



# **Using Think- A Loud Strategy for Developing Preparatory Stage Pupils ` EFL Reading Strategies**

Submitted for M.A. Degree in Education  
(EFL Curriculum & Instruction)

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### Abstract

The present research aimed at developing preparatory stage students' EFL reading strategies through think aloud strategy. The participants of the research consisted of 60 students of the second year of Ahmed Foad Frag preparatory School, Shobra Khalphon , Shebin Al-Kom Educational Administration ,Al Menofyia Governorate . This research adopted the quasi experimental design. The participants were divided into two groups; 30 students served as an experimental group and 30 students as a control one. To determine the most essential and required EFL reading strategies for the participants, a pre- and a post EFL reading strategies test was prepared. The participants were pre-tested to determine their level of EFL reading strategies. Then, the experimental group was taught the reading strategies through think aloud strategy, whereas the control group was taught using the Ministry of Education teacher's guide (traditional way). After the implementation, the two groups were post tested. The results revealed that the EFL reading strategies of the second year prep stage students were developed significantly as a result of using think aloud strategy . Thus, it can be concluded that using think aloud strategy was effective in developing the EFL reading strategies of the second year prep stage students.

**Keywords:** EFL reading strategies – think- aloud strategy- preparatory stage students.

استخدام إستراتيجية التفكير بصوت مرتفع لتنمية استراتيجيات القراءة فى اللغة الإنجليزية لدى  
تلاميذ المرحلة الإعدادية

## المخلص

هدفت هذه الدراسة إلى التعرف على أثر استخدام إستراتيجية التفكير بصوت مرتفع فى تنمية استراتيجيات القراءة فى اللغة الإنجليزية لدى طلاب الصف الثانى الإعدادى . وقد تكونت عينة الدراسة من (٦٠) طالبة بمدرسة احمد فؤاد فراج الإعدادية بالمنوفية، حيث تم تقسيمهم عشوائياً إلى مجموعتين: المجموعة التجريبية (٣٠) والتي درست استراتيجيات القراءة باستخدام إستراتيجية التفكير بصوت مرتفع ، والمجموعة الضابطة (٣٠) والتي درست استراتيجيات القراءة وفقاً للطريقة التقليدية للمعلم . وتكونت أدوات الدراسة من اختبار لاستراتيجيات القراءة فى اللغة الانجليزية. وقد تم جمع البيانات من خلال تطبيق الاختبار القبلى - البعدى لاستراتيجيات القراءة فى اللغة الانجليزية قبل وبعد المعالجة، وتم تحليل البيانات كميأً، و أوضحت نتائج الدراسة فاعلية استراتيجيات التفكير بصوت مرتفع على طلاب المجموعة التجريبية. وفي ضوء هذه النتائج تم التوصل إلى انه يمكن استخدام استراتيجيات التفكير بصوت مرتفع فى تدريس استراتيجيات القراءة فى اللغة الانجليزية لطلاب المرحلة الإعدادية .

الكلمات المفتاحية: التفكير بصوت مرتفع- استراتيجيات القراءة فى اللغة الانجليزية- طلاب المرحلة الإعدادية.

## Introduction

The use of the English language is widespread. It is a significant mean for the speaker or writer to communicate feelings and thoughts to the reader or listener. Learners have to acquire four basic skills to master language . These skills are listening, speaking, reading and writing . It is necessary to develop these language skills in order to learn a language, increase the students ' proficiency and communicate in an accurate, clear and effective manner .So the students must be skilled in these areas.

According to Hayati and Shariatifar (2009), reading has developed into a very important skill for both academic and professional success. Improving students' reading abilities also improves their speaking, writing, and listening abilities as well as their level of thinking. Furthermore, Kucukoglu (2012) clarified that reading is a beneficial activity that provides knowledge, information, problem solving, and pleasure. Therefore, people learn more the more they read.

According to Beckman (2002), reading strategies are an intentional effort to develop the meaning of the text and using metacognitive and cognitive techniques to do this effectively aids in the reading process. Moreover, O'Malley and Chamot (1990) and Juan and Madrid (2009) assured that reading strategies are any intentional or unintentional processes, activities, tactics, or behaviors that students use to improve their comprehension and correct for interpretation issues.

