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*EFL Learners' Attitudes towards The Use of Reading Texts in  
Acquiring The Speaking Skill:*

*A Case Study of Third Year Students at Abdelhafid Boussof  
Mila University*

A Dissertation Submitted in Partial Fulfillment for the Requirement of the Master  
Degree in Didactics of Foreign Languages

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## **Djihane's Dedication**

*In the Name of Allah the Most Gracious, Most Merciful*

*All praise is due to Allah alone*

**I DEDICATE THIS MEMOIRE TO:**

♥ *Mom and Dad*

*It is impossible to thank you adequately for everything you've done:*

*loving me unconditionally and raising me to become the person I am now. I could not have asked for better parents or role-models. It was my dream since I was young to make you proud of me. Today I am here and I dedicate this work of mine to you. I have completed my five years at university in spite of my "arm surgery." Each time I gave up of the immense pain, I stand back up just for you.*

♥ *My best friends: Ibtissam, Noor and Samra. Despite the long distance that separates us, they always showed me they are right beside me in every single moment in my life with overflowing love and support. My thanks go also to my finest friend Lamia who stood by me through the good and bad times over the years and never left me alone in need.*

♥ *My dears: Hassiba and Chahra.*

*The roses of my life "Tima and Ghada:" I love you; you are part of me for the things you have done for me.*

♥ *My brother Rami whom he supported me with everything I needed.*

*The arm neurologist who diagnosed my condition as a total paralysis; I'm writing this to you with the hand that you decided it was paralyzed. Here's my success and the success of my surgery.*

## **Lamia's Dedication**

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♥ *My father and my dear thoughtful Mather whose love always strengthens my will.*

♥ *To my lovely friend with whom I shared university life with it happy and sad*

*moments.*

♥ *To all those who love me.*

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## **Abstract**

The present study aims to investigate students' attitudes towards reading texts to enhance the speaking skill. Therefore, this work seeks to reach the vital objective of improving the students' oral skill since it is viewed as a difficult skill which needs a lot of practice and effort from the learners. Reading texts is deemed important in ameliorating the oral skill of the EFL students. In this research, we need to know whether or not English students at Mila University have positive attitudes towards reading texts as a tool used in the oral classes to improve their speaking skill. We collected data by using one tool of research: the questionnaire. One questionnaire was aimed for the students and another for the teachers; they helped get valuable information. The majority of the teachers said that they use reading texts when teaching speaking in class. They also mentioned some reasons that may hinder the students from participating and communicating in the Oral Expression sessions. Overall, the results show that most of the students and teachers have a positive attitude toward reading texts to enhance speaking skill. However, some teachers do not use reading in their classes due to the lack of time and the large number of students in each class.

**Key Words:** Speaking Skill, Reading Texts, Students' Attitudes

## **List of Abbreviations**

**EFL : English as a Foreign Language**

**L1 : First Language**

**L2 : Second Language**

**N : Numbers**

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## General Introduction

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## General Introduction

To learn a foreign language means to acquire and develop the four skills which are writing, reading, listening and speaking for they are at the heart of any language. Speaking is considered as the most important skill which enables one to communicate fluently. Brown (2001) stated that speaking, as a productive skill, is an important aspect in language learning; via speaking, we can convey information and ideas, express opinions and feelings, share experiences and maintain social relations. Speakers talk in order to have some effects on their listeners. Clarck and Clarck (1977) mentioned that speaking is a fundamental and instrumental act. Teachers face many problems in the classroom and that is what makes them search for various methods and techniques to teach speaking. One of those techniques is reading texts. According to Bright and McGregor (1970 , p.52), “where there is a little reading there will be a little language learning ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment.” They also argued that reading is “the most pleasant route to command of the language” since that through reading “the student is most likely to find words used memorably with word and point” (1970, p.52). As EFL learners begin to learn the language, they come to understand the important role of reading texts in developing their speaking abilities. At the University of Abdelhafid Boussouf-Mila, teachers may or may not realize the fact that reading might help

students pick up some language elements as grammar and vocabulary effectively and quickly. All these points bring us to the sole purpose of this research which is: what students may have as attitudes towards using reading texts as a means to develop their speaking skill?

## **1. Statement of the Problem**

Nowadays, many teachers complain about the students' reluctance to practice English in the classroom. Students may feel shy speaking English in class. In addition, the native language can affect their speaking ability. Brown (2001) maintained that: "If you are familiar with the sound system of learners' native language you will be better able to diagnose student difficulties many L1- L2 carryover can be over can through a focused awareness and effort on the learners parts."

To overcome such obstacles, many researchers and teachers have developed certain approaches like using reading text as a means of developing the speaking skill. This leads us to explore the students' attitudes toward reading texts in teaching speaking.

## **2. Aim of Research**

The aim of this research is to capture the students' attitudes towards using reading texts as a technique to develop the speaking skill in the foreign language learning context. Also to highlight the importance of reading in teaching speaking And push learner's to read more. In addition present different strategies which help to develop reading and speaking skills as well.

### **3-Research Question**

In order to reach a suitable answer to the afore-mentioned problem, one main question came to mind which is:

What are the attitudes of the third year English learners toward reading texts as a means to teach speaking at Abdelhafid Boussouf University-Mila?

### **4. Definitions of the Key Terms**

Some key terms in the current research need be delineated.

#### **4.1. Speaking Skill**

Speaking permits humans to communicate using language. It is the ability to produce meaningful sound patterns in order to transmit information. According to Harris (1977, p. 81): "Speaking is a complex skill requiring the simultaneous use of different abilities which often develop at different rates."

## **4.2. Reading Texts**

Reading texts refers to one's capacity to process written discourse and comprehend its meaning. The essential skills to be required via efficient reading are: knowing the meaning of the words, understand the meanings of words' from the context, keeping track of the flow of the passage and clarifying antecedents and references in it, and drawing inferences about the message and ideas in a passage.

## **4.3. Attitudes**

Attitudes are evaluations people make about ideas, actions and objects. They are explicit and conscious beliefs that guide one's decisions and behaviors. Attitudes are standpoints or feelings; they are a kind of positive, negative or neutral thinking towards something. Gradner (1985, p.9) claimed that: "attitude is an evaluative to referent or attitude object, inferred on the basis of those individuals' beliefs or opinion about the referent."

## **5. Tools of Research**

To find answers to our research question and meet the objectives of our research, we relied on one tool that is the questionnaire (quantitative/qualitative) administrated to forty third year students at the Department of English at

Abdelhafid Bousouf University-Mila and another questionnaire devised for five teachers of Oral Expression at the same Department.

## **6. Structure of the Research**

The current study consists of three chapters; the first and the second of which constitute the theoretical part and the third one stands for the practical part. Chapter one deals with the definition of the speaking skill, its role in the EFL classes and the relation between speaking and listening. This chapter sheds some light on the problems that may face the students while trying to acquire speaking, the elements of speaking, the role of communicative competence in improving speaking, the functions of speaking, some strategies that may enhance speaking and concludes with a comparison between speaking in L1 and L2.

The second chapter consists of a brief explanation of reading, its types and components, how to develop reading, its importance, some strategies to improve reading, how reading texts can promote speaking and the relation between speaking and reading. Chapter three contains the description of both the students' questionnaire and the teachers' questionnaire along with the analysis and the discussion of the main findings, without forgetting the implications of the study and its limitations. This chapter ends with some recommendations for the teachers and students alike.

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## **Introduction**

When thinking about university-level teaching and learning, it comes to one's mind the methods and approaches that would best help the students in mastering the subject presented and the skills to be required. One of those skills in the context of EFL is speaking. It is the ability to communicate effectively while making sure that the hearer will understand the message in an appropriate way. When we want to learn a foreign language, it is usually very difficult to master the oral skill. Many researchers maintain that while speaking, the four skills (Listening, reading, writing and speaking) are integrated and involved. Speaking is the human ability to articulate sounds. Therefore, this chapter presents the definition of speaking, its role in EFL classes, its relation to listening, elements, functions and the problems facing learners while trying to acquire it. Moreover, it provides an overview of the role of communicative competence in enhancing the speaking skill. This is followed by a sketch of the different strategies and activities that are used in the class to promote speaking. The whole chapter ends up with the differences between talking in L1 and L2 and how to improve the students' abilities to become good speakers.



## **1.1. What is the Speaking Skill?**

It is widely recognized that speaking is a process of producing speech sounds in a way to express personal thoughts, ideas, feelings, etc. Rivers (1981) stated that speaking is used twice as much as reading and writing in our communication. Cohen (1994) emphasized that speakers should be fluent and use vocabulary and structure in suitable situations. It means that the individual must know how to use the appropriate vocabulary in different situations and not just employ lexis randomly. Hedge (2001, p. 261) defined speaking as: “skill by which people are judged while first impressions are being formed.” So, the first thing people they do is noticing others’ ways of speaking and this is what Cohen meant. According to Luoma (2004, p.10): “speaking in a foreign language is very difficult and competence in speaking takes a long time to be developed.” It is not easy to use a foreign language like one’s mother tongue; it needs a huge effort and it takes time. Paulston (1978) argued that when speakers interact and talk with each other they share information and follow social rules. Chaney had also talked about speaking and said that: “The process of building and sharing meaning through the use of verbal and non –verbal symbols into variety of context” (Chaney, 1998, p. 13).

Littlewood and William (1981) claimed that the speaker should choose and use content appropriate to their listeners. Vallette (1977) regarded speaking as

a social skill. Speaking is a complicated process of constructing meaning when interacting socially. It is a communicative event in which the speaker is required to produce not only grammatically correct sentences but also contextually appropriate utterances. In addition, Dell Hymes developed a mnemonic device to describe the elements that make up any speech. He referred to this as the *speaking* model and the parts are as follows: *speaking*, as an explanation: setting and scene, participants, ends, acts, sequence, key, instrumentalities, norms and genre. The *speaking* model is used by linguistic anthropologists to analyze speech events (one or more speech act involving one more participants) as a part of Ethnography. This approach can be used to understand relationships and power dynamics within a given speech community and provide insight on cultural values.

As seen, various scholars delimited the meaning of speaking differently depending on their needs and aims. For the purposes of the current study, the most relevant definition we can refer to is that of Chaney (1998, p. 13) who maintained that: “The process of building and sharing meaning through the use of verbal and non –verbal symbols into variety of context”. This definition is deemed more comprehension and appropriate in our context.

## **1.2. The Role of Speaking in EFL Classes**

The speaking skill is the ability to produce a set of utterances in different situations and to communicate with others properly without misunderstandings, to produce a set of utterances; therefore, speaking is an important skill that has a great value in both learning of first language and the acquisition of the second.

The aim of teaching and learning the English language is to practice and use it in ones' daily life. Celce –Murcia and McIntosh (1991, p. 103) contended that: “the ability to speak a language is synonymous with knowing the language since speech is the most basic means of human communication.” Many researchers claimed that a good learner is the one who practice, communicate and interact with others by using the foreign language. Moreover, Davis and pears (2000) argued that the success in English learning of every student is pertinent to the use of the target language inside and outside the classroom. Baker and Westrup (2003, p. 05) believed that: “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.” Besides, Richards (2008, p. 203) claimed that: “when people meet they exchange greeting, engage in small talk, recount recent experiences, and so on, because they wish to be friendly and to establish a comfortable zone of interaction with others.” It means that being a fluent speaker help individuals to stay in connection with each other. It

is the same for the learner who speak the language well are building different relationships with people from diverse parts of the world.

### **1.3. The Relation between Listening and Speaking**

Listening and speaking are skills that complete each other, both of them does not exist in isolation According to Redmond and Vrchota (2007, p. 120), “speakers are at the mercy of listeners.” That is, they depend on each other in order to build up a successful conversation. Anderson and Lynch (1998, p. 15) affirmed that:

For the L2 learner to be a proficient partner in conversation, he needs to be skilled in speaking and listening. However this interdependence has not always been appreciated by language teachers and course writers, who have often separated ‘listening’ and ‘speaking’ as discreet parts of language competence. Learners need to be given opportunities to practice both sets of skills and to integrate them in conversation.

Speaking and listening have an interwoven relationship in the sense that the success of speaking in L2 is based on the success of listening .They are two faces of the same bill, you cannot cut one without tearing the other. You need to listen in order to speak and vice versa. Lynch and Anderson (1998, p.16) argued that: “a

necessary part of any program to develop listening skills is tasks that make the relationship between success in listening and speaking to the learner. We have already suggested that effective speaking depends on successful listening for L2 learners.”

#### **1.4. Problems Facing Learners of Speaking in EFL Classes**

Undoubtedly, speaking is not an easy task especially while learning a foreign language because having ideas in your mind does not mean that you can express them fluently and correctly. The others can judge the speaker upon uttering every single word. Speaking is a complex skill acquired hardly and gradually through practice; hence, it is not easy to make the listener satisfied from your speech especially in foreign languages. Ur (1991) stated that there are some difficulties the learners face when they use foreign language .They are divided into internal problems and external ones.

##### **1.4.1. Internal problems**

Internal problems can be considered as psychological problems encountering the student when trying to learn how to speak fluently and correctly; they include: lack of self-confidence, anxiety, shyness, fear of making mistakes and personality traits.

###### **1.4.1.1. Lack of Self-confidence**

Self-confidence can be viewed as one's ability to trust one's own skills, capacities and competences to do whatever he wants. Confidence plays a crucial role in learning and practicing a language. In contrast, lack of self-confidence refers to the psychological state of someone who feels and believes that he/she is inferior to others or incompetent of doing or completing anything the right way. Besides, this state makes the learner avoid speaking in groups. According to Nunan (1999) whom stated that learners who lack self confidence in them -selves and their abilities witness communication trouble. In fact, lack of self-confidence is affected by the encouragements of the teachers, as Brown (2001) claimed. That is to say, the support of the teacher in the classroom can change many things in students' personality and approach to the speaking problem.

#### **1.4.1.2. Anxiety**

Anxiety is a natural response of both the human brain and body to stress: in other words, it is the fear of apprehension of what's coming. Moreover, anxiety makes the learners lose the fluency to speak and hinders their ability to express their ideas and emotions perfectly. Spielberge (1986, p. 1) argued that: "anxiety is the subjective feelings of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system." In addition, fear of making mistakes troubles the learners and draws them far from speaking in classroom in front of others because they fear the negative criticism and bad remarks from the

teacher and the irony from their classmates. Hence, they prefer to keep silent all the time to avoid this and to commit no verbal mistakes. Besides, shyness which goes hand in hand with anxiety is another emotional problem the learner faces when he or she speaks in front of a group which may make his or her mind go blank. Saurik (2011) proclaimed that the majority of English learners feel shy when they use the language because they think that they will make mistakes during speaking.

#### **1.4.1.3. Lack of Motivation**

Juhana (2012) stated that motivation is an inner energy; it can change many things in the learner and it can arouse in him the desire to speak a language. Teachers have vital roles to motivate learners to speak by varying their strategies. The one who lacks motivation seems all the time bored and chooses to remain silent all the time. As a result, the absence of motivation may lead to limit the learners' capacities to express themselves. In addition, Swain (1985, p. 35) mentioned that: "we learn to speak by speaking." So, the teacher must push his or her students to practice the language.

#### **1.4.2. External Problems**

External problems are a reference to linguistic problems and they include: pronunciation, vocabulary, mother tongue interference and topical factors.

### **1.4.2.1. Pronunciation**

Language is a system to communicate effectively with others. Knowing a foreign language is not enough to interact with people. Learners have to master the pronunciation of that language as native speakers to convey comprehensible messages. They must take into consideration, when they speak, the correct production of sounds as vowel, consonants along with stress and intonation.. In the same view, Hinkel (2011, p. 491) believed that second language learners should have sufficient knowledge of the sounds of the new language. Furthermore, Mantle-bromely (2001, p. 473) claimed that it is essential for the English learners to gain:

- The ability to produce English sounds.
- The ability to produce comprehensible speech that gives the listener the opportunity to understand what learner means.
- The ability to express the aim of one's speech so that the listener can understand it.

