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*The Importance of Classroom Reading in Enhancing EFL Learners’
Speaking Skill
Case of First Year LMD students at Biskra University*

A Dissertation submitted in partial fulfillment of the requirements for the Master Degree in
English (Science of language)

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DEDICATION

*In the name of Almighty “Allah” the most Gracious, the most Merciful and the most
Compassionate*

*I dedicate this modest work to my precious treasure in the life my dearest parents, who
suffered to raised me up and who always are by my side in the hardest moments
encouraging and supporting me and who have made me the person I am now. Thanks for
all things you have done for me.*

To my dear grandmother “LUIZA”

To my dearest uncle “Houssine” and “Slimane”

To my dear brother “SAleh”.

To my lovely sisters “Luísa”, “Rahma”, “Houda”, “Ines” and “Jouhina”.

To all the numbers of my family “ABBA”.

*To the dearest, closest and the loveliest friends I ever had “Fatima”, “Fadhila”, “Sara”,
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Abstract

This study aims at investigating the importance of reading in enhancing EFL students' speaking' skill at Mohammad Khidher University of Biskra. According to the study we hypothesize that if the EFL learners have a frequent session for reading, then they will overcome their speaking' difficulties and they will be able to speak easily and fluently. We used two research tools, one questionnaire for the first year LMD students and another for teachers of English at the Department of Foreign Languages at Biskra University to identify and explore their attitudes and opinions about reading as method for enhancing speaking skill. Besides the questionnaires we deal with the descriptive method for collecting data in the theoretical part and we use the quantitative method for investigating the data collected. The aim behind this study is to show the effective role of reading in EFL classes in enhancing the students' speaking skill and in overcoming the obstacles they are confronting to be fluent in speaking. The results obtained from the analysis of the questionnaires of teachers and students indicate the efficiency of reading in helping EFL learners to overcome their speaking' problems that is why we suggest that teachers should devote an official session for reading in EFL classes in which they will overcome the reading problems and speaking' obstacles as well.

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General Introduction

English language currently becomes global and international. It is taught and learned in the entire world in schools and universities as second or foreign language. Learning English requires the mastery of the four skills: writing; listening; reading; speaking, this latter most of EFL students attempt strongly for improving it specially to chat and communicate.

Speaking is a tool for communication with others to express ideas and discuss the thoughts and opinions. So, without speech there is no communication. We have noticed that the most of EFL learners do not speak English in classroom 'environments that make the learner's oral level very low, this lack of speaking is due to the lack of reading. EFL students of Algerian schools and universities neglect the reading skill because they see it boring and that ignorance of this precious skill results in many speaking problems mainly in: the gathering vocabulary; spelling words correctly; the right pronunciation of words and patterns and other problems.

Reading is an essential skill for EFL learners, it is the most important skill to master in order to ensure success in learning English. Reading should be active and fluent in classes to provide the learners (readers) with confidence specially in producing spoken discourse.

This study is conducted to improve the role of reading session in classroom in developing the English-speaking skill. The more learners read, the more they will be able to produce speech appropriately.

1. Statement of the Problem

The main objective of learning a foreign language is being able to communicate; that is to say the ability to produce speech among people. We have observed that many Algerian EFL students face difficulties in speaking English because the learners of foreign language do not read. Most of universities neglect the reading skill specially in classroom. Reading is one of the most challenging tasks for the EFL teachers, it requires them to manage time and devote effort. Despite the reading can overcome many learners' problems like in spelling words and patterns; vocabulary and mainly to overcome the speaking issues; still the EFL teachers and learners are not aware of its importance in the development of oral skill. This study aims to enhance the EFL learners speaking proficiency based on the use of reading in classroom in oral expression

2. Significance of the study

Reading is the most important skill in L2 or FL learning and teaching. It boosts and enhances the other skills especially the speaking skill which is as a mean of communication among the EFL learners and teachers also it is the most difficult skill needs a lot of efforts to be improved. This research attempts to make EFL learners aware about the important role of reading in classrooms for the development of their abilities to speak correctly and without problems ; in addition to make EFL teachers design a frequent session for reading in which the teacher create a comfortable and enjoyable environment to motivate his learners to read at least inside the classroom to obtain as much benefits as they can from reading materials the teacher brings (as different types of texts, poems, dialogues ...) to enhance the speaking performance.

3. The Aims of Study

This study focuses on enhancing EFL learners' speaking performance through reading in classroom. The aim of the present study is to:

1. Make the EFL learners aware about the importance of both speaking and reading skill.
2. Motivate the EFL learners to employ reading to overcome their speaking' problems.

4. Research Questions

In this study, the following questions are addressed:

1. How could reading in classroom develop the EFL learners' speaking skill?

5. Research Hypotheses

In this study, we suppose that if the EFL learners have time for reading frequently in classroom, then they will be able to speak English without difficulties.

6. Research Methodology

In this research, we intend to follow the descriptive method to gather data at Biskra Mohammad khidher University at the English department, besides to the quantitative method for investigation. We will use a questionnaire to collect information and opinions of both teachers and learners.

6. 2. Population

The population that will be used in this current study is the first year LMD learners of English at Biskra Mohammad khider University, during the academic year 2016 / 2017, in addition to ten English teachers at the English department at Biskra University.

6.3. Sample

Since it is difficult to deal with the entire number of population, our sample will be composed of fifty EFL learners of the first year LMD, and ten English teachers. Both teachers and students' samples will be selected randomly.

6. 4. Research tools

For gathering the data needed to this study at Mohammad Khider University, we will use: **questionnaire** which will be delivered for both teachers and students of English at Mohammad khidher of Biskra University. The students' questionnaire deals with fifty (50) students are chosen randomly from first year LMD. Whereas The teachers' questionnaire deals with ten (10) English teachers are chosen randomly at the English Department of Biskra University.

6.5. Outline of the study

The research is divided into two parts: both of chapter one and two are considered to be the theoretical part; Whereas, the second part is about the field work of the study in which we will analyse the collected data. Firstly, chapter one is concerned with the

importance of reading in EFL classes; it will contain the definition of reading also deals with the teachers' role in the reading classroom moreover to the goals of reading and some strategies and stages of teaching reading in addition to the types of reading and its component. Secondly chapter two is about the role of reading in developing the EFL learners' speaking skill; it will contain the definition of speaking and its importance in addition to types of speaking and some problems of speaking also to some solution of speaking' problems that reading can solve. Finally, chapter three is the practical part of this study in which we will collect and analyse data.

Chapter One

The Importance of Reading in EFL Classes

Introduction

Reading is the most important skill in learning FL / L2 that is why the learners should have good English reading ability. The students have many texts to read for example the text books, if they are good readers they will be good in other skills (writing, speaking, listening...). In addition, they will acquire much information and knowledge about different topics and They will increase many follow – up reading such as discussions or home works activities and tasks; that is why the teachers of English should give a big attention to this essential skill. In this chapter, we will tackle some elements of reading such as definition of reading and some of reading strategies in addition to stages of reading also the main types of reading and its components.

1. Definition of Reading

Reading has numerous definitions according to the different perspectives and point views of the researchers. Generally, reading refers to the active process of interpreting and understanding of information and the author's messages from a written material. So, Grabe and Stoller (2002: 9) said that reading is “the ability to draw meaning from the printed page and interpret this information appropriately”. Moreover, Pang et al (2003: 6) defined reading as “a complex activity that involves both perception and thought.” Whereas, Nuttall (1982) defined reading as a difficult activity and she categorized the definition in three groups: reading signifies sounding out letters and words/ reading means recognising words and their meanings/ reading makes sense of print (Nuttall, 1982). In addition,

Urquhart and Weir (1998:13) said:

We all know what reading is. and many of us have suffered, at some time or the other, from the type of bore who stops any argument or discussion with ' Ah, it depends on what you mean by ...So, it is with some reluctance that we begin this part with an attempt to define reading, to say what we mean, by the term. Our excuse is that people do use the term in different ways, and that while this may be permissible when everybody is conscious of the difference, on occasions it can cause real confusion and difficulty.

Other specialists defined reading according to two views the process of reading and the others focus on the result of that process which is product. On one hand, reading as process is defined as decoding process, according to Spink (1989) the reading process involves the perception of words, the comprehension of a text, a reaction to what is read and a fusion of old and new ideas. On the other hand, reading as product is defined as the process of constructing meaning from written text.

1.1. Reading Comprehension

Comprehension according to Merriam Webster dictionary is the ability to understand, also, it means constructing meaning from words. Whereas, Tankersky (2003) sees that comprehension is process in which reader filter understanding through the lens of their motivation, knowledge, cognitive abilities and experiences. In another view, of Snow (2002: 7), reading comprehension is “the process of simultaneously, extracting and constructing meaning through interaction, and involvement with written language. It consists of three elements: the reader, the text and the activity or purpose for reading”.

Pang et al (2003) also described reading comprehension as an active process a reader made to construct meaning from a text. This process which consists of using an interaction between a prior knowledge, and drawing inferences from the different words and expressions the writer uses in order to comprehend information, ideas and viewpoints.

