

Sudan University of Science and Technology
College of Graduate Studies

Effect of Reading as a Receptive Skill in Enhancing Sudanese EFL Secondary School Students' Oral Communication

اثر القراءة في تعزيز التواصل الشفهي لدى دارسي الانجليزية
كلغة اجنبية بالمدارس الثانوية السودانية

**A Thesis Submitted in Fulfillment of the Requirements for PhD
Degree in Teaching English as a Foreign Language**

Submitted by:
Abdulmahmoud Ali Azzubeir

Supervised by:
Prof. Abdulmahmoud Idris Ibrahim

Co- Supervised by:
Dr. Muhammad EttyebAbdulalh

2015

بسم الله الرحمن الرحيم

(اقرأ باسم ربك الذى خلق ﴿ خلق الانسان من علق ﴿ اقرأ وربك
الاکرم ﴿ الذى علم بالقلم ﴿ علم الانسان ما لم يعلم)

صدق الله العظيم

Dedication

***To those I love most,
To my parents***

Acknowledgements

I would like to express my sincere gratitude to my supervisor Prof. Abdulmahmoud Idris, for his invaluable encouragement and support that have been behind the completion of this study.

Also,I would like to extend my gratitude to Dr. Muhammad Attyeb, for his precious advice I received from him.

Special thanks are due to Prof. Mahmoud Ali Ahmed for his generous assistance. The prof. has willingly shouldered the burden of supervising my research in its final stages due to the absence of the ex-supervisor, Prof. Abdulmahmoud Idris.

Iam also indebted to Prof. Abdullah Yassin (Sudan University of Science and Technology) Prof. Tawheeda Othman Hedra (University of Khartoum). Dr. Muhammad Elshenketi (Arrebat National University) and) and Dr. Amna Badri (University of Elahfad) for their help in evaluating the questionnaires.

Deep thanks should also go to Prof. Muhammed Ahmed Haj Ali (University of Khartoum) and to my colleague Ustaz Muhammed Khair Attuhami (An ELT Expert) for their continuous support.

Abstract

This study aims at investigating the Effect reading on enhancing secondary schools students' oral communication. The researcher used the descriptive analytic method for data analysis by designing two questionnaires. The first one was addressed to secondary school teachers of English in the Locality of Bahri and the second one was addressed to EFL secondary school students in the same locality.

The study tried to find answers to the following questions:

- To what extent is secondary school English language syllabus enrich with sufficient reading lessons that reinforce oral performance?
- What is the role of the teacher in providing students with a variety of reading activities that reinforce students' oral ability?
- What is the effect of the inclusion of literature books within the English language syllabus on enhancing students' oral communication?
- To what extent does an overcrowded classroom atmosphere allow students to practice reading skill sufficiently?

The study has come out with the following results

- Secondary schools English language syllabus is not enriched with sufficient reading lessons which reinforce students' oral performance.
- English language teachers do not provide the students with a variety of reading activities which improve oral ability.
- The syllabus is not supported by a variety of good literature books which expose the students to the target language authentic situations.
- Overcrowded classroom discourage students to practice reading easily.

Based on the above mentioned results the researcher recommends the following:

- English language syllabus layout should be attractive and rich in lessons which make students read eagerly.
- Teachers should provide students with a variety of reading activities in order to encourage students to practice reading interestingly.
- There should be a variety of good literature books which expose students to spoken English communicative situations.
- Classroom environment should be convenient in a way that makes students sit comfortably, listen carefully, participate actively and read sufficiently.

مستخلص البحث

هدفت هذه الدراسة لمعرفة العوامل التي تعيق مهارة التواصل الشفاهي لدى دارسي اللغة الانجليزية كلغة اجنبية بالمدارس الثانوية السودانية. قام الباحث باستخدام المنهج الوصفي التحليلي مصمما استنباطان لجمع المعلومات الاولى للمعلمين في محلية بحري والاخرى للطلاب في نفس المحلية. وقد حاولت هذه الدراسة الاجابة على الاسئلة التالية:

- الى اي مدى منهج اللغة الانجليزية معزز بالدروس الغنية بالمفردات التي تساعد التلاميذ على تطوير مهارة التواصل الشفاهي؟
- ما هو دور المدرس في تزويد التلاميذ بالانشطة المتنوعة التي تعزز مهارة الاتصال الشفاهي؟
- ما هو اثر تعزيز المنهج بكتب الادب الانجليزي التي تنقل لطالب الى مواقف حياتية تواصلية حقيقية تمكن الطلاب تحسين التواصل الشفوي؟
- الى اي مدى يعيق الفصل المكتظ التلاميذ من ممارسة التواصل الشفاهي؟

خلصت الدراسة الي النتائج التالية:

- يفتقر منهج اللغة الانجليزية الى دروس القراءة التي تسهم في تعزيز التواصل الشفاهي لدى الطلاب تنقل اليهم مواقف حياتية تواصلية حقيقية.
- المدرسين يفتقرون الى التدريب والتاهيل التربوي الجيد, فهم لا يزودون التلاميذ بانشطة القراءة المتنوعة التي تنمي قدرتهم على التواصل الشفاهي.
- الحاق كتب الادب الانجليزي بالمنهج يزود الطلاب بالمفردات المعززة للتواصل الشفاهي.
- بيئة الفصل المكتظ لا تشجع الطلاب على ممارسة القراءة بشكل مريح وكاف.

وعلى ضوء هذه النتائج فقد اوصى الباحث بالتالي:

- يجب ان يكون محتوى واعداد المنهج جاذب ومعزز بدروس القراءة الشيقة والمتنوعة والتي تساعد الطلاب في تطوير تواصلهم الشفاهي.
- يجب اعداد المدرسين بحيث يتمكنوا من استخدام وسائل وطرق التدريس التي تسهم في تزويد الطلاب بنشاطات القراءة المعززة للتواصل الشفاهي.
- يجب تعزيز المنهج بكتب الادب الانجليزي التي تحتوي علي قصص شيقة ومثيرة تشجع الطلاب على القراءة وتنقل لهم مواقف حياتية تواصلية حقيقية تطور تواصلهم الشفاهي.
- يجب ان تكون بيئة الفصل ملائمة و جاذبة بحيث تمكن الطلاب الجلوس بارتياح والاستماع باهتمام و المشاركة بفاعلية والقراءة بصورة كافية ومريحة.

Table of Contents

Items	Pages
The Verse	I
Dedication	II
Acknowledgement	III
Abstract	IV
مستخلص البحث	V
Table of Contents	VII

Chapter One

The General Framework of the Study

	Items	Pages
1.1	Introduction	1
1.2	Statement of the Problem	3
1.3	Objectives of the Study	4
1.4	Questions of the Study	5
1.5	Hypotheses of the Study	5
1.6	Significance of the Study	6
1.7	Limits of the Study	6
1.8	Methodology	7

Chapter Two

The Theoretical Framework of the Study

	Item	Page
2.1	Background to the Study	8
2.2	Significance of Reading	9
2.3	Relationship between Reading and Speaking	11
2.4	Developing Speaking Skills through Reading	14
2.4.1	Speaking	15
2.4.2	Reading	16
2.4.3	Integrating Reading and Speaking Skills	18
2.5	The Influence of Extensive Reading on Speaking Skills	24
2.6	Significance of Teaching Literature	27
2.7	Importance of English Vocabulary	28
2.8	Definition of Reading	30
2.9	Values of Reading	32
2.10	Reading Process	32
2.11	Nature of Reading Process	33
2.12	Types of Reading	34
2.12.1	Reading Aloud	34
2.12.2	Silent Reading	34

2.12.2.1	Skills of Silent Reading	35
2.12.3	Reading to Study	36
2.12.4	Word by Word Reading	36
2.12.5	Effective reading	36
2.13	Models of Reading	37
2.13.1	Bottom-up Model	37
2.13.2	Top-Down Model	38
2.13.3	Interactive Model	39
2.14	Purpose of Reading	40
2.15	Aspects of Reading	42
2.15.1	Sensory Aspect of Reading	42
2.15.2	Visual Perception	42
2.15.3	Sequential Aspect of Reading	43
2.15.4	Cognitive Aspect	43
2.16	Components of Reading Skill	43
2.17	Process of Reading Comprehension	44
2.18	Reading Comprehension Skills	47
2.19	Developing Reading Comprehension skills	47
2.20	Stage of Reading Skill Development	48
2.20.1	The Dependent Stage	48
2.20.2	The Semi-dependent Stage	48
2.20.3	The Independent Stage	48
2.21	Reading Strategy	49

2.22	Reading Techniques	50
2.22.1	Inference	50
2.22.2	Understanding Relations with Sentences	50
2.22.3	Linking Sentences and Ideas	51
2.22.4	Steps of Reading Techniques	51
2.23	Levels of Understanding a Text	52
2.24	Ability of Reading	52
2.25	How to Tackle Reading	54
2.26	Improving Oral Reading skill	55
2.27	Definition of Communication	57
2.28	Nature of the Oral Communication	58
2.29	Categories of the Oral Communication	60
2.30	Types of Communication	61
2.30.1	Oral Communication	61
2.30.2	Written Communication	61
2.30.3	Non-verbal Communication	61
2.31	Purposes of Oral Communication	62
2.32	Components of the Oral Communication	62
2.33	Factors that Influence Oral Communication	63
2.34	Barriers to Oral Communication	65
2.35	Fear of the Oral Communication	66
2.36	Communicative Competence	67
2.36.1	Components of Communicative Competence	68

2.36.2	Acquiring Communicative Competence	69
2.37	Communication Activities	70
2.37.1	Functional Communication Activities	70
2.37.2	Social Interaction Activities	71
2.37.3	Purposes of Communication Activities	72
2.38	Communication Strategies	73
2.38.1	Communication Strategies as a Social Interaction	75
2.38.2	Communication Strategies as a Psychological Problem-solving	75
2.38.2.1	Achievement Strategies	76
2.38.2.2	Avoidance Strategies	77
2.39	Strategies for Developing Oral Communication	78
2.40	Teacher's Role in Developing Oral Communication	80
2.41	Oral Activities in the English Class	82
2.42	Communication in the Second Language Classroom	83
2.43	Classroom as Communicative Context	84
2.44	Classroom Communicative Competence	85
2.44.1	Defining Classroom Communicative Competence	86
2.44.2	Establishing Classroom Communicative Competence	89
2.45	Effective Communicative Activities	89
2.46	Speaking as Communicative Skill	94

2.47	Activating Conversation Classes to Improve Speaking	95
2.48	The Teacher's Role in Conversation Classes	95
2.49	The Student's Role in Conversation Classes	96
2.50	Review of Previous Studies	97
2.50	Summary of the Chapter	106

Chapter Three

Methodology of the Study

	Items	Pages
3.1	Introduction	108
3.2	The Subjects	108
3.2.1	The Students	108
3.2.2	The Teachers	109
3.3	Instruments of Data Collection	109
3.3.1	Questionnaires	109
3.3.1.1	Students' Questionnaire	110
3.3.1.2	Teachers' Questionnaire	110
3.4	Procedures of Data Collection	110
3.4.1	Students' Questionnaire	110
3.4.2	Teachers' Questionnaire	111
3.5	Reliability of the two questionnaires	111
3.6	Validity of the Two Questionnaires	112

3.7	Reliability and Validity of the Students' Questionnaire	113
3.8	Reliability and Validity of the Students' Questionnaire	113
3.9	Data Analysis Techniques	113
3.9.1	Phrases of the Students' Questionnaire	113
3.9.2	Phrases of the Teachers' Questionnaire	113
3.10	Statistical Methods	114
3.11	Pilot Study	114

Chapter Four Data Analysis

	Item	Pages
4.1	Introduction	115
4.2	Analysis and Results of the students' Questionnaire	115
4.3	Analysis and Results of the Teachers' Questionnaire	139
4.4	Testing Hypotheses	161
4.5	Results in Terms of Hypotheses	161

Chapter Five Conclusion

	Items	Pages
5.1	Introduction	164
5.2	Conclusions	164
5.3	Summary of the Findings	16
5.4	Recommendations	167
5.5	Suggestions for Further Studies	169

References

References	170
------------	-----

Appendices

Appendix (1) Validating Questionnaires	187
Appendix (2) Students' Questionnaires	188
Appendix (3) Teachers' Questionnaires	193
Appendix (4) Conversation Shows Effect of Reading on Enhancing Students' Oral Performance.	197

Chapter One

Chapter One

The General Framework of the Study

1.1 Introduction

Learning a foreign language means to communicate with other people to understand them, talk to them, read what they have written and write to them (Byrne, 1971). Of the 4,000 to 5,000 living languages, English is by far the most widely used. It is the most commonly learnt and taught language today. It is extensively used as a second language and as an official language in many other countries. It is the commonest language of international communication (Yule, 1991).

The importance of English language in the world has stemmed from the fact that it has become the medium of international communication due to the growth of science and technology which involve English language as the major means for interaction. Moreover, the importance of English is not just in how many people speak it, but in what it is used for (Yule, 1991)

Joseph and Efron, (2009) state that “Oral communication is an important skill because it promotes leadership and confidence. It is important for the students to generate their own ideas using outside references in the community”

English is the major language of news and information. It is the language of business and government even in some countries where it is a minority language. It is the official language of maritime communication, the international aviation and air traffic control. Moreover, it is the major

vehicle of debate at the United Nations. That is to say, we no longer speak only the nature of the language, but of its function as well.

Communication skills; listening, speaking, reading and writing are important and useful in and of themselves. When used together, they reinforce one another in producing a higher, efficient level of communication. Learning to be a successful, effective communicator is somewhat like learning to be a good football player. (Satterwhite, 2007)

There are three main categories of communication: oral, written, and non-verbal. Oral communication is regarded as the most essential. People use spoken words to exchange ideas and information. Oral communication is a vital part of everyday lives, beginning at birth. It is an essential ingredient of a successful family, social and business relationships. An oral communication breakdown, can lead to misunderstandings and serious problems in our social and business lives (Satterwhite, 2007)

Oral communication has been reduced in schools because the emphasis is on subjects in standardized testing. As Noddings (2009) states, “we should want more from our educational efforts than adequate academic achievement”. Miles (2009) claims that “in order for schools to see student performance increase, a shift on how resources are used must take effect”.

Broughton (1978) claims that “people have some means of conveying information to others of their own group, oral communication being ultimately essential for their survival”.

It is believed that, most of Sudanese secondary schools students focus mainly on reading and writing skills and neglect the other two skills, listening and speaking which are very essential in helping them master oral communication.

Using oral English effectively and making good living have much in common. The ability to handle a language clearly is valuable in any occupation a person may seek. Mann (2009) states that “being able to communicate effectively orally is a key element to success in the work world; education is the great equalizer of the conditions of men”. Therefore, English as a foreign language is highly needed to be taught in the Sudanese secondary schools.

In the light of the researcher’s experience in teaching secondary school students, he noticed that students cannot read with accurate pronunciation and intonation because they pay very little attention to practice reading which is very necessary for them to master oral performance. The researcher believes that reading has great impact on enhancing students’ oral ability. This study tries to recognise the effect of reading as a receptive skill on enhancing the students’ oral communication. Also to identify the causes which lie behind oral communication inability and suggests strategies for improvement.

1.2 Statement of the Problem

Basically, people want to learn a language so as to use it orally and to be identified as speakers of it. For this reason, students like to learn English so that they can use it orally, efficiently and accurately and if they fail to achieve this goal, they may lose their interest in learning it.

The researcher assumes that Sudanese secondary school students’ reading ability is very weak and hence, they are relatively poor in using English orally. This act of affairs can be attributed to the insufficiency of reading lessons in Sudanese English language syllabus, lack of classroom reading

activities from the part of the teacher, exclusion of the English literature books which contain everyday vocabulary that enable students to meet his needs and overcrowded classroom atmosphere which prevents students from practicing reading skill sufficiently and easily. Thus, students find great difficulty in reading with accurate pronunciation and intonation. Accordingly, they lose the ability to speak English appropriately. Only few of them can perform native-like proficiency. Pronunciation is generally incorrect. There is much use of their mother-tongue which clearly indicates their inability to use the spoken English.

Mastering of reading the skill has strong relation to do with speaking skill. Reading correctly can qualify students to speak fluently. The researcher in this study will investigate the effect of reading skill on enhancing secondary school students' oral communication by finding answers to the research questions.

1.3 Objectives of the Study

This study aims at:

- 1- Recognising the impact of reading skill on improving the students' oral performance.
- 2- Investigating factors enhancing secondary school students' oral performance.
- 3- Suggesting suitable techniques and strategies for developing the students' spoken English.
- 4- Improving the students' ability in oral communication.
- 5- Identifying the actual causes lying behind the deterioration of the students' oral performance.
- 6-Enabling the students to speak English accurately, easily and confidently.

1.4 Questions of the Study

This study addresses the following questions:

- 1- To what extent is secondary school English language syllabus enriched with sufficient reading lessons that reinforce oral performance?
- 2- What is the role of the teacher in providing students with a variety of reading activities that reinforce students' oral ability?
- 3- What is the effect of the inclusion of literature books within the English language syllabus on enhancing students' oral communication?
- 4- To what extent does an overcrowded classroom atmosphere allow students to practice reading skill sufficiently?

1.5 Hypotheses of the Study

The study is based on the following hypotheses:

- 1- Secondary school English language syllabus is not enriched with sufficient reading lessons that reinforce students' oral performance.
- 2- Teachers of English do not provide students with a variety of reading activities which help improving oral ability.
- 3- Inclusion of literature books within the English language syllabus affects positively the students' oral communication.
- 4- Overcrowded classroom atmosphere does not allow students to practice reading skill sufficiently.

1.6 Significance of the Study

This study will shed light on the impact of reading on the secondary school students' oral performance and investigate the factors that enable them use English appropriately.

The study will be of great value to the teachers and students of English and the curriculum designers as well. Also, it will help teachers to evaluate their teaching methods and suggest some ways to enrich it. Moreover, it will enable students to identify factors that help them develop their oral communication. Furthermore, the study draws the attention to the most influential factors which help the secondary school students to communicate with each other effectively and easily. Above all, it will be useful for the other researchers to recognize the impact of reading as a receptive skill on the students' oral performance so that they can add more suggestions and solutions for improvement.

1.7 Limits of the Study

The research will be limited to find out the impact of reading as a receptive skill on enhancing secondary school students' oral performance.

The study will involve:

- 1-The 3rd year EFL secondary school students in the Locality of Bahri.
- 2- English language teachers at the same Locality.

1.8 Method of the study

In order to carry out this research, to achieve its objectives and to answer its questions, the researcher adopts the descriptive analytic approach.

-The Subjects

a-Secondary school students.

b-English language teachers.

-Tools

The researcher is going to collect data using the following tool:

a- A questionnaire for English language students.

b- A questionnaire for English language teachers.

-Procedures:

The researcher is going to collect data by:

a-Distributing questionnaires to the students and teachers then collecting them back.

b-Analyzing the data and explaining the results.

Chapter Two

Chapter Two

The Theoretical Framework of the Study

2.1 Introduction

It is believed that reading plays a very effective and vital role in developing secondary students' oral performance. There is a very strong relation between reading and speaking. The more students read, the more fluent they will be in speaking. Basically, and normally a language is acquired and received by means of the two receptive skills (listening and reading). In countries like Nigeria and Kenya, for example, English is used as a second language. Students always listen to people around them using English continuously. This social environment helps them activate the skill of listening and, hence, they can easily improve the skill of speaking. Accordingly, they do not find any difficulty in speaking English efficiently and accurately. But, in the Arab world countries in general, English is used as foreign language. Arabic is the commonest and dominant. Students do not listen to English at all, except when they are watching foreign movies on T.V. They lack exposure to authentic English language communicative situations because nobody around them uses English. The skill of listening is completely inactive. The students do not practice English outside classroom. So, their only way to receive English language and improve their oral ability is through reading skill. Alderson (1981) states that "In Arab world reading skills are commonly considered more important than any other skills".

2.2 The Significance of Reading

It is almost agreeable that reading is very significant skill in acquiring a language. By practicing reading skill sufficiently and continuously, students will be more competent to use a language appropriately. Reading provides students with the essential vocabulary, cohesive devices, and makes them able enough to use the language coherently. Accordingly, students' competence grows richer and hence, they can easily improve their oral performance.

The Holy Quran emphasizes the significance of reading. The first verse revealed to our prophet Muhammad, "Peace be upon him" is (اقرأ باسم ربك الذي خلق), (Read, In the name of your Lord, Who has created) (Quran, Al-Alaq, verse: 1).

Undoubtedly, if a person has the ability to read well, he can easily understand and be understood by other people around him. Moreover, he will be confident enough when producing the language. A well-read person has knowledge and a variety of topics and does not feel left out when discussing things with others. Reading makes you an intelligent individual with an improved vocabulary which eventually boosts your confidence while talking to the people.

Reading is the best way of improving vocabulary and keeping in touch with the language. Reading helps improving fluency and pronunciation of words. Acquiring new words and phrases of expression with their contextual meaning within the text, will not only make your language rich but will also create a good impression on the listeners when you are speaking to them. In fact, there is a large number of people learn English not to study the language itself but to study other subjects through English. These people

read English so as to get access to information about any field of knowledge. Consequently, reading plays a very effective a vital role in second or foreign language acquisition. Reading gives us an access to literature. It enables us to enrich and expand our minds. It has great practical value concerned with technical and commercial pursuits by making the reader cope with the development in his subject.

The opportunities for reading practice are unlimited, as they are provided by books and periodicals and do not even call for a companionship. It is comparatively easy to acquire since the vocabulary has not o be thoroughly mastered but only to be recognized in contexts. Once the pupil has been trained to read, he is virtually independent of the teacher and may practice his skill unaided, or rather with help of dictionary (Adams, 1990).

Needless to say that reading promises success even for the weakest pupils. “In class it allows for the maximum participation of all the pupils; it also permits the application of self study methods” (Morris, 1966).

On the other hand, pupils in any particular classroom can be expected to vary widely in the mental ability, past achievements, learning rate, interests, learning style and reading readiness. Such wide variation in learning ability, achievement and the individual differences among the pupils drives the researcher to find out about strategies for developing the reading skill of the pupils. The main goal of teaching reading is to train students to read efficiently and quickly enough. At initial stages of learning foreign language, reading serves primarily to introduce basic linguistic forms, phonemes, words, structures , sentences patterns and language function in appropriate context. It also helps recognizing visual symbols, appropriate sentences rhythm, English spelling and it improves pronunciation above all (Chastain, 1971).

In order to improve this skill, teachers should give great attention and care to the students. They should equip pupils to meet the future by teaching them how to read on their own to develop their reading ability. But pupils should know the purpose of their reading before they start reading.

So, reading is definitely an important skill in second language acquisition. The ability to read for comprehension is an essential component of knowing a modern language. Moreover, it is the most important means of learning about the language and its people. It helps to improve other language skills and expansion of knowledge. In teaching a foreign language we should supply the pupil with an additional tool of communication. Our aim is to acquaint him/her with foreign people and their civilization. Since, in most cases, a pupil cannot be transferred to another country, one of the best ways of attaining this aim is through teaching him to read on his own in the foreign language.

2.3 Relationship between Reading and Speaking Skills

There is an increasingly high relationship between reading and speaking skills. Printed words relate to large extent to the spoken words. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. Indeed, reading power relies on continuous improvement in vocabulary knowledge that provides oral communication. The importance of word knowledge, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore, fostering improvement in word knowledge through wide reading has the potential for fostering improvement in speaking skills (Lieberman, 1998).

As skills in some aspects of oral language increase, they help development in reading and as a person improves his reading skills, that improvement seems to enhance further improvement in the spoken language. This seems to be a continuing spiral. Some ESL teachers believe that development in spoken language influences development of reading. That is true, but it is also true that as people develop stronger reading skills, they further enable their development of more sophisticated speaking skills (DeGelder, 1995).

