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**Exploring Learners' Perceptions about Free-Time  
Reading Aloud and its Impact on Speaking Fluency  
Development**

A Case Study of Second Year EFL Learners at Mila University Centre.

**A Dissertation Submitted in Partial Fulfilment for the Requirement of the Master  
Degree in Didactics of Foreign Languages**

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## Dedication I

*To my mother,*

*Your love has been my anchor. Your sacrifices, spoken and unspoken, have built the foundation on which I stand today. You never stopped believing in me, even when I doubted myself. This thesis is as much yours as it is mine. I dedicate it to you with all my heart, with endless gratitude and love.*

*To Zemmouri Hafiza,*

*my second mother, my teacher, and my guide, You were more than a teacher; you were a light in my life. Your kindness, your patience, your belief in me , they live on in the person I've become. I miss you deeply. May Allah have mercy on your soul and grant you the highest place in Jannah. I carry your lessons with me always, and I dedicate this work to your memory.*

*To my father,*

*Even though you're no longer here, I still feel your presence in quiet moments. I remember your strength, your quiet love, and your silent sacrifices. Your memory is a source of strength in my hardest days. May Allah grant you eternal peace and surround you with mercy. This thesis is for you.*

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**Mr. Imad.**

## Dedication II

*In the name of Allah, the Most Gracious, the Most Merciful*

*I proudly dedicate this very humble work to:*

*My dearest parents -your love, patience, and unwavering support have been the light guiding me through every challenge. I owe this achievement to your sacrifices and endless prayers.*

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## **Abstract**

This dissertation explores the perspectives of second-year EFL students at Mila University Center on the role of free-time reading aloud in enhancing their speaking fluency. The study seeks to understand whether engaging in reading aloud beyond the classroom contributes meaningfully to the development of oral language skills; such as accurate pronunciation, richer vocabulary use, improved fluency, and greater self-confidence in speaking English. Drawing on theoretical frameworks related to second language fluency development, this research considers both linguistic and psychological dimensions that shape learners' oral performance. Factors such as vocabulary knowledge, regular speaking practice, motivation, and anxiety are examined to provide a more holistic understanding of the speaking challenges faced by EFL learners. In contexts where access to real-life speaking opportunities is limited—such as in many Algerian EFL classrooms—reading aloud during free time may serve as an effective and accessible strategy to support learners' communicative competence. This study attempts to answer the following questions:

1. What are EFL learners' perceptions of free-time reading aloud as a strategy for improving their speaking fluency?
2. How do EFL learners engage in reading aloud outside the classroom, and what factors influence their engagement?
3. To what extent do learners believe that free time reading aloud helps them improve different aspects of speaking fluency?
4. What challenges do learners face when practicing reading aloud in their free time, and what strategies do they use to overcome these challenges?

To explore these issues, a questionnaire was administered to 50 second-year EFL students. The findings indicate that a majority of participants view free-time reading aloud as a helpful and encouraging activity. Many students reported that it enabled them to speak more confidently, articulate words more clearly, and internalize new vocabulary. However, the study also uncovered several challenges, including feelings of nervousness, lack of consistent practice, and difficulty finding appropriate reading materials. Despite these obstacles, students expressed a genuine interest in continuing the practice when supported by teachers. Overall, the research highlights the potential of free-time reading aloud as a valuable, learner-centered approach to fostering oral fluency. It recommends that EFL educators consider integrating this activity into their teaching strategies to nurture learners' confidence, autonomy, and communicative competence in English.

**Keywords:** free-time reading aloud, EFL learners, speaking fluency, learner perceptions, EFL classrooms

### **List of abbreviations**

**CF:** Cognitive Fluency

**EFL:** English as a Foreign Language

**EL:** Extensive Listening

**FTRA:** Free Time Reading Aloud

**L1:** First Language

**L2:** Second Language

**PF:** Perceived Fluency

**Q:** Question

**RA:** Reading Aloud

**SR:** Silent Reading

**SF:** Speaking Fluency

**TOEFL:** Test of English as a Foreign Language

**UF:** Utterance Fluency

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## **General Introduction**

### **1. Background to the Study**

The strategic use of learners' free time can play a significant role in language development, particularly when learners engage in purposeful activities that enhance their linguistic skills. One such activity, often overlooked in language learning contexts, is reading aloud. While learners commonly focus on silent reading or speaking drills, reading aloud represents a valuable intersection between reading and speaking. It offers unique advantages for developing fluency by reinforcing pronunciation, rhythm, and intonation in spoken language.

In recent years, increasing attention has been directed toward the role of oral reading in promoting speaking fluency. Several studies have emphasized its potential in improving learners' oral proficiency, particularly in terms of fluency. For instance, Chal and Lewis (2018) demonstrated that reading aloud exposes learners to the prosodic features of English such as stress, intonation, and rhythm thus helping them internalize the patterns necessary for fluent speech. This process facilitates automaticity, which is critical for producing language fluidly and naturally.

Moreover, it contributes to the development of accurate pronunciation and enhances the speaker's ability to produce speech that mirrors natural discourse patterns. Supporting this view, Nation (2013) advocates for the systematic inclusion of fluency-building activities within language curricula. He argues that oral reading exercises play a crucial role in helping learners transition from decoding written texts to producing speech spontaneously.

According to Nation, fluency should not be measured solely by speed but also by the natural and coherent delivery of language. Oral reading thus serves as a bridge between

comprehension and production, contributing to both accuracy and fluency. In a similar vein, Taguchi and Gorsuch (2002) investigated the impact of repeated reading on learners' fluency. Their research involved multiple oral reading sessions, some of which were supplemented with an audio model. The results revealed significant improvements in reading fluency, highlighting the effectiveness of repeated exposure and practice. Although their study primarily focused on reading fluency, the underlying mechanisms such as increased familiarity with text and improved prosodic control are also relevant to speaking fluency. Further support for the connection between oral reading and language development comes from Jiang et al. (2012), who examined the relationship between oral reading fluency and reading comprehension among 200 adult Chinese learners of English. The study included various measures, such as oral word reading, oral passage reading, and silent reading comprehension.

The findings indicated a positive correlation between oral passage reading fluency and comprehension, suggesting that oral reading may contribute to broader language processing skills. However, the study's focus remained limited to reading fluency rather than its potential influence on spoken output. Other studies have more directly addressed the impact of reading aloud on speaking proficiency. For example, Syiami et al. (2018) conducted a study in an Indonesian secondary school involving 70 eighth-grade students. The experimental group engaged in oral reading of narrative texts with attention to pronunciation, intonation, and fluency, while the control group followed conventional speaking tasks. Pre- and post-test analyses revealed that the experimental group showed greater gains in pronunciation and fluency.

These learners became more confident, demonstrated reduced hesitation, and exhibited



smoother speech production. The study supports the idea that reading aloud can be a practical tool for enhancing oral fluency in educational contexts. Similarly, Seo (2014) explored the influence of oral reading on foreign language learners' speaking performance. Participants regularly engaged in reading aloud activities, and their progress was evaluated based on improvements in pronunciation, fluency, and overall speaking confidence.

The results indicated that oral reading not only improved articulation but also reduced learners' anxiety, which is often a barrier to effective speaking. This suggests that oral reading may serve both linguistic and psychological functions in the language acquisition process. Despite the promising findings of these studies, certain limitations remain. For example, the studies by Taguchi and Gorsuch (2002) and Jiang et al. (2012) concentrated primarily on reading fluency and did not investigate the transfer of these gains to speaking fluency. Additionally, the research by Syiami et al. (2018) was confined to a specific age group in a particular cultural context, limiting the generalizability of the results. Seo's (2014) study, while highlighting improvements in fluency and confidence, did not sufficiently examine the complex role of metacognitive factors such as anxiety in the learning process. Furthermore, all of the aforementioned studies were conducted within controlled classroom environments. Thus, this restricts our understanding of how reading aloud might function as a learning strategy outside formal instruction, particularly during learners' free time. The potential of self-directed oral reading as a naturalistic means of fluency development remains underexplored. Therefore, the present study aims to address this research gap by investigating the impact of reading aloud during free time on speaking fluency in real-life, non-classroom contexts. By examining how learners engage with oral reading autonomously, this study seeks to provide a deeper understanding of the role that self-initiated oral practice

plays in developing speaking proficiency beyond the boundaries of structured educational settings.

While existing studies underscore the benefits of oral reading in structured environments, there is limited research on how learners independently engage in this activity during their free time and its impact on speaking fluency.

## **2. Statement of the Problem**

Achieving speaking fluency remains a persistent challenge for many EFL learners. Although numerous methods have been introduced to enhance language proficiency, many students still struggle to speak fluently due to limited practice opportunities, especially outside the classroom. One approach that has shown promise is reading aloud during free time. This method encourages learners to engage actively with the language and improve aspects such as pronunciation, confidence, and fluency. However, despite the growing interest in this technique, fluency remains a difficult skill to develop for most learners. Previous studies have demonstrated the benefits of reading aloud on language development, particularly in pronunciation and reading fluency. However, many of these studies have focused primarily on classroom-based instruction, and often targeted reading fluency rather than speaking fluency. Additionally, most existing research has been limited to specific age groups or cultural settings, making it difficult to generalize the findings to broader EFL contexts.

Moreover, few studies have examined how learners engage with reading aloud during their free time or how individual factors such as motivation, anxiety, or material choice impact fluency outcomes. This research aims to address these gaps by exploring how reading aloud during free time contributes to the development of speaking fluency among EFL

learners. It will examine the practical experiences of learners outside formal classroom settings and investigate the challenges they face and the strategies they use to improve their fluency through independent reading.

### **3. Aim of the study**

The aim of this study is to investigate EFL learners' perceptions of free time reading aloud as a strategy for enhancing speaking fluency. It also seeks to explore how learners independently engage in this practice and how it supports them in overcoming common challenges related to speaking fluency. Moreover, the study aims to highlight the significance of free time reading aloud in promoting more confident, fluent, and natural speaking without prior perceptions.

### **4. Research questions**

This study attempts to answer the following questions:

1. What are EFL learners' perceptions of free-time reading aloud as a strategy for improving their speaking fluency?
2. How do EFL learners engage in reading aloud outside the classroom, and what factors influence their engagement?
3. To what extent do learners believe that free time reading aloud helps them improve different aspects of speaking fluency?
4. What challenges do learners face when practicing reading aloud in their free time, and what strategies do they use to overcome these challenges?

### **5. Research objectives**

The following study aims to:

1. To investigate how EFL learners' perceptions of the role of reading aloud during their free time in enhancing speaking fluency.
2. To understand the patterns and frequency of learners' engagement in reading aloud activities outside the classroom setting.
3. To evaluate learners' opinions on how free time reading aloud supports different dimensions of speaking fluency.
4. To explore the challenges learners encounter during reading aloud practice and how they manage these obstacles.

## **6. Significance of the study**

This study aims to determine how reading aloud during free time can help EFL learners improve their self-perceived speaking fluency by engaging cognitive, linguistic, and social processes. It is based on Segalowitz's (2010) types of fluency and Levelt's model of speech production, both of which emphasize how reading aloud can help learners become more automatic and confident in using correct spelling, vocabulary, and pronunciation. The study also explores how guided reading aloud during free time can boost students' motivation and independence, while also helping them address anxiety, limited vocabulary, and other common difficulties. The results will provide EFL educators with some strategies for instructional delivery that support learner autonomy and focus on fluency development. Additionally, the findings may encourage the integration of planned and flexible reading aloud activities into EFL programs to show how effective they are in improving speaking skills.

## **7. Structure of the study**

The study is divided into two main chapters: the first is theoretical, and the second is practical. The theoretical chapter is organized into two sections. The first section explores the theoretical concepts of free time reading aloud, including its definition, different contexts (inside classroom and free time), the types of materials used, its importance in language learning, theoretical perspectives, and factors affecting it. The second section of the theoretical chapter focuses on speaking fluency development. Conversely, the practical chapter is also divided into two sections. The first section details the research methodology, including the population and sampling, data collection tools, and the administration and description of the students' questionnaire. The second section presents the analysis and interpretation of the data collected through the questionnaire.

## **8. The research methodology**

In this study, the descriptive method was adopted because it is considered the most suitable approach for examining students' thoughts, feelings, and attitudes in a natural, non-experimental setting. This method allows for a clear and objective understanding of how learners perceive the practice of reading aloud and whether they find it helpful in developing their speaking fluency in English. To obtain relevant and reliable data, a carefully designed questionnaire was used as the main data collection tool. It included a variety of questions aimed at exploring students' experiences, preferences, and opinions regarding reading aloud. The questionnaire was distributed to second-year students enrolled in the English Department at Mila University Center, who are studying English as a foreign language (EFL). A total of 50 participants were chosen randomly from the broader student population to ensure that the sample was representative and unbiased. The main goal of using this questionnaire was to

gather insightful information about how students view reading aloud as a learning strategy and whether they believe it contributes to their ability to speak English more fluently and confidently.

## **Chapter One:Free-Time Reading Aloud and Speaking Fluency Development**

# Section One: Free Time Reading Aloud

## Introduction

Learning a new language can be challenging, especially when trying to connect written words with their sounds. Many learners struggle to develop both comprehension and speaking skills at the same time. One powerful way to bridge this gap is through the practice of reading aloud. Reading aloud serves as an effective strategy for language learners to engage more deeply with the target language. It enables learners to simultaneously visualize, vocalize, and aurally process language, thereby enhancing both comprehension and engagement. By articulating text aloud, students move beyond passive reading; they actively participate in the construction of meaning and gradually build confidence in their language use. This practice contributes to the development of key language skills, including vocabulary acquisition, accurate pronunciation, and oral fluency. Unlike silent reading, which may allow for superficial engagement, reading aloud fosters active involvement and strengthens the cognitive connection between written and spoken language. Over time, learners can improve their word recognition, deepen their understanding, and achieve more accurate pronunciation. Teachers play a pivotal role in facilitating this process by guiding students in letter-sound correspondence, articulatory clarity, and appropriate stress placement, which in turn supports both reading accuracy and spelling proficiency.

This section explores the use of reading aloud during students' free time, the types of

texts they prefer, and instructional techniques that enhance its effectiveness. Additionally, it addresses common challenges such as anxiety, pronunciation difficulties, and limited vocabulary, while suggesting practical strategies to overcome these barriers.

### **1.1.1. Definition of Reading**

Reading is considered as one of the necessary skills for EFL learners to learn, as it involves an active cognitive process where the reader creates a direct connection with the text and meaning. It is a personal and dynamic process requiring focused attention and reflective thinking, which results in the creation of new knowledge along with language skills improvement.

In fact, reading is an active process that involves the understanding of written and visual content and deciphering symbols to communicate and share specific meanings. Various definitions have been proposed by many scholars to describe what reading is; According to Adams (1990; P.102), reading is the decoding of each word of a text separately in order to produce a meaning of the content as a whole. Another account provided by Rumelhart (1977) and Stanovich (1980, p.6) states that reading is primarily the identification of words, structures, and text types; comprehension, interpretation, inferring, meaning assigning and redefining, and critical judgment can be enabled through both top-down and bottom-up models of reading. According to Keiko and Annetta (2008, p.4), reading is a multifaceted cognitive process requiring many operations where each operation necessitates various sub-skills for effective application; concomitantly, reading acquisition is influenced and determined by individuals' everyday life in a specific socio-cultural community. Reading may be regarded as a multifaceted process requiring many skills functioning concurrently.



Grabe, in "Reading in a Second Language," says that "reading is an interactive process among the reader, the text, and various processes that adapt both gradually and flexibly to the reading context. This implies that the reading process of text, word, and structure analysis must engage both lower-level processes (Lexical access, Syntactic Parsing, Semantic proposition formation, and working memory activation) as well as higher-level processes (Text model comprehension, Situation model interpretation, use of Background Knowledge and inference, and Executive control processes). Also, in doing whatever reading task is at hand, the reader must switch from lower-level processes with grammar and vocabulary to higher-level processes involving the reader's schematic knowledge in order to reach a general understanding."

Another viewpoint expresses that reading comprehension includes the ability to extract both implicit and explicit meanings using different complex components of the bases of our systems for processing information visually, linguistically, and conceptually. This perspective adds support that reading is not just decoding words (Adams and Allans, 1977). Goodman (1967) cites in Carrell and Eisterhold (1983) that the accomplishment of reading is not depending on decoding written symbols through basic conventions but is based on an abstract system of multiple reading comprehension strategies that stimulate meaning building through varying text - while using the context clues, linguistics, and structure. The reading process goes through a variable phase or phases, contributing to the overall understanding of what is being read, called "reading comprehension," (Clarke, Truelove, Hulme, & Snowling, 2013; Wong, 2011). The Rand Reading Study Group (2002, p. 11) describes the process of reading as the simultaneous construction and extraction of meaning, from the act of written language. Ultimately, the ability to understand meaning - or information - is a critical component of

enhancing this skill. Therefore, the importance of understanding written texts becomes increasingly important across the educational disciplines as students move through educational levels (Clarke, Truelove, Hulme & Snowling, 2013; Wong, 2011).

### **1.1.2. Definition of Reading Aloud**

Reading Aloud is the process of vocalizing written texts so that they can be heard better than just read silently. This practice activates both the auditory and visual senses which increase comprehension and retention of material and also better one's connection to the subject being evaluated. When learning to read aloud, learners simultaneously see the text and hear themselves reading aloud making it a mixed sensory experience. Dual processing can lead to more advanced cognitive engagement and allows the student to more easily identify with more difficult content and retain it in long-term memory. In addition, vocalizing text can also help students internalize ideas, reinforce vocabulary, and build confidence in speaking. It is also termed "Oral Reading". It is doubtless that this way of reading behavior is the most visual proof of reading. When one listens to a reader reads a text loudly, they can both see and hear the extent to which this reading aloud coincides with the written form. Hence, it is quite natural to find that oral reading is the most useful practice in both L1 and L2 beginning reading activities.