1.2. Causes of Poor Reading

Alderson 1984 attributed poor reading in FL / L2 to four causes:

a. Poor reading ability in the L1: poor reading ability in the native language L1 impact negatively on the reading fluency in the FL that the students aim to learn; so that, if the students cannot read in thier own language, they will not be able to read in another one and they will face many reading problems such as: recognizing and decoding alphabetical letters.

b. Insufficient knowledge of the FL: poor and insufficient knowledge about the L2 or FL influence badly on the learners' reading ability in FL such as: grammatical knowledge, linguistic and cultural knowledge. if the learners have sufficient knowledge about the FL that they are learning they will be able to read fluently and without reading difficulties.

C. Incorrect using of strategies for reading in FL: the misuse of reading strategies in FL may impact on the development of the learners' reading abilities. Those strategies are important for facilitating the understanding of the text and if they are used incorrectly they will not be helpful for the learners.

d. Using L1 reading strategies for reading in FL / L2: the use of L1 reading strategies for reading in FL is may not be helpful to the learners and it may prevent their reading abilities and fluency to progress because the texts in L1 are different from the texts in FL in structure, form and meaning; so that, we cannot use the L1 reading strategies to read in FL.

1.3. Effective Readers

According to Wassman and Rinsky (1993) an effective reader needs an understanding of the reading process and an understanding of how to go about reading different types of printed information, there are many factors that help the FL and L2 learners to become effective readers for example:

- Organise for reading and study.
- Improve the concentration.
- Maintain confidence.

Tankersky (2003) says:

Effective readers have a purpose for reading, and use their background knowledge and experiences to relate to the text: readers don't comprehend unless they draw connections between what they read and their background knowledge.

1.4. The Teacher' role in the Reading Classroom

The teachers in the classroom environment play different roles in EFL teaching. They are: guiders, facilitators, motivators, coaches, evaluators, models and also language trainers, they should train their learners to determine their goals and choose the suitable

strategy to use for reading texts. As Brindly (1994) argued that the teachers are responsible for the development of reading and particularly the development of active and critical readers. Moreover, Clarke and Sillberstein (1994: 10) says “it becomes the responsibility of the teacher to train students to determine their own goals and strategies for particular reading ...to encourage students to take risk, to guess, to ignore their impulses to be always correct”.

2. Goals of reading

Almost of EFL learners read for many reasons not only for enjoyment but also to get the information. Reading is the only skill which the learners consider it as a reference or source to answer their questions about the language. That is why, Williams (1984: 13) suggests some reasons why should the language learners read in a foreign language:

- Learners can practice to reuse it in other skills such as speaking and writing.
- Learners can have further practice in the language that they have learned.

Krashen & Terrell (1983) says that reading may contribute significantly to competence in a second language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills (Krashen & Terrell,1983. p. 131). While, Hedge (2003) claims learners’ goals in a reading process as:

- The ability to read a wide range of texts in English.
- Building a knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt reading style according to reading purpose (skimming, scanning).

- Developing an awareness of the structure written texts in English.
- Taking a critical stance to the contexts of the texts.
- Reading will add to the learners' conversational performance.
- Reading will help learners decipher new words that they need for conversation.
- Through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop.

These components which are required through reading are all necessary for developing speaking skill. Reading provides the EFL students with the information and the knowledge they need to reinforce their abilities; so, the learners reuse this knowledge obtained from the reading texts to present and perform well in the different skills specially speaking and writing.

3. Types of reading

There are two main types of reading which the first is extensive reading, this type is considered as non-academic reading, the readers can read whatever they want and wherever they are. In contrary, the second type which is intensive reading, the readers read what their teacher provides them, the reader should be very aware about every single detail in the given text.

3.1. Extensive reading

Extensive reading has different definitions for instance Palmer (1964) described the extensive reading as “rapidity reading books after books”; Whereas Aebersold and Field

(1997) made a focus on reading for quantity and overall meaning with students' choice and their role in raising the ability of improving their ability of reading. In addition, Hafiz and Tudor (1989) said:

The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 material will, in the long run, produce a beneficial effect on the learners' command of the L2.

Extensive reading is very helpful for EFL learners because they can read according to their choices, they read not only to enjoy but also to improve other skills (speaking, listening, writing...) and specially to improve reading comprehension and reading fluency.

3.2. Intensive reading

Intensive reading is considered to be a classroom activity in which the teacher brings a reading material (text) and he not just explain its meaning but also, he is aware about every other detail for example the grammar and the structure in the text. According to Palmer (1921) intensive reading is "to take a text, study it line by line, referring at every moment to our dictionary and our grammar, comparing, analysing, translating, and retaining every expression that it contains". Whereas, Brown (1989) said that intensive reading "calls attention to grammatical forms, discourse markers, implications, rhetorical relationships, and the like".

Intensive reading is an essential activity in EFL classes because this activity is guided by a teacher who plays many roles in his class, this teacher explains every detail for the learners not only the meaning of text but also the grammar and structure using in

it. Palmer (1964) concluded that both types of the reading are important and they complete each other, because the main goal of reading is to comprehend the printed texts.

4. Strategies and Stages of Reading

Teachers have very essential role to improve reading skills of their EFL students in order to help them in improving other language skills, they can employ some stages and strategies within a reading classroom.

4.1. Definition of Reading Strategies

There are many views about FL and reading strategies according to the various perspectives of researchers; Reading strategies is commonly defined as the cognitive operations involves when the readers approach a text effectively and understand of what they have read. In addition, Singhal (2001: 1) refers to reading strategies as “processes used by learners to enhance reading and overcome comprehension failure”. Whereas, Block (1986) said that reading strategies are a set of methods and techniques used by readers, so that they can achieve success in reading. In addition, Cohen (1989) defined reading strategies as mental process chosen by the reader consciously in order to achieve certain reading tasks. Moreover, (Mcnamara, 2007. p. 6) claims that reading strategies refer to the different cognitive and behavioural actions readers use, under the purpose of achieving comprehension in reading. Furthermore, Garner (1987) defines Reading Strategies as the action of actions used in order to construct meaning.

Reading strategies are important for EFL learners because those strategies can not only facilitate the process of understanding and comprehending the printed text but also, they help the students to overcome the reading difficulties and problems.

4.2. Some Reading Strategies

Oxford (1990) has suggested six reading strategies from learning strategies, these strategies are very easy to be taught and very useful ones they are: predicting, skimming, scanning, inferring, guessing the meaning of unfamiliar words and self-monitoring.

- a. **Predicting:** it is considered to be one of the most essential technique to improve the learners' comprehension of a text and help them to set purposes and goals for their reading; Smith (1988) claimed that predicting is the core of reading comprehension.
- b. **Skimming:** it is defined as glancing quickly through written materials to get an overview about the context; according to Williams (1984: 96) says that "the reader goes through the text extremely quickly, merely dipping into it or sampling it at various points". Skimming is reading for gist, it is a type of rapid reading which is used when the reader wants to get the main idea or ideas from a passage (Richards et al, 1992).
- c. **Scanning:** refers to reading selectively; to scan is to read rapidly in order to look for particular ideas, answers and information, it is used when the readers want to locate a particular piece of information without necessarily understanding the rest of a text. Also, scanning requires a quick glance to the text as Nuttall (1998) states that scanning is "glancing rapidly through a text wither to search for a specific

piece of information to get an initial impression of whether the text is suitable for a given purposes”.

d. Inferring: it refers to reading between the lines, students need to use their own knowledge with information from the reading material to draw their own conclusion; Beer (2003) defines it as “the ability to connect what is in the text with what is in the mind to create an educated guess” (Beer, 2003). Knowing how to make inference is very important technique that is why Kristin et al (2009) suggested that inferencing includes some subskills such as:

- Pronoun references (to what refer the pronoun).
- Form hypotheses about what is coming next in the text.
- Guess the meanings of the unknown words, phrases and expressions.
- Form impressions about the characters and behaviours in the text.
- Understand cause – effect relationships of the text.
- Draw background knowledge about the text.

e. Guessing the meaning of unfamiliar words: it refers to understand the difficult words through guessing their meaning from the text and without checking the dictionaries; Smith (1971) asserted that the best way to identify unfamiliar words is to draw inferences from the text rather than checking a dictionary.

f. Self-monitoring: it refers to the awareness of employing strategies when dealing with a reading materials; EFL researchers saw that the proficient and the fluent readers are more aware to use strategies when they are reading in English language.

4.3. Taxonomies of Reading Strategies

Urquhart and Weir (1998: 90) summarized the taxonomies of reading strategies:

The Researchers	The list strategies
Davies (1968)	<ul style="list-style-type: none"> - Identifying word meaning - Drawing inferences. - Identifying writer's technique and recognizing the mood of the text. - Finding answers to question.
Lunzer et al. (1979)	<ul style="list-style-type: none"> - Word meaning. - Words in context. - Literal comprehension. - Drawing inferences from single strings. - Interpretation of metaphor. - Finding salient or main ideas. - Forming judgements.
Munby (1987)	<ul style="list-style-type: none"> - Recognizing the script of a language. - Deducing the meaning and use of unfamiliar lexical items. - Understanding explicitly stated information. - Understanding information when not explicitly stated. - Understanding conceptual meaning. - Understanding the communicative value of sentences. - Understanding relations within the sentence. - Understanding relations between parts of texts through lexical cohesion devices. - Interpreting text by going outside it. - Recognizing indicators in discourse. - Identifying the main point of information in discourse. - Distinguishing the main idea from detail. - Extracting salient points to summarize. - Selective extraction of relevant points from text. - Basic inference skills / skimming / scanning. - Transcoding information in the diagrammatic display.
Grabe (1991)	<ul style="list-style-type: none"> - Automatic recognition skills. - Vocabulary and structural knowledge. - Formal discourse structure knowledge. - Content / world background knowledge. - Synthesis and evaluation. - Metacognitive knowledge and skills monitoring.

