Reading as an effective factor for vocabulary improvement to enhance EFL learners' speaking skill.

A case study of Third year Students at Mohamed Kheider University of Biskra

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DECLARATION

I, Mouaki dadi Yousra, do hereby solemnly declare that the work presented in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed Kheidher University of BISKRA, ALGERIA.

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Dedication

To my Father and Mother

To my Brothers and Sisters

To all my Friends

To all whom I know

And who know me

Abstract

In this dissertation, from the three chapters, we intended to investigate the importance of reading as an essential method to improve EFL learners' oral performance. The first chapter is an overview about definitions, characteristics and intricacies of speaking and reading in foreign language learning. In the second chapter, we discussed the main focus which is the association of speaking and reading. The third chapter was about the analysis of two questionnaires: one for the teachers and the other one is for students in order to answer questions under some specific categories which make the findings analysis a lot easier. We hypothesise that if learners' vocabulary storage is handled with care through effective reading, then their speaking problems will be reduced. The research methodology adopted in this study is descriptive. It intended to describe the relationship between two variables: the independent variable which is reading and EFL learners speaking performance as the presumed dependent variable. To reach such an aim, we administered two series of questionnaires to a sample of (40) students and delivered to (10) teachers at the section of English in Mohamed Kheidher University of Biskra. The results obtained from the present dissertation showed that there is a positive correlation between foreign language reading and students' speaking performance. Thus, this relationship affects their level of academic achievement.

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Chapter One :

Speaking and Reading

Introduction

In the process of the English language teaching, the four language skills (reading, speaking, writing and listening) are simultaneously performed. The acquisition of these language skills aims to enable learners to produce both written and oral forms of the target language. Hence, the main goal of learning a foreign language is for communication and learners are supposed to face situations where English is mainly used to communicate. The speaking skill is regarded as an essential skill to be developed for attaining the language accuracy and proficiency. In addition, reading can play a big part in successful language learning. Students through reading develop both fluency and accuracy of expression in their speaking. In this chapter, we intend to give definitions and characteristics of speaking and reading skills, as well as their importance, strategies and problems.

1. The speaking Skill

1.1 Definition

Speaking is an essential skill that the language learner should master with the other language skills. It is defined as the process of sending and receiving messages through using verbal expressions. *"Speaking is a productive aural / oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p48) "*. That is to say, the capacity of expressing and exchanging thoughts by the use of language.

1.2 Characteristics of the speaking

The importance of the speaking skill is enormous for EFL learners. The ability to speak skilfully provides the learner with several distinct advantages. The capacity to use words together in a meaningful way to reflect thoughts, feelings and opinions makes the learner able

to make a message recognized. In parallel, without speech there is no communication and there is no a message consequently no teaching –learning operation.

Foreign language learning speech is characterised by certain number of mistakes and errors .Therefore, speaking is a difficult skill that requires years of experience and practice to master.

1.2.1 Differences between spoken and written language

In order to clarify the characteristics of the speaking skill, we compare it with writing. There are lots of differences between spoken and written language according to different purposes. Written language is permanent, i.e. the reader can go back over it again to check and correct. This is not the case with speech which is fleeting and temporary. Direct interaction is not usually used in writing.

The most significant differences between speaking and writing are those between formal written texts and informal conversations. Because it is permanent, writing provides opportunities for more careful organisations. On the other hand, spoken language is spontaneous and rapid which results in making mistakes, repetition and less coherent sentences. However, it has intonation patterns and pauses that convey the meaning.

1.3 Learners' Speaking Difficulties

Learners find it difficult when they try to speak a foreign language because they have to use the language appropriately in its contexts and apply correct rules to put different words together. They may also fail to find suitable words and expressions. Thus, we try to spotlight on learners' difficulties in order to help them to improve their speaking skill.

1.3.1 Anxiety

Anxiety is a serious problem facing students in practicing the foreign language. Many researchers argued that anxiety in foreign language classrooms represents a communication barrier, and students with language anxiety will have poor class participation or refuse to speak in front of their classmates.

At a certain level, foreign language learners are good and qualified in the target language but they may feel themselves linguistically inferior and ashamed to talk because of the fear of making mistakes in front of their colleagues and teachers; they prefer to remain silent despite their interests.

There are many intricacies that may decrease learners' speaking performance. The learners' ability to speak comprehensibly in English is certainly influenced by a good knowledge of its vocabulary. The learner's linguistic repertoire should contain a significant number of words; however, what is more important is to have the ability to use these words together in combination to convey an intended meaning. Other factors are pronunciation problems; many learners have developed habitual mistakes such as misplacing stress, changing sounds and intonation.

It is noticed that successful speaking depends on effective listening. Thus, poor listening allows to decrease the process of the speaking skill in the foreign language and vice versa.

2. The Reading Skill

2.1 Definition

The reading ability has always been considered as a critical measurement in language education. There are many definitions of reading. Reading is a mental process that enables the

readers to turn writings into meaning. It looks into a written text and starts to decode the information from the written linguistic message. (Davies, 1953).

When reading, we use our eyes to receive written symbols (letters, marks and punctuations). (Dechant, 1991, p9). It is a complex activity which involves related processes; perception, thought and comprehension, making sense of words and sentences are the process of comprehension. To understand a text correctly, readers usually use background knowledge, vocabulary, grammatical knowledge and certain strategies. "Reading *is an act of communication in which info is transferred from a transmitter to receiver* "(Smith, 1973, p 2). According to him, what matters most is that the reader can decode the message transmitted by the writer.

2.2 The Importance of Reading

Since reading is very important in learning a foreign language, a great effort has been shown to develop reading skills. Although many strategies have been advanced in order to improve students' reading skills, it still seems as a problem and students cannot fully understand English texts. Many students can read a text, but they can hardly interpret what the writing was all about (Alderson, 1984).

Hedge (1958: 77) says that "*through extensive reading learners advance their ability to guess the meaning of unknown words and phrases from clues in the context* ". He claims that the best way to make learners reach the meaning from written texts is through the motivation to extensive reading.

According to Goodman (1973), language learners can improve vocabulary knowledge through reading which may facilitate their formation of structure in the language accurately and support their speaking performance. In addition, reading enables learners to understand how words fit together and combine the data from the text with their background knowledge.

2.3 Strategies of Reading

In EFL learning, in order to read actively, readers need to interchange with what they are reading without having the teacher intervention, this is a challenge to the EFL teacher. Studies identify a number of comprehension strategies to be highly useful. These strategies range from the simple to the complex. The following strategies observed by many researchers to help learners understand what they read.

- **Predicting:** determine what you think will happen in the text.

- **Visualising:** create a mental image of settings, participants and main points of the text.

- **Questioning:** ask questions to check that the text make sense, and for further information reread the text.

- **Connecting:** is about what you already know about the text. To relate the text to yourself, your knowledge and your environment.

- **Identifying:** shed light on important details, the main ideas and themes of the text i.e. to determine the author's purpose.

- **Inferring:** Using signals or clues throughout the text to discover what is misstated to draw conclusions.

- **Evaluating:** Do you agree or disagree with the text? Form your own opinion about the events of the text. (Adler, 2001).