Reading strategies are cognitive games in which persons engage in a variety of interactions with text; prior to reading, make plans, choose a goal, and decide what to read first (Meniado, 2016). In addition, reading strategies were described by Ahmadi, Ismail, and Abdullah (2013) as the mental processes that the readers actively choose to employ in order to complete reading missions.

Al Qahtani (2020) clarified that there are four key elements that affect how readers use reading strategies. These are: background, skill level, reading proficiency, and the significance of strategy instruction provided in reading courses. Moreover, Yang (2016) showed two main

factors that influence reading strategies: situational factors and individual factors. Situational factors are a kind of variable that is essential, interacts with one another, and affects how learning strategies are used. In the same learning environment, some students learn more efficiently than others, yet there are still disparities in the ways these methods are used. Individual factors have an impact on how pupils approach learning. Individual differences significantly influence how readers employ reading strategies and enhance the reading experience. These individual factors include learning beliefs, motivation, attitudes, learning style, cognitive style, age, aptitude, and intelligence levels.

Banditvilai (2020) and Bolukbas(2013) classified reading strategies into three categories based on when they are used before, during and after reading:1) Pre-reading strategies are the processes of checking a text and are based on persons' past knowledge of the text.2) While-reading strategies can aid in comprehending the writer' s purpose, ,structures, style and skills, improve comprehending the text structure, present text vocabularies and recognize the main idea. 3) Post reading strategies provide the learners with chances to evaluate the text whether it has been comprehend or not , summarize the text ,discuss the text with peers, reflect on what has been read and connect between the text and the readers' knowledge , opinions and interests.

El-Assi , Abd El-Haq and El-Henawy (2018) examined the effect of use the reading strategies of the Strategic Instruction Model to promote the reading metacognitive awareness of the second-year preparatory stage learners with reading problems . The tools were an intelligence test, a questionnaire on students' behavioral traits, a reading comprehension diagnostic test, and a metacognitive awareness scale. The findings were positive and showed that the reading strategies of the strategic instructional model were effective in promoting reading metacognitive awareness of learners with reading problems.

Rastegar et al. (2017) investigated the relationship between EFL learners' metacognitive reading strategies usage and their reading comprehension implementation in an Iranian context. The participants were 120 Iranian EFL college students majoring in English Literature and English Translation. The findings stated that there was a significant

definite relationship between overall metacognitive reading strategies use and reading comprehension achievement.

Jincheng and Rahmat(2022) examined the procedures taken by EFL readers when they react to reading comprehension questions by using metacognitive strategies. They used metacognitive techniques to compare the actions of a high achiever and a low achiever reader. The two EFL readers were pointedly selected to test the required descriptions based on the findings of EFL learners on college English tests. The findings stated that high performers are more global when it comes to reading strategies.

Think-Aloud is an exclusive way to explore cognitive processes that ask students to speak aloud while solving problems or performing tasks by generating data directly as they perform the tasks. Therefore, thinking aloud is a very direct way to gain insight into how people solve problems (Jaspersa, et al., 2004). Furthermore, Mofid (2019) defined think aloud as a useful assessment tool for examining learners' plans, ideas, opinions, and actions. By verbalizing these ideas, teachers are able to understand what students do and why they operate and interact with the system.

Abadi (2008) considered think aloud strategy to be one of the most important reading strategies employed to help readers understand texts by speaking their inner thoughts aloud. In addition, think-aloud is a metacognitive technique in which a teacher communicates ideas aloud while reading given content orally, thereby modeling the comprehension process (Sahebkhair & Aidinlou, 2014).

According to Mathison(2006) , Raihan(2011), and Man amd Xingui (2017), think aloud strategy means asking the readers to say out the direct ideas and all the data in the mind at any place and time during the sharing in a mission, as solve problem or simply responding to a question posed by teacher or other peers ,that can also be understood as the behavior of using voice to express the state of mind .

According to McKeown and Gentilucci ( 2007). Jahandar et al.( 2012 ) , Sahebkhair and Aidinlou (2014) and Chin and Ghani (2021 ) there are different approaches to use think- aloud during reading . The

first one is the modeling by which the teachers verbalize aloud during reading a text orally. Their verbalizations contain describing things they are doing as they read to observe their comprehension. The second one is mutual thinking in which learners take turns in performing and work together in groups or with classmates to think- aloud. The final one is through individual thought that contains learners' steps and actions during reading and thinking a loud.

