

**People's Democratic Republic of Algeria
Ministry of Higher Education and Scientific Research
University of Tlemcen**



**Faculty of Letters and Languages
Department of English
Section of English**

**Improving University Students' Speaking Performance in the
Reading Comprehension Classroom (Case of 1st year EFL
Students at Tlemcen University).**

Dissertation submitted to the department of English as a partial fulfilment of the requirements for Master's degree in Didactics of Foreign Languages

Presented by

Imane ADDA BELGAID

Supervised by

Dr.Assia BENETTAYEB

Board of Examiners

Dr. Fatima KHERBACHE	MCA	President
Dr. Assia BENETTAYEB	MCA	Supervisor
Dr.Najia YAHIAOUI	MAB	Examiner

2021 - 2022

Declaration

I hereby declare that this investigation is my own work. It contains no plagiarism and no material previously published or written by another one except where otherwise stated. I also certify that the present work is the result of my own research.

Miss : ADDA BELGAID Imane

Date : 13 / 05 / 2022

Signature :

Dedications

I would like to dedicate this humble work to :

My father, my soul, my beloved , may God have mercy on him. I thank him for all his love, encouragements, and support. I hope that he is proud of me and my success.

My mother, the “Queen of my heart” for her love, complete trust , motivation, and her support. I Thank her for everything, and for being the mother and the father at the same time.

My husband Mohamed, my beloved sisters : Kheira , Rihame Nada , and my beloved brother Aymen

To all those who believed in me and prayed for me to achieve this work.

Imane.

Acknowledgment

I would like to express my sincere gratitude to my supervisor Dr. BENETTAYEB Assia for her help, guidance, patience, and constructive comments to accomplish this research work.

I'am profoundly indebted to all EFL teachers and students at the university of Tlemcen mainly those who contributed in this study.

Abstract

Speaking is one of the basic skills in English language Teaching (ELT) and effective speaking performance can be only achieved in the presence of some aspects related to other skills mainly reading comprehension. This study attempts to shed light on the role of reading comprehension in enhancing students 'speaking performance. It is a case study carried out with first year EFL students and teachers in the department of English (University of Tlemcen).Two questionnaires were used as a data collection tool ; one for students, and the second for teachers. It was accomplished through the combination of both quantitative and qualitative data analysis. The findings of the two questionnaires revealed that students were well aware of the importance of reading comprehension and that this module can help them a lot to enhance their speaking performance. And, recommendations and suggestions were presented to help students in improving their speaking skill by encouraging, and motivating them to read a lot as a way that helps them better express themselves in the EFL classrooms.

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List of Acronyms and Abbreviations

A.F : Absolute Frequency.

COVID-19 : Corona Virus Disease N19.

EFL : English as Foreign Language.

ELT : English language Teaching.

FL : Foreign Language.

LMD : License Master and Doctorate.

RC : Reading Comprehension.

R.F : Relative Frequency.

RQ : Research Questions.

Vs : Versus.

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General

Introduction

General Introduction

Nowadays, the majority of people around the world aim to speak English as Foreign Language (EFL) fluently which is the case of the majority of EFL learners whose first concern is to master the speaking skill. Through speaking, people can share their ideas, beliefs, knowledge, and interests. Speaking is one of the important skill in daily life. Students do not hinder such problems while speaking with their mother tongue because they are familiar with its words, concepts, etc. However, it is a complex task to speak with any foreign language. Thus, learners of English need some aspects to improve their speaking performance and reading is one of them.

In EFL classrooms, most students have difficulties in EFL speaking and they need real help in this area. Reading in this case can play an effective role in helping those students overcome some of their speaking problems as it provides them with a chance to learn new vocabulary that can be used in speaking and thus increase the potential to improve speaking performance.

The present investigation studies the amount of EFL university learners' speaking in the reading comprehension classroom, and identifies the benefit of teaching reading comprehension module in improving their speaking performance.

In this respect, two research questions are proposed :

1. Is the Reading comprehension classroom effective in improving 1st year EFL students' speaking performance ?
2. How can the Reading comprehension classroom help 1st year EFL university students' improve their speaking performance ?

Based on these research questions, the following hypotheses are put forward :

1. The reading comprehension classroom may be effective in improving 1st year EFL university students 'speaking performance as it provides them with necessary vocabulary, ideas and knowledge that help them speak in different situation.
2. The reading comprehension classroom may help 1st year EFL university students by reading different texts and participating in various activities that motivate them to improve their fluency in speaking performance.

In order to answer the already asked questions and test the hypotheses, the investigator carried out a case study with 1st year EFL students at Tlemcen university. This study is based on the questionnaire as a main

research instrument for gathering data. The results of the gathered data are analyzed quantitatively and qualitatively. The general aim of our research is to give an importance to reading comprehension in the EFL curriculum university and classrooms. Hence, it shows the function of this module in developing students' speaking performance as it aims also to improve the students 'speaking fluency.

This research is divided into two main chapters ; the first one is a theoretical part . It aims to shed light on both speaking and reading and their relationship. It attempts to define several problems that are encountered by students. Besides, it is intended to introduce some helpful techniques in teaching reading comprehension in the EFL university classroom. The chapter ends with the introduction of some aspects of reading comprehension that influence speakers' performance and fluency.

The second chapter details the study and presents the practical side of the work. The data are gathered from both EFL learners and teachers through the Questionnaire. Thus, the results of the collected data are analyzed and discussed. The acquired results permitted the researcher to propose some suggestions and practical techniques to both teachers and their students for the purpose of improving speaking performance in EFL classrooms.

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Chapter One : Speaking Performance and the Reading Skill

1.1.Introduction

Speaking and reading have great importance in language learning as they complete one another. Learners who cannot read texts, messages, they can not have enough vocabulary that help them engage in FL conversations. In Algeria classroom,EFL students' speaking abilities have deteriorated .In this case, teaching reading as a required module is the best option.

This chapter aims to shed light on both speaking and reading with emphasis on reading as an aid to improve speaking performance. It is intended to introduce the speaking skill including it's definition (as a skill and a process of performance) , types and the students' speaking difficulties. Besides, it attempts to define reading skill and some useful strategies for the teaching of Reading comprehension in the EFL classroom. It also deals with the relationship between speaking and reading. The current chapter ends with a presentation of the impact of reading on speaking performance.

In short, the present chapter is based on two main parts ; speaking and reading. It defines speaking as performance ; containing some orientation that attempts to define it's main elements. It deals with it's types, difficulties and the techniques used in reading comprehension.

1.2. Speaking Defined

Speaking is an essential skill and a medium for exchanging information. It is a basic skill to communicate. According to Baker and Waste up(2003 :07) speaking is "using language for purpose" . Speaking is an interaction between speakers and listeners in order to construct meaning : "By speaking everyone is able to show his knowledge and ideas to the other and influencing them"(Rivers,1978 :162).

In fact, speaking is not a simple process that consists only of just producing language but also sharing Information, feelings and interests .It is used through verbal and non- verbal symbols of language.Kayi (2006)

states that speaking is the process of building and sharing meaning throughout the use of verbal symbols. Moreover, Nunan (2003 :48) claims that :“speaking is productive aural/ oral skill and it consists of producing systematic verbal utterances to convey meaning”.

People can speak fluently with the language they are willing to communicate. Especially, when they know the rules that govern speaking. As

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a productive skill, speaking in foreign language learning/teaching has often been viewed as the most demanding of the four skills. It helps learners to engage in conversations in different languages. Rivers (1989) claims that speaking is utilized twice as much as reading and writing in peoples' social life . Therefore, when speaking is taught correctly in the classroom, it may help other skills to be develop. It was confirmed according to Hilferty(2005) that learning speaking can help in the improvement of reading competencies and Severino (2004) stated that learning how to speak also aids for the improvement of writing and that it must be mastered by students.

Speaking need psychological and physical performance to be communicated effectively. Thus, to speak correctly, all the aspects should be related to the organization of ideas, the good micro skills and the absence of bad feelings like fear of making mistakes and stress that had bad results on the EFL students attitudes in performing their communication. Besides, speaking involves three areas of knowledge which are ; pronunciation, vocabulary and Grammar in addition to other elements such as : connected speech, expresive devices ,lexis, grammar and negotiations of language(Harmer, 2002).In addition, to carry out basic transactions, learners need to speak with confidence by taking into consideration who speak ? To whom ? When ?Where ? About what ? And for what reason ? To convey meaning in various situations.

