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Investigating the Role of Reading in Enhancing Learners' Speaking skills:

Case of 2nd year EFL Students at the English Department, Tiaret University, Algeria.

A Dissertation Submitted in Partial Fulfilment   of the Requirement of the

Master Degree in Didactics

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Dedication 1

First, I would like to express my recognition to Allah.

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Thank you so much

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Dedication 2

I dedicate my dissertation work to my family and many friends.

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Abstract

The current study examines the role of reading in enhancing the EFL learners 'speaking skill .The aim behind this study is to investigate the efficiency of reading in developing learners' enrichment of vocabulary that help him to speak fluently .In order to fulfil this target ; a case study have chosen and was conducted at the department of English at Ibn Khaldoun university of Tiaret ,a questionnaire was assigned to fifteen (50) EFL learners and another one administered to ten (10) EFL teachers .The results of this investigation answered our questionnaire and proved the depth of the relationship between reading and speaking .The findings of this research confirmed that teachers should teach learners how to speak through organizing discussions, debates ,giving them pieces of pieces of texts to read them ,ask them questions to answer that surely will help them to develop their speaking .Moreover ,it emphasised the acquisition of new vocabulary through reading ,which in turn revives the love to discover new terms ,new language and speech .The reading of novels and story would necessarily involve learners' reading and speaking capacities.

Key words: Reading, speaking skill, vocabulary acquisition, reading capacities.

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LMD licence, master, doctorate

EFL English as Foreign Language

NCES National Center for Educational Statistics

General introduction

General introduction

Through the preceding decades English is considered as¨ the international language. English nowadays became the most dominant language in view of the power of being spread widely, thus, it is the fact that the mastery of speaking in our context (Algeria) has become increasingly important in EFL environment due to outstanding status in international communication.

Consequently, EFL learning process requires a large emphasis on teaching speaking in schools over different strategies, because the speaking skill considered as a major important learning element. Within this context, it is the wish of many learners, especially 2nd year EFL learners to be fluent in speaking and also to develop their speaking despite of the obstacles that hinder their communication

Actually, it is fundamental for learners and teachers to rely on as a way to develop speaking due to its importance in aiding them to acquire new vocabularies. It is very important for teachers to help students encourage their speaking skill through identifying their obstacles during the oral sessions and find some and find some suggestions and for real communication to happen in the classroom .This can widely raise students 'motivation and consciousness to tackle oral issues ,this is ended the encouraging idea that grant birth to this research that aims at enhancing students 'speaking skill through reading to reveal reading obstacles and detect some strategies should be used to improve the oral skilfulness .In addition to infer the relationship between reading and speaking .

The present study is concerned with the improvement of speaking skill in foreign language through reading. It aims   at looking at and understanding how and to what extent can reading help and develop 2nd year Fell student's university to improve their speaking capacities. Further, it aims to identify the main problems and challenges that students face when speaking.

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More importantly, this research focuses on the   research role of reading in enhancing the speaking skills. Recently, researchers shed light on the role of reading as a useful means to develop language learning .Actually ,many researchers have exposed that EFL learners who rarely read are most likely facing difficulties when they speak .More, this research study intends to recognize the connection between reading and how can reading enhance the speaking skill ,this study is also designed to suggest the suitable methods and techniques to get manage them .The present study proposes the following major questions :

1.What are the language learning benefits of reading?

2.How can reading be used to improve learners' speaking skills?

3. what are the main speaking difficulties that EFL learners face?

 These research questions are explored on the basis of the following hypotheses:

1.Reading offers students with a correct linguistic structure by enriching their range of vocabulary and grammar.

2. Reading is one of the most important educational skills that allows students to be aware of common sounds, spelling patterns, grammatical structure and to acquire many vocabularies, which help them in developing the skill of speaking

3.One of the biggest obstacles facing learners of English as a foreign language is anxiety of speaking and unwillingness that comes from fear of negative evaluation when making mistakes, especially in front of their classmates

The present study is split up into three related chapters, the first chapter deals with the definitions of reading and its skills also its type which are aloud reading ,silent ,extensive ; this chapter try to treat reading strategies which are skimming and scanning .Furthermore, this chapter provides us with the definition of the concept of reading comprehension ,its levels and its models which are the ¨bottom- up¨ model ,the¨ top down model¨ ,the interactive model .

The second chapter attempts to touch the speaking skill and its relationship with students' reading, first it starts with providing different definitions of speaking, its nature, giving its aspects and the importance of speaking skill, moreover it deals with an important element which is communicative competence, its definitions, and its ingredients which are grammatical, definitions, and strategic competence. This chapter also tackle the speaking components which are grammar, vocabulary ,grammar, vocabulary and accuracy .In addition ,it deals with teaching speaking and the objectives of teaching speaking, the role of teachers in teaching speaking which are speaking, the provider , it deals also with problems that affect students 'speaking, and finally the role of reading in enhancing the speaking skill.

The third chapter deals with data analysis and methodology covering the sample population ,the research design ,research procedure as well as instruments .this chapter includes the analysis of the results and interpretations .This chapter attempts to answer research questions that are a raised before in which it emphasizes   the   research hypothesis and also it includes the discussion of the findings, also it deals with some suggestions ,recommendations about our topic.

Chapter one

Key concepts of Reading

Content

1.1 Introduction

The ability to read and write is called literacy, and a person who can read is said to be literate and a person who cannot is illiterate. Reading is the process that have a purpose, or in order to get information or to enrich their knowledge .and sometimes to criticize writer's ideas, thinking or writing style. People also may read for pleasure or to enhance knowledge of the language or culture being read and learned.

The Reading process guides the readers to select better texts to read. It is an activity that can be done in every time and wherever it style. People is the most crucial skill of every learner; it is a vehicle to learn, to discover and vehicle is one of the important skills in English as it gives many benefits for readers.

This chapter tries to shed light on reading and brings about its different definitions and concepts. It provides a clear overview about reading and highlights the various types and strategies of reading

1.2 Définitions of Reading

Reading is the road of proficiency for most students in foreign language and it should be accompanied with the evolution of the other skills of language: listening, speaking and writing.

Many experts have shared their own definitions of reading. According to Eskey (1970) reading is absolutely the most essential skill of the four skills in a second language especially in English as a second foreign language world. Harmer (1991) also states that reading is treated as an exercise which is controlled by the eyes and the brain.

According to Ahuja (2001), reading is a combination between both sensory and mental process; it associates the use of the eye and mind. First the eyes receive messages and then the brain has to accomplish the significance of this messages. It requires the student to read for meaning; it means that students not only read the text but also understand the meaning of written text being read.

Reading is an interactive process in which the readers employ an exchange of ideas and concepts with the author.; it is an action of expression and reception of meaning. According to Kustaryo (1988), reading is the useful and meaningful interpretation of printed symbols and written words. He also says that reading is mixture of word recognition, intellect and emotion associated and linked with prior knowledge in order to understand the message communicated.

Nuttal (1982) defines reading as the meaningful translation of printed words or written verbal symbols. That means that reading is a conclusion of interaction between the vision of graphic symbols that perform language and the reader 's language skill, cognitive skills and the knowledge of the world. Here, the reader tries to invent and create meanings designed by writer.

Lathan as quoted by Burnes and Page (1985) state that reading is and art of rebuilding and modernize from writer's idea, feelings, moods and sensory impressions through his written printed page. That means that the reader will try to formulate the idea of the author's thoughts and emotions and to create the visual images during the text in the operation of understanding the text.

Reading is considered as the fundamental basis of any language study. In this respect, *(*Akeyl& Erectin.2008: 135) state:*" the ability to read will stay longer than the other skills, and it is the skill that will be must convenient to use. Reading remains a valid goal in the second language classroom"*. Indeed, we cannot learn a language without reading and we cannot discover a language without reading about it.

Further, Goodman (1967) in Carrel (1996) states that reading is not passive but it is an active process. In learning English as a foreign language, reading is an active cognitive process of interacting with print and monitory comprehension to improve meaning. It is considered as a decoding process that involves reading words in a linear way and internalizing their meaning one at a time. Besides, Chamot & Kupper (2010) view that reading happens when the reader will be

capable to transfer written symbols to meaning and when he will be able to use them effectively in communication.

Also, Oueini and Babous (2008) argue that reading is a visual and cognitive activity in which the readers illicit meaning from writing by understanding the text by refining information and relating it to a real experience in reality. In the same sense, Nadera (2001) views reading as a complicated system of eliciting and deriving meaning from print that demand all of the following:

- The skills and knowledge to understand how phonemes, or speech sound are connected to print.
- The ability to decode unfamiliar words
- The ability to read fluently.
- Sufficient background and vocabulary to foster reading comprehension.
- The development of active strategies to construct meaning from print
- The development and maintenance of a motivation to read.

However, Cziko, et al (2000) mention the following points to clarify what reading is:

A/ Reading is not just a basic skill: Many teachers think of reading as a skill that is taught. It is a simple process through which readers decode and interpret (figure out how to pronounce words) each word in the text, and automatically

assimilate the meaning of the words, as they do with their mother tongue language. Of course, this is not our understanding of reading.

b/ Reading as a Complex Process: When we think for a moment about what we read recently ,an essay ,a novel, or a newspaper, we would observe that this writing has a reference related to an experience linked to the text we illicit voices, memories , knowledge, and experiences from other times and places .When reading a complicated text or an unfamiliar type that contains complex thoughts of text ,we will notice that we are apparently trying to link it to our actual knowledge and understanding. We might have over stumbled unfamiliar words and we will find ourselves trying to interpret the words from the content, and we

might find ourselves having an internal conversation with the writer and quietly agreeing or disagreeing with what we are reading. In other words, reading is a complex process which requires much of active participation on the part of the reader. It includes many complex skills that have to come together in order to be successful.

C/ Reading is a Problem Solving: It is a kind of a problem-solving process in which the reader works well to make sense of a text not just from words and sentences on the page in front of him, but furthermore from ideas, memories and knowledge illicit by those words and sentences. According to Block & Gambel (2002: 60): ***"reading is not a straight forward process of lifting the words outside the page"***. Although initially flash reading may imply to be passive and simple, it is actually populated by a rich collection voices and views.

d/ Fluent Reading is not the Same as Decoding: The aim of teachers in the instructional process is not fundamentally to demand students to perform automatic manner. Decoding is a fast word recognition and understanding and knowing significant vocabulary. It is essential to effective reading mostly when texts are complicated or challenging. According to Pikulski (1998: 97): *¨Fluency begins to develop when students have frequent opportunities to read texts that are easy for them, multiple re readings of more difficult texts help broaden a reader's fluency¨*. Maybe most significant for students, fluency increases as they have chance, support, and encouragement to read a great deal of texts about various subjects.

E/ Reading is situation-bound: When someone grasp one type of text is not necessarily ideal at reading all types. An experienced reader of dessert cookbooks might be incapable to make sense of legal brief a political science, a good student may feel wasted and lost when he wants to read a poetry suggested by his friend, and a chemistry teacher may feel totally unstable when trying to comprehend some of history materials. That is to say reading is affected by situational factors; through them the experienced reader has had with specific kind of writings and

reading for specific objectives. In this regard, Cziko et al. (2000) argue that the so called good or proficient readers do not necessarily read all the texts with equal ease of success, a so- called poor or struggling reader will not necessarily have a hard time all texts.

Last works accomplished by the NCCA (research report 15,2012) recognized a large number of elements that should be taken into consideration in the teaching of reading concerning this complexity which are:

1-The establishment of diversified and rich vocabulary.

2-Developement of phonological processes

3-Teaching comprehension strategies

4-Motivation unenjoyment of reading

5-The importance of reading fluency.

In brief, the ability to read will stay longer than the other skills, and it is the skill that will be must convenient to use. Reading remains a valid goal in the second language classroom. Indeed, reading is the fundamental basis of any language study.

1.3 Types of Reading

Reading is a primordial step in learning a foreign language and that's why teachers have to pay attention when choosing the appropriate type depending on the purpose of the course. Most classroom reading activities include either aloud reading where the students use their voices and pronounce the words or silent reading.

1.3.1 Aloud Reading

Stefanko (2011) sees that aloud reading is an essential element since it's the only way to enhance students' rate, fluency, and accuracy by the translation of printed or written materials. The National Centre for Educational Statistics (NCES,

2002) reported that the oral reading is majorly seen as an indicator of students reading ability. It is used to measure these three main components rate, fluency accuracy, and comprehension.

Students are usually asked to read passages aloud, so that teachers can define their fluency rate and accuracy. Furthermore, it gives teachers a clearer image about students' abilities. Fluency is seen as the precision of letters sounds when students are reading aloud. On the other hand, Gibson (2008) cited that recent research discovered that aloud reading enhances the students writing skills through the adaptation of oral proofreading and the fortification of their writing skills by supporting their grammatical competences and the way they link sounds and letters.

Furthermore, Gibson considers aloud reading as a strategy for autonomous learning, and a very delicate step to overcome shyness and anxiety among students due to classroom activities. In addition, Kragler (1995) sees that when students hear their own voices due to aloud reading, they pay more attention to their comprehension.

1.3.2 Silent Reading

According to Brown (1988), there are two types of silent reading. Extensive reading is different from intensive reading. It is important to note that these two approaches to teaching reading –intensive and extensive- should not be seen as two different ways of reading which are in opposition, since both have complementary purposes.

1.3.2.1 Extensive Reading

Extensive reading is viewed as an achievement of a general understanding of a text (Brown,1989). It is also defined as a style or a way of reading a long text (book, long article, novel, or essays, etc.) where students focus on the general understanding of what is being read while seeking for an information or an entertainment with no regard to grammar. (Carrell and Carson, 1997)

Usually extensive reading is realized outside of the session time where the teacher provides a quiet place and the necessary material especially books that may attract his students rather than picking books for literary merit. The student gets a pleasant reading experience without the pressure of being examined or marked for their activity, they will just pick a title and read it. It's up to the teacher to motivate and supervise them to get the maximum benefit (Davis 1995).

Furthermore, Richards and Schmidt (2002) see that extensive reading also contributes to the improvement of vocabulary and structure knowledge, and create an enjoyable atmosphere for student while reading. According to Bamford and Day (2002), there is ten good guidelines to implement extensive reading:

1. *The reading material is easy.*

2. *A variety of reading material on a wide range of topics must be available.*

3. *Learners choose what they want to read.*

4. *Learners read as much as possible.*

5. *The purpose of reading is usually related to pleasure, information and general understanding.*

6. *Reading is its own reward.*

7. *Reading speed is usually faster rather than slower.*

8. *Reading is individual and silent.*

9. *Teachers orient and guide their students.*

10. *The teacher is a role model of a reader.*

Besides, extensive reading has considerable benefits since it helps students get rid of the pressure they live when they have to retain details of what they read. It allows them to taste the pleasure of reading just for fun without tests. Davis (1995) categorized the extensive reading benefits in four interrelated headings.

A/ Personal growth: Extensive reading develops   students' maturity which make them more social and understandable with other people. It also extends their imaginative scope and create a more positive attitude towards the study in general.

B/ Reading skills: Extensive reading allows students altering their previous negative perspective on reading and turn it to a pleasurable activity while improving their level in the comprehension and the imaginative responses.

C/ Language skills: Extensive reading increases student's ability either in spotting grammar mistakes or correcting them in their writing and speaking. This would give them   self-confidence to speak properly and write effectively using a diverse sentence structure.

D/ Examinations: Students get better marks in English-medium subjects.

1.3.2.2 Intensive Reading

Brown (1988) described intensive reading as a zoom lens of reading strategy that aim on the understanding of the literal meaning while focusing in the grammatical forms, discourse markers, and other surface structure details. On the other hand, Bamford and Day (1998) defined it as a tool that involves learners reading in detail with specific learning aims and tasks which enhance either understanding of the literal meaning while focusing in the grammatical forms, discourse markers, and other surface structure details.

More, Bamford and Day (1998) define intensive reading as a tool that involves learners reading in detail with specific learning aims and tasks which enhance either their reading skills or amount skills as their grammar and vocabulary knowledge, and facilitate the extraction of a full detailed meaning from texts.

Intensive reading is also considered as a language-learning pillar since it helps student improve their understanding skills while they participate to classroom activities. In fact, they discuss the meaning of words and phrases, extract the main idea, describe the vocabulary and learn some rules under the

supervision of teachers who focuses on texts which contain new terms and expressions (Koay, 2015).

Further, intensive reading involves the close deliberate study of short texts, sometimes less than a hundred words long, but usually around 300-500 words long. Although the aim of intensive reading is to understand the text, the procedure involves a lot of attention to the vocabulary, grammar and discourse of the text. This deliberate attention to language features means that intensive reading fits within the strand of language focused learning (Nation, 2000:244). It means that even if intensive reading focuses on the understanding of the text, it is necessary to care about grammar, vocabulary and debate about the main ideas of the text. This makes the language learning more efficient. According to (Burns et al., 1996) There are five good guidelines to implement the intensive reading

1. Motivating and developing background knowledge.

2. Leading to directed reading activities.

3. Guiding to skill-building activities.

4. Providing follow-up activities.

5. Activating enrichment activities.

The effects of intensive reading are prominent in the language learning process. It improves the power of expression and helps students develop questioning and answering skills that make them interested in discovering new meanings and concepts while checking the details in depth. Scrivener (1994) categorized the intensive reading benefits in seven interrelated headings:

1. Intensive reading is usually done with difficult texts with many unknown words that require the learner to use a dictionary.