Traditionally, this type was regarded as the essence of "the informal and standardized texts" to measure reading performance among EFL learners ( Davies, *ibid.* P. 11). Research in the field does not always provide a clear definition of what read aloud is. Studies demonstrate that it is understood and implemented by teachers in various ways. Indeed, for some, read aloud means a teacher reading a text to students while they listen. This approach is often used to expose students to fluent reading, enhance their vocabulary, and build their listening skills.

Other teachers might consider "read aloud" as a strategy when students take turns reading out loud, which helps improve their pronunciation, confidence, and reading fluency. Many teachers use reading aloud in ways that fit their specific teaching goals, classroom environments, and students' needs. For instance, in primary classrooms, a teacher can read to stimulate interest in the story, while in a class for languages, it could be more focusing on speaking and listening skills (Albright & Arial, 2005). Reading Aloud also can be defined as a "teaching structures that introduces students to the joy of constructing meaning from text" (Burkins & Yaris, 2016.P.13). Researchers suggest various techniques that teachers could use to make aloud reading more effective. Some of them might evaluate the use of expression, modeling fluent reading, asking questions, and actively interacting and engaging with students (Albright & Ariail, 2005; Fisher et al. 2004, Lane & Wright,2007). Reading Aloud (RA) may look different, depending on the subject area in which it is conducted. When a student reads aloud especially in his/her free time from a variety of texts, he/she could enhance comprehension skills, learning new vocabularies, or building contexts or background knowledge on a topic that she/he will be learning more about (International literacy Association, 2018). During a successful read aloud, students should demonstrate active listening skills, understand their expectations, and interact with the text and the teacher (Fisher et al., 2004) or they might be following along in the text (Clark & Andreasen, 2014). Depending on the read aloud's purposes, students might complete an activity to reflect or connect to what has been read (Fisher et al., 2004).

### **1.1.3. Reading Aloud inside classroom**

Reading aloud in the classroom involves educators or students orally presenting texts to an audience, serving as a multifaceted instructional strategy that enhances literacy skills,

including fluency, comprehension, and vocabulary development. This practice provides learners with a model of fluent reading, exposes them to rich vocabulary, and helps them understand complex sentence structures (Bredekamp, Copple, & Neuman, 2000). Research indicates that reading aloud is foundational to literacy development. It is considered one of the most critical activities for reading success, as it helps students engage with texts actively and strengthens their listening and critical thinking abilities (Reading Rockets, n.d.). Furthermore, it exposes students to language patterns not commonly found in everyday speech, fostering a deeper comprehension of written materials (San Jacinto Unified School District, n.d.). In addition to cognitive benefits, reading aloud can also enhance students' emotional well-being. Engaging stories can develop empathy, encourage imagination, and reduce stress levels (Carnegie Learning, 2024). Furthermore, active participation in read-aloud sessions can improve students' confidence in oral communication and pronunciation (National Literacy Trust, 2023).

#### **1.1.4. Reading Aloud During Free-Time**

Reading aloud during free-time refers to the voluntary act of vocalizing written texts outside structured academic settings. This activity serves as a bridge between mechanical reading skills and the enjoyment of literature, helping individuals develop a personal connection with texts. Research shows that reading aloud during leisure time enhances comprehension, as articulating and hearing words simultaneously reinforces understanding (Carnegie Learning, 2024). Additionally, it facilitates vocabulary acquisition, as individuals encounter new words in context and reinforce their meanings through pronunciation (Teaching Strategies, 2018). Beyond individual benefits, reading aloud in free time can be a social activity, strengthening bonds between family members and peers. For example, parents

reading bedtime stories to their children not only support literacy development but also create nurturing environments that contribute to emotional security and a love for books (The Sun, 2024). Studies indicate that children who engage in reading for pleasure tend to perform better academically and exhibit stronger cognitive skills (National Literacy Trust, 2024). Moreover, integrating read-aloud practices into free-time can play a crucial role in fostering lifelong reading habits. A recent report highlighted a decline in children's engagement with books, with only 34.6% of young readers expressing enjoyment in reading—a concerning drop from previous years (National Literacy Trust, 2024). Encouraging aloud reading in a relaxed setting may help counteract this trend by making literature more engaging and accessible (The Guardian, 2024).

#### **1.1.5. Comparison between Reading Aloud and Silent Reading**

Reading is one of the most essential skills in education, and the way we read—whether aloud or silently—can shape how readers process and retain information. While reading aloud engages both the vocal and auditory systems, Silent Reading (SR) relies on visual processing and internal cognition. Both approaches have their own strengths and are beneficial in different learning contexts. Understanding their differences can help educators and learners make informed decisions about how to use them effectively.

One key distinction between reading aloud and silent reading is how they affect comprehension. Studies suggest that reading aloud can be particularly useful for younger readers and language learners because it helps with word recognition, pronunciation, and fluency (Kurby, Magliano, & Rapp, 2008). When students vocalize words, they engage with the text in a more active way, which can reinforce understanding. This is why many teachers encourage early readers to read out loud.

On the other hand, silent reading allows for more independent thought and deeper cognitive engagement. Since there is no need to focus on pronunciation, readers can concentrate more on meaning and context (Izquierdo & Jimenez, 2013). This self-paced approach enables learners to reread difficult sections, make inferences, and process information at their own speed. For advanced readers, silent reading often leads to better comprehension, as they can focus entirely on the ideas rather than the mechanics of reading.

Another major difference lies in how each reading method affects memory retention. MacLeod and Forrin (2017) highlight a phenomenon called the "production effect", which suggests that information read aloud is more likely to be remembered than information read silently. This happens because reading aloud involves multiple senses: seeing the words, saying them, and hearing them. These combined activities create stronger memory traces, making it easier to recall the information later.

However, silent reading also has its own benefits for memory. Because it is faster and allows for rereading, it supports the retention of more complex ideas and detailed information. For students who are studying dense academic materials, silent reading helps them process and organize information more effectively (MacLeod & Izubko, 2023).

Silent reading is generally much faster than reading aloud. The average adult reads silently at a rate of 175 to 320 words per minute, while reading aloud is considerably slower due to the need for articulation (Science of Reading, 2023). This speed advantage makes silent reading more practical for absorbing large amounts of text, such as studying for exams or researching a topic.

On the other hand, reading aloud helps with fluency development, particularly for

language learners. Roehl and Al-Jarf (2017) found that students who practiced repeated oral reading improved both their pronunciation and reading speed over time. This suggests that while silent reading is ideal for comprehension and efficiency, reading aloud plays a crucial role in language learning and fluency training.

#### **1.1.6. Choosing materials to read**

EFL learners can significantly improve their reading fluency and speaking skills by engaging with different kinds of reading materials. Choosing reading texts that are appealing to them, as well as appropriate for their interests and language ability, makes the process of learning more enjoyable and productive. The below types - classic literature, poetry, short stories, literature with dialogue, and motivational non-fiction literature - provide valuable opportunities to improve vocabulary, pronunciation, and speaking skill confidence, through reading loud in their free-time.

##### **1.1.6.1. Classic Literature**

"A classic is a book that has never finished saying what it has to say" (Calvino, 1986, p. 5). Classic literature means stories from the past that still matter today. People keep reading them because they talk about life, feelings, and ideas that never get old. For EFL students, reading these books might feel difficult, but they can start with simpler versions or books that explain difficult words. Reading aloud can also help with pronunciation, and listening to audiobooks while reading can make it easier to understand.

##### **1.1.6.2. Poetry**

Poetry as an outpouring of strong emotions that comes from thinking about those feelings calmly later on (Wordsworth, 1800). Poetry is a type of writing that uses rhythm, sounds, and special word choices to create meaning. Since poetry has a musical quality, reading it aloud

can help EFL students with pronunciation and speaking flow. Listening to poetry readings and then practicing the same poems aloud can also help improve confidence in speaking.

#### **1.1.6.3. Short Stories**

Short stories are short pieces of fiction that can be read in one sitting (Poe 1842). Because they are not too long, short stories are good for EFL students who want to practice reading in their free-time. Reading them aloud can help improve speaking skills, and discussing the story with friends can make reading more fun and interactive.

#### **1.1.6.4. Fiction with Dialogues**

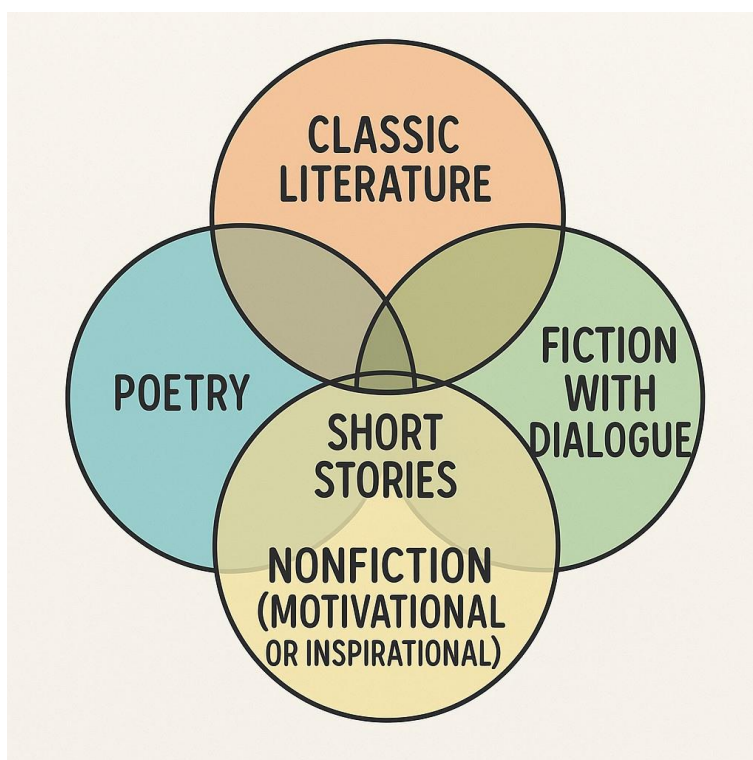
Abrams (1957) defines fiction as a narrative about imagined events and characters that often uses dialogue to bring the story to life, making the conversations important to the story. Since dialogue is similar to real conversations, reading these parts aloud can help EFL students improve their speaking skills. Acting out conversations from books or practicing with friends can make learning more fun and natural.

#### **1.1.6.5. Non-Fiction (Motivation or Inspiral)**

Non-fiction (motivational or Inspirational) includes real stories or advice meant to help people improve their lives. Because the language in these books is often simple and clear, they are good for EFL students who want to practice reading. Reading aloud can help with pronunciation, and listening to motivational talks or podcasts can make learning more interesting.

*Figure 01 Types of Reading Materials for Fluency Development*





### **1.1.7. Importance of reading aloud in language learning**

Reading aloud is a key strategy in language learning, as it enhances pronunciation, fluency, and comprehension. According to Nation (2009), oral reading helps learners recognize words faster and develop a natural speech rhythm, making it an effective tool for improving spoken language skills.

#### **1.1.7.1. Pronunciation Practice**

Struggling with pronouncing a word correctly, even after seeing it multiple times, is a common experience. Reading aloud can help with that. It forces learners to slow down and focus on how each word sounds, where to pause, and how to use the right stress and intonation. This is especially useful for students who have strong local accents and want to improve their pronunciation. Huang(2010) highlights that reading aloud provides an excellent way to correct mispronunciation and develop a more natural speed pattern.

### **1.1.7.2.Improving Oral English**

Many language learners spent years studying grammar and vocabulary but still hesitate to speak. Reading aloud is a great stepping stone to building confidence. It gives students a structured way to practice speaking without the pressure of conversation over time, this practice helps them overcome speech hesitation and repetition. As Huang (2010, p.149) points out, reading aloud encourages fluency and helps learners develop a natural rhythm in their speech.

### **1.1.7.3. Enhancing Comprehension**

Comprehension was described by Smith (1978) as an invisible process that takes place in the mind, which makes it complicated to teach. He concluded the basis of comprehension is prediction and prediction is achieved by making use of what we already know about the world, by making use of the theory of the world in the head (p. 87). Smith (1978) stated: The very notion that comprehension is relative, that it depends on the questions that an individual happens to ask, is not one that all teachers leave unchallenged. They want to argue that you may not have understood the book however little uncertainty you are left with at the end. (p. 86)

Reading Aloud encourages a slower pace, and allowing students to focus on the meaning of the words. When students read out loud, they become more engaged with the text, noticing tone, emotions, and the writer's style. This deeper interaction

enhances both understanding and memory. Huang (2010, p.149) states that reading aloud enables learners to form a strong connection with the text, leading to more meaningful comprehension.

### **1.1.8. Theoretical perspectives on free-time reading aloud**

Reading is a fundamental skill that extends beyond academic settings into leisure activities. Free-time aloud reading has been examined through various theoretical perspectives, each offering a unique interpretation. Cognitivism considers it a process shaped by mental functions, while psycholinguistic theory focuses on the relationship between language and cognitive abilities. Chris Rojek's theory of leisure time emphasizes how free-time can be devoted to learning, including reading aloud, as a meaningful and enriching activity. These theories provide different ways to understand the significance of free-time aloud reading in learning and daily life.

#### **1.1.8.1. Cognitive Theory**

Cognitivism views aloud reading as a process that engages working memory and cognitive load, which helps learners develop comprehension through active mental processing (Sweller, 1988). This perspective emphasizes that reading aloud supports schema development and reinforces the connection between phonological and semantic processing (Anderson, 1980).

#### **1.1.8.2. Attention and memory in reading aloud**

Reading aloud engages key cognitive processes, particularly attention and memory. Research by Nouchi et al. (2016) shows that reading aloud requires the use of multiple cognitive functions, including attention, memory, and executive functions such as inhibition, shifting, and updating. These processes help readers focus on decoding words while also comprehending their meaning. Additionally, memory plays a crucial role in reading aloud due to the production effect, which enhances recall by making spoken words more distinctive in memory compared to silently read words (MacLeod et al., 2010). This effect suggests that actively vocalizing text strengthens retention and learning.

### **1.1.8.3. Fluent and Automaticity**

A fluent reader does not have to stop and think about each word he/she comes across; instead, he/she recognize words quickly and focus on meaning. Loberge and Samuel (1974) introduced the automaticity theory, which states that when word recognition becomes automatic, the brain has more space to focus on understanding the text.

### **1.1.8.4. Background knowledge**

Successful comprehension is achieved through the interactive interaction of extracted text information and a reader's prior knowledge (Kosa,2007;4). Background knowledge is widely recognized as a major factor in reading comprehension (Adam,et al.1995). According to Grabe(2009), background knowledge is a way to describe information stored in memory systems, and reading is a combination of text input, appropriate cognitive processes and information that people already know. This means that readers do not rely only on the words in the text, but also on their prior knowledge to understand new information. On one hand, readers with more background knowledge on a specific topic read a text differently and more efficiently (Grabe,2009). For example, a student who has previous information about the history of Second World War, when reading a text that talks about wars, would understand the text better and critically analyses its elements and relate it to what he/she already knows. On the other hand, familiar cultural stories are read more efficiently with better comprehension than stories from unfamiliar cultures (Alderson, 2000; Hudson, 2007). According to a study by Floyd & Carrell,1978), for students who lacked appropriate cultural background knowledge for specific texts, teaching them more background information could facilities second language reading. The connection between prior knowledge and new information is central to Schema theory. This latter was proposed by Bartlett (1932). It explains how knowledge is structured in the mind through mental frameworks called schemas. These schemas help individuals interpret, organize, and recall information by linking new experiences to prior knowledge. When

encountering new information, individuals either assimilate it into existing schemas or adjust their schemas through accommodation (Bartlett, 1932). Therefore, Comprehension is a process where a reader's prior knowledge interacts with the information in the text to construct meaning (Anderson & Pearson, 1984).

#### **1.1.8.5. Psycholinguistic theory on free-time reading aloud**

The psycholinguistic perspective on reading aloud during free-time views it as an active and dynamic process where readers construct meaning using various linguistic and cognitive cues. According to this theory, reading is not a simple process of decoding words but involves predicting, interpreting, and understanding text through interactions between different sources of information. Readers rely on graphical cues (such as letters and word shapes), systematic or syntactic cues (such as sentence structure and grammar), and semantic cues (such as meaning derived from context and prior knowledge) to make sense of what they read (Goodman, 1976). Kenneth Goodman (1976) described reading as a "psycholinguistic guessing game," where readers actively anticipate words and phrases based on their understanding of language and context. For example, when a student reads a story aloud during free-time, they may encounter an unfamiliar word but still predict its meaning based on the surrounding words and their knowledge of grammar and sentence structure. If a child reads the sentence, "The dog wagged its, " they might guess "tail" before fully processing the word, relying on their understanding of how words function in context. Free-time aloud reading also allows individuals to practice and refine their reading fluency, as they become more skilled in predicting words, self-correcting errors, and adjusting their reading pace. For instance, when students read aloud in pairs or groups, they may pause to discuss the meaning of challenging words, helping each other use psycholinguistic strategies to decode unfamiliar terms. Additionally, reading aloud from different genres, such as poetry, fiction, or news articles, encourages exposure to varied linguistic structures, further enhancing their ability to use syntax and semantics effectively. Beyond individual

benefits, psycholinguistic processes in aloud reading can also be observed in social and interactive settings. In storytelling sessions, readers often modify their intonation and pacing based on their audience's reactions, demonstrating an intuitive understanding of language cues. Similarly, in community reading programs, individuals may read aloud to younger children or elderly listeners, reinforcing their ability to use language predictively while engaging in a meaningful literacy activity.