Table 1: Taxonomies of strategies of reading (Urquhart and Weir, 1998, p. 90)

From the table above, we observed that many researchers suggested some common strategies for reading in order to help the EFL students to comprehend the printed text easily specially to facilitate the understanding of the text' meaning from its context without using dictionaries.

5. Stages of Reading

There are three main stages of reading that the teachers should provide in their classrooms to help their learners understand better the tackled text and those stages are: pre - reading stage, while – reading stage and post – reading stage. Those stages are very necessary when teaching any kind of texts, they make the students comprehend and understand easily the reading material. Each of these stages has its own characteristics and they are all related to each other.

5.1. Pre – reading stage

Teachers try always to make their EFL learners comprehend and understand the text they are reading without checking meaning of single word also without returning to dictionaries, in addition teachers should use this stage in building the learners' confidence also for creating security of their students before tackling and reading a text.

The pre – reading stage involves some important activities such as:

- Activate prior knowledge.
- Set a purpose and identify the authors (purposes, audience).
- Preview (formulation hypotheses, use titles, headings, illustrations).
- Pose questions and make predictions.

- Get an idea of texts' organisation genre and vocabulary review.
- Skimming and scanning.
- Mind mapping and brainstorming.

5.2. During – reading stage

In this stage, if the teachers help their EFL learners to look for specific clues and keys words in the text to extract the author's meaning and purpose for communicating; in during reading stage, students will strengthen their abilities, skills and fluency as readers moreover it will help them to be encouraged to think critically and to increase their comprehension and easy retention.

During – reading stage involves some activities such as:

- Read silently / Re -read / Read aloud.
- Check predictions and clarify; verify comprehension.
- Monitor and adjust comprehension.
- Analysing, guessing and finding answers.
- Word association and grouping.
- Use context clues: pictures, semantic, syntactic.
- Use phonetic cues: sound patterns, affixes, word roots, word division.
- Use dictionary.

5.3. Post – reading stage

Post reading stage refers to the students after they finish reading the text and checking their comprehension and retention of the information and knowledge in the text

that they have tackled, teachers should employ this last stage of reading to test their learners understanding about the contents of the text.

Post – reading stage involves some activities such as:

- Summarizing / Paraphrasing /Note taking.
- Reflect on what has been learned.
- Find relationships / Mapping.
- Seek feedback.
- Interpret text.
- Make connections.
- Confirm predictions.
- Journal

❖ Tamppkins suggested that there are five stages to reading process they are summarized in the table below:

Steps	Use strategies to help students to	The Goal is to
Pre-reading	<ul style="list-style-type: none"> - Set purposes. - Connect to past personal experiences. - Connect to prior literary experiences. - Connect to thematic units or special interests. - Make predictions. - Preview the text. - Consult the index to locate information. 	Build connections and make text more comprehensible.
Reading	<ul style="list-style-type: none"> - Make predictions. - Apply skills and strategies. - Read independently, with a partner, using shared reading or guided reading; or listen to the text read aloud. - Read the illustrations, charts, and diagrams. - Read the entire text from beginning to end. - Read one or more section of text to learn specific information. - Take notes. 	Encourage students initiated reading.
Responding	<ul style="list-style-type: none"> - Write in a reading log. - Participate in a grand conversation or instructional. 	Encourage self-regulatory actions that can be used to facilitate comprehension.
Exploring	<ul style="list-style-type: none"> - Re-read and think more deeply about the text. - Make connections with personal experiences. - Make connections with other literary experiences. - Examine the author's craft. - Identify memorable quotes. - Learn new vocabulary words. - Participate in mini- lessons on reading procedures, concepts, strategies, and skill. 	Allow the reader to personalize learning and deepen understanding.
Applying	<ul style="list-style-type: none"> - Construct projects. - Use information in thematic units. - Connect with related books. - Reflect on their interpretation. - Value the reading experience. 	Help students integrate learning into their own schema.

Table 2: Stages of reading (Adapted from: Literacy 21st century: A Balanced Approach My education lab (2008).

From the table above, and according to Tampkins we noticed that teachers use and employ some specific stages which may be useful in EFL classes in order to enhance the learners' reading abilities and reading fluency.

1. Components of reading

Reading has five components that can help and provide the EFL learners with the knowledge and the information whenever they will need. Those components are as benefits from reading that help students to develop their skills, particularly speaking abilities. So that, the EFL students are obliged to read in classroom and deal with those components for overcoming such difficulties that hinder them to speak. A recent work research completed identified those five components needed to be considered in teaching reading.

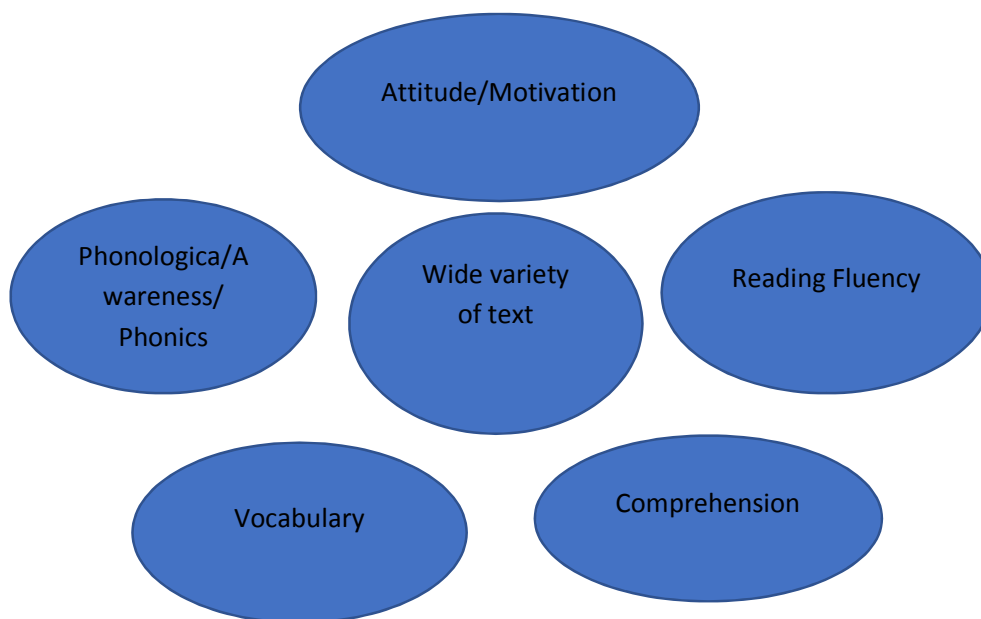


Figure 1: components of reading (Adapted from: Professional Development Service for Teachers. (PDST). A Research Report reported on 15, 2012.p. 2).

6.1. Motivation: Refers to the learner's willingness and eagerness to read. Motivated readers require a safe, supportive classroom environment in which the physical aspects and culture encourage opportunities to use and combine printed material, spoken, visual and digital texts. the students feel confident in taking risks, in sharing texts and in answering openly to texts and in working collaboratively with each other.

6.2. Reading fluency: is the ability to read aloud with words and expressions and it is the understanding of the author's message.

According to Mc kema and stahl (2009) claimed three keys components of:

- ✓ **Accurate words recognition:** to improve reading fluency learners be reading at their instructional level.
- ✓ **Automaticity:** is the ability to read without conscious and decoding easily to comprehend and understand the text.
- ✓ **Rhythm and intonation:** refers to the students' ability to read with some sort of inflection and the ability to use the intonation and rhythm correctly while reading.

6.3. Comprehension: the ultimate objective of reading is comprehension or the reconstruction of meaning.

6.4. Vocabulary: Mehigan (2009: 183-196) suggested "learning, as a language based activity, is fundamentally and profoundly dependent on vocabulary knowledge – knowledge of words and words meaning".

There is strong correlation between vocabulary and reading comprehension because when the learners know the meanings of vocabulary in a text, they will be able to comprehend all the text.

6.5. Phonological /awareness/ phonics

a. Phonological awareness: is referred to the ability of students to recognise and manipulate the sounds of spoken words.

b. Phonics: refer to the combination of letters in written language and phonemes (sounds) in spoken one to use these correspondences to read and spell.

Components of reading are very helpful to overcome not only problems of reading but also, they are as benefits the students gain and reuse them to be able to speak correctly and without problems.

Conclusion

Reading is the key tool for EFL learners to develop and improve any skill; Furthermore, it is the most helpful skill to overcome any weaknesses, difficulties and problems the learners face in the language. In this chapter, we tackled some information about reading skill for instance the definition of reading, its types and some of its strategies also the components of reading.

Chapter two

The Role of Reading in Developing EFL Learners' Speaking Skill

Introduction

Speaking skill is considered to be one of the four macro skills which are necessary for effective communication and interaction among people in any language. In addition, in the present time speaking is an essential pillar in teaching and learning foreign languages and as English becomes the language number one in the entire world also it is the language of professional communication in various spheres of life, almost of EFL learners prefer to develop their speaking skill more than others; however, they face a lot of obstacles and problems which prevent them when they are performing or speaking English.

