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***Reading Habits and their Effect In Developing  
EFL Students' Speaking Skills***

Case study : Master one of English at CHADLIBENDJEDIDEI Taref  
University

**Dissertation submitted to the department of English in partial Fulfillment  
of the requirement for the master degree in didactics for English.**

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## *Dedication*

We dedicate this fruitful work to those who have been supporting us All the time required to complete this dissertation

We finished it in a good way, particularly for our family: our parents, our brothers Mohammed and soufiane, and our sisters Marwa and Malika

Also, to all our teachers of all modules who guided us in conducting our research.

## **Abstract**

This research aims to investigate the effect of reading habits on developing speaking skills in the form of providing the knowledge of vocabulary. To accomplish this aim, two research questions were asked in order to follow the study. How can reading habits help EFL students' speaking skills develop? Do teachers of oral modules motivate Master One EFL students to enhance their speaking skills through reading habits? This research was carried out in the department of English at Chadli Ben Djedid University in the second semester of the academic year 2021-2022. It has been hypothesized that : 1- Reading habits can aid in the development of an EFL students' speaking skills by increasing vocabulary and gaining background knowledge . 2- Oral module teachers may encourage students to read in order to improve their speaking abilities .Moreover , this dissertation is based on a questionnaire . To confirm the hypotheses, we raised in this study. The findings show that there are a large proportion of people who read for vocabulary. methods to identify the opinions and perspectives of students towards reading and speaking . Finally, reading habits have the positive effect of providing a surplus of vocabulary that Master one EFL students can use in their oral production.

**Key Words** : reading habits, speaking skills, knowledge of vocabulary, oral modules

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## **LIST OF ABBREVIATION**

**EFL** :English foreign language

# **Chapter One :**

## **General Introduction**

# General Introduction

## Introduction

Acquiring the strange dialect requires mastering the four skills: listening, speaking, reading and writing. listening and reading are receptive abilities, but writing and speaking are productive. furthermore, these skills must be taught properly because they are regarded as critical components of language acquisition and proficiency. As in the case of English Language, in EFL classes, speaking skills are particularly regarded as the most important and studied skills in the English Language. according to Boonkit (2010), *"speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue as English is universally used as a means of communication especially in the internet world, English speaking skills should be developed along with other skills so that these integrated skills will enhance communication (...)"* speaking is one of linguistic abilities mentioned in the quotation above, and it is an important element for making communications in whatever dialect is used by its EFL students to achieve a good connection without interference from their mother tongue. It improves speaking skills along with the rest of the skills that lead to better contact performance because it is an international language for making contact. Thus, the speaking skill is productive in that it enables the speakers to produce a set of utter words and expressions, moving from their thoughts into speech production, while the meaning is conveyed to the listener successfully. In which speakers stress both language and non-linguistic features in order to communicate a message.

As well as reading skills, which are essentially one. Therefore, it considers the most beneficial way of refreshing the students' minds. that is to say, those who benefit from

accessing vocabulary and background knowledge . On the other hand, it aids in the development of speaking abilities. Most importantly, EFL students should give more importance to the benefits of reading in order to be competent communicatively to deal with the real- life situations.

## **1.Statement of the problem**

Harmer (2007) stated that *“if the students want to speak fluently in English language , they need to be able pronounce phonemes correctly , use appropriate stress and intonation patterns and speak in connected speech ”*(p.343) .this means that speaking skills involve the fluency and pronunciation of phonemes with regard to stress and intonation. In addition, speaking is the output of spoken words in a structured form, whereas a speaker converses and interacts with a listener little by little, and the information flows. However, Master One English, Foreign Language students at Chadli Ben Djdid University El TАРF can not express their thoughts orally. That is to say, they do not have the excess vocabulary that helps them convey what they are intended to say. Thus, it would be better if they practiced reading books, stories, and articles in order to have the intended vocabulary they need

## **2. Aim of the study**

The main aim of this study is to stress the importance of reading habits in terms of providing a rich vocabulary that Master One EFL students can acquire and utilize in various contexts.

## **3. The Research Questions**

1. How can reading habits help an EFL students 'speaking skills develop?
2. Do teachers of oral modules motivate master one EFL students to enhance their speaking skills through reading habits ?

#### **4. The Hypotheses**

To solve the preceding questions, hypotheses have previously been proposed.

1. Reading habits can aid in the development of an EFL student's speaking skills by increasing vocabulary and gaining background knowledge.
2. Oral module teachers may encourage students to read in order to improve their speaking abilities.

#### **5. The Research Methodology**

##### **The Method**

The most suitable method used in this research is descriptive because it investigates how the reading habits can develop master one EFL student's speaking skill at Chadli Ben Djedid university EL-TARF.

##### **Population of the Study**

The population of this study deals with Master One EFL students at Chadli Ben Djedid University El TARF .

##### **Data Gathering Tools**

This investigation is based on a questionnaire that contains two types of questions : open-ended questions and closed –ended questions

#### **6. Significance of the Study**

The research is entirely focused on providing the positive sides of reading habits in developing English speaking skills in terms of providing the necessary vocabulary so that

Master One EFL students can express and convey their thoughts orally. Thus, reading habits are always regarded as the most beneficial and recommended method of refreshing students' minds for all skills.

## **7. The structure of the dissertation**

This dissertation involves five chapters : the first chapter deals with the general introduction; the second chapter concerns the literature review , which is divided into two parts; the first one is about reading skills and contains the following tips: the definition of reading skill, definition of the Reading habits, the models of the reading habits, the strategies of reading habits, the indicators of the reading habits, the purpose of the reading habits, the advantages of the reading habits and the effects of the reading habits on students' performance and the second section is about speaking skills and includes the following elements : the definition of speaking skills, students' problems when speaking, the importance of speaking skills, approaches developed for speaking skills, teachers' motivation in enhancing speaking skills among L2 learners, vocabulary and spoken words, oral skills and interaction. And speaking skill elements. The methodology is covered in the third chapter , data analysis and discussion are covered in the fourth chapter, and recommendations and suggestions are covered in the final chapter.

# **Chapter Two: Literature Review**

**Part one :**  
**Reading skill**

## **Introduction**

Reading is one of the four skills of a language and it is receptive aspect in which a reader reads the written words in physical form. Reading is an important skill for readers to grasp the knowledge and even expanding vocabularies .according to wikipedia , free Encyclopedia identified that " *Reading is a complex cognitive process of decoding symbols in order to construct or derive meaning ( reading comprehension). Reading is a means of language acquisition , communication and of sharing information and ideas* "as cited in Anjulo (2017) this means that Reading is complicated mental activity which involves interpreting the signs for building the comprehension either identifying the significance .moreover; Reading considers a way of acquisition of the language and making contacts and even transmitting both information and thoughts to others.

This part contains the following elements related to reading skill : the definition of reading, the definition of Reading habits, the models of Reading , the strategies of Reading , the advantages of Reading habits, the purpose of Reading habits, the indicators of Reading habits and the effects of Reading habits on the students 'performance.

### **1.1. Reading Skill**

#### **1. Definition of Reading :**

Reading is third skill, it is necessary element in order to a reader can refresh the mind.

According to Bojovic (2010) defined reading as :

*Reading is a complex, purposeful, interactive, comprehending , flexible activity That takes considerable time and resources to develop. Reading is rapid ,which Means that readers should maintain flow of information at a sufficient rate to Make connections and inferences*

*vital to comprehension. The reader has a purpose For reading whether it is for entertainment, information, or research (p.1).*

That is to say Reading considers mental aimful interactive task and it also is understood reactional action in which it takes time. Moreover ; the reader connects between what is written and what is experienced before to understand the content of the passage. so; Reading is always linking to aim.

## **2. Definition of Reading Habits.**

In accordance with Chettri and Rout (2013, P.13) defined reading habits are “ *the number of materials being read , the frequency of reading as well and the average time spent on reading* ” (as cited Balan, Katenga& Simon 2019 , p. 1472). This the quotation above means that the reading habits refer to the amount of materials in which a reader peruses and it is related to number of times perusing , and the less extending period of time perusing.

In the same line, Wagner et al. (2002) agreed that the perusing propensity assimilates the magazine alongside with the degree of substances were grasped with the most extreme amount of time went through investigations also the notions' contemplation .(as cited in Balan, Katenga& Simon 2019).

## **3. Reading Strategies**

It exists many reading strategies in which a any reader can depends on them during his/ her Reading. In the light of Rashid, Hui& Islam. (2021) mentioned that there are four reading strategies they are as follow : skimming strategy, scanning strategy, predicting strategy and summarization strategy.

### **3.1. Skimming Strategy**

According to Richards et al. (1992) revealed that it considers a perusing procedure, employed in the case of the needs for obtaining the most thought of thoughts of the section. moreover; it fundamentally is important to perceive the overall significance of section even perception to what extent a section was been organized, and the content's format also; the perception the purpose of the author. and a peruser ought to range the data with holding a few them due to the insufficiency finding them. furthermore; the skimming is additionally a piece. For analyst, the perusers employ them in order to hold the common thought around the piece copying substances going through the piece's filtering. (as cited in Rashid, Hui& Islam 2021).

### **3.2. Scanning Strategy**

As reported by Great (1981) disputed that it considers kind of perusing procedure of which the perusers employ it for discovering the particular data rather than perusing the whole content giving priority at noting on topic, the elements' list, running head and the like . the analyst thinks of which the filtering's procedure could be a sort of perusing method in order to find particular data..(as cited in Rashid, Hui& Islam 2021 ).

### **3.3. Predicting Strategy**

In the line of Magiliano (1993) defined that it refers to the anticipation that will occur once more within the content. and the fruitful perusers accomplish it, those intend : the perusers utilize caption , charts even the content, the individual information for forming many assumption Some time recently begin for perusing (as cited in Rashid, Hui& Islam 2021 ).

### **3.4. Summarization Strategy**

Rashid, Hui and Islam (2021) said that it considers the perusing procedure. Moreover, the summary also a way of reinstalling the setting of the first passage alongside the vocabularies of the individual claim and the discoveries consider more often than not generally brief. They involve the basic idea that sums up the content in brief way, adequate with tall instruction's phases it deals with summing up the rest substance at concise depiction through reliable manner to pick up that are not significant piece. That is to say; it considers the alone tool that the perusers clear out. The subtle elements, the elemental notions at providing the content should be in terms of organization and protection through the sort of the peruser.

## **4. The Models of Reading**

In accordance with Suraprajit ( 2019) stated that it exists two models of reading skill in which the readers use them to monitor and to deal with a passage ,they are called :top\_ down model and bottom\_ up model.

### **4.1. Top\_ down Model**

It is the procedure that turns around the speculation of semantics concerning the section's objective perusing. According to goodman (1971) annotates initially at beat dropping approach assimilates "*a psycholinguistic guessing game*" to appear of which the perusers anticipate the semantics of the passage in prior way emphasizing at actual, the foundation information. In expansion, the perusers employ it in the case of translation presumptions, designing induction, either the perusers have to be discover the general reason of content, either holding the content's fundamental thoughts. ( Nutall ,1996) in expansion, the beat dropping approach perceives beneath mental handles of which treating the content starting with the peruser's intellect and the semantics recovers within the information of the peruser

and presumption and suspicion then the inquiries of the content at investigation again through distinction vocabularies, alphabets that showed up at content (Aebersold& Field 1997) that's to say, for comprehension of the content the perusers actuate previous encounter also foundation information either universal information correll&Eisterhold ( 1998).furthermore; it was talked about the forecast of the peruser, foundation information performs crucial part within the approach. and to employ it such like an apparataus in order to foreseeing the content and build the perusing's objective also controlling. The approach assimilates exceptionally the common procedures (Block, 1986) otherwise worldwide methodologies (Sheorey&Mokhtari, 2001). In expansion, the top-down model considers till now the leading notion also subordinate at the peruser's production in the content that consider the smartness, encounter in order to hold the content's perception ( Brown, 2007b; abbot, 2010, and Lui, 2010) ( as cited in suraprajit 2019).