#### **1.1.8.6. Rojek's Theory**

Rojek's leisure theory challenges conventional perspectives on leisure, emphasizing its structural characteristics and the complexities of how leisure is experienced in contemporary society. Rojek distinguishes between different types of leisure, including free-time leisure, which refers to activities people engage in outside of their work and obligations. Unlike traditional views that define leisure as simply the opposite of work, Rojek argues that leisure is shaped by social structures, cultural influences, and personal choices. One example of free-time leisure is reading aloud, which can be a leisure activity when individuals choose to read to themselves or others for enjoyment, relaxation, or education. For instance, families often engage in bedtime storytelling, where parents read aloud to their children, creating a bonding experience while also fostering literacy skills. Similarly, book clubs may incorporate read-aloud sessions where members take turns reading passages and discussing their interpretations, enhancing both social interaction and comprehension. In educational settings, reading aloud can also be an enriching free-time activity. A student may choose to read poetry or stories aloud during a library session, appreciating the rhythm and expression of language. Another example is individuals participating in community events, such as public readings of literature or poetry slams, where they share texts with an audience. These instances illustrate how free-time reading aloud is not just about literacy development but also a meaningful form of leisure that contributes to social engagement and cultural enrichment.

#### **1.1.9. Benefits of free-time reading aloud**

Reading aloud in one's free time can support EFL learners to develop aspects of vocabulary, pronunciation, comprehension, and listening. It allows learners to practice English flexibly and autonomously, which increases their confidence to work with texts and make sense of the language.

#### **1.1.9.1. Reading Aloud for improving English vocabulary**

Since vocabulary serves as the foundation for both understanding written and spoken texts and expressing ideas both orally and in writing, it is the primary component of language ability (Linse & Nunan, 2005; Richard & Renandya, 2002). The aspects of vocabulary include word meaning (synonyms, antonym, connotation, and denotation) word use extensions like idioms, word combinations, or collocation, and grammar, verbs, adjectives, and adverbs are all components of vocabulary (Harmer, 2011). According to experts, free-time reading aloud has a positive effect on these vocabularies related aspects because the students' clear speaking styles during free time reading aloud can significantly affect their sentence recognition memory, which allows them to recall their previous vocabularies and pick up new words (Batini et al., 2018; Bullinama, 2014). In the context of English learning, reading aloud is the safest choice for introducing new vocabularies for EFL learners. With globalization English has become parts of global exposure through television, films, social media, and the internet providing authentic English exposure to EFL learners (Ariantimi; et al, 2021). However, many have argued for the rationing of learner's exposure to judge to prevent addiction and anti-social behaviors (Clatipaktanostook & Reinders, 2016).

Free-time reading aloud (FTRA) offers EFL students' exposure to the English language while minimizing their screen time. Since they have not yet developed the cognitive skills necessary for independent reading, reading aloud serves as a more suitable English reading materials chosen by knowledgeable adults who understand their developmental needs (Huang 2010; Jacobs, 2016; Marchessault & Larwin, 2014).

### **1.1.9.2. Reading Aloud for nurturing pronunciation**

Pronunciation is a key concern when learners are learning a language with a different phonetic system from their mother tongue (Adnyani, Berotho,& Supanva,2017). For instance, this challenge is especially relevant in the Indian EFL context; where unfamiliar sounds can make accurate pronunciation difficult. If mispronunciation go uncorrected, they may become ingrained over time, it is leading to fossilization where incorrect pronunciation becomes a lasting habit (Adnyani & Kusunawardani,2020; Adnyani, Pastic,2018). Introducing correct pronunciation early is crucial for learners learning English as a foreign language. Mispronunciation can lead to confusion and communication breakdowns (Hycraft,1978; Kelly,2000). One effective way to support pronunciation development is through free-time reading aloud, as it allows students to hear and imitate accurate pronunciation. There are some researchers such as

Bullinaria(2014), Huang(2010) and Karlami(1992) emphasize that reading aloud offers an essential model for pronunciation. When the learner reads aloud, she/ he exposed to correctly pronounce words , helping her/him develop a stronger foundation in spoken English.

Reading aloud during free-time offers students a valuable opportunity to practice pronunciation independently. Without the structured guidance of the classroom settings, students can engage with texts at their own pace, focusing on how words sound as they read them aloud. This practice helps reinforce correct pronunciation and build confidence in spoken English. Even in independent reading, exposure to accurate pronunciation is essential. Students can use resources such audio-books or pronunciation tools to compare their reading with correct models. Additionally, occasional self-check, such as recording their reading and listening for errors can help them recognize and improve mispronunciation (Karlami, 1998). Even without direct teacher intervention, students can enhance their understanding by engaging with texts actively. Asking themselves simple questions about the content, relating it to personal experiences, and summarizing key points can help



solidify comprehension (Tarim, 2015; Gurdon, 2019; Johnston, 2015; Lane & Wright, 2007; Novianti & Abdurahman, 2019; Trelease, 1989).

### **1.1.9.3. Reading aloud for cultivating comprehension**

Language learning is so fundamentally about exchanging information, where both expressing and understanding meaning are important (Giovanelli, 2015). For students learning English as a foreign language, comprehension plays a key role in enhancing their skills. Engaging in free-time out loud reading can be a valuable way to explore texts at their own way. By vocalizing words, students process information more deeply, this helps them retain the language more effectively (Jacobs, 2016). Reading aloud naturally combines both reading and listening, making it a powerful tool for language development (Gurdo, 2019). These receptive skills play a crucial role in how students understand what they read and hear (Nunan, 2005). When students engage in free-time out loud reading, they both see the words and hear their own pronunciation, allowing them to process the information in two ways; understanding and grasping the meaning through pronunciation, free-time reading aloud allows students to develop their own rhythm, experiment with expression, and so on. Additionally, reading natural pauses while reading aloud in free-time gives students moments to absorb and reflect on the information (Huang, 2010) these pauses allow them to connect new ideas with their existing knowledge and fostering deeper comprehension. During reading aloud, students can deepen understanding of texts without needing to constant teacher guidance. By asking themselves specific questions about the content, connecting it to their own experiences, and summarizing the main points, they can significantly improve their comprehension. Even something as simple as reading aloud during free-time can become a powerful tool for enhancing English skills and making reading more of an enjoyable experience

### **1.1.9.4. Reading Aloud for training listening skills**

Listening is an important receptive skill that helps learners improve their comprehension through auditory input (Nunan,2015). Unlike productive skills, listening does not require students to generate language, rather they focus on understanding meaning from spoken and written texts they hear (Mundle,2015). From an early age, children naturally develop their listening skills by being exposed to the sounds around them. In this context, free-time reading aloud can be a valuable activity for enhancing students' listening abilities. By reading aloud in their own times, learners do not only engage with the text visually, but also hear their own pronunciation and rhythm, which reinforces their comprehension. In traditional classroom settings, students primarily hear their teacher's voice during reading aloud activities. As the teacher reads the text, students are exposed to spoken words, phrases, and sentences, which serve as general listening practice (Batini et al., 2018). However, beyond classroom instruction, free-time reading aloud can offer an even more personalized and engaging way for students to immerse themselves in English. By reading aloud in their own free-time, students not only strengthen their listening skills but also develop a sense of confidence and comfort with English pronunciation and rhythm.

Free-time reading aloud helps learners develop listening skills by engaging them actively in language processing. It encourages them to predict words and sentences, improving their ability to anticipate spoken language patterns (Draper,1993). Unlike passive listening to recording, reading aloud keeps learners actively involved. This is not only enhances listening abilities but also builds confidence when using English.

#### **1.1.10. Challenges in Free-Time Reading Aloud**

Free-time aloud reading presents several challenges for EFL learners, including anxiety, lack of self-confidence, pronunciation issues, and limited vocabulary knowledge. These obstacles can hinder their ability to read smoothly, understand the text, and build language skills effectively. The following sections explore these challenges in more detail and highlight the difficulties learners face

during independent reading aloud.

#### **1.1.10.1. Anxiety**

Reading aloud anxiety is a common issue for many students, especially in foreign language learning. When students read aloud, they often feel nervous, because they worry about making mistakes or being judged by their classmates. This anxiety come from personal reasons like low self-confidence, or from difficulty with the text being read, such as unfamiliar words, complicated ideas, or cultural differences. (Saito et al; Harvitz et al ,1986). Studies show that students tend to focus more on how they sound rather than understanding the meaning of the text. They stress over pronunciation and errors, which affect their ability to comprehend what they are reading (Machlmtyre E, Fardmer, 1991). Therefore, it leads to a cycle where anxiety makes reading harder which results in increasing their fear and lowers their academic performance (Beaton et al, 1996). Inside classroom, teachers can help students overcome this anxiety by creating a positive learning environment and giving feedback. However, outside classrooms, it is hard for students to practice aloud reading during free-time without feedback.

#### **1.1.10.2. Lack of self confidence**

Many learners feel nervous when they have to read aloud, especially in a foreign language. One main reason is the lack of self-confidence. It is the result of fear of making mistakes or being laughed at by others. When students worry too much about their pronunciation or what others might think, it can lower their self-confidence and make it difficult to focus on understanding the texts (Reading rockets,n.d.;Lead to Read kc,n.d).It can become worse if a student has had negative experiences with reading aloud before. For example, if a student struggled with reading a given text in English inside classroom, he or she might worry and think that they will fail again, which just adds to their fear (Neurolaunch,n.d.). Additionally, comparing themselves to classmates who read easily can make students feel like they are not good enough. As a result, their self-confidence would

decrease (Lead to Read Kc,n.d). Teachers can help students overcome this problem inside classroom by considering mistakes as part of learning. However, it can be difficult to overcome this problem outside classrooms, especially during free time reading aloud because teachers are not there to support them.

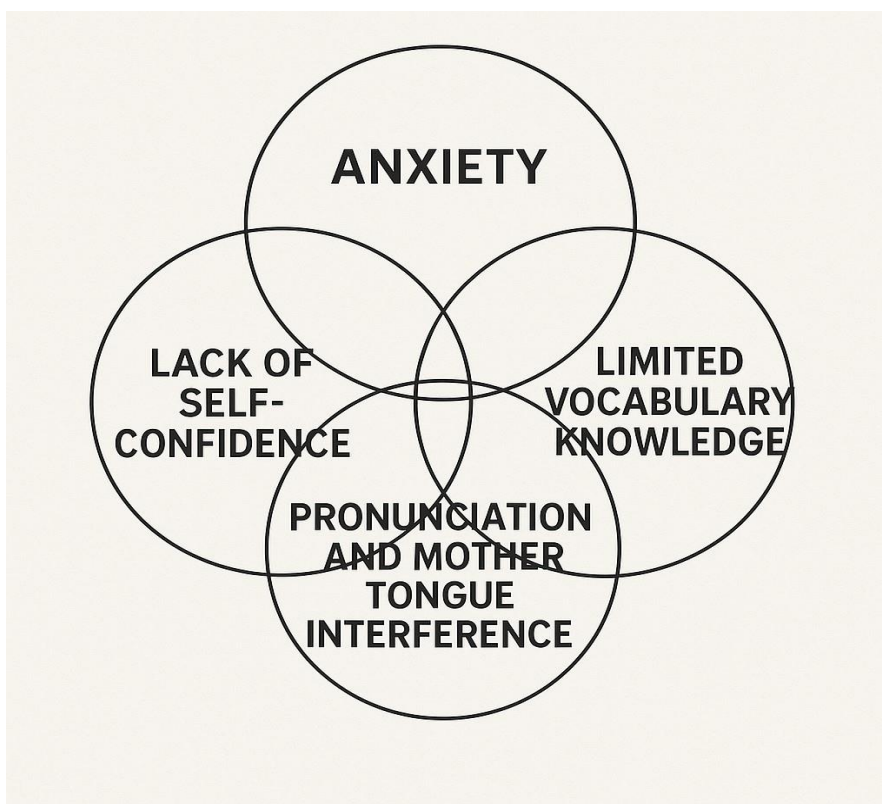
#### **1.1.10.3. Pronunciation and mother tongue interference**

Pronunciation problems during aloud reading in English as a foreign language often are due to interference from learners' mother tongue. Differences in phonetic systems between the mother tongue and the foreign language can lead to mispronouncing words, which can affect spoken language. According to Gilakson(2016), learners tend to apply the phonetic rules of their first language when speaking in English, which can results in incorrect stress patterns, vowel sounds, or consonant substitution. For example "ship" and "sheep". Similarly, Avery E Ehrchich (1992) emphasized that certain sounds in English may not exist in learners' native language. Thus, reading aloud in English during free-time can be a difficult task to perform due to pronunciation problems.

#### **1.1.10.4. Limited vocabulary knowledge**

Limited vocabulary knowledge can be a major obstacle for EFL Students when they read aloud in English, especially in their first time. When they come across words they do not know it makes it difficult for them to read smoothly and understand what they read quickly. As a result, it affects both their confidence and overall comprehension. Brooks et al (2020) found that vocabulary knowledge had a greater impact on reading comprehension, also on fluency and general speaking skills. In addition, Chou(2009) argues that knowing more words improves students ability to make inferences, which is essential for understanding the material. Moreover, lack of vocabulary knowledge is also identified as a major factor limiting reading comprehension. Laufer(1977) emphasized that knowing words is more important for reading comprehension than understanding grammar rules. During free-time, students struggle with unfamiliar vocabulary and cannot continue reading aloud as a result, they stop reading.

*Figure 02 Challenges in Free-Time Reading Aloud*



### **1.1.11. Strategies to Improve Free-Time Reading Aloud**

To help EFL students meet the challenges of reading freely aloud, many potential strategies can be applied. These approaches (e.g., repeated reading, shadowing, technology integration, partner reading) are authentic ways to help students improve their pronunciation, vocabulary, fluency, and comprehension. Through implementing such methodologies, students may gain confidence, improve their performance, and elevate reading to a more enjoyable and engaged experience for students.

#### **1.1.11.1. Repeated Reading**

Repeated reading is when a student reads a text several times. Kathy Callier (2024). In other

words, repeated reading is a reading practice where the same text is read multiple times. Callier (2024) stated that: "Repeated reading of short texts, sentences, and letters can increase and assess fluency". This method involves reading the same text multiple times. By focusing on familiar materials, students reinforce vocabulary and become more confident in reading aloud with a smoother natural speech (Huang E Kuo,2019). Repeated reading also helps to enhance reading speed and understanding of grammatical structures (Pang,2011). This technique can be done independently. Therefore, students can use it in their first time by selecting Texts of personal interests such as short stories, news articles... etc. (Garcia,2020).

#### **1.1.11.2. Using Shadowing technique**

Conversational shadowing is a technique based on a common human behavior in conversation, mainly, the tendency to repeat what others or oneself says in a conversation. Tamen (2007).

According to the Teaching English Website (n.d.)"shadowing reading is a pedagogical technique where learners read aloud with a native speaker's recording, aiming to improve pronunciation, intonation, and fluency, by synchronizing their speech with the native speaker's pace and style". EFL students can use shadowing technique during free-time, which involves listening to native speakers and immediately repeating what they hear. This practice improves pronunciation and rhythm, which in turn lead to a more fluent and natural speech (Suyadu,2024). Students can use various materials such as podcasts or language learning videos to practice according to their interests (Hsieh,et al,2013).

#### **1.1.11.3. Integrating of technology in reading**

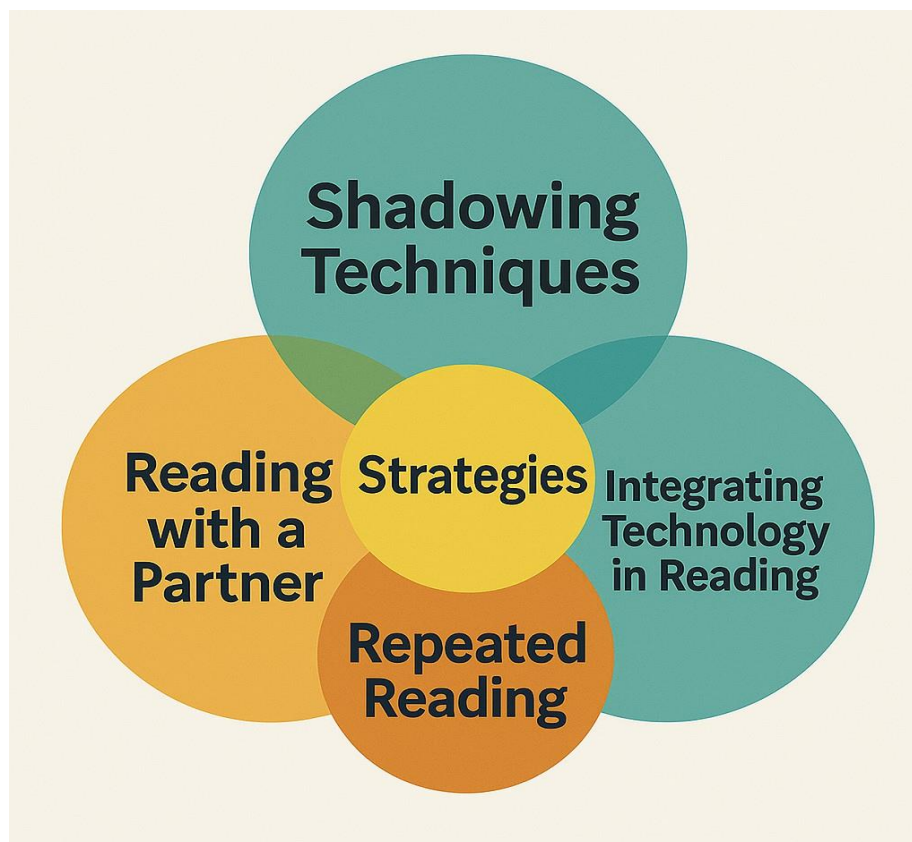
Integrating technology into free-time aloud reading can be a significant advantage for EFL students. Through apps like e-readers, and online platforms, students gain access to a wide variety of reading materials. These tools offer features such as built-in dictionaries, audio-option... etc. (Anderson,2021). Furthermore, technology gives students the chance to engage with content that is

interesting for them. (Brown E Larson,2020). Some apps like Kindle and Audible allow students to read and listen at the same time, which helps to improve both reading and listening skills (Clark E Roberts,2022).