This chapter contains the definition of speaking and its importance; in addition, to the types of speaking. Moving to some speaking' problems which the EFL learners are facing also which hinder their speaking; moreover, we will deal with reading as a method or solutions that may help the students to overcome these problems.

1. Definition of Speaking

The main aim behind learning a foreign language is to be able to speak and communicate with it, wherever the speaker is and whenever he wants. Speaking is an active and a productive skill, so in order to be able to communicate in different positions and situations we have to produce and construct an oral language to transmit a message. According to Cora and knight, (2000: 261) speaking is an act of performing and producing the oral language to convey a message in different situation and in appropriate context.

Moreover Kayi (2006:1) declares that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in variety of context; Also, Clark and Clark (1977:233) affirm that speaking is fundamentally instrumental act. In addition to another definition of speaking in which Nunan (2003) asserts that “speaking is a productive aural / oral skill and it consists of producing systematic verbal utterances to convey meaning. Besides that, O’Malley (1996:59) states that speaking means negotiating intended meanings and adjusting one’s speech to produce the desired on the listener. Whereas Widdowson (1984: 58) says that communication through speaking is performed face to face interaction and occurs as part dialogue or other form of verbal exchange.

In another view of Harris (1974:81) claims that speaking is a complex skill requiring the simultaneous use of number of different abilities which often develop at different rates. He also states six components of speaking ability which they are: pronunciation, including the segmental features vowels and consonants and the stress and intonation patterns; grammar; vocabulary; fluency, the ease and speed of the flow of speech; comprehension.

From the definitions above speaking is an activity in which the speaker can express his thoughts and share his ideas in order to exchange information; so, the audience obtain easily the message which the speaker wants to transmit.

1.2. Speaking fluency and Accuracy

Speaking fluency: is when the speaker is able to speak with a rapidity and naturally with clear connection and flow of ideas also without any difficulties that may prevent him to stop speaking. According to Crystal and Varley (1993) speaking fluency “ease and

rapidity of speaking a continuous flow with little hesitation, and a good command of grammar and vocabulary". (Crystal and Varley, p.189).

Speaking fluency is divided into two types: the first one is higher order of fluency whereas the second type is lower order of fluency.

- **Higher order of fluency:** refers to overall oral proficiency such as a good grammar and vocabulary.
- **Lower order of fluency:** refers to the ability to produce speech effortlessly and smoothly and can be characterized by various features for example: speech rate, articulation rate, number and length of pause and repeats and hesitations.

Accuracy: this is the use of correct forms, where utterances do not contain errors affecting the phonological, syntactic, semantic and discourse features of a language (Byrne, 1986).

1.3. The Importance of Speaking

English is the most needed language all around the world in economic, sport, tourism and education. Learning English is not only to master the written language but also to master speaking one. Speaking is the most important skill that EFL learners wish strongly to improve, although the many difficulties they are facing. They have been seeing it as an essential mean of communication, contact and interaction among them. According to Lawtie (2007) speaking is fundamental to human communication. Whereas, Nunan (1991: 39) said:

To most people, mastering the art of speaking is the single most important Factors of learning a second or foreign language and success is measure items of the ability to carry out a conversation in the language.

Moreover Hemerka (2009) states three necessary elements that the EFL students need to enable them speak a good English:

- **Structural View:** this element concerning with how a language become acceptable in pronunciation, grammatical and lexical aspects; so that, the utterances of speaker can be understood by others.
- **Functional View:** this element is related to how the form of language is used in communicative way.
- **Relating Forms to Meanings:** this element in order to teach a language, a teacher has to make a balance between the structural and functional views.

Speaking is very necessary and important skill in learning and teaching a second or foreign language and if the EFL learners master it, then they will able to communicate, negotiate, share, converse and express their thoughts and ideas easily and comfortably.

2. Types of Speaking

There are two types of speaking: formal speaking and informal one; as it is known, formal speaking is used in academic and official situations also in learning and teaching process for instance the speaking between teacher with students. Whereas, the informal speaking is the everyday language used among family and friends. According to Tillit and Bruder, (1993: vii) argued that formal and informal speech are differentiated in two basic ways: style and content, formal speech is characterized by embedding and a tendency

toward more complete sentences as opposed to fragment. Informal speech is characterized stylistically by omission, elisions, reductions and sometime, a faster speaking rate.

In any language, people use to communicate the two types of speech: formal or informal speaking. Formal speaking is the one used in professional setting and official places in which the speaker respects the language' rules and uses specific vocabulary. Furthermore, informal speech is to speak with those who you know well using non-academic language, simple, understandable and easy vocabulary.

3. Problems of Speaking

Almost of EFL learners face many difficulties and obstacles in speaking English. The EFL students consider English as a main tool for their communication not only with the teacher inside the classroom but also to communicate with foreign people like the English native speakers; so that, the learners assert some main problems that they are facing while speaking English especially when they confront an audience for example: lack in pronunciation and vocabulary also to some psychological problems like anxiety, shyness and the lack of confidence. Speaking English needs a lot of hard work and practice for obtaining the language and speaking it easily and without barriers.

3.1. Psychological problems

There are a lot of difficulties that the EFL learners confront in learning a second language especially the psychological problems which are the hardest obstacle to be overcome they prevent and stop the students to speak and express their ideas and share their opinions freely, these issues are related with the learners' psychology, nervousness and fear to make mistakes when speaking facing others.

a. Anxiety

Anxiety is severe psychological problem which the EFL learners confront. It is as barrier that prevent the students to develop their skills especially hinder them to speak. they feel anxious and afraid of making language mistakes in performing orally and facing an audience. According to Javed (2013) anxiety is a natural psychological aspect which contains the feeling of fear which sometimes cannot be controlled (Javed et al., 2013). Whereas, Scovel (1978:134) defined anxiety as “associated with feeling of uneasiness, frustration, self – doubt, apprehension or worry” (cited in Brown 2000: 151). Moreover Nascente (2001) assert that “among other affective variables, anxiety stands out as one of the main blocking factors for effective language learning”.

Anxiety has very huge impact on the students of foreign languages, especially when it comes to speak, the feeling of fear of making mistakes controls most of the learners; so that, this feeling leads them to mispronounce words, to use incorrect grammar rules also to feel uncomfortable and do not feel confident on their hidden abilities.

b. Shyness

Shyness is one the psychological issues that works as a barrier in oral performances. According to Baldwin (2001) “speaking in front of people is a kind phobias, that student’s shyness makes their minds go blanks ignoring their thoughts and ideas or they will forget what they will say”. So that, this shyness makes the students do not advance in learning foreign language and especially it prevents them

to speak because they forget about all they know and they feel like that their minds are empty.

c. Lack of self esteem

Self-esteem has an essential role in the students' success and if the learners' self-esteem is low they will impact their confidence and affect in negative way their spoken language. It is considered to be one of psychological issues that prevent students to speak easily. So that Jamila (2014) asserts that self-esteem becomes one of big challenges for students to deal with their speaking performance mostly faced by adult students in university level (Jamila, 2014). While Krashen (1982) argued that the student with high self-esteem will be in secure place and become successful in learning a language.

d. Absence of motivation

Motivation is regarded as an important factor to learn a foreign language and succeed in it. It is also defined as the learners' desire to learn a second or foreign language. Harmer (2000) argued that motivation is "it includes factors such as; the need of exploration; activity; stimulation new knowledge and ego enhancement" (Brown,2000, in Harmer, 2000:51). Moreover, Littlewood (1984: 53) affirms that "motivation is the crucial force which determines whether a learner embarks in a task at all, how much energy he devotes to it, and how long he preserves". Lack of motivation impact negatively on the learners' achievement and affect especially speaking skill and the teachers have to be aware about motivating and encouraging their students inside the classroom and they have to try to arise their ambitions towards improving their speaking skill.

e. Lack of self-confidence

Almost of EFL learners suffer to make themselves confident to what they are producing orally. Most of them prefer to maintain silent in EFL classes they keep their ideas, opinions and thoughts in their minds and this is due to the lack of their self-confidence that prevent them to share what they have in their minds, so that they will have doubt about their own abilities to produce a speech; furthermore, the students do not have a self-confident to speak facing their classmates, that fear of making speaking' mistakes control and stop them to speak.

3.2. Linguistic problems

As the psychological issues hinder the EFL students to speak also the linguistic problems impact negatively on the development of speaking performance of the learners.

a. Lack in Vocabulary

The knowledge of vocabulary has very interesting role in developing all of the four skills and the majority of researchers argued that vocabulary is the most reason of students' lack comprehension. It determines the extent the EFL learners mastering the language. the lack of vocabulary hinders the learning and teaching process of the EFL learners, if they have not a good amount of vocabulary they will not able to speak, write and read. According to Allen (1983, p.5) said that "lexical problems frequently interfere with communication, communication breaks down when people do not use the right words". Whereas Thornbury (2002) argued that "without grammar very little can be conveyed and without vocabulary nothing can be conveyed". (Thornbury,2002). In addition to, Ur (1996: 121) claims that "... you often hear learners complain that they

cannot think of anything to say; that have no motivate to express themselves beyond that they should be speaking”. That means that because the lack of vocabulary, learners have nothing to talk; and they are demotivated to speak in foreign language. Moreover Ur (1996) declares that “vocabulary is the only instrument on which we can construct a speech” (Ur, 1996:120).