1.3.Speaking Performance

Speaking helps people express their ideas and interests with each others. While, speaking performance is the act of how learners as speakers can communicate well to transmit messages through sentence patterns. The most important thing here is to make students understand each other. This action will automatically show how students are good or weak in their speaking performance. It gives the opportunity to carry on the conversation as Brown (2001 :267)stated :“speaking a language makes you carry on the speech competently and rationally”.It focuses too much predictable organization and both the audience and message. In addition, to assess speaking, Brown (2004)has proposed some aspects which are Grammar, Vocabulary, Comprehension, Pronunciation, Fluency.

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1.3.1. Using Grammar

Grammar plays an important role in helping the speaker to be understood by the listener. Knowing and applying the grammar rules is very essential in communication such as : using clauses rather than sentences, coordination rather than subordination. Then, the use of personal pronouns and determiners (as I, you, my, our,...) are more frequent in spoken language .The tense of the verbs must take it into consideration like ; past perfect and present perfect continuous are rarely used (Thornbury,2005).Besides, will and would and can are extremely used in speech .Thus, these grammatical rules are essential to improve students' speaking performance (Thornbury , 2005).

1.3.2. Using Vocabulary

Vocabulary is essential for learners (Taylor,2011). The knowledge of lot of vocabulary that is group of words with their meanings help students to speak well. Thus, students can express whatever they want and engage in various conversations fluently.

1.3.3. Comprehension

EFL learners need to understand the meaning behind the message while speaking. Brown (2004) confirmed that comprehension is able to aid learners to understand any conversation.

1.3.4. Pronunciation

It is an essential part of any language. The words need to be understood because during pronunciation of the words , the meaning can be changed. Therefore, to communicate successfully, EFL students have to pronounce the words clearly. They have to take into consideration some elements of pronunciation like ; rhythm, sounds, and intonation(Morely , 1996 :2 ;Flores,1998 :2 and Cornbleet&Carter, 2001 :18) in order to speak fluently.

1.3.5. Fluency

Fluency is according to Hornby(1974 :330)“ the ability to speak readily and smoothly”. EFL students need to be fluent in speaking without diminishing the idea they want to share in their speaking .In addition, it is the ability to speak without hesitation (Skelan as cited in Wang, 2014).

Therefore, knowing how words are formed according to sounds and how sounds are implemented in different situation can help EFL students to transmit meaning in messages .Thus, knowledge about English language structure help learners to perform rightly and then speak fluently.

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1.4.Types of Speaking

There are many types of speaking that take place in the classroom. According to Brown (2004), these types are : Intensive, Responsive, Imitative, Interactive, Extensive.

1.4.1.Intensive Speaking

Brown (2004) has confirmed that intensive speaking is closely related to phonology and grammatical features in which a competency is seen through the mastery of some aspects. Such as : reading aloud , dialogue completion, and direct answers to simple questions ,etc.All of this can help EFL students to improve their performance.

1.4.2. Responsive Speaking

This type of speaking involves an interaction and comprehensive test (Brown,2004).The conversations in this type are short containing two or more questions that preceded by an easy question .It is simple in its context, request and comments.

1.4.3.Imitative Speaking

In this type , EFL learners should only repeat what others have transmitted to them. But, it must be understandable; paying attention to pronunciation and just continue the speech .(Ibid) Imitative speaking is the ability to repeat someone's words, sentences, utterances,etc. It is used in the classroom when the students interact or/and repeat what the teacher says to them .

1.4.4.Interactive Speaking

Responsive and interactive speaking are only different in the difficulty of reacting and in the extension. Interactive speaking has two forms : interpersonal (maintains the social relationship) and transactional (deals with sharing information). Interactive speaking is used through face-to face speech

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, telephone calls .Also, in this level students have the chance to ask for repetition or explanation or asking their partner to speak quietly.

1.4.5.Extensive Speaking

The speech at this level reflects to either the learners' ability to speak correctly or not. Unless, they have a feed back to speak. It is called monologue, for example, story-telling, speech, etc.

1.5. EFL Students 'Speaking Difficulties

EFL learners face some problems while dealing with the speaking skill. The difficulties split-up on two factors : psychological and linguistic as presented in what follows :

1.5.1.Psychological Factors

According to Juhana (2012), there are several factors that do not make students participate, express and practice the foreign language in class.It affects the actual speech production and undermines speaking performance (Thornbury ,2005) .These factors are :the feeling of being afraid of making mistakes, lack of confidence, motivation and anxiety when learners perform in class. In speaking activities,Bourezzane,2014 claims that these factors have bad results on the learner.

1.5.1.1.Lack of Confidence

It is a dynamic factor. It plays an important role that affects students' speaking. It happens when learners engage in conversations. They hesitate whether the idea has reached the listener or not or afraid of not being good enough in speech production. The main cause is the lack of encouragement from their teachers (Brown,2001).When EFL learners are uncertain about their ideas , they do not interact in oral activities. They prefer to just keep what they know to themselves. Thus, it is the role of teachers to convince them that they can communicate well. They have just to be confident. In this respect, even if they participate and give wrong answers, the teacher will explain more or

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formulate the question. This encouragement can become a vital thing to construct students' confidence.

1.5.1.2. Anxiety / Stress

It is a natural psychological factor that deals with emotions of fear which cannot be controlled (Javel *et al*,2013) .It is one of the main blocking features that influence language learners. It influences the quality of oral communication and makes learners appear less fluent than they really are (Juhana,2012).Fear of being tested and fear of being evaluated by teacher affect students' anxiety (Liu, 2007 ;Zhou,*et al* ,2014).In this concerned, when the teacher request his/her learners to perform orally or to speak in front of their classmates can lead to an anxious or stressful situations (Bouman *et al*,1989) .It happens when students think that their mates will judge them .Also, when they think of FL They have a great tension and cannot ignore the feeling of being afraid (Ortega,2009). Being stressful is a real problem. When EFL students want to talk and share their ideas, knowledge with others, they lose words and do not find the appropriated vocabulary to express , and this is due to anxiety .The teacher is the only one that can solve this situation by creating comfortable atmosphere and be more patient in his/her teaching to help EFL learners be more interested in the classroom.

1.5.1.3. Lack of Motivation

According to Littlewood(1984 :53) motivation is“ the crucial face which determines whether a learner embarks in a task at all, how much energy he devotes to it,and how long he preserves it”.When they have any form of motivation, their studying interests will develop. It has an impact on students' decision to engage or not in situations such as classroom speaking.

Moreover, if learners are motivated to communicate with each other, their speaking skills can improve (Littlewood,1981)(as cited in Al-Hosni,2014).In particular, if a student is motivated and given the opportunity to communicate his ideas and taughts, the productive skill of speaking will improve

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organically(Ibid).In addition, having nothing to say is a factor that makes it harder to communicate because EFL students are not sufficiently motivated because they lack drive to express themselves on the chosen topic . Furthermore, most students are uninterested in the topic, which makes majority of them silent, while some remark, 'No comment', causes learners to pause when speaking in their classroom.

Motivation, according to Zua(2008), is an inner energy and is as Songsiri (2007) puts it “ the cornerstone to a successful learner”. Besides, lack of perceived relevance of materials, a lack of understanding, uninspired instruction and boredom are all factors that might affect learners' motivation (Nunan,1999) .Thus, any instructor must prioritize building motivation because it is critical for students 'motivation.

1.5.1.4.Fear of Making Mistakes

It is the basic factor that influence students' speaking performance in the EFL classroom. According to Ur(2000 :111) :

“Learners are often inhibited about trying to say things in a foreign language in The classroom. Worried about making mistakes, fearful of criticism or loosing Face ,or simply shy the attention that their speech attracts”.

It affects EFL learners because of being laughed at by their classmates or being badly judged from their teachers. This is why students stopped participating in the activities that deal with speaking. When they are uncertain about the information they have to share, they prefer to keep silent.

Moreover, they do not want to look uncomfortable in front of their mates. This fear is linked to the issue of correction and negative evaluation (After,2008). Therefore, EFL learners have to know that these mistakes are the keys to carry out speaking.