Noticing the individual sounds in word - seems to help with comprehension of the spoken language. Knowledge of spelling patterns seems to help improve pronunciation and listening. Print experience is related to knowledge of grammar and print experience also seems to help learners acquire spoken language forms, for example, function words, such as conjunctions, prepositions and articles, and derivational word endings, which are endings that form new words. We don't speak the way we thought we did. Our model of speech mimicked our model of reading: that we spoke by producing sequences of phonemes. But now we know that it doesn't work like that. That's one of the reasons it's difficult to learn to read. (Adams, 1990).

Both speech and reading are dependent on the same group of abilities needed to process phonologically difficult materials. Evidence for this is that most reading difficulties reside in phonological language difficulties. Poor readers tend also to have poor speech perception and phonological deficits in both spoken and written language.

Beginning readers need to learn phonological awareness: awareness of the sound system; and graphophonic awareness: Knowledge of the letters and an understanding that letters and letter combinations stand for sounds and words. If people are only doing oral skills, it might not include much attention to the elements of the sounds of the language - the bits and pieces - even if they do some work on pronunciation (Ehri, 1998).

After the early stages of reading, the relationships [between speech and reading] may change, depending on learner, task, and circumstances. There is evidence, for example, that while for first-language readers' oral experience is primary, reading and writing become increasingly independent and reciprocal as they develop. For some second-language or foreign-language readers, the reading skills provide the bulk of the new language input (Adams, 1990).

Most studies of adult literacy indicate that phonemic awareness is dependent on letter-sound knowledge. For example, phonemic awareness usually begins to develop in illiterate adults after they have actually had experience with printed letters. Even the concept of "word" is usually not learned until the learner experiences words in print, separated from each other by spaces. As phonological awareness develops, it helps both first- and second-language learners to understand spoken language better (Stahl, 1998).

2.4 Developing Speaking Skills through Reading

Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. Bright and McGregor are of the opinion that reading is ‘the most pleasant route to command of the language’, because it is via reading ‘the student is most likely to find words used memorably with force and point. Where there is little reading there will be little language learning... the student who wants to learn English will have to read himself into knowledge of it unless he can move into an English environment (Bright and McGregor, 1970).

It appears that reading is a key factor in language learning. One important notion of developing reading skills and speaking skills is to use the language for learning as well as communication. Reading can play a big part in successful language learning. It can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. According to Ur (1996) “of all the four skills (listening, speaking, reading and writing), speaking seems intuitively the most important”.

Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expression in their speaking. Davies and Pearse, (2000) stresses the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.”

2.4.1 Speaking

Speaking is being capable of speech, expressing or exchanging thoughts through using language. “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003). Harmer (2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Bygate (1991) also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it are considered two fundamental elements of an effective communication.

Harmer (2001) states that among the elements necessary for spoken production are the following:

1- Connected Speech:

effective learners of English need to be able not only to produce the individual phonemes of English as in saying (I would have gone) but also to use fluent ‘connected speech’ as in (I’d ‘ve gone). In connected speech sounds are modified, omitted, added or weakened.

2- Expressive Devices:

Native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

3- Lexis and Grammar:

Spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

4- Negotiation and language:

Effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills. Vocabulary and grammar knowledge will enable learners to understand so reading will increase learners' understanding capability which they need for a better communication.

2.4.2 Reading

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter, (1979) briefly defines reading as what the reader does to get the meaning he needs from contextual resources.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has Grabe, Stoller (2001). Alderson (2000) states that "reading is built from two components: word recognition and comprehension". These two components gained through reading will foster learners' language competence. Krashen and Terrell, (1989) point out that reading enables learner to comprehend better which is an important factor that can develop language competence. (Figure 1).

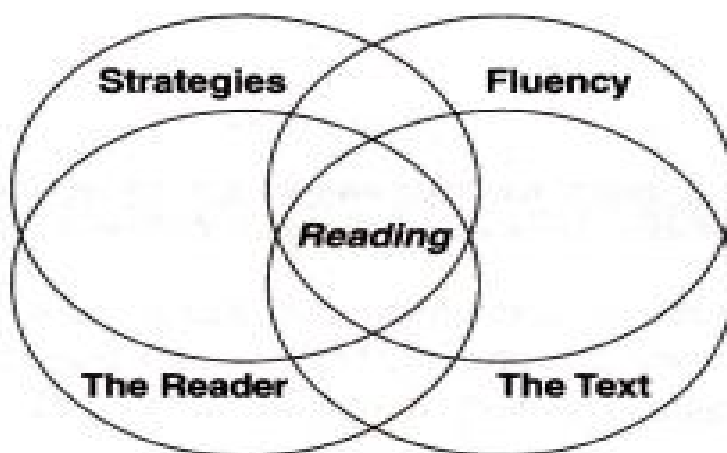


Figure 1. Definition of reading, (David Nunan. Practical English Language Teaching. 2003. p. 72)

Hedge (2003) writes the goals of learners' in a reading process as:

- The ability to read a wide range of texts in English.
- Building knowledge of language which will facilitate reading ability.
- Building schematic knowledge.
- The ability to adapt the reading style according to reading purpose (skimming, scanning).
- Developing an awareness of the structure of written texts in English.
- Taking a critical stance to the contexts of the texts.

Reading will add to learners' conversational performance. Reading will help learners to decipher new words that they need for conversations. Through reading language learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the

target language will develop. These components which are required through reading are all necessary for developing speaking skills.

Similarly, Williams (1984) suggests some reasons why language learners should read in a foreign language:

- Learners can have further practice in the language that they have learnt.
- Learners can practice language in order to reuse it in other skills such as speaking and writing.
- Learners can learn how to get benefit from the texts to extract the information they need.
- Learners can find enjoyment or interest through reading.

2.4.3 Integrating Reading and Speaking Skills

A reading process is composed of six skills. These have been suggested by Grape, (1991).

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

How do these component skills contribute to speaking skills? Anne Lazaraton, (2001) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation; sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how

sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar is important to learn the nature of language. Grammar helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners should give attention to grammar. "If we only understand what others say partially and superficially, the communication of ideas can't be properly realized. (Minyan, 2007).

Reading will help learners acquire vocabulary and grammar. Through reading learners see how words fit together. When learners constantly engage in the target language, they begin noticing and mastering the patterns in the language.

Mccarthy (2000) states that "lexical and grammatical knowledge are significantly correlated to reading comprehension". This means learners will achieve better reading comprehension through grammar. Krashen (cited in Hill and Holden, (1990) encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading, good at writing and have a good vocabulary and grammar knowledge. Learners see structure of a sentence and this enables them to build their own sentences and utterances.

Reading may contribute significantly to competence in a second language. There is good reason; in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills. Krashen & Terrel (1983)

Vocabulary knowledge is indispensable for effective communication. Lewis (1993) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary is the understanding of meaning of a word. So, communication does not occur if there are no words. Therefore reading is probably the best way to learn new words. Reading results in incidental vocabulary acquisition (Lechmann, 2007). Nation (1995) supports this idea and says: “Reading has long been seen as a major source of vocabulary growth”. Most people recognize the important relationship between knowing words and reading well. Eskey, supporting this notion, states that “the relationship between reading and vocabulary is well documented and reciprocal” (Eskey, 2005). And, “in fact the relationship between vocabulary knowledge and reading comprehension is well established in the reading literature” Dole, Sloan, Trathen (1995). Hedge (1985) also states that through extensive reading learners advance their ability to guess the meanings of unknown words and phrases from clues in the context. He concludes that students who read a lot outside the classroom may increase both their ability to comprehend the context and improve their vocabulary which are essential elements to advance speaking skills. A broad and deep vocabulary knowledge makes learners precise and articulate. Through reading learners see how the new words connect to other words. “The more reading you will do, the more you will increase your exposure to vocabulary that doesn’t usually make its way into the spoken language” (Cunningham, 1998). An improved vocabulary will help learners develop their speaking skills. Speech without vocabulary cannot be produced. Vocabulary is one of the essential and fundamental components of communication (Levelt, 1993). In www.ccsenet.org/ijel International Journal

of English Linguistics Vol. 2, No. 6; 2012, 94, Laufer (1997) stresses the importance of vocabulary knowledge and adds that without words to express a wider range of meaning, communication in a second language cannot happen in a meaningful way. Learners will improve their speaking competence if they have better vocabulary knowledge which they can get through reading.

Sanacore (1994) is of the opinion that encouraging learners to read will lead them guessing the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and concepts. And an ongoing reading habit will enable learners understand a text easily; even they do not know meanings of some words in the text. Reading extensively will enhance their comprehension. Learners will easily comprehend in the foreign language if they advance their ability of guessing the meanings of words from context which will promote their speaking performance.

Dubin and Olshtain (1977) also point out that through extensive reading learners learn much vocabulary.

They emphasize the benefits of extensive reading as:

- Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.
- They are exposed to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test.
- Extensive reading has also effect on other language skills such as writing and speaking.

- Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction. Oya, Manalo, and Greenwood, (2009) suggest that better vocabulary knowledge produces better oral performance. Accuracy and fluency of learners will get better through reading. They also claim that “having good vocabulary knowledge is one of the essential components to gain fluency in speaking performance”.

It is worth noting that good vocabulary knowledge will give learners confidence in their speaking performance. Better vocabulary knowledge and having more words at one’s disposal is likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker’s confidence, and enhancing the overall impression created by him upon his listeners.

In the theoretical model of L1 and L2 speaking Levelt (1989 - 1993) vocabulary has a central position in forming an utterance with appropriate meanings and with syntactic, morphological, and phonological structures. Levelt’s model suggests two points. First, vocabulary is always required in the formulation stage. In other words, no speech can be produced without vocabulary, and vocabulary is indispensable to speaking performance. Second, the lexicon consisting of lemmas and lexemes includes not only vocabulary size (i.e., primary meaning and form [phonology]) but also depth (i.e., syntax and morphology), which suggests that both size and depth are related to speaking performance (adapted from Rie Koizumi, (2005).

The study by Adams (1980) and Higgs and Clifford, (1982) indicates close relationships between vocabulary as part of overall speaking

performance and overall speaking performance at low levels than at intermediate and advance levels (adapted from Koizumi (2005).

For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997). “A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality” (Lee, 1995). It is real language created by native speakers of the target language in pursuit of communicative outcomes Little, Devitt, & Singleton (1989).

Integrating speaking and reading skills deepens students’ understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into authentic speaking practice that improves their fluency (Zhang, 2009).

Finally, we can say that, oral communication without vocabulary will break down. One of the most useful ways to improve your communication skills is extensive reading. Extensive reading will help you to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

2.5 Influence of Extensive Reading on Speaking Skill

Reading is considered as one of the most influential factors in encouraging the students to use language orally and develop their ability to speak courageously. Extensive reading provides the students with the sufficient vocabulary which enable them to produce the target language easily and confidently. An experiment involving an extensive reading program was conducted over a three-month period with a group of learners of English as a foreign language (Davis, 1991).

The program using graded readers was designed to develop extensive reading for pleasure. The reading was of large amounts of material in the foreign language for personal pleasure and interest, and without the addition of productive tasks or follow-up language work. The experience was inspired by “Krashen” input hypothesis Krashen, (1982).

For Krashen, the dominant mode of language learning is acquisition, the largely sub-conscious “picking up” of the language which characterizes language in informal settings and which is similar, if not identical to the way children develop ability in their first language (Krashen, 1982).

Krashen contrasts acquisition with learning, the conscious process in which rules of structure and conventions of usage are explicitly studied and learned. For acquisition to occur, however, a number of conditions have to be satisfied. Learners need to be exposed to large amount of the foreign language input which is meaningful, interesting or relevant, not grammatically sequenced and this is in a tension-free environment.

One approach to provide learners with input of this nature lies in the creation within the language classroom conditions conducive to meaningful interaction among participants Krashen and Terrel (1983). One evident possibility for creating such an environment is extensive reading, which can

provide a learning environment within which learners can be exposed to large quantities of written material in the foreign language for personal interest.

Krashen and Terrel, (1983) after pointing out that the input hypothesis does not at this time, distinguish between aural and written input, they go on to suggest that reading may also be a source of comprehensible input in a foreign or second language. The goal of extensive reading is to flood learners with large quantities of a second language input with view or possibly no specific tasks to perform on this material.

The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting foreign or second language material within the long run produces a beneficial influence on the learners' command of the language. It is believed that extensive reading will improve learners' command of second language on at least certain levels. Natal, (1972) for example, claims that next to going to live among native speakers, the best way of acquiring proficiency in a language is to read extensively in this language. More correctly, William, (1972) maintains that through reading, the learner is exposed to the lexical items embedded in natural linguistic contexts and as a result, they begin slowly to have the same meaningfulness for him, that they have for the native speaker.

Some support for this assumption is provided by the only study which has examined the role of extensive reading in the development of proficiency in the second language. Elley and Mangthia, (1983) in a two-year study conducted in a number of primary schools, examined the effect of an extensive reading program on language skill.

The results at the end of the first year of the study receiving extensive reading had made an obvious improvement in receptive skills (reading and recognition). By the end of the second year of the study, however, this improvement has extended to all aspects of the subjects and language abilities including both oral and written production.

There is clear evidence on the nature and extent of the contribution which extensive reading may make to the development of the second language skills. There are strong intensive grounds and some experimental justification for investigating the effect which extensive reading programs could have on the development of proficiency in a second language.

This study has implications for language teaching. The most important one is that extensive input of a second language in a tension-free environment can contribute significantly to improvement of learners' language skills both receptive and productive.

Another significance which emerged very clearly was the importance of creating a relaxed environment in which learners were able to develop and maintain a pleasure-driven and interest-driven attitude to reading material provided. The selection of suitable materials which reflect learners' interest is very important. The appearance of books also has a role to play. An attractive cover, good quality illustration and a clear type face can help to attract the learners' attention.

In conclusion, the teacher should form a library for his students and encourage them to participate by bringing books. The essential consideration is to provide a selection of reading materials capable of generating learners' interest. This is the key to the success of extensive reading programs (Krashen, 1982).

2.6 Significance of Teaching Literature

There is no doubt that literature plays a very effective role in providing students with a sufficient vocabulary and expressions which enable them to produce the language easily and accurately. It does not only enrich the students' word power but it makes them aware of the contextual use of the vocabulary which is very essential in producing written and spoken language in more coherent and cohesive way. Actually one of the advantages of literature is that it exposes learners to the culture of the language which includes the social conventions that work as a guarantee for the appropriate and acceptable production of the language.

Actually, one of the advantages of literature in the English language classroom is that it exposes learners to the culture of the language which is an original component of the language and which includes the social conventions that work as guarantee for the appropriate and acceptable production of the language.

Widdowson, (1978) mentions that using literature involves knowledge of linguistic rules and entails knowing how to use these rules for effective communication. Lier, (1995) states that "Literature can foster knowledge of the language better than structural syllabuses.

In literary texts the learners are exposed to the language in a way that resembles real life contexts and as such learners focus on the context and other aspects of activities relating to the texts.

The main aim of the inclusion of literature in language teaching is to develop the awareness of the language in learners. The benefits of literature are that it presents all the language skills integrated as one whole body. Stern, (1991) maintains that, literature plays an important role in learning the four basic skills.

Sandra McKay, (1982) argues that “The benefits of using literature in ESL classroom have long been proven and recognized by ESL teachers and researchers”. Also McKay adds “If literary texts are to be used successfully, they must be carefully selected and approached in a manner which promotes an aesthetic interaction between the reader and the texts”. Literary texts are also rich resources of accurate diction, diverse sentence patterns and passionate narratives (Ghosh, 2002).

Lenore, (1993) emphasizes the advantages of teaching literature and provides some reasons for the productive teaching of literature in classroom. He outlines these advantages as follows:

- It is very motivating.
- It is composed of authentic material.
- It has general educational value.
- It helps students understand other cultures.
- It acts as stimulus for language acquisition.
- It develops students’ interpretative abilities.
- It expands students’ language awareness.
- It encourages students to talk about their feelings and his opinions.
- It acts as an enjoyment and fun for the students.

2.7 Importance of English Vocabulary

Words in a language are like bricks in building. This means students cannot build language without gaining a lot of words. The written or spoken text will be incomprehensible, incoherent and incohesive without availability of sufficient vocabulary in the mind of a learner. Students for whom English is not a first language, find great difficulty when communicating with one

another using English. The major cause of this difficulty is their lack of vocabulary. So, what are the vocabulary and words?

Nunan, (1987) defines vocabulary as “Knowledge of words and word meanings”. However, vocabulary is more complex than this definition suggests. Firstly, words come in two forms: oral and printed. Oral vocabulary includes those words that we recognize and use in listening and speaking. Printed vocabulary includes those words that we recognize and use in reading and writing. Secondly, words knowledge also comes in two forms; receptive and productive. Receptive vocabulary includes words that we recognize when we see or hear them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words which we allocate some meaning, even if we do not their full definitions or even use them ourselves as we speak.

There are also two types of vocabulary; high frequency words and low frequency words. Brown, (1987) claims “It is obvious that the extent of students’ vocabulary knowledge relates strongly to their oral communication”.

This relationship seems logical; to communicate efficiently, students need to command the use of many words in their vocabularies and to be able to use various strategies to establish the meaning of new words when they encounter them. Students, who do not have large vocabulary or effective word-learning strategies, often struggle to achieve comprehension. Their bad experiences with the communication result in a kind of frustration and failure that continue throughout their schooling and even after.

Rivers, (1991) claims “These students do not have sufficient word knowledge to communicate, because they are not exposed to the language properly, they do not have the opportunity to see and learn many new words, they naturally avoid communication.

2.8 Definition of Reading

The reading skill is one of the most essential skills in learning English language. It is defined differently by different writers. Heldreth, (1988) claims “Reading is a mental process involving the interpretation of signs through the sense organs. Interpreting print is a specific form of learned behavior which requires grasping meanings through associations which have been formed between oral experience and the printed sentence concentrations like a phonograph records”

Ross, (1988) says “Attempts to define reading have been numerous. This is partly because of the complexity of the reading skill which includes two major components; a process and a product. Teachers need to be aware of these components and their different aspects in order to respond effectively to reading needs. In addition they will find that familiarity with some theories related to the reading process and with important principles of teaching reading activities”.

When a person reads a text, he is attempting to discover the meaning of what he is reading using the visual clues of spelling, his knowledge of probabilities of occurrence, his context pragmatic to a meaningful interpretation to the text. The same notion is confirmed by Mitchell, cited in Grade, (1986) defines reading as: “reading can be defined easily as the ability to make sense of written or printed symbols to guide the recovery of

information from his or her memory to construct a plausible interpretation of the written message.”

The above definitions show that reading is an interactive process. On the basis of his/her previous knowledge, the reader interacts with the text. He/she brings meaning to the text as well as taking from it.

Grabe and Stoller (2002) state that reading is “ an association between the sound of the spoken sentence and visual symbols.”. the most important resource is that any potential reader processes whether reading in a first or any other language is an awareness of the way in which language is used.

Lado, (1964) states that “to read is to grasp language patterns from their written representation.” In second the language, reading is usually taught to students who are already literate in native language presented on a paper and recognition of these (word and sentence) as conveying meaning. He also states that “Reading involve the reader, the text and the interaction between the reader and the text”.

The reader is a collection of previous life and educational experiences that form the basis of his/her knowledge in how to interact with, understand and interpret within texts whilst, the text is any written piece of work whatever the number of words is. The text is of different kinds such as academic texts, legal texts, religious texts,...etc. The reader’s knowledge about the different kinds of texts enables him/her to incorporate the appropriate reading skills to comprehend texts.

2.9 Values of Reading

Reading has certainly great values in both general and specific sides and it will remain the key of knowledge. Heldreth, (1988) says “of all the valuable skills, the average person learns in a life time the ability to read easily heads the list, because it is the most universal and most generally useful for every one today”

At the end of the topic Heldreth, (1988) also asks why do the world’s leaders attach so much importance to teaching every child to read and write? He answers because as it has been said “The leading nations are reading nations, as Thomas Jefferson in one of his letters, people who read can be free because reading banishes ignorance and superstitions.

According to the facts mentioned above it appears that reading has great importance in the notions’ life.

2.10 Reading Process

The goal of reading in the second language is to be able to read comfortably. That is to say the students should reach a level at which they do not feel conscious of strain while reading.

Chastin, (1971) claims that students who spend most of their time thumping through the dictionary while preparing an assignment have not attained a reading level consistent with a certain objective. In order to attain this objective the teacher has the responsibility, as in the other language skills of leading students from their states of knowledge at the beginning of the sequence to the desired goals, as with the other language skills. The ultimate goal is to be able to read without concentrating on structure or translating into their mother tongue.

2.11 Nature of the Reading Process

Reading is a very complex process, because it contains a variety of skills and various cognitive processes. Because of this complex nature the understanding of second language reading process is still controversial, and what people know about it, are still a few solid generalizations derived from insights obtained from the psychological descriptions of first language reading research.

Many schools of thought define the nature of reading. The first school defines reading as a mechanical decoding of speech written down i.e. the mechanics of reading, associating letter with sounds.

The second school view is supported by Harris and Sipay, define reading as “recognition or interpretation of the words represented by the printed symbols regardless of whether or not meaning is achieved”.

Goodman, (1970) views reading as a psycholinguistic guessing game that involves interaction between thought and language. Smith, (1973) emphasizes two important contributions. First, the reader does not use all the information on the page, but rather select the most productive language cues. Second, reading is only incidentally visual.

The third school of thought defines reading as a language related process and the students should be guided to realize that the visual marks on paper on black board have a definite relationship to spoken language.

2.12 Types of Reading

There are many types of reading which can be described briefly as follows:

2.12.1 Aloud Reading

Reading aloud is for checking the students' pronunciation, word stress, pauses, intonation and understanding. The passage for these activities should be short, complete and clear. Byrne, (1971) states that "reading used to be one of the normal methods for giving students language practice regardless of its value".

Reading aloud comes only after silent reading and after presenting new words, structures and expressions. Reading aloud must be oral first so as to establish good habits of pronunciation and to train the students to develop their knowledge of the foreign language of their own.

Some educators and researchers are in favour of silent reading v.s reading aloud, but reading aloud can be used during the course to check pronunciation to improve the students' intonation and fluency. Reading a text out aloud can help students to focus mentally, raise questions and stimulate discussion.

2.12.2 Silent Reading

It is for understanding. It keeps the whole class attentive and enables the students to activate their receptive abilities. Silent reading requires the teacher guidance and assistance in the early stage of the learning. The teacher is expected to help the students develop their speed in silent reading. This can be realized by forming good habits such as right sitting position, the proper distance between the page and eyes.

Timing in silent reading increase the eye snap to a great extent and makes students force themselves to read fast. Comprehension questions should

immediately follow silent reading. The questions should share a logical sequence. Being able to read rapidly to oneself is an essential skill for all students.

2.12.2.1 Skills of silent Reading

1- Scanning

Scanning is a rapid reading of a text to find out specific pieces of information which are prominent in the text such as numbers, dates, quantities, percents, names or places. In other words, we scan the page until we find what we are looking for.

2- Skimming

It is a rapid reading of the text to find out the gist or the main idea. When a reader skims he just passes his eyes over titles, headlines, topic sentences and summaries. Therefore, skimming is effective in improving the students' abilities at getting information written in limited period of time.

3- Intensive reading

It is a classroom activity guided by the teacher. It takes the form of silent reading rather than the reading aloud. In this type of reading students look for the details. The material designed for intensive reading is usually a little higher than the students' level. Robinet, (1978) states that "The reading done in the classroom is usually carefully guided and intensive; it is a necessary preparation of the students to read more rapidly".