If the EFL learners master vocabulary as a first step for speaking English they will be able to produce and understand as much utterances and expressions as they want.

b. Lack in Pronunciation

The pronunciation is an important element to speak good. If the EFL learners cannot pronounce well or mispronounce a word then that it can impact the meaning of word and make the hearer suffer to understand the message transmitted from the speaker and that mispronouncing of words also will make the speaker afraid to make mistakes and he may lose his self-confident so that he will not speak. Hornby (1995:928) claims that pronunciation is the way in which a language is spoken, the way in which a word is pronounced, the way a person speaks the words of language. Whereas Ozkan, Bada and Genc (2011:122) claim that “in speaking, they compete with limited time to recall words, and also take of their pronunciation, speaking is often dealt with pronunciation level”. The pronunciation’ problems like: misplacing the stress or changing sounds and intonation can impact negatively on the learners’ speaking performance.

c. Grammar Use

Grammar has an essential role in the process of learning foreign language. Grammar enables the learners to know how to use tenses and how to arrange words in

a sentence in addition to how to form adjectives, adverbs, nouns and even their functions in the sentences. If the EFL learners do not know and read about grammar and they do not learn it that it can impact negatively on their speaking skill they will not be able to continue a conversation. Davies and Pearse (2000:82) state that “many people do not like speaking in front of large groups of people. This is especially true in foreign language, because we may worry about producing utterances with many errors or oddities on them”.

4. Some solutions for speaking’ problems that reading can solve

Speaking fluently is a difficult skill to be improved by the EFL students. There are many barriers that stop them from conversing their thoughts, giving their opinions or discussing free topics. So, they may find in reading the method to solve their speaking’ problems also to provide them with the knowledge which they can use in their oral productions.

4.1. Reading Aloud

The Reading Aloud is to read a passage, expressions and phrases out loud; whereas, repeated reading is to read and reread passages many times. So, repeated reading aloud is the activity of reading out loud and repeatedly passages until reaching a desired reading speed. Whereas, repeated reading is a method to develop the EFL learners’ speaking skill; Samuel (1979) pointed out that through repeated reading the students may develop automaticity in recognizing words and free their attention for comprehension.

Repeated reading aloud is a tool for vocabulary improvement and also pronunciation it has many benefits for instance:

- **Sharpens the focus:** when the students read aloud, they are exercising the connection between their mind and their voice, so that they are unconsciously increasing their mental and verbal skills.
- **Increases vocabulary:** if the learners just read the words internally they only have the words in their heads however if they read them loudly they may not only understand better the meaning of words but also, they will memorize them through repeating and using them while writing or speaking, so that the students add obtained words to be part of their vocabulary.
- **Greater comprehension:** reading aloud provides the students with the best internalising of the words so using them whenever the learner wants.
Furthermore, reading their notes and their textbooks loudly helps them to comprehend easily the material and they will be able to refer to the information when it is needed.
- **Opportunity to play:** the EFL teacher may make their students read aloud poems, dialogues, songs and theatre pieces and motivate them to perform it in pairs or in groups that will be very beneficial for the students not only for pleasure but also for knowledge and information.
- **Exercise the body:** when we speak, and read aloud, we exercise our mouth, that is to say that the facial and physical expressions or body language adds supports to what the person is saying.
- **Challenge the use of intonation:** reading aloud makes the students exercise their voices at first they may feel that their voices sound dull but with repeating that they will sound better.

- **improves listening and reading skills:** reading aloud makes the students more aware about things they read and hear. Also, it helps them to identify proper grammar and interpret the written words then translate what they gain in a spoken language.

4.2. Improvement of vocabulary through reading

All the four skills are important to learn a foreign language. EFL learners need all of them together to improve their mastering of language, however reading is considered as the key skill because it can help students to expand their vocabulary which affect their speaking. So, the more EFL learners are engaged to reading, the more they have vocabulary and the better they will able to pronounce and express a new words and ideas; moreover, leaning a word through reading strengthen the way students using vocabulary appropriately in a context so that it will be easy to speak using the vocabularies obtained from reading. In the view of Krashen reading is one of the most significant forms for learners to acquire vocabulary (Horst, 2005; Krashen, 2004).

Reading maybe beneficial method to improve the learners' speaking skill because it exposes them with the language and make them familiar with the different vocabularies and words so they will be able to speak clearly.

4.3. Communicative Reading

Reading is communicative when the learners are using the target language to react about what they have read. Communicative reading extends interaction beyond the text. As Al Mutawa and kailani (1989: 122) claims 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”. Furthermore, communication in class can be achieved by reading in class; that is to say, the learners can communicate with each other also with the guide of teacher about the content of a text, its meaning, its difficult vocabulary, its grammar so they discuss and communicate their issues. Moreover, reading encounter students with many effective benefits for example to be self-confident, to answer and ask the teacher with less anxiety; so that, students should be motivated to form questions about the text and discuss its meanings to improve comprehension.

Theorists assert that Reading tasks are communication activities, because the EFL learners can read what is written and understand the transmitted message.

4.4. Debating after reading a text

To debate is to present an idea or opinion in which there is two different and opposed parts, and if the teacher creates a good environment for debating a reading text in his classroom then it will so beneficial for his students to comprehend the printed text deeply and sharing their opinions without hesitation or fear. Krieger (2005) said that debate is an excellent activity for language learning because it engages students in variety of cognitive and linguistic ways. Moreover, many experts assert some advantages of debating like:

- a) Helping learners to build confidence and develop language fluency and in academic study skills such speaking, and research skill (Timothy steward and Gene Pleisch, 1998).
- b) Intellectual training to cultivate abilities to analyse a problem, to make logical claims, to understand opinion different from one’s own. Thompson (1971).

- c) Communication training to learn effective ways of constructing arguments, of speaking in public, and critically listening to another people's speech. Thompson (1971).
- d) Training in cultivating desirable attitudes such as interests in social problems, fair play, and corporation. Thompson (1971).
- e) Debating is considered as a way of arguing constructively. Through debating learners can: develop positive attitudes toward the intellectual exchanges of ideas; learning to think quickly; learn to work as a team; develop leadership skills and develop speaking and listening skill (Mowbray & George:1992).
- f) The ability to communicate for the EFL learners; they will able to share and show their ideas and opinions in addition they will able to think critically, analytically and constructively also they will be supportive. Widyaiswara in Azma (2008).

Through debating a reading text, the student of English can: develop speaking skill and reasoning skill; furthermore, it can motivate students to read more books; in addition, debating helps EFL learners to control their anxiety and stress. So, the teachers push and obligate them to give their opinion about the text they have read through debating to overcome that fear and shyness of making mistakes.

4.5. Story Telling

Story telling may be very helpful method and useful technique for EFL students in the process for learning foreign language inside the classroom sharing stories. Furthermore, it makes them enjoying this time in the classroom without feeling boring and that help them to interact easily. In addition, storytelling develops the students' imaginative skill. So

that, after preparing and checking about an interesting story at home by reading it well with the understanding of its meaning and retell it to their classmates is very beneficial for the learners in many sides such: have new idea, acquire new vocabulary and feel less anxious about making mistakes.

Conclusion

Speaking skill is very important for the EFL learners for communication, expressing ideas and sharing information and knowledge. In addition, the English teachers can use reading in classroom as a method to help the students to improve their speaking skill. Reading can motivate students to overcome their speaking difficulties that prevent them to speak fluently.

Chapter three: The Field Work.

Analysis and discussion of the results of the questionnaires

Introduction

This chapter aims to collect and analyse data about the use of reading in EFL classes for enhancing the students' speaking skill. In this study, the questionnaire is the tool of collecting data. It is addressed for both first year students and for teachers of English at the Department of Biskra Mohammad khider University; not only to see their opinions but also to examine the hypothesis that if the teachers devote a frequent session for reading, then the students' oral performance will be enhanced.

1. Population

1.1. The Students

We choose as the whole population with the first-year students of the English Department at Biskra University. We will deal with fifty students chosen randomly. The main reason behind choosing the first-year students is because they are beginners at English language and reading is the easiest way for them to obtain the language and improving their speaking skill. For that, the teachers have to devote a frequent time to make their learners read topics and texts with different styles and integrate the knowledge gained to improve their speaking skill.

1.2.The Teachers

The entire population in this study is the teachers of English Department at Biskra University. We will deal with the sample of ten teachers who are selected randomly and they are teaching different modules at the Department of English in order to collect

different views about developing the EFL learners' speaking skill through the use of reading.

2. Description of the questionnaire

In this present study, we will use the questionnaire as a tool to collect data both from the students and from the teachers. Both of the questionnaires contain multiple choices' questions where they have to put a tick in the suitable box or to answer with a full statement. The result of these questionnaires will make the teachers use reading inside the classroom to enhance their EFL learners' speaking skill.

2.1. The Students

The students' questionnaire is consisted of fourteen (14) questions and two sections. The first section is dealt with the learners' perspectives about the importance of reading in the EFL classes. Whereas, the second section is dealt with their perspectives about the role of reading in developing the EFL learners' speaking skill.