### **1.4.2.2. Vocabulary and Grammar**

Among the linguistic problems which learners might face when they want to practice the foreign language is the lack of vocabulary in certain topics, sometimes, the students do not possess enough syntactical knowledge that allows them to combine words into meaningful and correct sentences. Moreover, Khan (2005)



contended that learners, who learn English language as a second or a foreign language, face the problem of structuring words and utterances to speak correctly. Moreover, in real conversations, students concentrate mainly on the content and how to reply and ignore the correctness of grammar. Usually learners, especially beginners, get confused when using a foreign language; they face the difficulties at the level of both appropriate vocabulary and correct grammar.

### **14.2.3. Mother Tongue Use in the Foreign Language Classes**

We learn to speak our mother tongue naturally but when it comes to a foreign language we need major effort to speak it like native ones do. Learners in the class who share the same mother tongue are most likely to use this later and neglect the target language. Harmer (1991) mentioned several reasons behind the use of the mother tongue in class. Firstly, when the teacher uses the mother tongue in class, the learner automatically uses it. Secondly, if the teacher does not push them to use the second language in class, the students would freely use their first language. Thirdly, if the learners have insufficient information about the topic of the discussion, they would turn to their mother tongue. Finally, the mother tongue is easy to use in comparison to the foreign language.

#### **1.4.2.4. Lack of Topic Knowledge**

Often, when the teacher gives his or her learner a topic to speak about, the learner does not know what to say because he/she does not have enough knowledge about it, so they will not participate in the class (Rivers, 1968). Baker and Westrup (2003) maintained that the learner might face a difficulty answering the questions of the teacher in the foreign language because he/she does not have enough ideas about the topic.

### **1.5. The Elements of Speaking**

‘Practice’ makes ‘perfect’ is a proverb which expresses that when we practice a language, we would use it perfectly. For instance, speaking in the English language as much as possible would enable us to communicate fluently and correctly. To speak any language, we must firstly know the elements of speaking: fluency, accuracy, grammar, comprehension and pronunciation. The ill-mastery of any of these would affect the act of communication negatively.

#### **1.5.1. Fluency**

Fluency refers to the fact of speaking comfortably and confidently. Language fluency is a term used to refer to the speed and coherence of the speaker when using a language. We can say that the learner is fluent when he/she can produce and use the language automatically without hesitation or pauses. A Fluent

speaker employs language freely as native speakers. The learners who can interact fluently are the ones who can converse without difficulties as excess in fragments, pauses, hesitations, etc.

### **1.5.2. Accuracy**

Accuracy is related to the right use of language system including: grammar rules, vocabulary and pronunciation. It implies using language without making any mistakes. One of many definitions for accuracy in speaking is that of Miller-Lachmann (1992) where he suggested that it is the mastery of grammar rules not to mention one's ability to produce grammatically correct sentences which it may not include the ability to speak or write fluently and requires a certain amount of linguistic competence.

### **1.5.3. Grammar**

According to Harmer (2001), the grammar of a language can be described as the manner of how words and expressions can be changed and combined to form sentences. That is; grammar is a way to describe the structure of language and rules that every learner should follow to conduct correct language. In the same line of thought, Nelson (2001) explained that grammar is the description of how words are joined together to form sentences.

EFL learners need to master a few elements to truly produce an appropriate spoken language, according to Harmer (2001, p.269). Those language elements are stated below:

- **Connected speech:** EFL learners need to produce both of English phonemes and forms of connected speech, example: (I'd, I've).
- **Expressive devices:** native speakers of English express their feelings by changing the pitch and stress within the word.
- **Lexis and grammar:** the success of automatic speech traced back to the use of common lexis and phrases.

#### **1.5.4. Comprehension:**

Comprehension is the ability to produce meaningful sentences with correct language include intonation, stress, grammar, with suitable words in order to make meaning of what she/he says clear and easy to the listener to make sense of the speakers' speech, in short comprehension is mastering the art of speaking. Cohen, L et al (2013) stated that comprehension is the ability to process the speech; it is remarked directly from verbal and nonverbal responses of speakers. Comprehension means that the speaker understand the idea or the topic he/she talking about, so she/he can express it freely and correctly even if it is complicated, so the listeners can make sense without any difficulties.

### 1.5.5. Pronunciation

Cronbleet and Carter (2001) affirmed that pronunciation comprises of 3 elements which are:

- **Sounds:** sounds consist of consonants, vowels and consonant clusters.
- **Intonation:** it refers to the changes in pitch; there are two patterns: falling and rising intonation.
- **Rhythm:** it appears according to the position of the stress in the word, which moves according to the meaning, students' needs to be aware of the afore-mentioned three elements. So they pronounce utterance correctly and produce native like speech.

### 1.6. Communicative Competence to Enhance Speaking Skill

Communicative competence is a term which arose thanks to Dell Hymes, he was the first of many to tackle the issue and gave definitions, modals and examples on how it works. Pride; Homles and Hymes defined communicative competence as such: "the ability to use a language appropriately and effectively in different situation and for different purposes and audiences" (1972, p. 296). In other words, it is the use of proper language in a proper situation, so that the learners can employ words and expressions appropriately as native speakers do. Moreover, Bussmann described communicative competence as "... the

fundamental concepts of paralinguistic model of linguistic communication: it refers to repertoire of “know how” that individual must develop if they are able to communicate with one another appropriately in the changing situation and condition” (2006, p .208). In other terms, communicative competence implies the way by which the learner uses language and adapts it to suit the situations and the conditions in which he/she finds him/herself.

To enhance communicative competence in the classroom, there must be a corporate work between teachers and learners: the teacher prepares lessons involving strategies and activities that best develop communication skills and pushes the learners to participate and to develop their communicative competence. As such, they learn to use language freely, correctly and appropriately in different situations. According to hymes (1972), communication is a way to interact with others and express feelings, ideas, thoughts, knowledge and convey messages. For Hymes, to be competent in communication, being assigned a role is not enough to be competent but learners need also to have the knowledge of the language, how to use the language and with whom. As Louma (2004, p.97) wrote in his book *Assessing Speaking*:

Hymes (1971,1972) theory of language use in social life. He suggested that there are four levels of analysis in language use that are relevant for understanding regularities in people’s use of language.

The first level is what is possible in terms of language code i.e. grammatical level. At the next level, analysts should look at what is feasible for an individual to produce or comprehend in terms of time and processing constraints. The next level introduces the social and situational dimension of what is appropriate in various language-use situations .Finally language use is shaped by what is actually done, i.e. By convention and habit some formulation just happen to be commonly used by a community of speakers and other do not, even if they would be grammatically correct and there meaning would be interpretable.

## **1.7. Functions of Speaking**

The proficiency of the speaking skill in English is very important for the foreign language learners. For Brown and Yule (1983), there are three functions of speaking which are needed for the spoken language: interaction, performance, and transaction.

### **1.7.1. Speaking as Interaction**

The main goal of interactional function of speaking is to build up social relationships. But differently, speakers use the language to communicate and interact with other people, to send and receive messages and to share ideas and

thoughts. An interactive conversation occurs when two or more people speak together.

### **1.7.2. Speaking as Performance**

Sometimes speeches are delivered in front of audience who would judge the speakers by his/her performance. The main focus of this function of speaking is grammar, accuracy, organization; this way of speaking is more important than the speech itself. Oral performance occurs in public speaking, lectures, classroom debates, presentations, job interviews, etc.

### **1.7.3. Speaking as Transaction**

Its aim is to convey meaningful messages and make others understand what you are saying in a clear way. In this function, the teacher and the learner focus on how they transmit and receive knowledge, and on whether the idea is understood or not i.e., meaning is primordial.

## **1.8. Strategies to Enhance the Speaking Skill**

The English language is considered as a difficult language, and learning foreign language is a difficult task, although many are familiar with it and do most make a categorical generalization people and the world. There are numerous strategies that individuals follow in order to enhance their speaking.



### **1.8.1. Using English at Home**

It is recommended for EFL learners' to use English where they feel comfortable in order to face their fears. One way to do so is using English at home: when having dinner or when discussing something with one's siblings. Moreover, students can speak loudly and record their voice; this technique can enhance their speaking because it enables them to find out their mistakes and correct them.

### **1.8.2. Talking with Native Speakers or Hearing Them**

Using social media such as Skype, Facebook to find native speakers and interact with them is really an effective way that can improve the students' speaking proficiency. In addition, listening to music and watching films, are helpful ways to learn communicating in English in an interesting manner.

### **1.8.3. Take criticism As a Challenge**

When faced with negative comments while speaking, students should not take them personally but considered them as a challenge to develop their speaking and change the others' views toward them.

### **1.8.4. Use and Practice the Language**

Students ought to learn producing sentences not only uttering words in isolation. This would help them to memorize the new sentences and stay relaxed while speaking. A lot of individuals, while feeling nervous, make a lot of mistakes.

Additionally, learners are advised to go on discussion with others to develop their self-confidence.

## **1.9. Classroom Speaking Activities**

Previous researchers in the field had helped teachers and students alike to get a better understanding of the speaking skill, how it works and how it should be practiced. Many activities are proposed for learners in order to truly master the skill. According to Harmer (1997), there are many strategies that can help learners practice speaking as a skill.

### **1.9.1. Telling Stories**

Many people spend time telling stories about their experiences. Students also may tell stories to their classmates to become fluent. One way to push students to tell stories is to put them in groups and give them objects or pictures to speak about. Another way to do that is to encourage them to speak about the best story or novel that they have read. Moreover, the more the student is familiar with the story that he/she narrates the easier for him/her to tell the story. It is, generally, enjoyable to talk about our own experience.

### **1.9.2. Student Presentations**

Presentations are individual tasks in which students practice oral delivery after relying on themselves to search for information about different topics. The

aims of presentations are to practice speaking and debating and to make other learners listen, concentrate and try to understand what the talk is about.

### **1.9.3. Making Debates**

A debate is a very effective way to enhance the speaking skill of the learners; it is a conversation between two or more people. In addition, debate is considered as a motivational tool; it pushes the learners to express their opinions with a group of people. Classroom debate has been scrutinized to be an effective, authentic activity that paves students to be accustomed to listening, accept others' points of view, empower learners' critical thinking and to be a decision maker.

### **1.9.4. Role Play**

According to Harmer (1998), role plays are activities in which the students are assigned various roles in different situations. So, this activity is beneficial for EFL students; it makes them capable to use and practice the language. In this context, Dobson (1981, p .47) argued that:

Dialogues and improvisations are, in effect, forms of role-playing, which is an engaging device to stimulate students to use their newly acquired English. Thus far, we have spoken of role-playing involving two students only, but of course several people can interact in a role-playing situation. This brings us to the matter of plays. Plays are

especially popular activities in conversation clubs where the group has sufficient time to devote to the study, practice, and staging of a play.

That is to say, the role play activity is not beneficial for the students who participate in it only but also for those who watch them; this can render learning interesting.

### **1.10. The difference between speaking in L1 and L2**

One can acquire the first language automatically with no efforts because most human beings are born with the capacity of learning languages at a very young age and this is what happens with the mother tongue; it is learned unconsciously in the daily life. On the other hand, the second language is not learnt only when one decides to do so for a given purpose or finds him/herself in a linguistic environment different from the one he/she grew up in. Indeed, acquiring L1 and learning L2 are two different processes at many levels. For example, speaking in the first language is easier than in the second language. Learning to speak in the L2 is a time-consuming task. Bates and Westrup (2003) stated that the knowledge of vocabulary is one of the main reasons for language proficiency. So, speaking in the first language is easier because of the huge size of vocabulary that native speakers possess in comparison to that acquired by second language learners at beginner stages. Besides, second language learners tend to think in L1 when using the L2; so, cultural differences have a bearing here.

## **Conclusion**

This chapter starts off with the various definitions of the speaking skill to give more insight about this skill and its important role in the EFL classes. Moreover, we took a look at the interwoven relationship between the speaking and listening skills. This chapter also discussed the main problems that the learner may face in the oral expression sessions, and the elements of speaking which reflect how the skill itself is performed. Furthermore, the vital role of the communicative competence in improving the speaking skill was tackled along with the speaking functions. To acquire speaking, learners usually use some strategies. The latter were sketched before shedding light on the classroom activities that can improve the learners' overall level in speaking. Finally, the chapter ends with the difference between L1 learning and L2 acquisition and how this impacts in the learners' speaking abilities.

# Chapter Two: Reading Texts

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## **Introduction**

Reading is one of the four skills that should be acquired when learning languages. Reading is not only important for learning a language but also in the learners' life. This chapter delimits the meaning of reading since different definitions of different researchers can be provided. Different types of reading (skimming, scanning, intensive and extensive reading) are reviewed. Not to mention the reading components are debussed along with the way reading is developed. In addition, the importance of reading and speaking has been discussed. In this chapter we tackle also the reading strategies and we conclude by explaining how reading texts can enhance speaking skill.

### **2. 1. Definition of Reading**

Reading is a receptive skill that requires mental and cognitive activities in which different linguistic symbols are interpreted through different stages in order to conceive a comprehensible input. It considers also as workout of minds because it feeds humans' brain. Reading helps the learners to speak fluently and understand his/her interlocutor. Williams (1984, p.13) gave some reasons as to why reading is advisable for the foreign language learner.

- Reading pushes the learners to use the language they learnt.
- Thanks to reading, the learner can improve other skills like writing and speaking.

- The learner can acquire new knowledge from reading texts and get essential information for them.
- Reading can be an interesting activity.

Reading can be viewed in many ways. To start with Thao Le Thanh (2010) as cited in Albert et Al), said that reading is “the meaningful interpretation of written or printed verbal symbols and a result of interaction between the perception of graphic symbols that represent language and the reader’s language skills, cognitive skill, and knowledge of the world.” According to Alderson (2000), reading is created from the recognition of the word and its comprehension. In addition, Walter (1979) saw reading as the action that the learner makes to gain the information which he/she wants from the contextual materials. Rumpitz (2003), on his part, contended that: “reading is a complex process. It involves visual action in analyzing printed letters, and then identifying these letters as the components of words, until reaching the interpretation of the meaning of these words.” Moreover, Nunan (2003, p.68) defined reading as: “a fluent process for readers to combine information from a text and their background knowledge to build meaning and the goal of reading in comprehension.” Krashen and Terrell (1983, p. 88) stated that: “reading enables learners to comprehend better which is an important factor to develop a language competence they need for conversations.” In short, reading is very essential for learners; it helps them improve their linguistic competence which would be used in conversations. As suggested by Cilne, Johnstone and King



(2006); three definitions of reading can be laid. Firstly, they defined reading as the literal translation of a text into speech. Secondly, it is the translation of written text into meaningful discourse. Thirdly, they regarded reading as the understanding of the meaning of the text through the process of arranging the existing ideas.

## **2.2. Types of Reading**

One of the most important things that one ought to know about reading is that there are multiple reading styles and types which the students need to understand because they should comprehend when and where to use each style depending on the text and the task at hand. Four types of reading exist: scanning, skimming, intensive and extensive reading.

### **2.2.1. Scanning**

Scanning is a technique that readers use when they need to look rapidly for specific information such as a keyword, synonyms or an idea. As proposed by Harmer(1997, p.100)in his book *how to Teach English*:

Students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for (for example, when we look for a telephone number, what is on television at a certain time or search quickly through an article looking for a name or other detail). This skill means that

they do not read every word and line; on the contrary, such an approach would stop them scanning successfully.

Similarly, Grellet (1986) defined scanning as “a reading technique that requires the reader to search for specific information without reading the whole text, through looking at its title, table of content and so on” (pp, 58-59).

### **2.2.2. Skimming**

Skimming is reading rapidly in order to get a general overview of the material. In this technique, the reader reads the text quickly, searching for the general idea. It includes different strategies as: reading titles, thesis statement and the first and the last sentences in the paragraphs, etc. Brown (2001) defined skimming as the speed reading in order to specify general ideas. Readers use this technique to get “a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading” (Grellet, 1999, p. 25). Harmer (1997, p.101) also stated that:

Students also need to be able to skim a text –as if they were casting their eyes over its surface –to get a general idea of what it is about (as, for example, when we run our eyes over a film review to see what the film is about and what the reviewer thought about it, or when we look

quickly at a report to get a feel for the topic and what its conclusions are). Just as with scanning, if students try to gather all the details at this stage, they will get bogged down and may not be able to identify the general idea because they are concentrating too hard on specifics.