2. Intensive reading enhances cooperation among students.

3. Intensive reading is the fastest way to acquire and learn vocabulary.

4. Intensive reading is the most typically taught method of teaching reading and reading comprehension.

5. It improves the power of expression.

6. It helps the student in making inferences.

7. It helps the student by understanding sentence structure.

1.4 Reading Strategies

Scientists agreed that learners need to understand and reflect on the meaning of what they read. However, they do not need to read every word and line while looking for specific information. That is why Brown (2001:308) suggested that "*perhaps the two most valuable reading strategies for learners as well as native speakers are skimming and scanning.*". In other words, skimming and scanning considered as the two most precious inspecting strategies for inexperienced men and women as actual as native speakers.

1.4.1 Skimming

Skimming is a technique where student quickly pass their eyes across the whole text to get an overview of the main idea without concentrating too hard on specific details. (Brown, 2001: 2) cited: *"Skimming consists of quickly running one's eyes across a whole text (such an essay, article or chapter) for its gist"*. Similarly, (Harmer, 2007: 100-101) stated: *"Students also need to be able to skim a text - as if they were casting their eyes over its surface - to get a general idea of what it is about"*. In other words, students do not have to read every word and line while looking for particular bits of information.

Maxwell (1972) also defined skimming as a fast reading while students look for the main idea. (Brown, 2001:308) says that after skimming a text the learner should be able to *"Predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas. This gives them a head*

start as they embark on more focused reading". This means that the learner should understand the overall purpose and the central idea of the text. Otherwise, it is not a beneficial way to acquire knowledge especially if the student is not familiar with the material since skimming aims at searching for the main idea of each paragraph. To avoid that, teachers need to make their students familiar with skimming recognition of the main idea and the key paragraph of a text.

1.4.2 Scanning

According to Brown (2001) and Maxwell (1972), scanning is a valuable strategy that allows students to find a particular information (as a date, name, place or a key word) or to cite the supporting details without understanding the whole text. In this sense, Brown (2001:308) views: *"For academic English, scanning is absolutely essential. In vocational or general English, scanning is important on dealing with genres like schedules, manuals, forms, etc.".* That is to say that students can avoid reading the whole text when they are trying to find answers for a preselected question and anticipate the form that the answer may take (enumeration, numbers, a phrase or a quotation). To get the full benefits and make it effective students should precise what they are looking for.

The main aim of scanning is the speedy and effective position of a particular words, facts or details .it is considered as beneficial skill when helping the student to learn and master specialized vocabularies where a various source should be reviewed for the meaning and the use of a particular technical terminologies.

Scanning include moving eyes fatly through a line or down a page to determine a specific information .in order to practice scanning, student must select a text book.
Look for key words or sentences that signal that you are close to the information you need. When you locate a specific word, stop scanning and read slowly.

1.5 Reading comprehension

Reading is a fundamental skill that students require to gain in the early grades in order that it will be the basis of learning in all academic subjects during their learning. Comprehension defined as the ¨*the construction of meaning of a written or spoken communication through a reciprocal, holistic interchanges of ideas between the interpreter and the message in a particular communicative context*¨ Harris & Hedge**,** (1995: 39). This means that when the reader comprehends what is written on the textual passages hear he is going to construct meaning and receive new thoughts from the text given.

Cecil, Gipe and Mirril (2014) define comprehension as the building of meaning.in which the reader should be an active reader student. It is the ability of the readers to translate, realize and recognize written materials.   Indeed, reading comprehension is one of the most significant elements of reading that should be mastered, it demands students to move beyond decoding every single vocabulary, terminology, and statement in order to create a strong realization of the full passage.

Reading comprehension is a complex activity that matter an effective interaction between student s background knowing of the context, the goal of the reading material and the level of terminology and language applied by the authors in order to obtain meaning of a text. (wooley,2011). It is a complicated process because it needs students to participate in various cognitive activities, techniques and skills, these skills include smoothly decoding words, grasping language style and syntax, rezoning, using background knowledge and succeed in working memory as needed (Fletch-Janzen, Reynolds & Vannest, 2013 and Wooley**,** 2011)

Reading comprehension is the process of structuring sense from the written version. The target of the reading instructions is aimed to facilitate the reader to comprehend a presented text. Reading comprehension includes at least two persons; the reader and the writer. In this sense, Kirby(2006 :161) argues: ¨*The process of comprehending involves decoding the writer 's words and then using background knowledge to construct an approximate understanding of the writer's message* ¨ .That is to mean ,the aim of reading is to grasp the text being

read ,so the comprehension should take place then the activity of reading should be present with purpose.

The essential goal of reading is comprehension. the reader's capacity to understand the writer's significance is affected by their background knowledge to the theme given in the text. Burnes and Page (1985) state that comprehension is the operation where background knowledge of the reader reacting with the message encoded in the text to produce a comprehension of the author message, then comprehension is a process of structuring a supportable grasping of a written text. He added that comprehension covers two important features ;*being engaged with the text* and *using suitable background knowledge to translate the text* .In the same line, Ahuja (2001) views that comprehension is the fruit of rebuilding the facts within the neural system of the reader .that means that the reader will rebuild his or her background knowledge in grasping the text.

Devine (1987) argues that reading comprehension is a process of stimulating the previous knowledge of the reader which collaborates with his suitable cognitive proficiency and deriving ability to detect the notion from a printed text. That is to mean the reader should be capable to comprehend, to translate and to pick out current information from a text. According to Van Den Brocket al (2000), reading comprehension can be defined as structuring a rational performance of textual information and its translation or in other words extracting sense from written text, words, sentences. that is to mean that the reader will utilize his mental visualizations and images in reading and translating the meaning of the text. More, Burnes & Page (1991) state that the reader state that readers comprehends written speech, discourse. the readers also require to comprehend the written the written discourse that they read. if the reader grasps the text, that means that they can comprehend the text.

The readers have to be able to utilize their previous knowledge in order to help them to comprehend the texts or they should work hard to comprehend it. According to Gibbons (1993) said that readers get their own prior knowledge of the topic and their grasping of language system itself. On the other word, the

previous knowledge had by the readers is a substantial tool that could aid the readers in comprehending the reading word, the reading process can ameliorate their knowing because reading could give many improvements.

In addition, Burnes and Page (1991) declared that reading comprehension reading comprehension is a reading, is a reasoning and the success of this activity depends on the level of intelligence of the reader. It means that in comprehending written items, reader's intelligence should take part in comprehending what they read. Also, there is a connection between the background knowledge of the reader and the ability of comprehending the text. The readers can use their prior knowledge in order to estimate about the item they will read.

Moreover, Burnes and Page (1991) state that there are various levels of comprehension:

1. *linguistic levels of analysis*: It includes comprehension at the level of word, at the level of sentence, at the level of paragraph and at the level of the hole text

2. ***Traditional levels of comprehension: The*** superior famous characterization of the traditional levels of comprehension is possibly the taxonomy of reading proposed by Barrett as quoted by Burnes and Page (1991):

a. literal: literal comprehension requests the grasping or requisition of ideas, information and events that are explicitly mentioned in the items read.

b. **Inference:** inferred comprehension is explained by utilising a synthesis of a verbal content of a selection, their individual selection, their guessing considered as the ground of conjectures or hypotheses.

c. **Evaluation :** evaluation is shown by students when they make decision about certain content of a reading selection via constructing it with an outward standard for example :the input supplied by the instructor on the content, authorities on the subject or by the permitted written sources on the subject ;or with internal criteria .For instance :by the reader's self-experience, prior knowledge or values related to the topic under regard.

d. **Appreciation:** it has a relation with student's consciousness of literary mechanisms, forms, styles and structures utilized by the writers in order to encourage passionate responses in their readers.

1.6 Reading comprehension Models

There are three main reading models that play a very important part in administering and simplifying the comprehension activity.as well as helping readers to greater understanding of written passage and defeat their comprehension obstacles while engaging in the reading process. These models involve the:

- Bottom -up model
- The top-down model
- The interactive model

These three models vary from one to another according to their focus of the model that readers use it in order to obtain meaning from written text. For example, the bottom-up model demands readers to decode every single word in the text in order to obtain sense. in contrast the top-down model confirms the function that both the reader's previous knowledge and previous experience about a specific topic play in order to gain meaning from text. Yet, the interactive model considers the reading process as an activity that demand students to participate in two interactions

The first interaction happens between the written text and the reader's previous knowledge about particular topic. However, the second interaction happens between various types of reading strategies that the reader uses. (Ahmadi, Ismail & Abdullah ,2001; Brunning, Shraw, &Ronning ,1999Eskey,2005 Grabe, 2004).

1.6.1 The Bottom-up Model

The idea behind the bottom-up model is that readers must progressively begin the reading process by interpreting every letter, terminology and lastly sentence in order to establish meaning from a written portion of a passage. It means that, this model confirms that reading process is purely letter and vocabulary-based, that, in

order to effectively obtain meaning from a text. Readers are asked to grasp and perceiver every letter, vocabulary word in same time of reading (Ahmadi et al.,2013; van duzer,1999)

The bottom-up model affirm that the significance of comprehending is that every single word for understanding fast vocabulary understanding is crucial matter for the bottom-up approach. This model assumes that readers who select the bottom-up reading procedure fatly turn into an expert skilled reader. In which their skilfulness plays an important role in progressing their competence their competence to translate. (Presseley,2000)

In spite of, this model regard at the readers who are not qualified for fast decoding vocabularies on the text as struggling readers, in which their comprehension is broken toward them in ability to translate words. Know how in decoding permit the readers to readily and fatly grasp letters portions, prefixes, suffixes and the initial terminology. Consequently, reader's competence to fastly translate words can achieve a supplemental memory strength in their brains for reading comprehension. Moreover, the struggling readers consume more time and efforts struggle to discover every vocabulary word in the written text, which conclude in loosing much of the processing ability in the brain that required for comprehending the text. (Ahmadi&Gilakjani2012; pressely,2000)

Regardless, to have the competence of fastly translate is significant for promoting reading comprehension ¨the bottom-up model ¨propose that all readers follow a mechanical manner where the bottom-up model criticized for various purposes. According to Grabe and Stoller:

> **The bottom-up model suggest that all readers follow a mechanical pattern in which the readers create a- piece by-piece mental translation of the information in the text, with little interference from the readers from the reader's own background knowledge**.

(Grabe and Stoller, 2002 :32)

It means that the decoding process will be an automatic activity in reader's minds by getting used to decode every single word they read in addition to the reader's previous knowledge.

Second, the bottom-up model asks readers to implement the vocabulary –to vocabulary process which is looked as lazy process that demands a lot of time and attempts from the readers to comprehend a text. To conclude ,without obtaining the comprehensive grasping of a text, the reader will not be qualified to participate in reading and stimulate the critical thinking skills .This may negatively affect their motivation grade to read .then this model has been criticized since it does not take into account the act of the reader's previous knowledge that simplify reading comprehension activity .

The building of this model is (letters → words→ sentences) that could border the reader's competence to observe the activities that happens during the total process the restrictions related to the bottom-up model participate in the production of the top-down model (Adams,1990; Eskey,2005; Grabe,2004).

1.6.2 Top-down Model

Unlike the bottom-up model, the top-down reading comprehension model employs reader's previous knowledge experience, and the anticipations about specific subject so as to gain meaning from a written passage. Eskey (2005) think that the top-down model as an activity that begins from the brain to the text. It means that the principle role of the reader in this model has a relation with student's previous knowledge and experience.

Readers in this model are asked to begin the process of reading comprehension by structuring a specific assumption about the text. these assumptions must be constructed based on reader's prior knowledge. After constructing some anticipations ,the reader change his action to a new work ,where he relies on his knowledge world in order to decipher terminology in the text in order to demonstrate their pre –established anticipations ;thus, the top-down model see that

the written text itself is senseless, but the reader can bring to it sense and by bringing meaning by merging the text inside their previous knowledge (Aebersold & Field ,1997 ;Ahmadi, Hairul & Purhossein ,2012)

This model is progressed by Goodman (1967),whom believes that reading comprehension is a « psycholinguistic guessing game » where readers are asked to bring in their prior knowledge in order to figure out meaning .Moreover, Smith(2004) ,affirm that the fundamental role in which the reader plays in order to translate a written passage into meaning by using their prior knowledge concerning the reading subject and experiences of how to read to either affirm or adjust their pre-established anticipations. In order to gain sense from the whole written passage, the reader should adopt a reading activity called ¨text sampling¨ (Cohen,1990).

Ultimately, the text sampling notion emphasizes that when understanding a text, the reader does not require to comprehend every specific vocabulary word and sentence in the text. Instead of translating each word, the reader can build meaning of the text over reading every single vocabulary word and sentences.

The top-down model affirms the significance of various comprehension skills, for instance; prediction, analysis making inferences from the text, summarizing. Even though the top-down model appears to treat the restrictions within the bottom-up model.it has been criticized because of its intensive dependence on the reader's previous summarizing. Even and background knowledge and its ignorance of the importance of the text.

As well, the top-down reading model is criticized through its ignorance of the possible problem that readers might face when structuring their anticipation and predictions about a specific portion of reading. Particularly when the subject is unfamiliar to them. Thus, the restrictions and inability of both the bottom-up and the top -down reading models in illustrating the reading comprehension process have created the interactive model. (Ahmadi et al, 2013Pearson,1979; Samuels and Kamil 1988; wang,2009).

1.6.3 The Interactive Model

This type appears to show the weaknesses and limitations that is exist in the bottom-up model and the top-down model, it resorts to combine features of everyone. Actually, this model is the most widely definite model for clarifying the process of reading comprehension and emphasizes the importance of communication between the reader and the text (Ahmadi&Gilakjani,2012)

At most, this model adjusts the concept that neither the bottom-up model nor the top-down model can be utilized in isolation to demonstrate the whole reading comprehension process. As long as, it invites for the creation of a communication between the two models, the interactive model confirms that the significance roles that both lower-level processing skill, as word recognition and higher- level inference and rezoning skills (Grabe,1991)

This model believes that reading comprehension activity is a product which appears as an outcome of obtaining meaning via interaction between both readers and written texts, rather than looking at reading comprehension as an easy transportation of the textual written passage and information to reader's brain (Eskey,2005; Grabe1991). The interactive model focuses that expert readers incorporate information and structure sense of the written passage via cooperative use of bottom-up model or top-down model while participating in the reading process.

Furthermore, Stanovich (1980) demonstrates that the concept of « compensation » of the interactive model. Stanovich suggest that the bottom-up and the top- down models of reading comprehension as a supplement for each other in the reading comprehension process. For example, readers rely on the bottom-up processes to substitute for the requested previous background knowledge when they lose the suitable cognitive skills required for understanding a particular passage, but when the readers forfeit the suitable bottom-up skills demanded for comprehending a specific written passage, they will compensate by utilizing high-level processes than the expert's readers do. That is because of the use of the top-

down processes emerged to repay because of their absence of not being capable to utilize the bottom-up model processes (Eskey,2005, Stanovich, 1980).

1.7 Reading Comprehension Skills

Words on the papers have no meaning, they are merely codes. People read for many reasons but understanding is always a portion of their aim. Reading comprehension is significant because without comprehension, reading it has no value and it does not supply the reader with any information .it means that without comprehension reading is nothing more than chasing codes on a page with our eyes and sounding them out……

Reading comprehension is fundamental to student's life, many scholars wrote about the importance of reading comprehension in order to that student pull out and develop in today's world individual world individuals it should be able to comprehend basic texts. Indeed, reading comprehension skills raise the enjoyment and efficiency of reading. powerful reading comprehension skills in all other subjects and in specific and professional lives.

Students need reading comprehension skills in order to be successful in both academic and personal lives .Reading comprehension is the ground for grasping all academic content Besides, Students need reading comprehension skills to strongly achieve the educational anticipations at school and in the classroom .for example students are expected to understand what they are reading from various sources in order to search issues in various academic fields.

The fundamental objective of readers is the comprehension of what they read. scientists declared that expert readers are actively engaged in the text, and they are already conscious of the operations they use to grasp meaning from what they read. Expert readers are engaged in the complex thinking process at the same time of reading.

There are many skills that a teacher can teach his students in order to help them becoming intense, purposeful and active and the use of these skills rely on what content they are reading, these skills include:

1.7.1 Inferring

According to Bishop (2003) *¨it is the ability to connect what is in the text with what is in the mind to create an educated guess¨*. It means that inferring skill occurs when the reader builds up prior knowledge to make prediction, it is also called the process of reading between the lines .it is a skill that is essential for reading comprehension.

Ferris & Hedge (2009 :103) suggested some strategies to aid to draw inferences

1. Making inferences using pictures (visualizing)
2. Making inferences by reasoning (reading between the lines)
3. Traditionnel close technique

Furthermore, teacher can support students to make inferences by supplying sentences like the following:

I realize that …

Based on,

I can draw these conclusions.

I think

1.7.2 Predicting

According to Grellet (1995 :17), prediction refers to an educated guess about something that is coming later in the text. The predicting skill is an easy, simple and strong way that aids to link what your prior knowledge with what you are reading.

It is just like a detective when trying to search for evidence in order to resolve mystery. a student can find clues in a text about what will happen in the text next.

Prediction is more than ¨figure out ¨what happens in the text next in order to predict, reader should identify what kind of text is this ,distinguish its genre, type and as long as writer's objective should be identified ,reactivating his schemata and using some key words and sentences from the content of the written text, without forgetting to return to preview the title, table of content and the preface.