2.4 Reading Problems

Generally, most students are not aware of their reading problems. The facts clearly prove that most struggling readers continue to face reading problems. Researchers also show incorrect processing forms in foreign language readers and persist, unless instructor intervention occurs.

Reading problems can partially be attributed to the fact that English is somehow difficult to understand to foreign language learners. It is made up of a complex combination of vowels. These complex systems with rules and exceptions makes learning to read and spell one of the most difficult tasks a foreign language learner encounters.

Conclusion

Based on what it is asserted by Bygate (1987) and other researchers it is safe to conclude that speaking is an important skill that EFL learners rely on to communicate, share thoughts, ideas. A part from their job requirement, teachers always look for a strategy or a technique that may boosts their learners' attention to speak and participate English language within EFL classes, it could be pointed out that the most effective and motivated way to enhance learners' speaking fluency is the use of reading mainly in oral expression sessions.

Chapter Two:

Reading and Speaking Association

Introduction

Vocabulary learning is a fundamental process in foreign language learning. It is known that the best way to learn new words is through reading. Therefore, reading is related to communication in terms of vocabulary building. Nation(1997, p7) confirms that " Reading has long been seen as a major source of vocabulary growth". In addition, developing learners' fluency in speaking is based on vocabulary knowledge. Via reading, EFL learners have been directed into authentic speaking practice which improves their fluency. In this chapter, we will deal with the reading and speaking association, starting with the process of reading and its main types and a brief view about communicative language teaching (CLT) theory, since communication is the main type of its frameworks. Then, we will explain the main aspects, principals about vocabulary knowledge.

1. The Process of Reading

One of the key goals of a foreign language teacher is to make the students read a lot. The teacher can help by providing references, encouraging them to investigate into literary culture of the target language, which requires establishing numerous and varied readings. For many students, reading is not a fundamental act if it is not for classroom assignments. However, we cannot confine ourselves to this simple observation. If we want to accompany students to the discovery of a large number of texts, it is necessary to develop diversified strategies to develop reading and widen its scope. (Alderson, 2000)

Three reading processes can be performed: the analytical reading (explanation of texts or methodical reading), cursory reading and document reading.

1.1 Cursory reading

It aims to make students independent readers. Cursive reading seeks in particular to discover a writer or text without making completeness imperative. In the final cycle, it is a

necessary tool to promote the cultural baggage; reading about foreign literature contributes in the development of the target language culture and the development of critical thinking. (Padma. 2008, p9)

1.2 Analytical reading

It is the detailed construction of the meaning of a text. It is therefore a work of interpretation. It aims to develop the ability to self-critical analysis. It can be applied to various lengths of texts. To short texts, it seeks to make students read methodically, and to long texts, it enables the study of the entire work.

The goal of the analytical reading is the construction and the formulation of an interpretation founded. The analytical reading can also be a comparative reading of two or more iconographic texts or texts and documents, which identifies the common features, differences or oppositions. (Davies, 1995)

1.3 Documentary reading

Students will implement skills in documentary reading. The literature reading is not synonymous with full reading, it involves the selective reading which we must train the student. The documentary reading (as literary reading) follows interpretative processes. It is divided into several stages: preparation of research, information processing and restoration.

2. Communicative Language Teaching and Reading

Communicative Language Teaching (CLT) rests on the assumption that language teaching should stimulate the communicative aspect of language. Brown (2007) explains CLT as the focus on Communicative competence (ability to communicate what you want to deliver) more than on Linguistic competence (ability to form correct language patterns) using authentic language to express a meaning, and where learners use productive and receptive language skills, with more importance given to fluency over accuracy for the purpose of

keeping the flow of communication in progress. Within CLT, Task-based instruction has been the reasonable outcome of the shift from the teacher-centred instruction to learner-centred teaching and classroom interaction, authenticity and learners' experience with the second/foreign language (Brown, 2007).

2.1 Communicative reading

Reading is communicative when students are using the target language to react to what they read. In addition, communicative reading extends interaction beyond the text, and it includes a community of readers. Al-Mutawa and Kailani (1989) explain that reading "can be made part of the process of communication if pupils are given the opportunity to react directly to it by expressing their personal opinions" (p.122). Reading can be a communicative activity if teachers follow a certain set of rules. They can involve students in selecting the reading materials by giving them the opportunity to discuss their interests, worries and problems in small groups (Al-Mutawa & Kailani, 1989). The benefits of this are making learners actively involved in the learning process, gain more self-confidence and become able to guide their learning (Dörnyei, 2001). Moreover, Communication in class can be achieved by making reading a means to reach an end. In addition to that, Students should be encouraged to form their own questions about the text and to discuss them in groups or with the class, which will improve comprehension (Al-Mutawa & Kailani, 1989).

What seems stabilized is that the reading activity is a communication activity. We read what has been written by someone and understand the message that is being transmitted.

3. Reading and Vocabulary

In the operation of foreign language learning and teaching, we need to read, write, speak and listen. Each skill helps another skill, but it is reading that opens the door to broaden language skills. Reading can help EFL learners expand their vocabulary which is in turn affect how they speak. The more vocabulary they have, the better they are able to articulate

their feelings and ideas. Reading, especially different type of reading materials helps to develop the learners' IQ (intelligence quotient) as it introduces them to new ideas and ways of thinking. Reading may be a beneficial method of empowering learners' imagination and self-confidence towards learning foreign languages. Moreover, reading absolutely familiarizes EFL learners with language. It is the best way to build a vocabulary because it puts words in context. Linguistically speaking, reading will expand EFL learners' intellect and communication. Reading is probably the best way to learn new words and how they connect in the same context. Learning these new words helps the learner to speak more clearly about different subjects (Thornbury, 2002).

Reading is one of the most significant forms for learners to acquire vocabulary (Horst, 2005; Krashen, 2004). Thus, EFL learners can learn vocabulary indirectly from reading, i.e. when learners are involved in reading for comprehension they acquire new words unconsciously. Krashen (2003, p.83) believed that the learner can succeed in filling the gaps of understanding through the process of acquiring vocabulary while reading.

3.1 Vocabulary Knowledge

The knowledge of vocabulary determines to what extent the EFL masters the language. It also plays an important role in the major language skills listening, speaking, reading and writing. Moreover, the lack of vocabulary can affect negatively language skills and cause the failure in establishing successful communication among EFL learners. Allen (1983, p.5) stated that "lexical problems frequently interfere with communication, communication breaks down when people do not use the right words".

3.2 Vocabulary Improvement through Reading

Krashen (1989) stated that high school students should be encouraged to read higher products faster and in greater quantity, and that teachers go painfully slowly over materials

that are too difficult. Their defence is that if they did not familiarize the students with difficult texts, the student would panic when faced to some of classroom reading materials. Krashen, further asserts that massive quantitative of 'pleasure reading' in the student's own area of interest may be the best way to prepare foreign language student for learning vocabulary.