1.5.2.Linguistic Factors

They influence students' speaking performance deeply :

“ linguistic factors take an essential part in speaking . Being skilful assumes having some kind of knowledge base... knowledge that is relevant to speaking and that can be categorized either as knowledge of features of language (linguistic knowledge) or knowledge that is independent of language (extra linguistic knowledge)”. (Thornbury 2005 :11)

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If these features of knowledge are performed inappropriately, learners will automatically find problems in their speaking. Therefore, linguistic factors touch three main aspects; pronunciation, vocabulary and Grammar.

1.5.2.1. Pronunciation Mistakes

It is one of the basic factors that hinders students' speaking performance especially in the EFL classroom. EFL learners have to pay attention to some rules like; sounds, intonation and words 'stress in order to interact well taking into account that how to pronounce words, sentences are important when speaking. As Ozkan, *et al* (2011 :122) states: "in speaking, they compete [learners] with limited time to recall words, and also take care of their pronunciation...speaking is often dealt with at pronunciation level ". Thus, pronunciation takes an important place while speaking.

1.5.2.2. Lack of Vocabulary and Grammar

Vocabulary has great effect on students' speaking performance. As Thornbury (2005 :22) states: 'spoken language also has a relatively high proportion of words and expressions that express the speaker's attitude to what is being said'. While speaking, EFL learners hinder several difficulties among them the selection of unsuitable words to express their ideas while communicating. Lack of words and utterances hamper most students to improve their speaking.

Grammar is important in language performance. To be professional and more confident in speaking. Grammar is without doubt an essential part. EFL learners suffer from grammar mistakes. They make mistakes mainly in tenses, passive and active voice. For example, students can not differentiate when they use present, past and future tense. As Davies and Pears (2000 :82) said :

“ Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them”.

Therefore, Grammar is a holdback to EFL learners' improvement.

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1.6. Reading Defined

Reading is an essential language and life skill .It is the basic skill in learning process for both FL and Language acquisition learning.

Reading is seen as an interactive process between the reader and the writer. Understanding the message from the text allows the reader to elicit the content before, while and after reading. To construct meaning of words, utterances and understand the written text,EFL students should have both experimental and mental inputs. As Goodman(1973 :162) puts it “[student] interacts with a message encoded by the writer. He concentrates his total prior experience and concepts he has attained, as well as the language competence he has achieved”. To construct the content, it is important to use some techniques as guessing, inferring, skimming. There are some components skills that form reading skill :

- 1_ Automatic recognition skills.
- 2_ Vocabulary and structural knowledge.
- 3_ Formal discourse structure knowledge.
- 4_ Content / word background knowledge.
- 5_ Synthesis and evaluation skills and strategies.
- 6_ Metacognitive knowledge and skills monitoring.

(Graves 1991 :379).

Therefore, reading is a complex skill that contains the interaction of metacognitive , multiple cognitive and sociolinguistic aspects.

Reading is important because it aids the reader to find out new knowledge and ideas.It improves the thinking process and develops vocabulary. Through reading, we can get the idea that the writer has shown.Besides, we get new information that expand our needs, wants,etc. Rivers (1981 :147) defines reading as“ the most important activity in any language class. Not only as a source of information and a pleasurable activity ,but also as means of consolidating and extending one’s knowledge of the language”.Reading has great effect on students’ language improvement as it aims at understanding the meaning behind the written passage .

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1.7. The University EFL Reading Comprehension Classroom

Reading comprehension is different from reading ,it is the ability to extract the required information properly (Grabe&Stroller,2012 :17 ; Grellet,1981).

Reading and comprehension are two terms that cannot be separated. There is no reading without understanding the message behind the text and no comprehension without reading a text (Ur,1996).EFL students read and comprehend at the same time .In addition, the type, the objective and the strategy in reading are important aspects that effect the comprehension of any written passage.

In fact, reading in Algerias' universities in general and particularly in EFL classrooms is not given an important status. At Tlemcen university, reading is taught in the English department just for two years only first and second year. Students study reading comprehension module two hours in the week but due to Corona Virus,it became just one hour . (See Appendix D) . Besides, it is not sufficient at all neither for reading nor for speaking. Reading must be studied in all academic levels ; the two years are not enough . Reading comprehension module has both a TD and an Exam grade. In this regard, because of time constraint ,it was necessary to move either the TD grade or the exam grade to intensify the study of this module with raising the coefficient since it is only one and this not enough at all. In the reading comprehension classroom, EFL learners do not have a book and the teacher is the one who takes, prepares and selects text to be read and studied. Therefore, students' participation in texts 'selecting are not taken into account ,because the choice is done by the teacher him /her self.

Reading comprehension composes of three phases ; pre-reading activities, while-reading activities and post- reading activities (Williams 1996).An example of Reading Comprehension lesson is provided in Appendix C .

1.7.1. Pre-Reading Activities

Pre-reading phase is a necessary part in reading comprehension. Questions in this stage are very helpful to comprehend the text because here the teacher focuses on students' attention. It is among the most important stages that both the type of information and topic are being visible first. In this sense Harmer (1991 :188) argues :

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We will not get students to interact properly with spoken and written materials unless we ensure that their desire to read or listen has been awakened. Especially where the subject matter of the texts may not be immediately appealing to them we have the responsibility to make students interested and to encourage them to tackle the text with positive anticipation.

The pre-reading stage aims to :

- ❖ Develop and make learners keen on about the theme
- ❖ Let's learners make prognostication and guessing what they will read.
- ❖ Link the learner's feed back with the subject.
- ❖ Make learners ready for the purport of the reading passage.

Aeurbach and Paxton(1997 :259)

In this stage, learners try to predict according to the topic what the text speaks about by seeing the key words like ; title, subtitles, photos, etc. Then, try to know what the content of the text they will read. In this part, both teacher and learner begin to be near to the content of the presenting subject. Besides, learners try to give their ideas related to the several interpretations that the title of the text has included .They try to relate their background knowledge with the topic. In fact, in the pre-reading stage, learners engage with the teachers' questions that prepare them to what comes next in the text. Thus, this stage is the part of speaking and it is the most important part in developing students 'speaking performance.

1.7.2. While-Reading Activities

During this stage, EFL students start to read the written text silently. Richards (1990 :87) identifies while-reading phase as “An integration of top-down processes that utilize background knowledge and schema, as well as botton-up processes that are primarily text or data driven”.

In this phase, learners use from the passage several techniques such as ; skimming, predicting, guessing and scanning that are useful to take a general impression about what they read. During reading, EFL learners start to find answers to the comprehension questions given before by the teacher (Appendix C). Thus, these activities are done to make the text easier and understandable.

The reading phase tries to :

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- ❖ Improve the learners 'understanding of the author's aim.
- ❖ Improve the learners' comprehension and utilization language.
- ❖ Lead learners to memorize the meaning of ambiguous / new word.
- ❖ Improve mindful reading.
- ❖ Make students learn how to scan and skim.

(BABAIBA,2015).

1.7.3. Post-Reading Activities

After EFL learners read the text, the teacher takes into consideration the comprehension of the passage, ambiguous words that students were unfamiliar with and Grammar. Then, he/she sees if the goal of the reading activity has been reached or not. At this phase, learners discuss the answers related to earlier asked questions and analyze and correct them with the teacher. Then, the teacher will evaluate his/her learners' comprehension.

After reading the text, it is great to deal with Post-reading tasks by doing different tasks that link with the passage. For example ; asking them comprehension questions as ; matching tasks, True-False statement, choosing the right answers,etc .

1.8.Speaking Vs Reading

Speaking and reading are among the most fundamental skills in the teaching/learning process. The two skills are important because they are needed for communication in real life situations. Both are critical skills and need more concentration on pronunciation skills. But, they are totally different. Speaking is process of communication while reading is the process of comprehension.

In addition, reading often prevents eye-contact and aid students to keep you organized. While speaking demonstrates knowledge in materials. In this respect, human brains are ready to speak and not to read. Thus, we speak naturally by ourself . However, we can not read unless we start studying at the age of 5or 6 and throughout the years, we can master a language.

In this context, some may view that speaking is more difficult than reading and the others may say that reading is more difficult than speaking. Speaking is considered as the most difficult language skills, because clustering, reduced

Chapter One : Speaking Performance and the Reading Skill

forms, performance variables and colloquial language are the main factors that affect speaking's difficulty (Brown,2001).Speaking is acquired an active knowledge of words, spelling,etc.It becomes difficult to create new, personal content . However, in general situations, it easier to read than speak since in reading, learners feel confident about what utterances are used. It acquires passive knowledge.