#### **4.2.Bottom\_ up Model**

It is approach that assimilates the translation handle in construction the semantics on underside such like : vocabularies, alphabets into bigger cells on the high such: sentences, intersection relationship also sections ( Carrell&Eistenhold, 1983) the perusers are starting the alphabets' translation also the grammatical highlights of the content, vocabularies at that point the perusers construct literary semantics basically the perusers occupy within the content. however; overlook the precedence of the peruser either foundation information an alternative thought of bottom up model was came within Dole et al. (1991). the researchers expressed of which the approach alludes into alone heading portion into entire preparing of composing otherwise engraving content. That approach too assimilates translation. Additionally, the bottom-up approach characterizes the amassing the content's perusing jigsaw through rectifying the proper slices continuously, via to make the perusing astound either person cells'

content continuously. and that aids in large elucidation translation of the content (celce\_ Murcia, 2001). besides; Brown (2007b) identified that this approach assimilates the employing irone information operation tool for laying lingual indicators (alphabets locution and vocables and sentences and vocabularies also the talk signs ) at arrangement. In expansion, Eunjeo (2009) remarks the approach is characterizing of center at person' vocabularies and delaying for linguistic troubles also rehashing perusing at last, (Dambacher (2019) talked about of which the approach foot up forms statement to develop the feeling indicators also reacting on the practicalities generate into the recovery the description' s cognitive vocabularies (as cited in suraprajit 2019).

## **5. The Advantages of Reading Habits**

According to Muawanah (2014) reported that Within usual perusing exists the numerous points of interest in which a learner benefits. the perusing propensity considers the most effective extented enduring instrument within the advancement the scholastics victory of the learner.and the reason behind implementing perusing in the form of routine movement in the sake of learners grow their information, the

enlarging the center even the attention ,assimilating perusing in the shape of routine action too makes a difference the learner to delight the conception . in addition to; being clever. Moreover; pushing into words ' semantics.

\_ According to Thanuskodi declared that there are numerous perusing advantages " *the impact of reading in people 's live is extraordinarily widespread a reader can learn new word ,can be introduce to new facts, he can become knoweldgeable about world and he can stimulated to both taught and emotion.*"

\_steel jack cited that it exists numerous reading habits' profits in the form of clarification, they are as follow:

### **5.1.Habit of reading helping the mind performing effectively**

Perusing as often as possible the individuals possess the capacity in both sides for achieving contact, recognizing carefully and procurement perusing propensity possesses dynamic axon naturally alongside employing in continuous way in the great format and the individuals display propensity everyday offering assistance for them so that they act in the successful manner before open.

### **5.2.Habit of regular helping us develop a good vocabulary**

Periodic perusing is enhancing sharpness at recognition blunder within phrase. Recurrent perusers owning the vocabularies' list deposit. also the individuals possess particular data approximately the vocabulary' s semantics with an ability of anticipating the semantics through the situation and the recurrent perusers perceive the purpose in which an author attempting to pass on.

### **5.3.Habitual reading boosting intellectual curiosity**

The perusing of the periodic propensity is uncovering the peruser into magazines assortment, too. perusing propensity makes the perusers to get it the intricacies of the distinctive magazines. in return, the peruser ends up learned almost the different erudition aptitudes with making a person recognizing in the autonomous fundamental way.

### **5.4.Habitual reading means a psychological activity**

Periodic propensity assimilates recognized action implying that the peruser connects alongside the intellect for creating an ability of the authors and the peruser sneak peaks a

novel then digs down after that swallowing the content of the novel. also; the peruser employs the intellect so that arriving the novel's plot with sharing the authors' sensation even involvement of the identity competitors' distinction.

### **5.5.Habitual reading helps readers to have a positive set of mind**

The identity of the proficient recurrent perusers deals with dynamic useful basic intellect. Also, the perusers ought to provide output in rapid way of the fabric it considers the reply concerning the things they read with outlining, making basic interpretation of the substance.

Finally, these certain critical benefits tasks of perusing propensity through the execution of periodic perusing. The perusers can prepare the intellect themselves within the setting of making the intellect into working in good way.also; the perusing propensity enhances the perusers' lexicon in different proficiency aptitudes and thus they can peruse in the decisive powerful useful manner.the perusing propensity too growing the peruser's intellect with seeming clever one.

## **6.The Purposes of Reading Habits**

Muawanah (2014) mentioned that it exists for purposes of reading habits that possess useful but otherwise pessimistic effects. . They are as follows: hobbial, recreational, concentration and deviational.

### **6.1.Hobbial**

It considers the action makes delight, fulfillment through the execution ,and the reason behind perusing propensity assimilates the pastime in transforming the peruser being learned in the numerous fields instruction, democracy, belief, the commerce. thus; it does not

endeavor into fulfilment of individual in contrast ; for being useful not assimilating the rest of pastime. The perusing considers the suggestion for forming the peruser's identity talent .

Through perusing of specific magazines the perusers enhancing their lexicon that developing the discussions. so; it considers great task .moreover; it progresses the capacities in both sides grasping , perception composed fabric in order to seeking for an appropriate work.

## **6.2.Recreational**

Is also a great perusing propensity for amusement leading the perusers into grasping the amount of information within the school and the perusing to have unwinding for refreshing the intellect of the peruser with dodging the intellectual weakness .moreover; the case exercises concerning the perusing of unwinding involves two: daily paper, periodicals.

## **6.3.Concentration**

The perusing propensity involves too emphasis , it implies that the perusers' information employ the approach in the perusing so that they can perceive the content's significance. therefore; it considers the most suggestion to employ it inside classroom via the partners. besides; it aims into the usefulness of the findings for the learner's classroom accomplishment.

## **6.4.Deviational**

The perusing propensity has another aim which is deflection in sense that typically it were perusing propensity possessing pessimistic standard. The peruser in some cases feigns the perusing but neers off the geniune thus the learners ought to quit her. In the case of the learner grasped such kind of deviation perusing propensity it results in no attraction concerning the information's possession.

## 7. The effect of reading habits on students' performance

According to Tracy and Akand (2008) the perusing making the amusement's portions in which it performs the significant part of people advancement, the talents of the vitality, and the learners who have destitute perusing propensity receiving awful findings concerning the tests, and appalling diverted left easily and inevitably in the classroom. According to Rubin (2002) it considers a perspective in which the learners owning destitute perusing propensity of predicted situation in which it results in acquiring portion in antagonistic communal hones. For example; misconduct, dereliction, savagery also laptops' pirating, desertion, and the neglecting of performing tests, excruciating .in otherside; destitute perusing propensity may consider a tool of pulverization every person deserts . and the great perusing propensity is reliably developing even simultaneously getting the profitable identity the perusing capacities' procurement unfair influence. Moreover ; upgrading certainty of the utterances' dialect. In contrast; it diversifies in the topics involving, scholarship, and communal research, calculation . in the case of the learner missing the capacity of perusing it typically results in unable to achieving in effective way of the lesson's tasks such kind of inadequacies amplifying all the scholarly periodic vitality (fosudo, 2010). " Reading plays an invaluable role in promoting ideas and ideals, which enhance both individual development and socio-economic development of the nation (Ike, 2000)".

- the perusing considers the extended vitality propensity the genuine source for enriching knowledge and the perusing assimilates the perceiving hone and it supports the individual into achieving special ability alongside upgrading the basic considering strength .

- the perusing propensity counts the principal way in order to developing the person's peculiar and rational strength and also education, individual's perception , recognized strengths ,knowledge Clark & Rumbold, 2006.( as cited in Ameyaw & Anto 2018).

## **8. The indicators of Reading Habit**

In conforming with Cesar, Gaona and Gonzalez (2010) mentioned it exists the six hints concerning the perusing propensity( as cited in Khalisa 2018).

### **8.1. Reading frequency**

A person is declaring the number of perusing magazines that the reader did in the pastime. And considering a movement in which the peruser perusing almost little period.

### **8.2. Books read**

A person is telling concerning the perused whole magazines of reader about three months ago.

### **8.3. Time spent on academic reading**

The person consumes the period in perusing magazine, scholarly was recognized depends on the research topic.

### **8.4. Time spent on non-academic reading**

A person had consumed the period for magazine's perusing consider unrelated into the research's topic.

### **8.5. Motivation in the family environment**

Referring to the desire of person purchases the magazines also the magazine's suggestions. an attraction perusing inside relatives.

### **8.6. Motivation in the academic environment**

Connecting the order of the instructors for perused magazines.

## **Conclusion**

To conclude A reading skill is cognitive , purposeful task in which a reader employs his/her previous knowledge in order to understand the content of the text. Moreover , the reader keeps reading for a short period of time, what is known as Reading habits refer to the amount of time spent perusing pieces while using models to help identify the texe's content. Furthermore, reading habits aid in communication with others and, most importantly, in developpment the vocabulary. Also, it develops critical thinking. Furthermore, the readers' readings are motivated by a desire to be happy or to focus on a specific aspect of the text in order to comprehend it. In addition, good reading habits. Improve vocabulary and knowledge. As well as cognitive abilities and academic performance. Habits have some special signs.

**Part Two :**  
**The Speaking Skill**

## Introduction

Speaking is classified as the second element of a language skills. Speaking is a means of transmitting what is thought in the speaker's mind. It is a tool in which the speaker and listener interact together in order to exchange information. Thus, speaking is a crucial activity for fruitful communication. According to McDonough and Shaw (2003 : 134), "Speaking is desire and purpose driven, in other words we genuinely want to communicate something to achieve a particular end" (as cited in Putra 2017). That is to say, speaking skills are a way of saying something in order to achieve a specific aim; it is an activity for making communication to achieve a goal.

This section includes some important tips (the definition of speaking skills, the teachers' motivation to improve speaking skills among L2 learners, EFL learners' problems with speaking skills, the vocabulary and spoken language, the oral skills and interaction, the importance of speaking skills, approaches to speaking skill development, and elements of the speaking skills).

### 1. Definition of Speaking Skill

According to Hamouda (2020), speaking is defined as:

*"Speaking skill is the ability to use words in an ordinary voice; uttering words;*

*Knowing and being to use a language; expressing oneself in words; making speech*

*in short, the speaking skill is the ability to perform the linguistic knowledge in*

*The actual communication". (p. 179)*

That is, the speakers' ability to use vocabulary in spoken form, as well as their ability to employ language, communicate in vocabulary, and create discourse, is a skill of executing the language elements of the current connections.

## **2.The Elements of the Speaking Skills**

Harmer (2000:11) stated that there are four elements of speaking speech. (as cited in Nurdin 2020, p. 51-52).

### **2.1.Pronunciation**

Is a necessary component of speaking According to Hornby (1995:12), a tool that the dialect was used, a tool of their articulation, a tool of individual talks the terms of deals. As a result, it determines the differences of voices designed within a dialogue. Addition, The element is applied to the individual's tool of uttering a term that was articulated.(as cited in Nurdin 2020, p.51).

### **2.2. Grammar**

The connection becomes awesome in the case of the talker emphasizes the structure of these circumstances. Harmer demonstrates how dialect structure considers the portrayal technique in which the vocabulary may modify speakers' styles or even synthesize the phrases of dialect to resume. possessing the great structure, the talker passes the vocabulary, either distributing it accurate or synthesizing the phrases of dialect to resume. (As cited in Nurdin 2020, p.51).

### **2.3. Vocabulary**

The lexicon considers a collection of terms so as to form grammatical phrases in order to communicate both the thought and its purpose to the recipient. In addition, whatever the term implies has been characterized regularly via the alternative conceptual connection.

### **2.4. Fluency**

Fluency is defined as the ability to speak in both a smooth and precise manner. In addition, fluency is considered the most imperative in the direction of talking for the sake of leading a transmitter to get around the thoughts and the purposes that they prefer to provide.

For Nunan (2000-11), achieving a perfect connection needs certain important points (as cited in Nurdin 2020, p. 52).

1. The ability to articulate phonological features of the language comprehensibility.
2. Mastery of stress , rhythm , intonation patterns.
3. An acceptable degree of fluency.
4. Transactional and interpersonal skills.
5. Skills in taking short and long speaking turns.
6. Skills in the management of interaction .
7. negotiating meaning skills.
8. Conversational listening skills.
9. Skills in knowing about and negotiating the purpose of the conversation.