4- Extensive Reading

This is what is usually done when readers are reading for pleasure, perhaps a novel or a play. The reading material here is usually written a little below the level of the students. It is called supplementary reading because it is supposed to supplement intensive reading achieved by the students by letting each student read books, magazines and newspapers outside of the

classroom and having him to give oral report on them in the classroom. Graft states that “Extensive reading means, reading in quantity in order to gain general understanding of what we read. It is intended to develop good reading habits, build up knowledge of vocabulary, structure and to encourage a liking for reading.

2.12.3 Reading to study

A method for reading is called (S Q 3 R). The aim is to understand the material in some depth. This method involves simple steps.

- Survey: to skim through to gain an over view and not the key points.
- Question: to devise questions you hope the text will answer.
- Read: to read slowly and carefully.
- Recall: to write down from memory the main points made by the section.
- Review: to revisit your questions comparing to your recall.

2.12.4 Word by Word Reading

This type of reading is time consuming and demands a high level of concentration. The material is not readily understood and it requires slow and careful analytical reading, for example, unfamiliar words and concepts, scientific formula can take up an hour just to read a few lines of a text.

2.12.5 Effective reading

Every one reads with a purpose in his mind generally. This purpose is either to enjoy oneself or to obtain information. Effective reading means reading accurately and efficiently to understand as much of the passage as the student can in order to achieve his purpose of reading. It may also be

necessary to reproduce the passage in some way such as discussing the main idea or writing a summary.

Sometimes comprehension failure happens and the reader is unable to achieve his/her purpose. This failure may be a simple matter of not knowing the meaning of words but it is just a likely to be a deficiency in one or more of a number of specific reading skills.

2.13 Models of Reading

In the last fifty years reading researchers have been studying the link between the reading process (what goes in the brain?) and how to teach reading. They have developed a model of reading which is considered as an attempt to describe the nature of reading, i.e. what happens when people they read? How an individual processes a word and a clause or comprehend a text? Encarta Encyclopedia, (1999).

Reading researchers tend to classify reading models into three kinds: bottom-up model, top-down model and interactive model.

2.13.1 Bottom-up Model:

The bottom-up model argues that the reader begins to build up the meaning of the text by processing reading from the smallest units to the highest units, i.e. from letters to words, phrases, sentences, paragraphs and finally the meaning of the whole text. This flow of information is considered to be very fast, and little affected by information stored in the memory.

Carver, cited in Clapham (1996), describes reading as being a linear process from graphic symbols to the meaning responses, and adds, “readers check words individually, and sound them phonetically”. Clapham (1996) believes

that reading is a bottom-up process. According to him, “The reader is not a guesser; he plods through sentence, letter by letter, and word by word.”

Some other researchers have shown that the description of the reading process as bottom-up approach is inadequate. For instance, Nunan (1993) shows that the process of reading from smaller linguistic units to higher ones show reading down, then he says, “readers should only be able to read round 60 words in a minute.”

Rumelhart as cited in Clapham, (1996) shows that bottom-up models fail to allow for the fact that comprehension of letters, words and sentences are affected by high level processing, i.e. the interpretation of a word depends on its context. (the surrounding words), e.g. the word “will” in “let me do as I will” and “I will be here soon”, these have different meaning. The first means “decide or choose” while the latter is a helping verb in the future time. In this example, and the similar ones, it is clear that the process of reading cannot be a simple linear progression from low level words.

2.13.2 Top-down Model

The top-down model argues that readers bring the knowledge they have already processed to the text. They make predictions about the text and as they read they try to check if their predictions confirm the information in the text or not.

Goodman as cited in Clapham (1996) suggests that “reading can be driven by hypothesis. The reader follows cyclical procedures of sampling the text, predicting what will come next, testing predictions and adjusting or confirming them.”

In top-down model the reader plays an active role, far from being a passive reader as in the bottom-up model approach. The reader uses his/her

background knowledge to form predictions and interpretations for a written text.

One of the top-down model defects is that the reader may process little knowledge about the topic of the text, in order to make predictions about it. He may need a great deal of time to make these predictions. While the bottom-up model is the process of reading letter by letter the whole text, and the top-down model is the process of predicting that, based on the prior knowledge of the reader, the interactive model is a balance between the two because both models (top-down and bottom-up) are used throughout the reading process.

2.13.3 Interactive Model

Eskey (1988) explains the word “interactive “ as referring to both interaction of the readers with several kinds of knowledge (using both bottom-up and top-down approaches) and the interaction of the reader and the text. So, an interactive reader is the one who apply both bottom-up and top-down approaches in the reading process.

The previous knowledge is important. Without it the reader may not be able to comprehend a text. It is the knowledge that a reader already processes and brings to a text. It is known as “Schema”.

According to Aebersold and Field (1997), schema theory research shows that there is a strong relationship between the background knowledge of the reader about the text and the content of text. The more the reader has of this background knowledge, the better the reader will comprehend that text. Schema is divided into three types:

1-Central Schema

It is the accumulated background knowledge that form a basis for the reader to provide comparison, e.g. readers of a text about wedding can compare it both to specific weddings they have attended and also to the general pattern of wedding in their culture.

2- Formal Schema

Constitutes the knowledge of the structures, vocabulary, grammar and level of formality of the language the reader brings to a text. It presents knowledge of the text types, e.g. of the basis of the formal schema- the reader's knowledge of a newspaper article is structured differently from an economic text.

3-Linguistic Schema

It refers to the decoding features the reader needs to recognize words and see how they fit together in a sentence, e.g. the reader from repeated examples will be able to generalize a pattern.

2.14 Purpose of Reading

When a student reads a certain reading material there a strong purpose that pushes the learner to do so, for example, a student reads a given text if he/she feels that, what he/she gets out of it, will fill in an information gap which he/she badly lacks. Therefore, reading should be of a clear purpose, because students who have got a purpose to read tend to understand and retain what they read better than those who have no purpose.

In fact the overall purpose for teaching reading in secondary schools is to improve the reader attitudes, abilities and skills needed for obtaining information, developing interest, reacting positively to ideas and deriving pleasure by reading through proper understanding to what is written or

printed. In addition to these, the reason for reading is to understand other people ideas.

Aderson (2000) thinks that different readers read the text with different purposes. So, the readers need different skills to suit their different purposes. Therefore, it can be said that the reason for reading a text will influence the way the students read it. For example, reading a short story for pleasure at the bedtime is likely to be different from reading a history text for an examination.

Wallance (1992) states that there are some personal reasons for reading.

1- Reading for Survival

Some kinds of reading that might be called in response to the surrounding environment.

2- Reading for Learning

It acts as a means of finding out information, such as reading for extending the general knowledge of the world. Today, reading for learning takes place in academic contact.

3- Reading for Pleasure

It is done for its own sake; readers do not have to do it. This point may be lost in children schools. Educators insert literature written primarily for enjoyment for example simplified books ad supplementary readers to be by students in their free time.

2.15 Aspects of Reading

2.15.1 Sensory Aspects of Reading

Deckart (1964) sees that reading is a sensory process and uses senses especially seeing. Wallace (1992) states that “Reading is a complex skill which requires the co-ordination of interrelated sources of information. Thus eyes play a crucial and a significant role in the reading process. The mechanical quick recognition of words, phrases, and sentences accurately is extremely essential for the reading process. The more words one can see at one eye look, glance, or fixation, the better ones reading comprehension becomes”.

A single sense unit with a single meaning is necessary for efficient reading because human short memory can only hold a small amount of information for a short time. Somebody who tries to read word by word will try to hold too much information in his memory. But when this happens the reader may forget what the beginning of sentence was about before he reaches the end of the sentence.

2.15.2 Visual Perception

It involves identification and interpretation of size, shape and relative position of letters and words. The ability to differentiate visual forms is an important part of visual perception, because many letters and words are very similar in form but very different in pronunciation and meaning. Accurate identification and interpretation of words results from detecting the small variation.

2.15.3 Sequential Aspect of Reading

It is generally known that printed material written in English appears on a page of print in left to right, top to bottom. So, a person eye must follow that sequence in order to read.

2.15.4 Cognitive Aspect

Reading is a thinking process. The act of recognizing words requires interpretation of grading selection. A person must be able to use an information to inference, for example, guessing the meaning of new lexical items and read critically and creatively to understand the figurative language determines the author's point, evaluates the ideas presented and applies the ideas to actual situation.

Cognitive aspects of reading are mental process. It enables students to identify and comprehend the string of words and how they are related and organized to convey the intended meaning. It is reading from behind the eyes to discover the meaning of words, syntactic, logical and cultural clues and the overall meaning of the text.

2.16 Components of Reading Skills

The goal of reading programme should be to get students to read independently, and over comprehensively. To do this firstly, we should train them to read paragraph to get the main idea, monitor their comprehension combining these skills in an efficient manner. Secondly, Reading is an interactive skill in a sense that linguistic information from the text interacts with the information activated by the reader from the long-term memory, as background knowledge. These two sources of knowledge are essential for building the reader's comprehension of the text.

According to Perfetti, Van Dyke and Hart (2001) “the reader builds a situation model from the text based by combining knowledge sources through additional inference processes. Thus, a text base is essentially linguistic and consisting of proposition derived from sentences, where as a situation model is essentially agonistic in its form of representation.

As written above, a text model and a situation model construction require the abilities to oversee or monitor comprehension strategies as needed. Gough Hoover and Peterson (1996) add “skilled reading, clearly requires two very necessary skills; decoding and comprehension ability”.

Alderson (2000) adds that “an increasingly common view in research literature is that: skill in reading is essentially in two components: decoding and comprehension...”. that is to say, reading comprehension abilities and reading development is composed of a combination of word recognition ability and general comprehension abilities.

2.17 Process of Reading Comprehension

The process of reading comprehension constitutes the first issue in defining the meaning of the word “literacy”. Traditionally the word literacy is defined as the ability to read and write. A person who is not capable of reading a word for instance, is totally illiterate. Fighting against illiteracy has become as a very important issue in most countries especially in the third world. Those who are in charge of education have started adult education to eliminate or at least to diminish the amount of illiteracy in their countries.

Reading comprehension has captured the attention of many linguists, instructors and teachers. The fact behind that, is that reading has become indispensable aspect of human interactions. People interact with written,

printed or on-line texts and daily basis for the purpose of getting information, self entertaining, broadcasting, background knowledge, obtaining facts, verifying information, conducting international proficiency such as TOFEL, ILETS < GRE,etc. Al-Mutwa and Kilani, (1989)

Reading comprehension can be defined as the ability to grasp a deeper understanding of a written text. BRAD Study Group report (2002) defined reading as “The process simultaneously extracting and constructing meaning through interaction and involvement with written language.”

Linguistically, understanding a text requires a reader to be skillful in decoding the vocabulary of the text whatever it is, extracting main ideas, evaluating the amount of information presented on that materials, understanding the writer’s point of view, ...etc.

Al-Mutwa and Kilani (1989) define reading as “The process of extracting meaning from printed or written material.” That is the ability to decode meaning from graphic symbols as illustrated by Goodman (1967) “Graphic code decoding-meaning.”

The main purpose of teaching comprehension is to develop students’ understanding of a piece of a written language. Martin, (1991) cites that “the purpose of reading is to connect the ideas of the page to what you already know.” If you don’t know anything about a subject, the pouring words of a text into your mind are like pouring water into your hand. You don’t retain much. “Most of the objectives being set in EFL classroom are to help students read effectively and professionally. Green and Swan (1986) reported that “every one reads with some kind of purpose, either to enjoy oneself or to obtain information of some kind. Effective reading means that students should be able to read accurately and efficiently to understand as much of the passage as you need in order to achieve your purpose. In the

same stream, Chorney (2005) states that “interactive reading can be defined as a process in which readers have a control over the text they are reading. This control enables students to influence the nature of the reading process, in that they are able to enough and free to participate actively in the construction of meaning of whatever text they are reading.

The importance of teaching reading comprehension has been strongly emphasized by many teachers, instructors and linguists. Mutawa and Kilani (1989) state: “the main goal of teaching reading is to train students to read effectively and quickly enough to get information or meaning from written materials rabidly and with full understanding.”

Reading gives wide opportunity to know about cultures. It serves primarily to introduce basic linguistics form, phonemes, words, structure, sentence pattern and language functions. Moreover, reading enrich learner’s vocabulary, ideas and comprehension ability that will facilitate development of greater reading. Furthermore, reading provides information and ideas to be communicated, in the same regard, Hedge (2000) mentions a set of general goals of reading components of English language course. Her contributions are included in the following points:

- a- To be able to read a range of texts in English.
- b- To adapt reading style according to a range of purposes and apply different strategies, e.g. (skimming, scanning) as appropriate.
- c-To build schematic knowledge in order to be able to interpret meaningful texts.
- d-To develop awareness of structure of written texts and to be able to make use of e.g rhetorical cohesive device in comprehending texts.
- e- To make a critical stand to content of a text.

2.18 Reading Comprehension Skill

Comprehension in reading is generally defined as a getting meaning from a print. The word comprehension means that the reader holds together in his mind the elements of meaning which is coded by the writer into the print. There is a general agreement among psychologists and educators that tests can determine the reader's level of comprehension. In general a good reader comprehend a writer's meaning more fully and exactly than a poor reader.

A student must first perceive the elements of the code of writing and be able to discriminate among them then he must be able to decode the various elements according to the system used for the original coding. Moreover, he must recognize the written code and associate his past experience with the elements of the code by attaching meaning to these elements. (Encyclopedia of Education (1971) Volume 7).

2.19 Developing Reading Comprehension Skills

Teachers nowadays concern about how to develop the students' reading comprehension. The teachers should select the suitable techniques and strategies that enable them to improve their students' reading comprehension skills.

Croft (1980) points out that: teachers need to distinguish between introduction to reading and the development of reading skills even though they are arbitrary divisions in developing reading competence. That initial introduction to reading has many to do with helping learners, sense relationship between the spoken language they know and the letters, words, sentences and paragraphs on the printed page. There is a correspondence between what is written and what is thought or spoken. This system of correspondence is learnable.

The learner should search for a meaning inside the text that he encounters. Croft (1980) also suggests some steps for teaching a reading lesson which includes, selection a passage for the students to read, introduce the reading selection to the students, have students read it and then ask them questions to whether they have understood it or not.

2.20 Stages of Reading Skill Development

The teachers of English as foreign language cannot improve the reading skill of the students without being thoroughly acquainted with the different stages of reading development.

2.20.1 The Dependent Stage

In this stage the students are dependent on the teacher. Students read the materials they have learnt. This material may consist of alphabet song, short dialogue, songs, series of action, and repetition which is very important in this stage.

2.20.2 The Semi dependent Stage

In this stage, the student is partly dependent on the teacher. Students read newly reconstituted materials in which all the elements are familiar to them. At the end of this stage, the student can read simplified texts and adopted versions of classics or magazine. This is the longest stage in developing the reading skill

2.20.3 Independent Stage

This is the last stage in developing the reading skill in which the students read full text material. They read books in any curriculum as well as books on sports, scientific fiction, adventure or love.

2.21 Reading Strategy

A reading strategy is used to create an effective reading environment. This strategy has a great role in developing the reader if the teacher uses the right strategies. But at the same time they have a negative role in the reading process if they are not used properly.

Instructions in reading strategies are integral of the use of reading activities in the language classroom. Instructors can help students become effective readers by teaching them how to use the strategies before, during and after reading. Before reading, planning for a reading task by setting a purpose or deciding in more linguistics or background knowledge is needed to determine whether to enter the text from the top down or from bottom.

During reading monitor comprehension students should decide what is and what is not important to understand or reread to check comprehension. After reading he should evaluate comprehension and strategy he used, evaluate all the progress in reading and particular types of reading tasks, modify strategy if necessary using authentic materials and approaches.

Students reading environment has a great affect on their comprehension. Accordingly, they must give some thought to how they can create or select. The right reading environment allows them to stay alert and to focus all their concentration on the text, especially when it is a challenging one. When students are at home, they can usually create effective conditions for reading. They might like to designate a particular place, for example a desk or table. They should make sure that the place is well lit and sit on a chair that requires a student to sit upright, because too soft and comfortable chair makes a student sleepy. The student should keep his active reading tools such as pens, high lighter makers, note book or a paper and a dictionary close at hand and try to minimize all potential external distractions.

2.22 Reading Techniques

Grellet (1981) claims that most of the techniques which are dealt with in this part are already familiar to the students in their native language. But it is necessary to retain them as some students have difficulty in applying them to the second language. So, the teachers must put these techniques into their consideration.

The aim of this section is to provide exercises that will develop the strategies which students need to cope with unfamiliar words and complex sentences. It should ensure that they do not stumble on every difficulty or get discouraged from the outset.

According to Grellet (1981) reading techniques are:

2.22.1 Inference

It means making use of syntactic, logical and cultural clues to discover the meaning of unknown elements, if these are words, then word formation and derivation will also play an unimportant part. When dealing with the new text, it is better not to explain the difficult words beforehand, they would only get used to being given pre-processed texts and would never make the effort to cope with a difficult passage on their own.

On the contrary, students should be encouraged to make a guess at the meaning of the words they do not know rather than look them up in the dictionary. This is why from the very beginning, it is vital to develop the skill of inference.

2.22.2 Understanding Relations with the sentences

Inability to infer the meaning of unknown elements often causes discouragement and apprehension in the students when they are faced with a new text. A similar problem arises when the students are unable to get an immediate grasp of sentence structures. This will be a definite handicap in

the case of texts with relatives, embedded clauses and complex structures. Therefore, it is important to train the students as early as possible to look first for the core of the sentence.

2.22.3 Linking Sentences and Ideas

It is essential to prepare the students to recognize the various devices used to create textual cohesion and more particularly the use of reference and link-words. If the reader does not understand some words of the passage, some of the facts and ideas will probably escape him. But if he does not understand inter or intra sentential connectors, he may also fail to recognize the communicative value of the passage.

From the very beginning students should therefore, be taught not to understand them only when they come across them, but also to look out for such markers.

2.22.1 Steps of Reading Techniques

Reading techniques are different from reader to another. Every reader has his own technique that suits him in reading process. This variation happens according to why he is reading and the kind of information he is looking for. Macmillan (1989) suggests some techniques to the readers to follow. When the reader is scanning the index for page reference, his eyes are look for one entry to find out how much he is going to read and understand. This often requires that reading the first sentence of each paragraph to note which he will come back to for the second reading. After that, the reader can read in details the essential paragraphs. By now the reader should have a good sense of the variety of reading techniques he can use. Moreover, he can scan to find a particular piece of information or to answer a particular question. When the reader looks through the papers, he should decide which one really

has to be dealt with. He can run his eyes down the page with one question in his mind and pay no attention to anything else.

The reader can skim to get an overview of the material he is planning to read, then he should read fast to get the gist of the text to spot relevant bits to come back to remember. He should read with a purpose when skimming and ignore the details and examples.

In addition to the above steps, Macmillan also argues that the reader can:

- Read in detail only by skimming or scanning. Of course there are times when he has to read very closely, but this should be the last, not the first technique he uses.
- Read critically, when he is reading a material in which a view is expressed explicitly, such as when various newspapers give different interpretations of the same opinions.
- Read for pleasure any way he likes, because he is not either going to be examined or to be asked to remember and memorize, but just to enjoy it.

2.23 Levels of Understanding a Text:

It is common in theories to distinguish different levels of understanding of a text. Some may distinguish between the literal understanding of the texts and understanding of the meaning that are not directly stated in the texts. Similarly, the distinction between understanding details and understanding the main idea of a text is familiar enough to the teachers of reading.

Gray (1960) claims that “ Distinction between reading the lines and reading beyond the lines, the first refers to the literal meaning of text, the

second to the inferred meaning and the third to the reader's critical evaluations of the text".

According to Anderson (2000), such distinctions clearly relate to the product of reading, and enable teachers to describe some of the observed differences in understanding among readers. They also enable them to evaluate of such differences, since it is believed that inferred meaning has deeper meaning than literal meaning and that critical understanding of a text is more highly valued by society. This in turn, leads to an assumption that it is more difficult to reach critical understanding of text than it is to infer meaning.

2.24 The Ability of Reading

Discussion of levels of understanding frequently merges into a discussion of readers' ability to understand at certain levels.

Kintsch and Yarbrough (1982) for instance, distinguish levels of comprehension by saying that " it is possible to comprehend the word but not the meaning of a sentence and sentences but not an organization of the text".

Kinsch and Van Dijk (1978), relate the former to micro processes and the latter to the macro processes. Micro processes have to do with local phrase by phrase understanding while macro processes concerned with global understanding.

As mentioned above, researchers have frequently attempted to identify reading skills or abilities by giving a series of passages and asking the students questions intended to test different levels of understanding of the passages.

Davis (1968) identifies eight reading abilities as follows:

- Recalling meaning of the word.
- Drawing inferences about the meaning of word in context.
- Finding answers to questions answered explicitly or in paraphrase.
- Weaving together the ideas in the content.
- Drawing inferences from the context.
- Recognizing a writer's purpose, attitude, tone and mood,
- Identifying writer's techniques.
- Following the structure of the passage.

2.25 How to Tackle Reading

Reading is not an easy task. In order to tackle reading the reader must concentrate on several points.

According to Macmillan, (1989) there are five steps in the reading process which includes Survey, Question, Read, Recall and Review. They are all useful approaches to the most kinds of reading whether a textbook, an article or a single passage or letter.

1- Survey

To make sure that he has taken in all the basic information, a reader should always survey the text critically in terms of title, subtitle, another date of publication, contents and index.

2- Question

The reader needs to ask himself questions about what he expects to find in a certain book to keep his reading active and to help him to concentrate. The reader should keep up this process of questioning while he reads e.g., what does he want to find out from this text? Has the author covered the areas he said he would?

3- Read

Reading is the third not the first and last stage in the active reading. The preliminaries are not a waste of time. The reader will find that he reads more efficiently once he has pinpointed what he is going to read and why he is reading it.

4- Recall

What was the text about? Can the reader answer the question? The reader should make his notes now and set out the main points as he remembers them, then check the text if he is not sure.

5- Review

The reader should look back over the text in order to make sure that he can answer the questions he sets and also to check that he hasn't missed any essential.

2.26 Improving Oral Reading Skills

Oral reading skills are very important. Teachers should try to concentrate on it by giving students a chance for oral reading practice in order to encourage them to read so that they can improve their oral reading.

Anderson (1979) argues that a good oral reader is very eager to share with his listeners something that seems important. It may be new information, an experience, an interesting character, a bit of humor, or a pithy phrase. In oral reading, the reader should know his audience's interests and needs. The reader must have mastered the skills of perception, so that he can recognize the word more quickly and accurately. Equally important, the reader should have the ability to group words together in thought units and to read smoothly to help his listeners grasp the author's meaning.

At the same point Anderson, (1979) argues that the skill of the oral reading is most naturally developed in the reading of plays because this type of reading adds many values to reading. Firstly, it enlists the delight in dramatization that appears in the everyday life of students. Secondly, it enriches students' reading of fiction. Thirdly, it provides disciplines which are not found in the other types of reading and finally it enriches comprehension, vocabulary development, phrase reading expression and general speech skills.

In addition to the above mentioned, Anderson (1979) adds that the motivating power of the true audience situation is always found in a play reading comprehension is assured. The student cannot interpret his lines unless he understands them. The student who inclines to read a word at a time or ignores commas and periods in the oral reading will lose a complete phrase and attend to punctuation when he interprets his role. Also, improvement of mood and feeling is the main outcome of play reading.

In addition to the play reading, there are several materials that help students develop their reading skills. They can enrich their minds with vocabulary and new approaches so that they can be good readers from early time. This can be more productive by practicing reading literature. If the students keep on doing so, they will their reading ability and achieve their goals (Anderson, 1979).

2.27 Definition of Communication

Communication, very simply defined, is the exchange of information. Communication is a vital part of everyday lives, beginning at birth. Speaking, listening, reading, writing, and even observing are part of the communication process. Nunan (1989) defines oral communication as “spoken interaction between two or more people”. This indicates that there should be at least two processes to have oral communication i.e. speaking and listening. Widdowson (1978) claims that “communication is a process that allows people to exchange information by several methods and that exchange requires feedback which may be missed as the speakers or listeners might face problems”.