   In this process, readers are capable to obtain meaning from a written text through making predictions. expert readers utilize forecasting in order to transfer their prior knowledge into new information from a text to gain meaning from what they read.

    Before start reading, readers may enforce what they already know about a writer to predict what a text will be about. The title of a text can works memories of texts with the same content, it permits readers to predict the content; it permits readers to predict the content of the coming text.

    During reading, Expert readers can make forecasting about what a text contains, or what is the writer's opinions. readers attempt to assess these predictions without stop and shift any guesses that is not confirmed by the reading (Gillet&Temple,1994).

1.7.3 Sequencing

    Sequencing is a skill that participate in student's capacity to grasp a text. According to Faust(2002 :18):¨*It is the identification of the components of a story ,such as the beginning, middle and end, and also to the ability to retell the events within a given text in order in which they occurred* ¨ .It can be integrated into any subject area .however it is linked with teaching beginner readers.

        For sequencing process; After choosing a text start with a portion that includes different events; has a clear beginning middle and end; and that help itself to being retold.

1.7.4 Summarizing

It is when the reader take a piece of text and try to minimize them of their principles, the essence, key words ,main ideas .In the case of teaching students how to distinguish the most significant ideas in the text ,how to ignore irrelevant information, and how to integrate the major ideas in meaningful way ,teachers should teach students to summarize in order to ameliorate their memory for what is read.

Readers collect information from the text in order to elaborate what the text is talking about. This process is an information, and which permit readers to recall text fatalities activity, readers can be conscious of text structures, of all what is important in the text. An efficient explanatory text contains things as intending the steps of a scientific process, the steps of development of an art movement. (Honig, Diamond & Gutlohn ,2000).

1.7.5 Guessing Meaning

 It refers to reader's efforts to predict meaning of uncommon words with the assistance of clues found in the text. guessing meaning from context is an activity that requires finding clues in the sentences linked to the word or discovering the relation between the word and the theme.

1.7.6 Visualising

It is an imagination where the readers conceptualize pictures of a certain text to grasp processes they will face during reading. this activity presents that a reader is perceiving the text, those readers will be better in remembering what they read. this activity presents that a reader is perceiving the text, those readers will be better in remembering what they read than those who do not think and create (pressley,1976).

Visualizing is a significant more in narrative texts, when reading narrative texts, they can grasp what happens through visualization of the personalities, operations.   It is used also for the reading of expository texts. Then, visualization

steps in a process or phases in an incidence or shaping an image which help them to evoke ideas and some other important names (Gambrell & Bakes ,1986).

1.8 Conclusion

Based on all what was mentioned in this chapter, we can conclude that reading is the process of grasping meaning of the content given, and the writer's idea about topic. Indeed, reading is purely complex cognitive process in which readers interact and communicate with a text to create meaning.

Obviously, Reading is a fundamental basis in the instructional process for learning a foreign language. It is seen as an enormous multidimensional process. effective teachers should have a key to delve deeper into this complexity, also it is better for them to use a wide range of approaches that build confident and fluent readers.

Chapter two

Speaking and its relationship with reading

CONTENT

2.1 Introduction

The English language has become an international language, it is spoken, cultured and understood even in those countries where it is not native's language

During EFL learning, learners have to deal with the four common skills: writing, reading, listening and speaking. Speaking plays a fundamental role in the academic and functional context. That makes it central skill in teaching a foreign language. So, lot of learners in different academic setting, levels especially in Algerian schools and universities face many problems in this process because of the complexity of this later.

Thus, we can conclude that speaking is the centre of the field of education and everyday life. In this chapter deals with the speaking skill and it relation with the reading process .so starting with defining speaking skill and mentioning its aspects , its importance after that focusing on displaying the nature of communicative competence and then exploring components of speaking , after that showing the distinctive goals of teaching speaking and also it will shed light on presenting the speaking obstacles that may obscured speaking proficiency and at last providing some strategies for teaching speaking skill in addition to that mentioning and reminding with the role of reading skill in enhancing the speaking skill in EFL classroom .

2.2 Nature of the Speaking Skill

Speaking is transporting meaning relies on making sounds by articulating words and sentences in order to exchange thoughts and opinions. According to Nunan, (2003 :48): ¨ *Speaking is being able to talk, communicating or interchanging ideas via utilizing language. Speaking is a productive aural /oral skill and it consists of producing systematic verbal utterances to convey meaning*¨

In addition, Harmer, (2001) mentions that from the conversational opinion, speaking has several and various attitudes which encompasses two main classes

- Accuracy: includes **the** right use of words, grammar and pronunciation exercised via planned and guided exercise.

- Fluency: It is looked to be ¨*the ability to keep going when speaking spontaneously* ¨ Bygate (1991 :3). It means that it has relation with the sequence of words, sentences with not to make mistakes.

He also stresses on knowing of the language, and expertise in utilizing this knowing for beneficial conversation, language and skill utilized, are believed as two components of efficient language communication.

Between the two necessary components for speaking production are the following, Harmer, (2001:269):

a.   Connected speech: active English require to be capable to not just output the individual phoneme of English (as in saying I would have gone). but as well to utilize eloquent « connected speech »as in saying « idea gone ».

b) Expressive device: English native speakers modify degree and stress of certain sections of words, differ amount and present by other concrete and nonverbal instrument about how they are feeling.

c)Lexis and grammar: automatic speech is noted by the utilize of combined lexical sentences, in particular in the interpretation of particular language objectives.

d)Negotiation and language: efficient speaking interests come from the negotiatory language we utilize to look explanation and to display the constructing of what we are talking about.

Speaking is reactive and interactive process .it is a productive language skill; it is the operation of communication in which language learning facilitate all the human relationships. Speaking is considered as one of the four language skills (reading, listening, writing and speaking).

Over the time, teaching speaking skill was the only which had the lion's share. This skill looks a like the most important and beneficial, especially from EFL learners. Rivers (1981) sees that speaking is applied as much as reading and writing in daily life communication.

Many experts give their definitions about speaking in various ways. Brown and Yule (1983) stated that speaking is a clear requirement of something or demanding an information, support, help and so…

Another definition of speaking is¨ *the process of building and sharing meaning through the use of verbal and non- verbal symbols into a variety of context* ¨ (Chaney ,1998 :13). That is to say, it is not an easy work, it requires a much of experience and training. More, Luoma (2004 :01) argues that ¨*speaking is a foreign is a very difficult and competence in speaking takes a long time to develop*. Which means that is a very complex activity that requires much capacity and occupy time to improve and enhance.

Further, speaking is defined as the output of the aural signals which intended to make differential oral responses in a listener; it is looked as linking sound in an organized way. Eckard &Kearny (1981), Florez (1999) and Howarth (2001) define speaking as two-way method which include producing a correct connection of thoughts, information and emotions. Besides, Burns & Joyce (1997) and Luoma (2004) define speaking as an interactive process of structuring sense rely on the context in which it occurs, including the members themselves, the environmental climate and the goals of speaking .it is basically impulsive, open ended and developing. But speech is always unpredictable.

The top-down theory regards the spoken texts as the output of collaboration between two or more interactants in one period and in one shared context.so supporters of this view propose that rather than teaching students to make adequately formed sentences and place them in discourse, learners should be engaging in spoken discourse tilt hey will earn the smallest units (Nunan 1982).

Obviously, language roles tend to repeat in a particular discourse situation that could be distinguished. Speaking is considered as the learner's capacity to express himself/herself verbally, coherently fluently and adequately in a specific context.

2.3 Aspects of Speaking

It requires carefully investigated and put into regard, these attitudes demonstrate several challenges and recognize and distinguish some guidelines for comprehending this skill and thus resolving instructional actions to get ready learners to communicate adequately in real life situations.

2.3.1 Speaking is Face to Face

Most communication, conferences, discussions happen face to face that permit speakers to earn an instant feedback, consequently conversation during speaking has various assets like facial expressions, gestures and body movement.

Speaking as well happens, mostly, in cases where members or interlocutors are existing, each aspect simplify communication. (El Fayoumi ,1997, Widdowson,1998&Burns ,1998).

2.3.2 Speaking is Interactive

Even if we are speaking face to face or through the phone, to one individual, or a group of persons, the wheel of communication commonly turns softly with the members displaying contribution at suitable moments, or every one talking to each other. (Bygate,1998&Cornbleet &Carter ,2001).

Turn taking, is a predominant function, is an unconscious part of normal conversation. through various cultures, turn taking are treated and indicated distinctly, so inflicting viable communication obstacles in conversation between human beings of several cultures and language.

2.3.3 Speaking Happens in Real Time

At some stages in conversations, responses are instinctive and unplanned and the Audi system assume in their feet, make language reflects this (Foster et el,2000). These times the restricts impact the speaker's accessible to format, to

organize the message and to control the language being applied speakers regularly start to   some elements and substate their idea halfway; which is described a false start.

The speaker's sentences moreover can no longer be as prolonger or as complicated as in writing. Also, speakers sometimes neglect things they want to say; or they can also even forget about what they already said, and so repeat themselves. (Miller ,2001).

These denote that the manufacturing of words in actual time make compression, but also permit freedom in phrases of compensating of hardness, the use of formulaic expressions, hesitations, expressions, hesitations, rephrasing and repetition can assist speakers end up extra fluent and cope with actual time needs (Bygate,1987; Foster et al.,2000&Hughes 2002).

Indeed, disclosing students to these spoken language points enables their verbal manufacturing and helps them seem normal in their use of the overseas language.

2.4 Types of Speaking

The topic of speaking importance sparked great controversies, this issue can be either debatable or interactional. clearly there are several distinctions between the uttered language utilized in both transactional and interactional discourse.

In transactional discourse, language is utilized firstly for communication. language is providing this goal; language is message oriented (Nunan 1989). Obviously, in this kind of communication, precise and consistent interaction of the message is significant. Also, affirmation that the message had been comprehend models of language being applied for a transactional objective are: new broadcasts, descriptions, narrations and instructions (Richards,1990).

However, some discussions are interactional with the goal of founding a relationship. this type is called the interpersonal use of language, it has a fundamental function and a social role in greasing the wheels in social communication (Yule ,1989).

Examples of interactional usage of language are small talk, compliments, clearly, the language utilized in the interactional mode is listener-oriented. speakers' speech in this mode head for limitation to quite short turns (Dornyei & Thurell ,1994and Richards ,1990).

Regardless of the differences between the two kinds, in most circumstances interactional language is joint with transactional language. this assists to facilitate the transactional tasks to be done by holding perfect social connection with each other in different words (Brazil,1995)

2.5 The Importance of the Speaking Skill

Speaking is a purely meaningful language proficiency in which the speaker utilizes oral codes to transfer information .the importance of speaking is massive to learners in any language .it elevates the communicative competence .teachers need learners to be capable to utilize language fluently and eloquently as possible .Learners also grant speaking priority in their learning ,actually it is because the effective employ of language in expressing sense (Widdowson, 1990).

Learning only the language system is not the adequate route to learn how to transmit language. That because when learners know just the language symbols alone, that does not fit the learners needs outside the class. However ,it is often a boring and very long to become eloquent in speaking a foreign language ;one frustration commonly voiced by learners is that they have spent years studying English ,but still cannot speak it   (Thronbury 2008 :208).That is to say that learning rules and regulations is not important ,but it is sufficient for you to work with them in speaking with others outside the scope of work .

One of the major harnesses surely is that talking generally takes areas involuntarily and in actual time, which denote that organizing and manufacturing interlock.   If a lot of importance is given to planning, we will face problems in production and impact fluency will be lost. otherwise if we shift the speaker's attention from production only, we may suffer from speaking accuracy, the later may cause bias. That means that for

releasing attention, the speaker must reach a higher degree of automaticity in both production and planning.

Strong correlation and the development of speaking skill is being a challenge to teachers of English in teaching a foreign language, then being competent to interact orally with each other utilizing efficiently the target language. For the time being mainly important becoming a spot where students who are capable to speak eloquently in foreign language cannot looked operative language employee.

Further, Celce-Murcia (2001 :103) states that to most people to most people ¨**The ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication**¨. Together with speaking, learners can affect their auditors, it is a channel of expressing and presenting social positions and stirring the solidarity of organizations as well.

In short, speaking is important in both inside and outside classroom, it is an instrument in which speakers of foreign languages have more chances to obtain works.

2.6 Communicative Competence

Communication is the interchange of emotions, knowledge, thoughts, opinions between people. We utilize language to talk, so we are not just talking facts to each other. But as well we transmit that we experience feelings about these facts (Revell 1979).

The concept of communicative is to be set in accordance with the dichotomy of Chomsky competence and performance .it was inserted by Dell Hymes in 1972 in contradistinction to the limited chomskian notion of linguistic competence. We require linguistic competence, an appropriate vocabulary and proficiency of syntax to speak in another language (Nunan ,1999).

In contrast, Hymes in Brown ,2000 :246) clarified the communicative competence as ¨ *the aspect of our competence that enables us to convey and interpret messages and negotiate meanings interpersonally within specific context*¨

Moreover, communicative competence associates both, the use of the linguistic arrangement itself and the practical parts of communication. It is dynamic, it is an individual structure, it is comparative and it relies on the collaboration of all implicated participants (savignon ,1983).

In 1980 in an inquiry and survey of a lot of research and literature concerning communicative competence, Canale &Swain moreover expand this notion and distinguishing four dimensions of communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

In sum, to be communicatively qualified, according to Hymes, is not only the educated ability of learning rules but furthermore to realize what to speak to whom and how to say it in a particular situation. The communicative competence involves the following ingredients:

- **Grammatical Competence:** Brown (in Canal and Swain,1980 :29) declared that the grammatical competence encompasses knowledge of lexical items and rules of morphology, syntax, sentence -grammar, semantics and phonology. This means that grammatical competence supplies students with grammatical information that empower them to be brilliant and well informed about how words are integrated into several sounds and particular stress of sentences.

- **Discourse Competence:** Brown (2007 :220) defines discourse competence as: "*It is the ability to connect sentences « … » and to form meaningful whole out of series utterances"*. In other words, discourse competence connects to how learners are capable to detect the rules of consistency and coherence in order to employ in significative communication.

- **Sociolinguistic Competence:** Saningnon (1983 :37) views that sociolinguistic competence has to do with ¨*an understanding to the social context in which language is used"*. That is to means that when there is a little language there is a strong relationship between members of society. According to Canale and Swain, sociolinguistics can be divided in two various classes: illocutionary competence (dealing with transmitting and receiving purposed meanings) and

sociolinguistics competence (dealing with politeness, formality, register and their relation with a particular culture (Brown ,2007).

- **Strategic Competence:** For Canal &Swain (1980 :25, strategic competence is¨ *how to keep the communicative channel"*; which means it is linked to the oral and non-verbal communication strategies competent of reducing communication collapse emerging from low efficiency.

2.7 Components of Speaking

Speaking is the activity of transmitting language through utilizing various sections of the body ,covering the vocal cords, vocal tract, and tongue ,learners must exercise the speaking in English much as possible ,while ,there are several components that are concerning the aspects that impact the achievement of learners In the output of language it is called grammar ,vocabulary ,pronunciation and fluency that are desired for efficient communication .

2.7.1 Grammar

According to Jeremy Harmer (2004), grammar is the characterization of the roads in which terms can switch their shapes and can be joint into sentences in that language. Grammar rules are much carelessly broken, communication may suffer, even if producing a perfect grammar rules highly difficult.

Penny Ur (1988) dispute that grammar is the path of utilizing aspects of speech jointly to formulate expressions and sentences, in order to transfer important speech and messages to the others. In addition, Sidney Greenbaum (1996) declared that grammars vary in their covering because they are at times restricted to syntax.

The modes that words associate into structures of sentences and phrases. But grammar as well can include demonstration of one or extra other qualities of language which means morphology (the survey of terms ,the way they are created, and their connection to other words in the same language) ; Word format (production of new word that means the methods that new terms are formed on the grounds of other terms or morphemes) ;Phonetics (the potential phoneme and sound ,types) ;Phonology (the

special phonemes and phoneme models) ;Orthography(habitual spelling) Vocabulary, semantics (sense of words and clauses)and dramatics (grasping of speech in diverse situations).

This grammar debates all the sides of language. Indeed, grammar plays a considerable function in developing speaking skill. Students who realize grammar principles, will be capable to transfer and realize their targets greater than other reflect that exploring grammar is not an essential object, in which students do not interest about the employ of language that is fundamental in learning (Dash, 2013).

2.7.2 Vocabulary

Vocabulary points to the terms we must realize in order to communicate effectively and whose are terms used in language speech (meaningful vocabulary) and terms in listening (receptive vocabulary). Consequently, educating vocabulary must be further than recognizing or regulating words.

To some extent, it must be about helping students to create terms sense and notions which these terms designate. So, outside the terms understanding and their connections to meanings and realities, students can frame skills which would assist them in grasping the text (Neuma &Dwyer, 2009).

2.7.3 Pronunciation

According to ¨AEMP Fact sheet¨ ,pronunciation is the foundation of phonemes that we utilize to produce meaning .It requires focus to the particular sounds of a language (segments),aspects of speech more than the grade of the individual voice ,like the intonation ,phrasing, stress ,timing ,rhythm(supra-segmental aspects), and how the phonemes are intended (voice quality).It means that it is about consciousness to body language and personal terms in details which is related to the way we talk a speech .

Hornby (1980) and others in their dictionary determine pronunciation in global as¨ *a road in which a speech is spoken*¨. It is a manner in which words are articulated and pronounced; learners can simply obtain the mother tongue through listening either to

native speakers or to teachers then they simulate them in order to obtain their comparable native pronunciation.