#### **1.1.11.4. Reading with a partner**

Reading aloud with a partner is an effective way for students to practice during their free-time. By taking turns while reading aloud, students help each other with pronunciation, also they give feedback as they read. This approach helps students feel more confident and improve their speaking skills without the pressure of formal settings like classroom. (Johnson E Miller,2020) As they read together, students can discuss what they read, and boost communication skills.(Wang,2021). Additionally, working with a partner makes reading more enjoyable experience (Zhang, 2022).

*Figure 03: Strategies to improve Free-Time Reading Aloud*



## **Conclusion**

Free-time reading aloud has many benefits, but it also comes with some challenges. It helps improve pronunciation, fluency, and confidence while reading. Reading aloud also makes it easier to understand the text and remember information. However, some people might struggle with pronunciation, feel shy, or lose focus while reading aloud. To overcome these challenges, choosing interesting books, practicing regularly, and reading with a partner can be helpful. In the end, free-time aloud reading is a useful habit that can strengthen language skills and make reading more enjoyable



## **Section Two: Speaking Fluency Development**

## **Introduction**

Language is an important part of human connection. People use it everyday to express ideas, share emotions, and communicate with others. In today's world, knowing more than one language is useful for work, study, and travel. Many people, especially students, learn languages. However, speaking fluently in a foreign language can be difficult. Some learners hesitate when they speak, forget words, or feel nervous in conversations. This is a major problem EFL learners suffer from due to a variety of reasons, including traditional teaching methods that tend to focus only on grammar rules neglecting teaching speaking skills. Also, metacognitive factors such as anxiety and shyness can affect fluency.

### **1.2.1. Definition of Speaking Fluency**

Hartman and Stark(1976) indicated that fluency refers to a speaker's ability to use the correct structures of a language at a natural speed , this implies speaking naturally (spontaneously) and focusing on the correct delivery rather than the form or the structure of the language. Fillmore(1979) defined fluency as the ability to talk at length with few pauses. A speaker is able to express his/her ideas in a coherent way and to deal with lexical and Semantic items at a fast speed. In other words, speaking fluency means using a language smoothly and naturally without too many pauses.

### **1.2.2. Who is a fluent speaker?**

According to Fillmore (1979), a fluent speaker is someone who possesses four important abilities. First, fluency involves the ability to talk at length with few pauses, which means speaking for an extended time without frequent interruptions or hesitations. In addition, a fluent speaker can produce sentences that are coherent, reasoned, and meaningful. This includes forming clear and logically structured sentences. Moreover, fluency requires the use of appropriate expressions in a wide range of contexts, allowing the speaker to respond suitably in various everyday situations.

Finally, a fluent speaker should also be creative and imaginative in using language. This means having the ability to express ideas in original and innovative ways.

### **1.2.3. Importance of speaking fluency**

Fluency in speaking is a crucial aspect of language learning, as it determinates a learner's ability to communicate effectively and confidently. It is considered a key element of commutative competence, which plays a vital role in language proficiency (Shahini & Shahamiria,2017). Fluency is often regarded as an important indicator of progress in language learning, as it enables learners to convey their thoughts naturally without hesitation (Chambers,1997). While traditional language instruction has focused on grammar accuracy, research suggests that prioritizing fluency helps students develop automaticity, speed and comprehension, which are essential for real life connection (Brigg,2016).However, in many educational contexts fluency is often neglected and students priorities are grammar and vocabulary rather than practical communication skills (Reed,1997;Albina,2017).As a result, learners perform well in written examinations, but struggle to express their ideas fluently in spoken conversations (Garkaltseva et al,2015). Studies in countries such as Japan, Russia, and Angola reveal that students often pass their English exams but fail to communicate effectively due to a lack of fluency training (Albino,2017;Noam\_Ura,2013).This emphasizes the important role that fluency plays in classroom. On the other hand, beyond the classroom, speaking fluency has a significant importance on employment and career opportunities. Employees increasingly value confidence with strong spoken English skills, as fluency enhances workplace communication and international business interaction (Huynh Diep tram Anh,2018). Studies have shown that graduates who demonstrate fluency are more likely to score higher-paying jobs than those with only grammatical competence (Pham,2005,cited in Kieu Hang Kim ANH,2010).

### **1.2.4. Components of speaking fluency**

Oral fluency is a key aspect of language proficiency, encompassing various

components that contribute to effective spoken communication.

#### **1.2.4.1. Delivery and appropriateness**

Colby (2013) explains that oral fluency has two key parts; how words are delivered and how they are used in different situations to express ideas. In simple terms, fluency is more than just speaking without hesitations, it focuses on using language in a way that make sense in real conversation. A fluent speaker delivers words smoothly, with clear pronunciation and a natural pace. At the same time, they need to choose the right words and sentence structures for the situation, making their message meaningful. According to Colby(2013,p.190), fluency depends on using correct grammar, proper word order, and different verb tenses, which allow speakers to form clear and accurate sentences. For many researchers, being fluent is more than just speed; it is the speaking in a way that sounds natural and makes sense to others.

#### **1.2.4.2. Comprehension, rate, automaticity, and expression**

According to Deriries (2017), fluency consists of four main components; understanding, rate, automaticity, and expression. In other words, being fluent is more than just speaking quickly, but it involved understanding what is being said, and expressing ideas smoothly. One key aspect is automaticity, which means being able to produce speech effortlessly.

#### **1.2.4.3. Clarity and cohesion**

Stockdale (2009) explains that speakers who pause naturally, maintain a fixed pace and express their ideas clearly are perceived to be more fluent. Pienda(2017) adds to this by saying that fluency does not include just speed or how language someone speaks, it is also about expressing ideas in a clear, well-structured way with correct grammar. A smooth flow of ideas and structured expression help make communication more engaging and easier to use.

#### **1.2.4.4. Accuracy Vs fluency debate**

According to Skehan (1996, p.191), accuracy is "The ability to produce grammatically correct

sentences that are free from errors in morphology, syntax, and vocabulary. "Brown (2001) stated that fluency and accuracy work together; they are not separate skills but two sides of the same coin. If teachers focus too much on fluency and grammar, students might struggle to make themselves understood. But if the focus is on grammar, students may form correct sentences, yet their speech could feel unnatural. Moreover, Richard and Rogers (2001) suggest that the best way for learners to improve their language skills is by trying to express a whole number of ideas rather than just memorize grammar rules ( like in grammar translation method). Similarly, Richard and Schmidt (2002) describe fluency as the ability to speak in a clear and organized way, even if a learner has not fully mastered grammar, vocabulary, or intonation.

### **1.2.5. Types of speaking fluency**

Segalowitz (2010) distinguished between three concepts of fluency: cognition, perceived, and utterance.

#### **1.2.5.1. Cognitive fluency and Levelt's "blue print" of speech production**

In a more recent study, Lennon (2000) stated earlier definitions of fluency into the following working definition:" the rapid, smooth, accurate, and efficient translation of thoughts or communicative intention into language under the temporal constraints of online processing"(p.26). According to (De Jong, Steinel, Florijn, Schoonen, & Hulstijn, 2013), cognitive fluency (CF) is the fluency that "characterizes a speaker's abilities to efficiently plan and execute his speech".

Levelt's model of speech production, first proposed in 1989, describes the cognitive processes involved in monolingual speech. It is the model most frequently cited in studies of speech production (Kormos,2006; Segalowitz,2010). Put simply, there

are three stages: first speech is conceptualized, then it is formulated or encoded, and finally it is articulated. The speaker draws on three different stores of knowledge: knowledge of the external and internal world, the mental lexicon, which contains lemmas and morpho-phonological codes, and the syllabary containing phonological information.

These three stages of speech production are mirrored in the process of speech perception, whether the speech is another speaker's utterances or one's own (self-monitoring). First it is perceived, then it is decoded in the speech comprehension system, or parser, and finally it is interpreted by the conceptualizer. Self-monitoring also occurs at three stages, according to Levelt's model: during conceptualization and formulation, and after articulation, and any errors perceived trigger off signals that may lead to repair. Repair is typical of spontaneous spoken language and includes repetition, reformulation, and self-correcting. When speech involves interaction, it is further complicated (Thornbury, 2005), as each utterance is a reaction to the interlocutor's previous one. Moreover, the articulation of one utterance and the planning of the next may overlap. For speech to be fluent, considerable automaticity is required to carry out these parallel processes.

#### **1.2.5.2. Utterance fluency**

Segalowitz (2006, p. 327) defines utterance fluency as the temporal features of speech as well as the number of fault corrections in the utterance. Segalowitz points out that these characteristics are influenced by the Speaker's cognitive fluency. Tavakoli and Skehan(2005) classify utterance indicators into three categories: speed fluency (measurement of the rate and density of speech delivery), breakdown fluency (measurement of the frequency of interruptions resulting from pauses), and repair fluency (measurement of the number of repeated and corrected words in the utterance).

One of the significant benefits of assessing utterance fluency (UF) is that its variables may be measured (i. e., via software such as Praat) making their evaluation more objective. In many

investigations of utterance fluency, a wide range of quantitative measures have been proposed, with different investigators focusing on various aspects of speech production as the most valid predictors of fluency. According to several articles, Kormos (2006) summarizes ten key measures, including the mean length ratio, the proportion of time spent speaking relative or compared to the total duration of the speech sample, and it is the ratio of stressed words to total words. As Kormos explains, “Many studies (Freed, 2000; Lennon, 1990) have claimed that speech rate measured as the number of syllables spoken per minute and mean length of runs which includes an average number of syllable counts produced between pauses are the most significant predictors of fluency”. However, the results also show there are significant exceptions, with Tavakoli, Campbell and McCormack (2015) concluding that there is a significant degree of overlap in these measures; some are “comprehensive” (e. g., speech rate, which incorporates both pausing and speed characteristics) while others are not (e. g., articulation rate, which only considers speed). In Kormos and Dénes (2004)’ work on the perceived perceptions of fluency, they concluded that pace—the number of stressed words per minute—is one of the most reliable measures of fluency and it is also relatively straightforward to calculate. They report that findings on the frequency of filled and unfilled pauses, as well as repair phenomena, are generally contradictory and demonstrate in their own study that they do not influence perceptions of fluency. The relative unimportance of repair measures is confirmed by Bosker et al. (2012). In short, each study measures a different cocktail of variables using a variety of tools and different sample sizes, making it difficult to draw clear conclusions.

Moreover, De Jong et al. (2015) doubt whether the extent to which such fluency measures are accurate representations of L2 proficiency. They agree with Fillmore (1979) in asserting that fluency is partly a question of personal speaking style and personality, and can also be culture-dependent. They compare fluency measures in Turkish and English learners of Dutch in both their L1 and their L2 and conclude that for most measures, and especially syllable duration and filled pauses, the speakers'

performances are similar in both languages. They argue, then, that L1 fluency measures need to be brought into consideration when working on L2 fluency. Derwing, Munro, Thomson and Rossiter (2009) also found a robust correlation between the L1 and L2 fluency behavior of Slavic and Mandarin English speakers.

### **1.2.5.3. Perceived fluency**

Perceived fluency refers to listeners' perceptions of the fluency of a certain speech sample ( or speaker) based on that sample. Individuals possess unique tastes; thus we may not interpret the same speech or assess the same performance in the same manner. Perceived fluency is therefore the most arbitrary of the three.

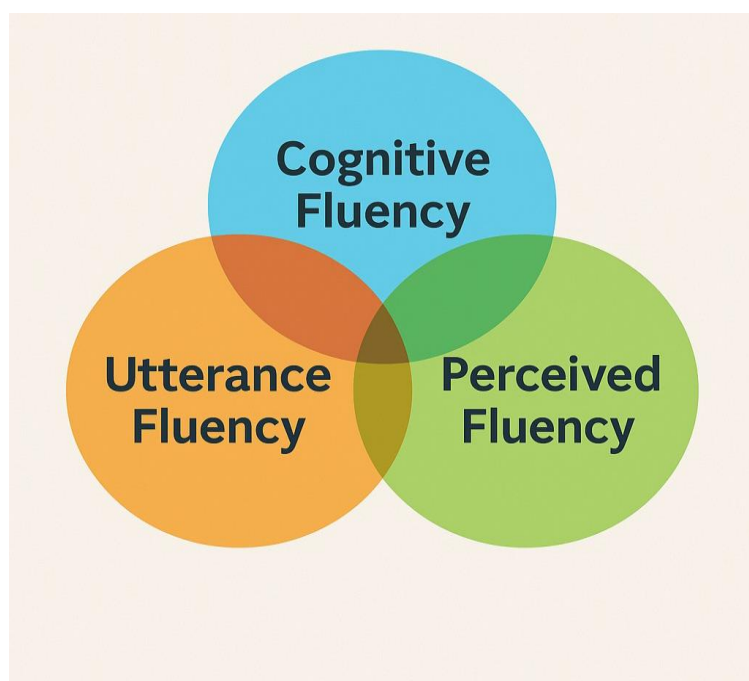
Segalowitz's third view of fluency, perceived fluency (PF) ; is the most complete of the three as it combines cognitive fluency and utterance fluency while also including the listener. This seems logical, given the difficulties in measuring fluency objectively. As previously illustrated, cognitive fluency is difficult to assess , and temporal and repair phenomena are not always reliable indicators, therefore the listner's impression inevitably count. Lennon (1990) claimed that “fluency reflects the speaker's ability to focus the listener's attention on his/her message by presenting a finished product, rather than inviting the listener to focus on the working of the production mechanisms” (pp. 391-392). In other words, if the speaker communicates his/her message effectively without pausing or hesitating unduly, the listener will infer that the speaker possesses cognitive fluency.

Different studies have investigated how people perceive fluency, considering various factors. For instance, Bosker et al. (2012) focused on specific aspects like pauses, speech speed, and self-corrections. On the other hand, Freed (2000) took a different approach, asking judges to explain, in their own words, what influenced their evaluation of a speaker's fluency. After that, they selected key factors from a list, which included not just speech-related elements like hesitations and self-repairs but also broader aspects such as vocabulary, grammar, idiomatic expressions, accent, and interaction.



Therefore, speaking fluency should take into account many of the components which together affect successful comprehension between speakers. These components can be much more than just how fast the speech rate is based on pauses. It can be grammaticality; in other words, was everything communicated properly? There can be vocabulary amount; that can be breadth of vocabulary range which takes into account synonyms and idiomatic expressions used and complexity and accuracy of pronunciation and that adapts to different conversation contexts. By noticing all of those components of fluency, it is a wider and fairer way of measuring fluency for all learners other language background.

*Figure 04 Segalowitz's Types of fluency*



#### **1.2.6. Theoretical perspectives on speaking fluency**

A balanced understanding of speaking fluency can be gained by examining it through a number of theoretical perspectives; cognitive, behaviorist, and sociolinguistic, which emphasize different complementary facets like mental processing of language, repetition-based habit formation, and the influence of social and cultural contexts on language.

### **1.2.6.1. The Cognitive perspective**

Speaking fluency, from a cognitive perspective, is the result of how efficiently the brain processes language in real time. According to Levelt (1989), speech production involves three main stages: conceptualization, formulation, and articulation. First, speakers decide what they want to say (conceptualization). Then, they find the right words and arrange them into grammatically correct sentences (formulation). Finally, they physically produce the speech by coordinating their vocal muscles (articulation). When these processes happen smoothly and quickly, a speaker sounds fluent. However, if any stage is disrupted, fluency breaks down, leading to hesitations, pauses, or self-corrections (Segalowitz, 2010). Cognitive fluency improves with practice because frequent use of language helps the brain process words and sentences more automatically. This means that skilled speakers do not have to think too much about grammar or vocabulary while talking, allowing them to focus on meaning instead (DeKeyser, 2018). Studies show that fluency is linked to working memory, which helps speakers hold and organize information as they speak (Baddeley, 2003). If working memory is overloaded, speech may become slow or disjointed. Additionally, neuroimaging research indicates that brain areas like Broca's area and Wernicke's area play key roles in speech processing, and these regions become more efficient with practice (Indefrey & Levelt, 2004).

### **1.2.6.2. The Behavioristic Perspective**

Speaking fluency, from a behaviorist perspective, is developed through imitation, repetition, and reinforcement. Behaviorism, rooted in the work of B.F. Skinner (1957), views language learning as a habit formation process where learners acquire fluency by mimicking linguistic input and receiving reinforcement for correct utterances. This perspective suggests that fluency is not an innate ability but rather a skill developed through conditioning, much like any other learned behavior. In second language acquisition, The Audiolingual Method, influenced by behaviorist principles, emphasizes structured drills, pattern practice, and immediate correction to reinforce correct speech habits (Richards &

Rodgers, 2014). According to Brown (2007), learners improve their fluency through constant exposure to repeated speech patterns, which eventually become automatic responses. Errors are seen as undesirable habits that must be eradicated through corrective feedback and reinforcement (Lightbown & Spada, 2013). This approach is evident in traditional language classrooms where students engage in mechanical repetition exercises, substitution drills, and memorization of dialogues to internalize linguistic structures. However, while behaviorism has contributed significantly to language teaching, it has been criticized for neglecting the cognitive and social aspects of language learning (Mitchell, Myles, & Marsden, 2019). Despite these criticisms, behaviorist principles remain influential in fluency training, particularly in pronunciation drills and rote learning activities designed to promote automaticity in speech.