## **3. The Oral skills and Interaction**

BYGATE (1987), determined that there are two kinds of skills, and the first of which is called the motor perceptive skills, and the second, the interaction skills.

### **3.1. The Motor\_perceptive skills**

It includes to realizing, reviewing, uttering within both the frameworks of repairing the arranged sounds and grammar of the dialect. It generally indicates the shallow side of activity. It could be something mastering the way of vehicle procedures on a left-side street away from the flow of normal activity. The type was realized in dialect teaching about a long time ago on the basis of the audio-lingual method. (Bygate 1987, p.5)

### **3.2. The Interaction Skills**

Wilkins defined that it includes executing choices concerning the connections. For example, whatever to speak, the way of speaking also covers either to flourish in terms of individual purposes or to keep up the required associations among people . indicating that individuals' correctness or incorrectness deals with certain points (

The intended words to be transmitted Moreover, the distance between individual prosperity and whether necessary to keep an idea, draws the individual purposes , which types of associations the individuals propose to set up, even keeping up between biologists, obviously genuine for every connection in discourse, in drafting .(quoted in Bygate 1987, p.6)

## **4.The Vocabulary and Spoken Language**

McCarthy (1998) highlighted that vocabulary is an important element in speaking skills as if there are a set of tips that should be taken into consideration.

1. speakers operate under the constraints of real-time planning ;careful composition and selection of words is the exception rather than the rule.

2. Normally, more than one speaker contributes to the vocabulary that occurs.

1. Roles vary in conversation ;speakers may not be participating as equals , and one or more speakers may dominate vocabulary selection (see Thomas 1984).

4. As the conversation progresses roles may shift, which may be reflected in vocabulary choice .

5.Topic : what is being discussed is neither predetermined nor singularly defined ; rather, it shifts and develops, frequently without clear boundaries between topics. Vocabulary choice reflects such shifts and contributes to connectivity and shading between topics (i.e. moving from one topic to another without a sudden jump , making connections between topics , etc .).

1. speakers have no automatic rights to have their topics addressed , but have to negotiate them .

2. spoken language is usually more implicit ( Chafe, 1982) and situation–dependent . The lexical density of spoken texts may differ considerably from that of written texts on the same topics (Ur 1971; Stubbs 1986) .

3. conversation contains a large amount of vocabulary whose function is mainly relational or interactional ( i .e. in the service of establishing and reinforcing social relations ) rather than ‘ transactional ’ ( i .e. functioning principally in the transmitting of information , goods or services).issues such as convergence and communicative accommodation between speakers (see section 2.4) are thus relevant to the study of lexical patterning (see glossary for definitions of terms).

9. conversation contains a significant number of prefabricated lexical expressions which facilitate fluency and which are often idiomatic in structure and meaning(see section 3.2.1; chapter 7).

## **5. The Teacher's motivation in enhancing speaking skill among L2 students**

According to Harmer (1991) reported that the major mission of the dialect's instructor is the manipulation the learners in the terms of thoughtful, scholar way in the case of students make faults' perpetrations at this point , the instructor's role unhelps into rectification the linguistic blunders whereas talking within an objective dialect .moreover; the instructors ought to deal with in both bolstering even empowering them in order to students connect inside english.in addition to , the students keep their own attraction. furthermore; the execution of internal inspiration must apply within the course. (as cited in Kumar 2021 ).

## **6. EFL students 'problems in speaking skill**

According to Al Nakhalah (2016) indicated that it exists many factors in which hinder the speaking of EFL students.

### **6.1. Inhibition**

Students are worried about making mistakes , fearful of criticism , or simply shy ( Ur 1996 as cited in Al Nakhalah 2016).

### **6.2. Nothing to say**

Students have no motive to express themselves (Ur 1996 as cited in Al Nakhalah 2016).

### **6.3. Low or uneven participation**

Only one participant can talk at a time because of large classes and the tendency of some learners to dominate , while others speak very little or not at all ( Ur 1996 as cited in Al Nakhalah 2016 ).

#### **6.4. Mother tongue use**

Learners who share the same mother tongue tend to use it because it is easier and because learners feel less exposed if they are speaking their mother tongue (Ur 1996 as cited in Al Nakhalah 2016).

#### **6.5. Lack of confidence**

Was caught in which the learners need of certainty as a rule happens in the case of the learners recognitions in the discourse 's sharers demonstrating neither kind of comprehension ,even in the case of nor getting comprehension of alternative talkers .such circumstance , the learners typically become the noiseless whereas the rest continue saying through exhibiting that they have the type of need certainty for contact.to react, as reported by tsui cited Nunan (1999) declaring the pupil possesses a kind of need certainty .besides, the English fundamentally endures the fearful contact. It illustrates in which the construction certainty of a pupil became imperative portion depending on the center of instructor attraction. Implying, the instructor 's role grasping the assumptions also the functional encounter.for finding the way of construction certainty of pupil.( as cited in Al Nakhalah 2016)

#### **6.6. Lack of Motivation**

Within writing the inspiration believes an element for study of pupils' victory (songsiri, 2007) . by applying the inspiration inside classroom. Nunan (1999) persisted which the inspiration acts out an imperative factor by which influencing the impediace of pupils for tell at English talking . thus, the inspiration acts a meduim of equipment 's decision for pupils' contctact . Zua (2008) increasing the inspiration acts internal power . moreover; it is not important knowing the inspiration 's sorts which the pupils owning because that is upgrading in the learning 's attraction .thus; the numerous researches showed when the pupils owning a

solid inspiration for victory , they hold in both sides in study, picking up superior results. in contrast to, the others owning powerless inspiration concerning victory it appears of which to construct the pupils' inspiration for memorizing is pressing all instructors. (as cited in Al Nakhalah 2016)

## **7. The Approaches of Speaking Skill Development**

There are some of approaches that can enhance EFL students speaking skill

### **7.1. Presentation, practice, production approach**

According to Willis and Willis (1996, cited in Richards & Rodgers, 2001) mentioned that the course's design deals with the approach in which it contains 3 stages. (as cited in Maftoon&Sarem 2016 ).

- **presentation phase:** the educator's course establishes through circumstance through provoke otherwise shaping open dialect which circumstance indicates to it . furthermore, this phase comprises on demonstrated phrases and brief discourses examine outlining objective things whether examined within perused material otherwise educator's performance, listened

- practice phase:** learners hone the modern dialect through the educator's monitoring, the learners penetrate phrases otherwise discourses through rehearsal an educator in the end otherwise record .and in refrain, performing independently for realization of achievement accurately. For some execute the tasks in terms of link and finish the sections of phrases otherwise make exchanges in the shape of inquiries employ the objective dialect.

- production phase:**the learners energize for utilization the unused dialect in the form of liberated atmosphere claiming aims, significance otherwise the identical setting presented from an educator such : dramatizing, reenactments, connection's assignments.

## **7.2. Audiolingual approach**

In conforming with Machado, Ramos and Ramos (2016) defined that it centers upon moving forward the learner's information via both the right articulation, linguistic use in order to fortifying the power of the pupil by replying in the rapid accurate manner. (as cited in Matamoros -González et al 2017).

## **7.3. Task- Based approach**

According to Nunan (1989, 10) identified that the task-based approach is "*piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language, while their attention is principally focused on meaning rather than form*". This quotation indicates that it is an activity given to all learners who understand, control and interact in the target language in which they fundamentally focus on meaning instead of grammar. (as cited in Sanchez 2004, p.47).

## **8. The Communicative Language Teaching Method**

According to Efrizal (2012) highlighted that this method endeavoring into designing the connection's capacity considers the sake of dialect's education alongside enhancing strategies also tools in order to instructing dialect's abilities at the dialect's correlational facets, too connection. moreover; Connective capacity incorporating: the syntactic capacity, communal dialect also the procedures. this connection of the capacities dialect is containing certain things: capacity otherwise foundation information, also expertise within capacities' execution in the case of dialect's connective adoption in relevant suitable way.

## **9.The Advantages of Speaking Skills**

Rao (2019; p. 12 ) said that indeed in the event which it exists the four abilities at English dialect. the talking abilities consider the foremost powerful ability between. moreover; the discourse considers the plurality of connection. thus; the talking abilities consider the foremost imperative strategy for connection. No question in which the capability in every ability requires the fundamental to gotten to be a good adjusted transmitter. However; talking by possessing powerful capacity, it is giving the talkers the numerous different points concerning talking abilities , including :

To participate actively in pair or group activities in the classrooms.

- To give a maiden and impressive speech on different occasions.
- To participate actively in debates and group discussions.
- To develop critical thinking among the learners.
- To pursue higher studies in foreign countries.
- To interact with people all around the globe .
- To promote the sale of products in the business.
- To make living abroad simpler and easier.
- To get better employment opportunities.
- To make use of the internet effectively.
- To perform well in job interviews.

## **Conclusion**

Speaking skills are essential for communication in which they contain the four major required elements : vocabulary, fluency , grammar, and the pronunciation.

In speaking, EFL speakers think and then utter a set of words or expressions in order to build interaction with a listener. Moreover, she/he employs the skills that are : motor perception skills and the interaction skills. However; in some circumstances, they can not keep their current speaking speech. That is to say, they face many problems, such as using mother tongue and the like. Therefore , it would better if their teachers employed the approaches ( task\_based approach, and so on) in class so that the students could develop their speaking skills.

# **Chapter Three :**

## **The Methodology**

## **The Methodology**

This chapter contains important information that helps researcher collect the required data concerning the target topic . This part deals specifically with determining the method and even the participants, who are the case study in which they are a sample of the research, in order to achieve the purpose of this investigation.

### **1.The Method**

The researcher determines the appropriate method , which is the descriptive method, through the research questions that lead to identifying how reading habits can develop master one EFL learner 's speaking skills.

### **2. The Population**

The present research deals with master -one EFL Students CHADLI BEN DJEDID UNIVERSITY EL TARF. There are 52 students .furthermore, they are divided into three groups, each one containing 16 students.

The reason behind choosing them is that they refer to their experiences and the knowledge they have had concerning learning English for more than two years in order to help researcher arrive at his purpose.

### **3. The Sample**

The number of participants who answer the questionnaire randomly is 16 students .furthermore, the questionnaire was distributed on March 23, 2022, at 9 a.m. In addition, answering the questionnaire took exactly one hour in classroom 16.

## **4.Data Gathering Tools**

### **4.1 The Questionnaire**

The data collected through a questionnaire from Master -one EFL students at CHADLI BEN DEJDID UNIVERSITY EL TARF , in order to provide the researchers with their opinion and knowledge gained during their studies about reading habits and their effects on the development of speaking skills.

## **5. The Approach**

The research deals with a qualitative approach in order to know the opinions of master one EFL students, ChadliBen Dejdid University, EL Tarf, about how reading habits can develop their speaking skills.

## **Conclusion**

The researcher demonstrates that the most important guidelines that must be followed while conducting any research project in order to attain the intended results through his/her tool a sa medium. Moreover, the researcher points the approach which the qualitative approach for identifying the perspectives and opinions concerning the topic in same time it is appropriate for the research.

**Chapter four :**  
**Data analysis and discussion**

## **Introduction**

This chapter involves the following tips : firstly providing a full of description of students' questionnaire, secondly data analysis using graphics in easy manner to comprehend the data in visible shape with providing the analysis of each one. the data analyze and interpret in order to provide the readers the precised comprehension with emphasizing on the purpose.

### **1.Description of the students 'Questionnaire.**

The questionnaire contains the small introduction whereas he illustrates the participants that it is a part of study . in addition to ; there are seventeen multiple choice questions are close\_ended questions through answering « yes » or « no » questions. Moreover ; it exists seven open\_ended questions in order to give the students chances of expressing their own opinions .This a questionnaire is divided into three main parts :

**1• the first part:** personal information about students' gender and years of study in the university starting from { 1 Q\_ 2 Q }.

**2•the second part :** it concerns the reading skill : the preferred reading type, preferred reading place, the importance of it , strategies, the benefits of reading starts from { 3 Q\_ 8 Q}.