2.7.4 Fluency

According to Simensen Marit , a professor at the department of teaching education and School Development .the word fluency ,depends on various « fluent »,is over and over used to characterize an elevation of language proficiency .Simensen Marit believes that the notion of fluency has various perceptions but his focus on two kinds ;first kind covers the factors of being eloquent in language ,execution such as rapidity and easy ,soft and native .

Such use of language and utilizing the talking language without cut off. On the other hand, the second kind includes other factors which means that the grammatical exactness is not a significant quality of eloquent language use as it is appeared in the following quote: ¨*Fluency refers to the ability to produce rapid, flowing, natural speech, but not necessarily grammatically correct speech* ¨. (2010, 1-13 pdf).

it means fluency come true when the learner will be able to speak fastly, accurately even if he commits grammatical mistakes.

Leo Jones (2007) appeals that, fluency is not about talking fastly without hesitation, it is about being aware of expressing ourselves regardless to the blank in our background knowledge. And despite of the error's learner is making, even if he does not meet all the vocabulary he might require. So, it points out to hesitancy in a way that others keep listening in place that they stop you to end your words.

2.7.5 Accuracy

Leo Jones (2007) disputes that accuracy indicates at warning learners too much mistakes, so teachers certainly demand from their students to be eloquent in speaking and ignore the significance of being correct.in some situations EFL learners can talk

eloquently but students still producing mistakes in grammar, vocabulary and pronunciation.

Consequently, the message becomes mysterious, not clear and vague; furthermore, listeners will lose concern because the message include much errors.

2.8 Teaching Speaking

David Nunan (2003) illustrates teaching speaking is teaching second language students the invention of English language sound and sound arrangement and utilizing vocabulary and sentence, intonation order, rhythm of the second language.

Furthermore, selecting an appropriate vocabulary and sentence according to the appropriate social atmosphere, listeners, areas and theme; systematize their ideas in a considerable succession and utilizing language as an instrument to participate with others their perceptions and thoughts.

Noor Maliha (2010) debates that English language instructors educate speaking just with recurrence of exercises ,or recalling of discussions ;so we can say that the purpose of teaching speaking is not just to force learners to speak the English language ;but it must concentrate on their proficiency of communicative skills ,and learners express themselves and learn how to comprehend the social and educational rules winningly in every conversational conditions .

As quoted in Rebecca Hughes makes an enjoyable methodological mark, that as far as teaching speaking skills interested one needs to differentiate between *¨Teaching the spoken form of a language ¨and ¨ Teaching a language through speaking ¨* Hughes (2011) as cited in BC Petra Solvoca (2011:16).

As well, she stresses on reality that unluckily, when constricted to writing, the spoken model is under –looked and that, this may be one of the causes why educators may sense more satisfied when utilizing ¨stable written forms and genres¨ in their lecture. Indeed, the two notions are related, they are often exchangeable utilized and rarely districted.

Clearly, educating the spoken mode of a language can be done over writing or speaking .as far, it is not very beneficial if it is not exercised through speaking and cannot obtain a wide range of outcomes. Consequently, when teachers educate learners only the spoken mode through training; so, it a portion from teaching speaking.

According to much language employee, the speaking capacity is the degree of learning language. Educating language is the best manner to accomplish communicative skilfulness and to be eloquent, and being so, requires enormous power from both students and educators.

Within this procedure, there are three principle phases; that must be taken into regard.

- **Phase 01: Mechanical Practice:** It is the primary phase in learning speaking, that is contain a collection of exercises which is occupies place in the laboratory, briefly, students are demanded to utilize the correct pronunciation. this process grants students with a practicing of language grammar, vocabulary and pronunciation.
- **Phase02: Meaningful Oral Work:** It is looked as the second phase just after the primary phase; it gives students social and cultural rules and norms.
- **Phase 03: Free Oral Production: It** is seen as the latest phase that include free debates which are implemented by students. that is, in that stage, students are ready to talk and express their views freely and honestly.

2.9 Objectives of Teaching Speaking

According to Bake and West Rup (2003), educating speaking is more effective for many reasons; first of all, it allows learners the opportunity to utilize French and modern language they are studying.

Second, teaching speaking enhance the studying of practical language and diagnose both their intensities and disabilities. Third, teaching speaking make students speak eloquently and without harnesses.

All what is mentioned before, assist in crowing and improving communicative proficiencies, in other words, the importance behind teaching speaking can be initially for learning the language. Mac Carthy focuses that

¨when people are learning to speak a language, they are concerned mainly with two things; first, knowing what to-what words and phrases to use at any given moment, in any given situation –and second, being able to say it –able to perform the required action, the movement necessary, for saying those words and phrases aloud ¨

(Mac Carthy, 1972 :9)

That is to say teaching speaking have a very significant purpose and it necessary, for is very initial step to acquire a foreign language. teaching speaking leads students to self-confidence which also leads him to speak eloquently and freely with no difficulties.

At second stage for the purpose of communication Haley and Austin (2004 :189) views: *¨to be more orally productive, learners would to be more capable of responding in a relevant and socially appropriate manner to the communication of others*. That is to say communication and interaction in speaking is very fruitful which make students be more self -confident, more respondents and much social.

For the time being, many linguists and English foreign language instructors insist on that students learn to learn speaking in a foreign language through collaboration between students, consequently, communicative language teaching is grateful way to earn this target. Teaching speaking is concentrated on daily life status and positions that require communication and by using this approach day in day and day out in English classes, learners will gain the chance to speak with each other in the purposed language without obstacles.

In addition, EFL educators make a suitable environment in which learners can receive social life language, original activities and considerable assignments that cover

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verbal language and that thanks to their efforts in the cooperative work arrive to be objective or in order to end the assignment (Febryatni-Emma, 2014).

Indeed, in the class, teacher's significant function is to display and show the correct language to students to employ it next, as long as the goal of teaching speaking is the classroom is to promote learners to utilize foreign language to additional purposes.

2.10 The Role of Teachers in Teaching Speaking

There are several functions that can be fostered by teachers in EFL classroom, Jeremy Harmer (1988) mentions that there three requisite roles that an educator has to do if he wants to enhance learners speaking   correct and fluent.

2.10.1 Promoter

According to Jeremy harmer (1988, pp. 275-276) learners occasionally get wasted and lose their fluency, educators anticipate from them, or he /she let them fight out of status on their own and also, they depend on their knowing without teacher's assistance. Teacher can just submit separate propositions.

When the student feels lost, or has lost the appropriate words, then the teacher will intervene in discrete and supportive way. Teacher can aid his student and controls things and creates a balance among the students, making them too capful and encourage them to speak freely.

2.10.2 Participant

Jeremy Harmer (1988, p.276) declared that teachers should be incentive when demanding a student to speak a language. At times, teachers want to include themselves in conversations, role play by providing suggestions, extending them by new ideas that may aid their performance in the session.

All of that could guarantee the evolution of learner's participation and to establish motivated environment, but teachers have to be more attentive in such situations; they should not interact a lot, and they must manage the discussion activity.

2.10.3 Feedback Provider

Jeremy Harmer (1988 ,p.276) providing feedback after speaking session activities is fundamental part in the process of teaching speaking .So ,when students are concentrated in speaking activities ,instructors avoid to correct students mistakes while they speaking ,because that may block them and stop their participation in communication activity .Furthermore giving feedback required teachers to use gentle and suitable way to correct their mistakes .this depends on using suitable method and appropriate language to judge student's answers.

On the other hand, when students end their activity, teachers must allow learners to estimate themselves, while teachers should guide them, respond to the content of the task and the language applied so.

Fluency feedback relies on teacher's careful judgements whether it is positive or negative according to the case needed.

2.11 Problems Affecting Students' Speaking

There are several speaking troubles that can hinder speaking activity and which make difficulties in learning and speaking a second language which are:

2.11.1 Fear of Making Errors

Regularly, this problem leads to avoiding participation in the class and get introverted and behave negatively during the speaking operation.

Being anxious is a negative factor associated with some features as students wish to be accurate and perfect in speaking the foreign language .consequently ,learners feel scared of making errors in front of their colleagues since they will laugh on each other ,also fear of negative judgement of teachers .So ,teachers have to boost their learners to be free in expressing their ideas and opinions without feeling worry about making mistakes, because this language still a strange language and it is logical to make mistake (Juhana ,2006)

2.11.2 Shyness

Participation in the oral activity and speaking in front of all the class, it the biggest phobia that students can face during acquiring a foreign language. moreover, shyness imposes the student to stay silent, also forces his intellect to lose words and expressions when speaking.

Shyness is a crucial element that many learners suffer from when need to talk in class. Feeling shyness is one of causes in making errors in speaking interpretations.so, teacher should be careful to this issue and learner should also avoid to be shy, and try to do their best during speaking in classroom (Juhana).

2.11.3 Luck of Practice

Arrafet Hamouda (2013) disputes that the absence of having chance to exercise English out of the classroom is severe obstacle that obstruct the progress of the communication that makes students upset when they need to participate and talk in class.

2.11.4 Use of Mother Tongue

According to ISO Saphiw (2013), this issue considered as the biggest trouble that educators suffer, when facing learners using their first language rather than English to complete their assignment. This happens to express something very important in ideal way, that he/she knows, moreover, students are regularly discovering that speaking with their mother tongue is easy, simple than fighting to find vocabularies fit the task needed.

2.11.5 Overcrowded Classes

When the class is full- size, maybe includes 35-40 students, it is clearly that students do not have the slightest chance to participate in the discussion, and subsequently they are afraid to speak in front of the hole number of classmates.

Then, it is difficult to them to acquire, inquire and gain the personal concern needed, also it is hard for teachers to give and take with them all, to administer their learning and their learning environment (Febriyanti, 2014).

Blatch ford et al (2007), confess that the overcrowded classes are a massive trouble, in which learners in full-size classes face kind of neglect, consequently participation and speaking with teacher is considered their last concern.

Therefore, these two aspects are repeated in size classes. firstly, time; learner the time when he just listening to the teacher. secondly, times when the student are not selected by the teacher, and this clarified as inefficient function is communication with the teacher. however, in few classes, learners are more responsible cooperate in effective manner with the teacher.

2.11.6 Lack of interesting Topics

Arrafet Hamouda (2013) confess that loss of interest in themes plays an important role when learners are speaking in class .so when the subject matter of the lesson is not interesting the most students do not like to speak about it, because it seems boring.

Leo Jones (2007) figures that, when teachers provide an attractive topic, learners will be more motivated. But every student has his own interesting topic; as the topics like holidays, food, hobbies, culture. rather than topics like astronomy, earthquakes; this topic possible to concern few learners .and they want to share their views with each other's.

2.11.7 Lack of Motivation

Motivation is great aspect of student's communication. Furthermore, it is important to know that motivation impact learners to speak English. lack of motivation affects learners to speak in class. Consequently, teachers have extended back up and help, as well teachers must ask them questions that reveal their problems.

2.12 Role of Reading in Developing Speaking Skills

It is hard to acquire language without reading. reading is considered as a perfect path of comprehension. expert readers are capable to comprehend sentences and body of the text. ¨*Where there is little reading there will be a little language learning …. the*

student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment ¨ (Mc Gregor 1970 :52).

Bright and Mc Gregor are with the view that reading is¨ the most pleasant route to command of the language ¨ (1970 :53); which means that through reading, readers at most can possibly discover the words utilized memorably with force and point.

It is showed that reading is a key aspect to learn a language, the essential concept about developing reading skills and speaking skills is to utilize the language for learning as well as communicating .Reading contributes effectively and play a big role in language acquisition .it also improve the speaking skills because it occupies a very high position and through reading we send information and receive it ,feelings and news.

Moreover, Ur (1996 :120) claimed that ¨*of all four skills (listening, speaking, reading and writing), speaking seems intuitively the most important* ¨. It means that speaking is very important skill in learning a new foreign language. Further, reading out of the classroom has beneficial effect on verbal communication ability, learners who read much who speak very well and fluently. Reading enhance both eloquent and accuracy of interpretation in speaking.

Davies and Pears (2000), emphasizes on the significance of communication in¨ *real success in English teaching and learning is when the learner can actually communicate in English inside and outside the classroom*. That is to say interaction between students and participation in speaking during the oral session, is the best way to be successful in acquiring a real language in the class.

Reading will empower learners to improve their vocabulary and grammar knowledge that will efficiently participate in their speaking skills. vocabulary and grammar knowledge will permit students to comprehend. Thus, reading will raise student's grasping ability that they require for best communication. Reading is one of the biggest roads of foreign language in is simply is the translation of written information.

Walter R. Hill (1979: 4) shortly defines reading as what the reader expects to obtain meaning he requires from contextual resources. Reading is fluid activity of readers associating information from a text and their own prior knowledge to construct sense, and the objective of reading is understanding (Nunan, (2003). The capacity to read demands that reader design information from a written passage and combine it   with the previous knowledge that the reader has already obtain.

Reading will supplement to learner's discourse performance. It aids students to decode fresh vocabularies which they require in their discussions, via reading learners will obtain new vocabulary knowledge, that will improve. these elements are all important for evolving speaking skills. Equally Williams (1984:13) proposes some purposes why learners must read in foreign language:

- Learners can obtain more training in the language that they have educated.
- Learners can experience language in order to re-use it in other skills like speaking and writing.
- Learners can gain interest from the texts to extract information they require
- Learners can find motivation through reading.

2.13 Conclusion

This chapter targeted the speaking skill. It provides an overview about its nature, components, aspects, and types. More, this part showed the relationships between speaking and reading.

Acquiring a second language through learning speaking is an important step across learning a foreign language, in little previous years, speaking classes was given a few time and little interest; they think that a student must acquire other skills first (writing, reading and listening)

For the time being, this view has completely changed and speaking has given a large part and greater necessity, now it is looked as the significant skill to master a foreign

language. Thus, scholars found several strategies and techniques that participate to aid students to speak efficiently. They provide strategies such as reinforcing the oral sessions, debating, discussion, role plays, brainstorming, story- telling... and also creating reading session since they discover that it boosts their visualization make them speak and describe freely and fluently.

Chapter Three

Research Methodology and Data Analysis

Content

3.1 Introduction

This chapter is designed and assigned for the practical part of our research work.

This study aims to investigate the fact about the relationship between reading and speaking skill, also to examine our hypothesis and realize the research target. We have to address both of them.

This chapter advances the analyses and presentation of the questionnaires results (student's and teachers' questionnaire), and of course submitting our research findings about the efficiency of the role of reading in enhancing the speaking skill.

In addition, we will deal with the sample of ten 10 teachers from the overall population of English department .Our questionnaire will be established on the regard that oral expression teachers will help us more than other teachers because their module can just to be educated orally and their common goal is to assist students to improve their speaking proficiency which is our interest.

3.2 Research Design

The research design is the essence of this study. It is seen as the roadmap and strategy of investigation used as a guide in the process of collecting and analysing data. It shapes a single case study using an eclectic approach of qualitative data through the execution of two questionnaires; teacher and students' questionnaire.

The case study strategy is the widely used approach of research to deduce an understanding of the problem in its real-world content. The case study involves an experimental investigation of the phenomenon in particular and real-world behaviour in general, offering a detailed investigation for the study and enabling the researcher to utilize a wide range of tools and techniques.

The initial target of this work is to investigate the relationship between reading and speaking, and to discover the role of reading in enhancing the speaking skill.

3.3 Research Procedure

The two research methods are used to collect empiric data for the current research study: a student's questionnaire administered to EFL learners; structured questionnaire conducted for EFL teachers.

Two methods composed this work, the items of the two instruments of investigation are clear enough, accurate and concise in order to avoid ambiguity and distraction, also to not effect participant's responses. The results of the student's and teacher's questionnaire should be analysed and reformulated.

3.4 Sample Population

The population of the present study is directed to 2nd year LMD students at the English department at Tiaret University during the academic year 2019-2020.The sample contains 50 students who were selected randomly from the whole population.

The choice of that sample is founded on the regard that 2nd year LMD students have already know each other, because they studied together in the previous year (1st year) and also got acquainted with the academic system of the university. More, another group of informants include 06 EFL teachers from the Department of English at Ibn-Khaldoun University of Tiaret.

3.5 Research Instruments

Two questionnaires were used as research tools in this study

3.5.1 Students' Questionnaire

The student's questionnaire is targeted to second year LMD students. We pick out randomly a sample of fifty students 50 from various groups. Students are given clarifications that may assist them to complete the questionnaire.

Almost all questions are clear enough in which learners comprehend; therefore, it supplies us with the adequate answers.

This questionnaire contains of 15 questions which are systematically organized in logical arrangement .it include a mixture of closed questions, which requires from learners to select the suitable answer from a number of choices, or to select « YES », « NO »answers followed by short and concise justification whenever it is necessary.

The questionnaire is divided into four rubrics ;the first rubric requires from learners to answer general information .the learners are asked to tick their age first and then to specify their gender .The second rubric demands from learners to answer information concerning reading skill, The third rubric aims to answer questions that concern speaking skill while the fourth rubric demands to answer questions related to relation between reading and speaking.

In question (1) students are asked about which skill is important for English language learning. In question (2), students are asked if they like to read. In question (3) students are asked about how often students read.   In question (5), students even reading is important or not for learning, in question (6), students are asked what are the difficulties that they face when reading, if it exists mention the kind of difficulty. In question (7), students are asked to identify which means is appropriate for reading and mention other means if it exists.