### **2.2.3. Intensive Reading**

According to Harmer (1997, p.99), intensive reading “refers to the detailed focus on the construction of reading texts which takes place usually (but not always) in the classroom.” In addition, Brown (1988) argued that intensive reading “calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like” (p. 400). Intensive reading sometimes comes with specific study exercises such as asking learners to identify the types of the text they are reading, point out word meanings, comprehend some of the uses of grammar and vocabulary and finally use all what they have just done to move forward in their learning activities. Teachers also need to encourage their students to think about and practice the various reading techniques.

### **2.2.4. Extensive Reading**

Day (2004) claimed that: “Extensive reading is language teaching procedure where learners are supposed to read large quantities of materials or long texts for

global understanding, the principal goal being obtaining pleasure from the text” (p.14). According to Harmer (1997, p. 99): “the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom.” That is to say, students use extensive reading for pleasure, they read for instance: novels, magazines, journals, etc.

## **2.3 .Reading Components**

Reading is a remarkably intricate mental process. There are two components of reading: phonics and phonemics awareness, and reading comprehension.

### **2.3.1. Phonics and Phonemic awareness**

While phonics includes the relationship between sounds and symbols which are used to recognize the word, phonemic awareness stands for the ability to recognize sounds in the words. Yopp (1992) stated that phonemic awareness refers to that sequence of speech sounds which build up the words and symbols. Phonics and phonemics work together to provide a sense for a word.

### **2.3.2. Reading Comprehension**

Comprehension is the capacity to grasp written materials. Seyed, et al. (2010) defined comprehension as “the ability to go beyond the words, to understand the ideas conveyed in the entire text” (p. 376). Also, Snow (2002) argued that comprehension is “the simultaneous ability used by a reader to construct and

extract meaning through interaction and involvement with written materials” (p. 11).

#### **2.4. How to Develop the Reading Skill**

According to Reddy (2018), English is not considered as a simple language. To master this language and develop literacy skills, one must do much effort and go through different stages. Among the tips to be followed to improve the reading skill are the ones started below.

- **Make reading as a daily habit:** Making reading as daily habit, by specifying time to read every day from different stuffs: novels, books and magazines.
- **Choose funny passages to avoid boredom:** Choose simple funny text to enjoy while reading avoids boredom such as: comedy stories.
- **Highlight the text:** Highlighting the important information and main ideas of the text in order to better understand of the text or writing note on the page learner reads, it help also on keep the learner’s concentrate on the text.
- **Summarizing the content of the text:** Learners can increase their comprehension of text by writing down a summary about ideas of the text it helps to enhance reading skills of learners.
- **Debate and discussion:** Discuss the ideas and information of text with group of people helps learner’s to develop both speaking skill by practice the

language and learn new vocabulary from others and reading skills by expressing his/her ideas and know other ideas and understand content of text deeply.

- **Break down text into pieces:** Long and complex text can be difficult and boring to read, thus learners can divide text into pieces for better comprehension.
- **Re-read specific thing more than once:** Re reading a novel or book it is very helpful for learners because it like a revision of what she/he learned and understands before.
- **Goal from reading:** Before start reading something, learners should specify her/his goal from reading, in order to achieve it at the end.

## **2.5. The importance of the Reading Skill**

Reading is a very important act for human thinking and knowledge .It has a significant role in learning languages. It is one of the four skills which should be acquired to master any language. Williams (1984) suggested that reading gives the opportunity to practice language. It also helps to develop other skills as speaking and writing because they are interrelated. In addition, reading is considered as an interesting way to learn a language. Nation (1995, p.17) argued that: “reading has long been seen as a major source of vocabulary growth”. Learning new vocabulary

means acquiring novel words and expressions along with their concomitant pronunciation and meanings. For Eskey (2005), there is a strong relationship between reading and vocabulary as reading is source of Lexis. Moreover, reading helps to better the comprehension for learners' and develop their analytical skills. Hedge (1985) stated that through extensive reading learners develop their capacity to guess the meaning of unfamiliar words from the context. Thus, the learners who have the habit of reading are likely to be better equipped with more vocabulary that would enhance their speaking skill.

Cunninghem (1998) explained that the more the students read, the more their exposure to vocabulary increases. Besides, Oya, Manalo and Greenwood (2009) argued that vocabulary knowledge is important for language fluency.

Hedge (2001) said that: "not all readers are leaders, but all leaders are readers" this is because; readers have both language and world language which help them to develop their ideas, thoughts and opinions. This idea was discussed by Oya, Manola and Greenwood who suggested that:

Better vocabulary knowledge and having more words at one's disposal is likely to facilitate the ability to tell a story better , to demonstrate a more extensive range of resources and to come across more intelligibly better vocabulary knowledge could also contribute to boosting the

speakers confidence , which would come across when speaking and influence the overall impression created (2009, p.19)

Reading does not only help in developing good language, but also build learners' personality and attitude. Reading is an effective means which can help learners in their life and their learning language journey in that it increases their linguistic knowledge, world knowledge as well as their critical and social skills.

## **2.6. Reading Strategies for Learners**

In the area of reading skills, there are numerous strategies that are used in reading such as: scanning, skimming, summarizing, visualizing, monitoring clarifying, creating a correlation, drawing inference, guessing the meaning of unfamiliar words and asking questions and predicting.

### **2.6.1. Summarizing**

It is the last step in reading; in this technique, the learner determines the main ideas in the text to reduce its length. Turnbull (2006) stated: “summarizing as a short description of the main ideas or points of something without any details” (p717).

### **2.6.2. Visualizing**

In this strategy, the learner reads the text and constructs an image in his/her Brain, it is a representation of the ideas and the meanings of the text. (Armbruster,



2010) argued that visualization is like drawing a picture about what the learner reads.

### **2.6.3. Monitoring Clarifying**

It means the learner has the responsibility of his/her learning which considered as a step to be an independent learner (Hanson, et al 1996). Thus, the student can develop his/her language and personality as long as the texts being lead provides them, with linguistic input as well as general knowledge, ideas and facts.

### **2.6.4. Creating a Correlation**

Through reading texts, students can create a correlation between the pervious knowledge and the current ideas. Readers may relate the new ideas in bedded in texts to their own thoughts and the real world experience.

### **2.6.5. Drawing Inference**

In this strategy, the learner must read between the lines to reach to a conclusion about deep meanings. As reported by Keene & Zimmerman (1997): “drawing inference from text is a technique which requires readers to use their prior knowledge (schema) ,and textual information to draw conclusion; make critical judgment and from unique interpretation from text” (p.23).

### **2.6.6. Guessing the Meanings of Unknown Words**

In accordance with Clark and Nation (1980) “guess the meaning of unfamiliar words from the context in order to save time and to continue reading without interruption or referring to dictionary” (pp. 58-59.). So, using this strategy helps learner to save time and understand the new terms and expressions contexts in which they occur.

### **2.6.7. Asking Questions**

Learners use the strategy of asking questions during and after reading in order to focus on something and remember what they read and understand the text. Harvey and Goudvis (2007) contended that questioning is asking oneself questions in order to solve problems, find information and enhance understanding.

### **2.6.8. Predicting**

The strategy of predicting involves thinking about what coming next, what the text is about. Magiliano et al (1993) argued that “prediction strategy involves thinking about what might be coming next in the text. It is applied by effective reader that mean, they used pictures, headings and text as well as personal experience to make prediction before they begin to read ”(p. 35) .

### **2.6.7. Reading Texts to Enhance the Speaking Skill**

Reading text is a means to know others’ ideas, opinions and thoughts, etc. Texts help individuals to develop their language. This method allows the EFL

learners to gain huge advantage in their language learning process. One of its many advantages it gives to learners is “knowledge over the system of the language” and how it works but only if the text was authentic. Lee pinpointed that : “A text is usually regarded as authentic, if it is not written for teaching purpose, but for a real life communicative purpose , where the writer has a certain message to pass on the reader as such , an authentic text is one that possesses an intrinsically communicative quality” (Lee, 1995). Reading authentic text enhances the learners’ language and communicative skills by gaining new vocabulary and knowing different styles, ideas and vocabulary knowledge.

#### **2.6.8. Relation between the Reading and Speaking skills**

Language is a combination of the four skills (speaking, reading, writing and listening), those four skills are related to each other strongly .For instance, there is a relation between reading and speaking (Eskey, 2005). That is to say, there is a reciprocity between reading and speaking skills i.e. they influence each-others, reading helps learners to develop the speaking skill and vice versa in that. Reading helps learners to gain knowledge and the world. Moreover, Shaw (1959, p.8) claimed that: “reading is the communication of thoughts, moods and emotions, through which one receives from others their ideas and feelings in a matter of communication.” Through reading, one can enhance his ability in speaking slowly but surely. Reading ameliorates how one thinks in the target language and shapes

how words, grammar rules in their mind so that he speaks in the most correct and natural way possible. Thus, there is an interwoven relationship between reading and speaking that cannot be separated.

## **Conclusion**

From what we have mentioned so far, we can say that reading is a very important skill for language mastery and is very helpful in developing the speaking skill of EFL learners. This chapter defined reading along with its four types: extensive, intensive, skimming and scanning along with its two components phonics and phonemic awareness and reading comprehension. Furthermore, the chapter provided an explanation on how learners develop their speaking skill thanks to reading. This chapter introduces eight different strategies that learners can use reading as summarizing, visualizing and creating correlation, monitoring clarifying, drawing inference, guess the meaning, ask questions and predicting. Furthermore, there is a clarification on how reading texts can enhance speaking skill and finally a description to the interwoven relationship between reading and speaking.

## **Chapter Three: Field of Investigation**

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## **Introduction**

Nowadays, teaching speaking has become more and more important due to its advantages such as the ability to reach out beyond your geographical borders, connect with new cultures and in expressing ones' feelings and opinions at any situation they face and the possibilities it offers to them. Teachers and researchers have started the search for fresh and original ways, methods and techniques to teach learners of foreign languages how to speak properly and to enable them to communicate better. The teachers' role is crucial when it comes to teaching speaking; they are the ones who choose the method, the materials and the techniques. This chapter explores the students' attitudes towards using 'reading texts' as a technique in developing their speaking skill. First of all, we will start with the description of the sample, and have a look at the tools and instruments used in this research. Next, we will deal with both the students' questionnaires and the teachers' interview and analyze them.

### **3.1. Sample**

To gather data, a questionnaire was conducted with third year students of English at the University of Mila. Due the global state of emergency the world is experiencing now because of the Covid-19 pandemic, we had to conduct both the questionnaire and the interview online via Facebook and email. Concerning the students' questionnaire it was an online group of third year LMD students in the

English department at Mila University. As a second step, for teachers' interview was supposed to be. Again, due to the Covid-19 pandemic, we did not have means to do that and we were obliged to conduct, instead, a teachers' questionnaire via emails. Moreover, we addressed eight teachers; only five of them replied. Both teachers and learners in our region were not accustomed to telephone interviews or Skype.

### **3.2. Tools of the Research**

We used two tools to gather data that serve our topic. We design the questionnaire for the learners and another one for the teachers. The questionnaire is a series of questions, an important instrument of research, a tool of data collection. Thus, it is a tool to collect data form the third year students at the English department. The questionnaire consists of both closed questions and open ended ones. Our language was very simple so that the students can understand and answer questions easily. To complete collecting our research data we used teacher's questionnaire for teachers of oral expression at the department of English, at the University of Abdelhafid Boussouf-Mila.

### **3.3. Administration of the Student's Questionnaire**

This study aims to investigate learners' attitudes toward reading texts to enhance speaking skill. The data was collected by using a questionnaire that was proposed for third year English students at Mila University during the academic

year (2019/2020). Our purpose was to gather the students' attitudes toward reading tasks and whether they enjoy using them or not.

### **3.4. Description of Student's Questionnaire**

The students' questionnaire consists of three sections with a total of twenty one questions, each section gathers some information that meet a purpose related to our study. The questions are ranged from open ended questions and closed questions. As stated previously, because of the global state emergency due to the COVID-19 pandemic, we conducted an online questionnaire.

#### **3.4.1. Section One: General information (Q1-Q3)**

This section of general information aims to get the general information about the participants' background information like: age.

#### **3.4.2. Section Two: Reading tasks and the speaking skill (Q4-Q16)**

This section deals with collecting data about the students' interest to practice the target language in the spoken mode. Moreover, it deals with the problems and the difficulties that the learners might face. In addition, this section tackles the benefits of reading and whether it plays an important role in boosting speaking and the learning strategies that may develop the speaking skill.

**3.4.3. Section Three: Students' attitudes toward reading tasks as a tool to enhance the speaking skill (17Q-21):**



This section consists of five questions concerning the importance of reading and whether or not reading really enhances our speaking skill. It ends up with some suggestions from the learners to improve teaching/learning speaking in the classroom.

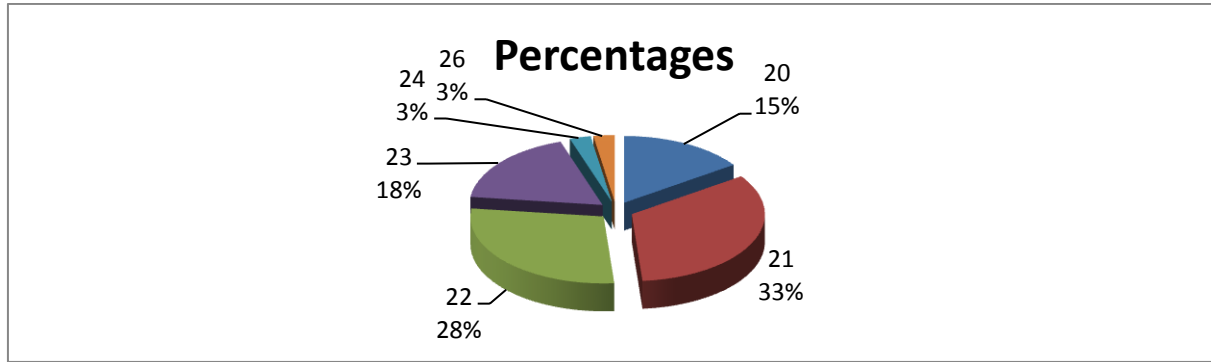
### 3.3.4. Analysis of the Results

#### Q1: Age

Age	N	%
20	6	15%
21	13	32.5%
22	11	27.5%
23	7	17.5%
24	1	2.5%
26	1	2.5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 1: Students' age percentage**

The first question in our questionnaire was about the students' age. We notice that, in our survey, the participants' age ranges from twenty to twenty six. The great majority of the participants have had a considerable amount of time learning and dealing with the English language which would make the answers a bit more credible. This was an easy question to start with so that the students feel comfortable. Besides, the answers tell us that the students belong to, more or less, the same generation which indicates that their attitudes would not be so different from one another.



**Figure 1: Students' Age**

**Q2:** As a Baccalaureate holder, was English your first choice when going to register at university? why?

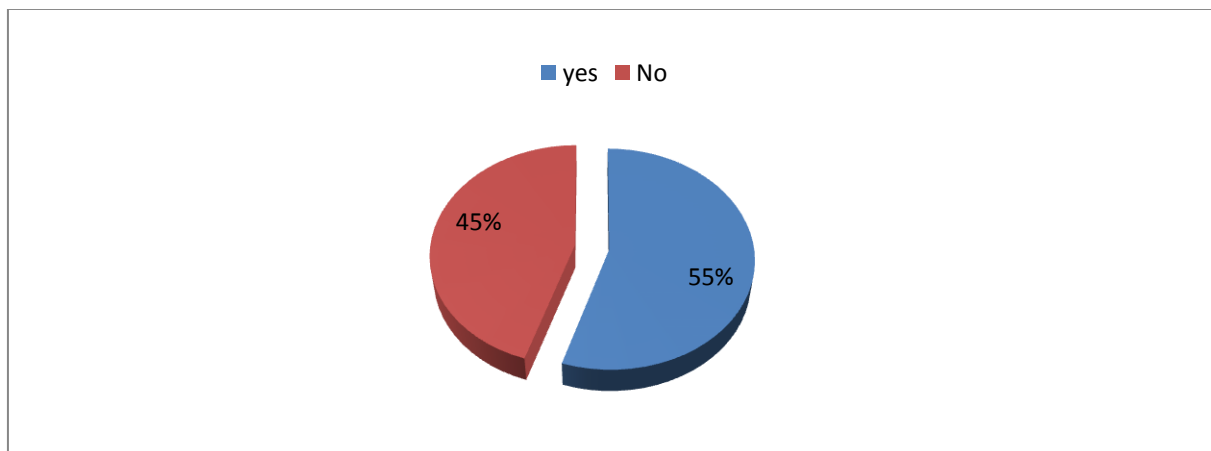
<b>Options</b>	<b>N</b>	<b>%</b>
Yes	22	55%
No	18	45%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table02: The students' choice of English as a field of study**

Table 2 shows that the majority of our sample (22.5%) chose English as their field of specialization at university. Four students claimed that they had a good level of English and they wanted to enhance their English skills: they chose English because they believed in their capacities and were motivated to learn the language. Moreover, fourteen participants attributed the reason behind choosing English to their love of this language since they were young as they were affected by one of their family members (father or brother who teaches English). This means that most learners' admiration of the English language can be a positive factor in their

learning language. In addition, two learners thought that English would provide them more opportunities to get a job. One participant saw that it is necessary to learn English because it is a lingua Franca and an international language.