2.2. The teachers

The teachers' questionnaire contains seventeen (17) questions and three sections. The first section is about the teachers' general information. Furthermore, the second section contains the teachers' perceptions about the importance of reading in the EFL classes. Moreover, the third section deals with the teachers' perceptions about the role of reading in developing EFL learners' speaking skill.

3. The analysis of students' questionnaire

Section one: The importance of reading in EFL classes

Question 1: Do you have an official session devoted for reading?

Options	Yes	No	Total
Number	12	38	50
%	24	76	100 %

Table 1: The existence of reading as an official session.

The results in table (1) show that the majority of participants which are presented by (76%) have reading as an official session in EFL classes. However, about (24%) of the participants have not reading as an official session.

Question 2: How often do you read in classroom?

Options	always	sometimes	rarely	never	total
Number	08	28	10	4	50
%	16	56	20	8	100%

Table 2: The students' reading frequency in classroom.

Table (2) presents how often the students read in classroom. Most of the participants by (56%) from the whole sample declare that they read sometimes. Whereas (20%) from the participants read rarely in classroom. While about (16%) of the students assert that they read always. The rest of students by (8%) do not read at all.

Question 3: for you, is reading in classroom (during the session) important for enhancing your speaking performance?

Options	Yes	No	Total
Number	40	10	50
%	80	20	100 %

Table 3: The importance of reading in enhancing speaking performance.

Table (3) shows the opinions of the EFL students about the importance of reading in enhancing their oral performance. About (80%) of participants affirm that reading is important for them to enhance their speaking skill. However, the rest of them (20%) indicate that reading is not important for enhancing their speaking performance.

Question 4: Do you enjoy reading inside classroom?

Options	Yes	No	Total
Number	34	16	50
%	68	32	100 %

Table 4: The enjoyment of reading inside the classroom.

Table (4) presents the opinions of EFL learners about if they enjoy reading inside the classroom or not. The most of students by (68%) select yes which means that they enjoy reading inside classroom. However, by (32%) of participants from the whole sample state that they do not enjoy reading inside classroom.

Question 5: Do your teachers create a relaxed and comfortable environment while you are reading?

Options	Yes	No	Total
Number	28	22	50
%	56	44	100 %

Table 5: The teacher' creation of relaxed environment while reading.

We noticed from the table (5) that by (56%) from the whole sample choose yes that is to say that the teacher creates a relax environment in EFL classroom while reading. Whereas, the rest of the sample selected no which presented by (44%) and it means that the teacher does not create a relaxed and comfortable environment while the students are reading.

Question 6: How often do you use dictionaries to check the right pronunciation of words while you are reading?

Options	Always	Sometimes	Rarely	Never	Total
Number	09	27	08	06	50
%	18	54	16	12	100 %

Table 6: The use of dictionaries while reading.

Through the table (6), we observed the frequency of using dictionaries while speaking performance. So, the majority of participants which present (54%) from the students who use sometimes dictionaries while reading maybe for checking pronunciation or meaning. Whereas, by (18%) of students assert that they always use dictionaries while reading. While (16%) of learners indicate that they use dictionaries while reading but rarely. The

rest of the sample which is presented by (12%) who never use dictionaries while they are reading.

Question 7: Reading in classroom can develop the learners'

Options	Speaking ability.	Vocabulary	Grammar use	pronunciation	Spelling	All	Total
Number	10	06	05	03	03	23	50
%	20	12	10	6	6	46	100%

Table 7: Abilities that reading can develop.

We observed from the table (7) that only (6%) of students assert that reading can develop only pronunciation. In addition to others by (6%) state that reading can develop only spelling. While (10%) of the EFL learners see, that reading can develop grammar use. Whereas, other participants which present (12%) from the whole sample indicate that reading can develop vocabulary. The rest which is 46% consider that reading can develop all of them.

Section two: The role of reading in developing EFL learners' speaking skill.

Question 8: Which skill do you desire to improve more?

Options	Number	%
All skills	01	2
Speaking	28	56
Reading	03	6

Listening	00	0
Writing	11	22
Listening + reading	02	4
Reading + speaking	01	2
Speaking + writing	04	8
Total	50	100%

Table 8: The most desirable skill to be improved by EFL learners.

The table above shows the desirable skills to be developed by EFL learners. (56%) of students assert that speaking skill is the most desirable skill among others to be improved because they want to communicate with the foreign people especially the native speakers. While (22%) from the whole sample of participants considered writing as the most preferable skill to improve because they affirm that they feel more comfortable when they express their ideas with writing. Whereas reading is the most desirable skill to be improved by (6%) learners. Also, some of participants about (8%) state that both of speaking and writing as desirable skills to improve because those skills are productive ones and they need work to be improved. By about 4% see that the most preferable skill to improve is reading and listening and also (2%) consider reading and speaking as desirable skills to improve.

Question 9: How do you evaluate your level in speaking English

Options	Excellent	Good	Average	Poor	Total
Number	04	18	22	06	50
%	8	36	44	12	100%

Table 9: Students' level in speaking English.

From the results in the table (9), we noticed that (8%) from the whole sample considered that their speaking' level as excellent. While the majority of participants by (44%) state that their level in speaking skill as average. Whereas (36%) of students declare that their speaking skill is good. In addition, (12%) from the whole sample indicated that their speaking skill is poor.

Question 10: Do you feel comfortable when you speak in English?

Options	Yes	No	Total
Number	21	29	50
%	42	58	100 %

Table 10: Whether students feel comfortable they are speaking English or not.

The results in table above show that (42%) of students choose yes which means that they feel comfortable while speaking English that is to say that they are good speakers and they can think and express their ideas because they find English enjoyable and easy to speak. Whereas the rest of the sample which is about (58%) of participants selected no and they assert that they feel uncomfortable while performing orally because of some difficulties they are confronting like the fear of facing other, shyness, anxiety in addition they assert that they are afraid to make mistakes in pronunciation and grammar.

Question 11: Where do you enjoy speaking English usually?

Options	In classroom	At home	Wherever	Total
Number	12	14	24	50
%	24	28	48	100 %

Table 11: The most enjoyable environment to speak English.

From the table above, we observed that about (48%) from the whole sample of EFL learners enjoy speaking English at any place. Whereas, others by (28%) of participants enjoy speaking it at home. The rest of EFL learners from the sample which present (24%) enjoyed speaking English at classroom.

Question 12: How often do your teacher encourage you to speak in classroom?

Options	Always	Sometimes	Rarely	Never	Total
Number	11	26	08	05	50
%	22	52	16	10	100%

Table 12: The teachers' encouragement to speak in classroom

The aim from this question is to know how frequently the teacher encouraged their EFL students to speak in classroom. The table above shows that more than the half of EFL participants which present (52%) from the whole sample state that their teachers do encourage them to speak in class. Whereas, (22 %) of them indicate that they are always encouraged to speak by their teacher. While a few number of the students see that their teachers make them speak just rarely in the classroom which presented by (16 %). The rest by (10%) of learners assert that their teachers do never make them speak in classroom for enhancing their speaking abilities.

Question 13: Do you find difficulties in speaking English?

Options	Yes	No	Total
Number	37	13	50
%	74	26	100 %

Table 13: Students' speaking difficulties.

The result in the table (13) presents whether the EFL learners have difficulties while speaking English or not. The majority of the students (74%) from the whole sample assert that yes, they have problems and difficulties in speaking English. While the rest of the sample by (26%) they state that they have no difficulties in speaking English.

Question 14: Do teachers make you read to develop your speaking skill?

Options	Yes	No	Total
Number	36	14	50
%	72	28	100%

Table 14: Teachers develop students' speaking skill through reading.

From the result in the table above, we observed that almost of participants by (72%) state that yes that means that their teacher making them reading to enhance their speaking skill. However, the rest of the whole sample by (28%) said no that their teachers do not make them read in order to develop their speaking performance.

4. The Analysis of Teachers' questionnaire

Section one: General information.

Question 1: How long have you been teaching at University?

Options	Number	%
1 - 3	03	30
3 - 6	00	0
6 - 9	02	20
9 - 12	04	40
12 - 14	01	10
Total	10	100%

Table 01: Teachers' educational experience.

The table (1) we will know the how many years the EFL teachers at biskra University experienced teaching English. The most of EFL teachers by 40% declare that they have been teaching at University from six to nine years (9 – 12). While about 30% of them indicate that they have been teaching there from year to three years (1 - 3). In addition, (20%) of teachers said that they have been experiencing teaching English from six to nine years (6 – 9). Whereas, only (10%) of teachers assert that they have been teaching English from twelve to fourteen years (12 – 14).

Question 2: Degree held.

Options	Licence	Master	Magister	Doctorate	Total
Number	00	02	03	05	10
%	0	20	30	50	100%

Table 2: Degree held by teachers.

From this question and from the result in the table above, we observed that about the half of EFL teachers by (50%) at Biskra University have the doctorate degree or they preparing for it. Whereas, (30%) of teachers have magister degree. Besides to (20%) which present the teachers who have master degree.

Section two: The importance of reading in EFL classes.

Question 3: Do you consider reading as essential criteria for effective speaking?

Options	Yes	No	Total
Number	09	01	10
%	90	10	100%

Table 3: Reading as criteria for effective speaking.

Through the result in the table (3) is to inform as whether the teachers consider reading as an essential criterion for effective speaking or no. The majority by (90%) of EFL teachers state that yes reading is an essential criterion for effective speaking. However, (10%) of them assert that no reading is not an essential criterion for effective speaking.