In question (8), students are asked if they speak English outside the classroom .in question (9), they are asked if they speak fluently in class. In question (10), students are asked about the manner of participation in oral expression sessions

In question (11), students are asked if their teachers use any strategy to improve speaking skill and if yes, what are these strategies. In question (12), students are asked if there is a link between reading and speaking, if yes what are these relationships.

In question (13), students are asked if reading can improve their speaking skill, in question (14) students are asked if their teachers of speaking use texts for reading, and

in   question (15), students are asked if reading texts is a good strategy in improving speaking skill? if yes why?

3.5.2 Teachers 'questionnaire

A questionnaire considered as the easiest tool of gathering data. This questionnaire is designed for EFL teachers from the English department of Tiaret university, it contains items are transmitted to 10 teachers in order to obtain a perfect result toward our research topic. However, only 6 teachers answered our questionnaire.

The questionnaire provides three types of mixed questions, open-ended and close-ended questions; the first three questions are related to EFL teacher's gender, degree and years teaching. The next questions were formed to collect data about the importance of reading in developing students EFL speaking skill and also to know the extent of the relationship between reading and speaking. The last questions were formulated to elicit indirectly the activities that ca used to improve student's speaking skill, finally we ask them to suggest some strategies that learners should use to improve their speaking and defeat their fears.

EFL teachers were delivered the questionnaire and they took 2 days period to record their answers. The questionnaire of 11 items is prepared and sent by the net through e-mail. But only 6 teachers answered our questionnaire, so the result below is the answer of six teachers.

3.6 Analysis of Students' Questionnaire

Rubric one: general information
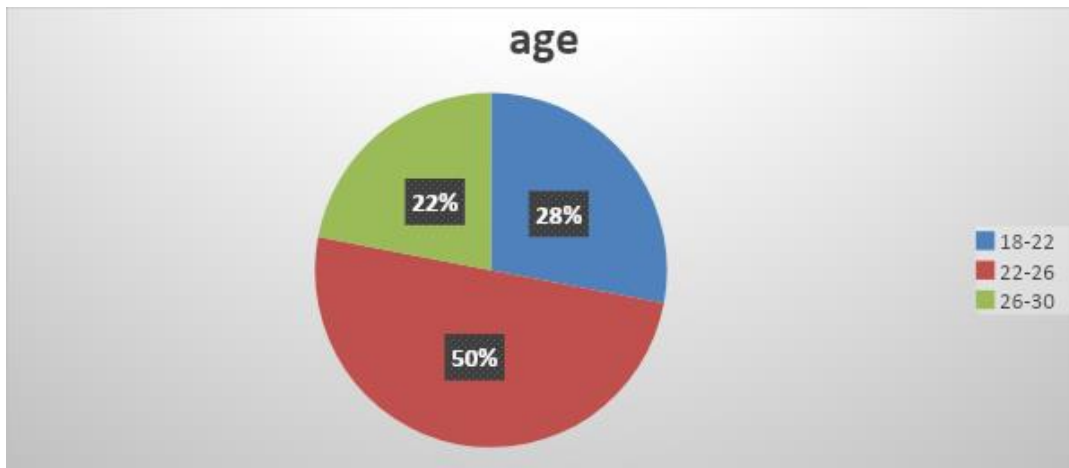
Graph 3.1: students' age

A speedy look at the graph above we consider that 28%from learners are between 18-22-year-old, and 50%are between 22-26year old while 22%from them are between 26-30 years old.

Students' gendre:
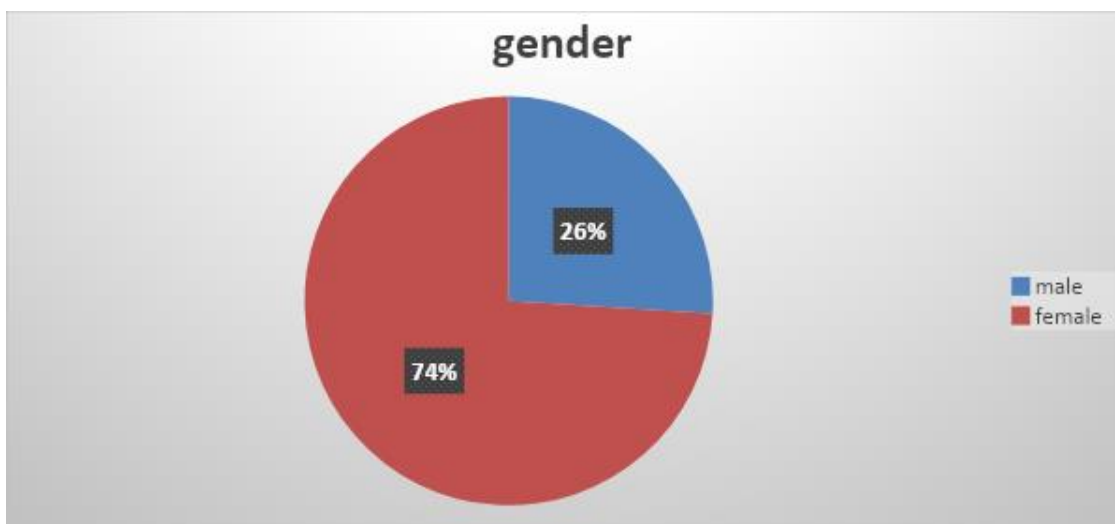
Graph 3.2: Students' gender

According to the graph 74%are females while the 26%are males.

Rubric two 02: Students' perception toward reading skill

Question 01: which skill do you think is important for your English learning?
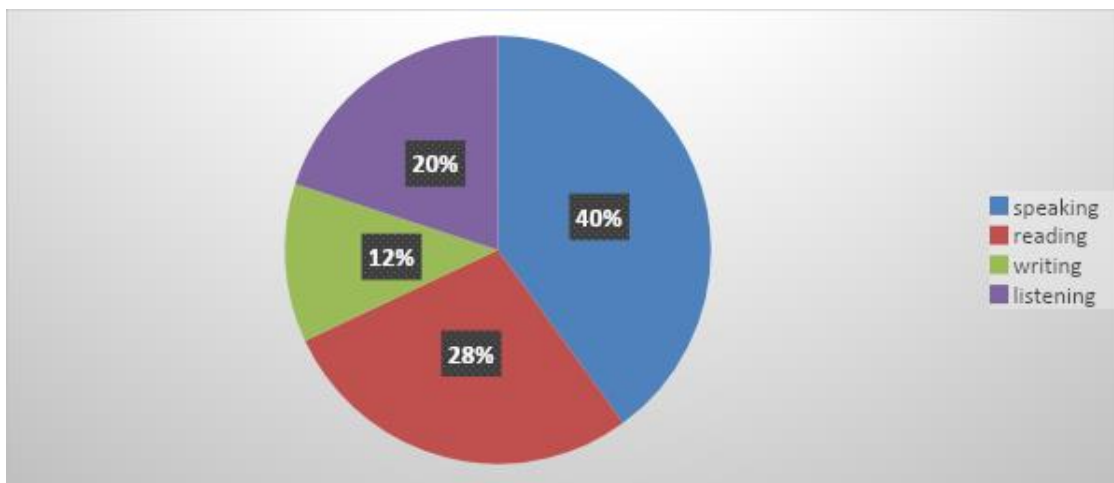
Graph 3.3: Students' skill preferences

As the graph shows ,40%from learners prefer speaking ,and 28%prefer reading however 20% from them like listening ,and 12% prefer writing.it means that the majority of learners are conscious that speaking is very important item in acquiring a foreign language, that can imply that speaking what the most lack ,the little percentage prefer listening because they think is significant for developing the aural production ,while small class prefer reading because they believe that it provide more fun and exciting ,the others prefer writing because it is a way to express and open the space for mind to release the pressure of work and study.

Question 02: Do you like reading?
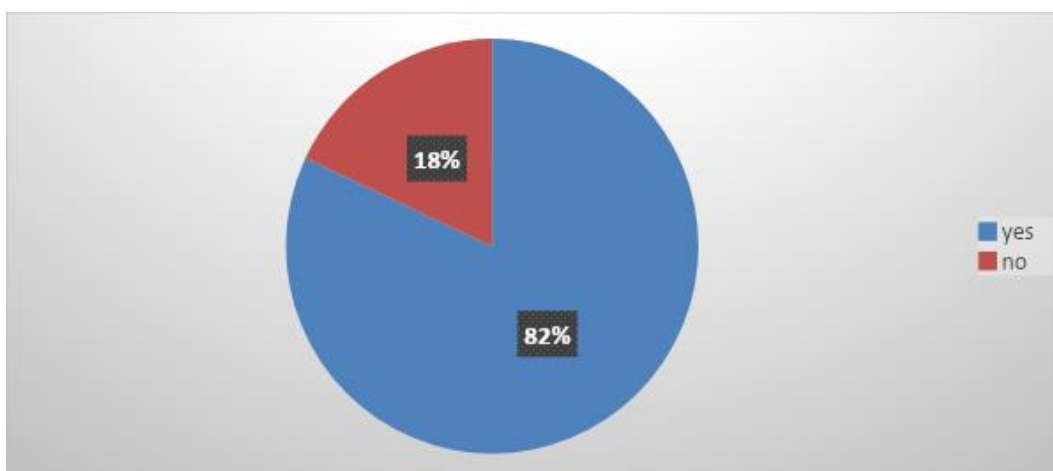
Graph 3.4 Students attitudes toward reading

It is clear from the graph above, the majority of students like to read since 82% from learners like to read, whereas 18% from them don't like to read.

Question 03: how often do you read?
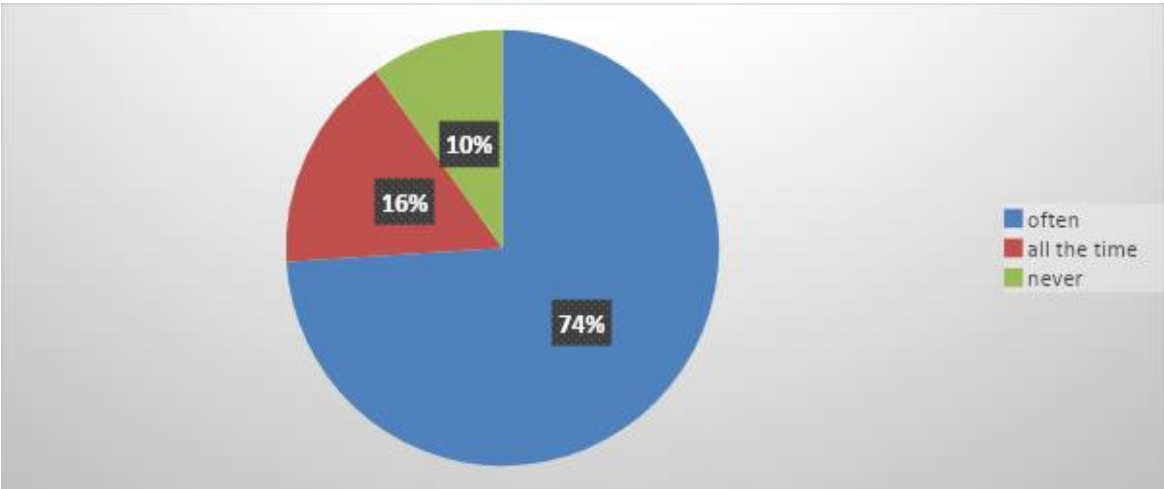
Graph 3.5: students' reading frequency

From the graph, we can see that 74% from learners read all the time, while only 16% often treadwears the 10% select that they never read

Question 04: why do you read?
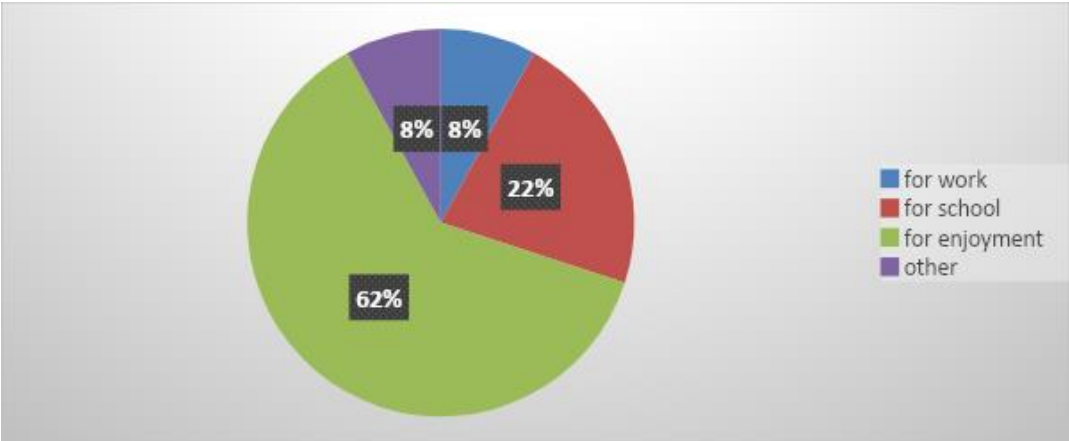
Graph 3.6: **Students' reason behind reading.**

The graph shows that 62% from learners prefer to read for enjoyment, and 22% read for school and the other 8% read for other reasons. This is because of the majority of learners read for school assignment or just for a need or functional purpose.

Question 05: Do you think that reading is important for your learning?
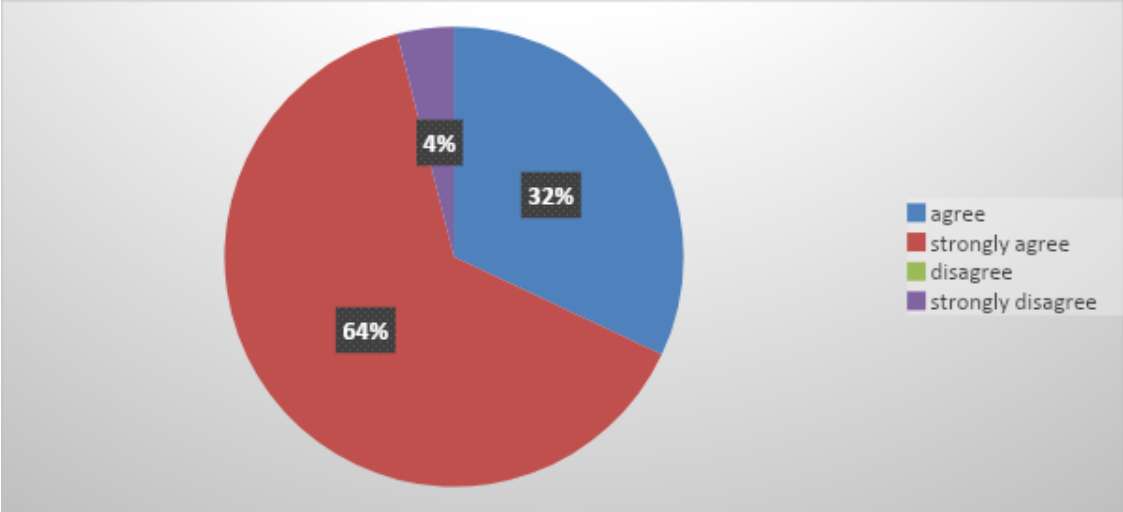
Graph 3.7: Importance of reading according to learners' opinions.

The graph signals that 64 %strongly agree that reading is highly important for learning a foreign language and 32%are agree that reading is important for learning while 04% are strongly disagree that reading is important. No one disagree that reading is important. the majority of students are conscious that reading is very important .it is essential for the acquisition of new language.

Question 06: Do you face difficulties when you read?
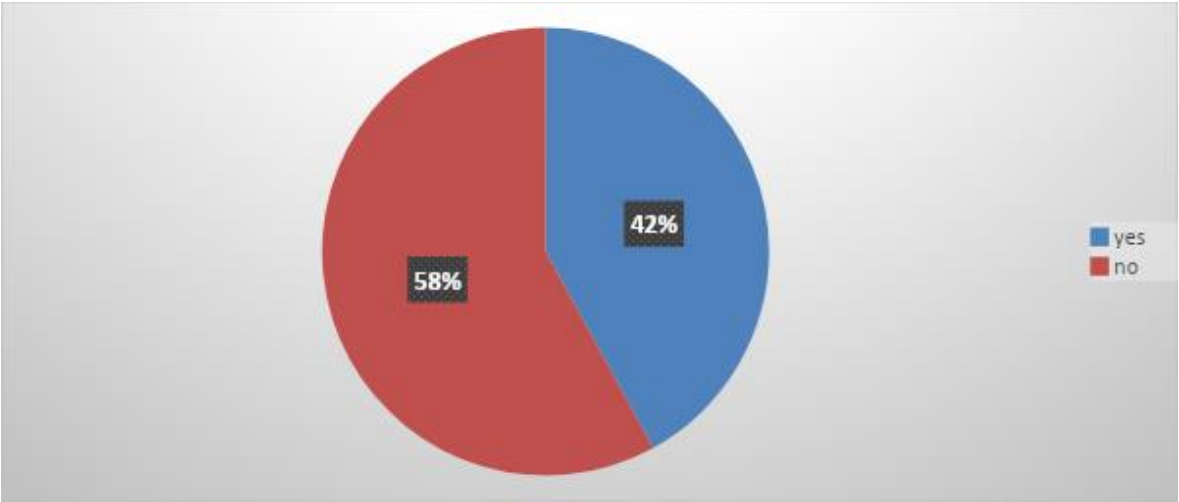
Graph 3.8: Students' reading difficulties.