Forty five percent of the respondents did not put English as their first choice for different reasons. Eight learners did not choose to study English because they wanted to study other fields such as: sport, economy, mathematics or French. English was their parents' choice and they were obliged to follow. Five students who came from the scientific stream at the secondary school were obliged to study English because they were not assigned their preferences and the orientation system gave them only one possibility: that of English. Furthermore three students studied English although it was not their choice, because their average at the "Bac" was so low to accept them in the fields they dreamt of. One learner said that English does not deserve to be studied at university, and the other one was rather interested in his or her mother tongue.



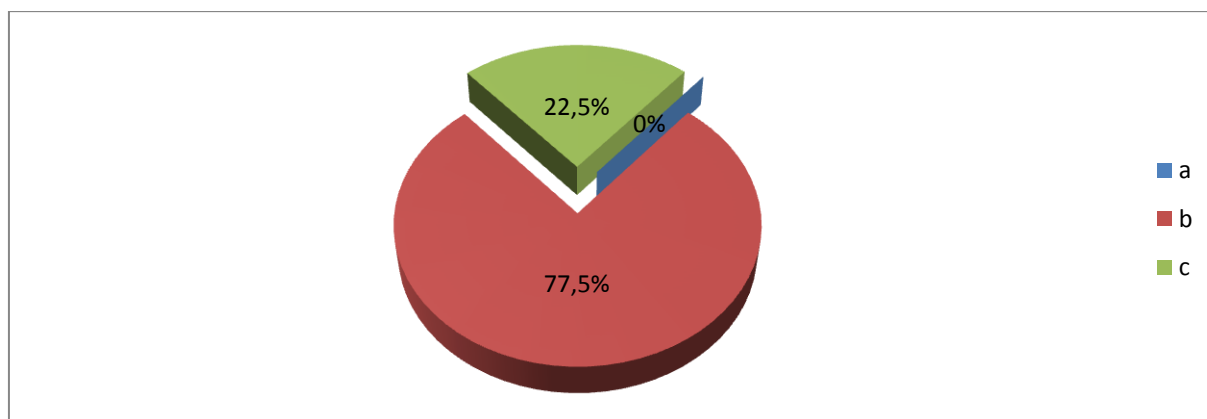
**Figure 2: students' choice of English as field of study**

### Q3: How do you rate your level in English

Options	N	%
a-Beginner	0	00%
b-Intermediate	31	77,5%
c-Advanced	9	22,5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 3: Students' level in English**

In this question, we asked the respondents to assess their level in English. From the results shown in table 3, it is clearly noticeable that the majority of the sample (77.5%) has an intermediate level. Meanwhile, the rest of the sample (22.5%) claimed that their level is advanced. Hence, the participants have different levels which may affect the process of teaching the language.



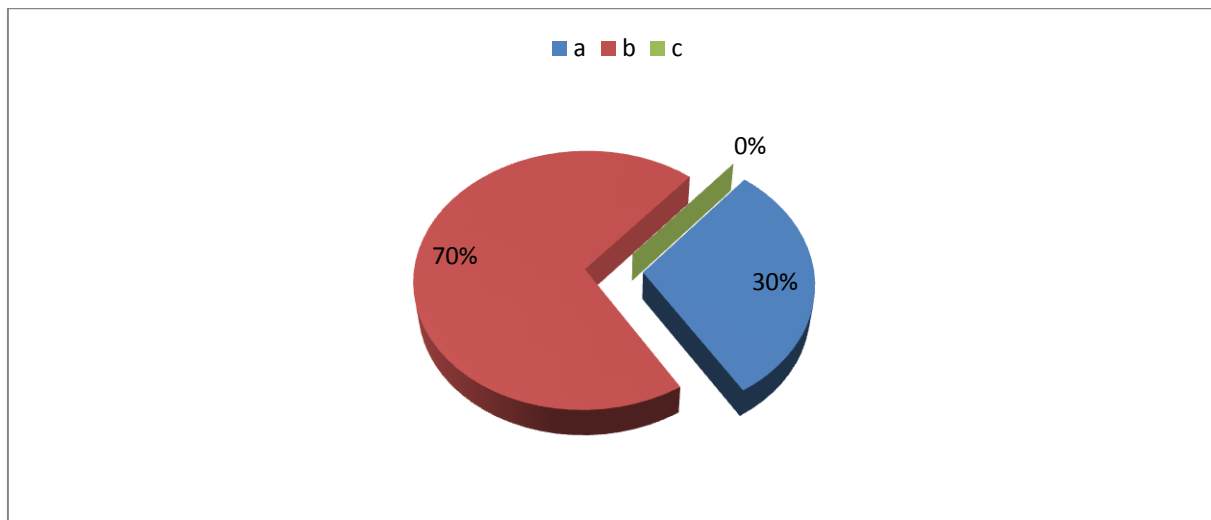
**Figure 3: Students' level**

### Q04: Do you use English outside the classroom?

Options	N	%
a-always	12	30%
b-sometimes	28	70%
C-never	0	00%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 4: Students' use of English outside classroom percentage**

The answers to this question revealed that 70% of our sample uses English outside the classroom only sometimes; they use it with friends or family members. They also speak with native speakers via social media; those learners are likely to use English fluently. The remaining 30% of the students stated that they never use English outside the classroom. This kind of learners may have a good English level but they do not use it outside the classroom, they just practice their language in the class maybe because they are shy and think they would not be able to express themselves clearly in English as confident speakers. That is to say, the main reason behind the students' failure in mastering the English language is their lack of practice.



**Figure 4: Students' Use of English outside the Classroom**

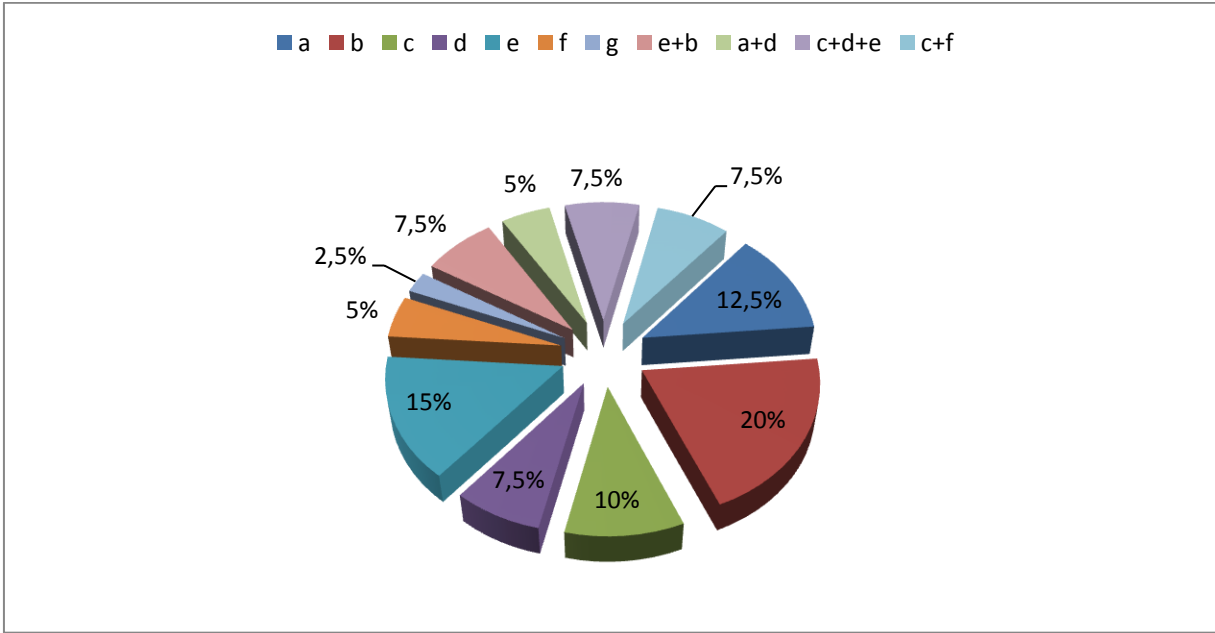
**Q5: What kind of problems you face while speaking English?**

<b>Options</b>	<b>N</b>	<b>%</b>
a	5	12.5%
b	8	20%
C	4	10%
d	3	7.5%
e	6	15%
F	2	5%
G	1	2,5%
E+B	3	7,5%
A+D	2	5%
C+D+E	3	7,5%
C+F	3	7,5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 5: Students' speaking problems**

As shown in the results above, (12.5%) of the subjects suffer from topical knowledge problems i.e. they did not have enough information and ideas about certain topics. So, they cannot express themselves and speak the language. In addition, there are 8 participants (20%) who face vocabulary problems which is a hindrance to express their ideas. Only 10% of the students (i.e.4 of them) feel anxious when they use English in front of others: it is a psychological problem. Perhaps, they are shy persons and afraid of making mistakes. Moreover, 7.5% of the learners face difficulties in pronunciation and phonetics, they cannot use words

with a correct pronunciation. Another 7.5% of the subjects face two different problems which are vocabulary and self-confidence. The same percentage of the respondents has problems of anxiety and mother tongue use instead of the target language. All the learners share the same mother tongue; so, they use it and neglect English. Again, another 7.5% of the students face three problems altogether: anxiety, pronunciation and lack of self-confidence. Two participants (5%) admitted that they have difficulties with their mother tongue interference i.e. they cannot use only English in expressing their thoughts without borrowing some words from their native language repertoire.



**Figure 5: students' problems in speaking**

**Q6: What are the strategies you use to enhance your speaking skill?**

<b>Options</b>	<b>N</b>	<b>%</b>
a	3	7,5%
b	4	10%
C	3	7,5%
d	6	15%
e	5	12,5%
b+d	3	7,5%
d+e	5	12,5%
C+d	2	5%
a+d	3	7,5%
A+c	2	5%
A+d+e	2	5%
a+d+b	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 6: Students' speaking strategies**

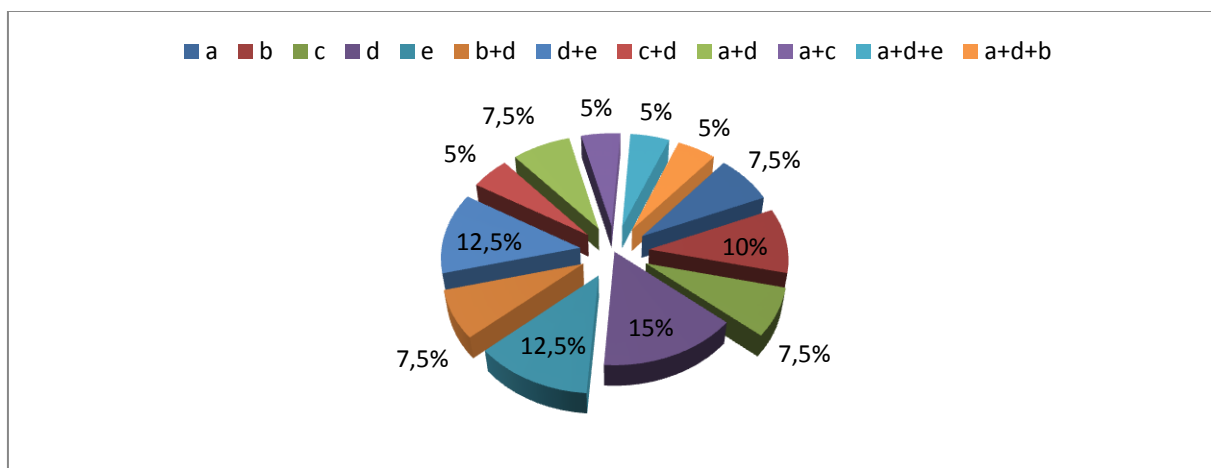
In this question the participants were allowed to tick more than one option. Six respondents (15%) relied on watching films and listening to music in order to enhance their speaking skill; they seem to find this strategy effective and enjoyable. Nowadays, most learners use smartphones and technology to master the language. Five subjects (12.5%) used reading materials such as books, essays, stories and articles. Another 12.5% of the respondents who depend on two activities to enhance their speaking skill: watching films and listening to music and reading.

A percentage of (7.5%) of the participants used criticism. The same percentage of respondents (i.e. 12.5%) use two different strategies: speaking with native speakers thanks to social media, and watching films and listening to music. Furthermore, 7.5% of the subjects used watching films and listening to music and



practice English at home. Again, another 7.5% of the learners relied on using English at home to develop their spoken language. Besides, 10% of the participants used social media to speak with native speakers as a technique to promote their speaking.

Only 5% of the informants used criticism to enhance their speaking skill. An equal percentage used criticism as a challenge to provoke speech and practicing the language outside the classroom, especially at home. The same percentage of the respondents (i.e. 5%) declared that they used three different techniques in their pursuit to boost their speaking; they are: using English outdoors, using criticism as challenge and reading different materials. Finally, another 5% of the students announced that they used English outside, watched films and listened to music and spoke with native speakers. Thus, from the results, we can conclude that the participants use different strategies to improve their communication in the spoken mode. Among these strategies is reading.



## Figure 6: Students' speaking strategies

### Questions 7: Rate the elements of speaking according to their importance.

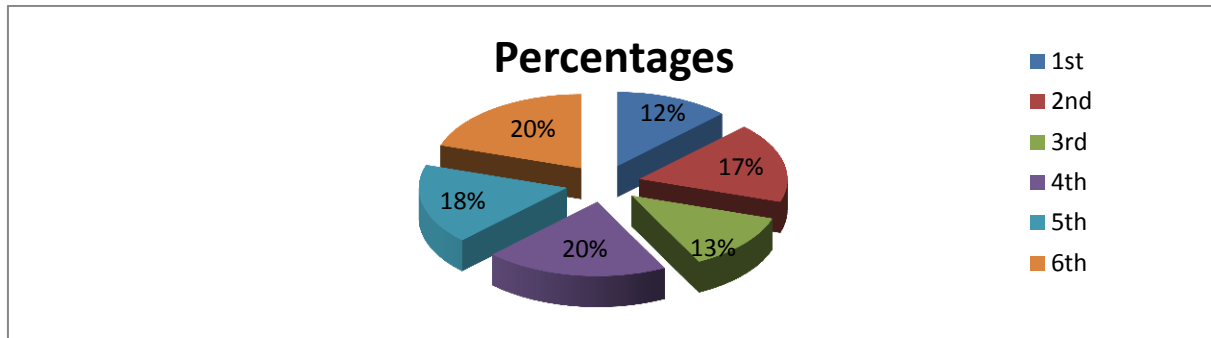
In this question, students were asked to rate the elements of speaking according to their importance. Different opinions were observed in the students' answers; hence, it was recommended to categorize the findings in different tables.

#### A- The importance of fluency according to the students

Fluency							Total
Positions	1st	2nd	3rd	4th	5th	6th	/
Numbers	5	7	5	8	7	8	40
Percentages	12,5%	17,5%	12,5%	20%	17,5%	20%	100%

**Table7: The Importance Rate of Fluency According the Students**

As far as the importance of fluency is concerned, the respondents' answers were varied: 5 students (12.5%) found fluency very significant, 7 respondents (17.5%) rated it in the second position, 5 (12.5%) students ranked it in the third position, 8 ones (20%) assigned it the fourth position, 7 others (17.5%) put it in the fifth position, and 8 (20%) of the subjects put it in the sixth position. In fact, more than half the participants do not bestow on fluency much importance.