Question4: How often do you raise the learner' attention to employ reading to be successful speaker?

Options	Always	Sometimes	Rarely	Total
Number	06	03	01	10
%	60	30	10	100%

Table 4: The learner' attention raised by their teacher to employ reading to be successful speaker.

As the results in table (4), we observed that most of the teachers by (60%) assert that they always pay their learners' attention to employ reading to succeed in speaking. Whereas, (30%) from the whole sample state that they sometime raise their students' attention to employ reading for succeed in speaking English. The rest from the sample which present (10%) indicate that they never raise the learners' attention toward employing reading to be succeed to speak English.

Question 5: How often do you integrate literary works as reading material in oral expression session?

Options	Always	Sometimes	Rarely	Never	Total
Number	01	05	03	01	50
%	10	50	30	10	100%

Table 5: The integration of literary works as reading material in oral expression session.

The aim from this question is to know the frequency of integrating literary materials in oral expression session. So, from the table, the majority of teachers by (50%) affirm that they never integrate literary materials in oral expression session. While (30%) of the EFL teachers state that they rarely integrate them. In addition, by (10%) from the whole sample assert that they sometimes integrate the literary materials in oral expression session. The rest by (10%) present the teachers who always integrate literary materials in oral expression session.

Question 6: What objectives do you set for reading tasks and activities?

L = learner V= vocabulary lge = language

Options	Number	%
Enrich the L vocabulary	00	0
Acquire new ideas	00	0
Expose to the language	01	10
Enrich V + Acquire new ideas.	03	30
Enrich V + expose to lge.	01	10
All of them	05	50
Total	10	100%

Table 6: The objectives the teacher sets for reading tasks.

The results in the table above, show the objectives of teachers behind reading. Only (10%) of teachers indicate that they do not expose to the language. Besides that, the teachers by (10%) set the exposition to the language and enrichment of vocabulary as objectives behind reading tasks. Whereas by 30% teachers assert set to enrich vocabulary and acquire new ideas as objectives behind reading task. While (50%) set all of those objectives behind reading activity for enriching vocabulary, acquiring new ideas and exposing to the language.

Question 7: What kind of problems do you think reading can solve?

- a. Vocabulary (meaning). C. Grammar use. e. Pronunciation.
 b. Speaking problems. d. New ideas.

Options	Number	%
All of them	04	40
vocabulary+ new ideas.	01	10

vocabulary+ speaking' problems + new ideas	01	10
vocabulary +grammar use +new ideas	02	20
a +b +c +d	01	10
a+ b +c+ e	01	10
Total	10	100%

Table 7: The problems that reading can solve.

The aim behind this question is to know the difficulties which the EFL learners are facing in speaking English and that reading can solve. (10%) of the teachers declare that their students confront difficulties that reading may solve as: vocabulary and speaking problems. In addition, to other teachers by (10%) indicate that the reading may solve the lack in vocabulary and provide students with new ideas. Furthermore (10%) of them state that reading can solve the learners' speaking and grammar problems and provide them with vocabulary and new ideas. Besides (10%) of teachers see that the learners read to solve grammar and speaking' problems, improvement of vocabulary and pronunciation. While (20%) of teaches see that reading overcome the grammar and vocabulary issues. Whereas, by (40%) assert that if the learners read they will overcome their difficulties like speaking problems, pronunciation, vocabulary, grammar use and also reading provide them with new ideas which help the students to think critically.

Question 8: How often do you invite your students to read in classroom?

Options	Always	Sometimes	Rarely	Total
Number	03	06	01	10
%	30	60	10	100%

Table 8: Frequency of students who are invited to read in classroom.

Through the table above, we noticed that most of EFL teachers by (60%) assert that they sometimes invite their student to read in classroom. While (30%) of them declare that they always do invite their students to read in classroom. Whereas, the rest from the whole sample by only (10%) of teachers indicate that they rarely invite their students to read in classroom.

Question 9: In your opinion, why is reading adequate for developing the EFL learners' speaking skill?

We aimed from this question to know the teachers' opinions about the reasons that make reading adequate for developing EFL students' speaking skill. The EFL teachers assert that reading helps learners to expose to the language forms (correct grammar, sentence structure...) because for speaking any language the learners have to read about its components. In addition, reading enrich and build the students' vocabulary which they will use them in their oral productions so that can speak fluently because they will never have a shortage in ideas. Besides that, some teachers indicate that reading is a receptive skill through which the learners gain input to be used as basis for speaking. Others declare that reading expand the students' ideas and provide them with new ones. Whereas others see reading helps to discover the cultural insights of the target language. While some state that reading may help students to improve their pronunciation and make them practise correct stress and intonation also according to some teachers declare that those who read can have a unique chance to compensate the absence of native speakers.

Section three: The role of reading in developing EFL learners'

Question 10: How often do you motivate your students speak in classroom?

Options	Always	Sometimes	Rarely	Total
Number	09	01	00	10
%	90	10	0	100%

Table 10: The teacher' motivation to make students speak in classroom.

Through the table above, we observed that the majority of the EFL teachers by (90%) affirm that they always motivate their students to speak in classroom. Whereas, (10%) of them motivate sometimes their students to speak in classroom.

Question 11: What do you try to develop in oral expression session?

Options	Speaking performance	Grammar knowledge	Reading ability	All of them	Total
Number	06	00	00	04	10
%	60	0	0	40	100 %

Table11: The learners' abilities to develop in oral expression.

From the results in table (11), we observed that (60%) of the EFL teachers declare that they try to develop the speaking performance of their students in oral expression session because it has the priority to be improved. While (40%) from the whole sample state that they try to develop not only the students' speaking performance but also reading ability and grammar knowledge of the learners.

Question 12: Do your students encounter any problems when speaking in front of their classmates?

Options	Yes	No	Total
Number	10	00	10
%	100	0	100 %

Table 12: The students' speaking problems when they speak in front their classmates.

Through the result from the table above, we noticed that all the sample of teachers by (100%) assert that almost of their students have problems when they are speaking when they are confronting people.

Question 13: Why most of EFL learners are not able to speak fluently?

- a. Lack of vocabulary. C. Lack of self-esteem. e. Anxiety
b. Absence of motivation. d. Shyness.

Options	Number	%
All of them	06	60
a +c +d +e	03	30
Lack of vocabulary+ anxiety	01	10
Total	10	100%

Table 13: The reasons that students hinder to speak.

From this question, we aimed to know what hinder the EFL learners to speak fluently. By (10%) indicate that anxiety and the lack of vocabulary hinder their students to speak English. While (30%) of teachers declare that anxiety, lack of vocabulary, lack of self-esteem and shyness which prevent students to speak fluently. Whereas, the most

of teachers by (60%) state that their students face problems such as: anxiety, shyness, lack of self-esteem, and absence of motivation those issues hinder the students to speak fluently.

Question 14: How often do you correct your students while speaking?

Options	Always	sometimes	Rarely	Total
Number	01	06	03	10
%	10	60	30	100 %

Table 14: Correcting students while they speak.

The table (14) shows the frequency of correcting students while speaking. Almost of teachers by (60%) affirm that they sometimes correct their students while they are speaking. While (30%) of them say that they rarely correct their students while performing orally. The rest from the whole sample by (10%) of the teachers affirm that they always correct their students while they are speaking.

Question 15: How do your students prefer to do their oral tasks?

Options	Number	%
In groups	03	30
In pairs	01	10
Individually	01	10
In groups+ in pairs	01	10
Individual + in pairs	01	10
In groups+ individual	01	10
All	02	20
Total	10	100%

Table 15: The students' preference in doing their oral tasks

From the results in the table, we observed that almost of teachers by (30%) declare that their students prefer to work in groups in performing their oral tasks. While (10%) of them prefer to perform their oral tasks in pairs. Besides that, about (10%) of teachers indicate that their students prefer only to perform individually in their oral performances. Whereas, (10%) of teachers assert that their students prefer to work not only in pairs but also in groups to perform their oral activity. Other by (10%) of teachers say that their learners prefer working individually or in pairs to do their oral tasks. In addition, some students prefer to work their oral tasks individually and in groups and that presented by (10%). Also, (20%) from the whole sample of teachers assert that their students prefer to work their oral task whether in pairs, individually, or even groups.

Question 16. In your opinion, can the students develop their speaking skill through reading?

Options	Yes	No	none	Total
Number	08	01	01	10
%	80	10	10	100 %

Table 16: The students' capacity to develop their speaking through reading.

The table above, shows that the majority of the EFL teachers by (80%) affirm that yes, their students can develop their speaking skill through reading because reading helps the EFL students not only acquiring vocabulary and grammar but also it helps them acquiring good habits in reading and writing. Whereas, (10%) of the teachers said no that their students cannot develop their speaking skill through reading and they declare that reading can develop speaking only when reading is followed by debates on the text

meaning. The rest from the whole sample present (10%) of the teachers do not select neither yes or no.

Question 17: Do you agree to devote an official session for reading in order to enhance the students’ speaking performance?

Options	Yes	No	Total
Number	10	00	10
%	100	0	100 %

Table 17: The teachers’ agreement for devoting an official session for reading to enhance speaking.