Hymes (1972) believes that “oral communication can be seen as a process of information transmission governed by three levels of rules; *syntactic* (structure of the sentences), *pragmatic* (the intended meaning of the utterances) and *semantic* (direct meaning of the words)”.

Today, in addition to traditional methods of communication such as letters and telephone conversations, using electronic media to communicate becomes increasingly common. Each of these media allows people in different locations to exchange messages quickly and conveniently. This increased use of electronic media is changing communication practices, especially with regard to ethics and confidentiality.

Communication can be a debate, videodisc, cable television, a sermon, at the theatre, the effort of a child striving to conquer stuttering, and a field of a study. Or it may be used to refer to a sign, a signal flag, a uniform. Communication can be a thoughtful walk on a beach at sunset, a

tear, outstretched arms, a knowing smile, a kiss, a four-letter word scrawled on a restroom wall, even silence. Ruben, 1(984)

Communication is a two-sided process, and it could equally well be argued that the speaker should verbalize his message adequately. He should judge the linguistic and non-linguistic knowledge of the listener. Therefore, he should select linguistic forms that can easily be interpreted as he intended. When we speak, we are constantly estimating the hearer's knowledge and assumptions, in order to select language that will be interpreted in accordance with our intended meaning (Littlewood, 1981).

The most efficient communicator in a foreign language is not always the person who is best at manipulating its structures. It is often the person who is most skilled at processing the complete situation involving himself and his hearer, taking account of what knowledge is already shared between them and selecting items which will communicate his message effectively.

Communication only takes place when we make use of sentences to perform a variety of different acts of essentially social nature. Thus, we do not communicate by composing sentences, but by using sentences to make statements of different kinds to describe, to record, to classify and so on, or to ask questions, make requests, give orders (Brumfit and Johnson, 1979)

2.28 Nature of Oral Communication

Oral communication is a two-way process between a speaker and a listener and involves the productive skill of speaking and the receptive skill of understanding (Byrne, 1976). Both speaker and listener have a

positive function to perform, because the interaction between speaker and listener is a complex process. The speaker has to encode the message he wishes to convey in suitable language, while the listener has to decode or interpret the message. The message itself in normal speech usually contains a good deal of information that is not needed. It contains more information than the listener actually needs in order to understand, so they are not obliged to follow with the maximum attention. At the same time, the listener is helped by some features such as stress and intonation which are part of the meaning of the spoken utterances as well as facial and bodily movements.

Man is used to communicate with people around him, to interact, to establish relationships and to form associations. There are two modes of linguistic communication, namely writing and speech. They are spoken media and written media. Both media involve different muscular activities. “In the spoken medium, we use lungs, vocal cords, tongue, teeth and lips; while in written medium we use hands, arms and fingers”. (Muhan and Raman, 1995)

Oral communication requires a speaker and a listener. Oral communication is most effective when the sender has good speaking skills and the receiver has good listening skills. A communication breakdown can lead to misunderstandings and serious problems in personal and business lives. Good oral communication skills can positively affect most aspects of relationships with others. Learning to be a successful, effective communicator is somewhat like learning to be a good basketball player or a good chess player. Once someone has learned the basic skills, he becomes better as he practices the skills and gain confidence.

2.29 Categories of Communication

According to Burton, (1990) there are five categories of communication. These are: intrapersonal, interpersonal, group, mass, and extrapersonal.

a- ***Intrapersonal communication*** is concerned with the needs which motivate us, and the way in which we communicate according to the notions of self which we have in heads. How we see ourselves affects how we communicate.

b- ***Interpersonal communication*** would have an agenda which includes something about perception, about the use of non-verbal behavior, and about the ways that we present ourselves.

c- ***Group communication*** would deal in constructive and obstructive behavior in groups, with role and its effects on groups, with informal and formal group experience (such as meetings).

d- ***Mass communication*** would essentially deal with the media. In practice, we prefer to deal with the press and with television, because this spans a range of written and visual experience. One would wish to look at where the messages come from, how they are put together, where they are going to, and how they may affect the audience.

e- ***Extrapersonal communication*** comprises communication directly with anything other than another person. This category would include specialized topics such as artificial intelligence (and communication with machines) or communication with other creatures.

2.30 Types of Communication

According to Satterwhite (2007) communication can be divided into three main types: oral, written, and nonverbal.

2.30.1 Oral Communication

Oral communication uses spoken words to exchange ideas and information. Examples of oral communication include one-on-one conversations, meeting, voice mail messages, and teleconferencing. Spoken messages can be sent instantaneously, and usually result in immediate feedback. The disadvantage to oral communication is that there is often little opportunity to reflect on what is said.

2.30.2 Written Communication

Written communication is the exchange of information through letters, words, and sentences. It can include letters, faxes, memos, e-mails, reports, news release, tables, diagrams, charts and graphs. Written communication provides proof that the information was exchanged. The disadvantages to written communication is immediate feedback may not always be possible.

2.30.3 Nonverbal Communication

Nonverbal communication is communication without words. Nonverbal communication is an important form of communication. Without saying a single word, one can express his feelings with body language (gestures), facial expressions, and body movements or positions.

2.31 Purposes of Oral Communication

Satterwhite (2007) claims that the first step in planning any message is to determine the purpose of your communication. Recall for a moment what is said to various family members, friends, and school or business associates today. Each question someone asked each statement he made from “How do you feel today?” to “I just found a ten-dollar bill!” fall into at least one of the following four main purposes of communication:

- To inquire. “When did you get your HD.TV [high definition television]?”
- To inform “This HDTV was a birthday gift.”
- To persuade “You really will have a better quality picture on an HDTV.”
- To develop goodwill. Thank you for helping me select an HDTV”.

2.32 Components of Oral Communication

Oral communication can take place only if you have both sender and receiver. Each time you have a conversation with someone, be aware of each component of communication model. The six basic components of oral communication are:

- ***Message Sender***

The sender composes the intended message. The sender could be a speaker or a person who sends the verbal message.

- ***Actual Message***

The actual message may combine two or more types of communication. It may or may not be the message the sender intended.

- ***Message Transmission***

The message can be sent or delivered in a variety of ways. Oral message can be delivered through face-to-face conversations, by phone, and by voice mail.

- ***Message Receiver***

The receiver takes in, or receives, the message. The receiver's knowledge or interest, and emotional state will affect how the message is received.

- ***Message Interpretation***

The receiver interprets the message. The interpretation is different from the intended message or the actual message.

- ***Feedback***

The sender and the receiver respond to each other orally. Feedback may include verbal questions and facial expressions.

2.33 Factors that Influence Oral Communication

Although the sender of the message knows the goals to achieve, the sender must keep in mind four key factors that will influence oral communication either favorably or unfavorably. To be an effective communicator, the sender should account for how the following four factors affect the oral communication process:

2.33.1 Background of the Receiver

The following four background elements can play an important role in determining the receiver's possible reaction and response to the message.

Firstly, the *knowledge* both the sender and the receiver already have about the facts, the ideas, and language used in the message. Secondly, the *personality* of the receiver; particularly the emotions, attitudes, and prejudices that are likely to influence the message is interpreted. Thirdly,

the receiver's *experiences relevant* to the content of the message. Finally, the receiver's *interest* and *motivation* regard the subject of the message.

To understand how these four factors can influence a receiver, imagine that you have just received a flyer from a computer store explaining its latest sale. If you have not previously purchased from this store, your *knowledge* of its quality and service is probably limited. Naturally reaction would be different from that of a person who is knowledgeable about the computer store. If your *personality* is quite preservative, you have probably decided to make only a small purchase. However, if your *experience* with this store has been good, your *interest* and *motivation* grew the minute you saw the cost saving available from this type of sale.

The communicator who weighs all these factors and anticipates the receiver's needs before preparing the message stands a greater chance of having the message accepted by the receiver than does the person who ignores these factors.

2.33.2 Appearance of the Sender

What do the following three situations have in common?

- a- A sloppy-looking speaker or salesperson.
- b- A receptionist or telemarketer who does not speak distinctly.
- c- A letter filled with errors.

The three situations above all transmit their messages in unfavorable way. Every communication you transmit can be your goodwill ambassador and help achieve a positive reaction if you remember that appearances do make a difference.

2.34 Barriers to Effective Oral Communication

Barriers are factors that interfere with communication and might negatively affect the intended message. Barriers include physical distractions and cultural and language differences. When there are language barriers, it is much harder for teachers to inspire their bilingual students because they already feel apprehensive using the English language.

Under what circumstances is the message received? For example, is the place noisy? too warm or too cold? Is the receiver more concerned with an upcoming exam or the argument he or she had this morning? Such distractions interfere with, and draw the receiver's away from, the message and create barriers to effective oral communication. Sometimes, the resulting lack of concentration can lead to incomplete oral communication by message senders and erroneous conclusions by message receivers.

2.34.1 Physical Distractions

Physical distractions are usually easier to prevent from speaking or listening situation because the surroundings can often be controlled or changed.

2.34.2 Emotional Distractions

Emotional distractions on the part of the receiver can prevent from concentrating on, and giving full attention to the communication. Emotional distractions may include thinking about a personal matter or allowing an emotion such as anger to influence how you interpret a message.

2.34.3 Nonverbal Barriers

Nonverbal barriers such as language differences, inattention, and misunderstanding caused by different interpretations of a word or an expression can have a negative influence on oral communication process.

Cultural diversity can also be a barrier to effective oral communication. For example, executives in the United States and Japan might have different ideas about what constitutes politeness in a letter.

2.35 Fear of Oral Communication

Most secondary school EFL students rarely take part or involve in any English conversation. Sometimes, they feel anxious and worried to be asked by the teacher to participate. To identify this phenomenon, many researchers have discussed some causes lying behind students' phobia and anxiety of oral communication. Bialystock (1990) claims that "a fear of communication with or in the presence of others may prevent some students from speaking or participating in the class. Those who do sometimes find their nerves restrict them from adequately sharing their views".

This results in an unconfident student who then promises himself never to speak again. Turk (1998) claims that "communication sense would ensure that most talks were interesting and well-planned. But nervousness seems to disable communication sense, and normal intelligence gets swamped by anxiety". This shows that students may feel fear when saying a wrong thing which causes them to be disappointed. Also, low self-esteem may prevent students from speaking confidently and courageously in front of the class. Littlemore (1996) adds another reason for this phobia. He claims that fear of being ridiculed and wanting to avoid conflict created by expressing their own opinions and lack of confidence in talking to the audience could also be attributed to the lack of familiarity with the content of the topic.

Mcdonough (1995) argues that gender impacts greatly on the level of participation and confidence of students when preparing for delivering an oral communication. She finds that gender extremely influences the

perception, thought pattern, confidence and comfort for both teachers and learners, and that the educational process within the classroom is largely governed by views and beliefs regarding gender which consequently impact on teaching and learning styles.

Richard (1986) recommends lots of conversational exercises throughout the syllabus which can gradually build up confidence and allow students to become familiar with the oral communication. Richard (2001) suggests: first train students into oral communication by giving them short and daily simple English conversations, then gradually build up the students' oral skills and confidence by implementing group work. Similarly, Tarone (2005) suggests collaborative learning, icebreakers and warm-up ways of easing students into participation and involving shy and reluctant ones by adopting general approach for example, asking directly for their opinions.

2.36 Communicative Competence

Communicative competence is the ability not only to apply grammatical rules of a language in order to form grammatically correct sentences but also know when and where to use these sentences and to whom. Communicative competence includes:

- Knowledge of grammar and vocabulary of the target language.
- Knowledge of conventions of speaking e.g. knowing how to begin and end a conversation, knowing what topics may be talked about in different types of speech events.
- Knowing how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations.
- Knowing how to use language appropriately.

2.36.1 Components of Communicative Competence

Communicative competence can be defined, in terms of three components, as the ability to use target language accurately, appropriately and flexibly. The first component is the *grammatical competence* which involves the accurate use of words and structures in the target language. Concentration on grammatical competence, however, will not provide the learner with the ability to interpret or produce language appropriately. The second component is called *sociolinguistic competence* which enables the learner to know when to say “Can I have some water”? Versus “Give me some water” according to the social context. The third component is called *strategic competence*. This is the ability to organize a message effectively and to compensate, via strategies, for any difficulties. In target language use, learners will inevitably experience moments when there is a gap between communicative intent and their ability and to express that intent. Some learners may just stop talking; others will try to express themselves via a communication strategy. For example, a Dutch native speaker wanted to refer to “een hoefijzer” in English, but did not know the English word. So, he or she used a communicative strategy. She or he referred to the things that horses wear under their feed, the iron things and the listener understood what she or he meant (horse shoes). This flexibility in the target language use is a key element in communicative success. In essence, strategic competence is the ability to overcome potential communication problems in interaction.

From babyhood onwards, everybody starts (and never cease) to learn how to communicate effectively and respond to other people’s communications. Some people are better at communicating than others,

but every normal human being learns to communicate through language. It may be a matter of intelligence to communicate well, but it is not necessary to have any more than a normal intelligence to communicate sufficiently for everyday life. In the process of communication, every speaker adjusts the way he speaks according to the situation he is in, the purpose which motivates him, and the relationship between himself and the person he is addressing. In fact, all our vast array of language use can be classified into many different categories related to the situation and the purpose of communication. For a foreign learner, it might sometimes be more important to achieve this kind of communicative competence than to achieve a formal linguistic correctness.

2.36.2 Acquiring Communicative Competence

Learning to use a language involves a great deal more than acquiring some vocabulary and a reasonable pronunciation. It involves the competence to suit the language to the situation, the participant and the basic purpose. Conversely, and equally, it involves the competence to interpret other speakers to the full. Most of us have very little awareness of how we alter our behavior and language to suit the occasion. We learned what we know either subconsciously while emulating the models around us or consciously when feedback indicated that we were successful, or unsuccessful in which case we might have been taught and corrected by admonitions like saying “please!”, or “Don’t talk to me like that!”.

As far as the foreign learner is concerned, the history of language teaching shows emphasis on a very limited range of competence which has been called ‘classroom English’ or ‘textbook English’, and has often

proved less than useful for any ‘real’ communicative purpose. That is to say, as long as the use of English as a foreign language was confined largely to academic purposes, or to a restricted area like commerce or administration, a limited command of the language, chiefly in the written form, was found reasonable and adequate. But in modern times, the world has shrunk and in many cases interpersonal communication is now more vital than academic usage. It is now important for the learner to be equipped with the command of English which allows him to express himself in speech or in writing in a much greater variety of contexts.

2.37 Communicative Activities

According to Littlewood (1981) communicative activities means that the learner is engaged in activities where his main purpose is to communicate meanings of the language forms in an acceptable way. The teacher may have designed the activity so as to provide an opportunity for learners to produce language that they have recently learnt (e.g. through open or cued dialogues). The teacher should provide the learner with the necessary linguistic forms and the necessary links between these forms and their meanings.

2.37.1 Functional Communication Activities

One important aspect of communicative skill is the ability to find language which will convey an intended meaning effectively in specific situation. We can devise communicative activities for the classroom which emphasize this *functional* aspect of communication. For example, there may be a problem which learners must solve or information which they must exchange, *with whatever they have at their disposal* that is they are not required to attempt to choose language which is appropriate to any particular

situation. It may not even matter whether the language they use is grammatically accurate. The main purpose of the activity is that learners should use the language they know in order to get meanings across as effectively as possible. Success is measured primarily according to whether they cope with the communicative demands of the immediate situation.(ibid)

2.37.2 Social Interaction Activities

Another important aspect of communicative skill is the ability to take account of the social meaning as well as the functional meaning of different language forms. The competent speaker chooses language which is not only functionally effective, but also appropriate to the social situation he is in.

Learners must still aim to convey meanings effectively, but must also pay greater attention to the social context in which the interaction takes place. Because of the limitations of the classroom, simulation and role-playing are now important techniques for creating a wider variety of social situations and relationships that would otherwise occur.

Success is now measured not only in terms of the functional effectiveness of the language, but also in terms of the acceptability of the forms that are used. In the early stages of learning, acceptability may mean little more than a reasonable degree of accuracy in pronunciation and grammar. Later, it will increasingly come to include producing language which is appropriate specific kinds of social situation.

2.37.3 Purposes of Communicative Activities

There are many contributions that communicative activities can make to language learning:

1- Providing whole-task practice'

Whole-practice task is sometimes called practice in *total skill*. For example, learning to swim usually involves not only the separate practice of individual movements (part-skills), but also actual attempt to swim short distances (whole-task practice). In foreign language learning, our means for providing learners with whole-task practice in the classroom is through various kinds of communication activities, structured in order to suit the learner's level and ability.

2- Improving motivation

The learners' ultimate objective is to take part in communication with others. Their motivation to learn is more likely to be sustained if they can see how their classroom learning is related to this objective and help them achieve it with increasing success. Also, some learners' prior conception is a means of communication rather than as structural system. Their learning is more likely to make sense to them if it can build on this conception rather than contradict it.

3- Allowing natural learning

Language learning takes place inside the learner. It is likely, in fact that many aspects of learning can take place only through natural processes, which operate when a person is involved in using the language for communication. If this is so, communicative activity (inside and outside the classroom) is an important part of the total learning process.

4- Creating context which support learning

Communicative activity provides opportunities for positive personal relationships to develop among learners and between learners and teacher. These relationships can help humanise the classroom and create an environment which support the individual in his effort to learn.

2.38 Communication Strategies

Communication strategies are simply defined as mutual attempts of two interlocutors to agree on a meaning in situation where requisite meaning structures are not shared. Chamot (2005) or as mutual attempts to solve L2 communication problems by participants.

L2 learners attempt to communicate through a language that is not their own. It is different from children learning a first language where mental and social development go hand in hand with language development. Hence, unlike L1 children, L2 learners always need to express things for which they do not have the means in the second language.

Is there an “ideal” speaker of a language? According to language specialists the ideal speaker is an abstraction. Communicative competence, even in our mother tongue is relative. We all grope for words, make occasional mistakes, and some of us even paused more than is considered “normal”. But despite these “imperfections”, we do manage to communicate daily (Saiz, 1974). How about the students? What happens when they try to communicate in a system they are still building? Some manage to convey their message well. Others still find themselves abandoning their ideas in mid-sentence or avoid communication for fear of making mistakes, for lack of confidence.

As a result of anxiety, fatigue, inattention or lack of knowledge, they can also produce faulty sentences. Unfortunately, adult learners fall into that illusive trap of perfection too often. Teachers can shed some light on this problem of “fear” and help students realize their potentialities or abilities of a foreign language. Saiz (1973) also deals with communicative strategies and encourages the students’ use in the classroom as a way of making them able to cope with difficulties in conveying a message. Several researchers have defined communicative strategies by saying that “communicative strategies are systematic techniques employed by speaker to express his meaning, when faced with some difficulties”. Communicative strategies are potentially conscious plans for solving what an individual presents as a problem in reaching a particular communicative goal. What do we do when we cannot find the right word in a conversation? What do we do when we are not acquainted with a topic being discussed? What do we do when we cannot understand or be understood? When faced with problems in communicating the message, native speakers and non-native speakers perform special strategies such as guessing, paraphrasing, gesturing, repeating, etc. communicative strategies serve this purpose.

According to Tarone (1983) the necessary criteria for using communicative strategies are:

- Speaker wants to communicate meaning to X. X listens.
- Speaker believes he does not have the required linguistic or sociolinguistic structure to communicate X.
- Speaker chooses to be able to avoid or try out ways to communicate X.

Therefore, the goal behind communicative strategies is the negotiation of the meaning which is used these strategies.

2.38.1 Communication Strategies as Social interaction

Tarone (1980) emphasizes social aspects of communication. Both participants are trying to overcome their lack of shared meaning. She sees three overall types of strategy- communication, production and learning. When things go wrong, both participants try to devise a communication strategy to get out of the difficulty. One type of strategy is to paraphrase what you want to say.

There are many typical strategies such as approximation which is using a word that means approximately the same, say “animal” for “horse”, because the listener will be able to deduce from the context what is intended. A second one is Circulation, which occurs when L2 learners talk their way round the word “when you make a container”? for “pottery”. A third one is Topic avoidance which means that the learner avoids certain topics for which he/she lacks vocabulary. A fourth one is Message Abandonment which happens when the learner starts talking about a topic but abandons it because he/she is unable to continue. A fifth one is Paraphrase which occurs when the learner rewords his message to make himself understood. A sixth one is Transfer which takes place when the learner borrows from any language he knows. A seventh one is Literal translation which happens when the learner translates word for word into the foreign language. A eighth one is Appeal for assistance which means that the learner seeks help from the person he is speaking and at last Mime which takes place when the learner uses non-verbal signs to convey the desired meaning.

2.38.2 Communication Strategies as Psychological Problem-solving

The approach of Allwright (1984) concentrates on the psychological dimension of what is going on in the L1 speaker’s mind. L2 learners want to

express something through the second language but encounter a problem. To get round this psychological difficulty, they resort to communication strategies. Faerch and Kasper divide these into two main groups as follows:

2.38.2.1 Achievement strategies

These subdivide into *cooperative strategies*, such as appealing to other person for help, and *non-cooperative* strategies where the learner trying to solve the problems without recourse to others. One form of non-cooperation is to fall back on the first language when in trouble by:

- Code switching

The speaker skips language –“Do you want to have some ah Zinsen?” (The German word for “interest”)

- Foreignization

A Dane literally translating the Danish word for vegetables into English as “green things”

Another overall grouping is interlanguage strategies that are based on the learner’s evolving L2 system rather than on the L1. Among these Faerch and Kasper include:

- Substitution

Speakers substitute one word for another, say “if” for “whether” if they cannot remember whether “whether” has an “h”.

- Generalization

L2 speakers use a more general word rather than a more particular such as “animal” for “rabbit”.

- Description

Speakers can’t remember the word for “kettle” and so describe it as “the thing to cook water in”

- ***Exemplification***

Speakers give an example rather than the general term “cars” for “transport”.

- ***Word-coining:***

That is, making up a word when you don’t know it such as inventing an imaginary French word “heurot” for “watch”.

- ***Restructuring***

The speaker has another attempt at the same sentence, as in a learner struggling to find the rare English word “sibling” “I have two-er- one sister and one brother”.

2.38.2.2 Avoidance strategies

These are divided into:

- ***Formal avoidance*** which means that, the speaker avoids a particular linguistic form whether in pronunciation, in morphemes, or in syntax.

- ***Functional avoidance*** which means that the speaker avoids different types of function.

If the learner follows these strategies to risk communication, they will not only succeed but will also improve their fluency and their linguistic skills.

How about the error correction? When students are interested in conveying the message, naturally mistakes in morphology and syntax arise. This is so because; in conversation students do not have time to think about the rules and apply them. Still, they should be told to monitor their speech.

Students should not be stopped in mid-sentence to correct them as this will inhibit future attempts to communicate. However, we should provide feed-back (Boardman, 1971). Depending on the feedback received, the

students' hypothetical rules will be either rejected or incorporated into their repertoire.

In conclusion, we can say that the idea behind encouraging students to risk talking strategies when faced with linguistic problems is to help them develop their inter-language in a non-defensive way and to help them bridge the gap between the classroom and the outside world.

Communicative strategies are wonderful tools for the learners and when probably taken advantage of, they will help the learners achieve more confidence and fluency. As teachers, we should make students believe in themselves, in their innate ability to learn a foreign language. We should assure them that through communication, they will receive and use the elements necessary for the improvements of their English. Students should be taught to relax and accept their mistakes as a natural part of language learning.

2.39 Strategies for Developing Oral Communication

There are many strategies the learner can use to develop his oral ability such as follows:

- *Identifying an objective*

Turks (1985) emphasizes the need to identify the objective of the conversation and group discussion, saying that it is a way of giving students a chance to talk and distribute the responsibilities among the group members.