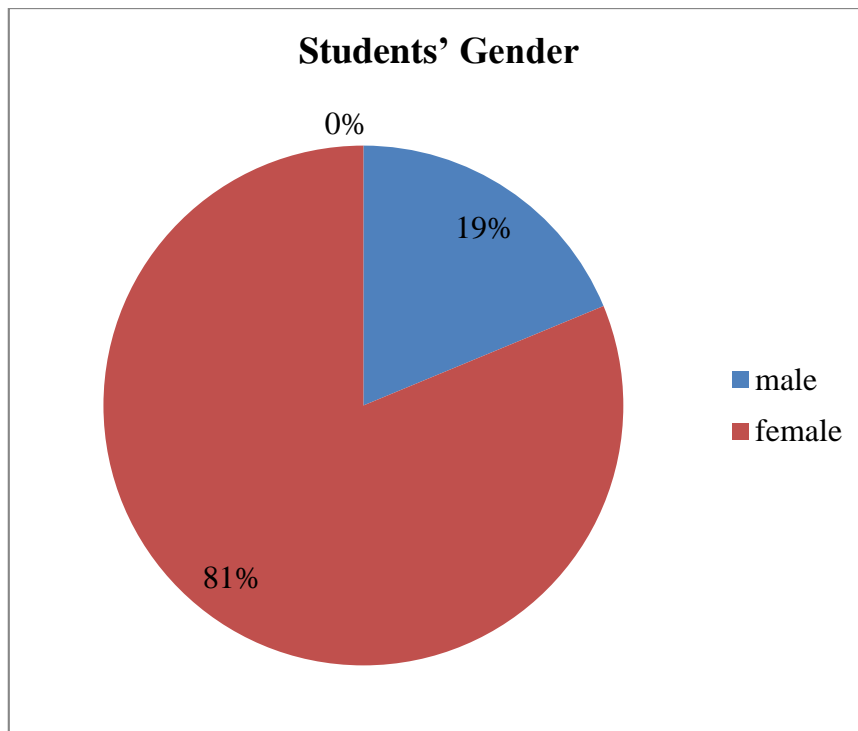
**3• the third part :** contains speaking skill :EFLstudents' problems in speaking skill, the imitation of native speakers'voices , students'interests in subskills of speaking, suggestion for developing EFL students the importance of speaking skill starts from {9 Q\_ 24 Q}.

**2.The**

**Questionnaire**

**Administration**

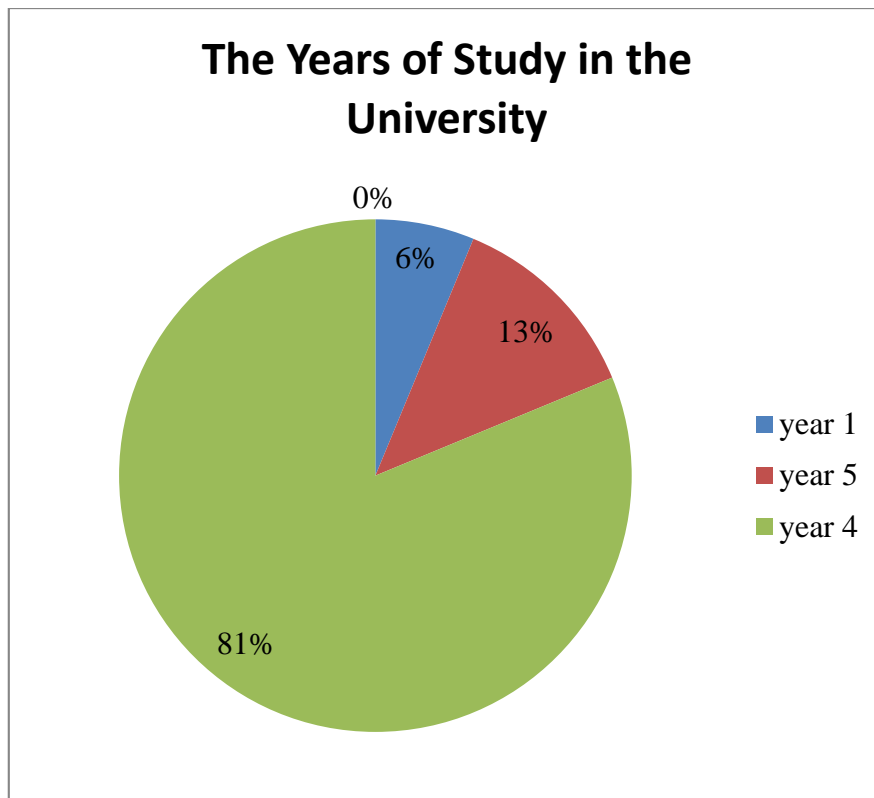
## 1.students 'Gender



**Figure 1 : Students' gender**

The figure above shows that 81% of master one EFL students are females are higher proportion than males this refers to the females want to continue their studies in the university. Moreover; they love studies in order to develop their own capacities, and they are intelligent ones in learnings and also want to achieve their dreams in the near future. While 19% of master one EFL students are males, they are less members since it's typically known that they go to the army, finding other financial jobs to help their own families . in addition to ; they are active persons in working and it is easy for them gaining money.

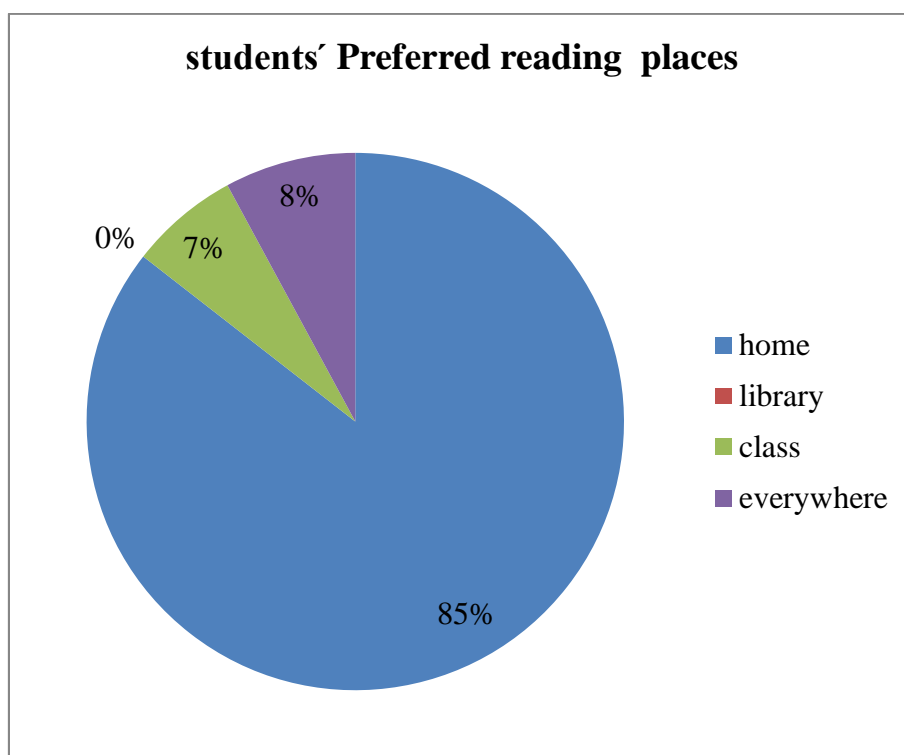
## 2. The years of study in the university



**Figure 2: The Years of Study**

The following figure demonstrates that 81% are the majority of master one EFL students pass four years studying English language in this university certainly this refers to their continuous success and they are skillful students and their caring of study and the effectiveness of teachers' strategies in teaching English modules too their participation with instructor helps them gaining a good TD Mark and their presence all the time. For 13% are less ones category, those who did not attend teachers' courses all the time .in addition ; they do not have the proficiency in English language also referring to neither participation in the classroom and their continuous absences in all modules. While 6% are very less category of them. Who they are new ones, and they do not experience yet the university

### 3. Students' Preferred Reading Places



**Figure 3: Students' Preferred Reading Places**

The figure up shows that 85% of master one EFL students prefer their reading place to be in the their homes this refers to they feel relaxed psychologically, mentally and physically this helps them to recognize the words meaning in the text during reading , and they want to analyze the text individually utilizing their own mental capacities. In addition; there is no such kind of noise which distracts them besides that to feel dependent on themselves as students have already grasped the language also to increase their motivation in learning and even possessing the desire the acquisition of language skills. While 0% they do not prefer to read at library either they do not have enough time after the courses or there are a lot of noise that influence the students' concentration . moreover ; 8% of them who are a kind of readers want their reading to be in everywhere because they seek for different atmosphere, relaxing places to support their readings and even they want to make a lot of imagination during

perusing . for 7% of them want their reading to be inside classroom this means they seek for interaction and discussing the ideas with their teachers as guiders and even their partners in other side in order to clarifying many points for building general information and identifying the correct pronunciation of the vocabularies.

#### 4. Students' preferred reading types

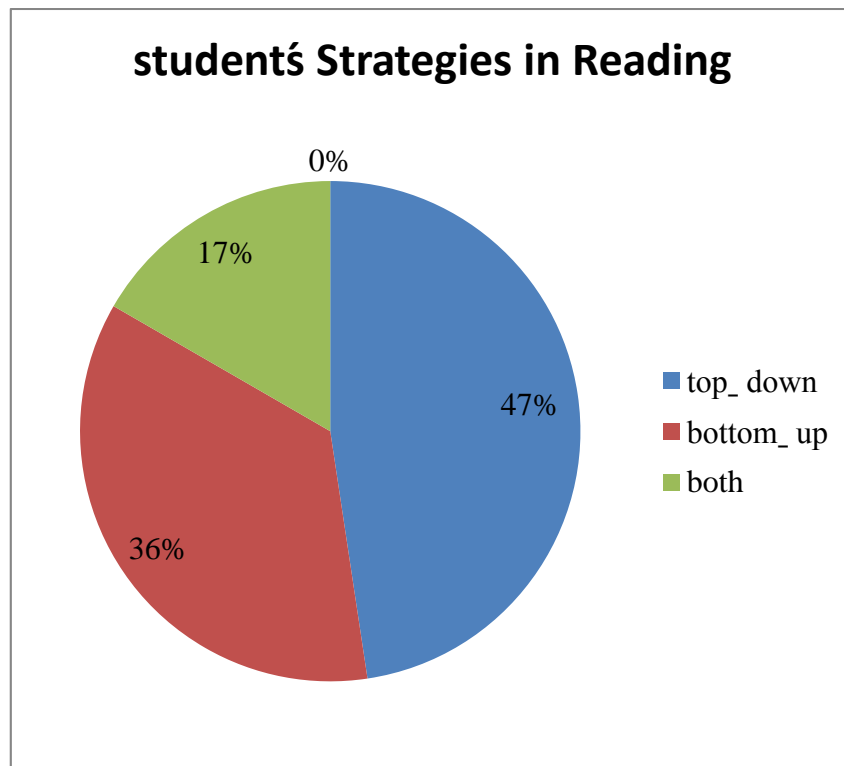
Reading type	Number of students	percentage
books	7	46%
stories	3	20%
articles	4	26%
everything	2	8%
total	16	100%

**Table 4: students' preferred reading types**

The table exhibits that 46% are the majority of master one EFL students prefer their reading type to be Books they said that they especially seek for the different vocabularies in order to employ them in different contexts they face and even for developing language's skills.20% of them are less category reading Stories they said that they find them more interesting, entertaining ones .they also add to master the novels that is to say to be authors of stories the near future. in addition to, they love making a lot of imagination .while 26% somehow less part of them prefer the read type to be Articles they said that they are finding them interesting, grasping scientific vocabularies. For 8% of them who are considered very less category like their reading type to be Everything they said that the reading is always fun when

we read different things in order to possess various vocabularies and also not feel annoyed of perusing one kind .