### **1.2.6.3. The Sociolinguistic Perspective**

Speaking fluency, from a sociolinguistic perspective, is influenced by social interactions, cultural contexts, and the communicative needs of speakers. Unlike the behaviorist view, which emphasizes repetition and reinforcement, sociolinguistics considers fluency as the ability to use language appropriately in different social situations. According to Hymes (1972), communicative competence—the knowledge of not only grammatical rules but also how and when to use language in a given context—is crucial for fluency. This perspective highlights that fluency is not merely about speed or accuracy but also about pragmatics, discourse strategies, and sociocultural norms (Canale & Swain, 1980). For instance, speakers must adjust their speech depending on factors such as audience, setting, and purpose, demonstrating skills like turn-taking, hesitation management, and appropriate topic shifts (Saville & Troike, 2003). Studies suggest that fluency is enhanced through authentic communication and meaningful interactions rather than rote memorization (Gass & Selinker, 2008). Social interactions in different discourse communities shape fluency by exposing learners to varied linguistic forms and registers, allowing them to develop adaptive communication skills (Kramsch, 1998).

### **1.2.7. Factors affecting speaking fluency**

The ability to speak a second language fluently is conditioned by psychological, linguistic, and environmental factors. The learners typically face issues such as anxiety, fear of making mistakes, low confidence, lack of practice, and first language interference. Awareness of these key factors accounts for why some students fail to speak English fluently and how their speaking ability can be improved.

#### **1.2.7.1. Fear of making mistakes**

Hesitation to speak in English in class often related to fear of making mistakes (Yi Hwee,2007;Robby,2010). Afat(2008) added that the fear of making mistakes is related to concerns about the skills of students. Additionally, students' anxiety about being teased by their peers or the teacher has a significant impact. As a result, students frequently quit taking part in speaking activities as they fear they do not have lack fluency during participation. Heuansyah (2012) and Sultana and Jamin (2021) found that many EFL learners struggle with speaking English because they fear making mistakes and receiving negative comments. They also lack opportunities to practice speaking, which affects their fluency.

Meanwhile, Irnmati(2016) claimed that factors limit speaking fluency may occur due to both the teacher and the students. In one hand, teachers pay less attention to speaking activities inside classroom. On the other hand, students do not participate due to shyness. The reason for fear of making mistakes is because students do not want to embarrass themselves in front of their classmates and they are concerned about how they are thinking of them(Kurt's,2001). Inadlitu, Hieu(2011) and Zang(2006), as cited in He and Chen(2010), explained that fear of mistakes is because students worry about how their friends laugh at them and how their peers evaluate them negatively.

#### **1.2.7.2. Shyness**

Many students express shyness when they are asked to speak in English class, which negatively affect their speaking fluency. Baldwin (2011) adduced that one of the most prevalent phobias that

students have is speaking in front of people, and shyness causes their minds to go blank or makes them worry that they will forget what to say. According to Roddy(2010), there is a category of shy students because they are quite by nature. The students in this category tend to be hesitant and lack confidence because they are too scary to speak in English in the present of other people.

### **1.2.7.3. Mother tongue interference**

Inside classroom, English is used by learners regularly. However, outside classroom, the environment does not encourage the use of English (Chin & Em,2024). Students often use their mother tongue to communicate and have conversations with people with the first language. This factor limits the chances to use English and be fluent speakers. Suliman's (2014) research indicated that learners continue to produce speech in their mother tongue. Moreover, it was found that students used translations from their mother tongue to spoken English in order to understand some elements. The respondents in this study agreed that speaking fluency is a challenging skill to perform. Furthermore, the study found that extensive exposure to English does not guarantee fluent speakers, as they are from communities where English is the first language. The environment is a primary reason for lack of fluent speakers (Ban et al,2023).

### **1.2.7.4. Anxiety**

Anxiety is a state of tension, apprehension, and nervousness related to the condition of learning a foreign language (Harwitz et al ,1991, reported in Nascente(2001). Nascente claims that anxiety is a major metacognitive factor that affects students who learn English, especially when it comes to fluency in speaking. Students speaking performance may be impacted by a fear of speaking a certain language (Sylvia and Timo (2004), and Harwitz (1991). Anxiety may affect language production and give the impression that a speaker is less fluent than others (Chin & Em,2024).

#### **1.2.7.5. Lack of confidence**

Speaking in English fluently can be difficult, especially if learners do not have acceptable language skills including vocabulary and pronunciation which can cause a lack of self-confidence. The latter is clear when students can not express ideas clearly, while others can express their minds easily. Tsui(1990) claimed that students who lack confidence in their ability to communicate in English experience communication anxiety. He and Chen(2010) claimed that students' poor English speaking skills are the primary reason of their lack of confidence. Many students think that their English is poor and they are unable to speak English fluently. On the other hand, teachers can be blamed for students' lack of confidence while speaking in English due to the absence of encouragement. Many educators find it not important, thus they neglect it, causing learners to find it demotivating rather than stimulating (Brawn,2001).

#### **1.2.7.6. Lack of motivation**

Motivation is a key element for enhancing speaking fluency. According to Seifert(2004). Numa(1994) emphasizes the importance of motivation in English communication. Zua (2008) said that the inner energy is what motivates people. In this context, motivation plays a crucial role in speaking fluency. As a result, any lack of motivation can limit students' ability to speak fluently. Numan(1999) found the causes of students lack of motivation which are: uninspired teachers, boredom, and irrelevant materials. These factors make students demotivated, resulting in decreased speaking abilities. For

example, a boring teaching method of oral expression module, which requires students to speak, will affect students' motivation and cause them not to participate in the class. As a result, this will limit their opportunities to use spoken English, which in turn affects fluency.

#### **1.2.7.7. Linguistic factors**

Speaking fluently requires a variety of abilities, including vocabulary, grammar, and pronunciation (Chin & En,2024). This means that in order for students to speak fluently in English, they should have linguistic baggage that enables them to use English properly. Therefore, any lack of these fundamental language aspects, will reduce speaking fluency. During speaking, students should pay attention to their grammar usage so that the listener would understand what they are trying to say. According to Purpara(2004), Grammar consists of principles that lead speakers to speak sentences fluently. Additionally, students should have acceptable level of vocabulary. The more vocabulary they master, the more fluent they become (Hiebert & Kamil,2005).

#### **1.2.7.8. Lack of practice**

Practicing any habit is the secret to master it. In this case, practicing speaking is the key to achieve fluency. Therefore, lacking practice will limits students' capacity to speak fluently. It is known that practice makes perfect; the more students practice speaking skills, the more they improve their fluency (Chin & Em,2024). Most students do not practice spoken language outside classroom, and depend only on class to speak in English. According to Tamtiviach and Sinwagur(2024),a lack of practice can result in poor communication and grammatical sentence construction.

#### **1.2.8. Strategies to develop fluency**

Achieving fluency when speaking in a language uses methods for improving language development more broadly, and for more purposeful communication. Repeated and frequent practice, as well as the amount of listening and reading and speaking practice will support learners in becoming accustomed to patterns in language, lexicon, and facilitate speaking fluency. Ultimately, these practices

will lead to more fluent, automatic speech that is more comfortable and with less hesitation.

### **1.2.8.1. Repetition**

Repetition is an effective strategy for developing speaking fluency. Studies have revealed that repetition has a positive influence on oral performance, especially fluency (Averat & Nation, 1991; Bazorgan & Kanan, 2017; De Jong & Perlette, 2011; Kallen, 2009). When students practice the same phrases and sentences multiple times, they become more confident with how language sounds. Repetition facilitates retrieving information during speaking, and it allows for easier recall of vocabulary and grammar structures during conversations. Also, repeating the task of repetition can enhance automatization of linguistic processes (Bygate, 2018). Bozorgian & Kanani (2017) have found that repetition enhances fluency and accuracy development. Studies show that by combining repetition and time pressure, students oral fluency is increased (Arevant & Nation, 1991; De Jong & Perlette, 2011). Overtime, this repetition would help students gradually improve their speaking fluency.

### **1.2.8.2. Extensive Reading**

Extensive reading is a valuable strategy for improving speaking fluency (SF). Learners can choose suitable materials with a wide variety of texts to read regularly. Nation & Wraing (2014) claim that an independent and silent reading activity that covers a wide range of materials, that is at the right level of the readers, could develop fluency. During reading, learners encounter vocabulary and sentence structures in the context which aids comprehension. Nation argues that vocabulary is acquired mainly from extensive reading. This exposure of written language would lead learners to easily express their thoughts verbally. Furthermore, extensive reading can improve pronunciation as learners become familiar with written language which affects the spoken language.

### **1.2.8.3. Extensive Listening**

Extensive listening (EL) is a great way to improve speaking fluency because it helps learners get used to the natural rhythm and sounds of a language. By listening to things like podcasts, audiobooks,

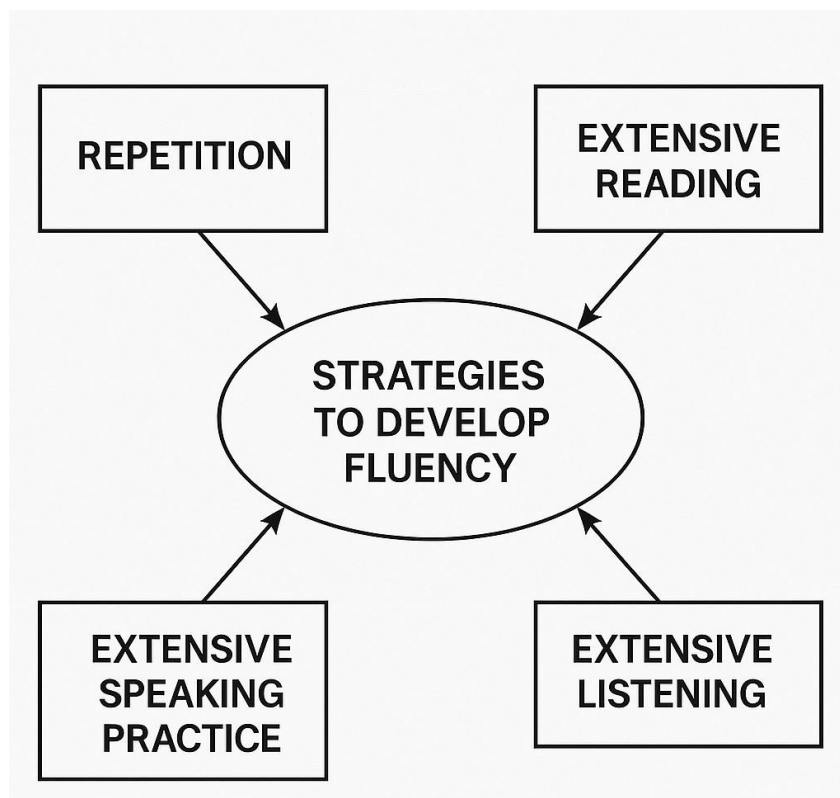


movies, and conversations, learners can absorb pronunciation, intonation, and everyday expressions without even realizing it (Renandya & Farrell, 2011). Unlike intensive listening, which focuses on small details, EL allows learners to hear large amounts of language in context, which makes it easier to pick up natural speech patterns (Krashen, 1982). Studies show that the more people listen, the faster they process spoken language, which leads to more confident and spontaneous speaking (Vandergrift & Goh, 2012). EL also helps with vocabulary because learners hear words and phrases repeatedly in different situations, which facilitates to remember and use them (Suk, 2017). It also reduces anxiety about speaking since learners become familiar with different accents and speeds, which in turn results in real conversations and less stressful (Graham, Santos, & Vanderplank, 2011). Many language learners use EL as part of their daily practice and combine it with speaking exercises to improve fluency naturally over time (Nation & Newton, 2009).

#### **1.2.8.4. Extensive speaking practice**

Regular speaking practice helps learners improve their fluency by making speech more natural and confident. Studies show that when learners participate in activities like discussions, storytelling, and role-playing, they become more comfortable expressing ideas without long pauses (Masyithah, 2021). Repeating tasks also play an important role, as practicing the same speech multiple times allows learners to refine their delivery and reduce hesitation (Alharbi, 2015). Fluency improves when learners focus on communicating meaning rather than worrying too much about accuracy, helping them speak more naturally in real-life conversations (Nation & Newton, 2009). Consistent speaking practice, combined with structured techniques, leads to better fluency over time.

*Figure05 Strategies to develop fluency*



### 1.2.9. How to measure speaking fluency?

Speaking fluency in a second language (L2) is often measured using both temporal and qualitative indicators. One common approach is analyzing speech rate, which counts the number of syllables or words spoken per minute, as a higher rate generally indicates greater fluency (De Jong & Mora, 2017). Another key measure is the number and length of pauses, as fluent speakers tend to pause less frequently and for shorter durations, while less fluent speakers have more and longer pauses due to processing difficulties (Kahng, 2014; Tavakoli et al., 2020). Additionally, filled pauses (such as “um” and “uh”) and self-repairs (repetitions and corrections) can reflect cognitive processing speed and automaticity in speech production (Segalowitz, 2010; Suzuki & Kormos, 2022). Fluency is also assessed through articulation rate, which calculates the number of syllables spoken per second, excluding pauses, to

distinguish between natural speech flow and hesitation (Tavakoli & Wright, 2020). Besides these quantitative measures, fluency can be evaluated based on coherence and interaction, especially in dialogues, where the ability to maintain smooth turn-taking and respond appropriately is crucial (Pickering & Garrod, 2021). Some studies also use subjective ratings, where trained listeners assess fluency based on overall impression, which has been found to align closely with objective measures (Derwing et al., 2004).

### **Conclusion**

To conclude this section, speaking fluency is a critical aspect of language learning that goes beyond mere grammatical accuracy. It involves the ability to express ideas smoothly, with appropriate speed, clarity, and coherence. Various factors influence fluency, including cognitive processing, linguistic competence, and social interactions. While traditional language instruction often emphasizes grammar and vocabulary, research highlights the importance of fluency in effective communication, both in academic and professional settings. Additionally, fluency development is influenced by psychological factors such as anxiety, confidence, and motivation. Strategies like repetition, extensive listening, and frequent speaking practice play a vital role in improving fluency. Measuring fluency involves both objective factors, such as speech rate and pauses, and subjective perceptions.

## **Chapter Two: Data Analysis**

## **Introduction**

This chapter presents the practical part of the research. It focuses on the methodology followed and the analysis of the collected data. A single research tool has been employed: a questionnaire designed for second-year EFL students. The aim is to examine students' views and attitudes towards reading aloud during their free-time, and its possible influence on their language learning, especially in terms of pronunciation and fluency. The questionnaire was distributed to second-year students at the Department of English, Mila University Center. The purpose is to gather insights that help answer the research questions and achieve the objectives of this study. Specifically, the investigation seeks to understand how students perceive free-time reading aloud as a helpful practice for developing their speaking fluency. This chapter includes an overview of the research methodology, such as the target population, sampling method, and data collection tool. It also provides a detailed analysis and interpretation of the questionnaire results.

### **Section One: Research Methodology**

#### **2.1.1. Population and Sampling**

To collect the necessary data for this study, a questionnaire was distributed to second-year students of English at the Department of English, Mila University Center. The target population consists of 150 students, from which a random sample of 50 students was chosen to participate in the investigation. Second-year students were selected because they are at a stage where improving their speaking fluency becomes essential. At this level, students are expected to move beyond basic communication and start refining their oral performance. Moreover, they have already had exposure to speaking activities in oral expression classes, which gives them enough experience to evaluate their own progress and the usefulness of certain strategies, such as reading aloud during free time. Their responses

are expected to provide valuable insights into how this activity contributes to enhancing their speaking fluency.

### **2.1.2. Data Collection Tools**

To collect data for this research, a single tool was used: a student questionnaire. This instrument was chosen because it allows for efficient data collection from a large group of participants in a relatively short time. The questionnaire was specifically developed for second-year EFL students at the Department of English, Abdelhafid Boussouf University Center – Mila. It includes both closed-ended and open-ended questions, giving students the opportunity to provide structured responses and express their personal opinions. The language used was simple and clear to ensure all students could understand and answer easily.

The questionnaire plays a crucial role in this study because it helps explore students' attitudes toward reading aloud and its possible impact on their speaking fluency. More specifically, it is designed to assess self-perceived fluency by asking students how confident they feel when speaking English. It also measures behavioral frequency by examining how often students speak in their second language during their free-time. Furthermore, the questionnaire investigates emotional and social factors that can affect fluency, such as anxiety, fear of making mistakes, or avoidance of speaking situations. This tool is also valuable in tracking learners' perceived improvement. Through their answers, students can report whether they feel more fluent now compared to the past. It helps monitor language use by identifying changes such as increased participation in conversations or reduced reliance on code-switching. In addition, the questionnaire provides insight into students' levels of comfort and confidence, which are often linked to the development of fluency.

#### **2.1.2.1. Administration and description of students' questionnaire**

To investigate the potential impact of free-time reading aloud on the speaking fluency of EFL learners, a structured questionnaire was prepared and distributed to second-year students at the

Department of English, Abdelhafid Boussouf University Center – Mila. The administration of the questionnaire took place on April 10 and April 13, 2025. The questionnaire was designed to explore students' habits, attitudes, and challenges related to reading aloud, as well as their evaluation of its effectiveness in improving their spoken English. It consists of six sections.