Yoshida (2008), Hamada and Park(2013), Schellings et al. (2013), Vandavelde et al. (2015) , Alhadreti and Mayhew (2016) and Prokop, Pilarand Ticha ( 2020) showed that there are two types of think-aloud strategy .They are retrospective and concurrent. In retrospective think-alouds pupils are required, after performing the given task to review what they were considering during sharing in the process of completing and working on the mission. A retrospective think-aloud requires verbalization after task completion. In concurrent think-aloud students are asked to say out loud what their view is and what they are thinking when the actual process of completing the mission. Concurrent think-aloud requires verbalization during task completion. Both types of think-a loud depend on the timing of the task administration and what thought processes pupils are actually going through during performing a learning activity.

According to Kymes( 2005), Yoshida(2008) , Raihan (2011) , Jahandar et al., (2012) ,Karyawati ( 2016) and Chin and Ghani(2021 ) , there are a number of procedures that the teacher should follow during applying think aloud strategy and these procedures are 1) clarifies the nature of reading as a complex process. 2) Choosing passages with new words, confused paragraphs, or difference. 3) Giving each learner a copy of the passage.4) The teacher introduces the text and clarify that he will be modeling a reading strategy , explaining why the strategy is essential and when to use it. 5) The teacher reads aloud, pausing to verbalize thoughts that appear when encountering difficult or confusing material. 6) Allowing students to apply think aloud strategy with a partner. 7) Letting students , independently to adopt think aloud during reading and using EFL reading strategies.

Using think aloud in the classroom provides the teachers a better chance to closely monitor students' comprehension, especially when students read silently, it allows teachers to comprehend a student's thought process while still allowing them to practice these skills independently, it makes the teachers capable of clarifying how to select



a suitable comprehension strategy in a specific text to their students , it keeps students manage reading materials and think aloud strategy would be effective in discovering reading problems (Soraya ,2017, Carioli & Peru ,2019& Pelcher, 2020).

Seng ( 2007) assured that adopting think aloud strategy during the teaching and learning process can develop learners' positive social interactions . This strategy provided learners with chances to interact with each other when the teachers instructed them to read and argue the text actively with others. Moreover, think aloud strategy is highly dependent on verbalization. Readers integrate the new information with previous knowledge when they verbalize their ideas during reading. As a result, this activity assists learners to understand and keeps them engaged with the text.

Think- aloud is an important strategy for teaching cognitive and behavioral skills to students who are attempting to solve problems. This technique additionally assists students develop their ability to think critically as they absorb what they read, and it enables them to make connections between what they have read and what they have understood. Additionally, the think aloud strategy gives students the opportunity to express their own thoughts aloud while participating in the intended task and offers a thorough account of their behavior and a deeper comprehension of their way of thinking. Additionally, this has an effect on how the learner and the target text interact( Prokop, Pilar & Ticha ,2020 , Iraqi ,2019 , Sprainger, Sandral & Ferrari ,2011 & Yoshida ,2008) .

Al-Qahtani (2020) identified the impact of metacognitive think-aloud in developing Saudi EFL learners' reading Comprehension and attitudes. A reading comprehension skills test and attitude scale were used. The results showed that the attitudes and reading comprehension skills of Saudi EFL learners developed.

Thu and Vien (2022) checked the effects of the think aloud strategy on EFL young pupils' reading skill practice and recognize their attitudes towards the think aloud strategy used by the teacher in teaching at a foreign language. The study used a reading comprehension test and semi-structured interview. The participants were twenty-five pupils . The results of the study stated that there was a significant difference in the pupils' reading comprehension achievement and all the pupils had appropriate and positive attitudes towards the think-aloud strategy.

Actifa (2015 ) checked the effect of think-aloud on learners' reading comprehension skills at school level. They were tenth grade learners at Ma Hm Tribakti- Kediri school. The findings clarified that think-aloud strategies had positive effects on the learners' reading comprehension.

Wan and Ghani (2021) examined the effectiveness of the think-aloud technique and the feeling of primary learners towards its use in enhancing their reading comprehension. The tools were questionnaires and an interview. The results stated that learners were enthusiastic about adopting the think-aloud technique in their future reading because they felt that it assisted them in comprehending the texts that they were reading.

There are some researches that tested think- aloud with reading strategy such as: Yang (2002) who checked learners' strategy usage by using think-aloud and retrospective protocols. The results revealed that the participants had some proficiency in knowledge monitoring because they could achieve the correct meaning of some new vocabulary.