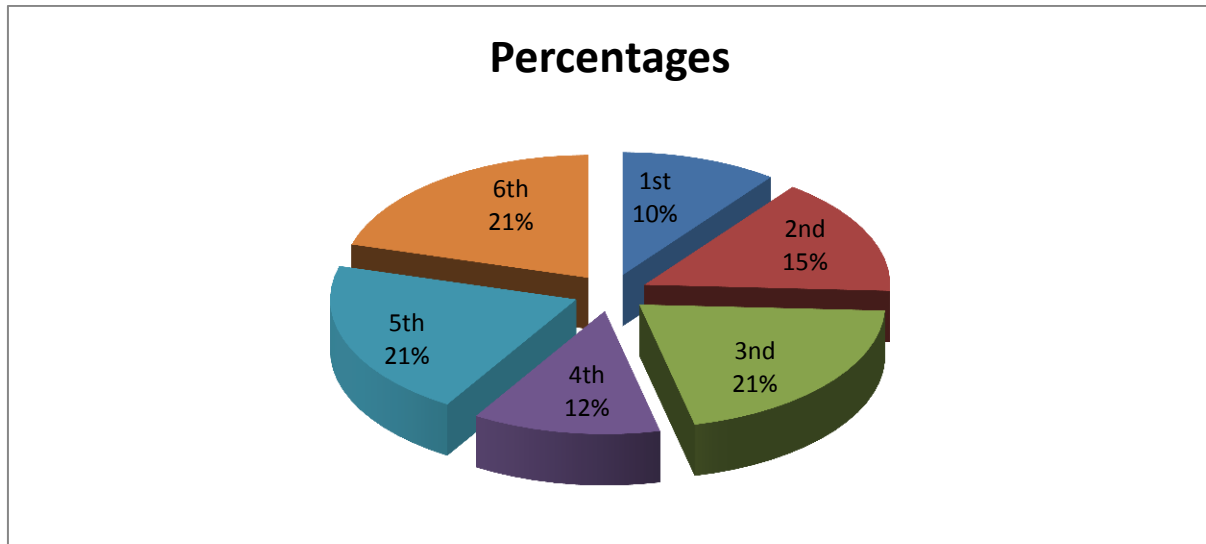
**Figure7: The Importance of Fluency According the Students**

**B-Accuracy**

Accuracy							Total
Positions	1st	2nd	3rd	4th	5th	6th	/
Numbers	4	6	8	6	8	8	40
Percentages	10%	15%	20%	12%	20%	20%	100%

**Table 8: The Importance of Accuracy According the Students**

Ten percent of the students had given accuracy the first place for its importance they think it has, 15% rated it second, 20% gave it the third, 12% in the fourth, 20% in the fifth and another 20% in the sixth. Most of the respondents gave accuracy minor importance over other elements of speaking.



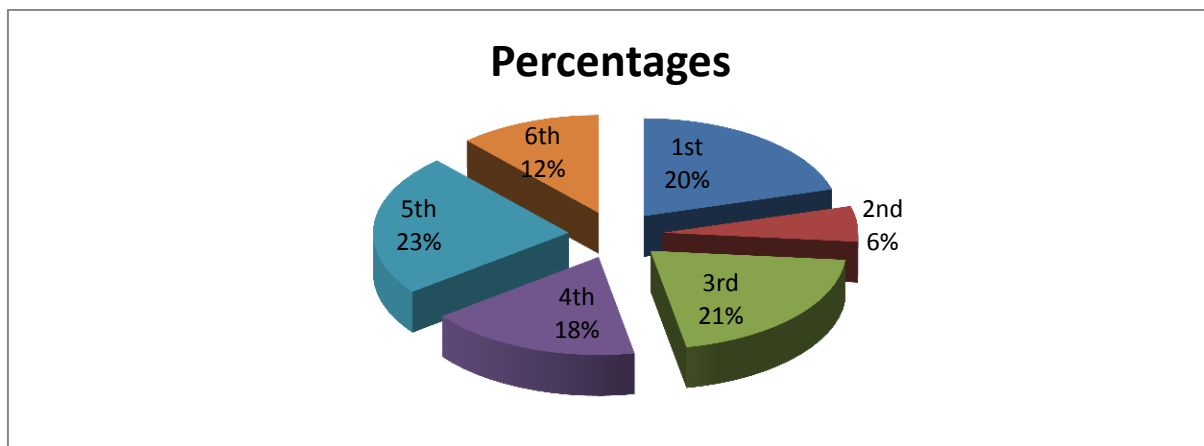
**Figure8: The Importance of Accuracy According the Students**

### C- Pronunciation

Pronunciation							Total
Positions	1st	2nd	3rd	4th	5th	6th	/
Numbers	7	1	7	3	8	4	40
Percentages	17,5%	5%	17,5%	15%	20%	10%	100%

**Table9: The Importance Rate of Pronunciation According the Students**

According to 17.5% of the respondents, pronunciation is ranked first. It is put in the second place by 5% of the subjects and in the third by 17.5%. It takes the fourth place when considering the opinion of 15% of the sample. It occupies the fifth place according to 20% of the learners. However, 10% of them assign it the sixth position. This question was left unanswered by learners (15%). Overall, pronunciation is significant for the spoken language.



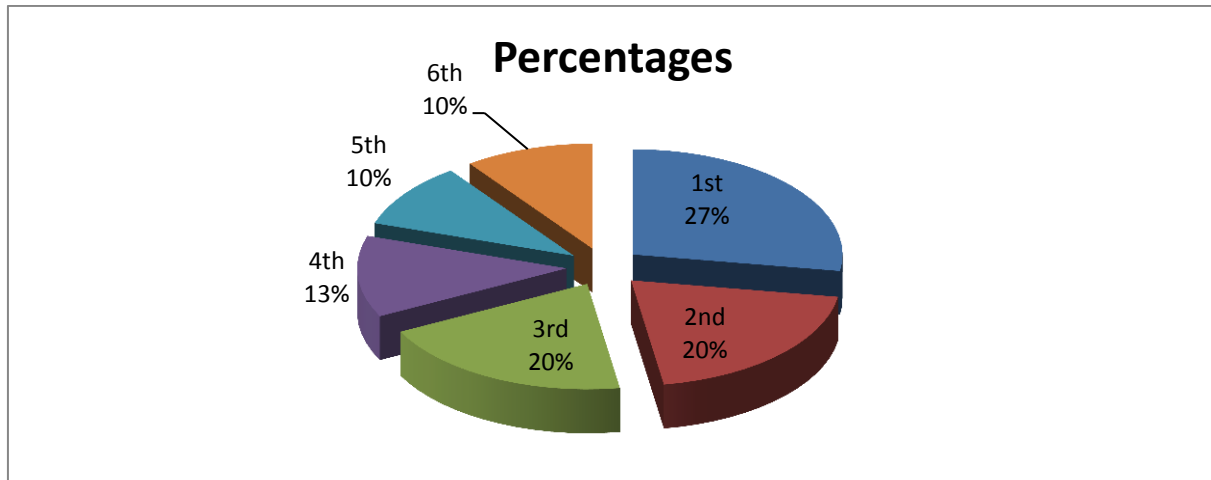
**Figure9: The Importance of Pronunciation According the Students**

D-Vocabulary

Vocabulary							Total
Positions	1st	2nd	3rd	4th	5th	6th	/
Numbers	11	8	8	5	4	4	40
Percentages	27,5%	20%	20%	12,5%	10%	10%	100%

**Table10: The Importance Rate of Vocabulary According the Students**

Vocabulary was put in the first position by 27.5% of the sample (11 participants). Eight students with the percentage gave it the second position and the same number put it in the third place. Six respondents which represent 12.5% took the fourth position, while 10% of them ranked it in the fifth position and an equal percentage rated it the sixth. All in all, vocabulary is deemed a significant component of one's speech by more than half of the participants.



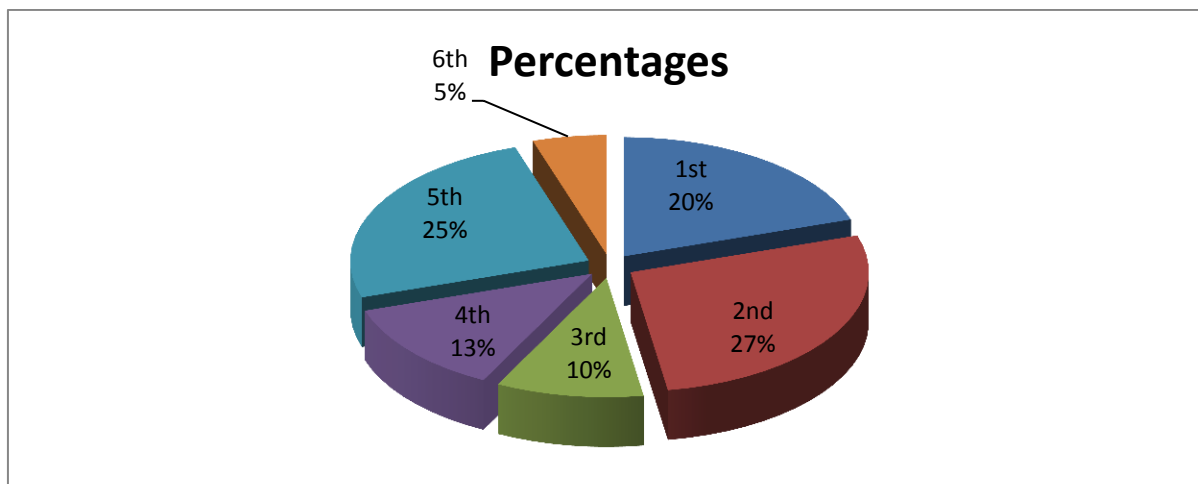
**Figure10: The Importance of Vocabulary According the Students**

### E-Grammar

Grammar							Total
Positions	1st	2nd	3rd	4th	5th	6th	/
Numbers	8	11	4	5	10	2	40
Percentages	20%	27,5%	10%	12,5%	25%	5%	100%

**Table 11: The Importance Rate of Grammar According to the Students**

As far as grammar is concerned, 8 learners with the percentage of 20% put it in the first place, and 27.5% of the participants gave it the second position, while 4 students (10%) put it in the third position. Additionally, 5 participants (12.5%) have grammar the fourth place, 10 of them (25%) gave it the fifth position, and 5% of them put it in the last place. For the most part, grammar is so important in order to master speaking by the EFL learners.



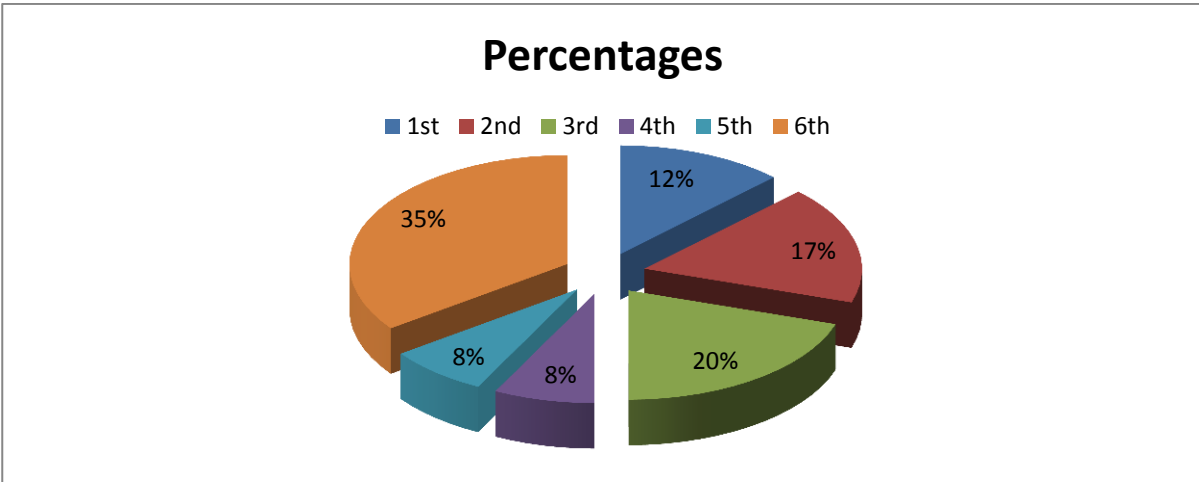
**Figure11: The Importance Rate of Grammar According the Students**

#### **F- Ideas**

Ideas							Total
Positions	1st	2nd	3rd	4th	5th	6th	/
Numbers	5	7	8	3	3	14	40
Percentages	12,5%	17,5%	20%	7,5%	7,5%	35%	100%

**Table 12: The Importance of Ideas According the Students**

In speaking, ideas are regarded by 12.5% of the sample to be a priority when speaking. They are the second priority for 17.5% of the students. Besides, ideas are ranked: third by 20% of the respondents, fourth by 7.5%, fifth by another 7.5%, and sixth by 35%. On the whole, our sample reckons ideas to be important to a considerable extent.



**Figure12:** The Importance of Ideas According the Students

**Question 8: Choose three activities you think are most appropriate to develop speaking in the oral expression module.**

Options	N	%
a	3	7,5%
b	5	12,5%
d	4	10%
a+b+e	5	12,5%
d+e+a	1	2,5%
C+d+e	2	5%
A+b+c	5	12,5%
b+c	4	10%
a+c+d	3	7,5%
C+e	3	7,5%
a+b	5	12,5%
<b>Total</b>	<b>40</b>	<b>100</b>

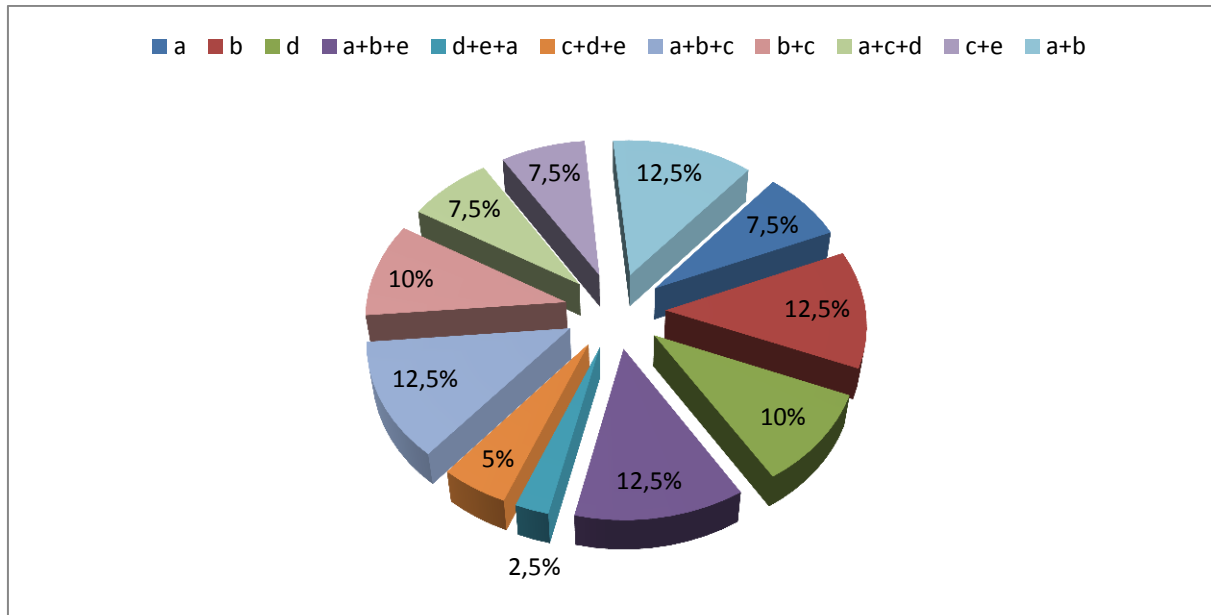
**Table 13: Students' activities to develop their speaking skill**

In this question, participant were asked to choose three activities to enhance their speaking but some students chose only one and others chose two activities.



