts. The first part comprised of 40 multiple choice items in 4 sub-parts. Questions 1 to 5, the learners were asked to answer grammatical questions about prepositions. Questions 6 to 10, the learners were asked to read a cloze passage and select one option out of three ones. Questions 11 to 20, they were also asked to read two cloze passages and select one option from four ones. Questions 21 to 40 checked the learners' grammatical knowledge. In the second part of this examination, there were two sub-sections. For questions 41 to 50, the learners were required read two cloze passages and select the correct option. Questions 51 to 60 tapped learners' vocabulary format. The participants were allotted 30 minutes to answer the questions. The results were classified based on OPT ranking rubric.

### **READING PASSAGES**

Five reading passages were selected for treatment. These reading were selected from 1<sup>st</sup> interchange by Richards, Hull and Proctor (2013). These texts were the same based on the difficulty level. All the texts' level was pre-intermediate, because they were compared with other texts in this level.

### READING COMPREHENSION PRE- AND POST-TESTS

Three reading passages will be selected for reading comprehension pre- and post-tests. Twenty multiple choice items were constructed. All the tests were teacher-made tests. The difficulty level of the Pre- and post-tests were the same. All the texts were pre-intermediate.

### DATA COLLECTION PROCEDURE

The main purpose of this study was to examine the comparative effects of reading aloud on the male-female learners' RC performance. In so doing, as the first step, the participants were informed the main objectives orally thoroughly. The teacher divided participants into the three groups through OPT: two experimental and a control groups. The whole procedures of this study were carried out in seven sessions. Each session was approximately 50 minutes. In the first session, the participants in three groups were given the RC pre-test. The given time for this test was about 30 minutes. In the second session, the teacher taught reading text based on reading-aloud strategy. Accordingly, at first, the teacher, explained the title of the passage and asked two questions about the reading text. In the next part, the teacher read the text with a loud voice. After reading the text, the teacher asked some questions about the new words of the text, and after that assigned 5 minutes to the participants to answer the reading comprehension questions. This strategy was administered for four sessions and it was applied for two experimental groups. In the control group, the same reading texts were taught through a traditional instruction. The teacher assigned 15 minutes to the learners and they read the text and understand the purpose of the text. In the next part, the teacher asked some questions about the passage. And at last, the participants answered the reading comprehension questions. For the control group, the same texts were taught through a traditional instruction as reading silently by learners. In the last session, each participant took the RC post-test.

### RESULTS

#### ANALYSIS OF THE FIRST QUESTION

To answer the first research question of this study stating "reading aloud activity doesn't have any significant effect on the male EFL learners' reading comprehension performance", learners' performance from pre-test to post was compared. Shapiro-Wilk test of normality was first used to check the normality of the data and the results are presented on table 1. As the results indicate, the data of both pre and post-test are normal ( $p > .05$ ), thus parametric statistical analysis can be used.

**Table 1.** *Tests of Normality for male group*

|                      | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|----------------------|---------------------------------|----|-------|--------------|----|------|
|                      | Statistic                       | Df | Sig.  | Statistic    | Df | Sig. |
| <b>Male_pretest</b>  | .143                            | 13 | .190* | .929         | 11 | .303 |
| <b>Male_posttest</b> | .212                            | 13 | .143  | .929         | 11 | .301 |

Descriptive statistics of the male learners' performance on both pre and post-tests reading comprehension are presented in table 2. As it can be seen, the mean scores of the learners before and after using reading aloud technique are 15.4 and 15.84, respectively. To check whether the mean difference is statistically significant and meaningful, paired-sample t-test was used.

**Table 2.** *Descriptive statistics of male group in pretest and posttest of reading comprehension*

| Pair |               | Mean    | N            | Std. Deviation | Std. Error Mean |
|------|---------------|---------|--------------|----------------|-----------------|
|      |               | 1       | Male_pretest | 15.4615        | 15              |
|      | Male_posttest | 15.8462 | 15           | 1.57301        | .43627          |

The results of paired-sample t-test of male learners' performance on reading comprehension are presented in the following table (table 3). As the sig (2 tailed) is greater than .05, it can be stated that the mean difference from pre to post-test is not significant and male learners' performance does not improve as a result of reading comprehension performance. In this regard, the first hypothesis of the study is supported.