3.3 Importance of Vocabulary

The knowledge of vocabulary plays a significant role to help EFL learners to achieve successful communication which is the main goal of foreign language learning and teaching. Vocabulary is one of the most important parts of language acquisition. Foreign language teachers should know how to provide learners with a large range of vocabulary which enables them to engage in any discourse. "Without grammar very little can be conveyed and without vocabulary nothing can be conveyed" (Thornbury, 2002)

Conclusion

The teacher has an important role to play in the vocabulary development of his/her students. The teachers' main interventions will be to encourage students to read and develop their strategic behaviours to deal with unfamiliar words. But first, he will demonstrate their own interest and vocabulary and develop their curiosity about words. Students who have a rich vocabulary develop their knowledge of words from reading. Insofar as the text is interesting and contains a lot of new words, it can be a pleasant source for learners of English to enrich their vocabulary, improve their awareness of its sentence structures. Consequently, they can communicate easily using their vocabulary storage.

Chapter three:

Field work and Data Analysis

Introduction

This study is about the importance of reading in enhancing EFL learners' speaking skill. In order to fulfil our study, we designed this chapter, which is devoted to the presentation and analysis of data obtained through the investigation of the present research. The analysis concerns the data obtained from two different questionnaires; teachers' and students' questionnaires. We will describe, analyse and interpret the questionnaires. The analysis will show the link between our subject and the hypotheses.

1. Teachers' Questionnaire

We dealt with a sample of 10 teachers who have taught or are still teaching the oral expression course at the section of English in Mohamed Khidher University of Biskra. The reason behind this choice is to inquire the teachers' awareness of the importance of reading in developing EFL learners' speaking skill.

1.1 Description of the Questionnaire

The teachers' questionnaire is composed of 11 questions; they are divided into two sections; the first section is concerned with the background information about the teacher. The second section deals with questions about the purpose of the present study from the teachers' perspective.

1.2 The Results

Section One

This section deals with the general information about the teachers' age, sex and their academic qualifications.

Section Two

Question One: On which skill do you focus more in oral expression course?

Speaking	Listening	Reading	Writing	Total
10	10	10	0	10
100%	100%	100%	0%	100%

Table 01: Skills on which teachers focus more in teaching oral expression
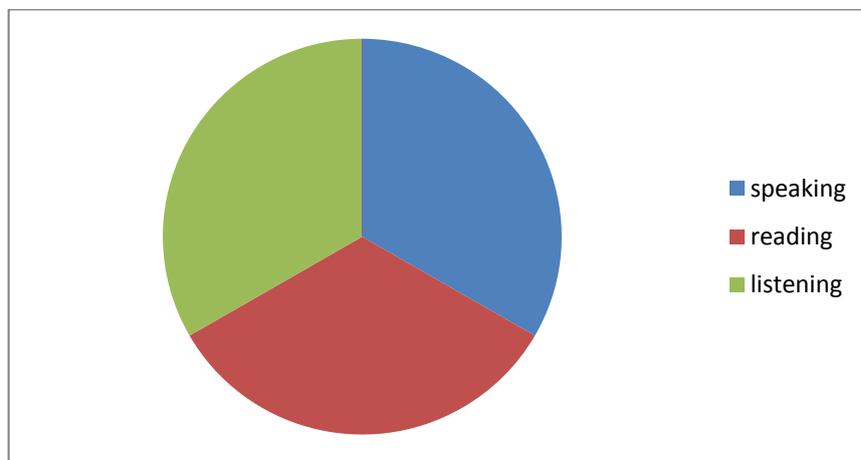
Figure 01 : Teachers' most focus skills in teaching oral expression sessions

The very first question we asked our teachers on which skill they focused more during oral expression sessions. Almost all of the teachers agreed that reading, speaking and listening should be focused on.

Question two: Do you consider reading as an important criterion for effective speaking?

Yes	No	Total
10	0	10
100%	0%	100%

Table 02: Teachers' consideration whether reading is an important factor or not
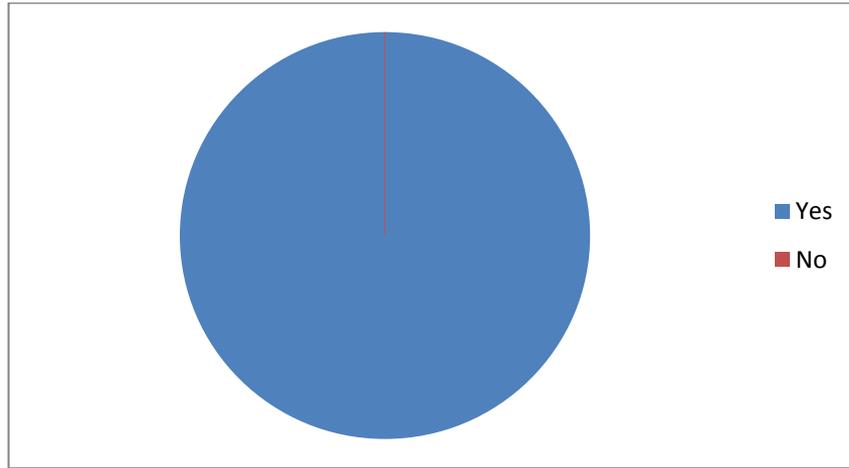
Figure 02 : Teachers' consideration whether reading is an important factor or not

In this question, we asked the teachers whether they considered reading as an important factor for successful speaking. 100% of respondents said yes.

Question Three: Have you ever paid learners' attention towards the significance of reading to speak successfully?

Always	Often	Rarely	Never	Total
70	30	0	0	10
70%	30%	0%	0%	100%

Table 03: Paying learners' attention towards the significance of reading to speak successfully.
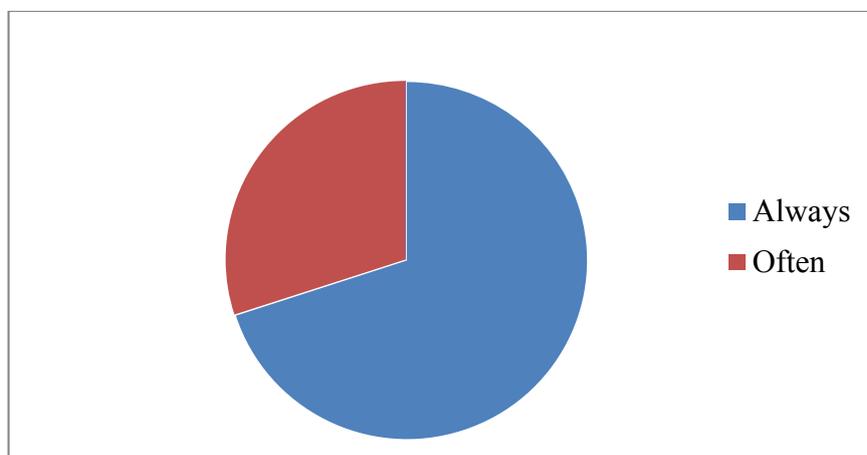
Figure 03 : Paying learners' attention towards the significance of reading to speak successfully.

Concerning this question, we wanted to know if teachers had ever shed light on the importance of reading to their students for better improvement of their speaking abilities. (70%) said that they always make their students consider the benefits of reading and urge them to read. Whereas, (30%) of them said that they often do so.