The graph clarifies that 42%of learners say yes ,they face difficulties when they read, while 58%say no they do not have any difficulties when they read .Students declares that there are different kinds of difficulties ,the majority of them say that new vocabularies ,difficult words make the operation of reading hard and they alienate from reading. It means that different kinds of obstacles, the majority of them state that new vocabularies and difficult make the operation of reading hard, this alienate them from reading, consequently, this can hinder their progress in grasping vocabularies and meanings.

Question 07: How can any English learner improve his/her reading capacities?
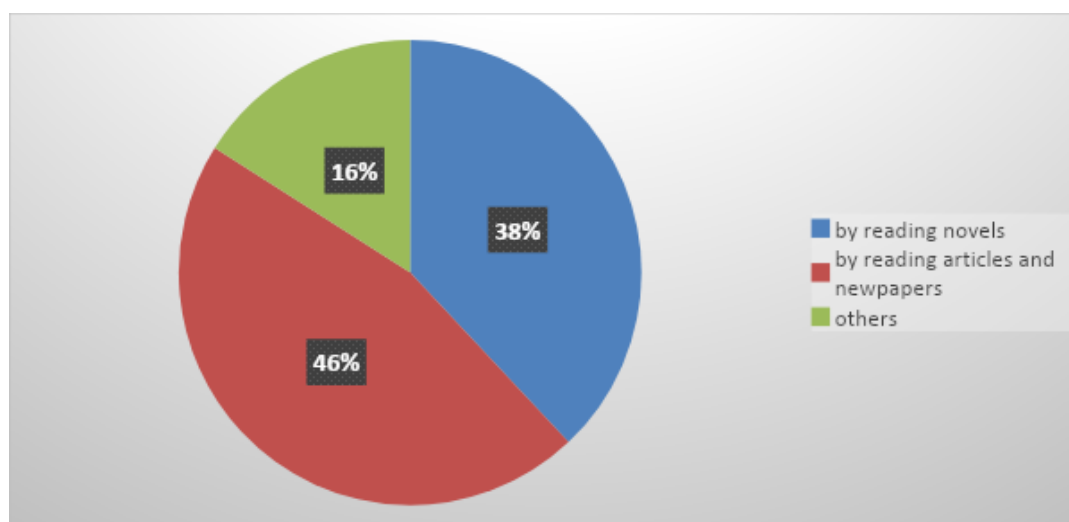
Graph 3.9: Ways of improving reading capacities.

The graph explains that 46% from learners can improve their reading capacities from reading articles and newspapers, and 38% can improve their reading capacities from reading novels. The other 16% of learners state that they have other kind of reading preference to improve their reading capacities such as starting with kids' stories, reading any content, passages. These results would say that the more you read articles, the more you learn, articles contains rich and useful terminologies, the others state that they prefer read other kinds of writings as magazine, journals, kid's stories. This shows that students vary in reading.

Rubric three: Speaking

Question 08: Do you speak English outside the classroom?
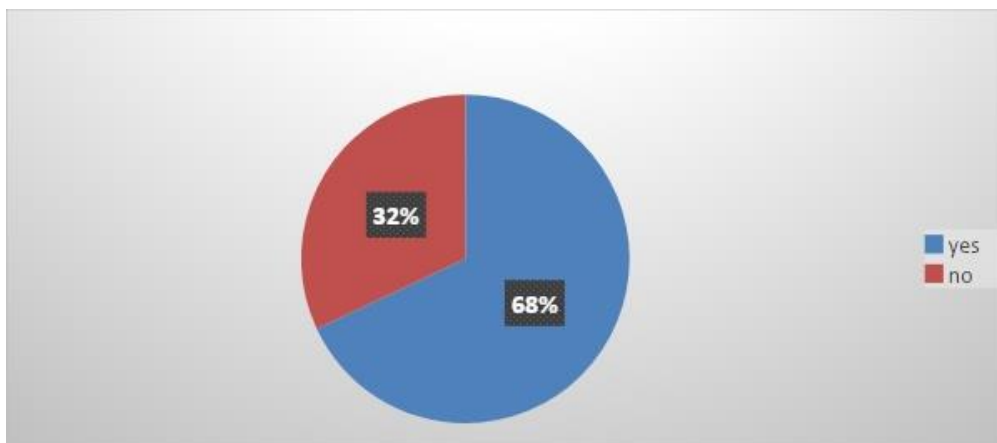
Graph 3.10: **learners' English speaking outside the classroom**.

The graphic above demonstrate that 46%from learners speak English outside the class, while 32% say that they do not speak English outside the class at all. This demonstrate that learners love the language because they practice it inside and outside the classroom.

Question 09: do you speak fluently in class?
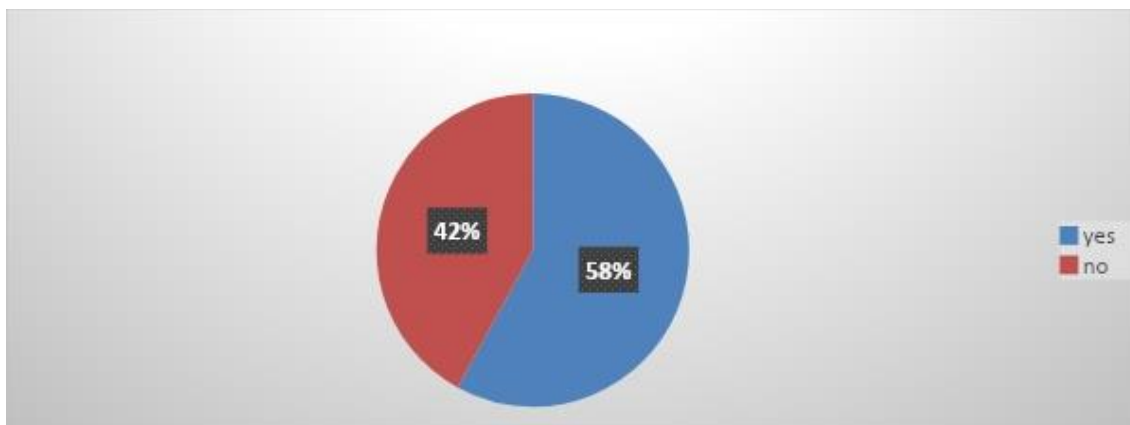
Graph 3.11: students' fluency in the class

From the graphic above, we consider that 58%of students speak fluently in class, while 42% cannot speak fluently in class. This would say they obtain a big amount of vocabulary, and this last help them to speak.

Question 10: how often do you participate in oral expression**?**
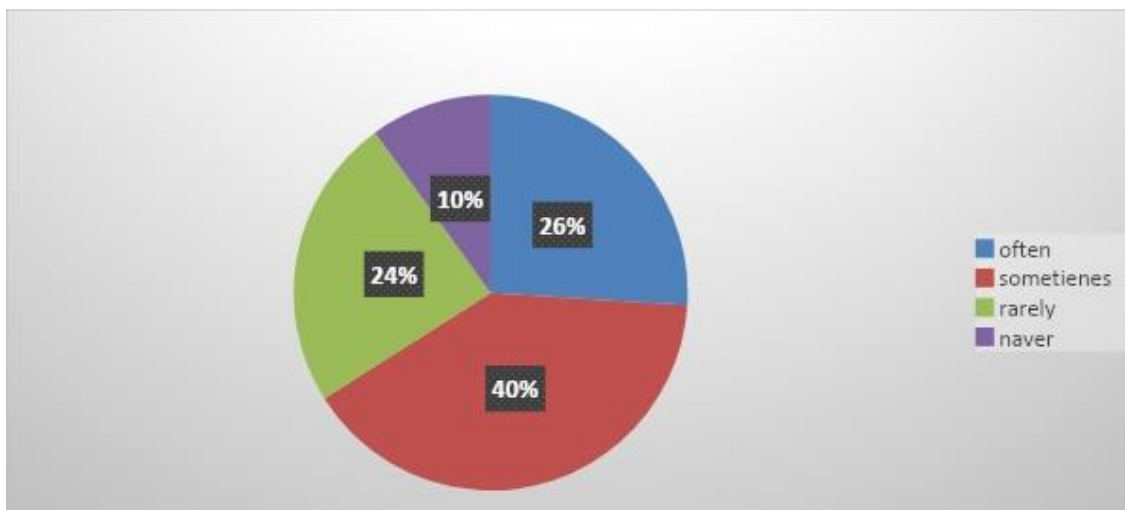
Graph 3.12: student's participation in oral sessions

This graph shows that 40% of students sometimes participate in oral session, and 26% often participate in oral session, while 24% are rarely participate in oral session, however 10% are never participate in oral class. This result shows that because of the lack of integration of learners or the lack of understanding of content do not like to participate, or due to poor language or even shyness makes the students do not like to participate in class.

Question 11: do your teacher use any strategies to improve your speaking skill?
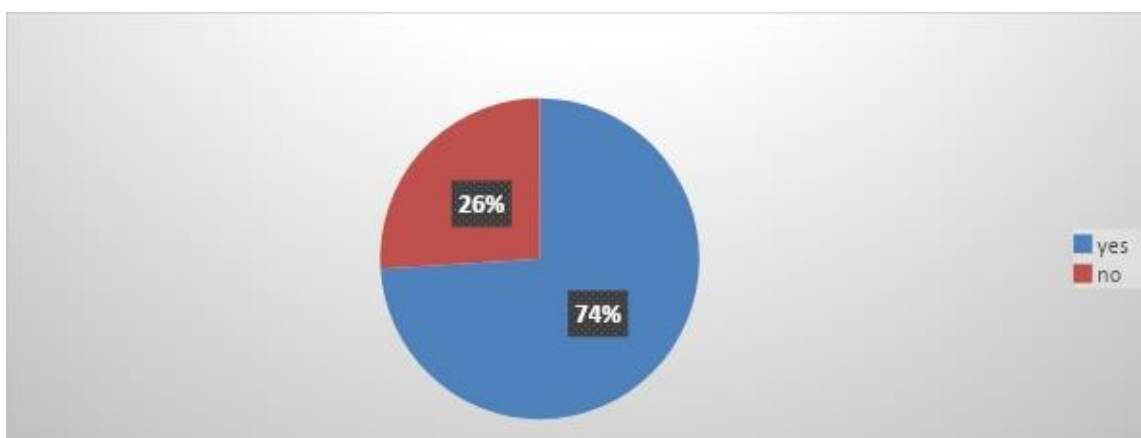
Graph 3.13: Teachers' strategies in teaching speaking

The graph denotes that 74% of teachers use strategies in improving learner's speaking skill, and only 26% do not use any strategy to improve learner's speaking skill. That may imply that teachers are aware of the importance of diversifying strategies for the

benefits of their learners and also to help them speak fluently, while others are traditional in their way of teaching, they may rely just on the curriculum they are non-creators.

strategies for the benefits of their learners and also to help them speak fluently, while others are traditional in their way of teaching, they may rely just on the curriculum they are non-creators.

Question 12: If yes, what are these strategies?
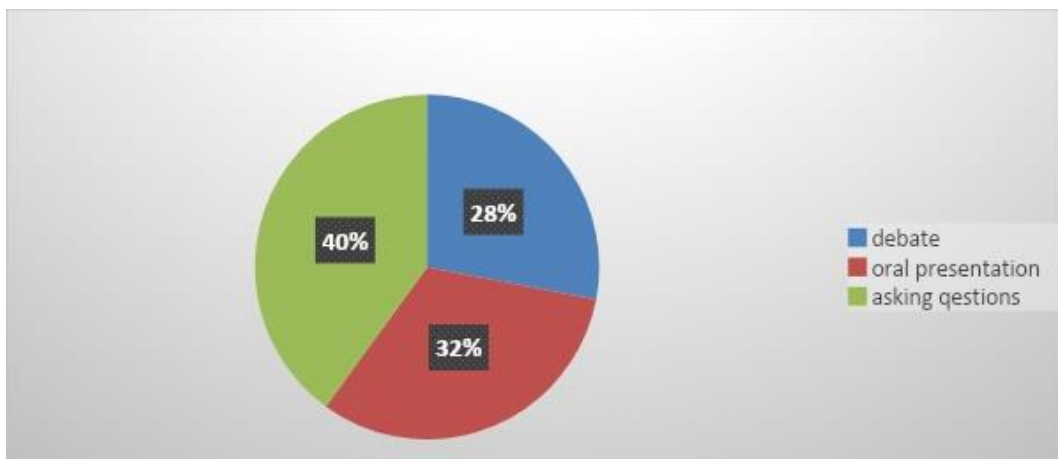
Graph 3.14: Strategies that help students to improve speaking skills

The graph shows that 40% of learners see that asking questions is preferable to improve speaking skill, and 32% prefer oral presentation while 28% prefer debates. It is seen that the majority of students prefer asking questions because it takes shorter time maybe because they avoid to deal with teachers face to face, they prefer discus with their classmates to cover their shyness and in order to help them to integrate more.

Question 13: do you think that there is a link between reading and speaking
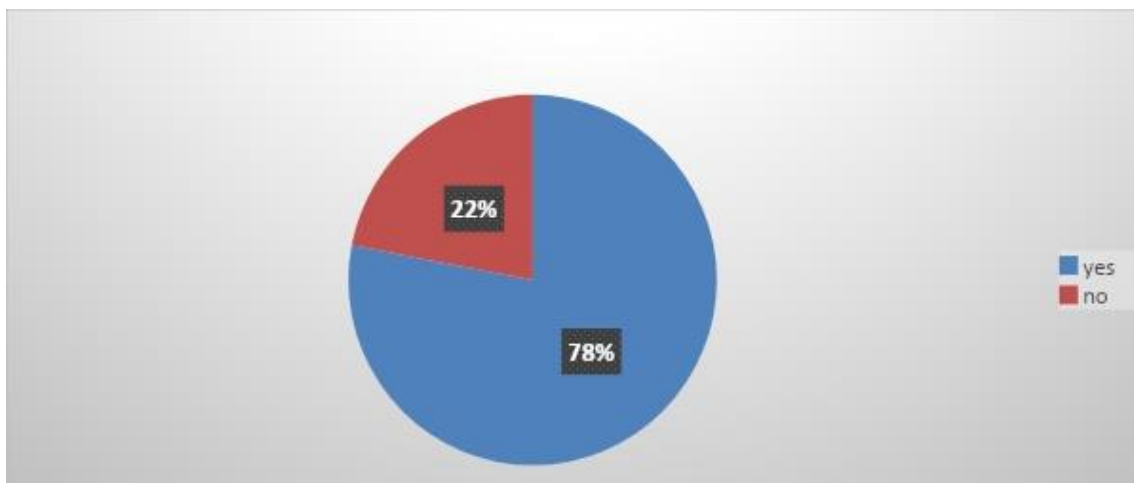
Graph 3.15: The relationship between reading and speaking

The graphic shows that 78% of learners state that there is a link between reading and speaking ,while 22% say no there is not a link between reading and speaking this means that The majority of students believe that the best strategy to read a lot ,you will enrich your mind through absorbing a huge number of vocabulary ,that will improve your speaking. It is seen that the language acquired from reading develops the language of dialogue and opens the minds, they will automatically use the new vocabulary in their speaking.

Why?

This question aims to find for what reason there is a relationship between reading and Why? speaking according to them.

Question 14: do you think that reading can improve speaking skill?
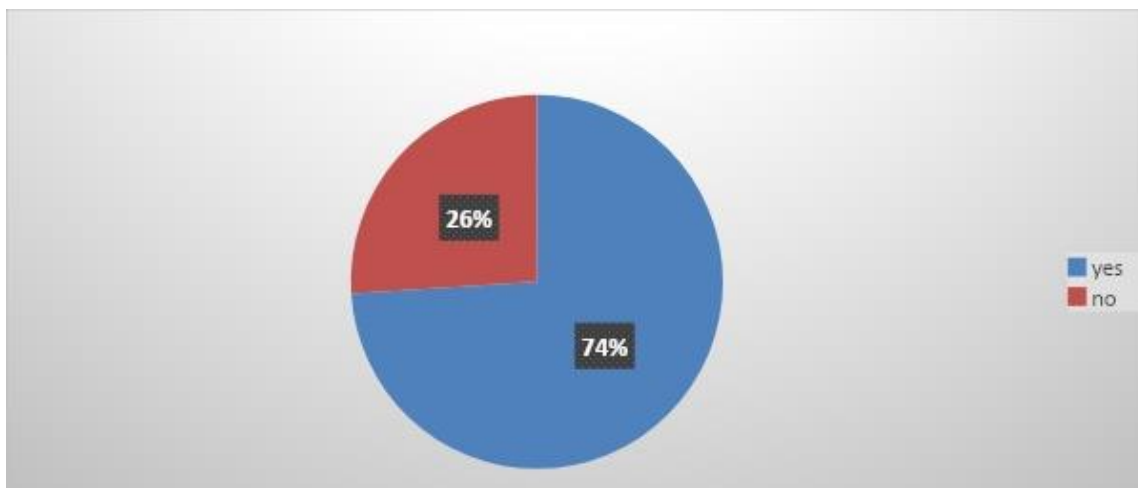
Graph 3.16: Role of reading in improving the speaking skills

The graphic shows that 74% say yes that reading can improve speaking skill, and26% of learners say no that reading cannot improve speaking skill. The majority of students mention that speaking can be improved more by enriching more vocabularies through reading ,and of course by reading all kinds of written passages .through the results obtained it is showed that the majority of students enjoy when reading ,because they love to explore since the more you read the more vocabulary you will acquire .This contribute to their fluency ,the minority of participants announce that they are not fan of reading ,they also mention that speaking can be improved by other kinds of works.