## 5. Students 'strategies



**Figure 5 : Students' strategies in reading**

the figure up shows that 47 % of master one EFL students are the majority who depend on both strategies (top\_down and bottom\_up ) this means they are skillful students in order to understand the text appropriately. That is to say they check their previous knowledge if it is the same as they experienced before with or not.moreover; to expand their knowledge of vocabularies, adverbs, adjective for employing in discourses later on. While 36% of them utilize ( top\_down) strategy this means they emphasize on their previous knowledge extensively so that they can deal with and comprehend the text easily referring to practising reading all the time .about 17% of them are utilizing the ( bottom\_up ) strategy to reach the understanding of the text 's content. this means they are less ones among others practise the

experiencing readings. thus ;they lack of both vocabularies and even important knowledge in order to deal with a text.

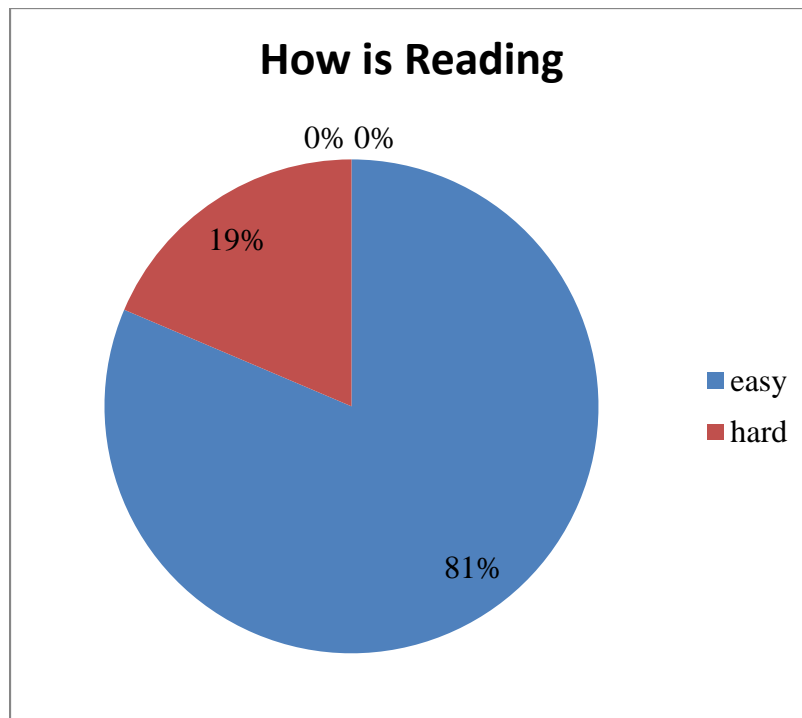
## 6. Students 'focus in Reading

focus	Number of answers	percentage
Expanding memory	8	47%
Gain information	3	18%
comprehension	6	35%
toatal	17	100%

**Table 6 : Students 'focus in Reading**

The table up exhibits that about 47% of master one EFL students are the bigger part who read in order to expand their memory that is to say, grasping new words including : verbs, nouns, adjectives and vocabularies for developement the English language' s skills (writing,listeng and speaking ) most importantly,to gain the proficiency of a language .moreover; they need for typically to employ them in their speaking speeches in expressing their own thoughts in meaningful way .while 35% of them depend on comprehension of the passage this means they are just identifying the content in general and with its main ideas of the passage. According to 18% of them they pratise reading for gaining information this implies that they want to build excessing knowledge in order to use it in their life situations particularly to deal with in the discourses with others.

## 7. How is Reading



**Figure 7: How is Reading**

The following figure demonstrates that there is about 81% of master one EFL students who are the more ones hold that the reading is easy this means they are familiar with grammar, vocabulary, pronunciation of a language. moreover; the students' previous habits particularly in their middle and high schools when they use English textbooks with their teachers. moreover; it is clear that they spend a lot of time reading English Language literature in which they understand any piece of reading they read. That leads to the possession of the proficiency reading in English language that is to say, this kind of students employ their own mental processes during reading. Whereas 19% of them believe that reading is hard this tendency relates due to unexperiencing reading at all. in other words; they are not reading in their free time. also; they lack grasping of vocabularies that help them the comprehension and they can not keep analyzing the text which it takes time.

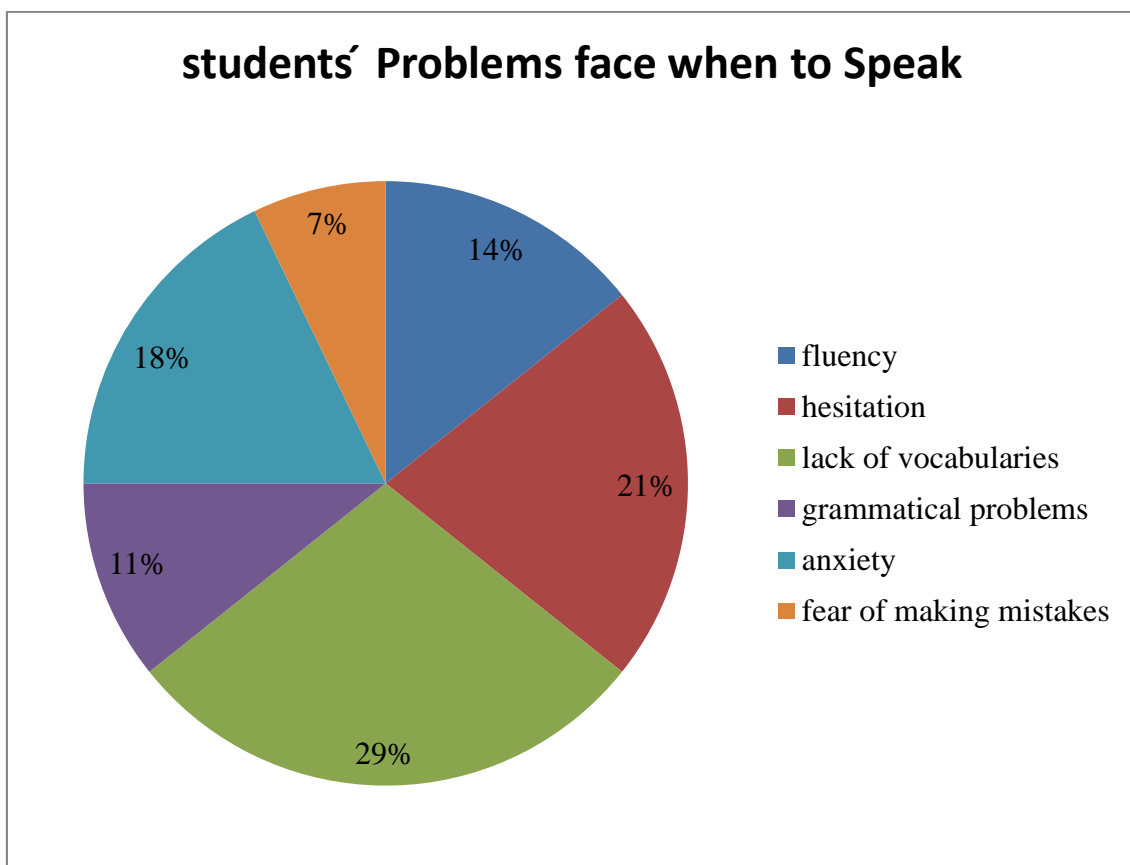
## 8. Benefits of Reading

Benefits	Number of answers	percentage
Enhancing grammar	4	18%
Gain knowledge	5	23%
Grasping vocabularies	11	50%
Enhance fluency	2	9%
Total	22	100%

**Table 8 : The Benefits of Reading Skill**

The table shows that about 50% of master one EFL students who are the more ones read in order to grasp new vocabularies in the sake of developing the skills of language ( speaking, listening, writing and reading).that sort of students have lack of words to express their ideas in good manner .while 23% are somehow less, they read to gain knowledge particularly this relates they do not have enough knowledge to share it when they converse but they still have rich vocabularies. 18% of them benefit from reading just for enhancing grammar it implies that they have vocabularies but do not know how to formulate a well\_ structured sentence to transmit their thoughts into the meaningful way that is to say, they typically find the grammar of English language is difficult to grasp thus they struggle with. While 9% of master one EFL students who are very less category benefit from reading just for enhance their fluency this means that they are unfluent speakers in english language and they want develop their speaking .moreover when they speak the listeners can not understand them thus they believe that fluency is important element in talking especially to transmit meaningful speech.

## 9. Students' Problems face when to Speaking



**Figure 9 : Students' Problems face when to Speak**

The table indicates that 29 % are the majority of master one EFL students who suffer from lack of vocabularies when speaking this means that they believe that the vocabularies are the medium needed in order to transmit their ideas and even expressing opinion, thoughts. And even for clarifying many points in meaningful way . moreover; they can not expand their communications with partners into long period of times thus they are not the effective speakers .another category 21% of them are facing what is called hesitation are somehow less . that sort of students have the information or the complete ideas in their minds but unfortunately they are not sure to say it either relating to grammar or fear of to be misunderstood by others . moreover they sometime do not have true information or even the correct pronunciation of certain words in speaking English language. also; uncertainty refers

to their psychological factor in other side, such like : stress, worry. while 18% of them who have kind of anxiety this refers to they do not make dialogues in terms of English language in the classroom.in addition; they do not organizing their ideas in logical manner ,fear of to be criticized by listeners .or fear of committing errors during speaking . furthermore; the speakers have not a familiarrity with a topic sometimes. 14% of them lack of fluency relates to no practising the language orally with others besides that making a lot of pauses. Around 11% of them in speaking skill they face issue of grammatical problems that not know how to formulate well structuredsentences , conjugate verbs and undistinguishing between tenses but they still possess vocabularies.about 7% are very less category who have a problem which is the fear of making mistakes it refers to unpreparation of speech before speaking alongside no practice language orally .addition; to internal factors : stress.

### **10. the Importance of developing speaking skill**

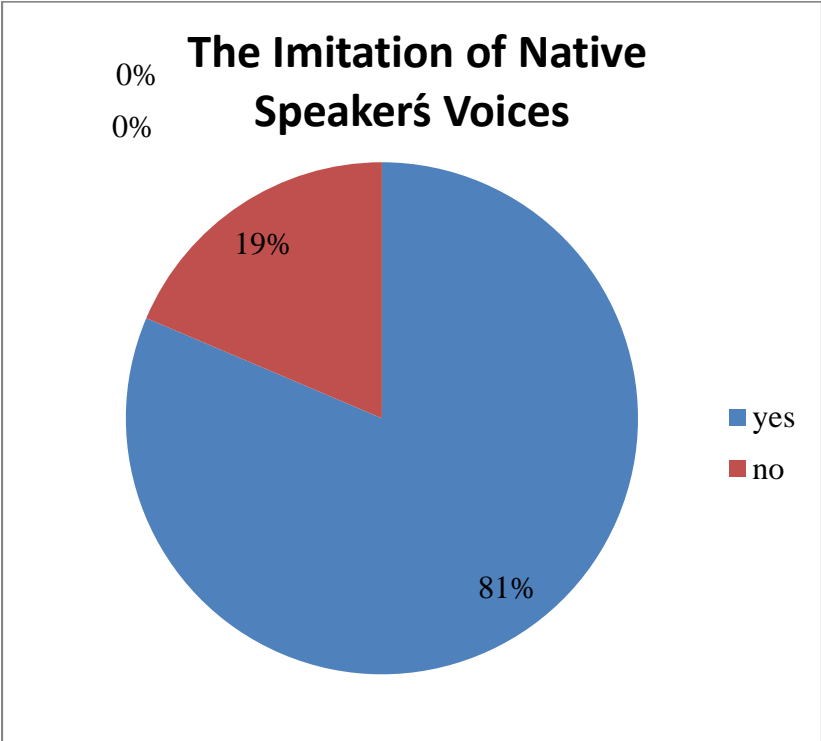
option	Number of answers	percentage
yes	16	100%
no	0	0%
total	16	100%

**Table 10: The Importance of developing speaking skill**

The table up shows that 100% of master one EFL students agree that speaking is an important skill needs to develop that is to say, they want to be fluent speakers of English language and they believe speaking is the only medium to interact with others and to talk both adequately correctly and the most important thing to be understood by others during communication, too conveying the ideas,viewpoint and feelings. furthermore; those typically

have the problems in their speaking thus they want extensively enhance their communications skills.moreover; increasing their confidence with the possession the ability to express their thoughts in correct way.