Question Four: What is your focus point in teaching oral expression?

Students' speaking performance	Students' grammar knowledge	Both of them	None of them	Total
4	0	6	0	10
40%	0%	60%	0%	100%

Table 04 : Teachers' focus point during oral expression sessions
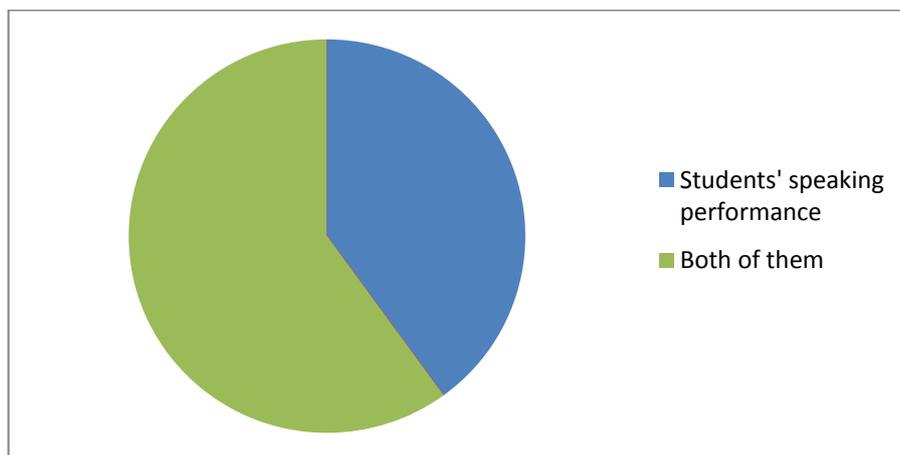
Figure 04 : Teachers' focus point during oral expression sessions

This question was about the teachers' focus point in teaching oral expression. (60%) agreed that they generally focused on both students' speaking performance and grammar knowledge. The other (40%) said that they focused on students' performance.

Question five: Do you integrate literary works in oral expression classes as reading tasks?

Frequentely	Sometimes	Rarely	Never	Total
0	7	3	0	10
0%	70%	30%	0%	100%

Table 05: Integrating literary works in oral expression classes
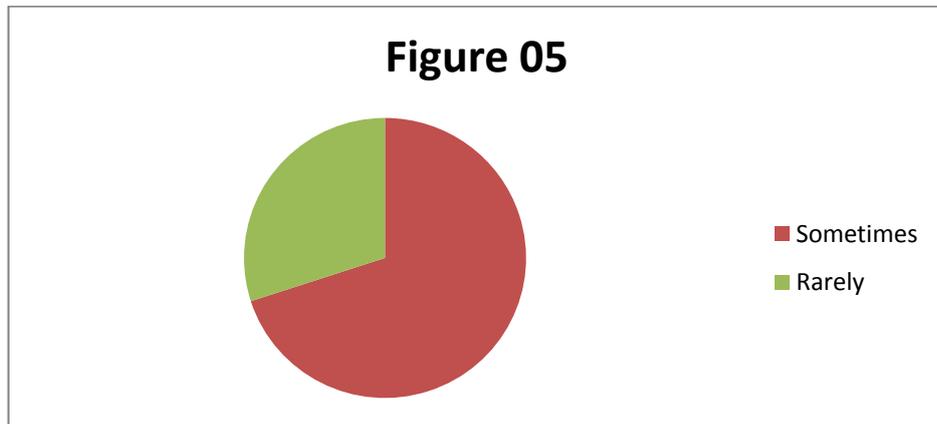
Figure 05 : Integrating literary works in oral expression classes

The other question was asked to know how often teachers' used literary works as reading activities in oral expression sessions. (70%) of the teachers said that they sometimes used them whereas, (30%) said that they rarely did so.

Question six: Why the majority of EFL learners do not participate in oral expression sessions?

The absense of motivation	The lack of vocabulary	Anxiety/ Low self-esteem	Non of them	Total
1	3	6	0	10
10%	30%	60%	0%	100%

Table 06: Learners' refusal to participate in oral expression, from the teachers' point of view
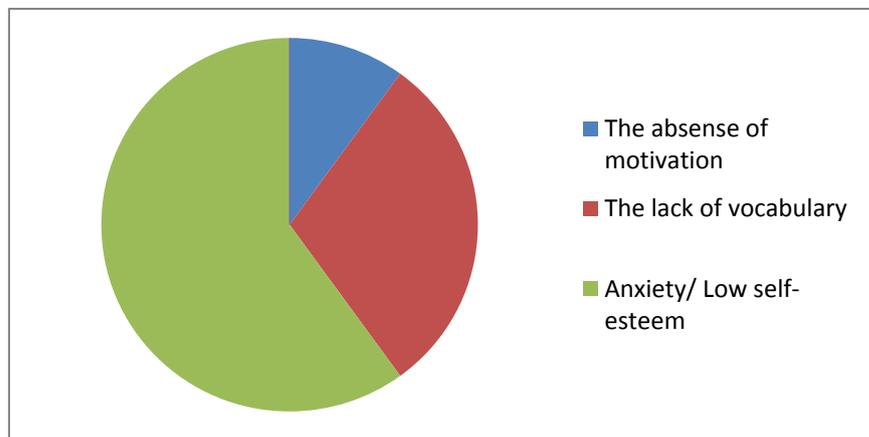
Figure 06 : Learners' refusal to participate in oral expression, from the teachers' point of view

The purpose of this question was to know the raison behind learners' refusal to participate in oral expression class as far as the teachers know. (60%) of the teachers agreed that anxiety is the major problem. (30%) said it is because of the lack of vocabulary. While only (10%) who said that it is due to the lack of motivation.

Question Seven: What goals do you set for reading activities?

To enrich students' vocabuary	To expose them to the language	Acquisition of new ideas	All of them	Total
0	0	0	10	10
0%	0%	0%	100%	100%

Table 07 : Goals that the teachers for reading activities
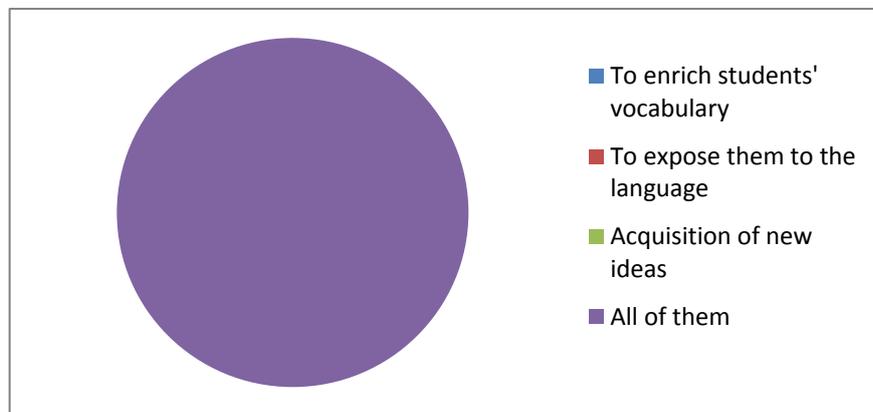
Figure 07 : Goals that the teachers for reading activities

The question above was to know the goals which teachers intended to reach from the reading activities. All respondents (100%) agreed on all the answers suggested for this question. Moreover, some of the teachers have added other goals such as; developing learners' imagination and raising their critical thinking.