**Table 3. Paired Samples t-test of male group in pretest and posttest**

| Pair | Mean                         | Std. Deviation | Std. Error Mean | Paired Differences |   | t      | df    | Sig. (2-tailed) |      |
|------|------------------------------|----------------|-----------------|--------------------|---|--------|-------|-----------------|------|
|      |                              |                |                 | 95% Lower          | Confidence Interval of the Difference Upper |        |       |                 |      |
| 1    | Male_pretest - Male_posttest | .38462         | 2.06311         | .57220             | -1.63134                                    | .86211 | -.672 | 12              | .544 |

### ANALYSIS OF SECOND RESEARCH QUESTION

To probe the second research question stating “reading aloud activity doesn't have any significant effect on the female EFL learners' reading comprehension performance”, learners' performance from pre-test to post was compared. Shapiro-Wilk test of normality was first used to check the normality of the data and the results are presented on table 4. As the results indicate, the data are normal ( $p > .05$ ), thus parametric statistical analysis can be used.

**Table 4. Tests of Normality for female group**

|                 | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk |    |      |
|-----------------|---------------------------------|----|-------|--------------|----|------|
|                 | Statistic                       | Df | Sig.  | Statistic    | Df | Sig. |
| Female_pretest  | .234                            | 15 | .169* | .789         | 13 | .413 |
| Female_posttest | .223                            | 15 | .153  | .789         | 13 | .401 |

Descriptive statistics of the female learners' performance on both pre and post-tests reading comprehension are presented in table 5.

**Table 5. Descriptive Statistics of female groups in pretest and posttest**

| Pair | Mean            | N       | Std. Deviation | Std. Error Mean |                |
|------|-----------------|---------|----------------|-----------------|----------------|
|      |                 |         |                |                 | Female_pretest |
| 1    | Female_posttest | 16.2308 | 15             | 1.09193         | .30285         |

As it can be seen, the mean scores of the learners before and after receiving reading aloud technique are 15.53 and 16.23, respectively. To check whether the mean difference is statistically significant and meaningful, paired-sample t-test was run.

**Table 6. Paired Samples Test for the pretest and posttest of female group**

| Pair | Mean                             | Std. Deviation | Std. Error Mean | Paired Differences |   | t     | df   | Sig. (2-tailed) |      |
|------|----------------------------------|----------------|-----------------|--------------------|---|-------|------|-----------------|------|
|      |                                  |                |                 | 95% Lower          | Confidence Interval of the Difference Upper |       |      |                 |      |
| 1    | Female_pretest - Female_posttest | .6923          | 1.43670         | .3984              | -1.5605                                     | .1758 | 1.73 | 1               | .548 |

The results of paired-sample t-test of female learners' performance on reading comprehension is presented in the following table (table 6). As the sig (2 tailed) is bigger than .05, it can be stated that the mean difference from pre to post-test is not significant and female learners' performance does not improve as a result of reading comprehension performance. In this regard, the first hypothesis of the study is supported.

### ANALYSIS OF THE THIRD RESEARCH QUESTION

To investigate the third null hypothesis stating that “there isn't any significant difference between male and female learners in reading comprehension performance based on the reading aloud activity”, a one-way ANOVA was conducted. As it is clear from the table 4.7, the sig. value is greater than .05 (Sig.>.05), then it can be stated that the variances in the scores are the same for each of the three group. Thus, the test of homogeneity of variance indicates that we can safely run one-way ANOVA.

**Table 7. Test of Homogeneity of Variances**

| Levene Statistic | df1 | df2 | Score |
|------------------|-----|-----|-------|
|                  |     |     | Sig.  |
| .223             | 2   | 36  | .801  |

To check the effect of reading aloud technique on learners' performance in reading comprehension after they received the technique, the data was analyzed using descriptive and inferential statistics. The following table (8) presents the descriptive statistics of the data in the post-test. As it can be seen, the mean of the three groups in the post-test is different. To see whether the mean difference is statistically significant, test of Homogeneity of Variances and one-way ANOVA were used.