- *Encouraging questions*

Most students are reluctant to respond to the questions orally in front of the whole class, preferring to be asked privately after the class. White,

(1982) provided explanation to why students do not ask questions; which can be as follows:

- Learners do have questions but often avoid asking them.
- Learners are not motivated enough to ask questions.
- Teaching and learning atmosphere can limit students' questions.
- ***Consider your partner***

Prabhu, (1987) claims consideration of a partner is very important when preparing for oral communication. He provides five key questions for guiding students which can be as follows:

- Who will be a partner?
- What does your partner need?
- What does your partner already know?
- What kind of words do you need to convey your message/
- What strategies will suggest to follow?

- ***Repeating and teaching***

Rehearsing the conversation before the actual performance is a useful task. Purpura (1987) describes the usefulness of recording the conversation in an audio format, correcting mistakes before the class in order to further critically evaluate one's own performance. Similarly, Cohen (1998) stresses the idea of rehearsing the lesson before presenting it which provides a good opportunity to master effective body language. Lam (2000) on the other hand, stresses the advantage of using a close personal friend to try out the conversation because they are more likely to be honest and correct in their evaluation.

- ***Overcoming nerves***

Nervousness and stress can hinder one's ability to take part in oral communication. For this reason, many writers have stressed the importance

of practicing relaxation techniques. Lam (2004) for example, provides guidelines for students to follow before performance. Gass (2001) recommends techniques towards realizing a positive mental skill, focusing on self-appreciation and gaining attitude towards the work you have accomplished.

- *Considering non-verbal communication*

The effective use of body language during an oral communication is normal. Gass (2001) claims “body language affects your self-confidence; if you look confident you show authority. She also identifies specific gestures which help conveying the messages of authority, confidence and trust.

- *Passing on cultural knowledge in language teaching*

Teachers need to be aware of that breaking down the barriers is an important aspect of cultural teaching. It forms a significant aspect of the whole language teaching process. Cultural teaching, then, has direct and actual influence on intercultural communication. When students gain a close knowledge of the target language culture, they can easily understand how the language is used to reflect the thoughts, behavior, and customs of that society.

2.40 Teacher’s Role in Developing Oral Language

So many studies indicate that oral language development has largely been neglected in the classroom. Wright (1989) claims that “most of the time, oral language in the classroom is used more by the teachers than by the students. However, oral language, even as used by the teacher, rarely functions as a means for students to gain knowledge and to explore ideas”.

This fact indicates two assumptions. The first assumption is that the teacher’s role is to teach means: to talk. Accordingly, teachers spend hours

and hours teaching by talking while the students are listening passively. Such traditional teaching and learning is one of the constraints which prevent the real development of oral language. When students leave these classrooms, they will carry this passivity over to their learning attitudes and tend to be “disable” in their learning abilities as well. The second assumption is based on the fact that students start learning and using oral language long before they go to school.

According to Stabb (1986) “a continuous decline in the use of oral language in the classroom is a major reason for reluctance of students’ ability to think of the practicing and expressing their thoughts in English”. According to Michael (2001), classrooms are dominated by teachers talking. Researchers call this phenomenon “teachers-talk-students-listen” or “teacher-dominated”.

Considering the two above-mentioned assumptions, teachers often fail to see that they are hindering the process of developing oral communication by their traditional way of teaching English. After few years, students will have become conditioned to a kind of passive learning atmosphere, since the teacher talks and the students just listen. Here, learning simply means taking down whatever is given. Michael (2001) claims “teachers often become so involved with establishing routine, finishing the course, and preparing students for standardized tests. They have forgotten one of the original goals, that of motivating thoughts”.

Teachers should think of motivating our students’ thinking abilities with the focus on oral language, in that oral language development is the foundation for the improvement of the other skills. Teachers’ experiences can overcome a lot of difficulties that might face students. Teachers are carriers of either positive or negative behaviour towards their students. They

should encourage their students to communicate orally all times as much as they can.

Lam (2004) for example, provides guidelines for students to follow before performance, which include visualizing yourself communicating well, taking deep breaths, and cleaning your mind as a way of relaxing and releasing tensions.

2.41 Oral Activities in the English Class

If English teaching is to be successful, it must become more student-centered. Another way of saying the same idea is that English teaching must become less teacher-centered. If the teacher feels that learning takes place only because of the amount of talking he does, then he is probably deceiving himself about his own oral abilities. Students can learn from talking with and listening to their peers and can benefit socially from these activities. They should be given a lot of class opportunities to speak and listen. A wide variety of oral activities can be used in the classroom. But some teachers think that oral activities are waste of time. They are bothered by the organization of group work or listening to the students talking in pairs. They don't like sitting by and let class discussion go without their intervention.

Group discussion, for example, both total class and small group are valuable as factors in improving the students' spoken English. At the presentation and the practice stage of learning, it is normally both economical and effective to teach the whole class as a single unit. Even in the productive stage, group discussion is effective. The school is a micro-cosmic society and must have communication and social interaction. Group discussions help students to communicate easily and freely and to work together independently with only the minimum amount of direction from the

teacher. When the students are speaking and listening together, they are acquiring social skills as well as improving their spoken English (Michael, 2001). Besides practicing the students' speaking skill, oral activities greatly increase the socialization possibilities in the classroom. Because the classroom is dominated by the teacher's voice, students may never get to know their classmates except through hearing them answering the teacher's questions. Goals of education should include social aims as well as cognitive goals.

2.42 Communication in Second Language Classrooms

In second language classrooms, the language, whether it is English or another language, is the medium through which teachers teach, and students demonstrate what they have learned. Acquiring that language is the ultimate instructional goal of second language education. Yet, how teachers and students use language to communicate in second language classrooms mediates between teaching, learning, and second language acquisition. Therefore, understanding the dynamics of the classroom communication is essential for all those involved in second language education. However, understanding communication in second language classrooms is not a simple task. Classroom communication in general has been described as a "problematic medium". Since differences in how, when, where, and to whom things are communicated can not only create slight misunderstandings, but can also seriously impair effective teaching and learning. Moreover, if that classroom is filled with students from a wide variety of linguistic and cultural backgrounds who possess a range of second language proficiency levels, then teachers can assume that their second language students will learn, talk, act or interact in predictable ways. On the

other hand, if teachers understand how the dynamics of the classroom communication influence second language students' perceptions of and participation in the classroom activities, they may be able to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition.

2-43 Classroom as Communication Context

The communication context can also determine the rules that govern how speakers communicate, or the structure of communication. In a classroom, the structure is easily recognizable. Teachers tend to control the topics of discussion, what counts as relevant to the topic, and who may participate and when. Students tend to respond to teachers-directed questions, direct their talk to teachers, and wait their turn before speaking. Teachers can ignore students who talk off-topic, or listen patiently and then direct them back on-topic. They can allow students to call out during a lesson, or insist that they wait to be called on before speaking. Teachers can place their students in small groups so they have more opportunities to control their own talk, to select which topics to talk about, and to direct their talk to whomever they wish. Differences in meaning and structure of communication are also determined by the ways in which participants perceive themselves in a particular context. Such perceptions include a lifelong accumulation of experiences through which people interpret and construct their own representations of the world (Briton, 1970). These experiences have been described as the basis of knowledge, or the frame of reference through which people are able to construct new and unique understandings of what they experience by relating it to what they already know.

In second language classrooms, how teachers perceive their students and how students perceive their teachers can shape both the meaning and structure of the classroom communication. Differences in these perceptions tend to result from differences in prior formal-schooling experiences, or the norms and expectations that in the past governed how to talk and act in classrooms. Classroom is viewed as a unique communication context, one in which the meaning being communicated and the structure of that communication are shaped by the perceptions of those who participate in the classroom activities.

2.44 Classroom Communicative Competence

Understanding the dynamics of the classroom communication is essential since how students talk and act in classroom greatly influences what they learn. Mehan (1979) suggests that “students need to know with whom, when, and where they can speak and act, they must have speech and behavior that are appropriate for the classroom situations and they must be able to interpret implicit classroom rules.” Full participation in classroom activities requires competence in both social and interactional aspects of classroom language (Wilkinson, 1982). Communicative competence is considered to be essential for second language learners to participate in the target language culture (Canale & Swain 1980; Hymes, 1974). Classroom communication competence is essential for second language students to participate in and learn from their second language classroom experiences.

Differences in students’ linguistic and cultural backgrounds inevitably influence how, when, where, and why they communicate in second language classrooms. If students are unaware of social and interactional norms that regulate participation in the classroom activities, they may learn little from

their classroom experiences (Cook-Gumperz & Gumperz 1982). Hence, knowledge of and competence in the social and interactional norms that govern classroom communication are essential components of successful participation in the second language instruction.

For students operating in a second language, classroom communicative competence is also believed to be an essential component in the process of second language acquisition. Recent classroom-based research suggests that “the processes of classroom interaction determine what language learning opportunities become available to be learned from” Allwright, (1984) therefore, any second language learning that takes place must in some way result from the process of interaction the learner takes part in (Ellis, 1990). For second language students, classroom communicative competence means not only successfully participating in classroom activities, but also becoming communicatively competent in the second language. To understand the communicative demands placed on their second language students, teachers must recognize that the dynamics of classroom communication are shaped by the classroom context and the norms for participation in that context.

2.44.1 Defining Classroom Communicative Competence

Classroom communicative competence is essential for second language students to participate in and learn from their classroom experience. Of course, it should be evident by now that the norms that regulate classroom communication will vary depending on differences among teachers, students, classroom events, and the sociocultural contexts within which classrooms exist. For teachers to define classroom communicative competence, they must recognize the structural and functional norms that

govern classroom communication, the social interactional norms that regulate participation in classroom events and the sociocultural contexts within which classrooms exist.

The structural and functional norms that govern classroom communication are the ways in which information is organized in a lesson and the range of purposes for which the language is to be used during the lesson. As we have seen when the structural and functional norms are rigidly structured and students are expected to fit their communicative behavior into those structures, they end up having limited opportunities to use language for meaningful communication. Thus, the structural and functional norms that govern the classroom communication will shape the ways in which students participate in a lesson and what language functions they will use.

Underlying the social and interactional norms that regulate classroom communication is the social organization of participation, or what Erickson (1982) defines as “the allocation of interactional rights and obligations of participants, which regulate who talks and when”. Social participation structures can range from highly ritualized to highly spontaneous speech events- once again , depending on the ways by which teachers choose to control how, when, why, and with whom are to use language in classroom events.

Finally, there is a range of historical, social, cultural, and political factors that shape the ways in which second language students perceive and respond to their classroom experiences. These factors can be: externally imposed constraints that exist within the students’ sociocultural community and effect how teachers perceive their students as well as how students perceive themselves, the language they are learning, and their classroom experiences. Moreover, students may view second language learning as a form of

enculturation that forces them into cultural perspectives that may differ from or directly oppose their own.

Besides these factors, there can also be internally imposed constraints within the classroom that affect how students perceive and respond to their classroom experiences. Moreover, the complexities of the classroom experience itself can create difficulties for both teachers and students. As Doyle, (1977) suggests, “Successful classroom communication and learning is contingent upon the social relationships that are established between teachers and students. Without natural trust, respect, and understanding, second language students may learn little from their classroom experiences”.

Hence, no two second language classrooms are identical; teachers must define classroom communicative competence within their own second language classrooms, for their own second language students, in the sociocultural contexts within which their own second language classrooms exist. Teachers can begin to recognize how and why they organize classroom communication as they do by examining their own cultural assumptions and expectations about appropriate classroom behavior. Teachers can identify their students’ unique linguistic, interactional, and cognitive competencies by ensuring that they have ample opportunity to demonstrate competencies within a range of academic and social contexts.

Finally, teachers can mitigate discontinuities that may exist within their classrooms by altering, adjusting, and extending the patterns of classroom communication so as to maximize their students’ competencies and create opportunities for them to use language for classroom learning and second language acquisition.

2.44.2 Establishing Classroom Communicative Competence

As previously mentioned for the teachers to enable their second language students to establish classroom communicative competence, they must allow for patterns of communication that maximize students' linguistic and interactional competences, which will in turn create opportunities for second language students to participate in and learn from classroom events. One way to help students establish classroom communicative competence is to make the norms that govern classroom communication both explicit and predictable. This can be done by demonstrating and labeling the linguistic, social, and interactional norms that regulate students' participation in the classroom events. For example, using the class meetings as a way to teach small group interaction skills, Enright and McCloskey (1988) suggest that teachers should "be implicit".

Explicit directions and concrete explanations can help second language students recognize the implicit norms that regulate how they are expected to act and interact in classroom events. Without such implicitness, second language students can become confused about what is expected of them, or how they should participate.

Teachers can also help second language students establish classroom communicative competence by making the norms that govern classroom communication predictable. When students know exactly what is expected of them and have ample opportunity to prepare, they are much more willing and able to participate in classroom events. Moreover, making the norms that govern classroom communication predictable help minimize the risks of participating in classroom events. Teachers can do this by providing students with concrete models of what they are expected to do, and by breaking down new tasks into manageable steps, while at the same time demonstrating each

step within the context of full performance. Finally, teachers can also create opportunities for students to practice instructional tasks using more exploratory language before being expected to perform in front of the entire class.

2.45 Effective Communication Activities

The principal underlying functional communication activities is that the teacher structures the situation so that the learners have to overcome an information gap or solve a problem. The range of functional communication needs that can be created for learners is limited by the nature of the classroom situation. It involves mainly the sharing and processing information. However, through the materials used, there is wide scope for varying the content and the complexity of the language that is needed.

1. Identifying pictures

Learner A has a set of four, five or six pictures which are all very similar in content, but contain a number of distinguishing features. Learner B has a duplicate copy of just one of these pictures, which he has either been given by the teacher or selected himself. Learner A must find out which of the pictures learner B is holding, by asking him questions about it. In this activity, the vocabulary that the learners used is determined largely by the subject matter of the pictures. In addition, the teacher can elicit specific structures by manipulating the features that distinguish the individual pictures.

2. Discovering identical pairs

This activity produces similar kinds of interaction to the one just described, except that the discoverer must now question several other learners. A similar set of, say, four pictures is now distributed among four

learners, who thus have one picture each. A fifth learner in the group holds a duplicate of one of the pictures. He must question the others, in order to discover which has the picture identical to his own. These pair-seeking activities can also be carried out with information which is presented in linguistic rather than pictorial form.

3. Discovering sequences or locations

Learner A has a set of, say, six pictures or patterns. These are arranged into a sequence from one to six (either in advance or by himself). Learner B has the same set of pictures, but these are not in sequence. Learner B must discover the sequence of A's pictures and arrange his own in the same way. Instead of sequences, learners may have to discover locations. For example, learner A has map of a town, in which he places or draws various people or buildings. B has the same map; he has to find out where A has located his pictures, in order to locate his own in identical positions on the map. In activities which involve discovering locations, the map or plan constitutes the learner's initial shared knowledge. The degree of communicative difficulty depends, in large parts, on how detailed and informative this shared knowledge is.(ibid)

4. Discovering missing information

Learner A has information represented in tabular form. For example, he may a table showing distances between various towns or a football league table showing a summary of each team's results so far (how many games they have played/won/lost/drawn, how many goals they have scored, etc.). Learner B has an identical table, except that different items of information have been deleted. Each learner can therefore complete his own table by asking his partner for the information that he lacks.

Though tables are the most obvious way of presenting information in this type of activity, it can in fact be presented in any other form that makes it clear that some items are missing. For example, each learner might have a map in which the names of some streets and buildings are not marked, or which does not show all of the places visited by a character in the story. By questioning each other, they can obtain the missing information.(ibid).

5. Discovering missing features

Learner A has a picture, for example of street or country scene. Learner B has the same picture, except that various items have been deleted from it. Learner A (i.e. the partner with the complete picture) must take the initiative in asking questions. He must find out which details have not been produced in B's version of the picture.

A's task involves asking questions based on his own (complete) picture, in order to find out where B's picture is different. The questions themselves will be of a similar kind to those which the teacher might ask in the course of pre-communicative question-and-answer work based on the complete picture.

6. Discovering 'secrets'

One learner has a piece of 'secret' information, which the other in his class or group must discover by asking appropriate questions. The questions must be restricted to certain kind, such as yes/no questions, in order to prevent the discoverers from simply asking directly for the piece of information. The information that the questioners must discover may be of a wide variety of kinds. The teacher can adjust the nature of information with a view to providing a context for certain functions and structures that need to be practiced, such as 'talking about the past events' or talking about

‘intentions’. The role of the knower and discoverer may be reserved so that the questioner asks about himself rather than about another person.(ibid)

7. Discovering differences

Learner A and learner B each have a picture. The pictures are identical except for a number of details. For example, two street scenes may be identical except that one of the people is in a different position, one car is a different color and there is a different number of clouds in the sky. The learners must discuss the pictures in order to discover what the differences are.

A more demanding variant is to distribute a number of pictures among a group of learners. Some pictures are identical, some are different. The learners must first discover how many different pictures there are before, perhaps, also discovering all the distinguishing features.

8. Following directions

Learner A and learner B have identical maps. Only A knows the exact location of some building or other feature (e.g. a ‘hidden treasure’). He must direct B to the correct spot.

In these activities the focus has moved more clearly onto meanings to be communicated for specific purpose. Because interaction is more creative and unpredictable, learners will more frequently want to express meanings for which they have not been provided with ready-made linguistic solutions. This means that they will need to develop a wider range of communicative skills and strategies for getting these meanings across (Tarone, 1980: 32).

2.46 Speaking as Communication Skill

Satterwhite (2007) claims that the communication skill you will probably use the most is speaking. Speaking can be an excellent way to transmit information. Speaking also plays a part of being a good listener. You provide feedback by letting the speaker know you understand, by offering advice, and by asking for more details.

Reflective listening is an important tool in many listening situations, particularly in one-on-one situations. Reflectively listening is attentively listening to the speaker's actual words, as well as tone of voice, and observing the body language and emotions displayed. Some uses of the speaking skills are:

-Social life

People use speaking skill to share thoughts, wants, accomplishments and feeling with others. They also ask questions to gain information and show interest. Speaking can be face-to-face or over the telephone or computer.

-Educational life

Asking questions, summarizing information, and expressing ideas are important of learning process. Spoken feedback tells your instructor what information you understand and what information need clarification. Speaking skills will help master the course material.

-Professional life

Communicating by speaking is an important skill in the work world. It helps make telephone inquiries regarding legal cases people are working on, and engage in discussions with lawyers and colleagues. (ibid)

2.47 Activating of Conversation Class to Improve Speaking

Conversation classes give students an opportunity to practice oral communication easily, motivate them to speak even more confidently to express their feelings, opinions, so that they can take part in every discussion without hesitance.

Teachers can do this by dividing students into small groups, not more than ten students in each group. Everybody should be involved and encouraged to participate actively in a reasonably informed way and no individual dominating the proceedings.

The students can be told to prepare topics to discuss them with the rest of the group. Then conversation points will be contributed by the leader of the discussion (not always the teacher) and the proceedings should be brought to a close and summed up material by one of the students. Then at the end of the time, the topic for the following week should be outlined and tasks given to individual students.

2.48 The Teacher's Role in Conversation Classes

The teacher should prepare a list of discussion of topics to be discussed at the first meeting of the class. The class should be consulted about the general line to be taken. The teacher also gives students a chance to choose the topics they are interested in to talk about. Also students should be informed about the topic which is going to be discussed; otherwise, they will not be expected to participate actively. It is the teacher's task to collect articles related to topic, for example, from newspapers, magazines, internet...etc.

The teacher at the end of each discussion mentions the items of the topic to the members to be discussed next time orally in classroom. The teacher

should remember that his part in participation is minimum. Furthermore, in order to create a useful atmosphere, the teacher can organize the students in such way that they can see each other to join easily in the flow of discussion. This happens in a better way when the teacher is in the middle rather than at the head of the group. Otherwise, students tend to talk to him rather than to one another.

2.49 The Students' Role in Conversation Classes

The students must be persuaded that they need one another to participate actively. The students must also be advised to take the trouble to making their presentation as interesting and as lively as possible. They should also talk to each other rather than talking to their teacher.

There is a number of problems to be tackled. Firstly, which is concerned with correcting errors? Should one interrupt and correct or wait until the end of the conversation? There seems to be no satisfactory solutions to this problem. If students wait until the end, the point has often been forgotten. One solution is to tape proceeding and write down the number on the counter when the mistakes occur, so that they can be played back and corrected by the class.

There is also the problem of the silent student who finds it hard to communicate in his own language and for whom the very thought of group discussion raises psychological problems. The solution is to interview him on a personal basis.

2.50 Review of Previous Studies

A number of studies have been carried out on the same subject in Sudan.

2.50.1 (The effects of Schema Theory on Understanding Reading Comprehension Texts) by Bilal Elimam Hamid. An unpublished Phd thesis, Omdurman Islamic University, 2005.

The study aimed at investigating the role of background knowledge in comprehending English texts and the effect of age and experience on building up schema.

The main findings of this study showed that medical students were fast and better in test one than in test two, while the English and history students were fast and better in test two than in test one.

There is a big difference between this study and the current study. The study confirmed the importance of the role played by schema in understanding English texts and the effect of age and experience on building up schemata while the present study focuses mainly on the role of reading as receptive skill in enhancing oral performance.

2.50.2 (*Teaching English Reading Skills at Postgraduate Level*), by Hajer Alamin Yousif. An unpublished M.ed thesis, El Neelain University, Graduate College, 2005.

The study aimed at enabling university students to improve their reading comprehension with special emphasis on reading skills. It also aimed at examining the impact of reading on skills techniques and shedding light on the significance of efficient techniques.

The study has come out with the following findings:

- Students come to university with weak English language abilities.
- The materials in reading course tie the students with their culture.
- Students are not serious in taking reading course.
- English Language teachers at the universities do not encourage students to use the techniques that suit their needs and interests.

The findings of this study agree to some extent with the current study. The last finding of this study support the third hypothesis of the current study which says that teachers of English language do not provide students with a variety of classroom reading activities to help them improve their oral ability.

2.5.3 (*Reading Speed and Comprehension at the Basic and Secondary Levels*), An unpublished M.A thesis, EL Neelain University, Faculty of Arts, 2004.

The objectives of this study are as follows:

- To identify the roots of the problem of reading speed and comprehension.
- To find solutions for improving reading speed and comprehension.

The main findings are:

- Students' reading ability is so poor that they cannot read correctly.
- Students are unable to read fast without making so many mistakes.
- Students have many problems which hinder their reading skills.
- Teachers do not provide students with sufficient time to practice reading.

The researcher of this study has come together with the researcher of the current study in regard of the fourth finding and supports the second hypothesis of this study which says teachers do not provide the students with sufficient time to practice reading skill.

2.50.4 (EFL Students' Attitudes towards using L1 in Teaching Reading Comprehension in EFL Class), by Ibrahim Eltayeb Mohamad. A published M.A thesis, University of Khartoum, 1999.

The study aimed at investigating EFL students' attitudes towards using Arabic in EFL classroom and towards using monolingual dictionary and bilingual one. It also tried to identify the linguistic areas where Arabic can be effectively used specially in reading comprehension.

The main findings were:

- 1- The amount of the Arabic is less than %40 of the whole teaching methodology employed in the classroom.
- 2- The amount of Arabic is needed to be used mainly in explaining idiomatic expressions and collocations.

It is clear that there is a difference between this study and the current study. The study concentrates mainly on students' attitudes towards using Arabic and dictionary inside EFL classroom whereas the present study focuses mainly on the effect of reading as receptive skill in enhancing oral performance.

2.50.5 (Efficient EFL reading at Sudanese Secondary Schools) by Mahgoup Daffa Allah Ahmed. An unpublished M.A thesis, Sudan University of Science and Technology, 2005.