The first section gathers general background information, particularly the number of years students have spent studying English, in order to contextualize their responses. The second section examines students' reading habits during their free-time, including the frequency, duration, and types of materials they read aloud. Also, it focuses on their perceptions of reading aloud, such as their awareness of pronunciation issues and their motivations for practicing it. The third section assesses the perceived impact of reading aloud on fluency development, including its influence on pronunciation, confidence, speaking speed, and vocabulary. The fourth section explores both motivational factors and the obstacles students face, such as anxiety, fear of mistakes, or difficulty with certain words. The final section invites learners to share their opinions and suggestions regarding the practice of reading aloud and whether they believe it should be integrated into classroom activities.

Through this questionnaire, the study seeks to collect meaningful data that reflects students' experiences and attitudes toward using reading aloud as a tool to improve their speaking fluency.

## **Section Two: Analysis and discussion of the results**

### **2.2.1. Analysis and interpretation of the students' questionnaire**

The responses to the questionnaire are presented in tabular form, with data expressed in both numerical values and corresponding percentages.

#### **Section One: Background Information:** ( In this section, there is just one question)

**Q01:** How long have you studied English before attending university?

*Table 01: Students experience with English language*

<b>Duration of study English</b>	<b>Number of students</b>	<b>Percentage (%)</b>
1-3 years	25	50%
4-6 years	9	18%
7+ years	16	32%
Total	50	100%

The first question aims at exploring if the learners are familiar with English language or not before chosen it as a specialty. As presented in the first table, the majority of students (50%) have been studying English for 1 to 3 years, indicating that a significant portion of our sample is relatively early in their EFL learning journey. This factor may influence their fluency levels and confidence when engaging in reading aloud. Interestingly, (32%) have more than 7 years of study, suggesting a diverse range of experience levels within the group, which could affect how they perceive the benefits of out-loud reading.

## **Section Two: Reading habits and Perceptions of learners during free-time**

**Q02:** How often do you engage in reading English texts aloud in your free time?

*Table02: Frequency of reading aloud during free-time*

<b>Frequency</b>	<b>Number of students</b>	<b>Percentage (%)</b>
Never	4	8%
Rarely	13	26%
Sometimes	29	58 %
Often	3	6%
Always	1	2%
Total	50	100%



The second question aimed to explore how frequently students practice reading English texts aloud outside of classroom settings, providing insight into their reading habits and level of engagement with this activity. A total of (64%) of the students reported reading aloud at least occasionally in their free-time. Specifically, (58%) selected "sometimes," while only (6%) and (2%) chose "often" and "always," respectively. This indicates that a majority of students are somewhat engaged in the practice, suggesting a general awareness of its importance in developing language skills. However, the low percentage of students who engage in reading aloud frequently (only 8%) shows that regular and intentional practice is limited. This implies that while many students recognize the potential benefits of reading aloud, it is not a consistent part of their learning routines. The high rate of "sometimes" responses may also reflect challenges such as limited time, low motivation, or a lack of structured guidance on how to use reading aloud effectively for improving fluency.

**Q03:** What types of materials do you most commonly read aloud in your free-time?

The following table presents the types of materials students commonly read aloud during their free-time. Since students were allowed to select more than one type, the percentages are calculated based on the total number of responses rather than individual participants.

*Table03: Types of materials reading aloud in free-time*

<b>Materials Types</b>	<b>Number of selection</b>	<b>Percentage (%)</b>
Books (Fiction)	28	32,9%
Books ( Non fiction)	15	17,6%
Articles	20	23,5%
Poetry	5	5,9%

Educational materials	17	20%
Others	15	17,6%
Total	50	100%

As presented in Table 3, fiction books were the most frequently read aloud material during students' free-time (32.9%), followed by articles (23.5%) and educational materials such as textbooks and academic articles (20%). This distribution suggests that students engage with both literary and academic content in their reading habits. Fiction books, often rich in narrative structure and diverse vocabulary, may contribute to enhancing learners' expressive skills, imagination, and cultural awareness. Meanwhile, the preference for articles and educational texts may reflect a desire to improve subject-specific knowledge, academic vocabulary, and reading comprehension. Additionally, several students mentioned alternative materials in the open-ended responses. These included short stories, online platforms (e.g., YouTube, ChatGPT), song lyrics, and movie subtitles. This reveals a personalized and flexible approach to reading aloud, indicating that students are not limited to traditional print resources. Instead, they actively incorporate digital and multimedia content into their language learning routines. Such informal materials may offer greater engagement and motivation, especially when they align with learners' interests or daily habits. Moreover, reading aloud from songs or subtitles can improve rhythm, intonation, and pronunciation, thereby supporting oral fluency in a more natural and enjoyable context. This variety in material choice highlights the diverse ways students interact with the English language outside the classroom, and it underscores the importance of recognizing both formal and informal resources as valuable tools for developing fluency.

**Q4:** How often do you spend time reading aloud English materials in your free time?

*Table 04 Duration of reading aloud practice during free-time*

Time spent reading aloud	Number of students	Percentage (%)
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Less than 10 minutes	13	26%
10-20 minutes	22	44%
20-30 minutes	7	14%
More than 30 minutes	8	16%
Total	50	100%

The largest group of students (44%) reported spending 10 to 20 minutes reading aloud during their free-time, indicating a moderate but steady level of engagement with the activity. This suggests that many students see reading aloud as a manageable practice that can be integrated into their schedules without requiring significant time investment. It also reflects a degree of commitment that, while not intensive, is regular enough to potentially support fluency development over time.

Meanwhile, (16%) of students spending more than 30 minutes reading aloud. Although this represents a smaller portion of the sample, it may indicate a group of learners who are more deeply invested in improving their oral language skills. Their extended engagement could indicate also stronger motivation, clearer learning goals, or a greater awareness of the benefits of the practice.

On the other hand, (26%) of students spend less than 10 minutes, and only (14%) dedicate 20–30 minutes, which may suggest varying levels of interest, available time, or understanding of how to use the practice effectively. This range in time commitment highlights a diversity of reading habits among learners. Overall, the data implies that reading aloud is often used as a supplementary strategy; something students do when time permits or when they feel it is necessary, rather than as a core routine. While the short duration reported by most students might limit the depth of immediate benefits, regular, even brief, engagement can still contribute to gradual improvement in fluency, pronunciation, and confidence over time. Encouraging students to increase both the frequency and duration of their reading aloud practice perhaps through structured guidance or goal setting—could lead to more significant gains

in oral proficiency.

**Q5:** Are you aware of your pronunciation mistakes when reading aloud?

*Table 05 Awareness of pronunciation mistakes while reading aloud*

<b>Awareness</b>	<b>Number of students</b>	<b>Percentage (%)</b>
Yes	41	82%
No	9	18%
Total	50	100%

The results in Table 5 show that a large majority of students (82%) reported being aware of their pronunciation mistakes when reading aloud. This suggests that most learners are able to notice errors in their spoken English during the reading process, which is a valuable skill for improving speaking fluency and accuracy. Being aware of mistakes can help learners make corrections and gradually improve their pronunciation over time.

On the other hand, (18%) of the students answered “No,” indicating that they are not aware of their pronunciation mistakes. This might mean that these learners need more support or training in how to listen to themselves and recognize incorrect pronunciation. It may also point to a lack of confidence or limited listening skills, which can affect their ability to self-monitor during reading tasks.

Overall, the findings suggest that reading aloud can be a helpful activity not only for practicing spoken English, but also for developing greater self-awareness of pronunciation. Teachers might use this insight to provide more feedback or tools to help all students, especially those who are less aware of their mistakes, improve their pronunciation and become more confident speakers. In summary, the (82%) who are aware of their pronunciation mistakes demonstrate that reading aloud encourages reflective practice and supports the broader goal of fluency development by integrating metacognitive

monitoring with practical language use.

**Q6:** When do you usually read English texts aloud in your free-time?

*Table 06 Situations in which students read aloud in their free-time*

<b>Situations</b>	<b>Number of students</b>	<b>Percentage (%)</b>
When preparing for Presentations	17	34%
While practicing for exams	8	16%
For personal enjoyment	16	32%
To improve fluency and confidence	9	18%
Total	50	100%

Students reported engaging in reading aloud strategy for both academic and personal purposes. Specifically, 34% of responses (17 out of 50) indicated that students read aloud when preparing for presentations, and 16% (8 out of 50) did so while practicing for exams. These reflect extrinsic motivations, where reading aloud is used as a strategy to meet academic demands and perform well in formal settings.

On the other hand, 32% of students (16 out of 50) read aloud for personal enjoyment, and 18% (9 out of 50) did so to improve their fluency and confidence. These reasons illustrate intrinsic motivations, where students engage in reading aloud for personal satisfaction, language development, and self-expression.

The nearly even distribution between academic (50%) and personal (50%) motivations highlights a balanced interplay between extrinsic and intrinsic factors. This mix reinforces the role of out-loud reading as both a learning strategy and a personal habit. It supports fluency development not only

through structured academic tasks but also through voluntary, meaningful interaction with the language.

Moreover, such engagement promotes improvements in utterance fluency (smooth speech delivery), cognitive fluency (efficient mental processing during speech), and perceived fluency (how fluent learners appear to listeners), as described by Segalowitz (2010). Therefore, reading aloud emerges as a versatile and effective practice that contributes to learners' oral proficiency across both academic and personal domains.

**Q7:** Do you think reading aloud helps improve your speaking fluency in English?

*Table07: Students' beliefs about whether reading aloud improves speaking fluency*

<b>Responses</b>	<b>Number of students</b>	<b>Percentage (%)</b>
Yes	50	100%
No	0	0%
Not sure	0	0%
Total	50	100%

The results presented in Table 7 reveal complete agreement among participants, with all 50 students (100%) saying that reading aloud helps improve their speaking fluency in English. This strong level of agreement is important and reflects a shared belief in the usefulness of this activity as a learning strategy.

The data suggest that students see reading aloud as a helpful way to improve key parts of speaking, such as pronunciation, intonation, rhythm, and fluency. This belief may come from their personal experiences in class or at home, where reading aloud has made them more confident and fluent speakers.

The fact that no students chose “No” or “Not sure” also shows that they feel sure and satisfied

with the results of reading aloud. It suggests that learners not only find it helpful, but also see it as an important part of learning English. This result may also show how classroom activities support the use of reading aloud as a regular learning method.

Overall, the findings from this question show that students have a positive attitude toward reading aloud and believe it helps them become better speakers. This means that adding more chances for reading aloud in English classes could be a very good way to support students' speaking skills.

**Q8:** If yes, in what ways do you believe it helps improving speaking fluency?

*Table 08 Perceived benefits of reading aloud for fluency development*

<b>Benefits</b>	<b>Number of choices</b>	<b>Percentage (%)</b>
Enhances pronunciation	28	56%
Builds confidence	33	66%
Develops vocabulary	31	62%
Improves intonation and rhythm	14	28%
Total	106	100%

In the question 8 from this questionnaire, when students were asked how they believe free-time out-loud reading helps improve fluency, they were allowed to choose multiple options. The responses reveal several key areas where students feel this practice is beneficial.

First, builds confidence was the most selected option, chosen by 33 out of 50 students (66%). This shows that the majority of learners view reading aloud as a helpful way to reduce anxiety and become more comfortable speaking English. Confidence is a crucial part of speaking fluency, and this result suggests that students find reading aloud a safe and effective way to practice.

Second , develops vocabulary was selected by 31 students (62%), which indicates that students

see a clear link between reading aloud and learning new words. This shows that they are not only practicing speaking but also noticing and internalizing new language, which contributes to better expression and fluency.

Next, enhances pronunciation was chosen by 28 students (56%). This suggests that over half of the students believe reading aloud helps them improve how they say words. This is important because good pronunciation supports utterance fluency speaking smoothly and clearly.

Additionally, improves intonation and rhythm was selected by 14 students (28%). Although this was the least chosen option, it still represents more than a quarter of the participants. It shows that some students are aware of how reading aloud can help with natural speech patterns, such as stress and tone, which are also important parts of fluency.

These results suggest that students recognize multiple benefits of reading aloud, especially in terms of building confidence, increasing vocabulary, and improving pronunciation. Their responses support the idea that free-time out-loud reading helps develop various aspects of speaking fluency, making it a well-rounded and effective practice.

### **Section Three: Perceived impact of reading aloud on fluency development**

**Q9:** Do you believe that reading aloud in your free-time helps you express your thoughts more fluently ?

*Table9: Students' beliefs about reading aloud and expressing thoughts fluently*

<b>Options</b>	<b>Number of students</b>	<b>Percentage%</b>
Yes	47	94%
No	1	2%
Not at all	2	4%



Total	50	100%
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The data clearly shows that a strong majority of the participants (94%) believe that reading aloud during their free-time helps them express their thoughts more fluently. This high percentage suggests that most learners find this activity useful for improving their ability to communicate ideas clearly and smoothly. The positive response indicates that reading aloud might give them the chance to practice forming sentences, organize their thoughts, and speak more confidently. Only a very small number of students disagreed, with 2% answering "No" and 4% choosing "Not at all." This shows that the negative opinion toward reading aloud as a fluency tool is minimal. The overall result reflects a strong belief among learners that this habit supports the development of spoken fluency, possibly by helping them become more comfortable and familiar with expressing their thoughts in English.

**Q10:** How does reading aloud influence your confidence in speaking English?

*Table10: Students' opinions on the effect of reading aloud on speaking confidence*

Options	Number of students	Percentage%
It significantly boosts my confidence	32	64%
It somewhat boosts my confidence	15	30%
It has no effect	0	0%
It makes me more anxious	3	6%
Total	50	100%

The responses to the question about how reading aloud influences learners' confidence in speaking English show that the majority experience a positive impact. A total of (64%) stated that it significantly boosts their confidence, while (30%) said it somewhat boosts their confidence. This means

that 94% of the participants feel that reading aloud helps them become more confident speakers to some degree. Interestingly, none of the students reported that reading aloud has no effect on their confidence, which suggests that all participants see at least some influence. Only a small percentage (6%) mentioned that it makes them feel more anxious. This low number indicates that for most students, the activity is more empowering than stressful. Overall, the responses highlight that reading aloud is seen by many students as a helpful method to improve their confidence in speaking. The high percentage of positive answers suggests that learners may find this activity useful for practicing how to speak more clearly and comfortably. It allows them to focus on their speech in a controlled setting, which may help reduce hesitation and build a stronger sense of control over their spoken English.

**Q11:** which aspects of fluency do you think are most influenced by reading aloud in your free-time? Please rank in descending order of importance

*Table 11: Aspects of fluency most influenced by reading aloud*

Aspects of fluency	Number of students	Percentage (%)
Pronunciation accuracy	7	14%
Speaking speed	15	30%
Intonation and rhythm	5	10%
Vocabulary usage	12	24%
Grammatical accuracy	3	6%
They ordered it	8	16%
Total	50	100%

The results of this question reveal varied opinions among students regarding which aspects of fluency are most influenced by reading aloud. The highest percentage (30%) chose speaking speed as the most affected area, indicating that many students believe reading aloud helps them speak more smoothly and quickly. This is followed by vocabulary usage at (24%), suggesting that reading aloud might also

support better word recall and usage during speech. Pronunciation accuracy was selected by (14%) of participants, which shows a moderate belief in its improvement through this activity. Intonation and rhythm received (10%), and grammatical accuracy was the lowest at (6%), indicating that fewer students see these areas as strongly influenced by reading aloud. Interestingly, (16%) of the students chose to rank all aspects in order, showing that some learners recognize the combined effect of reading aloud on different parts of fluency rather than focusing on one specific area. This spread of responses reflects the idea that reading aloud impacts various elements of fluency, but for many learners, speed and vocabulary seem to stand out the most.

**Q12:** How would you rate the impact of free-time reading aloud on your speaking fluency?

*Table12: Students' rating of the impact of reading aloud on speaking fluency*

<b>Options</b>	<b>Number of students</b>	<b>Percentage (%)</b>
It has no impact at all	3	6%
It has a minimal impact	7	14%
It has a moderate impact	6	12%
It has a significant impact	24	48%
It has a very strong impact	10	20%
Total	50	100%

The data indicates that most students consider free-time reading aloud to have a meaningful influence on their speaking fluency. Nearly half of the participants (48%) believe it has a significant impact, while (20%) see it as having a very strong impact. This shows that a large majority (68%) experience noticeable improvement in their fluency through this activity. At the same time, (12%) rated the impact as moderate, and (14%) as minimal, which suggests that some students do benefit, but to a lesser extent. Only a small group (6%) felt that it has no impact at all, indicating that very

few students see no value in it. These results suggest that while the level of impact may vary, most learners believe that reading aloud contributes in some way to their fluency. The high number of students choosing "significant" or "very strong" reflects the common view that this practice supports their speaking development in a noticeable and useful manner.

#### **Section Four: Motivation and Challenges when Reading Aloud in Free Time**

**Q13:** How motivated are you to improve your speaking fluency in English?

*Table 13 Students' level of motivation to improve speaking fluency*

<b>Degree of motivation</b>	<b>Number of students</b>	<b>Percentage (%)</b>
Not at all	2	4%
Slightly	10	20%
Moderately	8	16%
Very	24	48%
Extremely	6	12%
Total	50	100%

The responses to this question reveal that most students are strongly motivated to improve their speaking fluency in English. The largest percentage (48%) selected very motivated, while another (12%) chose extremely motivated. Together, this makes (60%) of participants who show a high level of interest in developing their spoken English skills. Meanwhile, 16% described their motivation as moderate, and (20%) as slight, suggesting that a smaller portion of students are less driven but still have some interest. Only (4%) reported being not at all motivated, indicating that a lack of motivation is rare among the group. Overall, the data shows that motivation levels are generally high, with most students showing strong interest in improving their fluency. This suggests a positive learning attitude and a readiness to engage in activities, like reading aloud, that support spoken language development.