### 11. The Imitation of Native Speakers' Voices



**Figure 11: The imitationOF native speakers' voices**

The figure shows that 81% of master one EFL students are the majority part who believe of which the imitation speakers' voices is the most appropriate way they said they are fluent this means that they will have a good accent to be like native English speakers. in addition to; to speak correctly they see native speakers as guiders rather than teachers of oral module depend on the strategies or methods. Through imitation, the students can develop their fluency and speak more .also; to enhance concerning pronunciation. While 19% are less category which they are against imitation they said they are not obliged to talk like it means that they prefer to depend on their teachers' strategies in explanation of courses by their own style and because their instructors provide them such: rules of pronunciation even the ways of how to

speak and moreover; the teachers depend on the activities in the classroom in order to give the students the chances to practice the oral skill alongside with the instructors' monitoring.

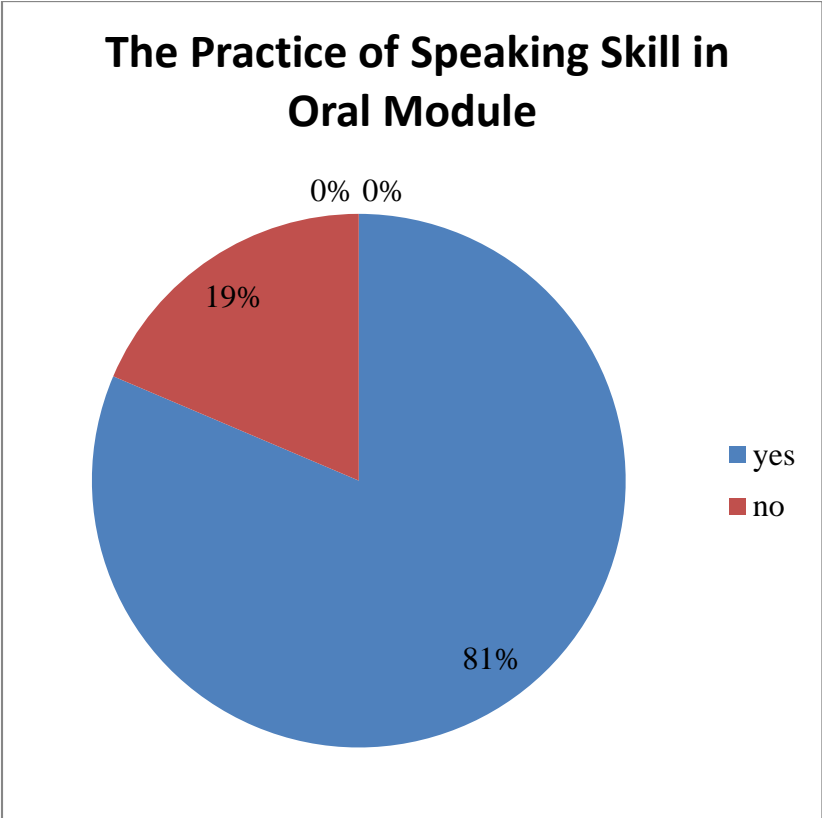
## 12. Students' subskills speaking interests

Subskills speaking	Number of answers	percentage
fluency	4	25%
accuracy	1	6%
both	11	69%
total	16	100%

**Table 12: students' subskills speaking interests**

The table above shows that 69% master one EFL students are interest in both (accuracy and fluency ) subskills of speaking this means they want to talk spontaneously alongside making natural communication to be more understood by others .too; they believe them are the important elements for achievement of successful communication .and employing the language' s grammar also leads to be understood by others that is to say, production well meaningful structured sentences.25% of master one students are interest in fluency this means they want their ideas and viewpoint to be understood in their connection. In addition; they prefer uttering in normal smooth way rather than focusing accuracy in other side.while 6% of them are very less ones who interest in accuracy believing that speaking depends on employing the grammar in order to transmit their own thoughts in oral production thus they produce structured sentences so that seem comprehended among listeners with correct utilization of words thinking the accuracy is the most important element for communication.

**13. The Practice of Speaking Skill in Oral Module**



**Figure 13 : The Practice Speaking Skill in Oral Module**

The figure above shows that 81% master one EFL students are the bigger number practise speaking in oral module are considered the strongest ones. also; this means their instructor of oral module provides them the chances to talk in the class.in addition ; their instructor provides the oral activities in order to the students can express their thoughts and opinion.furthermore; they typically perform either in pairs or groups work in the sake of developping speaking skill these activities such like: roleplay, discussion, dialogue presentation with the availability of time in other side.while 19% of them who do not practise speaking in oral session it means that they are weakest ones and they do not attend the teacher ' courses and even the exercises when their teacher design a task. moreover; they may be do not have the proficiency in the English language.

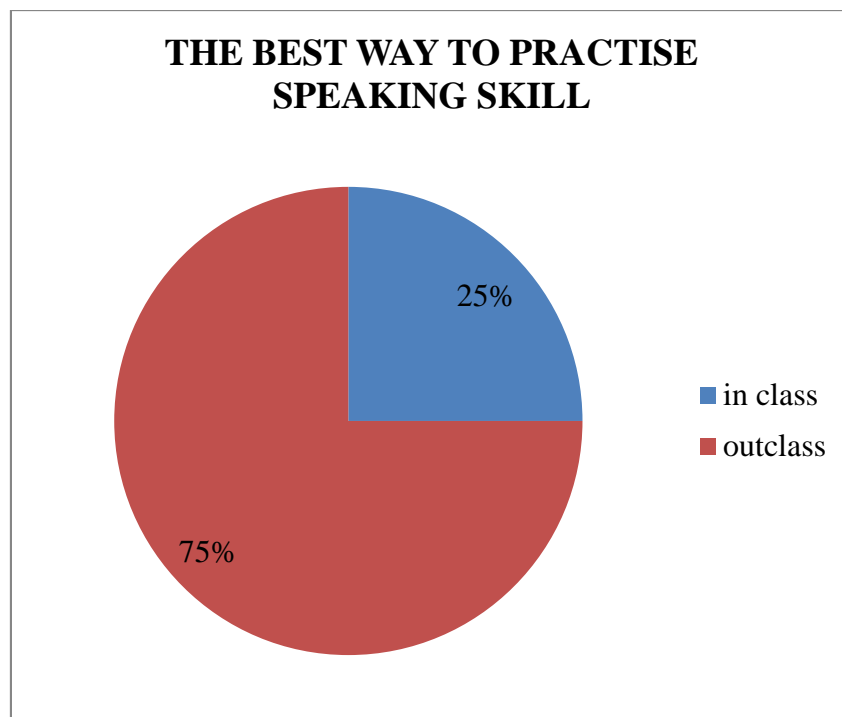
## 14. The Suggestion of Developing Speaking Skill

suggestions	Numbers of answers	percentqge
Listening to native speakers	5	15%
Watching film	8	23%
Pratice with partner	8	23%
Speaking application	1	3%
Reading aloud	4	12%
Watching news	1	3%
Listening to podcast	1	3%
Interaction in class	4	12%
roleplay	1	3%
presentation	1	3%
total	34	100%

**Table 14: The Suggestion for Developping Speaking Skill**

According to the table up demonstrates that 46% of master one EFL students are the majority who suggest to developp their own speaking skill through using audiolingual method in the classroom this helps them to grasp the correct accents and the most important thing to identify the correct pronunciation of vocabularies . in addition to; repetition what is listened leads into development of their speaking production and even to have a chane to practise a language correctly .about 15% of them recommand to depend on sush activities :presentation, roleplay, listening into podcast, watch news, and use of speaking applications in order to develop their subskills of speaking.another category 15% of them are suggesting listening to native speakers so that they can enhance fluency into good level with holding correct pronunciation of words. while 24% of master one EFL students suggest reading aloud and making presentation in order to develop the level of fluency and raise their confidence.

## 15. The Best Way to Practise Speaking Skill



**Figure 15 : The Best Way to Practise Speaking Skill**

The figure shows that 75% of master one EFL students are the majority prefer their own practice speaking to be outclassroom this means they want to develop their communication skills by themselves with other EFL students in fact that is good way especially to find the other ways to enhance their fluency level . in addition; they typically want to evaluate their own orall productions according to their perspectives Rather than depend on teachers who may give them average Marks and later on counted as TD Mark or exam. Outclass, they feel confident in their speaking speeches. moreover; they typically seek for correct spoken words this is good thing that develop their speaking. also; they are strongest students who grasped the proficiency of speaking. While 25 % of them who are less category like their speaking to be inside classroom,that implies those students generally face problems such as: lack of fluency and mispronunciation and even vocabularies thus they emphasize on their teacher of oral module to guide them this considers good thing for enhancing talking. in class, the students are generally receiving a positive feedback from their instructor concerning their own

oral production .besides; the instructor motivates them to speak. It is clear that an instructor uses activities (roleplay, discussion and so on) in which the students can develop speaking skill.

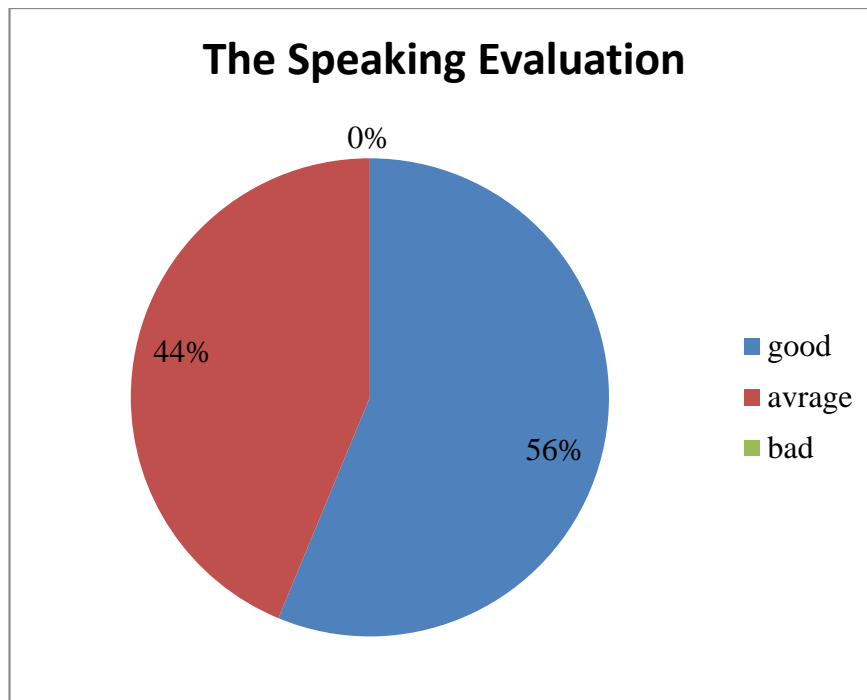
**16. The Frequency of speaking skill**

frequency	Number of answers	percentage
always	7	44%
sometimes	9	56%
rarely	0	0%
never	0	0%
total	16	100%

**Table 16 : The frequency of speaking**

The table shows that 56 % of master one EFL students are the greater number who practise sometimes speaking skill. In class, this implies that their teacher provides them some of chances in terms of activities to speak due to unenough time . in addition to ; long course takes three or four hours in order to understand. also; referring to their unproficiency in speaking skill in which they do not have correct accent and lack of vocabularies to participate teacher’s oral tasks. The rest of them about 44% are less ones who practise always speaking speaking it means that those students perform all speaking’s activities because they are the strongest speakers in the classroom this indicates at their proficiency of talking . Also their continuous participations during the lesson .

## 17. The Speaking Evaluation



**Figure 17 : Speaking Evaluation**

The figure exhibits that 56 % of master one EFL students who are the majority of their speaking is good this means that they practise many oral activities in the classroom that are given by the instructor such as (role play, dialoguepresentation, simulation, and so on) that contribute in developing fluency speaking and they typically spend time listen to native speakers' voices using applicqtions this is good thing in which they grasp accurate accent and used vocabularies.also; They employ the rules of language carefully to be understood by others during speech. around 44 % of students who are less category said that their level of speaking is average this returns to the lack of vocabularies and they have problems when to to speak. furthermore; nor participation the activities in the classroom that are provided by the teacher's oral module and their fluency is typical bad in which they can not communicate effectivelly with partners .