As appears in table 13, some students (7.5%) used re-telling stories; they read text to ameliorate their speaking. The same percentage depended on two different activities to boost their speaking which are conducting debates after reading some passages or watching videos. More than 7% of students depended on three activities: re-telling stories they already read, organizing debates after reading and role-play.

Another repeated percentage which listed four times in the table (12.5%) 5 respondents of the third year. Firstly, 12.5% of the students who depended on presentation in order to upgrade their speaking. A percentage of 12.5% of the respondents relied on three strategies: re-telling stories, presentation and activities after watching movies. The same percentage used re-telling stories, presentation and debates after reading. The last (12.5%) of subjects used two activities: re-telling and presentation in order to ameliorate their spoken language. A number of 4 students (10%) relied on role play. The same percentage used presentation and debates after reading to increase their capacities in speaking. One learner (2.5%) used three activities: role-play, activities after watching movies and re-telling stories she/he already read. The remaining percentage of the learners (5%) depended on debates after reading and role-play after watching movies. Hence, the participants depend on different activities to master their speaking skill.



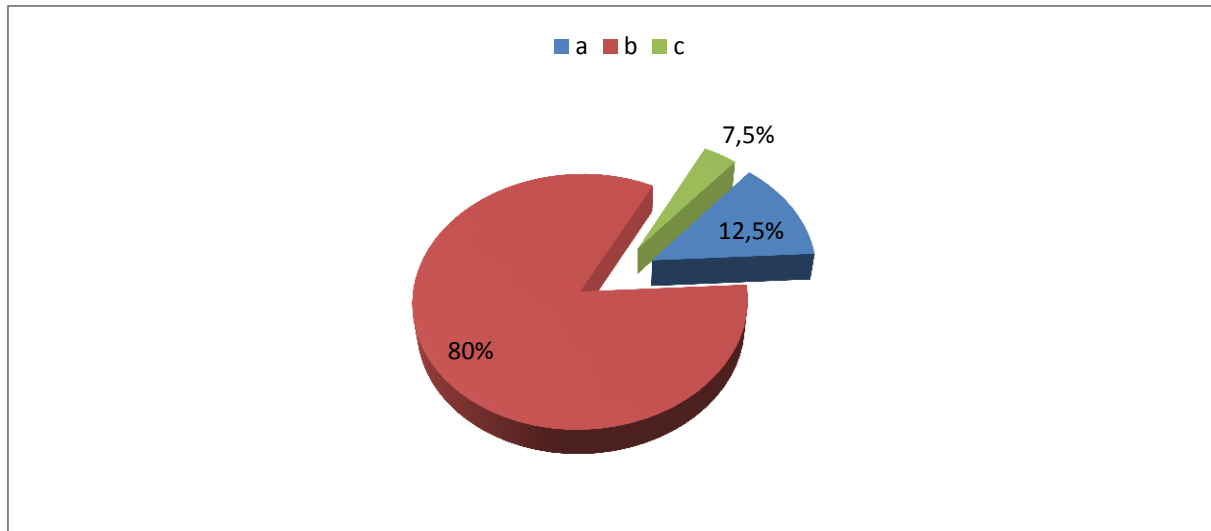
**Figure 13: students' speaking activities**

**Q9:** How often do you read?

Options	N	%
a-Never	5	12,5%
B-Sometimes	32	80%
C-Everyday	3	7,5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 14: How often students read**

The findings reveal that more than half of the candidates (80%) read only sometimes for several reasons: for fun, to learn and explore new things. Moreover, 12.5% of the respondents never read because reading is boring for them. The rest 7.5%, which is the lowest percentage is the category, read on a daily basis. These are the good students.



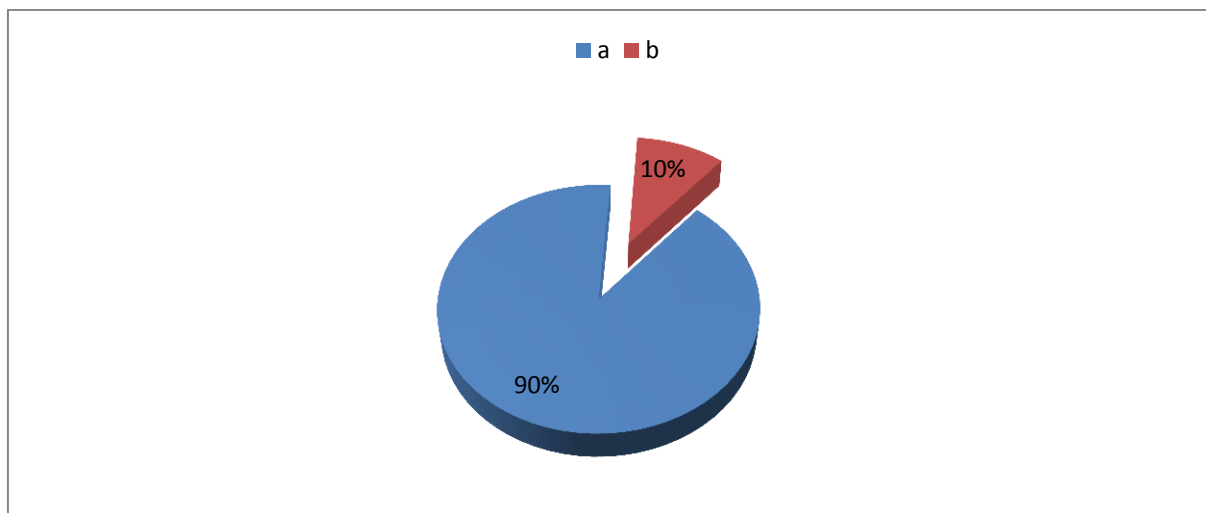
**Figure14: How often students read**

**Q10:** Do you think reading is a suitable method to enhance speaking skill?

Options	N	%
a-Yes	36	90%
b-No	4	10%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table15:Students' opinion about reading as method to enhance speaking.**

According to the table above, the overwhelming majority of the subjects (90%) thought that reading is an appropriate tool to upgrade their level in speaking. In fact, reading is very helpful to improve the four skills and speaking is amongst them. Four candidates (10%) did not consider reading as a proper method to boost the speaking skill; they may adopt different methods to ameliorate their speaking far away from reading.



**Figure 15: Students' opinion about reading as method to enhance speaking**

**Q11:** In what way?

Twenty out of thirty six students thought that reading is a suitable method to enhance speaking in that they can gain new ideas, words and new vocabulary. For instance, a student wrote that: “reading helps you update your ideas and install new ones plus terms and vocabulary on your mind so that you can know as well as use them in speaking.” Another one said that: “Reading enhances speaking by developing learners’ vocabulary and knowledge which allows them to start a debate without hesitation.” On the other hand, eight participants claimed that reading enhances speaking in the way that it helps them acquire the language, for example: “a good way to make students familiar with the language and help you to develop it.” Six learners stated that, reading enhances speaking since it helps them develop their grammar and spelling. One of them asserted that: “Reading improves your grammar; the more you read the more you can speak.” In addition, two participants

maintained that reading promotes speaking in terms of fluency; it also helps the learner to be a fluent speaker. Finally, four learners announced that speaking can foster speaking, one responded as such: “If you want to speak, you should speak more.”

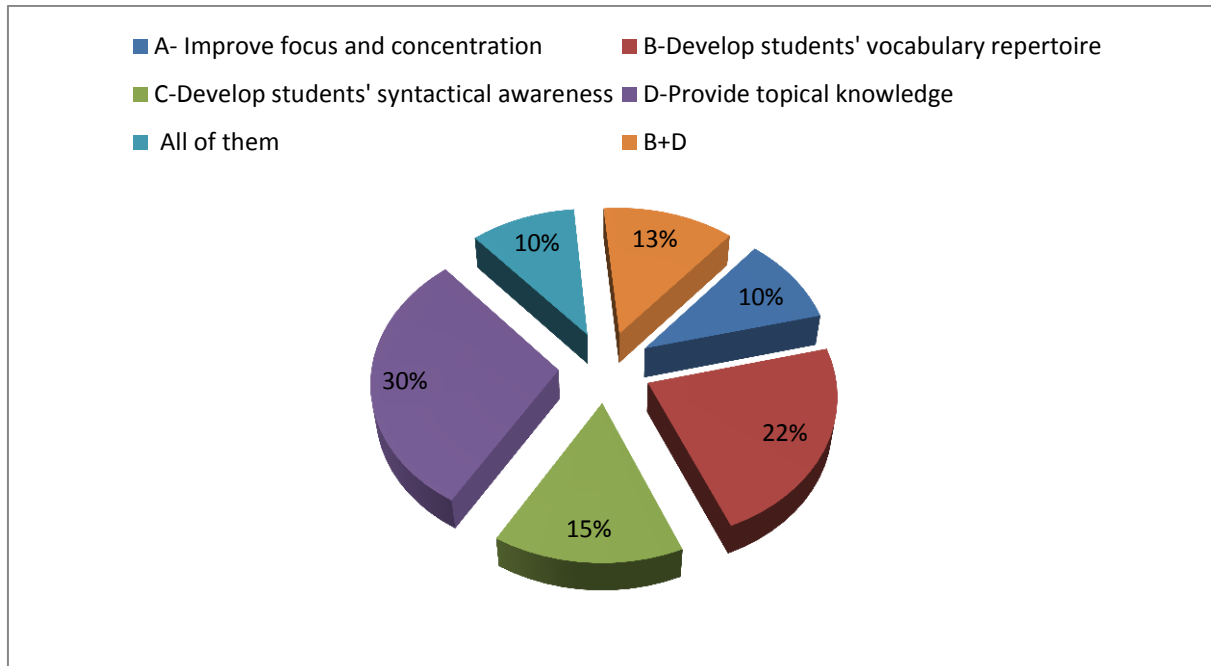
**Q12:** Texts provide great benefits for students because they (you can choose more than one item):

<b>Options</b>	<b>N</b>	<b>%</b>
<b>a-</b> Improve focus and concentration.	4	10%
<b>b-</b> Develop students’ vocabulary repertoire	9	22,5%
<b>c-</b> Develop students’ syntactical awareness	6	15%
<b>d-</b> Provide topical knowledge	12	30%
B+D	5	12,5%
All of them	4	10%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table16: Reading Texts Benefits for Students**

From the results shown in table 16, we can see that the majority of the participants (30%) thought that texts provide great benefits for students. Because they provide topical knowledge meaning that they enrich their minds with new ideas and help them speak about any topic. Besides, the more they read the more they store different information about distinct topics so they can speak freely. However, 9 learners (22, 5%) argued that texts offer aid in developing students’ vocabulary repertoire. This means that when a student reads a text or a passage,

he/she would discover and memorize new vocabulary items, especially when they use them. When students store a lot of vocabulary in their brains, they would not face many speaking problems. Students can express ideas and emotions without any difficulties. Six participants (15%) indicated that texts actually contribute to the students' syntactical awareness. Perhaps in view of the fact that the more they read the more they know exactly how words are ordered and this is very beneficial for a foreign language' learner. Yet, five participants (12, 5%) affirmed that reading develops both the students' vocabulary repertoire and their topical knowledge. This could be rendered to the fact that reading can help learners gain new lexis and, at the same time, more topical knowledge. In addition, 4 participants (10%) believed that texts are so beneficial because they improve focus and concentration. The students here might mean that when they read they concentrate with how words are spelled and combined together to form grammatically correct sentences and coherent paragraphs, etc. This helps them a lot in both speaking and reading. Moreover, 4 other learners (10%) said that texts are helpful because they improve concentration, develop students' vocabulary repertoire, increase learners' syntactical awareness and enlarge topical knowledge. This means that they value all of the given options and they think that each has its vital role.



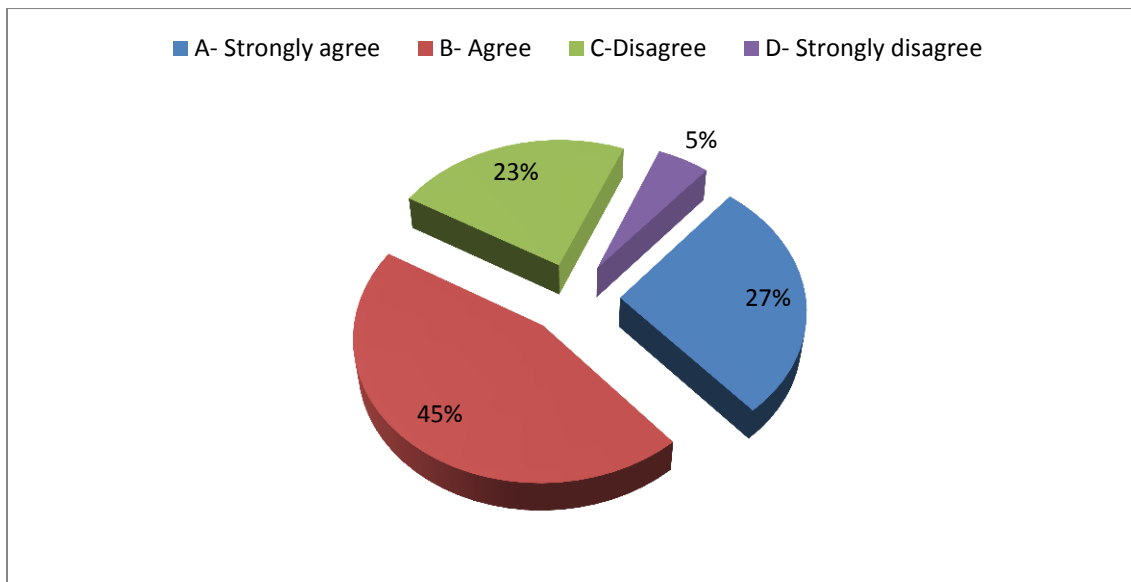
**Figure16: Reading texts benefits for students**

**Q13:** Do you think that reading activities should be introduced in the oral expression classes?

Options	N	%
Strongly Agree	11	27.5%
Agree	18	45%
Disagree	9	22.5%
Strongly Disagree	2	5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table 17: Students' opinions about whether or not reading should be introduced in the oral classes**

The majority of the participants (45%) agreed with the idea that reading activities should be introduced in the oral expression classes. May be because they see it them interesting and beneficial. What is more, 27, 5% of them strongly agreed with the suggestion of implementing reading activities in the class; they affirmed that they love reading and that it has a vital role in promoting speaking. However, 22% of the learners disagreed with the idea of implementing reading in the oral classes. Possibly because they see it boring or it is an activity to be done outside the classroom. In addition to that, (5%) strongly objected and that is probably because they hate reading. So, we can notice that the majority agree with implementing reading in the oral classes which means that they are aware of the reading benefits for speaking.



**Figure17: Students' opinions about whether or not reading should be introduced in the oral classes.**

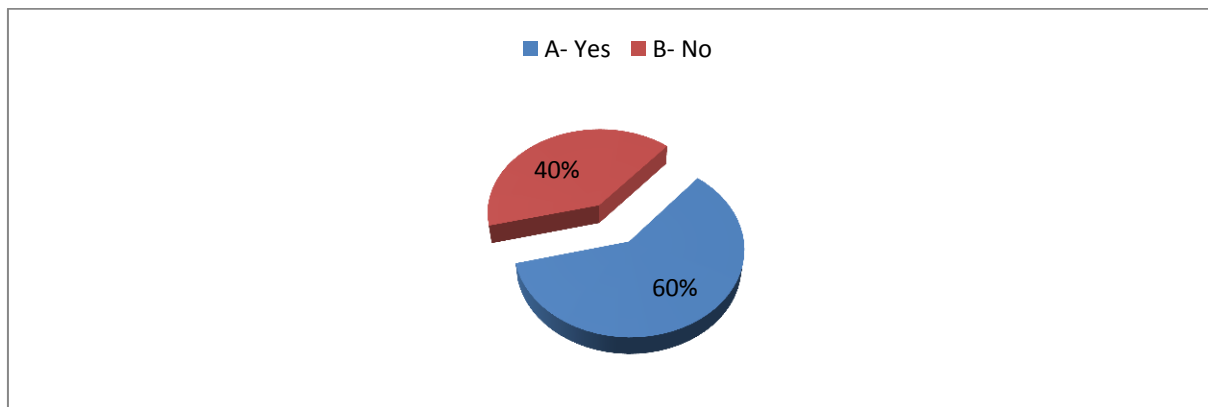


**Q14:** Do your teachers give reading activities in your classes?

Options	N	%
Yes	24	60%
No	16	40%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table18: Students' opinions about whether or not teachers give reading activities in the class.**

A great majority of learners (24 i.e. 60%) asserted that their teachers give reading activities in the oral classes. By contrast, a total of 16 respondents (40%) said that teachers do not rely on reading activities in the classroom. Overall, we can notice that the teachers are aware to some extent of the importance of reading especially for foreign language students.