Yayli (2010) used think-aloud and retrospective protocols to collect how the students were using their strategies .The findings showed that because the LPRs could understand the proper meaning of some new language, they exhibited some competency in comprehension monitoring. The LPRs were more concerned with the lexical level of reading, but the PRs watched their continuous reading process, which was a significant difference between the two groups.

## 2. Context of the Problem

Despite the importance of EFL reading strategies , there is still a lack in them among the second year prep stage students. The problem of this study is derived from several resources:

**First:** The importance of the second year prep stage students' EFL reading strategies revealed by the directives of the Ministry of Education and the National Curriculum Framework for English as a Foreign Language (EFL).

**Second:** The review of some related studies which tackled the EFL reading strategies concerning the Egyptian context. Previous studies revealed that there are varied problems in teaching and learning reading. Abd El-Hack (2006) , El -Garawany (2010) and El-Assi, Abd El-Haq and El-Henawy , (2018) supported the problem of the research as they

assured that there was a lack in the prep stage students' EFL reading strategies because of the weakness and shortage usage of EFL reading strategies and relying on traditional methods during teaching . This research addresses the question of whether the second year prep stage students' EFL reading strategies will develop by using think- aloud strategy .

### **3. Statement of the Problem**

The problem of the research can be stated in second year prep stage pupils' poor level in EFL reading strategies needed at this stage. The current research aimed at investigating the effectiveness of using think- aloud strategy on developing EFL reading strategies among the second year preparatory stage students.

### **4. Questions of the Research**

- 1) What are EFL reading strategies required for the second year preparatory students?
- 2) What are the features of the think- aloud strategy to develop EFL reading strategies among the second year preparatory school students?
- 3) What is the effectiveness of using think aloud strategy in developing EFL reading strategies among the second year preparatory school students?

### **5. Hypotheses of the Research**

Based on the theoretical background and the results of the relevant studies, it is hypothesized that:

- 1) There is a statistically significant difference between the mean scores of the experimental group and the control group in the EFL reading strategies posttest in favor of the experimental group.
- 2) There is a statistically significant difference between the mean scores of the experimental and control groups in EFL reading strategies posttest at each strategy separately, in favor of the scores of the experimental group.

### **6. Purpose of the Research**

The current research aims to enhance EFL reading strategies among the second year preparatory stage students by using think- aloud strategy.

## **7. Participants of the Research**

Sixty students of the second year of Ahmed Foad Frag Preparatory School, Shobra Khalphon , Shebin Al-Kom Educational Administration ,Al Menofya Governorate . They participated in the research during the scholar year 2022/2023. They were divided into two groups; (30) students served as the experimental group and (30) students served as the control one. Results of the pre-test indicated that the two groups are homogenous since there was no significant difference between them in the reading strategies' test.

## **8. Instruments of the Research**

To achieve the aim of this research, the researcher prepared a pre-post EFL reading strategies test.

### **8.1 The EFL Reading Strategies Test**

A reading strategies test was used to assess the students' EFL reading strategies' level before and after the intervention. An EFL reading strategies pre-posttest involved two passages followed by 18 multiple-choice questions (MCQs) and 4 essay questions to assess the participants' EFL reading strategies. Consequently, there were 22 questions in all in the test.

#### **The validity of the EFL Reading Strategies Test**

To test the validity of the EFL reading strategies test, the researcher submitted the first form to a group of EFL specialists; professors, experts and supervisors of TEFL (N=10). They were asked to validate the test in terms of clarity and whether the test items assess the assigned strategies or not. The test was reconstructed in the light of the jurors' valuable notes.

#### **The reliability of the test**

The reliability of the test was measured by the test re-test method. The test was applied to (30) students of the second year prep stage (other

than the study participants). After two weeks, it was applied again to the same participants.

The reliability of the test was computed by calculating the correlation coefficient between the two administrations. The Pearson correlation coefficient was calculated using the SPSS program (V. 18). The result of the test-retest method is shown in the following table:

**Table(1): Pearson correlation coefficient between the degree of each of the test strategies and the total score of the test**

Item	Correlation	Level	Item	Correlation	item	Correlation	item	Correlation
1	0.372*	05.0	2	0.525**	3	0.461*	4	0.726**
5	0.467**	.001	6	0.841**	7	0.804**	8	0.634**
9	0.374*							

It is clear from the table (1) that the values of the Pearson correlation coefficients were all positive and significant at (0.05) or (0.01) level. It can be concluded that the EFL reading strategies test was highly reliable and valid to be used as a tool of the research.