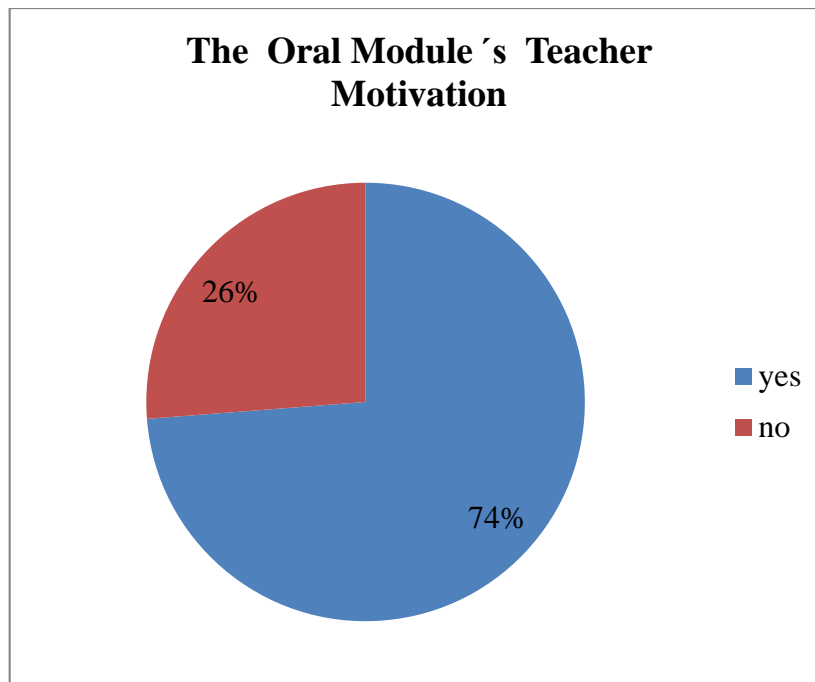
## 18. Oral Module 's Teacher Use Authentic Material To Teach

option	Number of answers	percentage
yes	3	20%
no	12	80%
total	16	100%

**Table 18 : Oral Module 's Teacher Use Authentic Material To Teach**

The table shows about 80% of master one EFL students said that their teachers of oral module do not use the authentic materials to develop the speaking skill this means either there is no enough time to employ those devices in which the teacher will provide more explanations and negotiations about each inquiry the student has or the students can not understand the dialects that is to say. they are not very familiar yet with oral English speech. in addition to; the speed of native speakers when speaking. While 20 % of them said that their teacher uses the authentic materials in developing their speaking skill it implies that their teacher utilizes sometimes simple materials such like data show , smart phones for clarifying certain issues concerning the course.

## 19. The Oral Module 's Teacher Motivation To Develop Speaking



**Figure 19: The Oral Module 's Teacher Motivation to Develop Speaking**

The figure up shows that 74 % of master one EFL students said that their teacher 's oral module motivate them into developing speaking in fact this is good thing for enhancing fluency quickly and for being effective communicators, feeling confident firstly in order to gain good results in the exam and secondly to be better oral teachers in near future. moreover; these students have typically certain problems in oral production thus their instructor motivates . for example ; the fluency, lack of vocabularies. While 26 % of them said that their teacher does not motivate them this typically means they are special skillful students in the class and they are fluent speakers in the classroom in which they are the models students among others.

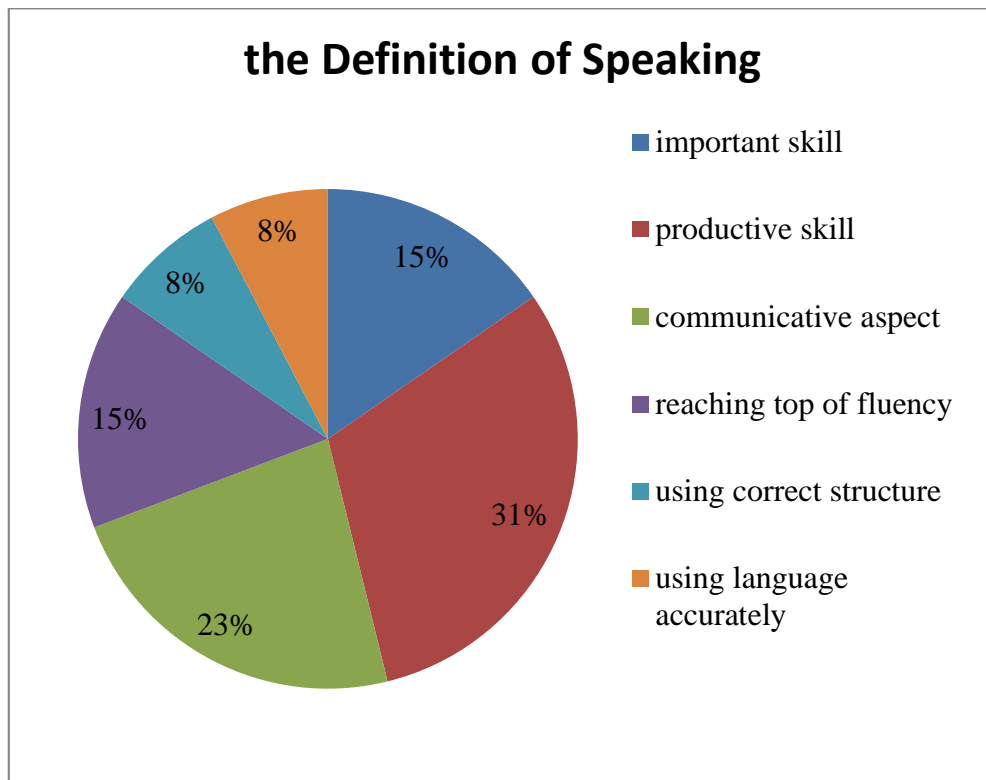
## 20.The Students' Strategies for Clarifying Something

strategies	Number of answers	percentage
repetition	2	19%
paraphrase	4	27%
explanation	9	54%
total	15	100%

**Table 20 :The Students' Strategies for Clarifying Something**

The table shows that 60% of master one EFL students are the majority use the strategy of explanation to clarify something in fact this is a good thing it means they possess rich vocabularies that help in illustrating many points and even better for expanding communication. about 27% students depend on paraphrase strategy it implies they monitor and restate the thoughts in other ways for avoiding both stress and also pauses that distract their speech too refers to excess words they have. While 13% are very less who emphasize on repetition strategy that is to say they typically do not have rich vocabularies in order to clarify their idea but it somehow better way to crack any kind of psychological factor such like : anxiety, stress in order hold their turn in speaking speech.

## 21. The Definition of Speaking



**Figure 21: The Definition of Speaking**

The figure shows that 31% master one EFL students said that speaking is productive skill in fact this is true because all of us produce the ideas and thoughts that are formulated in the mind alongside pronunciation .about 23 % of them define it as a communicative aspect this means is way of exchange of information and ideas with others by using language. another category about 15 % said that speaking is an important skill which means it is one of skills we should develop to be effective speakers. in addition to; easy to employ a language in verbal communication . moreover alternative proportion about 15 % said that speaking is when someone reaches the top of fluency in certain language this means they focus on it so that to seam understood by others producing . 8% of them identify it as using correct structure of language that is to say, care about the employing the grammar during speaking this is actually true because it plays an important role in speaking . alternative mass 8% of them said that

speaking is using language accurately according certain context this means use appropriate words in their right situations.

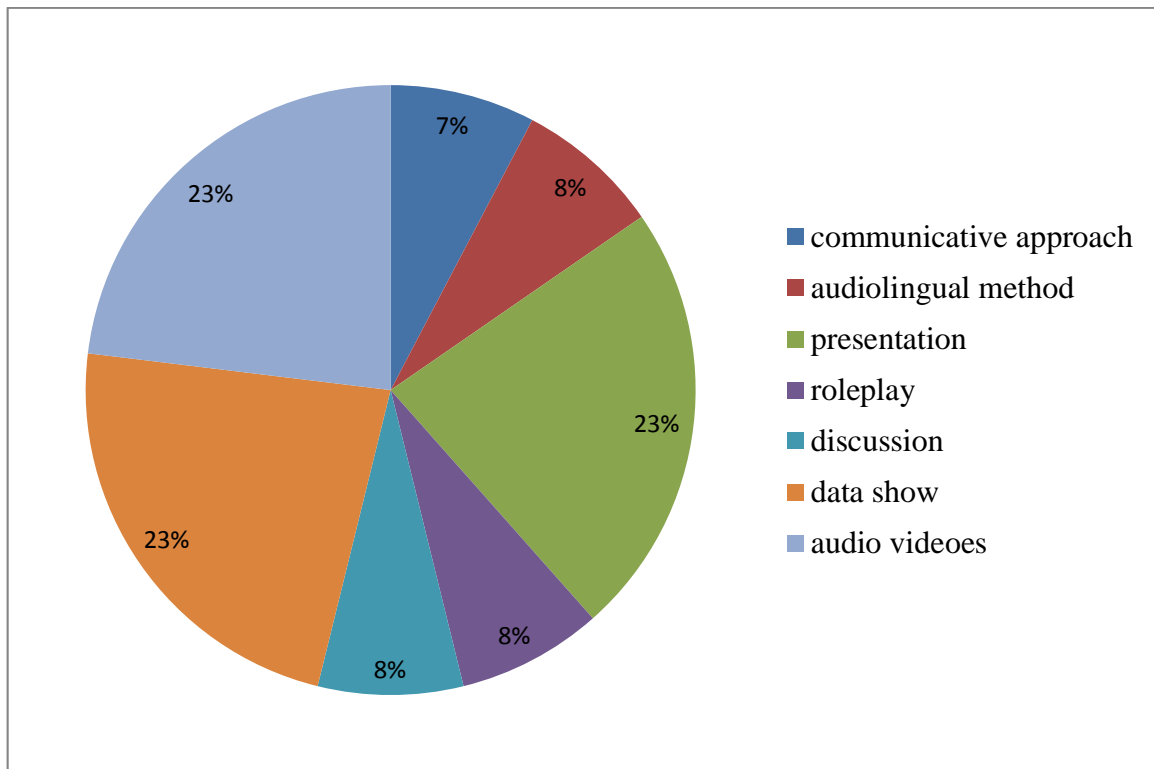
## 22. The Teacher 's technique in oral session

option	Number of answera	percentage
yes	10	71%
no	4	29%
total	14	100%

**Table 22 :The Teacher's technique in oral session**

The table demonstrates that 71 % are the vast majority of master one EFL students said « yes » this means they typically enhance their speaking. in addition to; they find the teacher's course are significant and also they participate in the class.moreover; they obviously gain good marks in TD Mark. concerning 29% said « no » who are very less category this means they typically do not find the teacher's lessons beneficial that develop their talking and even they do not involve at the activities that are chosen by the instructor. thus; they must give importance into the courses of the oral module. or maybe the instructor just focuses on key words of a lesson due to no enough time to discuss many points which is the biggest problem all teachers face.

### 23. The Teacher ' s Approaches/Methods must use in Oral Module



**Figure 23: The Teacher's approaches/methods must use**

The figure up shows that 23 % of master one EFL students said that the teacher must use presentation in which they can break up the fear of public speaking and stress. moreover; they want to receive feedback concerning their fluency as it is an important subskill in speaking this also means they want too apply a language in real life situations. Presentation is a fun and motivating task for them .while another category 23% instructor should use data show this in fact good thing in which they wanna hold correct accent imitating native speakers voices. Similar mass 23% of them said its perfect emphasizing on audiovideoes is good idea in order to develop the level of fluency for making effective communication and grasping vocabularies. 8% said that it's appropriate employing audiolingual method this means they want enhance their pronunciation to be sound like native speakers.8% suggested that it must utilize discussion this means they want more interactions in classroom for ameliorating

speaking: about 8% preferring the roleplay this means it makes them practise a language in different contexts in order to be effective communicators .other 7% said that the teacher should depend on the communicative approach who are very less proportion this means their communication skills are not enhanced due to lack of interaction activities in the classroom.