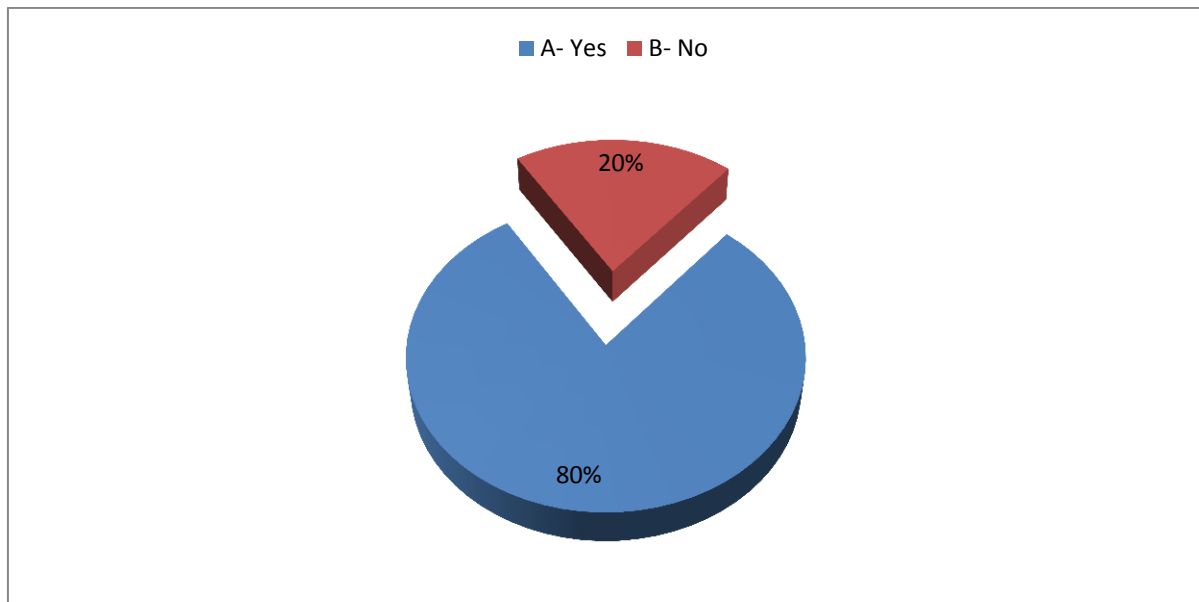
**Figure18: Students' opinions about whether or not teachers emphasize reading in the class.**

**Q15:** Do you find reading interesting when implemented in the oral expression module?

Options	N	%
Yes	32	80%
No	8	20%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table19: Students’ opinions about whether or not they find reading interesting when implemented in the oral classes.**

As shown in table 19, the vast majority of the participants (80%) declared that reading is interesting when implemented in the oral expression class. Nevertheless, 20% of them declared that they see reading as a boring activity that it should not be used in the oral classes.



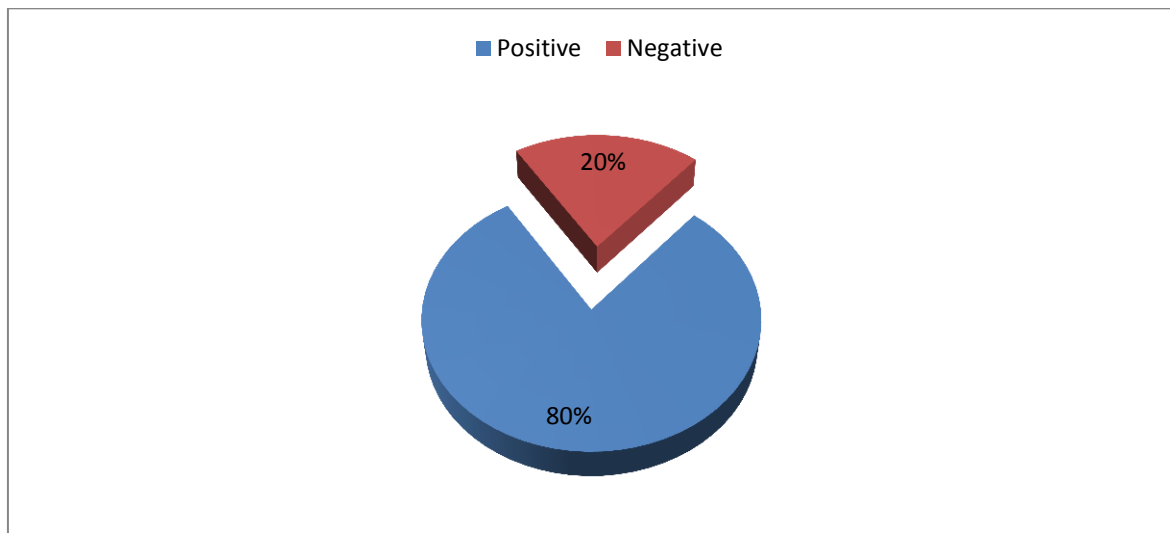
**Figure19: Students opinions about whether or not they find reading interesting when implemented in the oral classes**

**Q16: Do you have a positive or negative attitude toward the use of reading texts to enhance the speaking skill?**

Options	N	%
positive	32	80%
negative	8	20%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table20: Students' attitudes towards reading texts**

As seen on table 21, the wide majority of the participants 80% have positive attitudes towards reading texts to boost the speaking skill. This means that the more they read the more their speaking level ameliorates. However, 20% of the students have a negative attitude towards using reading texts as a means to promote their speaking skill.



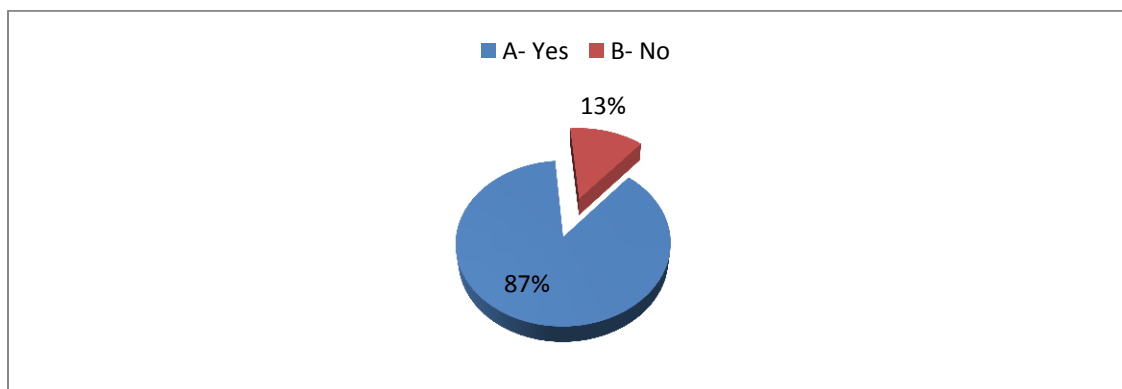
**Figure20: Students' attitudes towards reading texts the use of reading texts to enhance the speaking skill**

**Q17: Do you think that your motivation toward reading can affect your speaking?**

Options	N	%
Yes	35	87,5%
No	5	12,5%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table21: Students opinions about whether or not their motivations towards reading affect speaking.**

By looking at the percentages on table twenty two, we clearly see that 60% of the total samples think that reading can affect their speaking in a way or another. Yet, 40% of them answered with no. In other terms, they do not see that reading affects their speaking in any way. Probably, they think that speaking can be enhanced using other methods such as watching movies or listening to music.



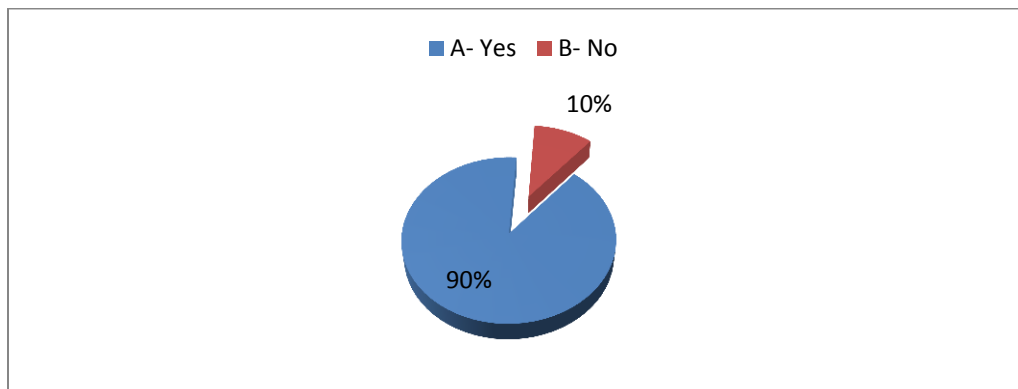
**Figure21: Students’ opinions about whether or not their motivation toward reading affects speaking.**

**Q18: Do you think that the more you read the more your oral skill are boosted?**

Options	N	%
Yes	36	90%
No	4	10%
<b>Total</b>	<b>40</b>	<b>100%</b>

**Table22: Students’ opinions about whether or not reading boosts the oral skill**

Table 23 shows 90% of the total sample answered this question by yes, which means that almost all the participants believed that when one reads a lot their speaking level ameliorates easily. On the other hand 10% answered with no, which shows that they refuse this idea for many reasons such as the over-crowded classes.



**Figure22: Students’ opinions about whether or not reading boosts the oral skill**

**Q19: Please explain why?**

Thirty six out of the forty students who said yes gave a possible explanation to why they think that the more they read the more their oral skill ie boosted. Moreover, nineteen students claimed that by reading they improve their

vocabulary, new ideas and knowledge and this strengthens their confidence. A couple of students stated : “the more I read the more I discover new words so, I get the chance to know and use more difficult words, learn new terms that and I can differentiate between them.” More claimed from the learners whom said: “reading develops the vocabulary; the learner will have confidence to speak freely.” There is another one which stated: “when you read you, build your vocabulary and that make you want to speak and share your knowledge that you already took from reading.” Ten learners maintained that it develops their language and declared: “when you read you acquire the language, so you know what is correct and what is wrong. You know what expression you use in certain case.” Several participants reported: “....When you read you ameliorate your language, you almost organize your ideas as have been written on a paper. So your speaking will be consistent and harmonic.” Five learners believed that reading helps them with grammar rules and sentence structure. Besides, two other students said that “ it gives them something to say and it helps to be a fluent speaker.” Moreover: “....It could feed your needs about topics that you are going to talk about.” We turn now to those who said no. They justified their answers with two reasons. Firstly, three students said that they can enhance their speaking with reliance on other skills like listening; one of them stated: “Oral skill is connected to what you listen.” Secondly, a student thought that reading does not promote interpersonal communication because some do read but

they are not fluent at speaking. To quote him/her, he/she said that: “because my friends read and don’t talk, their oral skill are bad.”

**Q20: Could you provide some suggestions on how to enhance the speaking skill in the classroom, please?**

In this question learners are supposed to write down their opinions about how the speaking skill can be enhanced. Fourteen learners proposed that to give each one of them the chance to speak about any topic he/she wants would pave the way for them to speak freely without any fears. On the other hand, seven students said that it is better to listen to audios of native speakers and watch films. In addition to that, seven participants proposed conducting debates; they find that helpful in that they provide the means to interact orally with their peers. Five learners recommended encouraging the students to express their ideas and motivate them. Besides, four other learners implied that teachers should give them something to be read, summarized and presented, eventually. For example, one wrote: “making reading an obligation, at the beginning it will not be as cool as you read, then you get used to it and you find it such an amazing activity.” Three participants argued that role play can help students ameliorate their speaking in classrooms.

### **3.5. Summary of the Questionnaire Results**

As discussed previously, the analysis of the students' questionnaire gives several insights about their attitudes toward reading texts in enhancing speaking skill in the EFL classes. When we analyzed the results, we have understood more about their attitudes and needs. To sum up, the picked sample from the third year LMD students at the English department-the University of Mila explicitly demonstrates students' interest in the use of reading texts inside and outside the classroom. We can assert from their answers that reading texts is a beneficial activity that helps them a lot in promoting their speaking skill. Therefore, the learners can learn in an interesting way. Reading is basic in every language learning plan. Every learner should give more attention to it for a well-balanced language mastery.

### **3.4. The Teachers' Questionnaire**

#### **3.4.1. Administration of Teachers' Questionnaire**

For the purpose of gathering information about EFL teachers of oral expression module at Abdelhafid Boussouf University-Mila, concerning the use of reading texts to enhance speaking skill. We formed a questionnaire and it was given to five teachers of oral expression module.

#### **3.4.2. Description of the Teachers' Questionnaire**



Essentially, this is a semi-structured questionnaire composed of a total of six questions designed especially for the oral expression teachers. The first question we asked was to know exactly the problems that lead the students to not participate in the oral expression session. The second and fifth questions were placed in order to get a better view on the activities which the teachers use in class. As for the third question, its purpose was to have knowledge about whether or not the teachers use reading, paraphrasing etc. as an initial activity before starting a lesson. The third question investigated their opinions about whether or not reading can enhance the speaking skill and how. In addition, the fourth question was asked to know if the teachers motivate their learners to read. The last question was about the difficulties that they may face when they apply reading in the oral expression class. The interview addressed the most common problems which were looked at in the previous chapter, and have given a cluster of qualitative data which we tried to review and study. The questionnaire was actually concerned with eight teachers, but just five of them have responded and gave their opinions on reading texts in enhancing the speaking skill .Considering the global state of emergency the world is experiencing right now due to the coronavirus pandemic, we had to send them the interviews online via email.

The questionnaire was conducted with a number of teachers at the Department of English in Mila University with the purpose of obtaining

information about EFL students' attitudes towards reading texts to enhance speaking skill.

### **3.4.3. Analysis of the Teachers' Questionnaire results**

**Q1: What could be the main reasons that hamper participation among learners in the oral class?**

All the teachers supported the fact that most of the reasons that hinder participation in classes are due to the lack of vocabulary, ideas and thoughts , shyness, lack of self -confidence, fear of being wrong or making mistakes in front of one's classmates, hesitation as well as weaknesses in grammar and lack of motivation. Furthermore, one of the participants gave other reasons such as weakness in critical thinking, students' lack of self-confidence in solving their learning problems independently, crowded classrooms, lack of time and of practice outside the classroom. Another opinion that was declared by an oral expression teacher was about the lack of fluency and accuracy may lead learners to keep silent during any classroom discussion. Finally, two teachers claimed that boring topics or topics that are out of the students' interest could be a reason to avoid participation.

**Q2: What are the types of activities which you use in the oral expression module?**

According to the answers picked up, a great majority of teachers affirmed that they use debates. One teacher claimed that: “I go for debate as the main activity; it is the best way to push students to speak and express their thoughts and learn how to convince each other as well as teaching them how to impose their point of view. I believe that students perform better in a healthy positive atmosphere where exchanging ideas is possible.” In addition, this teacher organizes individual presentations with topics chosen by the students themselves, group discussions, role plays, and listening activities. He/she said about the latter: “listening activities in which I use three main steps which are pre-listening /listening/ and post listening”. Moreover, a couple of teachers gave other activities that they personally use interviews, simulations, idioms and phrasal verbs. That said, all teachers attempt to vary the activities to suit all the students and try to bring in students together in a good atmosphere where they can immerse themselves in oral practice.