Question Eight: How often do you encourage your students' to read?

Always	Sometimes	Rarely	Never	Total
9	1	0	0	10
90%	10%	0%	0%	100%

Table 08: Encouraging students to read
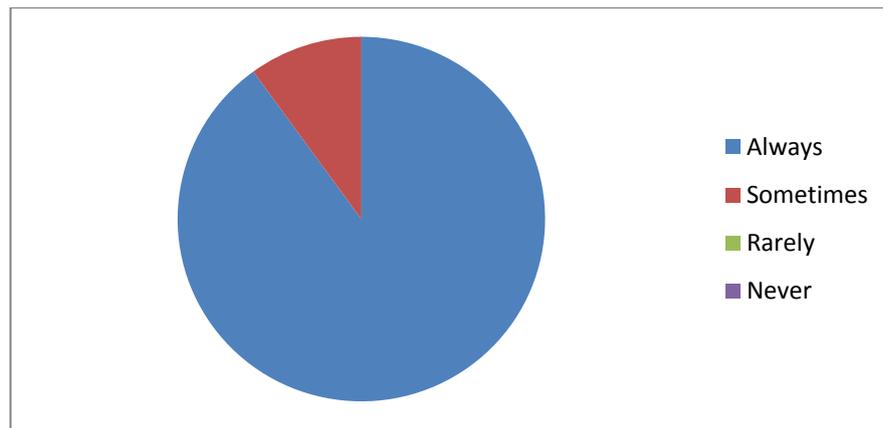
Figure 08: Encouraging students to read

About the fact that teachers encourage their students to read, we asked them how often they did so. (90%) of them said that they always did, and (10%) answered sometimes.

Question Nine: How do you consider your students' attitudes toward their abilities to speak English?

Positive	Negative	Others	Total
6	0	4	10
60%	0%	40%	100%

Table 09: Teachers' consideration about students' attitudes toward their abilities to speak
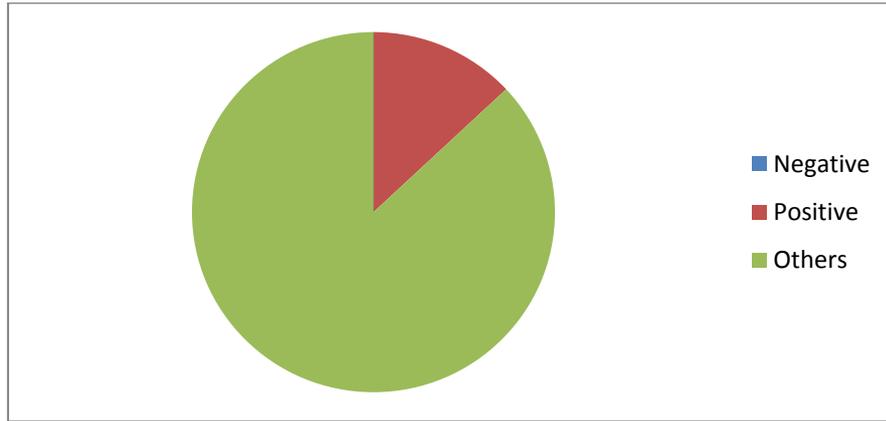
English

Figure 09: Teachers' consideration about students' attitudes toward their abilities

to speak English

In this question, we asked our teachers, based on their on their experience, about the students' feelings toward their abilities to speak English. Only (60%) said that it is positive. The other respondents (40%) said that it was difficult to precise whether it is positive or negative, because it is based on different criteria.

Question Ten: Do you think that reading is adequate for developing students' speaking skill?

Yes	No	Total
10	0	10
10%	0%	100%

Table 10: Teachers' opinions about the role of reading in enhancing students'
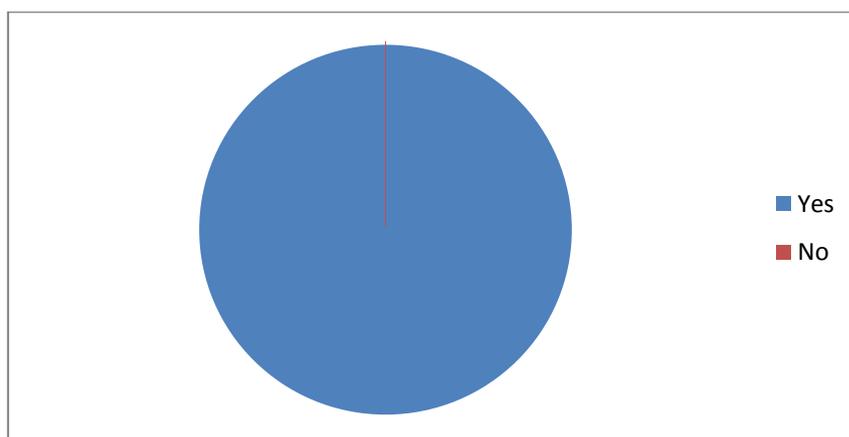
speaking skills

Figure 10: Teachers' opinions about the role of reading in enhancing students' speaking skills

For the last question, we intended to know the teachers' opinions about the effectiveness of reading in developing students' speaking skill. All the participants (100%) agreed that reading is an effective method for enhancing students' speaking performance.

1.3 Discussion of the results

The participating teachers are noticeably well aware of the importance of reading in enhancing learners' speaking proficiency. We notice from the teachers' questionnaire that a large number of their responses were quite positive, in the sense that they strengthened more our ideas. We should mention that teacher's answers shed some light on an important point that they are not focusing only on one language skill in teaching, but rather they are focusing on the necessary materials and the appropriate methodology plus to the four language skills.

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2. Students' Questionnaire

For the students' questionnaire, we dealt with a sample of (40) students of third year from the English section at Mohamed Kheidher University of Biskra. The participants were from the same group. The students' ages ranged from twenty to twenty two. The reason behind choosing Third year students' to work with them is that they had enough time exposing to the language and practicing it with its for skills.

2.1 Description of the Questionnaire

The students' questionnaire is formed of (15) questions. They are divided into three sections. The first one is mainly about general information about the students; the second section involved questions about students' attitudes towards speaking inside the classroom. The third section is about the situation of reading among EFL learners.

2.2 The Results

Section One

Question one: How old are you?