## **8.2The Implementation of Think- Aloud Strategy**

### **The Content:**

There were 18 sessions during the implementation. It had three sessions per week for six weeks, with each session lasting 90 minutes. Instructional and application sessions were separated during the sessions.

### **The Procedures of Experimental:**

The phases of think-aloud sessions have been as follows:

#### **1-Modeling Stage:**

The researcher gives the participants (handouts) and instructs them to pay close attention to everything she does, says, and thinks aloud. Using think aloud, she demonstrated and modeled EFL reading strategies by using think aloud . The participants reading the text silently and listen to the researcher ideas about the text ,the problems and confuse spots and notice what she said and did to discover , predict , ask, respond and guess the words during the researcher' s modeling

#### **2-Interaction Stage:**

The researcher gave the students exercises that required them to read loudly, think aloud, and speak out in front of their peers. The presenter is allocated to each group the researcher puts the students into. Before, during, and after reading, the students are instructed to ponder aloud. They are then requested to write down their ideas. The researcher gave the assistance and feedback. She emphasized the value of cooperation and the potential for gaining from peers' ideas by comparing one's thoughts with those of others, then switching roles to generate a huge number of ideas.

### 3- Individual Work Stage:

Each student speaks out on their own during this phase, with no help from the researcher or another student. The students are given passages and asked to practice thinking aloud at home. Everyone tries to do so, and the researcher asks them to write down their ideas and key information. The researcher then discusses these ideas with the students and their peers in the following session as an assessment.

## 9. Findings of the Research

### 9.1 The Findings of the First Hypothesis

The first hypothesis stated that “There is a statistically significant difference between the mean values of the experimental and control groups in the overall of the EFL reading strategies posttest in favor of the experimental group”.

To examine this hypothesis, Non paired- Samples t-test and  $\eta^2$  were used. Table (2) shows the mean values, standard deviation (S.D), the t-value and  $\eta^2$  and the level of the significance.

**Table (2) t-test and  $\eta^2$  comparing the differences between the mean scores of the experimental group and the control in the EFL reading strategies posttest**

Group	No.	Mean	S. D.	t-value	DF	A Sig	$\eta^2$
Experimental	30	26.10	2.23	35.540	58	0.01	0.956
Control	30	8.47	1.55				

The findings in table (2) demonstrate that there is a significant difference between the mean values of the experimental and the control groups in the EFL reading strategies posttest in favor of the

experimental group. The t-value is (35.540) which is significant at (0.01). Moreover, Eta squared " $\eta^2$ " was applied. It reached (0.956). This large effect might be attributed to the application of think aloud strategy. Thus, the first hypothesis is accepted.

## 9.2 The Findings of the Second Hypothesis

The second hypothesis states that "There is a statistically significant difference between the mean values of the experimental and control groups in EFL reading strategies posttest at each strategy separately, in favor of the values of the experimental group".

To examine this hypothesis, Paired-Samples t-test and  $\eta^2$  were used. Table (3) shows the mean values, standard deviation (S.D), the T-value ,  $\eta^2$  and the significance level.

**Table (3): t-test and  $\eta^2$  for each strategy separately.**

Strategies	Group	No.	Mean	S. D.	t-value	DF	A Sig	$\eta^2$
Guessing the meaning of words	Experimental	30	2.20	0.71	7.021	58	0.01	0.459
	Control	30	1.07	0.52				
Making predicting	Experimental	30	1.40	0.50	5.619	58	0.01	0.352
	Control	30	0.70	0.47				
Skimming	Experimental	30	1.57	0.50	6.008	58	0.01	0.384
	Control	30	0.80	0.48				
Making inference	Experimental	30	10.30	1.34	29.750	58	0.01	0.938
	Control	30	1.83	0.79				
Setting the purpose of reading	Experimental	30	1.20	0.55	3.795	58	0.01	0.199
	Control	30	0.70	0.47				
Paraphrasing	Experimental	30	2.87	0.82	11.698	58	0.01	0.702
	Control	30	0.60	0.67				
Summarizing	Experimental	30	2.97	0.76	12.530	58	0.01	0.730
	Control	30	0.90	0.48				
Scanning	Experimental	30	2.17	0.65	8.556	58	0.01	0.558
	Control	30	0.93	0.45				

