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## ABSTRACT

### To Which Extent Does Reading Aloud Method Improve UTAS Students' Reading Comprehension, Vocabulary Retention, and Motivation for Reading through the Preview-Review Strategy?

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Reading Aloud is an important method to improve students' pronunciation, reading comprehension, lexical analysis, listening, and vocabulary retention. However, the efficiency of this method and the strategies used to apply it remain poorly researched in the Middle East. This study examines the effect of this method on UTAS students' reading comprehension, vocabulary retention, and motivation for reading through the Preview-Review strategy.

A quasi-experimental approach was adopted, applying the Reading Aloud method to an informative text through the Preview-Review strategy. The experiment was conducted in a single session with twenty foundation-level participants majoring in engineering and business. The study utilizes a combination of quantitative and qualitative data, using pre-tests, post-tests, and a post-experiment questionnaire to assess students' motivation for reading and their attitudes towards the method.

The results indicate that the Reading Aloud technique improved students' reading comprehension and their ability to learn and retain new vocabulary. Responses to the

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questionnaire revealed positive attitudes towards learning with this technique, as well as the desire to start a habit of reading. Language teachers are advised to adopt this method by selecting a suitable strategy to implement the Reading Aloud method. Curriculum designers are advised to recommend the Reading Aloud method for reading classes and the suitable strategies to use based on the students' age.

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