**Table 8. Descriptive statistics of three groups in the post-test**

|                | N              | Mean    | Std. Deviation | Std. Error | 95% Confidence Interval for Mean |             | Minimum | Maximum | Between-Component Variance |
|----------------|----------------|---------|----------------|------------|----------------------------------|-------------|---------|---------|----------------------------|
|                |                |         |                |            | Lower Bound                      | Upper Bound |         |         |                            |
| <b>Male</b>    | 15             | 16.2308 | 1.09193        | .30285     | 15.5709                          | 16.8906     | 15.00   | 18.00   |                            |
| <b>Female</b>  | 15             | 16.3846 | 1.44559        | .40094     | 15.5111                          | 17.2582     | 14.00   | 19.00   |                            |
| <b>Control</b> | 15             | 15.0000 | 1.77951        | .49355     | 13.9247                          | 16.0753     | 13.00   | 19.00   |                            |
| <b>Total</b>   | 45             | 15.8718 | 1.55901        | .24964     | 15.3664                          | 16.3772     | 13.00   | 19.00   |                            |
| <b>Model</b>   | Fixed Effects  |         | 1.46614        | .23477     | 15.3957                          | 16.3479     |         |         |                            |
|                | Random Effects |         |                | .43815     | 13.9866                          | 17.7570     |         |         | .41059                     |

As indicated in the table 8, the three groups had the following mean and standard deviation: male students ( $x = 16.23$ ,  $SD = 1.09$ ); female ( $x = 16.38$ ;  $SD = 1.44$ ) and control group ( $x = 15.87$ ;  $SD = 1.55$ ). In order to find out whether the mean difference of the three groups is statistically significant and meaningful, a one-way ANOVA was run on the scores of the three groups. Table 9 indicates the result of one-way ANOVA on reading post-test of the three groups after they receive reading aloud technique.

**Table 9. One-way ANOVA for the posttest of Reading comprehension of three groups**

|                       | Sum of Squares | df | Mean Square | F     | Sig. |
|-----------------------|----------------|----|-------------|-------|------|
| <b>Between Groups</b> | 14.974         | 2  | 7.487       | 3.483 | .041 |
| <b>Within Groups</b>  | 77.385         | 36 | 2.150       |       |      |
| <b>Total</b>          | 92.359         | 38 |             |       |      |

The analysis in this table reveals that there is a significant difference ( $p = (.041) < .05$ ) between the performance of male, female and control groups in reading comprehension after the instruction. Therefore, it can be stated that the three groups had meaningful difference and the first null hypothesis of the study is rejected. To locate the exact differences, the post hoc Scheffe test was conducted the following table presents the result.

**Table 10. Multiple Comparisons for the posttest**

| (I)<br>Group | (J)<br>Group | Mean<br>Difference (I-<br>J) | Std.<br>Error | Sig. | 95% Confidence Interval |                |
|--------------|--------------|------------------------------|---------------|------|-------------------------|----------------|
|              |              |                              |               |      | Lower<br>Bound          | Upper<br>Bound |
| male         | male         | -.15385                      | .57507        | .965 | -1.6221                 | 1.3144         |
|              | control      | 1.23077                      | .57507        | .116 | -.2375                  | 2.6990         |
| female       | female       | .15385                       | .57507        | .965 | -1.3144                 | 1.6221         |
|              | control      | 1.38462                      | .57507        | .068 | -.0837                  | 2.8529         |
| control      | male         | -1.23077                     | .57507        | .116 | -2.6990                 | .2375          |
|              | female       | -1.38462                     | .57507        | .068 | -2.8529                 | .0837          |

For answering the first research question, a paired-t-test was applied. After analyzing the data, the results indicated that the mean difference from pre to post-test is not significant and male learners' performance does not improve as a result of reading comprehension performance. In this regard, the first hypothesis of the study is supported. In the research question two like the first one, a paired-t-test was used. The findings indicated that the mean difference from pre to post-test is not significant and female learners' performance does not improve as a result of reading comprehension performance. In this regard, the first hypothesis of the study is supported. In the third research questions, one-way ANOVA was used to observe the difference among groups. After analyzing the data, the results revealed that there was a meaningful difference among groups. In this regard, the null hypothesis was rejected. However, the results revealed that there is no meaningful difference among three groups in reading comprehension, the experimental groups (male and female groups) outperformed than the control group.

### CONCLUSION

As was mentioned above, this study was based on three main aims: the significant effect of reading aloud technique on the male learners' reading comprehension performance. The second purpose was to examine the significant effect of reading aloud technique on the female learners' reading comprehension performance, and finally, the difference between the male and female learners in reading skill. The results revealed that there is no meaningful difference among three groups in reading comprehension, the experimental groups (male and female groups) outperformed than the control group. Based on the above mentioned results, it can be pointed out that reading aloud may be popularly believed to consist of old-fashioned, dull reading around the class and that it is part of outdated methodologies, but this does not mean that it is no longer useful in language learning.

### Conflict of Interest

The authors declare no conflict of interest.

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