Question 15: does your teachers of speaking use texts for reading?
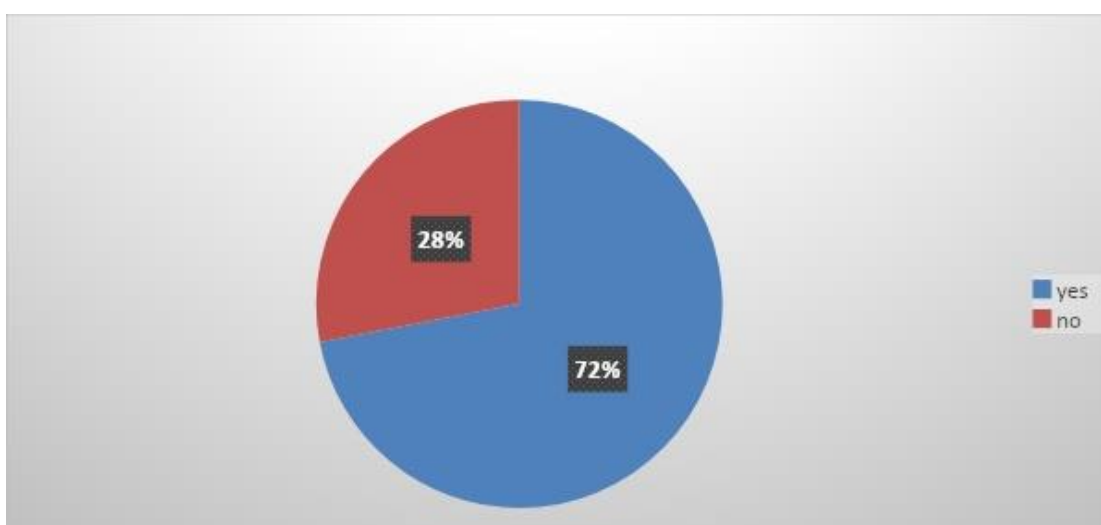
Graph 3.17: asking students if teachers use texts for reading?

From the graph we see that 72%are using texts for reading, while 28% say no, their teachers do not use texts in reading, this result imply that teachers are the majority are aware of the influence and importance of reading on the speaking skill

The majority of student's state that the teachers already know the extent of the impact of reading on the development of the student's level of understanding. Reading also contributes to extract a huge amount of information and vocabulary.

3.7 Interpretation of Students' Questionnaire

After analysing the questionnaire assigned and directed to EFL learners of second year LMD through the net, based on the data gained, and over their responses, this can denote that the major outcomes of the statistical findings point out the importance of reading in developing the speaking skill.

From the findings of students' responses ,it is obviously looked that most of respondents believe that reading contribute in development of speaking and this is due to their responses about their love for reading and their awareness that it helps in gaining speech because we consider that around 90% like to read all the time and all kinds of written passages, as far as they enjoy when they read. Moreover, most of students suffer from answering questions in oral session, also they are always afraid when the teacher direct them to speak and to express their ideas as they said that they suffer from the lack of terminologies and sentences in their linguistic balance.

also, they stress on expanding reading and discussion hours because they consider the effect of reading on learning vocabulary, Students declare that teachers should use different strategies that assist learners to improve their speaking skill as using texts in order to enrich their language.

3.8 Teachers' Questionnaire Analysis

Section one 01: general information

Question 01: are you male or female?

The aim behind this question is to know how many males and how many females are assigned
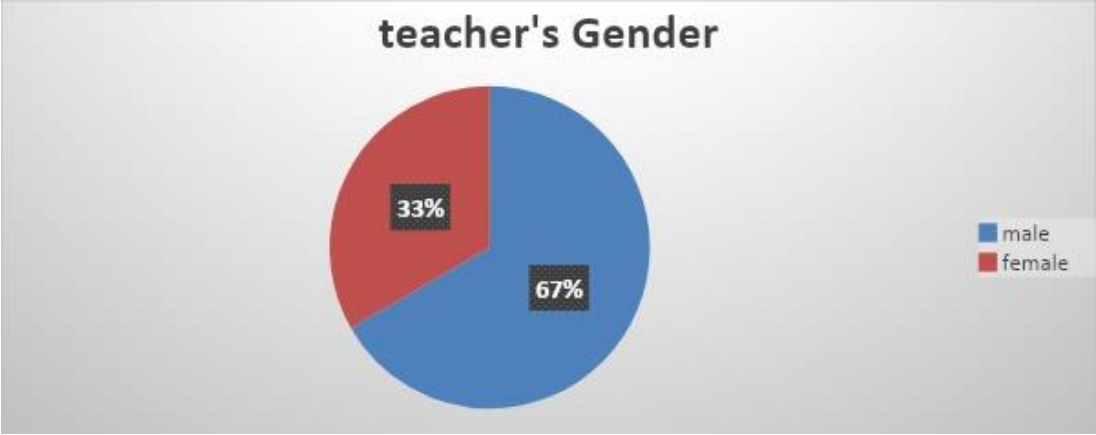
Graph 3.18: Teachers' gender

From the graph, we see that we are dealing with more than 67% men and 33% are women

Question 02: what is your degree?

   The aim behind this question is clearly to distinguish teacher's competencies, however, the essential goal behind it is to connect their levels to teacher's conception toward the role of reading in enhancing speaking skill

Levels	Magister	PhD
Informant	02	04

Table 3.1: Teachers' degree

As mentioned in the table,4 teachers out of 6 state that they have a PHD degree in English ,2 others claimed that they have Magister degree.

Question 03: how many years have you been teaching?

This question looks to detect whether this research has a direct relation with the long experience of teaching and how the later affects the previous. It provides six different utterances described in the graph below.
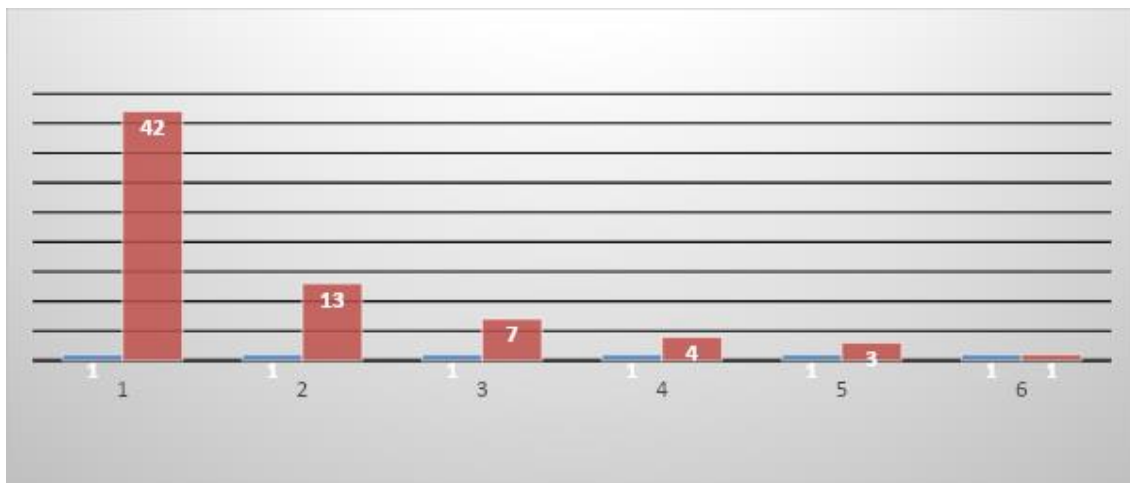
Graph 3.19: Teachers' Work Experience

The results gained demonstrate that only 3 teachers from 6 have more than 10 years' experience in teaching English and 3 others have less than 10 years' experience.

That means that 50% of them are novice and have short experience of less than 10 years and may not serve us in our research.

Section two: Reading

Question 04: what is the most useful reading?

Question four aims to select if reading novels and stories, newspapers or surf the net and to detect which one is beneficial.
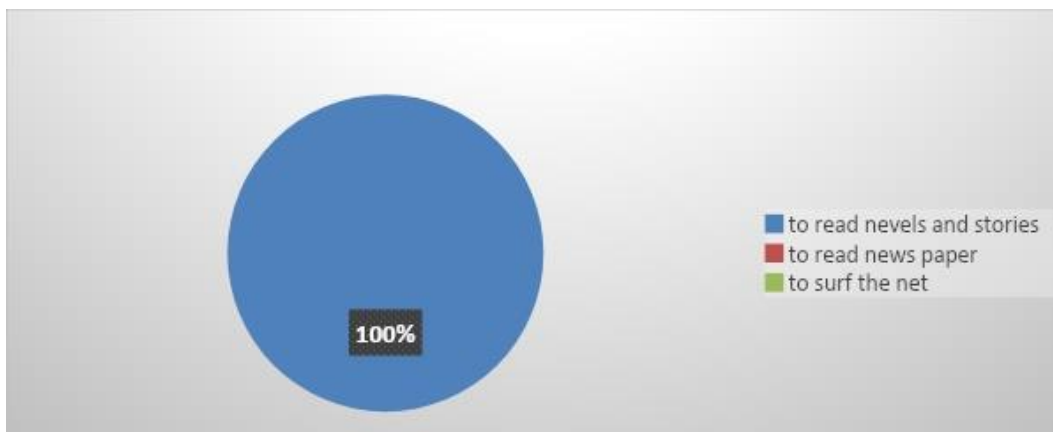
Graph 3.20: The useful reading

As it is clearly mentioned in pie chart that 100% of respondents assured that reading novels and stories is the most useful reading.

This implies that reading novels is beneficial to learn new vocabulary, the idea behind this is that learner will incidentally pick up word meanings from context; Moreover, they are likely to get exposed to the same word multiple times, thus they reinforce that word and will remember it much better

Question 05: Does reading necessarily contribute in acquiring new vocabularies**?**

The aim behind this question is to identify if reading contribute in acquiring new vocabularies is in acquiring also to know the dimensions of reading.
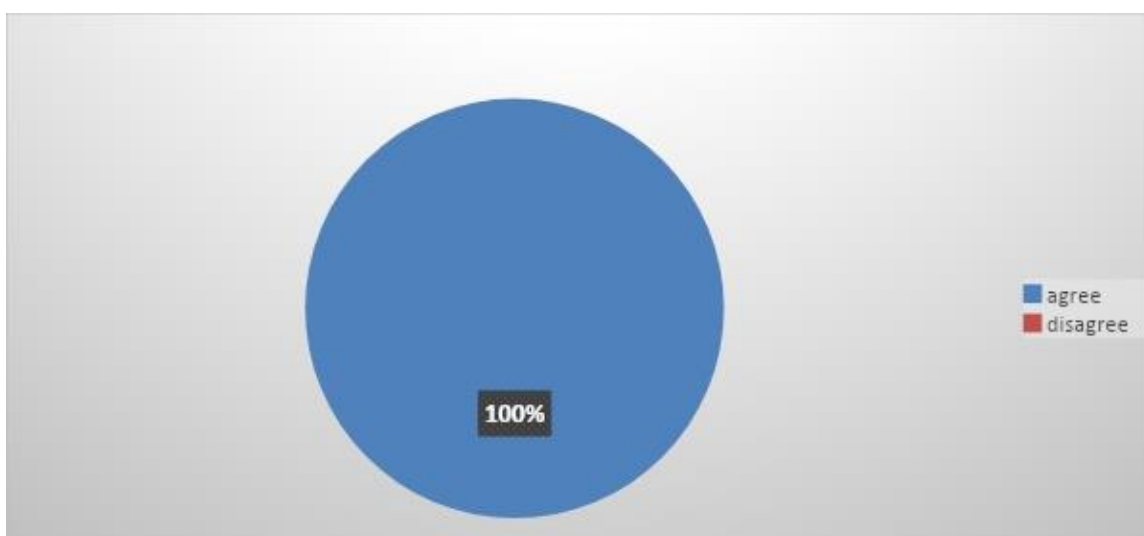
Graph 3.21: Reading contribution in acquiring new vocabularies.

According to the graph above 100 % of respondents agree that reading contribute in acquiring new vocabularies.

This implies that reading exposes learners to more words, sentences, grammar and new vocabulary. Reading offers students a wide range of vocabulary and grammar, it essentially supports and feeds the brain with correct language structures, this why students who read foreign books are able to speak more fluently than students who don't.

Question 06: Do you think that reading is important to develop students EFL learning? If yes, Why?

The aim behind this question is to distinguish the importance of reading through teacher's experience and how can reading assist learners during their learning.

v
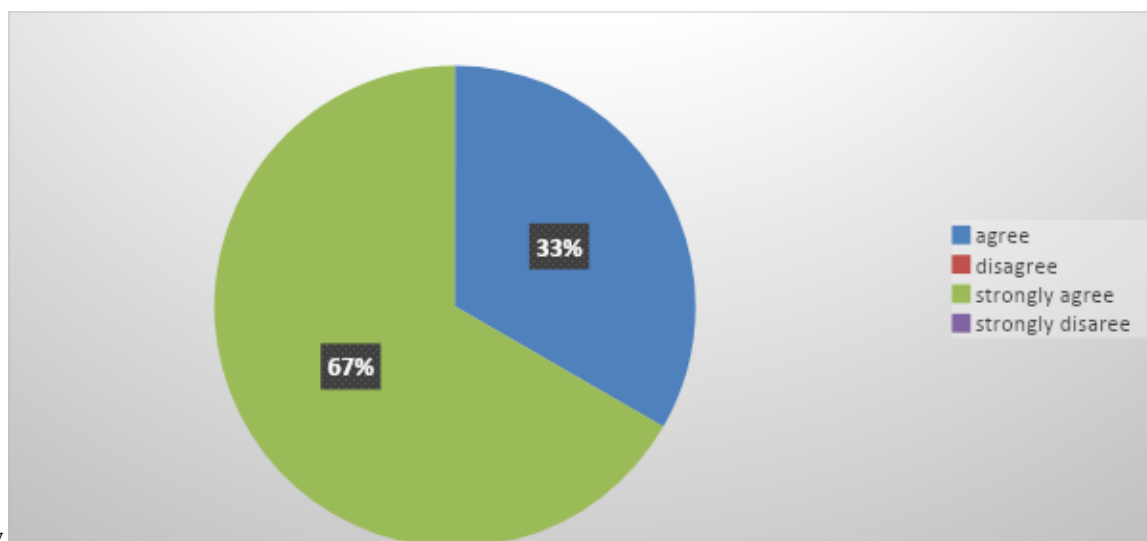
Graph 3.22: Importance of reading in developing student's EFL learning.

From the graphic above 66,7% from teachers are strongly agree that reading is important to develop students EFL learning, and 33.3 % agree that reading is important to develop students EFL learning. From the response of the teachers on this part of question ,it appears that we receive different perspectives, 3 teachers state that reading help and enrich acquiring vocabularies, language syntax ,it enhances thinking abilities .1 teacher insist that using books is an important source to gain a huge and varied

language .2 teachers declare that it helps in learning different traditions and to identify different civilization .

Question 07: what are the relationships that exist between reading and speaking?

The aim behind this question is to detect if there is a connection between reading and speaking

The group of teachers agree that the more we read, the better we communicate also 2 teachers confirm that reading and speaking have a reciprocal relationship, they see that when students read a lot will develop a good speaking skill through the acquired vocabulary from reading other teacher claimed thar good speakers are good readers

This implies that by reading we can

Question 08: how can reading be used to teach and improve speaking?

The aim behind this question is to get know some strategies that contribute to improve speaking.

The group of teachers emphasize that reading extensively, expressing orally what has been read, reading aloud improves pronunciation. Also, they mention that reading texts enable them communicate what they have acquired. Also, they state that teachers should ask students to summarize the text have been read orally.

Question 09: what is the classroom reading activities can be useful for teaching speaking?

This question aims to find some activities that help teachers to teach speaking skill,

Teachers assume that read and discuss is better technique, after reading a text, students should answer discussing questions from the text, because the student is going to express his point of view, also, teachers can use a variety of activities for the sake of speaking skill teaching such as: discussions, debates, brainstorming.

Question 10: what are the distinctive difficulties which students may face when speaking?

   This question aims to find out the major obstacles that face any students and hinder his speaking activity.

   The majority of teachers report that most of 2nd year students are not well informed ,they do not have enough background ,they had never any oral sessions in middle school and secondary years .Also they affirm that the lack of vocabulary knowledge ,lack of language competence and pronunciation difficulties can make students fail to speak fluently, anxiety as well considered as one of the difficulties.

Question 11: what do you suggest as significant strategies that learners should use to defeat that difficulties?

The aim behind this question is to discover some techniques that can be used to overcome the speaking difficulties.

   This question resulted that practicing speaking orally inside and outside is the right way that make the learner breaks the barriers and speak eloquently, also learners should consult all kinds of readings to better their speaking performance.

As well reading loudly and extensively make students free from the restrictions of fear and anxiety.

3.9 Interpretation and Discussion of the Main Findings

   As already mentioned, the questions over which the information have been collected are intended of both open ended and close ended questions with no classes of the questions, the style of tables and graphs classification for each item has been chosen to analyse the data collected.

   From the results gained from teachers' responses indicate that teachers from their experiences in teaching English they answer all the open and closed questions. Some

questions have nearly the same answers, most of teachers confirmed that reading is the ideal solution to solve speaking difficulties, through teachers' responses we can understand that reading involves several sub- processes and skills that differ in types and purposes. It is acknowledged that reading skill improvement impact positively the speaking ones differently couched, reading skills refinement would systematically lead to competent speakers.