Twenty years old	Twenty one years old	Twenty two years old	Total
25	12	3	40
62.5%	30%	7.5%	100%

Table 01: Students' age
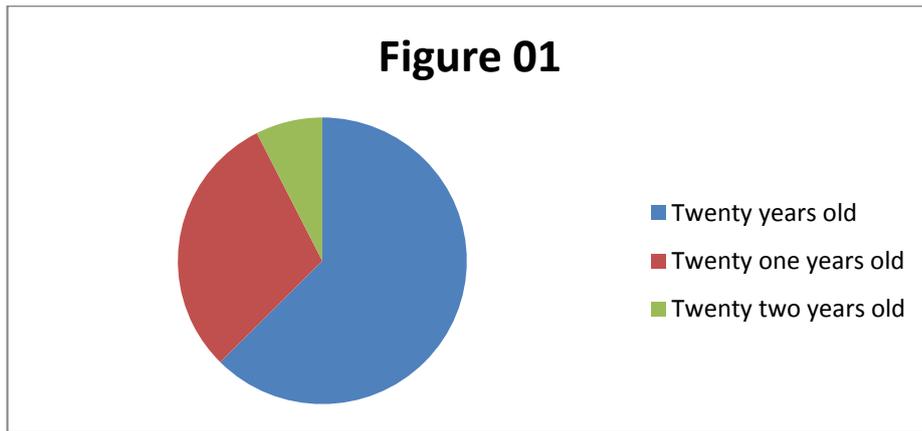
Figure 01: Students' age

We initiated the students' questionnaire by asking about students' age. The obtained results showed that the students aged between twenty and twenty two. The majority of them were twenty years old (62.5%), followed by the students who were aged twenty one (30%). Low rate was recorded for those who were twenty two (7.5%).

Question Two: How long have you been studying English?

10 years	11 years	12 years	Total
37	3	0	40
92.5%	7.5%	0%	100%

Table 02: Duration of studying English
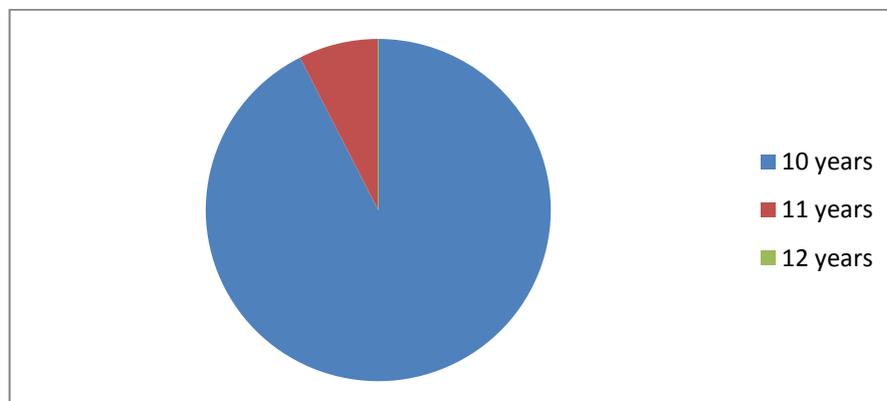
Figure 02: Duration of studying English

The majority of the students (92.5%) stated that they have been studying English for 10 years and it is the normal average. Those who have been studying English for 11 years (7.5%) are believed to have repeated one or two years previously in their academic journey.

Question Three: How do you consider your level in English?

Good	Average	Bad	I cannot precise	Total
10	9	6	15	40
25%	22.5%	15%	37.5%	100%

Table 03: Students' consideration of their level in English
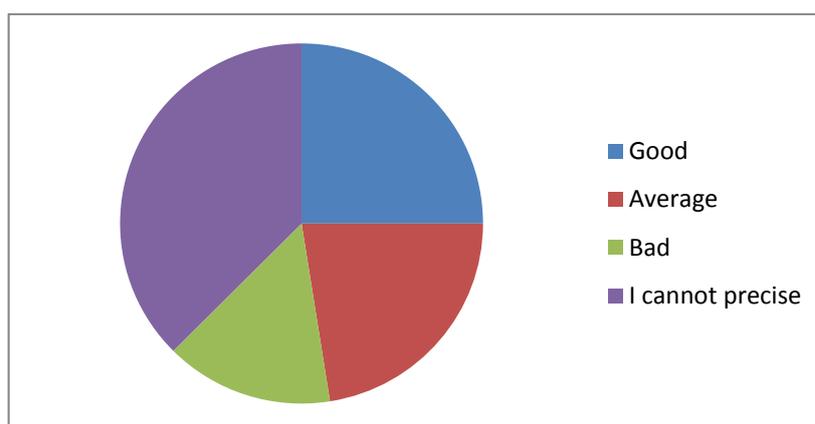
**Figure 03:** Students' consideration of their level in English

From this question, we observed that most of the students (37.5%) could not precise their level in English. While, the majority (25%) stated that their level is good and average (22.5%). Whereas, only (15%) admitted that their level is bad. Usually, students relate their levels with the scores which they obtain in written tests.

Section Two

Question four: Do you participate regularly in oral classes?

Yes	No	Total
27	13	40
67.5%	32.5%	100%

Table 04: Students' participation in oral classes
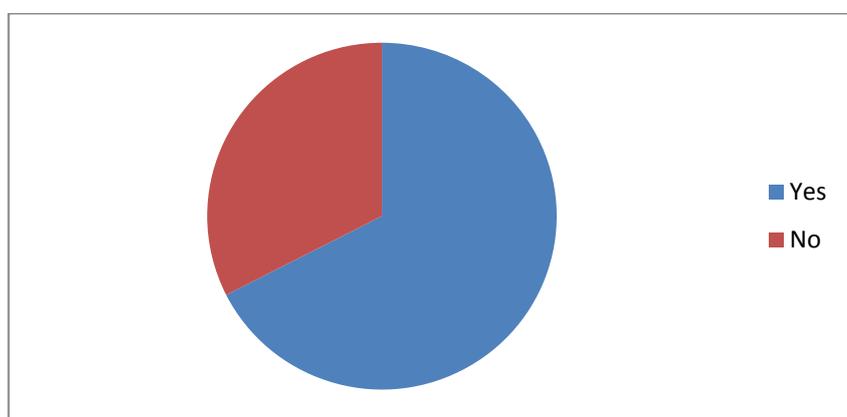
Figure 04: Students' participation in oral classes

We asked the students whether they participate or not in oral classes. (67.5%) of the students answered "Yes". Whereas, (32.5%) said that they do not participate in oral classes.

Question five: How much do you suffer from general weakness in English?

Not at all	A little	Very much	Total
0	35	5	10
0%	87.5%	12.5%	100%

Table 05: The degree of weakness that students suffer from in learning English

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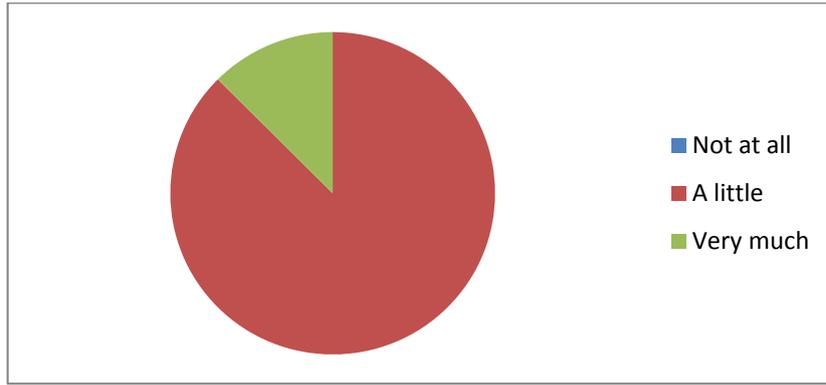
Figure 05: Students' weakness in learning English

We asked the students about the degree of weakness that they suffer from in learning English. Most of the students (87.5%) said that they suffer a little, others (12.5%) answered that they suffer very much, while none of the students said that s/he do not suffer at all.