**Q14:** what motivates or demotivates you to read English texts out loud in your free time?  
(you may select more than one)

*Table14: Factors influencing students' motivation to read aloud in free-time*

<b>Options</b>	<b>Number of answers</b>	<b>Percentage (%)</b>
Enjoyment of the activity	27	35,52%
Desire to improve fluency	22	28,94%
Interest in the material being read	11	14,47%
Encouragement from others (teachers, peers)	16	21,05%
Others	0	0%
Total	76	100%

The responses to this question reveal a variety of reasons that influence students' motivation to read English texts out loud in their free-time. The most selected factor was enjoyment of the activity, accounting for (35,52%) of the total selections. This suggests that many students are driven by a genuine interest or positive feeling toward the act of reading aloud itself. The second most common reason was the desire to improve fluency (28,94%), indicating that a large number of students engage in this practice with a clear goal of enhancing how smoothly they speak. Encouragement from others, such as teachers or peers, was chosen (21,05%) of the time, which highlights the role of external support in motivating learners. Interest in the material being read received (14,47%), showing that content also plays a part in whether students choose to read aloud. However, Others received (0%), which means students largely found their motivation within the listed options. Overall, the results suggest that both personal enjoyment and a clear goal of fluency improvement are the strongest motivating factors. At the same time, social support and engaging content also contribute, though to a lesser extent.

**Q15:** what challenges do you face when reading out loud in English? (you can select more than one)

*Table 15 Challenges faced by students when reading aloud in English*

<b>Challenges</b>	<b>Number of answers</b>	<b>Percentage (%)</b>
Fear of making pronunciation mistakes	28	36,36%
Anxiety about being judged	14	18,18%
Difficulty with difficult words or sounds	25	32,46%
Lack of confidence	6	7,79%
All of the above	2	2,59%
Others (stress and pressure)	2	2,59%
<b>Total</b>	<b>77</b>	<b>100%</b>

The data shows that the most common challenge students face when reading aloud is the fear of making pronunciation mistakes, which was selected (36,36%) of the time. This suggests that many learners feel uncertain about how to pronounce words correctly, and this fear can discourage them from reading aloud. The second most selected option was difficulty with difficult words or sounds (32,46%). This reflects the struggle students often face with unfamiliar vocabulary or complex pronunciation patterns, which can interrupt the flow of reading and affect their confidence. Anxiety about being judged accounted for (18,18%) of the responses. This shows that some learners feel nervous about how others might react when they read aloud, especially in group settings or when reading in front of peers or teachers. Lack of confidence was selected (7,79%) of the time, indicating that a smaller group of students feel unsure about their overall ability to read aloud effectively, which may affect their willingness to practice. All of the above was chosen (2,59%) of the time, which means a few students experience all the listed challenges together, not just one specific issue. Others (stress and pressure) also received (2,59%, suggesting that some learners feel additional emotional pressure or tension that doesn't fall under the main categories but still affects

their performance.

### Section Five: General Opinions and Suggestions

**Q16:** would you like more opportunities to practice reading aloud in your English classes?

*Table16 Students' desire for more in-class reading aloud opportunities*

Options	Number of students	Percentage (%)
Yes	34	68%
No	16	32%
Total	50	100%

The responses to this question show that a majority of students (68%) would like more opportunities to practice reading aloud in their English classes. This suggests that many learners see value in this activity and are interested in doing it more often in a classroom setting. It may also reflect their belief that guided practice can support their fluency development.

On the other hand, (32%) of the participants answered *No*, indicating that nearly a third of the students are either not interested in additional reading aloud activities or may have concerns about doing so in class, such as fear of judgment, lack of confidence, or preference for other learning methods.

Overall, the results suggest a generally positive attitude toward incorporating more reading aloud in class, though not all students feel the same level of enthusiasm.

**Q 17:** Do you believe that incorporating more Free-time reading aloud activities outside the classroom would help improve speaking fluency for EFL learners?

*Table 17 Students' beliefs about outside classroom reading aloud for fluency development*

Options	Number of students	Percentage (%)
Yes	35	70%
No	4	8%

Not sure	11	22%
Total	50	100%

The data from Table 17 reveals that a significant majority of students (70%) believe that engaging in free-time reading aloud activities outside the classroom can positively influence their speaking fluency as EFL learners. This high percentage indicates strong learner endorsement of this informal practice as a tool for improving oral skills. It suggests that many students recognize the value of self-directed speaking practice in a less pressured, non-academic environment, which may foster greater confidence, reduce anxiety, and promote more authentic speech patterns. The small group of students (8%) who responded negatively may have doubts about the effectiveness of unsupervised reading aloud. Their skepticism might stem from a preference for structured classroom instruction or uncertainty about how to correctly implement reading aloud as a self-study strategy. This group may benefit from guidance on how to make the most of such activities, for example, through recommended materials or techniques for self-assessment. Meanwhile, the (22%) of respondents who were unsure reflect an important demographic that could be influenced by increased awareness or clearer evidence of the benefits. Their uncertainty could be attributed to unfamiliarity with the practice, lack of experience, or doubts about its applicability across different language proficiency levels or learning styles. Overall, the results point to a generally positive learner perception of reading aloud outside the classroom as a means of enhancing fluency.

**Q18:** would you recommend reading aloud as a method for improving reading fluency?

*Table 18 Students' recommendations for reading aloud as a fluency strategy*

Options	Number of students	Percentage (%)
Yes	33	66%
Yes, to some extent	15	30%
No	2	4%
Total	50	100%



The responses to this question show that the majority of students support reading aloud as a method for improving reading fluency. (66%) answered *Yes*, indicating strong approval of the technique. This suggests that many learners have either experienced its benefits firsthand or believe in its effectiveness. Another (30%) chose *Yes, to some extent*, showing partial agreement. These students may recognize some benefits of reading aloud but possibly see it as more effective when combined with other strategies or used in specific situations. Only (4%) answered *No*, which means very few students reject the idea that reading aloud can help with reading fluency. Overall, the data reflects a mostly positive attitude toward reading aloud, with most learners considering it a useful tool for developing fluency in reading.

**Q19:** Please share any suggestions or comments about free-time out-loud reading and its impact on fluency:

*Table 19 Students' written suggestions on the impact of reading aloud on fluency*

Categories	Number of students	Percentages (%)
Pronunciation, intonation, and fluency	9	33,33%
Confidence and self- awareness	6	22,22%
Vocabulary and language development	5	18,52%
Comprehension and critical thinking	2	7,41%
Motivation and engagement	2	7,41%
Classroom practice and practical suggestions	3	11,11%
Total	27	100%

A total of 50 students participated in the questionnaire. Among them, 27 students responded to the open-ended question by providing written suggestions and reflections. This represents (54%) of the

participants. The remaining 23 students did not answer the question, which accounts for (46%) of the total. The suggestions from the 27 respondents were analyzed and categorized into six main themes based on recurring ideas and focus areas. Each category is introduced and explained below, along with the percentage of students whose responses align with each theme.

### **1. Pronunciation, Intonation, and Fluency**

A considerable portion of the students, (33.33%), emphasized that reading aloud helps improve pronunciation, intonation, and overall fluency. They mentioned that regular practice with spoken English allows learners to better control how words are pronounced and how sentences flow. Some added that reading aloud helps with rhythm and sound patterns, leading to clearer speech. This shows that learners are aware of the connection between repeated oral practice and smoother, more accurate communication. It also suggests that students view reading aloud as a tool for developing both individual sounds and broader speech patterns, which are key to fluent speech.

### **2. Confidence and Self-Awareness**

A notable 22.22% of the students focused on confidence-building as a key benefit of reading aloud. Students believe that reading aloud boosts self-confidence, especially when speaking in front of others. Several noted that it reduces anxiety and fear of public speaking or making mistakes. A few learners also mentioned that it helps them become more aware of their pronunciation errors and speaking habits. This shows that students value the activity for the sense of progress and independence it gives them. The responses reflect an understanding that confidence is an essential part of becoming a fluent and effective speaker.

### **3. Vocabulary and Language Development**

According to 18.52% of the students, reading aloud plays a valuable role in vocabulary building and language exposure. Students felt that it introduces them to new words and expressions, helping them expand their vocabulary and improve their language skills. Some highlighted that this method allows for

better retention of words and phrases, and that it supports overall language acquisition. These comments suggest that learners view reading aloud as a broader learning strategy that develops multiple language areas, especially vocabulary.

#### **4. Comprehension and Critical Thinking**

Only 7.41% of the students pointed out that reading aloud enhances understanding and critical thinking. Students felt that the process of reading out loud forces them to concentrate more, process the meaning of the text, and engage more deeply with content. One student mentioned it helps raise critical thinking, while another pointed out that it helps them understand what they are reading better. This reflects an awareness that oral reading is connected to comprehension and intellectual engagement.

#### **5. Motivation and Engagement**

A smaller group, 7.41%, mentioned motivation and engagement as important aspects. They pointed out that interest in the material plays a role in the effectiveness of reading aloud. They suggested reading content they enjoy or find meaningful, as this motivates them to read more often. Others stated that watching movies and reading about interesting topics improves their experience. This highlights the role of personal interest and enjoyment in language learning, suggesting that when reading aloud is paired with appealing content, it becomes a more effective and sustainable practice.

#### **6. Classroom Practice and Practical Suggestions**

Finally, 11.11% of the students provided practical suggestions on how to use reading aloud more effectively. One mentioned that free-time reading might not work for everyone due to discomfort or repetition. Others recommended that reading activities be more interactive to encourage broader participation. These ideas show that learners are not only thinking about the benefits of reading aloud but also its practical application and how to make it more inclusive and engaging for different types of learners.

### **2.2.1.1 Discussion of the Main Findings**

The questionnaire, administered to second-year EFL students at Mila University Center, was designed to explore their views and attitudes towards the practice of reading aloud during free-time and how it might influence their spoken English fluency. The findings provide valuable insights into learners' habits, challenges, motivations, and the perceived outcomes of this practice.

Starting with general background, students' experience with the English language varied, as highlighted by their responses to the initial question. While 50% of participants reported studying English for just 1 to 3 years, indicating that a considerable number are still relatively new to language learning, 32% had over seven years of experience. This range reflects a diverse sample group and suggests that learners bring different levels of confidence and skill to the practice of reading aloud. Such variation may also shape their attitudes towards fluency-building strategies, as more experienced learners might engage with the activity more confidently or effectively.

The second section of the questionnaire focused on learners' reading habits during free-time. A majority of students (64%) admitted to reading aloud occasionally, indicating a general awareness of the benefits of the practice but a lack of consistent routine. Only a small fraction, about 8%, reported frequent engagement with the strategy, pointing to a gap between recognition and sustained implementation. Most participants stated that they typically spend between 10 and 20 minutes on the activity, suggesting that it is seen as a manageable yet not overly time-consuming task. However, the lack of regularity also indicates that students may require more structured support or encouragement to make it a more integrated part of their learning process.

The type of materials read aloud further illuminates the learners' preferences and objectives. Fictional texts were the most commonly read, followed by articles and academic materials. This shows a blend of both leisure and educational intentions. Some students also cited more interactive or multimedia sources, such as song lyrics, movie subtitles, and online platforms, revealing a modern,

personalized approach to language practice. This flexibility in choosing content allows learners to engage more naturally with the language, especially when they can connect personally with the material. These choices not only reflect learners' linguistic interests but also highlight their efforts to integrate English learning into everyday habits.

Students' perceptions of reading aloud were largely positive. Most notably, all respondents agreed that it helps improve their speaking fluency. They cited various benefits, including enhanced pronunciation (56%), expanded vocabulary (62%), and increased confidence (66%). These responses highlight a well-rounded understanding of fluency—not only in terms of speed and clarity but also in lexical richness and emotional readiness to speak. Furthermore, 82% reported being aware of their pronunciation mistakes when reading aloud, which points to a high level of metacognitive engagement. This kind of awareness is essential for language learning as it allows learners to self-correct and take responsibility for their progress.

This finding supports the idea that free-time reading aloud can function as a metacognitive tool, helping learners to internalize correct pronunciation patterns. When learners read aloud, they do not only focus on meaning but also pay attention to how they articulate words. This process stimulates self-monitoring and self-correction, which are key components of metacognitive strategies in second language learning. Moreover, awareness of pronunciation errors during reading may also reflect an increased sensitivity to phonological features of English, which can contribute to the development of cognitive fluency; the mental efficiency with which learners process language. Over time, this can lead to better utterance fluency, as learners are able to produce speech more accurately and smoothly.

The perceived impact of reading aloud on speaking ability was also clearly demonstrated in subsequent responses. A vast majority (94%) affirmed that the practice helps them express their thoughts more fluently. Students felt that reading aloud allows them to rehearse language patterns, gain

familiarity with expressions, and practice forming sentences in a coherent and smooth manner. Confidence also emerged as a key theme, with 64% stating that reading aloud significantly boosts their confidence, and 30% agreeing it has at least a moderate effect. This suggests that for many learners, reading aloud serves as a bridge between silent reading and real-time conversation, offering a relatively safe space for practice.

When it comes to the specific elements of fluency affected, speaking speed ranked the highest (30%), followed by vocabulary usage (24%) and pronunciation accuracy (14%). While intonation, rhythm, and grammatical accuracy were selected by fewer students, their inclusion underscores the broader reach of the strategy. Interestingly, 16% of students believed that all fluency aspects were equally influenced, which suggests a holistic view of language development. The variety in responses also reflects individual differences in how learners experience the benefits of reading aloud.

The overall impact of free-time reading aloud was also rated favorably. Most students (68%) believed the activity had either a significant or very strong influence on their fluency. While a small percentage (6%) saw no impact, this does not diminish the overall positive outlook. These results affirm that reading aloud, though often an informal and self-directed practice, can have noticeable effects on learners' language proficiency. It is a strategy that complements formal instruction, offering learners more control over their speaking pace, pronunciation, and language output.

Regarding motivation, 60% of students reported being highly motivated to improve their speaking fluency, driven by both intrinsic and extrinsic factors. Enjoyment of the activity, desire for fluency improvement, and encouragement from peers and teachers were among the top motivators. Challenges, however, did persist. The fear of making pronunciation errors (36.36%) and difficulty with unfamiliar words (32.46%) were the most cited obstacles. A smaller percentage expressed concerns about being judged or lacking confidence. These challenges point to the importance of creating supportive environments where learners can practice freely without fear of criticism.

The final section of the questionnaire examined students' general opinions and recommendations. A majority expressed interest in incorporating more reading aloud opportunities into classroom activities. Many believed that this would enhance not only fluency but also classroom engagement and peer interaction. Their written suggestions reinforced earlier themes: they highlighted the strategy's benefits for pronunciation, vocabulary growth, self-awareness, and confidence. Some students even provided practical ideas for making the activity more interactive and accessible, indicating a desire for more structured yet enjoyable implementation of the practice.

To sum up, the questionnaire results strongly suggest that second-year EFL learners at Mila University Center regard free-time reading aloud as a beneficial and impactful strategy for improving their speaking fluency. Despite facing a few challenges, most students are motivated and willing to engage with the practice. They recognize its contributions to pronunciation, confidence, vocabulary, and expressive ability. This positive attitude toward reading aloud not only supports the goals of the current study but also reinforces the value of integrating this simple yet powerful strategy into both classroom practice and independent learning routines.

### **2.2.2. Limitations of the Study**

The present study aims at exploring students' perceptions on free time reading aloud and its impact on speaking fluency. The study faced several limitations: The sample was limited to a small group of 2nd year EFL students at MILA University Centre, which restricts the generalizability of the findings. The limited time available for the research made it difficult to conduct an experimental study. An experimental design would have provided more concrete evidence of the actual impact of reading aloud on speaking fluency. Due to time and logistical constraints, it was not possible to measure students' speaking performance before and after regular reading aloud practice. Relying solely on a student questionnaire may not have captured the full depth of how reading aloud affects speaking fluency in practice. The literature review was limited by a lack of sufficient and up-to-date sources

specifically focused on the connection between free time reading aloud and speaking skills.

### **2.2.3. Pedagogical Recommendations**

After analyzing the results obtained from the student questionnaire, several pedagogical recommendations are proposed to support both teachers and learners in developing speaking fluency through Free-Time Reading Aloud (FTRA): The results showed that 100% of the students believe reading aloud improves their speaking fluency, which demonstrates a strong positive perception of this practice. From a teaching point of view, this finding shows that teachers should actively encourage students to engage in free-time reading aloud, as it is seen by learners as both enjoyable and effective. Since reading aloud helps enhance fluency, confidence, and language use, it should be promoted as a valuable strategy to support speaking skills outside the classroom. Teachers should regularly include reading aloud tasks in their lessons, not only to model fluent speech but also to motivate learners to practice independently. Teachers should help learners select appropriate and engaging materials (e.g., poetry, short stories, motivational texts) that suit their interests and language levels, which can enhance learners' autonomy and enjoyment in language learning. To reduce anxiety and build speaking confidence, teachers should create a supportive classroom atmosphere where mistakes in pronunciation are seen as part of the learning process. Feedback sessions should be held after reading activities to help learners identify their strengths and areas of improvement in pronunciation, rhythm, and intonation. Students should be made aware of the cognitive and linguistic benefits of free time reading aloud, including improved vocabulary retention, better comprehension, and enhanced pronunciation through dual processing (seeing and hearing). Learners should be encouraged to integrate technology (such as audiobooks, reading apps, and speech-to-text tools) into their free time reading aloud practices to model correct pronunciation and improve self-monitoring. Teachers can suggest shadowing and repeated reading techniques for students to improve their oral fluency through regular practice. Learners should be reminded that practicing reading aloud regularly outside the classroom fosters better speaking



fluency and should be adopted as a daily habit. Finally, peer reading or partner reading activities should be promoted.