Reading and speaking are not basically related to each others, but, they are typically developed together . People who improve their vocabularies, they are immediately improved their speaking. In addition, when EFL learners are strong with spelling and grammar structures. Thus, make reading better. At last, EFL learners vary extremely in language abilities.

1.9.The Impact of Reading On Speaking Performance

Speaking performance can be improved by many ways, but the most influential way of developing spoken language is reading .Reading plays a significant role in enhancing our communication. In addition to this, reading aloud is also very helpful to develop pronunciation and aids to speak with more confident .

Particularly, the important way that effect speaking performance takes place outside the classroom . In this regard, reading improves both accuracy and fluency in students 'communication. As pointed out by Harmer (2001),speaking has several aspects ;containing two main elements, accuracy that is the correct use of vocabulary and grammar and pronunciation that are experienced through precise tasks and fluency which 'is the ability to keep going when speak spontaneously ' .

Moreover, Krashen and Terell (1989 :31) notes that :“to improve language competence, reading is the necessary element that effect greatly students to understand perfectly.”

There are indeed some basic aspects for effective communication: knowledge of the language, skills in employing this knowledge and grammar and vocabulary .Reading makes EFL students improve their grammar skills and vocabulary. Moreover, they will enhance their comprehension ability and thus their speaking performance. Reading aids students discover modern, fresh vocabulary which they need for communication .EFL learners have to give an importance to grammar since it aids them to introduce understandable utterances while speaking. According to Zhong-guo, Min-yan (2007 : 63) :“if we only understand what others say partially and specefecially , the

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communication of ideas cannot be properly realized".Also, knowing vocabulary is significant since there is no speaking without words .

Through reading, students can have a long , new list of vocabulary and grammar.EFL students learn how words and sentences build a comprehensive paragraph and how they are interacted to form meaning and this may effect learners by making them able to use, build up and form their own words, phrases, etc.Then, reading aids students reinforce good grammar skills. Last and not least, when learners improve speaking skills, they typically improve their speaking performance.

Besides, improved speaking performance, sentence structure will also improve as a result of EFL students 'learning new words and gaining more knowledge about the language. This will make it easier for them to communicate .All these elements that are required for good reading are critical for improving speaking performance.

1.10. Conclusion

This theoretical chapter defined the basic skills of reading and speaking. It illustrates the types of speaking, and students' speaking difficulties. Also, it defines the university EFL reading comprehension classroom. Yet, we cannot disclaim that there are several differences between the two skills. It also strives to focus on the impact of reading on speaking performance.

Chapter Two : The Case Study

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2.1. Introduction

This second chapter presents the empirical part of the study. It attempts to define the case study and illustrate the research instruments used for data collection. The researcher uses two questionnaires ; the first one is administrated to first year EFL students and the other one to their teachers at the same department of English in Tlemcen University. Besides, the chapter presents the analysis of both students and teachers' questionnaire and results' interpretation. Some practical suggestions for the aim of helping students and their teachers cope with speaking difficulties.

2.2. Definition of the Case Study

The utilization of this aspect of research aids the investigator to gather, analyze and report information collected from several sources as ; questionnaire, direct, documents, interviews, etc(Kristine,M.&John,J, 2019) . For instance, data can be taken from single unit, groups or company, The case study can be of different part :collective, descriptive, subjective, explanatory, exploratory, instrumental and intrinsic. Besides, there are various methods that can be used to proceed a case study containing prospective that single unit or group of peoples are used to define results and retrospective that seeks at historical knowledge. The case study can help the researcher investigate, comprehend and analyse particular problem. It should contain :

- ✓ Selecting the research problem.
- ✓ Determining the research approach and aims.
- ✓ Selecting sample population.
- ✓ Planning the research procedures.
- ✓ Gathering data.
- ✓ Analysing data.
- ✓ Presenting results and interpretation.

Madani (2016).

The case study supplies reports, data, knowledge about a given research subject. It has many benefits :

- ❖ It allows the researcher to employ several research methods and approaches and aids him to evaluate and experience these approaches and methods in several domains.
- ❖ It helps to gather a great amount of data.
- ❖ It offers the investigator the opportunity to gather data on unusual cases. Cherry (2021).

The present research took place at Abu-Bakr belkaid university of Tlemcen, particularly at the department of English. It was intended for first year students and their teachers. This study is based on the questionnaire as a main research instrument for both teachers and students to gather data. The results of the collected data are analyzed quantitatively and qualitatively.

2.3. Sample Population

The participants are considered as the main part of any investigation. For Gardner (1974), population is a group of people that have joined features. The sample population in our research are first year EFL students and teachers at Tlemcen university (Algeria) , the department of English.

2.3.1. Students' Profile

The informants in this study are first year LMD students at the department of English, faculty of letters and foreign languages at Abu-Bakr belkaid university of Tlemcen, during the academic year 2021/2022. They are aged between 18 and 21 years old. The overall number of the sample in this investigation is twenty two (22) students. They are selected randomly (males/ females) from the total population to answer the questionnaire that was intended to collect data in a valid, reliable and objective way.

2.3.2. Teachers' Profile

The questionnaire was given to four (04) teachers from the same department at Tlemcen university. All of them are females. All participants

have Doctorate degree . Their experiences enrolled between three to fourteen years in the field of teaching English. The selection of the informants were done carefully taking into consideration the module they teach (Reading Comprehension (RC)) in order to know the impact of this module in improving students' speaking performance .

2.4. Research Instruments

For the aim of gathering data, various tools as questionnaire, interview and classroom observation can be used . As put by Parahoo(1997 :52-325) , a research procedure is “ a tool used to collect data . An instrument is a tool designed to measure knowledge attitude and skills”. In the current study, the researcher used the questionnaire for both EFL teachers and students that is considered as less-time consuming and easy to prepare procedure for the purpose of collecting data and testing the hypotheses of the study.

2.4.1. The Questionnaire Defined

Questionnaire does not require conversations but only printed answers. It is a method of acquiring data in written form. It contains closed ended, open ended and multiple choice questions(See Appendices A and B). It is unique, quantifiable and objective. It aids to collect reliable and valid data from a great number of informants that answer differently the same question. In this respect, Dornyei (2007 :101) says that :

The popularity of questionnaires is due to the fact that they are relatively easy to construct, extremely versatile and uniquely capable of gathering a large amount of information quickly in a form that is readily accessible.

Questionnaire is a useful instrument that can be used in collecting data from several sources in various domains and for various objectives.

2.4.1.1. Students' Questionnaire

This instrument was addressed to twenty two first year EFL students at the department of English (Tlemcen university) to test the hypotheses. According to Richterich and Chancerel (1980 :59) :“ Questionnaires are structured instruments for the collection of data which translate research hypotheses into questions”. It is designed for the sake of collecting data about students' views towards the improvement of speaking performance in the reading comprehension classroom.

The questionnaire consists of twelve (12) questions written in an organized way. It is composed of three types of questions ; closed questions that require answers with “ Yes” or “No” , with justifications. Multiple choice questions where they are required to select the suitable answer from number of choices and also open questions where they have to give their opinions.

These items presents the content of students' questionnaire :

- **Item one** : question one is concerned with learners' love of speaking skill.
- **Item two** : question two enquires about the students' level in EFL speaking.
- **Item three** : question three tries to collect the informants' views about the importance of speaking.
- **Item four** : question four aims at exploring the difficulties that students face in EFL speaking.
- **Item five** : question five was designed to know if students like (RC) module or not.
- **Item six** : question six intends to ask the informants whether they speak in the Reading Comprehension classroom or not.
- **Item seven** : question seven seeks at exploring the RC activities that attract learners most to the module.
- **Item eight** : question number eight seeks to know if RC is effective in improving students' speaking performance or not.
- **Item nine** : question nine aims at knowing learners' views about the pre-reading phase.
- **Item ten** : question ten is intended to elicit information about the teachers' encouragement in the RC classroom.

- **Item eleven** : question eleven is concerned with the students' suggestions to their classmates to improve their speaking performance in the RC classroom.
- **Item twelve** : question number twelve tries to collect data about learners' suggestions to their teachers in order to provide them with necessary help in improving their speaking performance.

2.4.1.2. Teachers' Questionnaire

The questionnaire was designed for EFL teachers in the department of English at Tlemcen university. The questions were supposed to be distributed to them at the university but due to COVID-19 situation , it was sent online (interruption of studies). It consists of ten (10) questions involving closed, multiple choice and open_ended questions.