<b>Making connection</b>	Experimental	30	1.43	0.57	3.779	58	0.01	0.198
	Control	30	0.93	0.45				

The results in the table (3) demonstrate that there is a significant difference between the mean values of the experimental and control groups in the post-applications of the EFL reading strategies test at each strategy separately, in favor of the values of the experimental group. Consequently, the second hypothesis is accepted. Eta squared " $\eta^2$ " was used to estimate the effect size of the think aloud strategy on developing EFL reading strategies for each strategy separately. It ranged between (0.198 - 0.938). It is appropriate value, which indicates the effectiveness of think aloud strategy on EFL reading strategies test at each strategy separately.

This led emphasizing the educational importance of think aloud strategy on developing the second year prep stage students' EFL reading strategies.

## 10. Discussion and Interpretation of the Research Results:

The results of the research revealed that the second year prep stage students showed progress in nine EFL reading strategies namely , skimming , scanning , summarizing , making predicting , paraphrasing , guessing the meaning of words , questioning , making inference and setting the purpose of reading . The researcher attributes this progress to the participants' use of think aloud strategy.

The research's positive results can be due to the teacher's modeling. It allowed the researcher to model successful strategies .Through it, the learners were able to listen to the teacher's thoughts and questions and how she formed images or inferred .So they became more effective and aware of their own use of reading strategies and learned how to read by using different reading strategies and applied specific strategies when reading specific types of texts.

In addition, the learners 'used the previous knowledge of texts and verbalized it. Think aloud strategy presented the chances to the learners to practice verbalizing their thoughts and prior knowledge. During the reading process, the learners were taught to stop periodically and connect between the information verbally to make sure that they comprehended the text. Think-aloud contributed in improving comprehension, made the learners more conscious of how they read and activated prior knowledge



and supported the process of developing the reading strategies and applied them through their actions and responses.

Furthermore, engaging the students in groups and cooperative work enhanced the students' acquisition of the reading strategies. This supported social interaction between the students when the reading . Most the students liked to work in pairs or in a groups during the sessions .The cooperative learning and team work in the one group pushed the students to benefit from others 'thoughts and extract new ideas by asking ,answering , justifying the ideas, receiving and presenting help, exchanging opinions and ideas, and seeking clarifications to assist them realize the content .

Moreover, the students 'enthusiasm and motivation to use think aloud strategy were responsible for developing EFL reading strategies. Therefore, all the students seemed to accept that they have a sense of involvement in the responsibility and be leaders. The students were engaged especially shy students in the think aloud sessions as they considered it a good step to be strategic readers and they were doing something themselves.

Finally , the final reason that contributed to effective results was the learners 'participation. The researcher provided the pupils with chances to adopt think aloud strategy on the different reading strategies and explain how they knew to monitor their comprehending. At the same time, the researcher presented structured feedback to the learners towards the usage of the think aloud that was a powerful push for the learners to complete the application of the strategy.

## **11. Conclusion**

The present research aimed to investigate the impact of applying think-aloud strategy on the second prep students' EFL reading strategies. The results revealed that think aloud strategy had a confirmed and significant role in improving the participants' EFL reading strategies .Consequently , using think aloud strategy has its educational importance and it is recommended to be used in the EFL classrooms.

## **12. Recommendation of the Study**

In the light of the findings of this research, the following recommendations may be presented:

- EFL reading strategies should be a major concern in teaching EFL in our classes.

- Think- aloud strategy should be adopted in teaching EFL reading strategies at the prep stage.
- EFL teachers should be encouraged to apply think aloud strategy effectively at different educational levels to enhance learners' academic achievement.
- Due to the advantages of think aloud with partners, in the future use of the strategy, learners should be provided with a chance to think aloud with partners of their choice.

### **13. Suggestions for Further Research:**

Based on the results of the research, the following are suggestions for further research:

- Examining the effect of using think aloud strategy on improving EFL reading strategies among the primary, secondary and faculty students.
- Investigating the effect of using think aloud strategy on improving other language skills: listening, writing and speaking.
- Investigating the effectiveness of using think aloud strategy on improving varied psychological variables among the students of different educational levels such as attitudes, self-efficacy, engagement, apprehension, ..etc.

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