Question six: Do you have negative attitudes towards speaking in front of all your classmates?

Yes	No	Total
21	19	40
52.5%	47.5%	100%

Table06: Students' attitudes towards speaking in front of all classmates
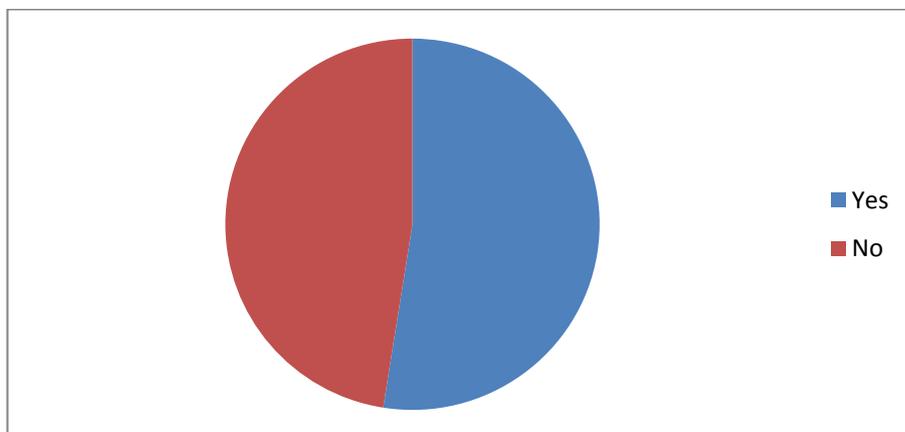
Figure 06: Students' attitudes towards speaking in front of all classmates

This question revealed that (52.5%) of the respondents have negative attitudes towards speaking in front of their classmates. (47.5%) of them said that they do not really face this problem.

Question seven: How do you feel when you are asked to give a presentation in front of other students?

Relaxed	Somehow stressed	I feel stressed and afraid	Total
12	19	09	40
30%	47.5%	22.5%	100%

Table07: Students' feelings when performing in front of other students
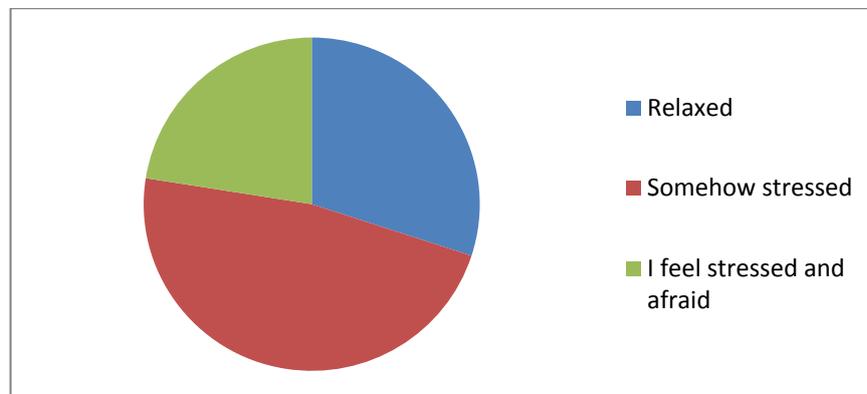
**Figure 07:** Students' feelings when performing in front of other students

From the results obtained in the table above, we noticed that most of the participants (47.5%) said that they feel somehow stressed when they are asked to give a presentation in front of other students. Beside (22.5%) of the students claimed that they feel very stressed an afraid. Finally (30%) of them said that they feel relaxed when they do so.

Question eight: Are able to communicate effectively what you want to deliver?

Yes	No	Total
22	18	40
55%	45%	100%

Table 08: Students' ability to communicate what they want to deliver
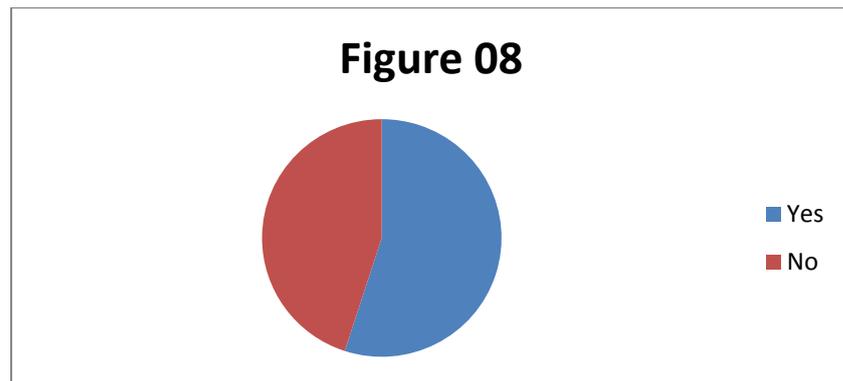
Figure 08: Students' ability to communicate what they want to deliver

As the results in the table shows, the majority (55%) of the respondents affirmed that they are able to communicate effectively what they want to deliver, against (45%) who said that they are not able to do so. When we asked those who answered "No" about the reason behind their inability, the most of them said that they cannot find the appropriate words to express themselves.

Section Three

Question nine: Do you like reading?

A lot	A little	Not at all	Total
27	10	03	40
67.5%	25%	7.5%	100%

Table 09: The desire of reading among students
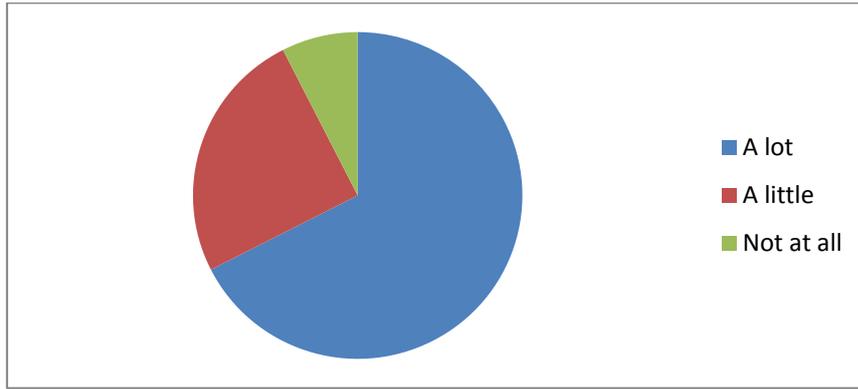
Figure 09: The desire of reading among students

When we asked the participants to what extent they like reading (67.5%) of them said that they like it a lot, whereas, (25%) report that they like it a little and (7.5%) answered that they do not like reading at all.

Question ten: How often do you read?