#### **2.2.4. Suggestions for Future Research**

An experimental study would be beneficial to further investigate the effect of free-time reading aloud on EFL learners' speaking fluency. Conducting such an experiment could provide more concrete evidence to support or challenge the findings of this descriptive study.

Future research could also explore the role of individual variables such as motivation, anxiety, or learning styles in learners' engagement with free-time reading aloud. Understanding these factors could help in designing more personalized and effective fluency-building strategies.

Moreover, adopting reading aloud practices in EFL oral expression courses should be considered. These courses provide a flexible space for discussion and interaction, which would allow learners to benefit from both individual practice and peer feedback during reading aloud activities.

### **Conclusion**

This practical work set out to explore the potential role of free-time reading aloud in enhancing the speaking fluency of second-year EFL students at Mila University Center. Utilizing a structured questionnaire as the primary data collection tool, the study sought to gather detailed insights into learners' reading habits, self-perceptions of fluency, and attitudes toward this practice. The analysis of responses from 50 participants provided both quantitative and qualitative data that highlight the significance and limitations of this strategy in the context of language learning. The results demonstrate that reading aloud is widely perceived by students as a beneficial practice for developing various components of speaking fluency. All participants (100%) affirmed its usefulness, with a majority citing improvements in confidence, vocabulary acquisition, and pronunciation accuracy. One of the most notable findings was that 82% of the students reported being aware of their pronunciation errors while

reading aloud, suggesting the presence of metacognitive engagement and self-monitoring—two critical factors in autonomous language development. Additionally, many learners reported that reading aloud helped them articulate their thoughts more clearly and enhanced their ability to produce smoother and more confident speech. The findings also reveal that students engage with a variety of reading materials, including fiction, academic texts, and digital content such as subtitles and song lyrics. This diversity reflects an adaptive and interest-driven approach to language learning, indicating that reading aloud is not confined to formal contexts but is also practiced for enjoyment and personal enrichment. Moreover, the practice is employed for both academic purposes (e.g., presentations and exam preparation) and intrinsic goals (e.g., fluency improvement and enjoyment), showing a balance between extrinsic and intrinsic motivations. These results support the theoretical perspective that reading aloud can function as a metacognitive and cognitive tool. By drawing learners' attention to pronunciation, rhythm, and language structure in real-time, it fosters both phonological awareness and cognitive fluency, contributing to more effective and autonomous language processing. Despite these positive outcomes, some limitations were observed. A considerable number of students indicated that they read aloud only occasionally, and several reported experiencing difficulties such as pronunciation anxiety, unfamiliar vocabulary, or fear of negative evaluation. These challenges suggest that while the activity is beneficial, it may not be fully optimized without guidance, feedback, or a supportive learning environment. In conclusion, the findings of this practical study confirm that reading aloud in free-time is regarded by learners as a meaningful and effective practice for developing speaking fluency. The strategy promotes self-awareness, improves core fluency components, and fosters learner autonomy. As such, it holds pedagogical value and should be more systematically encouraged both within classroom instruction and in independent learning routines.

### **General Conclusion**

This dissertation has explored second year EFL learners' attitudes toward the practice of reading

aloud in their free time and its impact on the development of speaking fluency. The Study was motivated by growing recognition of reading aloud as an independent learning strategy that can have an effective role in oral language proficiency. It also aimed to discover how learners react to the practice, the benefits and issues they associate with it, and the extent to different domains of fluency.

The first section of the dissertation provided a comprehensive theoretical discussion of reading aloud, from its historical role in language teaching and highlighting the growing interest in its pedagogical function. It was emphasized that while silent reading facilitates comprehension, reading aloud allows learners to practice pronunciation, rhythm and intonation directly related to oral competence in speaking. That is to say, non-instructional time reading aloud, specifically, was demonstrated to be an autonomous learning task that can potentially enable the students to take control of their oral development outside the scope of formal teaching.

The second section was concerned with speaking fluency in detail, emphasizing its multidimensions. It explained how various cognitive and performance related variables are implicated in what is intuitively felt to be fluent. This perspective bridged the gap between reading aloud and speaking fluency by offering concrete criteria processing speech fluency and listener's perceptions through which progress could be measured. These elements highlight that fluency not merely concerned with speaking quickly, but also focus on thinking clearly and having a natural flow of speech. Namely, being aware of these elements allows teachers to more effectively assess the development of students and design more targeted speaking activities.

On the other hand, the practical part of the study based on a questionnaire administered to 50 second year EFL students at Mila University Center, revealed several important insights. To begin with, the majority of respondents expressed a positive attitude toward reading aloud during their free time. They perceived it as helpful for improving their fluency components. Many of them also reported that the habits of reading aloud helped them they became more comfortable with speaking English in both academic and informal contexts. Furthermore, the results indicated an improvement reported in the three

types of fluency. Student said that reading aloud regularly assisted them in breaking down words and sentences better with much speed and automatically (cognitive fluency), matching automatization models of language. Some also said they could speak more fluently and with fewer hesitations, showing improvements of fluency in speech. Most learners also believe that their articulation sounded smoother and more confident to listeners, suggesting an increase in (perceived fluency).

Nonetheless, the study came with some challenges being research resistances that prevent the full benefit of this practice. Lack of motivation, exposure to different level-appropriate reading materials are among those most often cited. Some also felt insecure about their pronunciation, which prevented them from practicing aloud, especially in public. These findings emphasize the importance of establishing a supportive learning environment that gives learners a sense of encouragement in oral reading without fear of being judged. Also, these results of the dissertation have more general pedagogical implications. In a context in which students lack extensive possibilities for live oral interaction in English, free reading aloud time can be an effective substitute activity to support and maintain oral fluency. It encourages learner autonomy, assists with internalizing syntactic and lexical structures, and corroborates the link between reading aloud and speaking proficiency.

Overall, the research dissertation confirmed and elaborated on the role that free-time reading aloud can play in developing the speaking fluency of EFL learners. By bringing learners' perspectives to light and establishing the advantages and disadvantages running against them, the study has thus enriched the knowledge of how out-of-class reading habits can compliment formal language instruction. The research outcomes should motivate educational professionals to reevaluate reading aloud as a pedagogical tool while stimulating additional investigations about its usefulness across various language learning environments. Establishing oral reading habits during free time could become an initial stage for developing students who speak English with natural confidence and independence.

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## Appendix

### Students' Questionnaire

Dear students,

We kindly invite you to answer the following questions for our research. This questionnaire aims to explore your perceptions about free-time out-loud reading and its impact on fluency development in learning English as a Foreign Language (EFL).

Kindly put a tick (✓) in the box corresponding to your answer, and note that more than one answer is possible for some questions. Your comments and suggestions are welcome.

Please note that your responses are anonymous, and all data will be used solely for study purposes.

#### Section One: Background Knowledge

1. How long have you been studying English? 1-3

years ☐

4-6 years ☐

7+ years ☐

#### Section Two: Reading Habits and Perceptions of Learners during Free-Time

1. How often do you engage in reading English texts aloud in your free-time?

Never ☐

Rarely ☐

Sometimes ☐

Often ☐

Always ☐

2. What types of materials do you most commonly read aloud during your free-time? (You may select more than one)

Books (fiction) ☐



Books (non-fiction) ☐

Articles ☐

Poetry ☐

Educational materials (textbooks, academic articles, etc.) ☐

Others (please specify): .....

.....

3. How often do you spend time reading English materials in your free time? Less than 10 minutes ☐

10-20 minutes ☐

20-30 minutes ☐

More than 30 minutes ☐

4. Are you aware of your pronunciation mistakes when reading out loud? Yes ☐

No ☐

5. When do you usually read English texts out loud in your free-time? When

preparing for presentations ☐

While practicing for exams ☐

For personal enjoyment ☐

To improve fluency and confidence ☐

Others (please specify):

.....  
.....

6. Do you think reading aloud helps improve your fluency in English?

1. Yes ☐

No ☐

Not sure ☐

7. If yes, in what ways do you believe it helps improve fluency?

(You may select more than one)

Enhances pronunciation ☐

Develops vocabulary ☐

Improves intonation and rhythm ☐

Others (please specify): .....

.....

### **Section Three: Perceived Impact of Reading Aloud on Fluency Development**

1. Do you believe that reading aloud in your free-time helps you express your thoughts more fluently?

Yes ☐

No ☐

Not at all ☐

2. How does reading aloud influence your confidence in speaking English? It significantly boosts my confidence ☐

It somewhat boosts my confidence ☐

It has no effect ☐

It makes me more anxious ☐

3. Which aspects of fluency do you think are most influenced by reading aloud in your free-time? Please rank in descending order of importance:

Pronunciation accuracy ☐

Speaking speed ☐

Intonation and rhythm ☐

Vocabulary usage ☐

Grammatical accuracy ☐

4. How would you rate the impact of free-time reading aloud on your speaking fluency?

It has no impact at all ☐

It has a minimal impact ☐

It has a moderate impact ☐

It has a significant impact ☐

It has a very strong impact ☐

#### **Section Four: Motivation and Challenges When Reading Aloud in Free -Time**

1. How motivated are you to improve your speaking fluency in English? Not at all ☐

Slightly ☐

Moderately ☐

Very ☐

Extremely ☐

2. What motivates or demotivates you to read English texts out loud in your free-time? (You may select more than one)

Enjoyment of the activity ☐

Desire to improve fluency ☐

Interest in the material being read ☐

Encouragement from others (teachers, peers) ☐

Others (please specify): .....

.....

3. What challenges do you face when reading out loud in English? (You

may select more than one)

Fear of making pronunciation mistakes ☐

Anxiety about being judged ☐

Difficulty with difficult words or sounds ☐

Lack of confidence ☐

All of the above ☐

Others (please specify): .....

.....

### **Section Five: General Opinions and Suggestions**

1. Would you like more opportunities to practice reading aloud in your English classes?

Yes ☐

No ☐

2. Do you believe that incorporating more free-time reading aloud activities outside the classroom would help improve speaking fluency for EFL learners? Yes ☐

No ☐

Not sure ☐

3. Would you recommend reading aloud as a method for improving reading fluency? Yes ☐

Yes, to some extent ☐

No ☐

4. Please share any suggestions or comments about free-time out-loud reading and its impact on fluency:

.....

.....

.....

**Thank you for your time and cooperation!**

## Résumé

Cette recherche explore les perceptions des étudiants de deuxième année du département d'anglais langue étrangère à l'Université de Mila concernant le rôle de la lecture à voix haute durant le temps libre dans l'amélioration de leur aisance à l'oral. Ce travail vise à déterminer si la pratique de la lecture à voix haute en dehors des cours contribue concrètement au développement des compétences orales, telles que la prononciation correcte, l'enrichissement du vocabulaire et une meilleure fluidité, tout en renforçant la confiance en soi lors de la prise de parole en anglais. S'appuyant sur des cadres théoriques liés au développement de la fluidité en langue seconde, cette étude prend en considération les aspects linguistiques et psychologiques qui influencent la performance orale des apprenants. Elle met également l'accent sur des facteurs tels que la connaissance lexicale, la pratique régulière de l'oral, la motivation et l'anxiété afin de mieux comprendre les difficultés rencontrées par les étudiants d'anglais langue étrangère. Dans des contextes éducatifs où les occasions de parler réellement sont limitées — comme c'est le cas dans de nombreux départements d'anglais en Algérie —, la lecture à voix haute pendant le temps libre peut constituer une stratégie efficace et accessible pour renforcer la compétence communicationnelle des apprenants. Cette étude tente de répondre aux questions suivantes :

1. Quelles sont les perceptions des apprenants en FLE concernant la lecture à voix haute pendant leur temps libre comme stratégie pour améliorer leur aisance à l'oral ?
2. Comment les apprenants en FLE pratiquent-ils la lecture à voix haute en dehors de la classe, et quels sont les facteurs qui influencent leur engagement ?
3. Dans quelle mesure les apprenants estiment-ils que la lecture à voix haute pendant leur temps libre les aide à améliorer différents aspects de leur aisance à l'oral ?
4. Quels sont les défis auxquels les apprenants sont confrontés lorsqu'ils pratiquent la lecture à voix haute pendant leur temps libre, et quelles stratégies utilisent-ils pour surmonter ces défis ?

Pour atteindre les objectifs de l'étude, un questionnaire a été distribué à 50 étudiants de deuxième année. Les résultats ont montré que la majorité des participants considèrent la lecture à voix haute

pendant le temps libre comme une activité utile et motivante. Un grand nombre d'étudiants ont déclaré que cette pratique les aide à parler avec plus de confiance, à prononcer plus clairement et à acquérir de nouveaux mots. Toutefois, l'étude a également révélé certains défis, tels que le stress, le manque de régularité dans la pratique et la difficulté à trouver des supports de lecture appropriés. Malgré ces obstacles, les étudiants ont exprimé leur volonté de continuer cette pratique à condition de recevoir un soutien de la part de leurs enseignants. Globalement, cette étude met en lumière le potentiel prometteur de la lecture à voix haute pendant le temps libre comme méthodologie centrée sur l'apprenant pour améliorer la fluidité à l'oral. Elle recommande d'adopter cette pratique parmi les stratégies pédagogiques visant à renforcer la confiance en soi, l'autonomie et la compétence communicationnelle chez les apprenants d'anglais.

**Mots-clés:** lecteur à voix haute pendant le temps libre, Apprenants FLE, Parler couramment, perceptions des apprenants, FLE classes.

### ملخص

تستكشف هذه الدراسة تصورات طلبة السنة الثانية في قسم اللغة الإنجليزية كلغة أجنبية بجامعة ميله حول دور القراءة الجهرية خلال وقت الفراغ في تحسين طلاقهم في التحدث. يهدف هذا العمل إلى معرفة ما إذا كانت ممارسة القراءة بصوت عالٍ خارج أوقات الحصص تسهم فعليًا في تطوير المهارات الشفوية، مثل النطق السليم، وتوسيع الثروة اللغوية، وتحقيق طلاقة أفضل، فضلاً عن تعزيز الثقة بالنفس أثناء التحدث باللغة الإنجليزية. واستنادًا إلى أطر نظرية تتعلق بتطوير الطلاقة في اللغة الثانية، تأخذ هذه الدراسة في الحسبان الجوانب اللغوية والنفسية التي تؤثر على الأداء الشفهي للمتعلمين. كما تسلط الضوء على عوامل مثل المعرفة المعجمية، والممارسة المنتظمة للحديث، والدافعية، والقلق، بهدف تقديم فهم أعمق للصعوبات التي يواجهها متعلمو اللغة الإنجليزية. وفي سياقات تعليمية تكون فيها فرص التحدث الحقيقي محدودة — كما هو الحال في العديد من أقسام اللغة الإنجليزية في الجزائر — قد تمثل القراءة الجهرية خلال وقت الفراغ استراتيجية فعالة ومتاحة لتعزيز الكفاءة التواصلية للمتعلمين. تحاول هذه الدراسة الإجابة عن الأسئلة التالية:

1. ما تصورات متعلمي الإنجليزية كلغة أجنبية بشأن القراءة الجهرية في أوقات الفراغ كاستراتيجية لتحسين الطلاقة في التحدث؟

2. كيف يمارس متعلمو الإنجليزية القراءة الجهرية خارج الصف، وما العوامل التي تؤثر في مدى ممارستهم لها؟

3. إلى أي مدى يعتقد المتعلمون أن القراءة الجهرية في أوقات الفراغ تساعدهم في تحسين جوانب مختلفة من الطلاقة في التحدث؟

4. ما التحديات التي يواجهها المتعلمون عند ممارسة القراءة الجهرية في أوقات فراغهم، وما الاستراتيجيات التي يستخدمونها لتجاوز هذه التحديات؟

. ولتحقيق أهداف الدراسة، تم توزيع استبيان على 50 طالبًا من السنة الثانية. وقد أظهرت النتائج أن غالبية المشاركين يرون أن القراءة الجهرية خلال وقت الفراغ تمثل نشاطًا مفيدًا ومحفزًا. وقد أفاد عدد كبير من الطلبة بأن هذه الممارسة تساعدهم على التحدث بثقة أكبر، والنطق بوضوح أكثر، واكتساب مفردات جديدة. ومع ذلك، كشفت الدراسة عن بعض التحديات، مثل الشعور بالتوتر، وقلة الممارسة المنتظمة، وصعوبة إيجاد مواد قراءة مناسبة. وعلى الرغم من هذه العقبات، عبّر الطلبة عن رغبتهم في مواصلة هذه الممارسة بشرط تلقي الدعم من أساتذتهم. وبشكل عام، تسلط هذه الدراسة الضوء على الإمكانيات الواعدة للقراءة الجهرية خلال وقت الفراغ كمنهجية تعليمية متركزة حول المتعلم تهدف إلى تعزيز الطلاقة الشفوية. وتوصي الدراسة بتبني هذه الممارسة ضمن الاستراتيجيات التربوية لتحسين الثقة بالنفس، والاستقلالية، والكفاءة التواصلية لدى متعلمي اللغة الإنجليزية.

#### الكلمات المفتاحية:

القراءة الجهرية في وقت الفراغ ، متعلمي اللغة الانجليزية كلغة اجنبية ، طلاقة التحدث، تصورات المتعلمين، اقسام اللغة الانجليزية كلغة اجنبية.