Teachers' questionnaire enquires about how they teach reading . It intends to pick up the problems that face students while speaking in the RC classroom. Furthermore, it seeks to know students' level in speaking and whether they are interested in improving their level or not. It aims also to collect data about the activities that teachers and students should practise in order to develop the learners' speaking performance.

2.5. Results' Analysis and Interpretation

After data collection, this stage presents the analysis of both students and teachers' questionnaires and the interpretation of the obtained results.

2.5.1. Students' Questionnaire Results

The analysis of learners' questionnaire and the interpretation of results are presented as follows :

- Question 01 : Do you like speaking ? Why ?

The objective of this question is to know learners' attitudes towards the speaking skill. It enquires to seek out their causes for liking or disliking this skill. Results are illustrated in the table.

Students'attitudes	A.F	R.F
Yes	22	100%
No	00	00%
Total number	22	100%

Table 2.1. Students'Attitudes towards Speaking Skill.

These statistics show that all students (100%) like speaking. They justified their responses by stating that the speaking develops pronunciation and other skills in English . It helps in improving speaking performance. Others said, it aids in communicating with people, expressing themselves and how they feel, their thoughts and opinions and develop their language.

- Question 02 : How do you assess your EFL speaking level ?

EFL speaking level	A.F	R.F
Good	13	59%
Average	09	41%
Week	00	00%
Total number	22	100%

Table 2.2. Students' Level in English.

Concerning this question, (59%) of students presented a good level in English . While the others (41%) claimed that their level is average and noone stated (00%) week level.

- Question 03 : why do you think speaking is important ?

The aim behind asking this question was to know if the students recognize the importance of speaking.

Answers	A.F	R.F
a	13	59%
b	01	05%
c	08	36%
Total number	22	100%

Table 2.3. The Importance of Speaking For Learners.

According to students' responses , most of students (59%) claimed that speaking is important because it helps to improve their English, while (36%) that the importance of speaking is to develop their fluency. Whereas(06%) of them viewed that speaking make them good students.

- Question 04 : What types of difficulties do you face when speaking in English ?

This question is necessary to know the problems that encounter students during speaking.

The difficulties	A.F	R.F
Vocabulary	08	36%
Grammar	05	23%
Pronunciation	09	41%
Total number	22	100%

Table 2.4. The Problems of Speaking For Learners.

Learners answers reveal that most of them (41%) suffer from pronunciation difficulties while speaking, whereas (36%) face problems with vocabulary. (23%) of them make mistakes at the level of grammar. As we had seen before in question one, even those who claimed that they like speaking, they face difficulties with EFL speaking at different levels.

- Question 05 : Do you like Reading Comprehension (RC) module ?

This question was designed to know if students like reading comprehension module or not. Results are presented in the table as follows :

Students'answers	A.F	R.F
Yes	18	82%
No	04	18%
Total number	22	100%

Table 2.5. Students' attitudes Towards RC Module.

Regarding this question, (82%) of students have shown their like for Reading Comprehension module because of its greatest importance. They have agreed that through reading they can improve others skills mainly speaking . While (18%) of them claimed that they do not like RC since they have not yet recognized its necessity.

- Question 06 : Do you speak in the reading comprehension classroom ?
Why ?

Students'answers	A.F	R.F
Yes	12	55%
No	10	45%
Total number	22	100%

Table 2.6. Students ' Participation in The Reading Comprehension Classroom.

The results have shown that the majority (55%) of the informants speak in the Reading Comprehension classroom, justifying their answers by stating that through their participation in the module they can share their opinions and ideas with others and improve their language proficiency since they always have new topics to be discussed. In addition, while speaking students can see their mistakes and correct them. Some of them said that they participate especially in the RC because they love the module itself (see question five). Still, (45%) do not speak in the RC classroom because their teachers do not give them the opportunity to do that.

The others said that they feel shy and afraid while speaking and some of them claimed that they do not speak because they do not do activities too much. They do not have the chance to do so. Moreover, they said that the problem is not in the module itself since they love Reading Comprehension but the problem is in the teacher who makes the module too boring.

- Question 07 : What attracts you in the Reading Comprehension module ?

This question seeks at exploring the RC activities that attract learners most to the module.

Students' answers	A.F	R.F
The reading you do	05	23%
The speaking you do	10	45%
The writing you do	03	14%
The different activities you do	04	18%
Total number	22	100%

Table 2.7. The Most Attractive Activities in RC.

When asked about attractive activities, most of students (45%) like the speaking they do in the module of Reading Comprehension. While (23%) are attracted by the reading they do .(18%) of them are attracted by the different activities students do because this work gives the chance to learners to express themselves freely. Only (14%) are interested by the written work . They do not give an importance to the necessary skill of speaking.

- Question 08 : Do you think that teaching Reading Comprehension is effective in improving your speaking performance ? Why ?

This question seeks to know if RC is effective and helpful in developing students' speaking performance or not.

Students' Views	A.F	R.F
Effective	18	82%
Not- effective	04	18%
Total number	22	100%

Table 2.8. Learners ' Views about Teaching RC.

It is obvious that the majority of students (82%) share the same idea that teaching RC is effective in improving their speaking performance because they see that reading helps to make their speech better. It is a kind of practice. They think that it is way to improve their language proficiency and it aids them to expand their vocabulary magnitudes . It provides them with words that students can be used it in meaningful

situations. Most of them said that through reading they are able to learn grammar and develop pronunciation . Others confirmed that reading aids them to develop language skills. Just few of the students (18%) said that reading is not effective since they believe that the teacher do not encourage them to speak .

- Question 09 : What do you think of Pre-reading phase ?

This question aims at knowing learners' views concerning the role of the pre-reading phase in improving their speaking performance.

Students'opinions	A.F	R.F
Important	19	86%
Not interesting	02	09%
Useless	01	05%
Total number	22	100%

Table 2.9. Students ' Views about The role of Pre-reading Phase in Developing Speaking.

The results illustrated in the table show that almost of the informants (86%) are well aware about the role of the pre-reading phase in enhancing their speaking performance. They agreed that this stage is important in developing their fluency and aids them to acquire vocabulary and study grammar in context. While (09%) of the participants reveal that this phase is not interesting as we have seen before in question number eight and only (05%) see that pre-reading phase is useless since those students are still not conscious about the great importance of that phase in improving their speaking performance.

- Question 10 : Does your teacher encourage you to speak in the Reading Classroom ?

This question is intended to elicit information about the teachers' encouragement that make students practice in the RC classroom.

Students' answers	A.F	R.F
Yes	13	59%
No	09	41%
Total number	22	100%

Table 2.10. Teachers' Encouragement in The RC Classroom.

Students responses to this question display that (59%) of the informants are encouraged by the teacher in the Reading Comprehension classroom . While (41%) of them are not encouraged by the teacher to speak. In this question we have seen the same results mentioned in question number two.

- Question 11 : What do you suggest to your classmates to do to improve their speaking performance in the Reading Comprehension classroom ?

The objective of this question is to know what students suggest to their friends in order to enhance their speaking performance in the RC classroom.

Learners' suggestions for their classmates

- ✓ Selecting interesting books.
- ✓ Read as much as you can .
- ✓ Make a group and start discussing the topic should learned in the class.
- ✓ Participate in the pre-reading phase.
- ✓ Engage and contribute in the classroom activity.
- ✓ Participate then read aloud in the session to develop your pronunciation .
- ✓ Concentrate your teacher in order to build vocabulary .
- ✓ Be brave and speak up whatever the words are right or wrong.

Table 2.11. Students' Suggestions .

This table has shown learners suggestions concerning what their classmates should do to improve speaking performance in the Reading

Comprehension classroom. In fact, all the informants want their classmates to select interesting books and read them .

Furthermore, motivation is necessary for reading which help them enrich vocabulary, grammar and spelling. Students think that participating in the pre-reading phase can be effective in improving their speaking performance. In addition, paying good attention to the teacher when reading the text or while explaining the lesson helps them learn new vocabulary in order to increase the possibility of participation in the conversations with others.

- Question 12 : What do you suggest to your teachers to do to improve their students' speaking performance in the Reading Comprehension classroom ?

The following table displays students suggestions for their teachers to provide them with the help in improving their speaking performance.