Frequently	Sometimes	Rarely	Total
10	25	5	40
25%	62.5%	12.5%	100%

Table 10: Frequency of reading among students
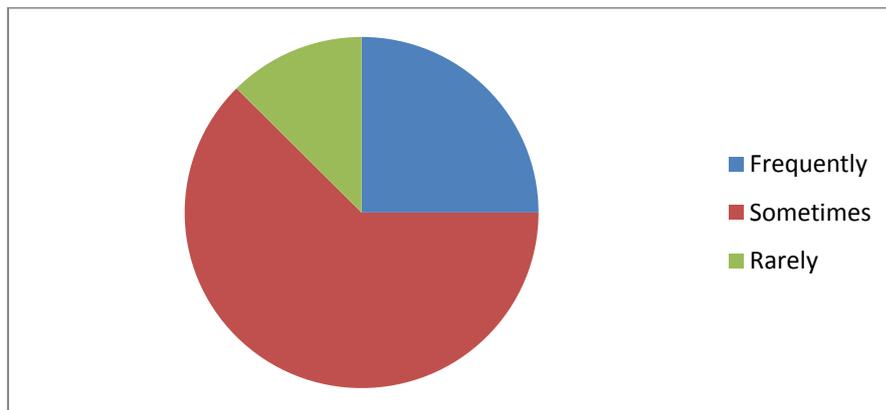
Figure 10: Frequency of reading among students

Then we asked the students about the frequency of their reading. (62.5%) said that they sometimes read, against (12.5%) who said that they rarely read. However, (25%) of the students frequently read.

Question eleven: Do you read for pleasure or for classroom assignments?

Reading for pleasure	Reading for classroom assignments	Total
7	4	40
17.5%	10%	100%

Table 11: Reasons of reading among EFL learners
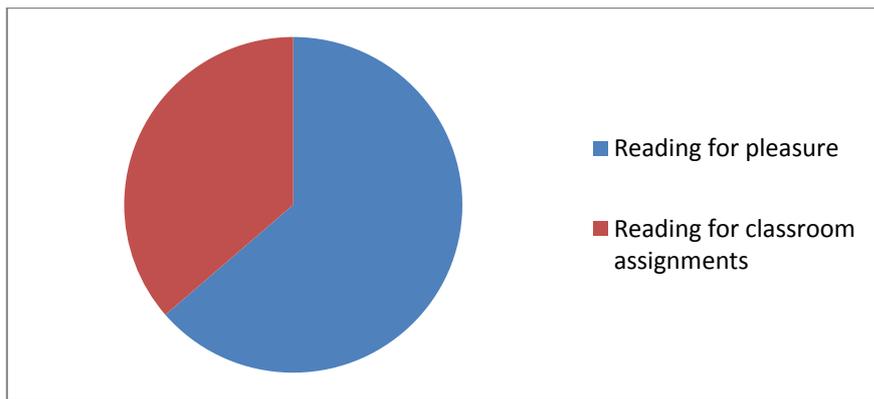
Figure 11: Reasons of reading among EFL learners

From this table, we noticed that only (27.5%) of students from the total number answered this question. (17.5%) of them said that they read for pleasure and (10%) read for classroom assignments.

Question twelve: Do you take effective notes when you read?

Yes	No	Total
28	12	40
70%	30%	100%

**Table 12:** Students taking notes when reading
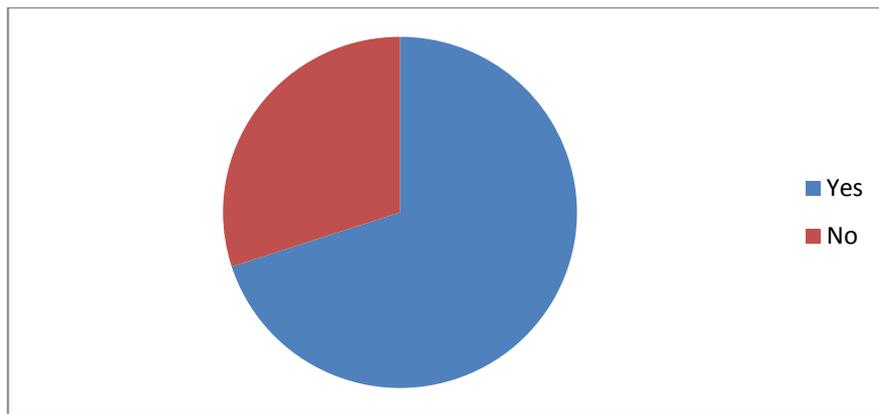
Figure 12: Students taking notes when reading

Most of the students (70%) affirmed that they take notes when they read. Against, (30%) who said that they do not do so. Those who answered "Yes" they explained that they take notes when reading; to check the dictionary for difficult words and to memorize wisdoms and proverbs.

Question thirteen: Do you think that reading can improve your English? How?

For the last question, we gave students the opportunity to give their opinions about the role of reading as a strategy to improve their English. The majority of third year English students affirmed that reading is the most effective method that gives them the chance to be exposed to the language for better learning achievement.

2.1.Discussion of the results

The different answers that students gave in this questionnaire do reveal about their attitudes towards the present study, particularly, reading in enhancing their oral performance in English as a foreign language. Moreover, their answers strengthened more the background ideas we developed in our study, mainly the role of reading in enhancing foreign language oral performance and allowed us to be somehow confident in the predictions of our hypotheses. If we consider again the answers of our respondents, we can say that their attitudes agree towards the significance of reading and the belief in their background knowledge of the language in boosting their level of achievement in oral performance.

To conclude, from the questionnaire results we found that students who read for different reasons have a powerful effect in influencing their level of oral achievement inside the classroom. Therefore, there is evidence to state that if learners of English read more, they would be more confident and positive about their own oral production.

Conclusion

The data we have collected from the questionnaire administered to third year LMD English students and some teachers at the English section let us investigate the great impact of reading on students' oral achievement. Thus, we can say that the results in both questionnaires are in the direction of our hypotheses, which can possibly be confirmed the correlation existed between reading and speaking.

The learners' questionnaire let us notice that reading can really increase the capacity of students' oral performance. In other words, it has been proved that there is a strong relationship between reading and foreign language learning success.

General conclusion

The aim of this research was to investigate the importance of reading in improving learners' speaking skill, in the department of English at Mohemed Kheidher university of Biskra.

Through analysing the impact of reading on learners' oral achievement and therefore on their success in general, our research findings shed light on its significance on learners' spoken language achievement. Moreover, the results show that reading is highly accepted by third year English students as an important factor in boosting their oral production. Also, we have observed that they are highly motivated towards reading, so the wise use of it in oral expression sessions should play an important role in preserving and developing this motivation and this interest.

Through this estimation of the data obtained, we end up saying that the image of foreign language learners about reading and their abilities in speaking English reflects the varied results in their academic oral achievement. Moreover, reading is one of the factors that cannot be neglected for its considerable help.

Thus, we end this dissertation by some recommendations that, we hope, will help learners as well as teachers in foreign language oral classroom.

- For learners to give importance to reading as an authentic source for foreign language learning and the frequency of reading English texts should be developed and some exposures to English discourses need to be considered.
- Teachers should pay EFL learners' attention towards the significance of reading in enhancing their speaking skills and they should embed reading activities in teaching oral courses.

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Appendices