The study aimed at improving the teachers' mode in teaching EFL reading efficiency and helping students to read and comprehend in an effective way. The study also investigated the views of experts about the means of teaching efficient EFL reading in Sudanese secondary schools.

The main findings are:

- Teachers do not adopt the interactive approach in teaching reading comprehension.
- EFL teachers do not encourage their students to improve their reading skills.
- Teaching reading strategies very essential for the students.
- Teaching reading should mainly focus on topics which suit students' interests.

The researcher's findings of this study agree with the researcher of the immediate study and support the second hypothesis which talks about the role of English language teachers in providing students with a variety of reading lessons and activities to encourage them to read eagerly.

2.50.6 (*The Reading Comprehension in Spine Six with Special Reference to Inference*), by Yasir Ali Amin. It is an unpublished M.A thesis, University of Khartoum, Faculty of Arts (1999).

The study aimed at investigating reading texts and their exercises in spine six to find out their effect on the ability of students to infer the meaning of unknown words from the context and the main idea the context is conveyed.

The main findings of this study are:

- There is a deficiency in the students' ability to infer the meaning of unknown words.
- Reading material in spine six doesn't satisfy the students' interest in reading.
- Spine six doesn't provide adequate aids with reading texts.

The researcher of this study strongly support has the first hypothesis of the present study which tells that the secondary school English language syllabus (Spine 6) is not enriched with sufficient reading lessons that make students read interestingly.

2.50.7 (Problems of the Reading Skills at the Basic Level), by Hayat Abdul-Bagi. It is an unpublished M.Ed thesis, University of Gazira, Faculty of Education 2008.

The study aimed at training students to read efficiently and quickly enough to get information or meaning from written material and with full understanding. It also aimed at motivating teachers of English language to expose their students to read and understand.

The study came out with the following findings:

- The majority of the respondents agreed that both visual aids and phonic drills make meaning clear and comprehensible.
- The majority of teachers agreed that mispronunciation occurs in a loud reading.

The findings of this study are quite different from the current one in that, they focus mainly on students' comprehension and pronunciation of the new words and do not talk about the role reading in developing students' oral performance. So, there is a clear difference between the themes of the two studies.

2.50.8 (*Investigating Difficulties Facing ELF Students in Oral Communication*), by Muhammad Omer. It is an unpublished M.A thesis. SUST (2001).

The main objective of this study is to identify difficulties experienced by EFL students in oral communication and to provide strategies on how to teach oral communication.

The findings of this study were:

- More practice of some certain fundamentals of oral communication functions to remove difficulties that encounter EFL students .
- Teachers select an interesting and commonly used form of a language.
- Successful oral communication necessitates the inclusion of the socio-cultural items of a language.

The researcher of this study agree to some extent with the researcher of the current study third hypothesis which says that the inclusion of literature books within the secondary school English language syllabus affect positively students' spoken English.

2.50.9 (*Sudanese Secondary School Students' Deficiency in the Use of Spoken English*) by Mahasin Dafalla. An unpublished M.A thesis. Khartoum University - Faculty of Education. (2001).

The objectives of this study were:

- Finding a remedy to oral skill deficiency among Sudanese Secondary School Students.

The findings of the study are:

- The teaching of inexperienced teachers has great influence on students' lack of the use of spoken English.
- The disappearing of literature classes affects the standards of English.
- The overcrowded classes and non-exposure of students to the language, prevent them from getting enough chances to practice oral communication.

The findings of this study agree to large extent with the immediate study and support strongly the second, third and fourth hypotheses. The second hypothesis tells that teachers' role in encouraging students to speak English is entirely absent in that they do not provide students with extra reading activities which make them read eagerly. The third hypothesis talks about the role of literature books in motivating students to read and improve their oral performance. The fourth hypothesis deals with negative role of an overcrowded classroom in discouraging students to read sufficiently and preventing them to practice oral communication easily.

2.50.10 (Reading Speed and Comprehension at Secondary and Basic Levels), by El-Amin Abdulqadir. An unpublished M.A thesis, Al Neelain University - Faculty of Arts, (2004).

The study aimed at:

- Identifying the roots of the problems of reading speed and comprehension.
- Finding solutions for improving reading speed and comprehension.
- Providing teaching and learning strategies to improve reading and comprehension.
- Drawing attention of teachers to the importance of the reading skill.

The main findings of the study are as follows:

- The skill of reading speed is totally neglected by the teachers of English in all levels.
- Students ignore reading speed because they are affected by the teachers' neglectance.

The researcher of this study agree with the researcher of the current study in regard of first finding and the second hypothesis of the immediate study

which tell about the passive role the teachers of English play in discouraging students to read.

2.50.11 (Impact of using Reading Strategies on Developing EFL Learners' Reading Comprehension Skills). By Zahir Adam Daffallah Ahmed. It is an unpublished thesis, Sudan University of Science and Technology, (2012).

The aims of this study are to investigate the effect of using Reading Strategies on comprehending English texts by EFL learners and try to find out how can learners understand a piece of reading by using reading strategies.

The main findings:

- Reading strategies and variation of techniques in reading comprehension are helpful to enhance reading skills.
- Motivation and attitudes are important in developing EFL learners' reading comprehension skills.
- Students were weak in reading comprehension and unable to score excellent degrees in reading comprehension.

This study is fairly different from the present one in that it concentrates mainly on effect of using reading strategies on improving students' reading comprehension skills while the present study focuses on the effect of reading on developing students' oral communication.

2.50.12 (The Role of Literature in Developing Sudanese Secondary School Students' Language Proficiency), by Hassab Elrasool Farah Ahmed. An unpublished PhD thesis, Sudan University of Science and Technology, (2011).

The aims of this study were:

- To investigate the difference of aspects that contribute to enhancing the students' communicative competence in EFL.
- To investigate the practicality of the literary textbooks content as a useful source to provide learners with the needed inputs that improve their language awareness.
- Find a link between incorporation in the English language instruction and level of the students' awareness of the different features of the English language.

The main findings are:

- Learners are not reluctant to learn through literary materials.
- The available textbooks form a comprehensible and satisfactory impact for learners.
- The inclusion of literature in the Sudanese curriculum has positive effect on improving students' proficiency.

The third finding of this study supports strongly the third hypothesis of the current study which confirms that the inclusion of literature textbooks within the syllabus has strong effect on enhancing students' oral speaking ability.

The researcher of this study reviewed twelve previous studies. Some of these studies investigated the causes of the decline in standards of the students' oral ability; some investigated the effect of reading strategies on developing students reading comprehension while others draw the light on the factors which motivate students to read more and the factors which help students improve their oral performance. The above mentioned researches were carried out in specific areas during specific periods of time and discussed various topics in the field of language teaching and learning. The findings of these researches were varied from one research to another.

However, there have come together to show common factors that hinder and enhance the students oral ability.

These reviewed studies have come out with set of findings which act as the main causes of deterioration of the students' performance in oral English. The results of these previous studies encouraged the researcher to look for other causes of the problem and to try to present effective solutions for it.

2.51 Summary of the Chapter:

The researcher reviewed in this chapter different viewpoints of different writers who are deeply concerned with English language teaching and learning. The chapter is divided into three main parts. The first part talks about the importance of English language in general and oral communication in particular. It also deals with the significance of reading, types of reading, strategies of reading, models of reading, stages of reading, the relationship between reading and speaking and the role of reading in developing students' oral communication. Moreover, it tells about the importance of English vocabulary and its contribution in building up the students' competence and developing students' spoken English. The second part sheds the light on communication, types of communication, categories of oral communication, communication activities, barriers to effective oral communication, some effective strategies for developing oral communication communicative competence, and communicative strategies. The third part concentrates on reviewing some of previous studies which are relevant to the current research.

What distinguishes this research from the reviewed previous ones is that, the previous studies reviewed concentrate mainly on the role of reading in developing students' comprehensibility and on finding individual causes for the deterioration of English in general. At the same time they gave small room to talk about the problem of oral communication which is the most important because students basically want to study English so as to be speakers of English. Accordingly, this research considers speaking as the most important skill the learner running after and in order to achieve this goal, the researcher tries to highlight the role of reading skill in enhancing the students' oral ability and the relationship between reading and speaking.

Chapter Three

Chapter Three

Methodology

3.1 Introduction

The previous chapter reviewed the literature relevant to this study. It aimed at recognizing the effect of reading skill on enhancing Sudanese EFL secondary school students' oral communication.

To ensure satisfactory results and effective evaluation, the researcher used the Descriptive Analytical Method of research. He constructed two questionnaires for data collection. One was addressed to the teachers of English language at third-year secondary school. The other addressed to the students at the same level. The two questionnaires were tested for validity and reliability to ensure their ability to achieve the objectives of the research.

This chapter presents the methodology used in this study so as to achieve the objectives. A detailed description of subjects and setting will be provided and data collection instruments are explained. Also, the chapter describes the validity and reliability of the instruments used to obtain the required information.

3.2 The Subjects

3.2.1 The Students

The subjects of this study were third year secondary school students. All the students have the same educational backgrounds and similar experience. Their ages ranged from 15 to 17 years old. The subjects were randomly selected from the following schools:

- Bahri Governmental Secondary School for Boys.
- Haj Mustaffa Secondary School for Girls.

- Almawahib Secondary School for Boys.
- Bahri Alqadema Secondary School for Girls.

3.2.2 The Teachers

Thirty EFL teachers were selected randomly from all over schools in the locality of Bahri to respond to 30 restricted questionnaires. They had different experiences and qualifications. Most of them hold Bachelor degree, only few of them hold postgraduate Diploma or Master Degree in EL.

3.3 Instruments of Data Collection

3.3.1 The Questionnaires

A questionnaire is a list of questions about a particular topic answered by many people. Nunan (1992: 27) claims “a questionnaire is an instrument for the collection of data, usually in written form, consisting of pen and or closed questions and probes requiring a response from subjects.

3.3.2 Students’ Questionnaires

A questionnaire composed of 20 questions was designed and distributed to EFL students so as to elicit their perceptions about the effect of reading on enhancing their oral ability and the techniques the learners adopt master this skill. (See appendix 1)

3.3.3 Teachers’ Questionnaires

A 20 item questionnaire was designed and distriputed to EFL teachers from different schools in the locality of Bahri. The questionnaire focused mainly on the items concerned with research questions and hypotheses. (See appendix 2)

3.4 Procedures of Data Collection

3.4.1 Students' Questionnaires

The researcher randomly selected (120) students from different schools and gave them the questionnaire individually. The participants were given oral instructions about how to fill in the questionnaire. The researcher was with them for any further clarification. The process of filling in the questionnaire took about (30) minutes.

3.4.2 Teachers' Questionnaires

The researcher distributed copies of the questionnaire to (30) EFL teachers in Bahri Locality schools. Few days later, all the copies of the questionnaire were collected.

3.5 Reliability of the two Questionnaires

Reliability means that the questionnaire should give the same result if it is applied in similar circumstances. It is one of the criteria through which a test can be evaluated. Brown (1988) defines reliability as “the extent to which results can be considered consistent and stable”. To calculate the reliability of the questionnaires, the researcher randomly selected a group of (10) English teachers and (30) students. They were given copies of questionnaires as a pilot test. Two weeks later, they were given the questionnaires for the second time. Accordingly, the reliability of the questionnaires was achieved when the researcher compared the pre-test of the questionnaires to the second test to make sure that the items of the questionnaires are relevant to the particular area of study.

3-6 Validity of the two Questionnaires

To achieve the validity of the questionnaires the researcher adopted the following steps:

The questionnaires were seen by four judges who are university lecturers with long experience in the field of ELT. They are Prof. Abdullah Yassin (Sudan University of Science and Technology) Prof. Tawheeda Othman Hedra (University of Khartoum) Dr. Muhammad Alshengheti (Arrebat National University) Dr. Amna Badri (University of Ahfad)

1-The revised and evaluated final versions of the questionnaires were distributed to both teachers and students.

2-The questionnaires were distributed personally and directly to the subjects of the study.

3-The total number of the questionnaires that the researcher has received from the respondents were (30) from the teachers and (120) from the students.

3.7 Reliability and Validity of the Students' questionnaire

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculates the reliability coefficient of the scale used in the questionnaire by alpha equation and the results were as follows:

Table (1) Reliability and Validity:

Reliability Coefficient	Validity Coefficient
0.77	0.88

The results in the table above show that all reliability and validity coefficients for the questionnaire are greater than (50%) and close to the one. This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.8 Reliability and Validity of the Teachers' Questionnaire

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The researcher calculated the reliability coefficient of the scale used in the questionnaire by alpha equation and the results were as follows:

Table (2): Reliability and Validity:

Reliability coefficient	Validity Coefficient
0.80	0.89

The results table above shows that all reliability and validity coefficients for questionnaire are greater than (50%) and close to the one. This indicates that the questionnaire is characterized by high reliability and validity, and makes statistical analysis acceptable.

3.9 Data analysis Techniques

3.9.1 Phrases of the Questionnaire

The questionnaire contains (20) phrases. The researcher requested from the study individuals to determine their answers about what it describes all phrases according to the Likert scale which consists of five levels (strongly agree, agree, neutral, disagree, strongly disagree). These phrases have been distributed on four hypotheses as follows :

- The first hypothesis includes phrases (1-5).
- The second hypothesis includes phrases (6-10).
- The third hypothesis includes phrases (11-15).
- The fourth hypothesis includes phrases (16-20).

3.9.2 Phrases of the Questionnaire

The questionnaire contain (20) phrases. The researcher requested from the study individuals to determine their answers about what it describes all phrase according to the Likert scale which consists of five levels (strongly agree, agree, neutral, disagree, strongly disagree). These phrases have been distributed on four hypotheses as follows:

- The first hypothesis includes phrases (1-5).
- The second hypothesis includes phrases (6-10).
- The third hypothesis includes phrases (11-15).
- The fourth hypothesis includes phrases (16-20).

3.10 Statistical methods

To achieve the objectives of the study and to verify hypotheses, statistical methods were used the following:

- 1 - Charts.
- 2 - Frequency distribution of the answers.
- 3 - Percentages.
- 4 - Alpha equation, to calculate the reliability coefficient.
- 5 - Median.
- 6 - Chi-square test for the significance of differences between the answers.

To get results as accurate as possible the researcher used SPSS statistical software.

3.11 Pilot Study

Piloting phase is very essential for the success of any research. Bell (1993) points out that all data gathering instruments should have to be piloted to test how long it takes recipients to complete them, to check that all questions and instructions are clear and enable them to remove any item which does not produce usable data.

Before conducting this study all the questions in the instruments were piloted with a small sample of subjects (30 students, 10 teachers). This pilot phase was done so as to make sure that the selected questions yield the required information and to revise and drop any question which may be confusing and ambiguous. The teachers' questionnaire was agreed upon by all subjects. In regard of students' questionnaire, items 5, 9 and 14 were confusing and, hence, they have been simplified.

Chapter Four

Chapter Four

Data Analysis

4.1 Introduction

In this chapter, the researcher explains the statistical approaches he applied for the data analysis and presents the responses of each instrument. He also provides a detailed description of the study sample. Based on the results obtained, the researcher made recommendations and suggestions for further studies in chapter five.

4.2 Analysis and Results of the Students' Questionnaire

The researcher divided the students' questionnaire into four categories after analyzing it and came out with the required frequency and percentage. The first category is concerned with the effect of the English language syllabus on reinforcing oral performance. The second category deals with the activities the teachers do in order to help students improve their reading and speaking skills. The third category is associated with the role of the English literature books in developing reading and oral abilities, and the fourth category is in regard with the influence of the overcrowded classrooms on hindering reading skills and oral communication.

Category (1) Effect of the secondary schools English language syllabus on developing the students' reading and speaking skills.

Table (4.2.1)

No.	Phrases	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus layout is not attractive in a way that makes the students interested when reading.	61 50.8%	36 30%	3 2.5%	9 7.5%	11 9.2%
2	The syllabus does not contain enjoyable reading lessons which encourage the students to read eagerly.	54 45%	34 28.3%	8 6.7%	18 15%	6 5.0%
3	The syllabus is not enriched with reading lessons which reinforce oral ability.	66 55%	37 30.8%	9 7.5%	4 3.6%	4 3.6%
4	The syllabus does not provide the students with every day vocabulary.	57 47.5%	37 30.8%	8 6.7%	13 10.8%	5 4.7%
5	Content of the syllabus does not reinforce students' speaking skills.	60 50%	36 30%	11 9.2%	10 8.3%	3 2.5%
Hypothesis		298 49.7%	180 30%	39 6.5%	54 9.0%	29 4.8%

As reflected in table (4.2.1) item (1) the majority of the respondents (50.8%) strongly agree that English language syllabus is not attractive in a

way that makes students read eagerly, (30%) agree, (2.5%) not sure, (7.5%) are disagree, while 9.2% are strongly disagree.

This could be attributed to the fact that the students of the secondary schools aware that the syllabus layout should be attractive enough so that they can find a real interest when they are reading.

Item (2) shows that the majority of the respondents (45%) strongly agree that the syllabus does not contain enjoyable reading lessons which encourage them to read, (28.3%) agree, (6.7%) not sure, (15%) disagree while (5%) are strongly disagree.

The above result gives clear evidence that students believe that the present syllabus discourages them to read eagerly. Students realize that their comprehensibility will be better if the syllabus contains a variety of interesting lessons.

Concerning item (3) it is clear that the majority of the subjects (55%) strongly agree that the syllabus is not enriched with reading lessons which reinforce their oral ability, (30.8%) agree, (7.5%) not sure, (3.3%) disagree while (3.4%) are strongly disagree.

This result indicates that most of the students see that the syllabus should be enriched with a variety of reading lessons which develop their oral performance such as lessons which includes authentic communicative situations.

As for item (4) it is obvious that the majority of the respondents (47.5%) strongly agree that the English syllabus does not provide the students with vocabulary which meets their every day needs. (30.8%) agree (6.7%) not sure, (10.8%) disagree, while (4.7%) strongly disagree with the statement.

This result confirms the hypothesis that most of the students think that the English language syllabus does not enrich them with vocabulary which

meets their everyday needs so that they can easily communicate orally with the people around them when they are outside the classrooms.

In regard of item (5) the majority of the subjects (50%) strongly agree that the content of the English syllabus is insufficient to reinforce the students' spoken English. (30%) agree, (9.2%) not sure, (8.3%) disagree while (2.5%) strongly disagree with the statement.

This result could be attributed to the fact that the content of the syllabus does support the students' oral ability such as conversations, dialogues and plays and short stories which enable students to express themselves and communicate actively with each other depending on the vocabulary they acquire from the syllabus.

Figure (4.2.1): Percentages distribution of the first hypothesis phrases:

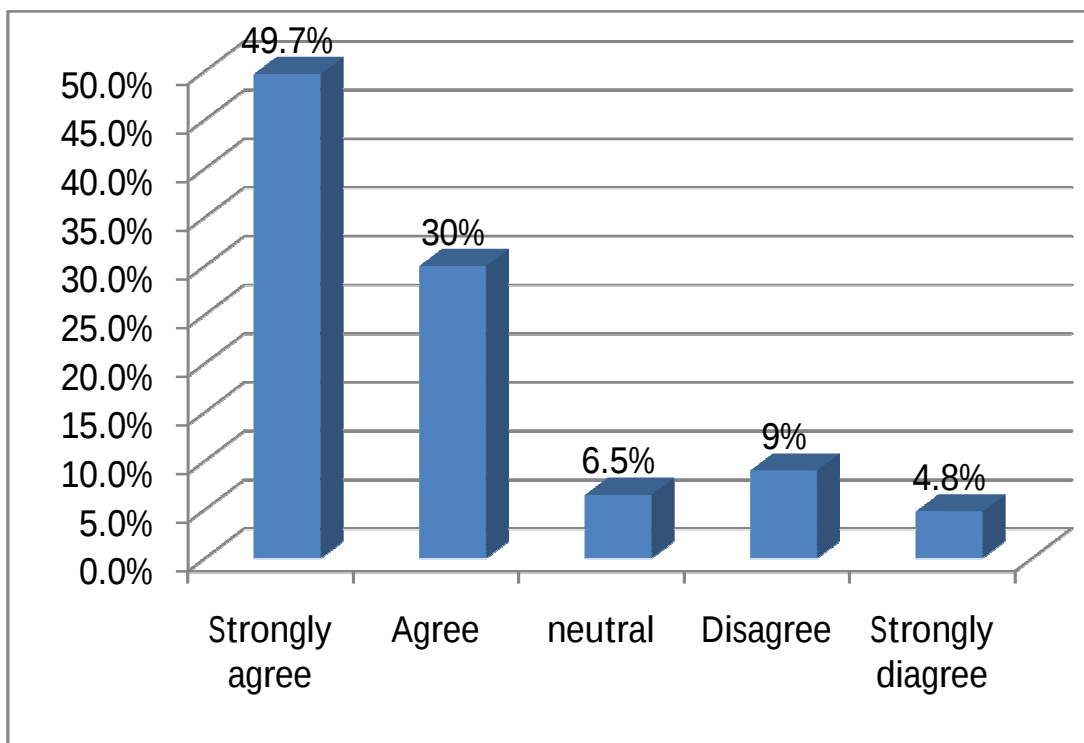


Table (4.2.2): Chi-square test results:

No	Phrases	Chi-square value	P-value	Median	Trend
1	The syllabus layout is not attractive in a way that makes the students interested when reading.	97.833	0.000	5	To strongly agree
2	The syllabus does not contain enjoyable reading lessons which encourage the students to read.	67.333	0.000	4	To agree
3	The syllabus is not enriched with reading lessons which reinforce oral ability.	123.250	0.000	5	To strongly agree
4	The syllabus does not provide the students with every day vocabulary which improves oral performance.	83.167	0.000	4	To agree
5	Content of the syllabus does not reinforce the students' speaking skills.	93.583	0.000	5	To strongly agree
Hypothesis		454.017	0.000	4	To agree

From the tables above:

- The value of chi-square for the first phrase is (97.833) with (p-value=0.000 < 0.05), and depending on the table (4.2.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (67.333) with (p-value=0.000 < 0.05), and depending on the table (4.2.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the third phrase is (123.250) with (p-value=0.000 < 0.05), and depending on the table (4.2.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fourth phrase is (83.167) with (p-value=0.000 < 0.05), and depending on the table (4.2.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of agree.
- The value of chi-square for the fifth phrase is (93.583) with (p-value=0.000 < 0.05), and depending on the table (4.2.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the first hypothesis is (454.017), with (p-value =0.000 < 0.05) and depending on the table (4.2.2) and figure (4.1), this indicates that there is significant differences at the level (5%) between the answers of study individuals and in favor of agree.

The researcher concludes from the above analysis that the first hypothesis “effect of the Secondary school English language syllabus on developing students reading skill and oral performance ” has been achieved and in favor of strongly agree.

Category (2) Teachers of English do not provide students with a variety of reading activities which help improving oral ability.

Table (4.2.3)

No	Phrases	Frequency and percentages				
		Strongly agree	agree	Neutral	Disagree	Strongly disagree
6	The teacher should provide students with a variety of reading activities which reinforce oral communication.	68 56.7%	29 24.2%	12 10%	4 3.3%	7 5.8%
7	The teacher should give students an opportunity to read loudly to improve their oral performance.	61 50.8%	37 30.8%	3 2.5%	11 9.2%	8 6.7%
8	The teacher should listen to the students carefully while reading or speaking.	65 54.2%	18 15%	5 4.2%	16 13.3%	16 13.3%
9	The teacher should not interrupt students while	64 53.3%	35 29.2%	3 2.5%	13 10.8%	5 4.2%

	reading to correct oral mistakes.					
10	The teacher should use classroom reading techniques to encourage the students to read.	84 70%	24 20%	5 4.2%	2 1.7%	5 4.2%
Hypothesis		342 57%	143 23.8%	28 4.7%	46 7.7%	41 6.8%

As shown above in table (4.2.3) (item 6) the majority of the respondents (56.7%) strongly agree that the teacher should provide the students with a variety reading activities to develop their oral ability. (24.3) agree (10%) not sure, (3.4%) disagree and (5.8%) strongly agree with the statement.