Students ' Suggestions
<ul style="list-style-type: none"> ✓ Discuss what learners have read. ✓ Motivate students to read by rewards. ✓ Do efforts to make the session fun not boring. ✓ Select interesting books. ✓ Give to students the chance to read. ✓ Encourage us to read books and speak about what we have read. ✓ Do lectures about modern subjects and give to students the opportunity to speak, practice and engage in worthwhile activities. ✓ Give them the chance to read aloud to be fluent.

Table 2.12. Students' Suggestions for their Teachers to Improve their Speaking Performance.

Regarding students'suggestions concerning reading activities , several opinions were collected. Some of them saw that their teachers should deal with interesting subjects . Other informants reported that teacher should encourage and reward them . They should make students engage in

worthwhile reading activities. They have to discuss and practice their language and can therefore improve their speaking performance.

The results obtained from students' questionnaire reveal that all of them (100%) like speaking because of several reasons (first question). The majority of them (59%) evaluate their level as good and only (41%) said that their level is average. These findings are deduced from the responses to the second question.

In addition, the findings obtained from the third question have shown that all students recognize that speaking is important. However, the answers were different since the majority of students (59%) claimed that speaking helps to improve their English and (36%) said that speaking develops their fluency and only a minority of them (06%) agreed that it makes them good students.

From the question number four , it can be noticed that all of them face difficulties while speaking ; (41%) suffer from pronunciation problems while (36%) have problems in vocabulary and just (23%) encounter grammar difficulties. And from the results of the fifth question, (82%) of students prefer reading and only (18%) do not like it. Answers to the sixth question resulted that (55%) of students speak in the RC classroom, whereas (45%) do not speak in this session. (45%) of students in the results of question seven agreed that students are attracted to the RC module by the speaking they do. While, (23%) are attracted by the reading they do, (18%) are attracted by the different activities they do and only (14%) are interested by the writing they do.

From the question eight, it is observed that most of students (82%) agreed that RC is effective, and (18%) claimed that it is not effective. As for responses to question number nine, the majority (86%) think that the pre-reading phase is important, whereas (09%) see it as not interesting and just (05%) have seen that it is a useless phase. (59%) of the participants in the findings of question number ten are encouraged by the teacher to speak in the RC . While (41%) have not been encouraged by the teacher.

Finally, in the two last questions (eleven and twelve) students gave suggestions and practical techniques for their classmates and teachers in order to improve their speaking performance in the Reading Comprehension classroom.

2.5.2. Teacher' Questionnaire Results

After collecting data, this part is concerned with analysis of teacher' questionnaire.

- Question 01 : How long have you been teaching EFL

This first question seeks at knowing the experience of teachers at Tlemcen University. One of them has three years of experience as a teacher . While, the three others have been teaching about thirteen to fourteen years.

- Question 02 : How do you teach reading ?

The results show that two teachers use reading, writing, and multiple activities to teach reading, while one teacher ignores writing and the other solely uses multiple activities to teach reading.

- Question 03 : What do you focus on in the pre-reading phase ?

The answers of the informants in this question were different. One of them said that she focuses on students' general background and on speaking in teaching this phase. While the second teacher said that she focuses only on speaking and she gives another answer that brainstorming (discussions). The third teacher neglected speaking in teaching this phase and the last teacher neglected both speaking and students' general background and she focuses only on the text they will read.

- Question 04 : What kind of problems you notice about your students' speaking ?

The results obtained reveal that two teachers claimed that students face all the difficulties that were mentioned in the opinions ; vocabulary, grammar , and pronunciation, in addition to the lack of confidence in expressing their ideas .The other teacher neglect grammar difficulties . Besides, the fourth teacher choose only vocabulary problems while dealing with speaking .

- Question 05 : How do you evaluate your students' speaking ?

In answering this question, all teachers gave the same answer and they evaluate their students' level to be average.

- Question 06 : Are your students interested in improving their EFL speaking performance ?

The results demonstrated that the four teachers had the same point of view that is their Learners are interested in developing their EFL speaking performance.

- Question 07 : How often do your students participate in the Reading Comprehension classroom ?

When asking teachers about their students' participations in the RC classroom, three of them agreed on the fact that their students participate frequently. While one of them claimed that they just participate from time to time in the RC classroom, depending on the type of the text provided.

- Question 08 : What do you do to improve your EFL students speaking performance in the Reading Comprehension classroom ?

The questioned teachers choose different answers. The first teacher picked up three opinions ; she encourages them to speak a lot , open with them oral discussions and makes them speak in the warm-up of the pre-reading phase. The second teacher prefers to encourage them to speak a lot and insist on the pre-reading phase compared to post reading. The third teacher choose only one response that is to encourage them to speak a lot , in addition to debates about the topic and group works. The fourth teacher choose all the options (a,b,c,d) plus to encouraging them to speak by offering rewards since it is a helpful way to improve EFL students speaking performance in the Reading Comprehension Classroom.

- Question 09 : What do you advise your EFL students to do in the Reading Comprehension Classroom in order to develop their speaking performance ?

For this question, teachers gave different suggestions to their EFL students in order to enhance their speaking performance in the RC classroom and which are summarized as follows :

- ✓ To participate more in the classroom by reading the texts.
- ✓ To ask questions , and even asking their teachers if they have any ambiguities.
- ✓ To read a lot .
- ✓ To read a lot, and memorize a lot of words then use them in oral expression.
- ✓ To contribute in the classroom activity , whatever the answer is (right or wrong).

- ✓ To try to understand all that they read without wasting time to search for the difficult words (they have to guess the meaning of the words according to the meaning of the sentence).
- ✓ To read aloud.
- ✓ To summarize orally what they read.
- ✓ To devote more time for reading.
- Question 10 : What do you advise your colleague teachers to do in the Reading Comprehension Classroom to develop their students' speaking performance ?

The answers to this question reported as follows :

- ✓ To introduce more project works in the classroom like book reports that students would present in front of their classmates.
- ✓ To guide their reading.
- ✓ To reward them while reading.
- ✓ To provide interesting texts that suits Learners style , preference.
- ✓ To encourage Learners to read as much as possible.
- ✓ To change teachers ways of delivering a reading session by renewing their methods.
- ✓ To take into consideration students preferences as far as reading texts are concerned.
- ✓ To encourage them to do part in the classroom conversations.
- ✓ To encourage them to read specific texts.
- ✓ To motivate students to read a lot in order to develop vocabulary they implement and use while speaking.
- ✓ To present orally what they read.

The findings from teachers' questionnaires have shown that the four teachers use several ways in the teaching of RC , including reading, writing, and multiple activities, as it were deduced from the responses to the second question. In addition, they focused on different things in teaching pre-reading phase. Some of them base on students' general background , on speaking and others focus on the text students will read . The results obtained have demonstrated that all teachers selected several problems that their students face during reading. Those teachers have evaluated their Learners ' level and the findings have also shown whatever they are interested in developing speaking performance or not.

Furthermore, teachers choose distinct answers about the activities that they do in the RC classroom. At last, the findings of the question number nine and ten have shown the teachers' responsibility in improving students' speaking performance by suggesting number of strategies for doing that. They started by listing some practical

techniques to develop speaking performance in the RC classroom. Then, moving to advise their colleagues teachers to follow some suggestions to help their Learners in enhancing their speaking performance.

2.6. Discussion of the Findings

The purpose of this investigation was to demonstrate the role of Reading Comprehension in improving students' speaking performance. Through this research we intended to focus on the importance of Reading Comprehension module to develop Learners' involvement in speech communication. For this aim, a questionnaire was used as a research instrument to collect data from both EFL Learners and teachers at Abu-bakr belkaid University of Tlemcen to check the reliability, validity of the hypothesis proposed by the investigator. The findings will approve or disapprove the hypotheses.

Concerning the first hypothesis, it assumes that the RC classroom may be effective in improving students' speaking performance. The collected data from students and teachers' questionnaires revealed that the majority of students agree on the idea that it is effective in enhancing their performance since it helps them to improve their language proficiency, vocabulary, grammar, and pronunciation. It provides learners with great amount of words . It aids them to work on all language skills (see question 08). Most of teachers justified that Learners are interested in developing their speaking and they participate in the RC classroom because they know that it is effective (see questions 06,07) . Therefore, the results of the gathered data confirm the first hypotheses.