**Q3: Do you use reading, paraphrasing and summarizing the ideas inside texts as an initial activity to launch, afterwards, wider discussions about a particular topic?**

Three teachers answered by “yes” and noted that they use these activities in their teaching program. One teacher stated: “Yes, we use this kind of activities along with listening. Students are asked to summarize the content of an audio

recording or a video in order to check their comprehension in speaking. Students were also asked to read short stories in order to perform or sum them up orally.” Another participant contended that: “Yes they are one of the initial warm up activities that I use among others.” Furthermore, one of the teachers clearly stated the fact that she rarely uses it: “It is a prior activity that students do outside the classroom before the discussion.” The last teacher had a negative response (no) and said: “But it could be a good idea. I can ask them, for example, to read a novel and re-act it, or summarize it and present it instead of choosing a topic and present it.”

**Q4: Do you think one skill like reading can help to develop other skills like speaking?**

All the teachers answered by “yes;” they thought one skill like reading can improve another skill such as speaking. One teacher stated that: “Reading is an essential skill to enhance other language skills mainly speaking production. It enriches the students' dictionary that provides them with various options to use”. Another teacher wrote: “absolutely, reading is the best way to improve other skills, and learn a language, it enriches vocabulary helps us use words in context and teaches us sentence structure, ideas and thoughts. Three other teachers focused on the relationship between the four skills. One teacher said that: “the four skills are related to each other, we cannot develop a skill and neglect the other.” Another teacher thought that the four skills work together in tandem. This idea is evoked

through the following words: “the four skills of language are like a chain.” We conclude that the four skills interrelated; they cannot be separated from each other and one skill like reading helps assist the speaking skill.

- **How?**

A total consensus was noted among the teachers; they acknowledged the eminent role of reading to enhance the learners' speaking skill. Reading increases learners' vocabulary stock; that's to say, the more students read the more their vocabulary stock increases. Furthermore, reading enhances grammar and critical thinking. It is also proven that reading can increase learners' ideas, personality and thoughts.

**Q5: Do you motivate your students to read?**

The teachers gave the same answer “yes” they do motivate their students to read. One teacher said: “Certainly, it is impossible for students to be fluent speakers if they ignore reading as a fundamental skill in their learning process.” Two teachers depended on different techniques to motivate their learners to read. One teacher said: “yes, I do motivate my students to read more. I even suggest books that they might be helpful and enjoyable for them.” Another teacher motivated his/her learners to read by discussing the last book they read.

**Q6: What difficulties do you face when applying reading in class?**

The great majority of teachers often encounter many problems while conducting reading activities. Some teachers have faced difficulties such as: time shortage in order to involve all students in reading tasks especially in crowded classrooms, unmotivated students, lack of participation and students' inability to understand certain words and expressions. Other teachers faced content related issues, limited analysis skills, and general disinterest in reading (reading is a passive skill to them). Only one teacher did not encounter any barriers while adopting reading tasks; she stated: "I did not face any kind of difficulties because learners enjoy that kind of activities."

#### **3.3.4. Summary of Teachers' Questionnaire Results**

The results of the teachers' questionnaire imply that reading is an effective way to develop the learner's speaking skill. That is to say, the majority of oral expression teachers at the University of Mila focus on reading texts to enhance the speaking skill of their learners. So, from the analyses of the questionnaire, all the teachers are aware about the benefits of reading for the speaking skill of the learners. They motivate their students to read using different techniques regardless to the problems they face, like:

#### **3.5. Discussion of the Main Findings**

The results of the present case study clearly demonstrate that the majority of the sample we conducted the research with do support the idea of using reading

texts to enhance speaking the skill. The greater part had a positive attitude towards reading texts and its effect in developing the students' speaking skill. This is, basically due to the fact that they actually see reading as an invaluable skill that has a great role in promoting their levels generally and the speaking skill specifically. Another point of view which was declared by the vast majority of the students claim that reading texts is a very beneficial activity that can greatly help to enrich their brains with vocabulary and creativity, and it is especially good to be used in oral expression classes. Nevertheless, few students who had negative attitudes declared towards the matter that they do not have any interest to read and they depend on other activities and strategies to learn the language. On the other hand, teachers also see that reading have a vital role in boosting the students' speaking skill in a very efficient and straight-forward manner which in its self helps the students to drastically ameliorate their levels.

### **3.6. Implications of the Study**

Learning or teaching how to speak is a defy for both teachers and learners. It is the most important way to communicate; so, enhancing speaking is a difficult task that needs a lot of efforts. There are many activities which help to develop speaking such as "reading texts". The findings of the analyses are summarized as follow:

Teachers are aware of the important role of reading in improving speaking. They know that reading gives students great benefits to enrich their lexis, syntax and world knowledge. Besides, teachers are aware that students can build their self-confidence through reading which possesses the way for fluent speaking. This is, because the more they read the more they enrich their vocabulary repertoire and knowledge.

Reading is a tool that helps to develop students' oral skill; it is used in the EFL classes but not on a regular basis. Based on the results picked up from the teachers' and the students' questionnaire, it is suitable to volunteer some recommendations to support and help them gain more knowledge on how to deal with "reading" in the EFL classes to develop the oral expression.

#### **a. Suggestions for the University**

From the results, we found that most of the problems that face the teachers in implementing reading in the oral classes are the lack of time and the crowded classes.

- Therefore, the university should provide better conditions for studying. Better results can be achieved if fewer students make up each group.
- The administration should devote more time to the oral expression module.

#### **b. Suggestions for Teachers**



- Teachers should allot part of the oral expression sessions to reading activities and encourage their students to read in leisure time.
- Teachers should make reading a vital activity that needs to be followed by oral discussions, synthesis, summaries; presentations, etc.

### **c. Suggestions for Students**

- The students should participate in the oral expression classes and cast their problems and fears aside.
- Students should understand that reading improves their language skills.
- Students need to read in and outside the classroom to develop their knowledge in terms of vocabulary and grammar via reading especially.
- Students should not feel that reading is an obligation; they should read because they want to.

### **3.7. Limitations of the Study**

The results of this research show positive attitudes in terms towards the important role of reading texts in enhancing the speaking skill of EFL third year students at Mila University. During this study we had faced some limitations which can be stated as follow. First, the picked sample of the teachers was restricted to only five out of eight. Because the questionnaire was taken via emails, three teachers did not respond. This means that the results are not generalizable. Second,

only one tool of data collection was employed the questionnaire) because the pandemic of Covid-19. Originally, we opted for a teachers' interview, instead.

## **Conclusion**

As noted earlier, the results obtained from all the participants' data (students and teachers) are similar to a considerable extent. They indicate that reading texts is a beneficial activity that can help students a lot in enhancing the speaking skill. The analysis of the students' questionnaire and teachers' questionnaire revealed that reading texts inside and outside the EFL classrooms has a crucial role in improving the oral performance of the students. Since this activity equips them in new vocabulary, correct syntax ideas and critical views. This may help them to speak freely without any hold-backs or fears of messing up, and also develops their personality. The students with self-confidence who have high self-esteem participate in practically any topic that they comfort because they believe that they are competent. Besides, reading provides them with some topical knowledge, so that they can express their opinions about any topic introduced in the oral session. On their part, the teachers had varied opinions about reading texts. Some of them admitted that they did not think it is very useful and practical while the rest did believe it is beneficial and think that all students are actually interested in studying using this strategy.

## **General Conclusion**

Speaking is widely considered an essential and prominent skill that needs a lot of effort and practice to master and helps promoting the other skills, namely the oral skill. Teachers are responsible for finding strategies to develop their learners' speaking skill. Reading texts is one way to do so. Generally speaking, reading is not well practiced by students as Krashen and Terrell (1983) said that it is: "the missing ingredient." The present study is concerned with the investigation of the EFL learners' attitudes toward using reading to enhance the speaking skill. Our research aims to highlight the importance of reading on the learners' spoken language. The research is divided into three chapters: two of them make up the theoretical part and one the practical part. In the first chapter, we tried to define speaking and its role in the EFL classes, explain the relationship between speaking and listening, review the problems facing learners of speaking in EFL classes (internal problems which include lack of self-confidence and anxiety, lack of motivation; and external problems which comprise pronunciation, vocabulary as well as topical knowledge and mother tongue use problems). Moreover, this chapter contains the different elements of speaking: fluency, accuracy, grammar, comprehension and pronunciation. It also explains how communicative competence helps enhance the speaking skill, without forgetting the functions of speaking as interaction, performance and transactions. In addition, the strategies that help

enhance the speaking skill and the difference between speaking in L1 and L2 have been discussed. In the second chapter, we tried to define reading and tackle its types: scanning, skimming, intensive and extensive. Furthermore, two reading components (phonics and phonemic awareness and comprehension) were explained. This chapter also indicates the ways that best develop the reading skill and the importance of reading and the reading strategies for learners. The whole chapter concludes with how reading can promote speaking and highlighting the relation between speaking and reading.

We move now to the third chapter in our study which is the field of investigation. We relied on one instrument in gathering information which is the questionnaire that was conducted with two different samples: teachers and learners. It includes the analysis description of the collected data and the discussion of the findings containing several sections. In this chapter, description of the samples, the tools of research and the questionnaires were provided. These were followed by the analysis of the data and the discussion of the results. The analysis shows that all teachers of oral expression at Mila University are well aware of the benefits of reading passages in strengthening learner's speaking skill. The results indicate that those teachers use different strategies to push their students to read in spite of the problems they face when applying reading in their classes. Generally, our research emphasizes the fact that reading is an effective way in developing the speaking skill

of learners. Teachers and the majority of learners have positive attitudes towards using reading texts as a strategy to fulfil their aim. Put differently, this is the answer to our research question regarding the attitudes of learners towards reading text as a technique to enhance the speaking skill of the third year English students at Abdelhafid boussouf University-Mila. After all, the good learner must be a good reader. Our dissertation wraps up by proposing some pedagogical suggestions for teachers and learners in order to implement the technique we investigated throughout the study. Obviously, further studies can be carried out to dig deep in this issue.

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# Appendices

## Appendix I: Students' Questionnaire

Dear students,

This questionnaire is part of a research carried out for a master degree in didactics. Its aim is to investigate your attitudes about reading texts to enhance your speaking skills. We would be thankful if you could answer these questions to help us gather data. Your response will be considered as private information that will only be used to serve the goals of this research.

### Section One: General Information

1-Age: .....

2-As a Baccalaureate holder, was English your first choice when going to register at university? why?

.....  
.....

3-How do you rate your level in English?

a- Beginner

b-Intermediate

c-Advanced

## Section Two: Reading Texts and the Speaking Skill

4-Do you use English outside the classroom?

- a- Always       b-Sometimes       c-Never

5-What are the problems that you face while speaking?

- a- Lack of topical knowledge       b-Vocabulary   
b- Anxiety       d-Pronunciation   
e- Lack of self-confidence       f- Mother tongue use

g-If there are others, please write them.

.....  
.....

6- What are the strategies that you use to develop your speaking?

- a- Using English at home and outside.   
b- Speaking with native speakers using social media.   
c- Using criticism as a challenge.   
d- Watching films and listening music.   
e- Reading materials in English (books, essays, stories, articles,etc).



7- Rating the elements of speaking according to their importance.

a- Fluency

b- Accuracy

c- Pronunciation

d- Vocabulary

e- Grammar

f- Ideas

8-Choose three activities you think are most appropriate to develop speaking in the oral expression module?

a- Re-telling stories you already read

b-Presentations

b- Debates after reading about a topic

d-Role plays

e- Activities after watching movies

9-How often do you read?

a- Never

b-Sometimes

c-Every day

10-Do you think that reading is a suitable method to enhance the speaking skill?

a- Yes

b-No

11- In what way?

.....  
.....

12-Texts provide great benefits for students because they (you can choose more than one item):

a-improve focus and concentration

b-develop students' vocabulary repertoire

c-develop students' syntactical awareness

d-provide topical knowledge

13-Do you think that reading activities should be introduced in the oral expression classes?

a- Strongly agree

b-Agree

b- Disagree

d-Strongly disagree

14- Do your teachers give reading activities in your classes?

a- Yes

b- No

15-Do you find reading interesting when implemented in the oral expression module?

a- Yes

b-No

**Section Three: Students' Attitudes**

16-Do you have a positive or negative attitude toward reading texts to enhance the speaking skill?

a- Positive

b-Negative

17-Do you think that your motivation toward reading can affect your speaking?

b- Yes

b-No

18- Do you think that the more you read the more your oral skill is boosted?

a- Yes

b-No

19-Please, explain why?

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20-Could you provide some suggestions on how to enhance the speaking skill in the classroom, please?

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**Thank you for your collaboration!**

## Appendix II: Teachers' Questionnaire

Dear teachers,

This is a semi-structured interview which was designed to highlight EFL learner's and teachers' attitudes toward using reading activities to develop the speaking skill. We gladly ask you to take part in this research by answering the following questions. Your answers are a valuable source of information for our research and will, certainly, be treated as confidential. Finally, we deeply appreciate your cooperation.

1-What could be the main reasons that hamper participation among learners in the oral class?

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2-What are the types of activities which you use in the oral expression module?

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3-Do you use reading, paraphrasing and summarizing the ideas inside as an initial activity to launch, afterwards, wider discussions about a particular topic?

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4-Do you think that one skill like reading can help develop other skills like speaking? How?

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5-Do you motivate your learners to read?

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6-What difficulties you are facing (or may face) when you apply reading activities in your classroom?

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**Thank you very much!**

## Résumé

Cette étude vise à enquêter sur les attitudes des étudiants à l'égard de la lecture de textes pour améliorer les compétences orales. Par conséquent, ce travail poursuit l'objectif important d'améliorer les compétences des étudiants parce que c'est considéré comme une compétence difficile qui nécessite beaucoup de pratiques et d'efforts de la part des apprenants lorsqu'ils collaborent avec d'autres et s'engagent dans la communication. Ensuite, nous passons à l'importance de la lecture de textes pour améliorer les compétences orales, ce que la plupart des étudiants soutiennent. Dans cette recherche, nous devons savoir si les étudiants en anglais, à l'Université de Mila ont des attitudes positives envers la lecture de textes comme outil utilisé dans les cours pour améliorer leurs compétences orales. Nous avons collecté les données en utilisant le questionnaire comme méthode de recherche. Nous avons créé deux questionnaires, un pour les étudiants et un pour les professeurs, afin d'obtenir des informations. La plupart des enseignants ont déclaré qu'ils utilisaient ce type d'activité lorsqu'ils enseignaient en classe, et ils ont également cité certaines raisons pour lesquelles les étudiants ne devraient pas participer et communiquer lors de la séance d'expression orale. En d'autres termes, les enseignants et les étudiants ont une attitude positive à l'égard de la lecture de textes pour améliorer les compétences orales. Cependant, certains professeurs n'utilisent pas la lecture dans leurs cours en raison des contraintes de temps et du grand nombre d'étudiants par classe.

## الملخص

تهدف هذه الدراسة إلى معرفة مواقف الطلاب تجاه قراءة النصوص لتعزيز مهارة التحدث. لذلك، يسعى هذا العمل إلى معرفة كيفية تحسين مهارات الطلاب في التواصل الشفهي؛ لأنه يُنظر إلى هذه المهارة على أنها مهارة صعبة و تتطلب الكثير من الممارسة والجهد من المتعلمين والتعاون مع الآخرين والانخراط في التواصل. وبالتحديد، نحتاج في هذا البحث إلى معرفة ما إذا كان طلاب اللغة الإنجليزية في جامعة ميله لديهم مواقف إيجابية تجاه قراءة النصوص كأداة مستخدمة في حصص التعبير الشفوي لتحسين مهارة التحدث لديهم. لجمع المعطيات اعتمدنا واحدة من طرق البحث وهي: الاستبيان حيث قمنا بوضع استبيانين، واحد موجه للطلاب والآخر للأساتذة. وجدنا أن غالبية الأساتذة يستخدمون هذا النوع من النشاط عند التدريس في الفصل، رغم أنهم ذكروا بعض الأسباب التي تدفع الطلاب إلى عدم المشاركة والتواصل في جلسة التعبير الشفهي. على العموم، عبر كل من الأساتذة والطلاب على موقفهم الإيجابي تجاه قراءة النصوص لتعزيز مهارة التحدث. ومع ذلك، لا يستخدم بعض الأساتذة القراءة في فصولهم الدراسية بسبب ضيق الوقت والعدد الكبير للطلاب في كل فصل.