This result shows that most of the students see that reading activities are very important to help them read interestingly. These types of activities encourage students to read and enable them develop their spoken English.

Item (7) explains that the majority of the study sample (50.8%) strongly agrees that the teacher should give students an opportunity to read as can as possible so that they can improve their oral production. (30.8%) agree, (2.5%) not sure, (9.2%) disagree, while (6.7%) of the study sample disagree with the statements.

The above result confirms that the teacher does not give the students even a reasonable time to practice reading inside the classroom so as to train their tongue to produce the words accurately. This is why most of the students find great difficulty when using English orally with one another.

Concerning item (8) it is obvious that the majority of the study sample

(54.2%) strongly agree that the teacher should listen to the students carefully and correct their oral production mistakes. (15%) agree, (4.2%) not sure, (13.3%) disagree and the same percentage strongly agree with the statements.

This result indicates that the teachers do not listen carefully to the students while reading or speaking and this give them an impression that the teacher does not care for them and their reading mistakes. Thus most of the students lose interest in participating in reading practice inside the classroom. This certainly affects negatively their oral performance.

As for item (9) it is clear that the majority of the respondents (53.3%) strongly agree that should not interrupt them while reading to correct them. (29.2%) agree (2.5%) not sure, (10.8%) disagree, and (4.2%) strongly disagree with the statements.

This result shows that most of the teachers interrupt the students while reading or speaking to correct them. This method is very confusing and distracting. This is actually why most of the students do not like to read or speak in front of the class because they will feel embarrassed.

In regard of item (10) the researcher find that the majority of the subjects (70%) strongly agree that the teacher should use classroom reading techniques so as to encourage students to read eagerly. (20%) agree, (1.6%) disagree, (4.2%) not sure and the same percentage strongly disagree with the statement.

This result gives clear evidence that the teachers do not use classroom reading techniques which encourage students to practice reading. This result can be due to the laziness and frustration of the teachers as a result of the current educational situation. Also, the teaching time for the period is insufficient to cover the entire syllabus if the teachers devote a time for

giving extra techniques.

Figure (4.2.2): Percentages distribution of the second hypothesis phrases:

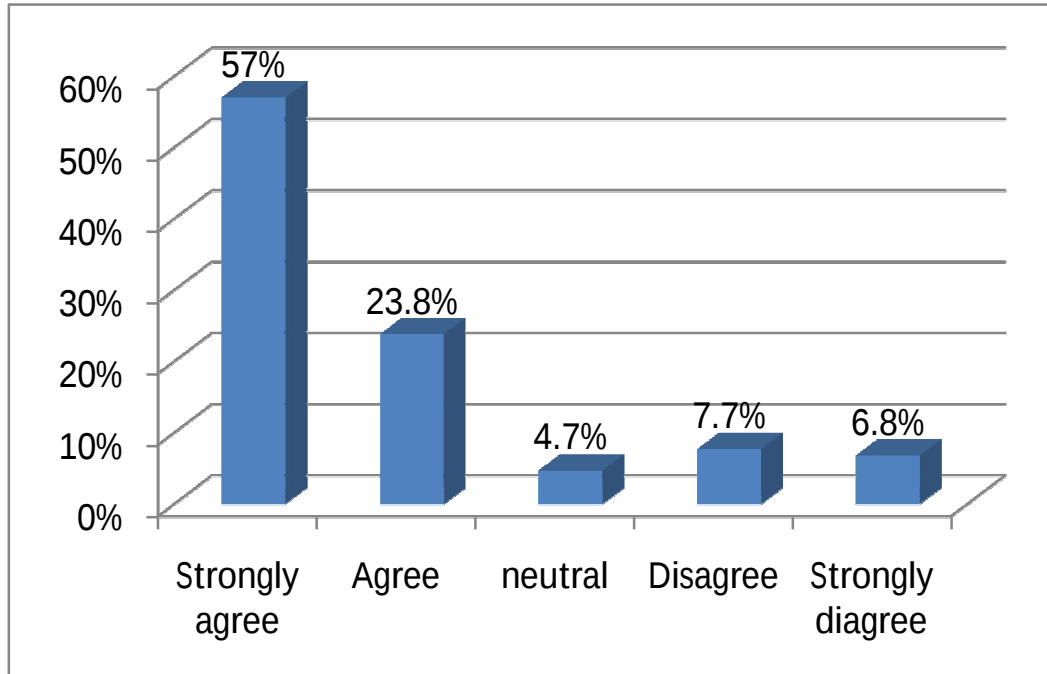


Table (4.2.4): Chi-square test results:

No	Phrases	Chi-square value	P-value	Median	Trend
1	The teacher does not provide students with a variety of reading activities which enhance oral communication.	116.417	0.000	5	To strongly agree
2	The teacher does not give the students an opportunity to read to improve oral performance.	100.167	0.000	5	To strongly agree

3	The teacher does not listen to students carefully while reading or speaking.	91.917	0.000	5	To strongly agree
4	The teacher interrupts the students while reading to correct oral mistakes.	110.167	0.000	5	To strongly agree
5	The teacher does not use classroom reading technique to encourage the students to read.	200.250	0.000	5	To strongly agree
Hypothesis		583.283	0.000	5	To strongly agree

From the table above:

- The value of chi-square for the first phrase is (116.417) with (p-value=0.000 < 0.05), and depending on the table (4.2.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (100.167) with (p-value=0.000 < 0.05), and depending on the table (4.2.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the third phrase is (91.917) with (p-value=0.000 < 0.05), and depending on the table (4-4), this indicates that

there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the fourth phrase is (110.167) with (p-value=0.000 < 0.05), and depending on the table (4.2.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fifth phrase is (200.250) with (p-value=0.000 < 0.05), and depending on the table (4.2.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the second hypothesis is (583.283), with (p-value =0.000 < 0.05), and depending on the table (4.2.4) and figure (4.2.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The researcher concludes from the above that the second hypotheses “**Teachers’ Teachers of English language do not provide students with a variety of reading activities to help them improve their oral ability**” has been achieved and in favor of strongly agree.

Category (3) Inclusion of literature books within the English syllabus and its influence on developing students' oral communication.

Table (4.2.5)

No.	Phrases	Frequency and Percentages				
		Strongly agree	agree	Neutral	Disagree	Strongly disagree
11	Inclusion of literature books within the syllabus affects positively speaking ability.	84 70%	21 17.5%	4 3.3%	5 4.2%	6 5.0%
12	Literature books enrich vocabulary which improves students' oral communication.	71 59.2%	38 31.7%	5 4.2%	5 4.2%	1 0.8%
13	Literature books contain enjoyable stories which encourage the students to read eagerly.	80 66.7%	31 25.8%	4 3.3%	2 1.7%	3 2.5%
14	Literature books enable students to use the words contextually, and cohesively.	74 61.7%	38 31.7%	3 2.5%	3 2.5%	2 1.7%
15	Literature books expose the students to various target language communicative situations.	60 50%	34 28.3%	17 14.2%	2 1.7%	7 5.8%
Hypothesis		369 61.5%	162 27%	33 5.5%	17 2.8%	19 3.2%

As shown in table (4.2.5) item (11) the majority of the subjects (70%) strongly agree that inclusion of literature within the English language syllabus affects positively the students speaking skill. (17.5%) agree, (3.3%) not sure, (4.2%) disagree, whereas (5%) strongly disagree with the statement.

This result shows clearly that most of the students believe in the importance of literature books and its effective role in improving the speaking skill because the more students read the more fluent they will be in using spoken English

Item (12) shows that the majority of the study sample (59.25%) is strongly agree that literature books enrich students' vocabulary which enhances their oral communication. (31.7%) agree, (4.2%) not sure, the same percentage are disagree whereas only (0.8%) strongly disagree.

This result shows that most of the students see that literature books enrich their vocabulary and enable them to use spoken English accurately. This result can be based on the fact that reading literature helps students communicate orally with the people around them.

Item (13) reflects that the majority of the respondents (66.7%) strongly agree that literature books contain interesting stories which encourage students to read eagerly. (25.8%) agree, (3.3%) not sure, (1.7%) disagree and (2.5%) strongly disagree.

This result shows that most of the students see that stories motivate them to read intensively and eagerly. In fact, illustrated literature books which contain, for example, historical, detective, love, adventure and even imaginative stories encourage students to read eagerly and hence, reinforce their oral performance.

As concerns item (14) it is obvious that the majority of the subjects

(61.7%) strongly agree that literature books enable students to use the words contextually, cohesively and coherently. (31.7%) agree, (2.5%) not sure, the same percentage goes for disagree, while (1.7%) strongly disagree with the statement.

This result indicates that most of the students believe that literature books qualify them to use the language appropriately in different contexts in terms of cohesion and coherence.

Concerning item (15) we can see that the majority of the study sample (50%) strongly agree that literature books expose them to various target language communicative situations. (28.3%) agree, (14.2%) not sure, (1.7%) disagree whereas (5.8%) strongly disagree.

This result shows that literature books bring students closely to the English language communicative situations because it contains different stories which imply different settings, plots, themes, and language styles. Accordingly, when students are exposed to such situation through reading literature, they will become competent enough to speak confidently, effectively and easily.

Figure (4.2.3): Percentage distribution of the third hypothesis phrases:

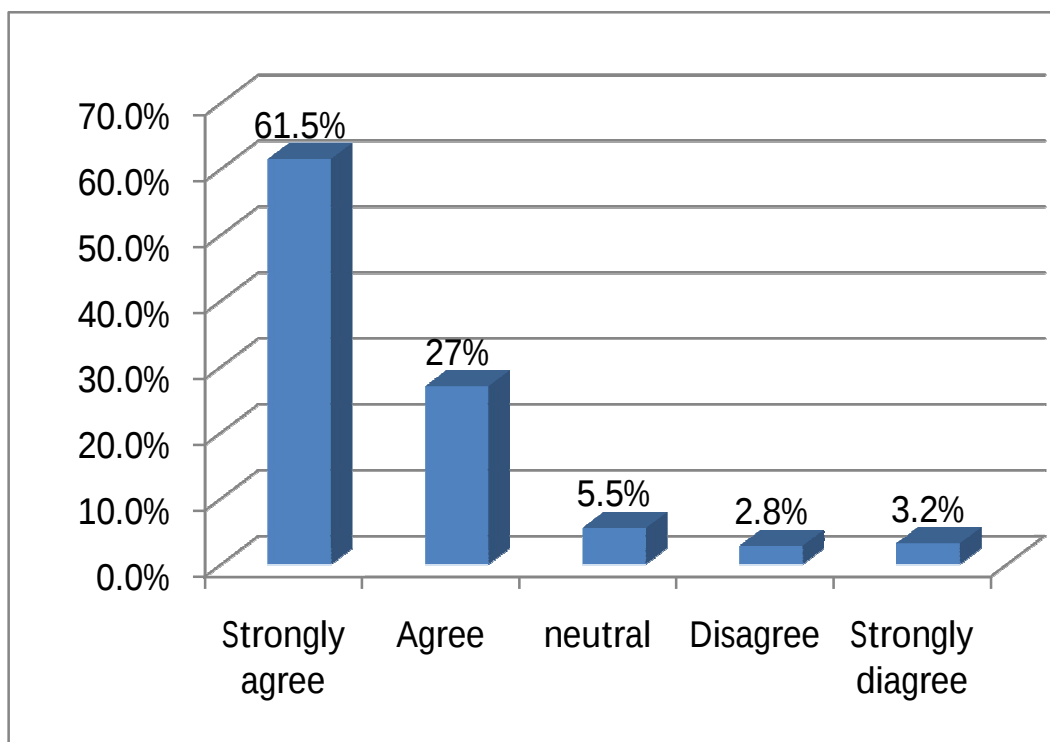


Table (4-7): Chi-square test results:

No	Phrases	Chi-square value	P-value	Median	Trend
1	Inclusion of literature books within the syllabus affects positively the students' speaking ability.	195.583	0.000	5	To strongly agree
2	Literature books enrich the students' vocabulary which improves oral performance.	152.333	0.000	5	To strongly agree
3	Literature books contain enjoyable stories which encourage the students to	187.917	0.000	5	To strongly agree

	read eagerly.				
4	Literature books enable students to use the words contextually, cohesively and coherently.	169.250	0.000	5	To strongly agree
5	Literature books expose students to various target language communicative situations.	92.417	0.000	5	To strongly agree
Hypothesis		767.867	0.000	5	To strongly agree

From the table above:

- The value of chi-square for the first phrase is (195.583) with (p-value=0.000 < 0.05) and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (152.333) with (p-value=0.000 < 0.05) and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the third phrase is (187.917) with (p-value=0.000 < 0.05) and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the fourth phrase is (169.250) with (p-value=0.000 < 0.05) and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fifth phrase is (92.417) with (p-value=0.000 < 0.05) and depending on the table (4-6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the third hypothesis is (767.867), with (p-value =0.000 < 0.05) and depending on the table (4.2.6) and figure (4.2.3), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The researcher concludes from the above analysis that the third hypothesis “Inclusion of literature books within the English syllabus affects positively the students’ oral communication” has been achieved and in favor of strongly agree.

Category (4) Overcrowded classroom and its influence in hindering students’ reading practice.

Table (4.2.7)

No	Phrases	Frequency and Percentages				
		Strongly Agree	agree	Not sure	Disagree	Strongly disagree
16	Overcrowded class-rooms discourage students to	95 79.2%	18 15%	1 0.8%	2 1.7%	4

	practise reading sufficiently.					3.3%
17	Overcrowded classrooms do not allow the students to listen carefully to the teacher.	98 81.7%	19 15.8%	1 0.8%	1 0.8%	2 1.7%
18	Overcrowded classrooms discourage the teacher to give the students extra reading activities.	82 68.3%	26 21.7%	5 4.2%	3 2.5%	4 3.3%
19	Overcrowded classrooms do not allow the teacher to listen carefully to the students to correct pronunciation mistakes.	85 70.8%	28 23.3%	2 1.7%	1 0.8%	4 3.3%
20	Overcrowded classrooms seating does not help students practise reading easily.	86 71.7%	27 22.5%	5 4.2%	0 0.0%	2 1.7%
Hypothesis		446 74.3%	118 19.7%	14 2.3%	6 1.0%	16 2.7%

As shown in table (4.2.7) (item 16) the majority of the study sample (79.2%) strongly agree that an overcrowded classroom discourage students to practice reading sufficiently. (15%) agree, (0.8%) not sure, (1.7%) disagree, while (3.3%) strongly agree with the statement.

This result indicates that two thirds of the students strongly agree that an overcrowded classroom atmosphere is discouraging and hinders them from practicing reading easily because the time allowed for the period is insufficient to cover the large number of the students.

Item (17) shows that more than two thirds of the respondents (81.7%) are strongly agree that an overcrowded classroom does not allow them to listen carefully to the teacher. (15.8%) agree, (0.8%) not sure, the same percentage in favor of disagree whereas (1.7%) strongly disagree with the statement.

This result shows that more than two thirds of the students strongly agree that an overcrowded classroom does not allow them to listen carefully to the teacher because of too much noise. At the same time, hearing the teacher while he is talking is very important for acquiring pronunciation of the new words.

As for item (18) it is clear that the majority of the subjects (68.3%) strongly agree that an overcrowded classroom discourages teacher to give the students extra reading activities to improve their reading skill. (21.7%) agree, (4.2) not sure, (2.5%) disagree while (3.3%) strongly disagree with the statement.

This result reflects that most of the students strongly agree that the teacher is unable to give them extra reading activities because of the large number of the students. Students need to learn communicatively so that they can improve reading and speaking skills but unfortunately, large class stands as a big obstacle for them.

Concerning item (19) it is obvious that the two thirds of the study sample (70.8%) strongly agree that an overcrowded classroom does not allow the teacher to listen carefully to the students to correct pronunciation mistakes. (23.3%) agree, (1.7%) not sure, (0.8%) disagree whereas, (3.3%) strongly

disagree with the statement.

This result shows that most of the students see that an overcrowded classroom prevents the teacher from listening carefully to them to correct their oral production mistakes. This reason makes the students lose the interest in reading.

Item (20) shows that the majority of the respondents (71.7%) strongly agree that an overcrowded classroom seating is uncomfortable and makes students to practice reading skill. (22.5%) agree, (4.2%) not sure, (0.0%) disagree while (1.7%) strongly disagree with the statement.

This result indicates that most of the students believe that large class seating is uncomfortable and does not help them practice reading easily. Sitting very close together is boring and annoying. Accordingly, unless there is a reasonable space inside the classroom among the students, both the teacher and the students cannot interact with each other easily.

Figure (4-4): Percentage distribution of the fourth hypothesis phrases:

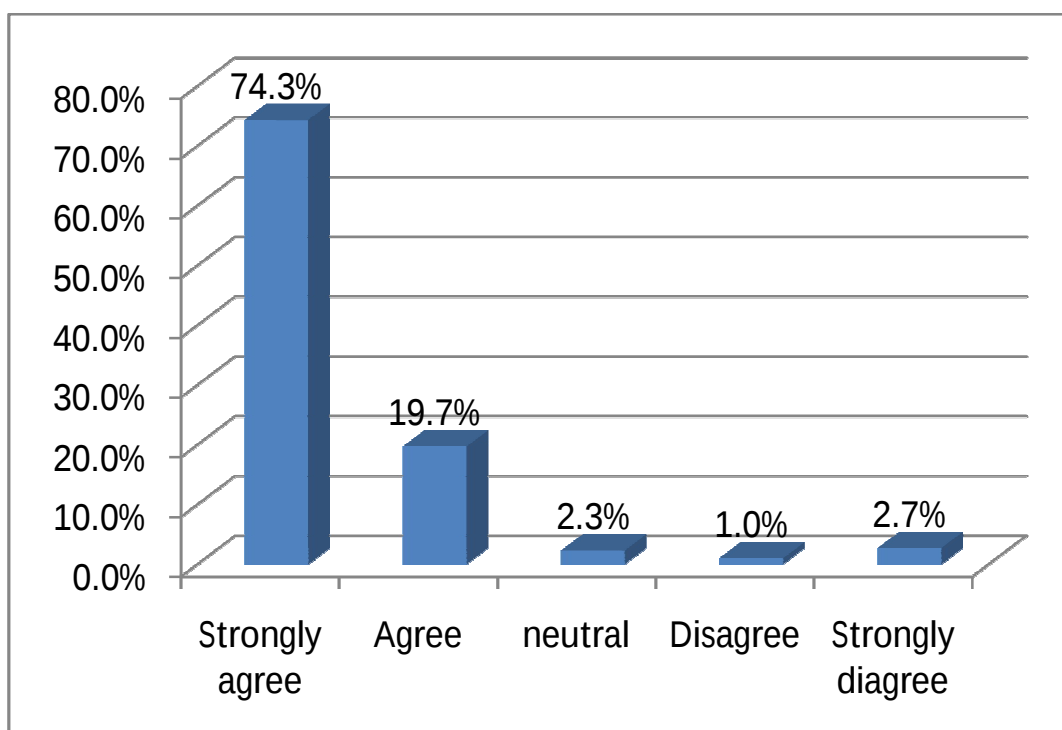


Table (4.2.8): Chi-square test results:

No.	Phrases	Chi-square value	P-value	Median	Trend
1	Overcrowded class-rooms discourage students to practise reading sufficiently.	270.417	0.000	5	To strongly agree
2	Overcrowded class-rooms do not allow the students to listen carefully to the teacher while speaking.	212.333	0.000	5	To strongly agree
3	Overcrowded classrooms discourage the teacher to	190.417	0.000	5	To strongly agree

	give the students extra reading activities.				
4	Overcrowded classrooms do not allow teacher to listen carefully to the students carefully to correct pronunciation mistakes.	214.583	0.000	5	To strongly agree
5	Overcrowded classrooms seating does not make the students interested in practising reading easily.	151.800	0.000	5	To strongly agree
Hypothesis		1177.733	0.000	5	To strongly agree

From the table above:

- The value of chi-square for the first phrase is (270.417) with (p-value=0.000 < 0.05), and depending on the table (4.2.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (212.333) with (p-value=0.000 < 0.05), and depending on the table (4.2.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the third phrase is (190.417) with (p-value=0.000 < 0.05), and depending on the table (4.2.8), this indicates

that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the nineteenth phrase is (214.583) with (p-value=0.000 < 0.05), and depending on the table (4.2.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the twentieth phrase is (151.800) with (p-value=0.000 < 0.05), and depending on the table (4.2.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the fourth hypothesis (1177.733), with (p-value =0.000 < 0.05), and depending on the table (4.2.8) and figure (4-4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The researcher concludes from the above analysis that the fourth hypothesis "Overcrowded classroom atmosphere does not allow students to practice reading skill sufficiently and easily" has been achieved and in favor of strongly agree.

4.3 Analysis and Result of the Teacher Questionnaire

Category (1) Secondary school English language syllabus is not enriched with sufficient reading lessons that reinforce students' oral performance.

Table (4.3.1)

No	Phrases	Frequency and Percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus is not enriched with sufficient reading lessons that reinforce oral communication.	19 63.3%	10 33.3%	0 0.0%	1 3.3%	0 0.0%
2	The syllabus does not provide students with the vocabulary which meets their everyday needs.	20 66.7%	6 20%	0 0.0%	4 13.3%	0 0.0%
3	The syllabus does not contain enjoyable reading lessons which encourage students to read interestingly.	18 60%	7 23.3%	2 6.7%	3 10%	0 0.0%
4	The syllabus is not	17	10	1	1	1

	supported by good literature books that reinforce reading ability.	56.7%	33.3%	3.3%	3.3%	3.3%
5	The syllabus layout is not attractive in a way which makes students read eagerly.	16 53.3%	11 36.7%	3 10%	0 0.0%	0 0.0%
Hypothesis		90 60%	44 29.3%	6 4%	9 0.6%	1 0.7%

As shown in table (4.3.1) the majority of the subjects (63.3) strongly agree that the English language syllabus is not enriched with sufficient reading lessons that reinforce oral communication. (33.3%) agree, while (13.3%) disagree with the statement.

This result shows that most of the English language teachers see that content of the current syllabus is very poor and does not help students improve their oral ability because it does not expose students to the target language communicative situations.

Item (2) shows that the majority of the respondents (66.7%) strongly agree that the syllabus does not provide students with vocabulary which meets their everyday needs. (20%) agree, (13.3%) disagree with the statement.

This result indicates that most of the teachers believe that the vocabulary of the syllabus does not meet students' everyday needs. Students basically learn a language so as to speak it and to be identified as speakers of that

language and without active vocabulary they cannot achieve this goal.

Item (3) shows that the majority of the study sample (60%) strongly agrees that the syllabus does not contain enjoyable reading lessons which make students read eagerly. (23.3%) agree, (6.7%) disagree, whereas (10%) disagree with the statement.

The above result reflects that most of the teachers displease with the reading lessons within the syllabus and see that the lessons are not enjoyable in a way that make students read eagerly to enrich their word power so that they can improve their spoken English.

Item (4) shows that the majority of the subjects (56.7%) are strongly agree that the syllabus is not supported by good literature books which reinforce students' oral performance. (33.3%) agree, (3.3%) not sure and the same percentage for disagree and strongly disagree.

This result indicates that most of the teachers see that the syllabus is not supported by rich literature books which contribute in improving oral communication such as books which include illustrated excited stories.

As for item (5) it is clear that the majority of the respondents (53.3%) believe the syllabus layout is not attractive in a way that makes students find real interest when reading. (36.7%) agree while (10%) not sure.

This result clarifies that most of the teachers see that the syllabus layout is very poor and does not encourage students to read eagerly. Attractive and well illustrated layout can make students read attentively and carefully.