Regarding the second hypotheses, it assumes that RC may help first year EFL students improve their speaking performance. The results show that most of Learners recognize the necessity of this module through their participation and their speech during the session to enhance their performance (see question 06) and since they are sure that RC helps them to develop their performance , they offer some suggestions to their classmates and teachers (see questions 11,12).

Furthermore, the majority of teachers agree on the fact that RC is considered as a helpful way to improve their speaking performance (see question 08). In addition, the result from questions nine and ten have shown through some suggestions how RC can be helpful and useful to enhance students' speaking performance. Thus, all these findings approve the second hypotheses.

2.7. Recommendations and Suggestions

Most of EFL students have some difficulties with speaking and the RC module can be effective in enhancing their oral expression performance. In this context, reading is important for students to improve their understanding of various topics. This session is dedicated to proposing some suggestions for both EFL learners and their teachers that will helpfully assist students in overcoming their speaking difficulties and also emphasize on the value of reading in order to improve their speaking performance through RC classroom.

➤ For Teachers

They have a great role in the classroom that can be characterized as follow :

- ❖ The principal thing that EFL teachers have to do is to create a comfortable environment in which his learners can learn successfully.
- ❖ Teachers should do a good relationship with their learners to encourage them to speak.
- ❖ EFL teachers should support and motivate their learners.
- ❖ Prepare assignments to practise the English language outside the classroom.
- ❖ Teachers should reward them when reading.
- ❖ Teachers should provide chances for students to participate during the session.
- ❖ Have them read aloud.
- ❖ Provide books at the right level.
- ❖ EFL teachers should make sure that all their students contribute in the classroom activity.
- ❖ They should increase motivation for his students.
- ❖ Teachers have to select interesting books, topics.

- ❖ They have to follow the three important phases in reading (Pre-reading / While- reading / Post- reading) in reading session.
- ❖ Teachers should use new techniques in teaching that is suitable to the learners' needs and expectations.
- ❖ They should take into consideration the learners' preferences and their proficiency level in teaching English as foreign language.
- ❖ Teachers should introduce more project works in the RC classroom.
- ❖ They should encourage them to do part in the classroom activity.
- For Students

Learners have also an important role in the classroom since with them, the learning process can be completed. They should to :

- ❖ View reading as a life long learning experience.
- ❖ Improve their speaking performance by reading interesting books.
- ❖ Practise the speaking skill not only in the classroom.
- ❖ Concentrate with their teachers and ask for some clarifications when necessary.
- ❖ Follow your teachers.
- ❖ Engage in worthwhile activities in order to improve their speaking performance.
- ❖ Express their ideas and knowledge with their colleagues to practise the English language.
- ❖ Follow the teaching strategy that teachers proposed in the classroom.
- ❖ Re read to build fluency.
- ❖ Talk about what they read.
- ❖ Do home assignments that aid them to improve their pronunciation and fluency.
- ❖ Read as much as they can to develop their vocabulary, grammar and thus can enhance their speaking performance.
- ❖ Contribute in the classroom activity.
- ❖ Participate in the RC classroom.
- ❖ Read aloud then recap orally what they read.
- ❖ Read a lot, so that students can learn much vocabulary and thus use it in speech communication.
- ❖ Give enough time for reading.

2.8. Conclusion

The current chapter represented the case study in the area of the importance of reading in improving EFL learners 'speaking performance. It attempted to elicit the sample population and describe the research informants. It dealt with quantitative and qualitative data analysis of the main findings. This analysis was implicated by the main research instrument of the questionnaire for both EFL learners and teachers. This chapter contained the interpretation of the findings followed by a general discussion. It also entailed to give some recommendations and suggestions to overcome the problems faced by learners in relation to the speaking skill.

General Conclusion

General Conclusion

This investigation aims to identify the speaking situation of first year EFL students at the university of Tlemcen. It intends to describe the role of Reading Comprehension in enhancing their speaking performance.

For this purpose, the investigator carried out a case study with twenty two first year EFL students at the department of English, faculty of letters and foreign languages at Abu-Bakr belkaid university of Tlemcen, as well as their teachers. The questionnaire is used as the primary data collection tool in this study. The results of the collected data are assessed quantitatively and qualitatively in order to know the impact of the Reading Comprehension classroom in improving students' speaking performance.

Questionnaire was used as a research instrument to help the investigator to collect data. For what concerns the validation of the hypotheses, the first hypotheses that is related to the research question number one, confirmed that RC is without doubt effective in developing students' speaking performance. This means that the first hypothesis is approved. Besides, the second research question dealt with RC if it can help first year EFL students or not, both teachers and students confirmed that the improvement of speaking performance is related to the teaching of RC module. Thus, this findings have confirmed that the second hypothesis is right.

The investigator has composed the research study into two parts. The chapter one was concerned with speaking performance and the reading skill. It dealt with the definition of speaking, its types and difficulties. Then, it moved to give a definition for reading. Besides, it explained the ways of teaching RC in the EFL classrooms. Indeed, it described the relationship between reading and speaking. The chapter concluded with a presentation of the impact of RC on speaking performance.

The second chapter is a field work of the chosen topic. It included the description of the case study, the sampling, and the implementation of the research instrument use to collect data from the participants. Hence, the questionnaire was used for both EFL teachers and students. The investigator suggested some practical recommendations for the development of speaking in the RC classroom. From the gathered information that were analyzed quantitatively and qualitatively, we may conclude that Reading Comprehension can be effective in improving students 'speaking performance in particular and English learning in general.

Last and not least, speaking skill is improved by effective Reading Comprehension. In addition, speaking and reading are two complex and related skills and speaking development results in reading development also. Therefore, it is a necessary to make further recherche about the impact of the reading skill on students 'speaking performance at Algerian universities.

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APPENDICES

Appendices

Appendix A : Teachers' Questionnaire

Dear teacher (s),

You are kindly requested to answer this questionnaire about how to improve students speaking performance in the Reading comprehension classroom.

1)_How long have you been teaching EFL ?

.....years.

2)_How do you teach Reading ?

a_ Through writing

b_ Through speaking

c_ Through multiple activities

3)_ What do you focus on in the pre_ Reading phase ?

a_ On students general background

b_ On speaking

c_ On the text they will read

d_ Others, specify please

.....

4)_ What kind of problems you notice about your students' speaking ?

a_ Vocabulary (long lexis, ambiguous word)

b_ Grammar (complex language, complicated sentences)

c_ Pronunciation (tone, intonation, stress)

d_ Others, specify please

.....

5)_ How do you evaluate your students' speaking performance ?

a_ Good

b_ Average

c_ Weak

6)_ Are your students interested in improving their EFL speaking performance ?

a_ Yes

b_ No

7)_ How often do your students participate in the Reading comprehension classroom ?

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- a_ Frequently
- b_ Sometimes
- c_ Rarely
- d_ Never

8)_What do you do to improve your EFL students speaking performance in the Reading comprehension classroom ?

- a_ I encourage them to speak a lot
- b_ I open with them oral discussions
- c_ I insist on the pre_ reading phase it's compared to post_ reading
- d_ I make them speak in the warm up pre_ reading phase
- *Others, specify please

.....

9)_ What do you advise your EFL students to do in the Reading comprehension classroom in order to develop their speaking performance ?

.....

.....

10)_ What do you advise your colleague teacheres to do in the Reading comprehension classroom to develop their students' speaking performance ?

.....

.....

Thank you for your collaboration

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Appendix B : Students' Questionnaire

Dear students,

You are kindly requested to answer this question by putting a tick (✓) in the corresponding box(es) and give full answer(s) when it is required.

1)_Do you like speaking ?

a_ Yes

b_ No

Why, justify ?

.....

2)_How do you assess your EFL speaking performance ?

a_ Good

b_ Average

c_Weak

3)_ Why do You think speaking is important ?

a_ It helps to improve your English

b_ It makes you good student

c_ It develops your fluency

4)_ What types of difficulties do you face when speaking in English ?

a_ Vocabulary

b_ Grammar

c_ Pronunciation

d_ Others, specify please

.....

5)_ Do you like Reading Comprehension module ?

a_ Yes

b_ No

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6)_ Do you speak in the Reading Comprehension Classroom ?

a_ Yes

b_ No

_ Why, Justify ?

.....