## 24. The Importance of Speaking

importance	Number of answers	percentage
Help in communication	9	45%
Ability using foreign language	1	5%
Develop language	4	20%
Interaction in class	2	15%
Deducing fear of public speaking	1	5%
Pronounce easy	1	5%
Enhancing accuracy	1	5%
Gaining fluency	1	5%
total	20	100%

**Table 24: The Importance of Speaking**

The table demonstrates that 45 % of master one EFL students who are the majority said the importance of speaking skill is the communication this is in fact true in order to exchange the information and ideas among others means they do it in order to express their own ideas . in such cases when traveling asking questions .about 20 % of them said developing a language this means they depend on speaking extensively for enhancing other skills (listening, reading, writing ) believing it's a skill that they can acquire the proficiency of language. another category 25 % said that the importance of speaking is for many things: enhancing

accuracy, gain fluency, having an ability to use foreign language, pronounce easily and deducing fear of public speaking this means they focus on acquisition of a language through speaking skill. About 10 % of master one EFL students said the interaction in the class this is in fact perfect way that they can enhance their communication skills into better level and even reducing of stress, shyness and anxiety in order to hold their turn speech. moreover; they also intend to receive a positive feedbacks from their instructor concerning their orall performances .

## **Discussion of the results**

Master One EFL Students at Chadli Ben Djdid el-Tarf University are not able to express their own thoughts orally due to a lack of vocabulary, which prevents them from achieving the intended points. So we rely on the descriptive method to discover and investigate all the aspects of this dissertation. The answers obtained from the students questionnaire clarify many things.

Reading habits has the positive impact in supply the vocabulary knowledge that the students need for as it is showed in the table [8], approximately 50% of them practise reading in order to expand the words they seek. On the other hand, the students' responses confirmed our previous research in the advantages of reading habits. moreover, in the purpose of reading habits . We can say our first hypothesis is confirmed.

Again, the students ' responses reveal that the most problem they face is the lack of vocabulary all the time, as it is demonstrated in the figure [9], 29% of master one of EFL learners face this issue. They receive high motivation from their teacher of oral module, which it increases the desire to develop their speaking skills. The figure illustrates the idea. That is to say, our second hypothesis is confirmed. The good thing is that there is a

relationship between reading habits and speaking skills in terms of supplying knowledge of vocabulary. This means they are moving in the right direction.

Finally, reading habits play a beneficial role in supplying the knowledge of vocabulary so that master one EFL students can employ them in their oral production.

## **Conclusion**

Finally, through the questionnaire's students answers we conclude that the reading habits plays a very effective skill in that it provides the knowledge of vocabularies in which there is big proportion around 50 % of Master One EFL Students who are keeping their reading habits for this sake. In return, master one EFL students generally employ those words in their speaking speech that is to say, transmitting the thoughts in good way. and from here we can say that it is a proof of which the reading habits has really positive impact towards developing speaking skills.

**Chapter five :**  
**The Recommendations and**  
**Suggestions**

## Recommendations

### Introduction

This chapter contains the functional ideas in which Master One EFL Students can develop their own oral production into better level, and to be competent communicatively during their speaking speeches happen. Moreover, it concerns exactly both the students and their teacher of oral module.

1-For teachers:

The teacher of oral module must diversify the activities in the classroom : simulation, roleplay, discussion and dialogue so that the students feel excited and engage in the activities.

- The teacher should also diversify the lessons : a time of fluency, a time of accuracy to attract the student's attention .
- The teacher ought to invite the students to interact inside classroom.
- It is better to utilize certain methods like : direct method and audiolingual method in order to ensure the students can grasp new vocabulary and even hold a correct accent.
- He/ she must give positive feedback to whole class in the sake of increasing the amount of participation.
- It would be better if the instructor chose each time to introduce a lesson/ topic that they are familiar with and familiar with discussing many points.
- The instructor must use effective ways to make oral lessons achieve.
- He/ she should identify the student's needs, wants, lack of them to set up interaction with them.

- It is better if the instructor employs authentic materials to facilitate teaching speaking in a satisfied way.
- The instructor should use laboratories to develop speaking skills.

2-For the students:

Students must listen to native speakers 'voices.

- They must reduce their psychological factors (stress, anxiety) through practising a lot.
- They must watch news broadcasts such as the BBC.
- It is better if they use speaking applications.
- It is best if they listen to grasp the new words Sounds.
- Speaking in front of a mirror makes them feel confident and even if they can identify their problems considering linguistic knoweldge, then they develop themselves independelly.
- They must enhance pronunciation to develop the fluency, and in turn, they can speak correctly with others.
- They must join online courses with other foreign students.
- To be familiar with the language, think in English.
- Asking questions makes them interested in course, and on the other hand, it deveops their own knowledge.

## General conclusion

The speaking is an important skill that needs to develop in order to achieve a good communication with others. From the questionnaire's students answers discover numerous points in that the majority of master one EFL students are practising the reading habits in the sake of they want to enrich their minds of knowledge of vocabularies as in the table [ 8 ] shows of which 50 % of master one EFL students their intended reading is just for the knowledge of vocabularies in which they typically employ them orally at their speaking speech that is to say, for expressing their own thoughts . moreover; that idea is really supporting our aim which is already grasped by them. furthermore; it also concurs our first hypothesis is met. by going back, the most important thing is that the students' answers bolster what is discussed in the previous research exactly both in : the advantages of reading habits and the purpose of reading habits .

The reading habits and speaking skill are tow complementary skills rather than contradictory ones that is to say, there is relationship between the two in terms of provision of the knowledge of vocabularies

At the end the reading habits really proves that it supplies the knowledge of vocabularies so that master one EFL students can express their own thoughts orally and even they can expand the speech into longer period of time but a lot of studies must carry out on this idea « the reading habits » in which numerous inquiries are open in order to make many discussions

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## Students 'Questionnaire

Dear students; master one English foreign language students CHADLI BEN DJDID  
University EL\_ Tarf

This questionnaire is part of research paper that investigates the effects of reading habits in  
developing EFL students 'speaking skill

Simply, underline the right answer

And thanks in advance

### Section One : General Information

Q1 gender

\_male

\_female

Q2 how many years do you study english language in this university ?

.....

### Section Two : Reading Skill

Q3 what is your preferred reading place ?

\_ At home

\_At library

\_At class

\_ Everywhere

Q4 what is your preferred reading type ?

\_ Books

\_ Stories

\_ Articles

\_ Everything

Please

justify.....

.....

Q5 according to you, what 's the strategy do you use to understand the text ?

- \_ Top down strategy ( previous knowledge )
- \_ Bottom up strategy ( analyzing, interpreting to build new knowledge )
- \_ Both of them

Q6 in reading what do you focus on exactly ?

- \_ Just comprehension of the text
- \_ Expanding memory
- \_ Focus on the important information

Q7 according to you, reading is .....

- \_ Hard
- \_ Easy

Please justify .....

.....

Q8 what are the benefits of reading ?

.....

.....

### **Section Three : Speaking Skill**

Q9 what is the problem you face when to speak ?

.....

.....

Q10 according to you, is speaking an important skill needs to develop ?

- \_ Yes
- \_ No

Q11 do you think imitating native speakers voices enhancing speaking skill ?

- \_ Yes
- \_ No

Please justify

.....

.....

Q12 in speaking, what do you interest in ?

- Fluency
- Accuracy
- Both of them

Q13 in oral module, do practice speaking ?

- Yes
- No

Q14 what do you suggest for developing speaking ?

.....  
.....

Q15 what is the best, speaking in :

- In class
- Outclass

Q16 how often do you speak in English language ?

- Always
- Sometimes
- Rarely
- Never

Q17 how is your speaking ?

- Good
- Average
- Bad

Q18 do your oral module 's teacher use authentic materials to teach speaking ?

- Yes
- No

Q19 do your oral module 's teacher motivate you to develop speaking skill ?

\_ Yes

\_ No

Q20 in speaking, what do you use to clarify something ?

\_ Repetition

\_ Paraphrase

\_ Explanation

Q21 according to you, what 's speaking ?

.....  
.....

Q22 do you accept the technique that the teacher of oral module use ?

\_ Yes

\_ No

Q23 what are the approaches/methods must the oral module 's teacher use ?

.....  
.....  
.....

Q24 what is the importance of speaking skill ?

.....  
.....  
.....  
.....

## ملخص

يهدف هذا البحث الى معرفة تأثير عادات القراءة على تنمية مهارات التحدث في شكل توفير معرفة المفردات , لتحقيق هذا الهدف , تم طرح سؤالين بحثيين لمتابعة الدراسة . كيف يمكن لعادات القراءة ان تساعد في تطوير مهارات التحدث لدى طلاب اللغة الانجليزية كلغة اجنبية؟ هل يحفز مدرسو الوحدات الشفوية طلاب ماجستير واحد في اللغة الانجليزية كلغة اجنبية لتعزيز مهارات التحدث لديهم من خلال عادات القراءة ؟ اجري هذا البحث في قسم اللغة الانجليزية بجامعة الشادلي بن جديد في الفصل الدراسي الثاني للعام الجامعي 2021-2022 تم الافتراض بان : 1- عادات القراءة يمكن ان يساعد في تنمية مهارات التحدث لدى طلاب اللغة الانجليزية كلغة اجنبية عن طريق زيادة المفردات و اكتساب المعرفة الاساسية . 2- قد يقوم مدرسو الوحدة الشفوية بتشجيع الطلاب على القراءة من اجل تحسين قدراتهم على التحدث . علاوة على ذلك , تستند هذه الرسالة الى استبيان لتأكيد الفرضية , قمنا بالتحقيق في هذه الدراسة - (52) طالب ماجستير – واحد من طلاب اللغة الانجليزية كلغة اجنبية . تم تقسيمهم الى ثلاث مجموعات كل مجموعة تضم 16 طالبا . تظهر النتائج ان هناك نسبة كبيرة من الناس الذين يقرأون من اجل المتعة . تتناول هذه الدراسة الطرق الوصفية لتحديد اراء و وجهات نظر الطلاب تجاه القراءة و التحدث . اخير , عادات القراءة لها تأثير ايجابي في توفير فائض من المفردات التي يمكن ان يستخدمها طلاب اللغة الانجليزية كلغة اجنبية في انتاجهم الشفي .

**الكلمات المفتاحية:** معرفة المفردات , عادات القراءة , مهارات التحدث , الوحدات الشفهية

## **Abstrait**

Cette recherche vise à étudier l'effet des habitudes de lecture sur le développement des compétences orales sous la forme de la fourniture de la connaissance du vocabulaire. Pour atteindre cet objectif, deux questions de recherche ont été posées afin de suivre l'étude : comment les habitudes de lecture peuvent-elles aider à développer les compétences d'expression orale d'un étudiant EFL ? les enseignants des modules oraux motivent-ils les étudiants du master un EFL à améliorer leurs compétences orales grâce à des habitudes de lecture ? Cette recherche a été réalisée au département d'anglais de l'université Chadli ben Djedid au second semestre de l'année académique 2021-2022. Il a été émis l'hypothèse que :

- 1- les habitudes de lecture peuvent aider au développement des compétences d'expression orale d'un étudiant EFL en augmentant le vocabulaire et en acquérant des connaissances de base.
- 2- les enseignants du module oral peuvent encourager les étudiants à lire afin d'améliorer leurs capacités d'expression orale. Par ailleurs, ce mémoire repose sur un questionnaire. Pour confirmer l'hypothèse ; nous avons enquêté dans cette étude. (52)

étudiants de master-un EFL ils sont divisés en trois groupes chacun contient 16 étudiants. Les résultats montrent qu'il existe une grande proportion de personnes qui lisent pour le plaisir. Cette étude traite des méthodes descriptives pour identifier les opinions et les perspectives des étudiants envers la lecture et l'expression orale. Enfin, les habitudes de lecture ont l'effet positif de fournir un surplus de vocabulaire que les étudiants en maîtrise d'un EFL peuvent utiliser dans leur production orale.

**Mots clés :** habitudes de lecture , talents d'orateur , connaissance du vocabulaire , module

Oral.