Reading and speaking have a mutual relationship when the reader develops or increases, reading powers reside and angling improvement of lexical items acquisition which represent the necessary repertoire for speaking competence facility.

Teachers declared that students face a distinctive barrier such as lack of lexical items ensuring the speaking flow (vocabulary), appropriate pronunciation ensuring fluency (phonology), the mastery of structural rules (syntax) ensuring accuracy. These defects are the origin of anxiety.

Regarding the strategies, teachers conclude that every teacher should find remedial strategies to catch for each of the already mentioned defects, for instance; for phonological issues, it is preferable to device activities that focus on fluency (repetition, drills …)

For vocabulary defects, the emphasis should be on appropriate use of rules (morphological and structural tasks to reinforce accuracy). Teachers should not be slaves of the book alone and they have not to rely just on the program which sometimes has no relations with student's mind.

At the end of this summary, only 6 teachers answered our demand while the 4 others did not respond. Concerning the results obtained from students' questionnaire, and from the analysis of the collected data detected that majority of second year students are conscious about the significance of reading. Students asserted that when you read you will surely acquire new vocabulary and this lead to fluency ,also a little group from them declare that they face many difficulties during oral sessions such as speaking anxiety ,fear of making mistakes ,fear of teachers judgements .So, they insist that teachers

should expand hours of reading and use different strategies to develop learners' speaking and to beat these difficulties.

The other learners expressed that they have serious missteps which make them anxious, worry and shy when it comes to speak in class , the second investigation concerns with teachers it resulted that teachers from their long experiences during the instructional process are aware to boost learners to speak fluently .They are also work hard to make students to get rid of their fear and overcome reading and speaking difficulties together.

The most interesting and beneficial fact realized from this investigation is that the majority of EFL students like the language, like to read and enjoy when speaking English.

At the end of this investigation we can realize and perceive the fundamental basis of our research, we were also able to deduce the strong relationship that connects reading with speaking which is our interest

To sum up, from these two instruments we can conclude that reading play a major role in learning a foreign language, teachers suggest some strategies that learners should use to defeat that difficulties. also, EFL learners should do their best and read a lot and all kinds of writing. Thus, the research hypotheses are confirmed through this research study, our study assert that reading is the best solution that improve learners 'acquisition of a new language and then speak it easily and fluently.

3.10 Recommendations **and Suggestions**

In reading operation six items skills are proposed, through these knowledge domains vocabulary and constitutional knowledge that are obtained via reading, affect learners' speaking proficiency.

1/spontaneous recognition skills

2/lexicon and structural knowledge

3/official discourse structure knowledge

4/content /word background knowledge

5/ synthesis and word background knowledge

6/metacognition knowledge and skills monitoring

Grabe, (1991, p379)

These elements skills participate in speaking skill participate to speaking skill, Ann Lazaraton (2001, p104) proposed that verbal communication is founded on four dimensions: grammatical competence (phonology, vocabulary word and sentence formation).

Sociolinguistic competence rules for interaction, social meanings), discourse competence (cohesion and how sentences are linked together) and finally strategic competence (compensatory strategies to use difficult strategies). vocabulary knowledge and grammar are two fundamental aspects of foreign language learning, and they both impact on learners 'speaking expertise.

Perfect knowledge of grammar is seen as essential factor for achievement in foreign language.

Grammar is significant to learn the quality of language, grammar assists learners to frame understandable phrases to speak, students should pay big attention to grammar.

¨If we only understand what others say partially and superficially, the communication of ideas can't properly realize ¨

(Zhongo –Guo, Min-Yan 2007 :63)

Which means that we cannot communicate without understanding speech between each other. Understanding is a crucial part in language receiving.

Reading aid learners to obtain vocabulary and grammar. Over reading, students can conceive how words, structures correlate both. When students take part in the purposed language, they start observing and mastering the patterns in the language.

Mc Cathy (2000) mention that lexical and grammatical knowledge are automatically fit together to reading understanding. That means that learners will realize greater reading grasping over grammar.

Krashen (cited in Hill and Holden ,1990,p92), promotes learners to read because it considered as a major aspects that improve language learning and he promotes learners to read because it considered as a major aspect that improve language learning and he conclude that learners who read too much ,as expert in writing and gain a greater vocabulary and grammar knowledge .

Learners conceive structure of sentences and this help them to construct their own expressions and utterances. vocabulary knowledge is necessary for functional communication, Lewis (1993, p23) notes that learning vocabulary is the essence activity in second language learning, and any language skills; Lewis, reading and translating. It has no sense without vocabulary.

Vocabulary is grasping the sense of a word, so communication does not take place if there are no words, thus reading is probably the greater road to impart fresh words, reading concludes occasional knowledge.

(Lechman,2007)

Nation advocates his idea and says: ¨*reading has long been seen as a major source of vocabulary growth*¨ (Nation ,1995, p.7). It means that the absolute origin of word existence is reading. Eskey also supports his notion by saying ¨*the relationship between vocabulary is well documented and reciprocal*¨. (Eskey ,2005, p.576). That is to say lexicon are interrelated, and to learn lexicon means to a new language acquisition.

Hedge (1985, p.77) also mention that by extensive reading, learners ameliorate their strength to of guessing senses of obscure vocabularies and sentences from clues founded in the text, Hedge results that learners who read a lot out of class may develop their grasping of context and progressing their words knowledge that are important aspects that boost speaking skills.

Widely and deeply knowing vocabulary prepare learner to become accurate and pronounce. when learners read a lot, students will conceive that words are interrelated. *¨the more they reading you will do, the more you will increase your exposure to vocabulary that doesn't usually make its way into the spoken language¨* (Cunningham,1998). It means that when learner reads, he will detect unknown vocabularies that hinder his understanding and consequently his speaking.

According to Levelt, (1993), an enhanced vocabulary will assist learners to improve their speaking skills. language with no vocabulary cannot be output. vocabulary is a biggest essential and efficient aspect of communication.

Dubain and Obshtain (1977, p97). indicate that from extensive reading, learners will acquire lot of vocabulary, they confirm the advantage of extensive reading as:

- Learners enhance a capacity to obtain motivation and satisfaction from reading on their own in the learning language.
- Learners are uncovered to the language in extra natural and minimal organized way. in other word, they obtain diverse unstressed emotions on the body of language, because they read for enjoyment, not for value or exam.
- Extensive reading has an impact on other language skills like writing and speaking.
- Extensive reading, on reading for enjoyment, will aid students grasp and to utilize language after instructions.

Combining speaking and reading skills dive on student's grasping of reading items, detects each trouble that they have comprehending a text, and most significantly, allows them stratify information they have read.to original speaking exercises that progresses their fluency (Zhang ,2009, P.34). Indeed, reading inserts students to a large form of

language and contexts. Reading assist students to reinforce greater grammar skills. When learners evolve heavy reading skills, they will expand much progressing speaking skills.

3.11 Limitations of the study

In our investigation about the role of reading to enhance learners 'speaking skill, we faced several problems and limitations which are the following:

1) This study was carried out within a short time that may have affected the results positively or negatively.

2) Also, difficulty of completing the practical side comfortably:

- during the delivery of our questionnaires, students did not care to answer the questions, because they were in sensitive period (corona virus)

- the hole number of professors do not interact and do not respond questionnaire. (only 6 teachers answer the questionnaire)

3) Moreover, Lack of references and close of libraries and universities due to the corona pandemic.

4) personally, pregnancy tiredness was the reason for the delayed in finishing the work

3.12 Conclusion

This chapter highlights the analysis, results and research methodology of the research instruments. It is designed to answer the research questions and accomplished a desired outcome.

The two instruments helped the us a lot to obtain the data we always need ,also it aid in obtaining the target for which we lifted this problem, which that most of students and

teachers believe that reading improves our foreign language learning .Moreover ,reading helps the students get rid of several obstacles that hinder their speaking or their integration during the oral session such as anxiety ,shyness and fear of mates judgements.

General conclusion

General conclusion

Algeria like the other of the total countries of the universe observed a broad expansion of English language, especially at the educational stage. So far, EFL learners suffer from various hardness in learning English that can block their learning activity, these obstructions are produced from the shortage in the real usage of the oral interpretation, which means they suffer from performing in oral and lack of fluency.

The speaking skill is supposed to be hard assignment because it demands a particular capacity should be mastered and obviously the learning achievement is shown over the speaking ability. For the reason that, some suggestions were submitted in order to enhance the speaking skill inside and outside the classroom for more efficiency

These suggestions were suggested for the oral speech realization .the actual study was encouraged by our own willingness to discover about how to teach and improve English speaking skill through reading in case of 2nd year English students .Therefore , the principle target of this investigation is to exhibit enough understanding of the role of reading in enhancing the English speaking skill for second year students ,it also includes the existing relationship between the speaking skill and reading .

This work was separated in three parts ,literature review which is the first part ,it includes all what is related with reading ; whereas the second part was about the speaking skill and it relation with the reading skill .While the third part was about the practical part ,it incorporated the data collection from the two questionnaires and its analysis ,it tries to provide us with the responses of the participants that help growing both teachers' and reading on a very significant matter in the EFL process .

Furthermore, it is beneficial for leaners to refine and to update their vocabulary as well to be eloquent in language over efficient speaking activities and to read all the kinds of writing.

In the same light of though, teaching speaking through reading activities is useful in terms of promoting their vocabulary knowledge and building new terms also grasping

reading items and detecting difficulties in terms of comprehending texts and increase several exercises that progresses their fluency for successful communication.

Moreover, this study aims at identifying some problems that obstruct the EFL learners speaking and to find out some ways, solutions to help them to better utilize their communication and overcome their obstacles during the oral interpretation. So, this work aimed at examining the beneficial activities of teaching the speaking skill.

In order to an effective communication tasks, learners should be trained to use their speaking when answering teachers or classmates' questions, or answering questions after reading a text.

Actually, the learning process can be realized through students' desire and willingness and this totally confirmed through data collection of questionnaires, because participants assert that reading is beneficial and useful tool to progress the oral production and also make them enjoyed the session. Also, the research scope in the third chapter embodies collection of questions that focuses on learners 'own opinions and attitudes toward enhancing the speaking skill through reading. Furthermore, it elicits teachers' views, opinions, suggestions regarding this topic, also regarding teaching speaking through reading skill.

Consequently, the two questionnaires were analysed to collect huge number of answers responded on our questions and to determine similarities and differences in informants' perspectives. through this analysis, we received the responses of second year English students in which we have gathered general idea on the view of the learning of speaking skill.

At the end of this work, we collaborated the most considerable suggestions that we hope, I twill help learners as well as teachers in oral classes, this suggestion should be followed in all circumstances so as to motivate learners and the progress. Creating good atmosphere encourages and giving chance to anyone to experience their own success and achieve the best.

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Appendices

Appendix 1

Students' Questionnaire

You are kindly invited to fill in the following questionnaire, it is designed to check your attitudes toward the role of reading in improving learner's speaking skills please, tick the appropriate answer and justify whenever it is possible, we extremely appreciate your collaboration.

Background

Age   18-22   ☐   22-26   ☐   26-30   ☐

Gender   Male   ☐   Female   ☐

1.which skill do you think is important for your English Language learning?

Reading   ☐

Speaking   ☐

Writing   ☐

Listening   ☐

2.Do you like reading?

Yes   ☐   No   ☐

3.How often do you read?

All the time   Often   Never

4.why do you read?

For work   ☐   for school   ☐   for enjoyment   ☐

Other reasons…………………………………………………

5.Do you think that reading is important for your learning?

Agree   ☐

Strongly agree   ☐

Disagree   ☐

Strongly disagree   ☐

6.Do you face difficulties when you read?

Yes   ☐   No   ☐

If yes, what kind of reading difficulties do you face?

……………………………………………………………………………………

……………………………………………………………………………………

7.In your opinion, how can any English learner improve his/her reading capacities?

By reading novels   ☐

By reading articles and newspapers   ☐

Others……………………………………………………………………………………….

8.Do you speak English outside of the classroom?

Yes   ☐   No   ☐

9.Do you speak fluently in class?

Yes   ☐   No ☐

10. How often do you participate in oral expression?

Often   ☐   Sometimes   ☐

Rarely ☐   Never   ☐

11. Do your teacher use any strategies to improve your speaking skill?

Yes   ☐   No   ☐

12. If yes what are these strategies?

Debate

Oral presentation

Asking questions

13. Do you think there is a link between reading and speaking?

Yes   ☐   No   ☐

If yes, what are these relationships?

………………………………………………………………………………………

14. Do you think that reading can improve your speaking skills?

Yes   ☐   No   ☐

If yes, how?

………………………………………………………………………………………

15. Does your teacher of speaking use texts for reading?

Yes   ☐   No   ☐

If yes, do you think this is a good strategy?

Yes   ☐   No   ☐

If yes, why?

………………………………………………………………………………………

……………………………………………………………………………………….

Appendix 2

Teachers' questionnaire

Dear teachers

We would like to ask you some questions that concern the role of reading in enhancing the EFL speaking skill, so we are concerned about your point of view as you symbolize the source of inquiry. Thank you so much for your collaboration.

Please answer these questions:

1.Gender:

a. Male.`.....`

b. Female …`...`

2.what is your degree?

a.MA `....` PhD `.......`

3.How many years have you been teaching?

………………. years

4.do you think that the most useful reading is?

a.to read novels and stories `......`

b. to read newspapers `......`

c.to surf the net `......`

5.Does reading necessarily contribute in acquiring new vocabularies?

a. agrees `......`

b. disagrees `......`

6.Do you think that reading is important to develop students EFL learning?

a. agrees `......`

b. disagrees `......`

strongly agree `.......`

strongly disagree `.......`

Why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

7.Do you think that reading is important to develop students EFL speaking skills?

a. agrees [……]

b. disagrees [……]

strongly agree […….]

strongly disagree […….]

Why?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

………………………………………………………………………………………………..

8. What are the relationships that exist between reading and speaking?

…………………………………………………………………………………………………

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………………………………………………………………………………………………..

9. How can reading be used to teach and improve speaking?

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10. What classroom reading activities can be useful for teaching speaking?

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………………………………………………………………………………………………..

11.what are the distinctive difficulties in which students may face when speaking during classroom oral session?

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…………………………………………………………………………………………………

12.what do you suggest as significant strategies that learners should use to defeat that difficulties?

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…………………………………………………………………………………………………

………………………………………………………………………………

مـــلخص

تبحث الدراسة الحالية في دور القراءة في تعزيز مهارات التحدث لدى متعلمي اللغة الإنجليزية كلغة أجنبية. والهدف من هذه الدراسة هو التحقق من كفاءة القراءة في تطوير إثراء المتعلمين للمفردات التي تساعده على التحدث بطلاقة. من أجل تحقيق هذا الهدف ؛ تم اختيار دراسة حالة وتم إجراؤها في قسم اللغة الإنجليزية بجامعة ابن خلدون بتيارت ، وتم تخصيص استبيان لخمسة عشر (50) متعلمًا في اللغة الإنجليزية كلغة أجنبية ، واستبيان آخر تم إجراؤه على عشرة (10) معلمي اللغة الإنجليزية كلغة أجنبية .

أجابت نتائج هذا الاستبيان   على

استبياننا وأثبتت لنا عمق العلاقة بين القراءة والتحدث ، وأكدت نتائج هذا البحث أنه يجب على المعلمين تعليم المتعلمين كيفية التحدث من خلال تنظيم المناقشات والمناظرات ، ومنحهم أجزاء من النصوص إلى اقرأهم ، اطرح عليهم أسئلة للإجابة التي ستساعدهم بالتأكيد على تطوير حديثهم.

علاوة على ذلك ، أكدت على اكتساب مفردات جديدة من خلال القراءة ، والتي بدورها تحيي الحب لاكتشاف مصطلحات جديدة ولغة جديدة وكلام جديد. قراءة الروايات والقصص ستجعل بالضرورة قدرة القراءة والتحدث لدى المتعلمين

الكلمات الأساسية. مهارة التحدث ، اكتساب المفردات ، قدرات القراءة

Résumé

L'étude actuelle examine le rôle de la lecture dans l'amélioration de la capacité de parole des apprenants EFL. Le but de cette étude est d'étudier l'efficacité de la lecture pour développer l'enrichissement du vocabulaire des apprenants qui l'aident à parler couramment. Afin d'atteindre cet objectif ; une étude de cas a été choisie et menée au département d'anglais de l'université Ibn Khaldoun de Tiaret, un questionnaire a été attribué à quinze (50) apprenants EFL et un autre administré à dix (10) professeurs EFL.

Les résultats de cette enquête ont répondu à notre questionnaire et nous ont prouvé la profondeur de la relation entre lire et parler. Les résultats de cette recherche ont confirmé que les enseignants devraient apprendre aux apprenants à parler à travers des discussions, des débats, en leur donnant des morceaux de textes à lisez-les, posez-leur des questions pour y répondre qui les aideront sûrement à développer leur expression orale. De plus, il a mis l'accent sur l'acquisition d'un nouveau vocabulaire par la lecture, qui à son tour ravive l'amour de découvrir de nouveaux termes, une nouvelle langue et une nouvelle parole. La lecture de romans et d'histoire impliquerait nécessairement les capacités de lecture et de parole des apprenants.

Mots clés : compétence orale, acquisition de vocabulaire, capacités de lecture.