From the results in table above, we observed that all the sample of EFL teachers (100%) say yes and agree to devote an official session for reading in order to enhance the learners speaking. However, none of the teachers (0%) refuse to devote an official session for reading to enhance speaking skill.

5. Discussion of results

First of all, the analysis of students’ questionnaire reveals that reading has an impact on the development of students’ speaking skill. We will deal with students’ attitudes towards our study, their answers will strength the background idea we developed beforehand in the study. The majority of students affirm the importance of reading in enhancing their speaking. In the second part the data collected from the students’ questionnaire show that most of the students know about the importance role of reading in developing their speaking skill also in overcoming the difficulties that hinder them to speak.

Secondly, the analysis of teachers' questionnaire shows that most of teachers are aware about the importance of reading, especially in providing their students with input that they will use it as basis for improving their speaking skill. Finally, we found from the results of both questionnaires that students who read for different reasons are the best in different skill than other in writing, listening, reading, and when it comes to speaking they will not face many difficulties also they don't have a lot of make mistakes and they can deal, manage and control any conversation.

Conclusion

In this chapter, the data collected from the students' and teachers' questionnaires show that reading is important to enhance EFL learners' speaking skill. Reading develops the speaking abilities of learners and it helps them to overcome their problems and issues such as: shyness, anxiety, lack in vocabulary and using grammar incorrectly. From the analysis of both questionnaires, we have noticed that reading has positive impact in helping the EFL learners for increasing and enhancing their speaking abilities.

Recommendations

To complete this dissertation which is about the importance of using reading in the EFL classes for fostering the speaking skill, we suggest these recommendations that we hope will be helpful for both EFL learners and teachers of oral classes.

- EFL teachers should direct their learners' awareness towards the benefits of reading in helping them to overcome their speaking' difficulties.
- The EFL teachers should devote a frequent and regular time for reading and to motivate their students to read.
- EFL teachers have to create a relaxed classroom environment to debate, discuss and argue about reading activities.
- The learners have to give importance to reading, and they should use it not only to be exposed to grammar rules and vocabulary but also to have a sight about the culture of the English culture.
- EFL learners have to use reading as a source for all the needed knowledge and information to learn English as a foreign language.
- The students should be motivated to read in classroom; they have to read the text, try to understand it and discuss it with the teacher also obtain new ideas and share them with others, and that will help their speaking' abilities to be developed.

General Conclusion

This study aims to show the importance of using reading as method in the EFL classes for enhancing the learners' speaking skill. Moreover, to reveal that reading can solve and overcome the speaking' obstacles that hinder the first year LMD students to speak especially when they are facing an audience.

In this dissertation, we dealt with three chapters, both of the first and second chapters are the theoretical part of the study. Whereas the third chapter is the practical part. In the first chapter, we tackled some general information about reading for instance the definition and the components of reading. In addition to stages, and types strategies of reading used in EFL class. Whereas the second chapter we deal with an overview about speaking such us definition, importance, types of speaking also we tackled some speaking' barriers and some solutions from reading to overcome these obstacles. While third chapter is the field work of study; we analysed the data collected from the students' and teachers' questionnaires in the English Department of Mohammed Khidher University of biskra and the results gained from them reveal that reading is very important in EFL classes mainly in overcoming the EFL learners' speaking issues; so that, they will able to speak fluently as result our hypothesis is confirmed.

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Appendix 1: Students' Questionnaire

Dear students,

This questionnaire aims to gather information which is needed for a master research entitled “**The importance of reading in enhancing EFL learners' speaking skill**”. We would be grateful if you could answer the following questions.

- Thank you in advance for your help -

Please, put a tick () in the appropriate box (es), or give a full answer (s) on the broken lines.

Section one: The Importance of Reading in EFL Classes.

1. Do you have an official session devoted for reading?

a) Yes

b) No

2. How often do you read in classroom?

a) Always

b) Sometimes

c) Rarely

d) Never

3. For you, is reading in classroom (as a session) important for enhancing your speaking performance?

a) Yes

b) No

4. Do you enjoy reading inside classroom?

a) Yes

b) No

5. Do teachers create a relaxed and comfortable environment while reading?

a) Yes

b) No

6. How often do you use dictionaries to check the right pronunciation of words while you are reading?

a) Always

b) Sometimes

c) Rarely

d) Never

7. Reading in classroom can develop the learners':

a) Speaking ability

b) Vocabulary

c) Grammar use

d) Pronunciation

e) Spelling

f) All together

Section two: The Role of reading in Developing EFL Learners' Speaking Skill.

8. Which skill do you desire to improve more?

a) Speaking

b) Writing

c) Reading

d) listening

- Justify your answer

.....
.....

9. How do you evaluate your level in speaking English?

a) Excellent

b) Good

c) Average

d) Poor

10. Do you feel comfortable when you speak in English?

a) Yes

b) No

- Explain your choice

.....
.....

11. Where do you enjoy speaking English usually?

- a) In classroom
- b) At home
- c) Wherever

12. How often do your teachers encourage you to speak in classroom?

- a) Always
- b) Sometimes
- c) Rarely
- d) Never

13. Do you find difficulties in speaking English?

- a) Yes
- b) No

14. Do teachers make you read to develop your speaking skill?

- a) Yes
- b) No

Thanks for your collaboration

Appendix 2: Teachers' Questionnaire

Dear Teachers,

This questionnaire serves as data collection tool for a master research work; the study aims to investigate the development of EFL students' speaking skill through reading; Thank you in advance for your help. Please; put a tick () in the appropriate box (es) and answer a full statement (s) when necessary.

Section one: General Information.

1. How long have you been teaching English at University?

.....

2. Degree (s) held:

- a) BA (License)
- b) Master
- c) Magister
- d) Doctorate

Section two: The Importance of Reading in EFL Classes.

3. Do you consider reading as an essential criterion for effective speaking?

- a) Yes
- b) No

4. How often do you raise the learners' attention to employ reading to be successful speaker?

- a) Always

b) Sometimes

c) Rarely

5. How often do you integrate literary works as reading material in oral expression class?

a) Always

b) Sometimes

c) Rarely

d) Never

6. What objectives do you set for reading tasks and activities?

a) To enrich learners' vocabulary

b) To acquire new ideas

c) To be exposed to the language

7. What kind of problems do you think reading can solve?

a) Vocabulary (meaning)

b) Speaking problems

c) Grammar use

d) New ideas

e) Pronunciation

8. How often do you invite your students to read in classroom?

a) Always

b) Sometimes

c) Rarely

9. In your opinion; why is reading adequate for developing the EFL students' speaking skill?

.....
.....

Section Three: The Role of Reading in Developing EFL Learners' Speaking.

10. How often do you motivate your students to speak in classroom?

- a) Always
- b) Sometimes
- c) Rarely

11. What do you try to develop in oral expression session?

- a) Student's speaking performance
- b) Grammar knowledge
- c) Reading ability

12. Do your students encounter any problems when speaking in front of their classmates?

- a) Yes
- b) No

13. Why most of EFL students are not able to speak English fluently?

- a) Lack of vocabulary
- b) Absence of motivation
- c) Lack of self esteem
- d) Shyness
- e) Anxiety
- f) All of them

14. How often do you correct your students while speaking?

- a) Always

b) Sometimes

c) Rarely

15. How do your student prefer to do their oral tasks?

a) In groups

b) In pairs

c) Individually

d) None

16. In your opinion; can the students develop their speaking skill through reading?

a) Yes

b) No

Please justify your choice

.....

.....

17. Do you agree to devote an official session for reading in order to enhance the student's speaking performance?

a) Yes

b) No

Thanks for your collaboration

المخلص

تتناول هذه الدراسة الأهمية الكبيرة التي تلعبها القراءة في الأقسام الدراسية لطلبة اللغة الإنجليزية في تحسين مهاراتهم الكلامية في جامعة محمد خيضر بسكرة. وفقا للدراسة نفترض أنه إذا تواجدت حصة متكررة للقراءة فسوف تساعد طلاب اللغة للتغلب على صعوبات الكلام وسيصبحون قادرين على التحدث بسهولة وبطلاقة. سوف نستخدم استبيانين واحد لطلاب السنة الأولى ليسانس وآخر لأساتذة اللغة الإنجليزية في جامعة بسكرة لتحديد ومعرفة مواقفهم وآرائهم حول القراءة كوسيلة لتعزيز مهارة التحدث لديهم. الهدف من هذه الدراسة هو إظهار الدور الفعال للقراءة في الفصول الدراسية للغة الإنجليزية في تعزيز قدرتهم في الكلام وفي التغلب على العقبات التي يواجهونها للتحدث بطلاقة. وتنقسم هذه الدراسة إلى قسمين نظريين نتطرق فيهما لتعريف القراءة وأنواعها بالإضافة إلى بعض مراحلها واستراتيجياتها، علاوة على ذلك نتطرق أيضا لتعريف الكلام وأنواعه وأهميته بالإضافة لبعض الحلول التي تقوم بتقديمها القراءة من أجل الكلام بالطلاقة. في حين أن الجزء العملي يتناول البيانات التي تم جمعها من استبيانات الطلاب وأساتذة اللغة الانجليزية. والنتائج التي تم الحصول عليها تشير إلى كفاءة القراءة في مساعدة متعلمي اللغة الإنجليزية كلغة ثانية في التغلب على مشاكل الكلام.