7)_ What attracts you in the Reading Comprehension module ?

a_ The Reading you do

b_ The Speaking you do

c_ The Writing you do

d_ The Different activities you do

8)_ Do you think that teaching Reading Comprehension is effective in improving your speaking performance ?

a_ Effective

b_ Not _ Effective

Why, Justify ?

.....

9)_ What do you think of pre_ Reading phase ?

a_ Important

b_ Not interesting

c_ Useless

10)_ Does your teacher encourage you to speak in the Reading Classroom ?

a- Yes

b_ No

11)_ What do you suggest to your classmates to do to improve their speaking performance in the Reading Comprehension Classroom ?

.....

.....

12)_ What do you suggest to your teachers to do to improve their students' speaking performance in the Reading Comprehension Classroom ?

.....

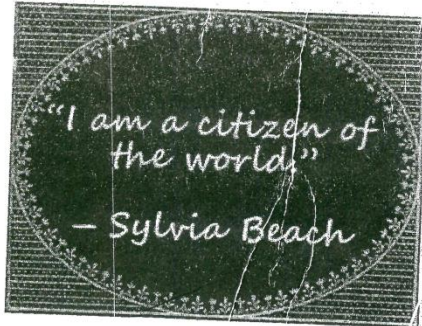
.....

Thank you very much for your help

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Appendix C : An Example of Reading Comprehension Lesson

Citizenship



Citizenship is a sacred honor, a plaque we carry proudly on our chests and a burden pressing hard on our backs. A citizen is a member of a country. He has the right to ask for its protection, and the duty to protect it and obey its laws and rules. In other words, citizenship is the relationship between an individual and a state in which the individual belongs, and owes allegiance to the state and in turn is entitled to its protection.

Fortunately, being a good citizen doesn't stop at the exchange of rights and duties, it requires a lot of civilized behavior, and responsible acts.

All the members of our community, from the youngest to the eldest, have to cooperate. By cooperating, I don't mean giving huge efforts. Simple acts and easy behavior can help us ameliorate our level of life. As citizens, and students in particular, all we have to do are the steps below :

- Start with your own home, clean it regularly, and take care of your front door area.
- Being a good neighbor by caring about others.
- Don't overuse water and electricity.
- Respect your neighbors, help them if necessary, and act politely.
- Don't litter, or throw trash in the street.
- Don't spit in the street, it doesn't only bother the other passers-by, but it also affects your discipline, and it's very far from being civilized.
- Try to cross the street in the crossing passage. The town will look organized, and it lowers the level of accidents.
- Let's try to walk in the sidewalk, or the pavement, because it causes fewer difficulties to drivers in the city.
- Respect your school, especially its doors, walls and windows. They are not yours ; you only borrow them for a year or more.
- Being a citizen is a source of pride. Don't try to ignore your origins in front of foreigners. Have you ever seen any of them deny being who s/he really is ?
- Act nicely with tourists. If we want our country to receive millions of tourists , try to be nice.
- If you can study about your country, it would be great. See the extreme diversity you have (the desert, the sea, the mountains, the different dialects, the traditions, the traditional clothes).
- If you don't vote, who will ? A simple act can place the right person in the right place.
- In emergencies, don't be afraid. Help the people in need. (Blood donations, call the police, the ambulance, and help a lady in the street...) Imagine you were in their place, wouldn't you like to have other people standing by your side ?

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When you become a parent, teach this to your children. Citizenship starts from childhood, and only ends by the time you die. It's only by practicing those really simple acts that our daily life can get better. I hope this will help us understand another meaning of good citizenship.

Source: <http://www.myenglishpages.com>.

Speaking :

What do you know about citizenship? Do you believe in its importance and why?

Reading:

Comprehension: Read the text then answer comprehension questions

1. The text talks about:
 - a. citizenship and the traits of bad citizens
 - b. traits of good citizens.
 - c. what citizenship is and how one can be a good citizen.
2. Citizens:
 - a. have rights
 - b. have rights and responsibilities towards Their community
 - c. have responsibilities towards Their community
3. Allegiance means:
 - a. protection
 - b. loyalty and support

Vocabulary :

1. **List possible vocabulary related to citizenship.** Use your own knowledge to define some of them then find the exact definition in your English dictionary.
2. **Choose the right words: (use words in 1)**

1. Good citizens would participate in

by choosing the candidate they feel they can

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for.

2. Citizens have but they must also be aware of their towards their community.

3. Good citizens must work for the prosperity of the they live in.

4. They should also respect the norms of the society.

5. Civic engagement is the positive in the affairs of the community.

6. Love of and devotion to one's country is called .

7. An citizen is involved in the of the community.

- Decide whether these examples of behaviour are those of a good (GC) or a bad citizen (BC):

1. ... respects the law.

2. ... is not cooperative.

3. ... votes.

4. ... does not care about the protection of the environment.

5. ... throws rubbish in the street. BC

6. ... leaves his/her bus seat for an old person.

7. ... helps lost strangers find their ways.

Appendix D: 1st year EFL Students time table (Academic year 2022)

University of Tlemcen
Faculty of Letters and Languages
Department of English



Semester 1 (2021/2022) L1

Monday (morning)																
	G1		G2		G3		G4		G5		G6		G7		G8	
09:00 - 10:00	A Gram. (R3)	B CWE (R4)	A Gram. (R16)	B CWE (R17)	A Gram. (R18)	B CWE (R27)	A Gram. (R28)	B CWE (R29)	A Gram. (R30)	B CWE (R31)	A Gram. (R32)	B CWE (R33)	A Gram. (R34)	B CWE (CR)	A Gram. (MMR1)	B CWE (MMR2)
	B Gram. (R3)	A CWE (R4)	B Gram. (R16)	A CWE (R17)	B Gram. (R18)	A CWE (R27)	B Gram. (R28)	A CWE (R29)	B Gram. (R30)	A CWE (R31)	B Gram. (R32)	A CWE (R33)	B Gram. (R34)	A CWE (CR)	B Gram. (MMR1)	A CWE (MMR2)
Monday (afternoon)																
	G1		G2		G3		G4		G5		G6		G7		G8	
11:45-12:45	A COE (R3)	B R.C (R4)	A COE (R16)	B R.C (R17)	A COE (R18)	B R.C (R27)	A COE (R28)	B R.C (R29)	A COE (R30)	B R.C (R31)	A COE (R32)	B R.C (R33)	A COE (R34)	B R.C (CR)	A COE MMR1	B R.C MMR2
	B COE (R3)	A R.C (R4)	B COE (R16)	A R.C (R17)	B COE (R18)	A R.C (R27)	B COE (R28)	A R.C (R29)	B COE (R30)	A R.C (R31)	B COE (R32)	A R.C (R33)	B COE (R34)	A R.C (CR)	B COE MMR1	A R.C MMR2
13:00 - 14:00																

المخلص :

تحاول هذه الدراسة إلقاء الضوء على دور القراءة في تعزيز أداء الطلاب اللغوي ، وهي دراسة حالة أجريت على اثنين وعشرون طالبا تخصص لغة انجليزية و أربع أساتذة من قسم اللغة الانجليزية (جامعة تلمسان) .تم استخدام استبيانين كأداة لجمع البيانات، واحد للطلاب و الآخر للأساتذة . أظهرت النتائج أن الطلاب كانوا على دراية تامة بأهمية القراءة وان هذه الأخيرة تمكن من مساعدتهم كثيرا في تحسين أدائهم في التحدث ، كما تم تقديم توصيات و اقتراحات لمساعدة الطلاب في تحسين مهاراتهم في التحدث من خلال التشجيع ، و تحفيزهم على القراءة كثيرا كطريقة تساعدهم على التعبير عن أنفسهم بشكل أفضل في فصول اللغة الانجليزية كلغة أجنبية .

Résumé :

Cette étude tente de faire la lumière sur le rôle de la compréhension en lecture dans l'amélioration des performances d'expression orale des étudiants. Deux questionnaires ont été utilisés comme outil de collecte de données, un pour les étudiants et le deuxième pour les enseignants. Les résultats des deux questionnaires ont révélé que les étudiants étaient bien conscients de l'importance de la compréhension de la lecture et que ce module peut les aider beaucoup à améliorer leurs performances orales. Et des recommandations et des suggestions ont été présentées pour aider les étudiants à améliorer leurs compétences orales en encourageant, et les motiver à lire beaucoup comme un moyen qui les aide à mieux s'exprimer dans les salles de classe d' EFL .