Figure (4.3.1): Percentage distribution of the first hypothesis phrases.

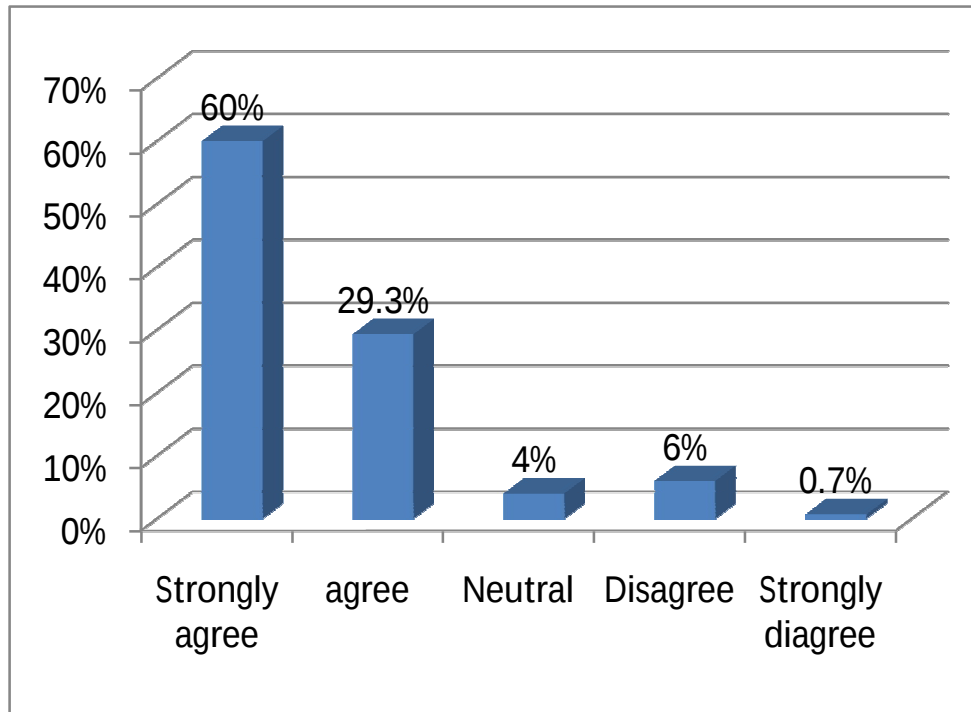


Table (4.3.2): Chi-square test results:

No	Phrases	Chi-square value	P-value	Median	Trend
1	The syllabus layout is not enriched with sufficient reading lessons that reinforce oral communication.	16.200	0.000	5	To strongly agree
2	The syllabus does not provide students with the vocabulary which meets	15.200	0.001	5	To strongly agree

	their everyday needs.				
3	The syllabus does not contain enjoyable reading lessons which encourage students to read.	21.467	0.000	5	To strongly agree
4	The syllabus is not supported by good literature books that reinforce reading ability.	35.333	0.000	5	To strongly agree
5	The syllabus layout is not attractive in a way which makes students read eagerly.	8.600	0.014	5	To strongly agree
Hypothesis		188.467	0.000	5	To strongly agree

From the table above:

- The value of chi-square for the first phrase is (16.200) with (p-value=0.000 < 0.05), and depending on the table (4.3.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (15.200) with (p-value=0.001 < 0.05), and depending on the table (4.3.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the third phrase is (21.467) with (p-value=0.000 < 0.05), and depending on the table (4.3.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fourth phrase is (35.333) with (p-value=0.000 < 0.05), and depending on the table (4.3.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fifth phrase is (8.600) with (p-value=0.014 < 0.05), and depending on the table (4.3.2), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the first hypothesis (188.467), with (p-value =0.000 < 0.05) and depending on the table (4.3.2) and figure (4.3.1), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The researcher concludes from the above analysis that the first hypothesis "Secondary school English language syllabus is not enriched with sufficient reading lessons that reinforce students oral performance" has been achieved and in favor of strongly agree.

Category (2) Teachers' role in providing students with a variety of reading activities to help them improve their oral ability.

Table (4.3.3)

No	Phrases	Frequency and percentages				
		Strongly agree	agree	Neutral	Disagree	Strongly disagree
6	Teachers should provide students with a variety of reading activities that reinforces their reading skills.	22 73.3%	7 23.3%	0 0.0%	0 0.0%	1 3.3%
7	Teachers should encourage students to read loudly to improve pronunciation.	21 70%	9 30%	0 0.0%	0 0.0%	0 0.0%
8	Teachers should not interrupt students while reading to correct them.	12 40%	13 43.3%	2 6.7%	1 3.3%	2 6.7%
9	Teachers should give students an opportunity to read instead of reading them.	20 66.7%	8 26.7%	1 3.3%	1 3.3%	0 0.0%
10	Teachers should use classroom reading techniques to improve the students' oral performance.	24 80%	6 20%	0 0.0%	0 0.0%	0 0.0%
Hypothesis		99 66%	43 28.7%	3 2%	2 1.3%	3 2%

As reflected in table (4.3.3 item 6) the majority of the study sample (73.3%) strongly agrees that teachers should provide students with a variety of reading activities that help them reinforce oral performance. (23.3%) agree, and (3.3%) strongly disagree with the statement.

This result shows that nearly two thirds of the teachers believe strongly that providing students with a variety reading activities such as pair work, group work, and role-play can encourage them to read and hence, help them develop their oral communication.

Item (7) shows that (70%) of the respondents strongly agree that teachers should encourage students to read loudly and correct their pronunciation mistakes whereas only (30%) agree with the statement.

This result shows clearly that most of the teachers see that encouraging students to read loudly and correcting their mistakes regularly at the end of reading process will contribute positively in enhancing their oral production.

As for item (8) the researchers see that (40%) of the subjects agree that teachers should not interrupt students while reading to correct to them. Whereas the majority (43.3) agrees with the statement, (6.7%) not sure, the same percentage strongly disagrees and (3.3%) disagree with the statement.

This result shows that most of the teachers think that interrupting students while reading is confusing and distracting. It will be much better if correcting mistakes become after the students finish reading. This can give students a confidence and break the barrier of fear to read in front of their colleagues.

Concerning item (9) it is obvious that the majority of the respondents (66.7%) strongly agree that teachers should students an opportunity to read instead of reading for them. (26.7%) agrees (3.3%) not sure whereas the same percentage disagrees with the statement.

This gives the researcher clear evidence that most of the teachers do not give students a chance to read but read for them instead. This method is disappointing because basically the reading is for the students and teachers' role is represented only in listening carefully to correct pronunciation mistakes where necessary. In this way students can easily improve their reading and speaking skills.

In regard of item (10) the researcher sees that more than two thirds of the study sample (80%) strongly agrees that teachers should use classroom reading techniques so as to develop students' oral ability where only (20%) agree with the statement.

This result clarifies that most of the teachers believe that using communicative classroom reading techniques such as pair work, group work and role-play will certainly encourage even the lazy students to participate in reading practice. This method gives students more confidence to speak in front of the class and hence help them improve oral performance.

Figure (4.3.2): Percentage distribution of the second hypothesis phrases:

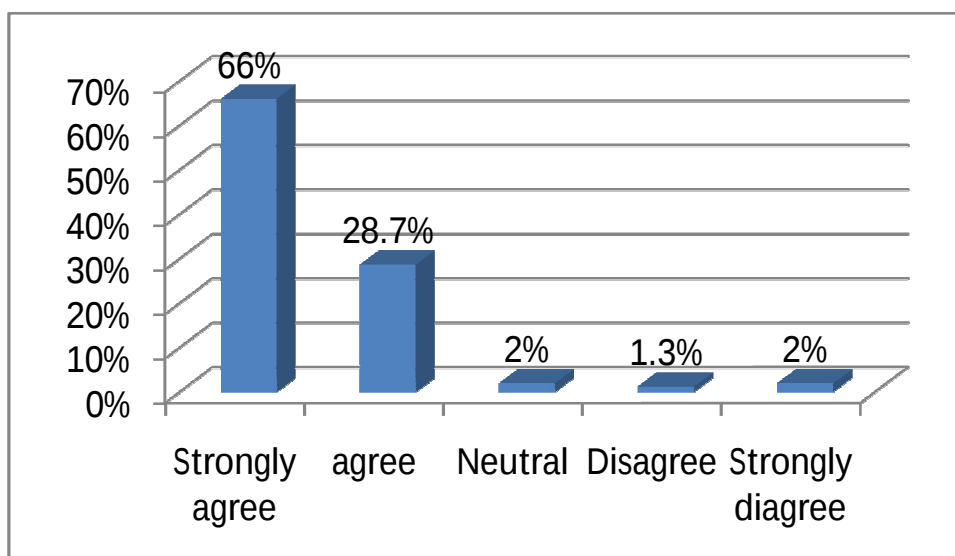


Table (4.3.4):Chi-square test results:

No.	Phrases	Chi-square value	P-value	Median	Trend
6	Teachers should provide students with a variety of reading activities that reinforces their reading skills.	23.400	0.000	5	To strongly agree
7	Teachers should encourage students to read loudly to improve pronunciation.	4.800	0.028	5	To strongly agree
8	Teachers should not interrupt students while reading to correct them.	23.667	0.000	4	To agree
9	Teachers should give students an opportunity to read instead of reading for them.	32.133	0.000	5	To strongly agree
10	Teachers should use classroom reading techniques to improve the students' oral performance.	10.800	0.001	5	To strongly agree
Hypothesis		239.067	0.000	5	To strongly agree

From the table above:

- The value of chi-square for the first phrase is (23.400) with (p-value=0.000 < 0.05), and depending on the table (4.3.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the second phrase is (4.800) with (p-value=0.028 < 0.05), and depending on the table (4.3.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the third phrase is (23.667) with (p-value=0.000 < 0.05), and depending on the table (4.3.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fourth phrase is (32.133) with (p-value=0.000 < 0.05), and depending on the table (4.3.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the tenth phrase is (10.800) with (p-value=0.001 < 0.05), and depending on the table (4.3.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the second hypothesis (239.067), with (p-value =0.000 < 0.05) and depending on the table (4.3.4) and figure (4.4.2), this indicates this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The researcher concludes from the above analysis that the second hypothesis **"Teachers' role in providing students with a variety of reading activities to help them improve oral ability"** has been achieved and in favor of strongly agree.

Category (3) Inclusion of literature books within the English syllabus and its effect on the students' oral communication.

Table (4.3.5)

No	Phrases	Frequency and percentages				
		Strongly agree	agree	Neutral	Disagree	Strongly disagree
11	Inclusion of literature books within the syllabus affects positively the students' oral communication.	20 66.7%	6 20%	3 10%	0 0.0%	1 3.3%
12	Literature books enrich students' vocabulary which meets their everyday needs.	24 80%	5 16.7%	0 0.0%	1 3.3%	0 0.0%
13	Literature books encourage students to read intensively to develop their oral ability.	20 66.7%	7 23.3%	2 6.7%	1 3.3%	0 0.0%
14	Literature books	18	10	1	1	0

	enable students to use the words contextually, coherently and cohesively.	60%	33.3%	3.3%	3.3%	0.0%
15	Literature books expose students to various target language communicative situations.	17 56.7%	12 40%	1 3.3%	0 0.0%	0 0.0%
Hypothesis		99 66%	40 26.7%	7 4.7%	3 2%	1 0.7%

As shown in table (4.3.5 item 11) the majority of the respondents (66.7%) strongly agree that inclusion of literature books within the syllabus affects positively the students' spoken English. (20%) agree (10%) not sure, whereas (3.3%) strongly disagree with the statement.

This result shows that most of the teachers see that inclusion of literature within the syllabus is very essential because it reinforce reading ability and hence affects positively the students' oral performance. Thus, the more students read the more fluent they will be in using English.

Item (12) shows that more than two thirds of the respondents (80%) are strongly agree that literature books enrich the students' vocabulary which meets their everyday needs. (16.7%) agree, while only (3.3%) disagree with the statement.

This result indicates that most of the teachers see that literature books enrich students' word power in a way that they can easily express themselves and meet their everyday needs using English.

As for item (3) it is clear that the majority of the study sample (66.7%) strongly agree that literature books encourage students to read eagerly. (23.3%) agree (6.7%) not sure, whereas (3.3%) disagree with the statement.

This result shows that most of the teachers see that literature books motivate students to read more because it contains excited stories for example, stories of adventure and detection. Such types of stories make students read eagerly so that he can improve not only improve reading ability but also oral performance.

In regard of item (14) it obvious that the majority of the subjects (60%) strongly agree that literature books enable students to use the words appropriately in terms of context, cohesion and coherence. (33.3% agree (3.3%) not sure and the same percentage disagrees with the statement.

This result tells the researcher that most of the teachers believe that literature books enable students to read, speak and even write. So, reading books continuously helps students to great extent to use the language in an appropriate way in terms of coherence and cohesion.

Concerning item (15) it is shown that the majority of the study sample (56.7%) strongly agrees that literature books expose students to various target language communicative situations. (40.3%) agree, whereas (3.3%) are not sure.

This result indicates that most of the teachers come together with the researcher's view point that literature books expose the students to different target language authentic situations so that they will be more capable to communicate easily and confidently with the people around them.

Figure (4.3.3): Percentage distribution of the third hypothesis phrases:

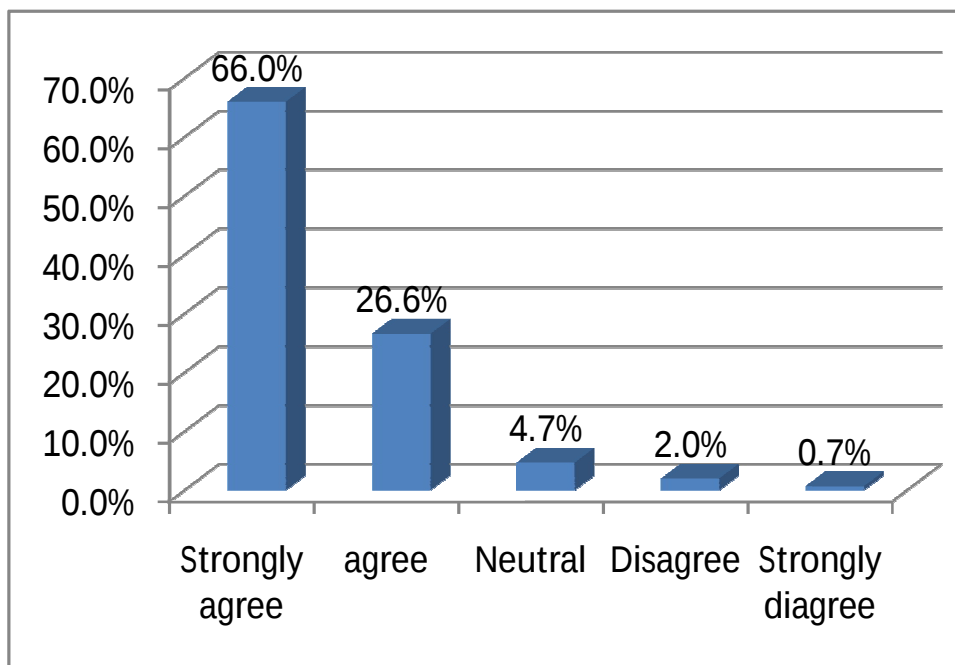


Table (4.3.6): Chi-square test results:

No	Phrases	Chi-square value	P-value	Median	Trend
11	Inclusion of literature books within the syllabus affects positively the students' oral communication.	29.467	0.000	5	To strongly agree
12	Literature books enrich students' vocabulary which meets their everyday needs.	30.200	0.000	5	To strongly agree
13	Literature books	30.533	0.000	5	To strongly

	encourage students to read intensively to develop their oral ability.				agree
14	Literature books enable students to use the words contextually, cohesively and coherently.	26.800	0.000	5	To strongly agree
15	Literature books expose students to various target language communicative situations.	13.400	0.001	5	To strongly agree
Hypothesis		232.000	0.000	5	To strongly agree

From the table above:

- The value of chi-square for the eleventh phrase is (29.467) with (p-value=0.000 < 0.05), and depending on the table (4.3.6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the twelfth phrase is (30.200) with (p-value=0.000 < 0.05), and depending on the table (4.3.6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the thirteenth phrase is (30.533) with (p-value=0.000 < 0.05), and depending on the table (4.3.6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the fourteenth phrase is (26.800) with (p-value=0.000 < 0.05), and depending on the table (4.3.6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fifteenth phrase is (13.400) with (p-value=0.001< 0.05), and depending on the table (4.3.6), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the third hypothesis (232.000), with (p-value =0.000 < 0.05), and depending on the table (4.3.6) and figure (4.4.3), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The researcher concludes from the above analysis that the third hypothesis which is “Inclusion of literature books within the English syllabus affects positively the students’ oral communication” has been achieved and in favor of strongly agrees.

Category (4) Overcrowded classroom atmosphere and its impact on hindering the students to practise reading skill sufficiently and easily.

Table (4.3.7)

No.	Phrases	Frequency and percentages				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	Overcrowded classrooms discourage students to practise reading sufficiently	24 80%	5 16.7%	0 0.0%	1 3.3%	0 0.0%
17	Overcrowded classrooms do not allow	23 76.7%	6 20%	1 3.3%	0 0.0%	0 0.0%

	students to listen carefully to the teacher.					
18	Overcrowded classrooms seating makes students lose interest in practise reading easily.	25 83.3%	5 16.7%	0 0.0%	0 0.0%	0 0.0%
19	Overcrowded classrooms do not allow teachers to listen to students carefully to correct them.	20 66.7%	9 30%	1 3.3%	0 0.0%	0 0.0%
20	Overcrowded classrooms discourage teachers to give students extra reading activities to develop their oral performance.	17 56.7%	11 36.7%	0 0.0%	0 0.0%	2 6.7%
Hypothesis		109 72.2%	36 24%	2 1.3%	1 0.7%	2 1.3%

As reflected in table (4.3.7 item 16) the more than two thirds of the respondents (80%) strongly agree that overcrowded classrooms discourage students to practice reading sufficiently. (16.7%) agree, whereas only (3.3%) disagree with the statement.

This result gives us clear evidence that most of the teachers see that large classes hinder students from practicing reading sufficiently. The large number of the students in the class and the time allowed for the period is very limited. Accordingly, lack of reading practice makes students continuously unable to produce even one well coherent sentence.

Concerned with item (17), the majority of the study sample (76.7%)

strongly agrees that overcrowded classroom do not allow students to listen carefully to the teacher while reading or talking to them. (20%) agree, while only (3.3%) disagree with the statement.

This result indicates clearly that most of the teachers believe that most of the students are deeply affected by large classroom atmosphere, especially, those who are at the back. Listening to the teacher while reading or speaking is very essential, because students learn pronunciation and meaning of the new words from their teacher.

Item (18) shows that the majority of the subjects (83.3%) strongly agree that uncomfortable classroom seating causes students lose interest in practicing reading whereas only (16.7%) agree with the statement.

The above result clarifies that most of the teachers see that overcrowded classrooms seating hinders students' effective interaction not only with the teacher but with learning process as a whole. This result could be attributed to the fact that the problem of overcrowded classrooms has become common nowadays all over the country. Both teachers and students badly need a convenient learning environment so that they can easily achieve their educational goals.

As for item (19) it is obvious that the majority of the respondents (66.7%) strongly agree that overcrowded classrooms atmosphere do not allow teachers to listen to the students carefully while reading or talking so that he can easily correct their oral pronunciation mistakes. (30%) agree, whereas only (3.3%) not sure.

This result confirms that most of the teachers can not listen carefully to the students while reading or talking so that they can easily correct their oral production mistakes. Large classroom is genuinely problematic. It always represents a source of confusion and distraction to the teachers and makes

them unable even to teach because of the inconvenience.

Concerning item (20) it is clear that the majority of the study sample (56.7%) strongly agree that overcrowded classroom discourage teachers to give students extra reading activities to develop their oral performance. (36.7%) agree, while only (6.7%) strongly agree with the statement.

The result above indicates that most of the teachers are unable to give the students any extra reading activities because of the number of the students which does not allow such types of activities to take place. Teachers need a class of not more than 30 students so that they can easily activate the process of communicative learning which helps students automatically acquire the skill of oral communication.

Figure (4.3.4) Percentage distribution of the fourth hypothesis phrases:

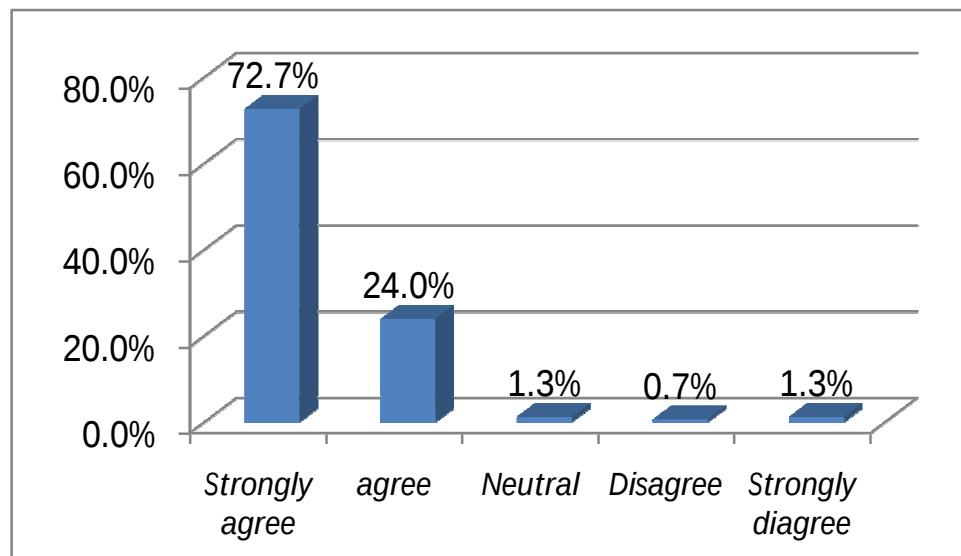


Table (4.3.8):Chi-square test results:

No	Phrases	Chi-square value	P-value	Median	Trend
16	Overcrowded classrooms discourage students to practise reading sufficiently.	30.200	0.000	5	To strongly agree
17	Overcrowded classrooms do not allow students to listen carefully to the teacher while reading for them.	26.600	0.000	5	To strongly agree
18	Overcrowded classrooms seating makes students lose interest in practising reading.	13.333	0.000	5	To strongly agree
19	Overcrowded classrooms do not allow teachers to listen to students carefully to correct their oral mistakes.	18.200	0.000	5	To strongly agree
20	Overcrowded classrooms discourage teachers to give students extra reading activities to develop their oral performance.	11.400	0.003	5	To strongly agree
Hypothesis		289.533	0.000	5	To strongly agree

The table above shows that:

- The value of chi-square for the first phrase is (30.200) with (p-value=0.000 < 0.05), and depending on the table (4.3.8), this indicates that there is

significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

- The value of chi-square for the second phrase is (26.600) with (p-value=0.000 < 0.05), and depending on the table (4.3.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the third phrase is (13.333) with (p-value=0.000 < 0.05), and depending on the table (4.3.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fourth phrase is (18.200) with (p-value=0.000 < 0.05), and depending on the table (4.3.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.
- The value of chi-square for the fifth phrase is (11.400) with (p-value=0.003 < 0.05), and depending on the table (4.3.8), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

The value of chi-square for all phrases in the fourth hypothesis (289.533), with (p-value =0.000 < 0.05) and depending on the table (4.4.8) and figure (4.4.4), this indicates that there is significant differences at the level (5%) between answers of study individuals and in favor of strongly agree.

We conclude from the above that the fourth hypothesis "Overcrowded classroom atmosphere does not allow students to practice reading skill sufficiently and easily" has been achieved and in favor of strongly agree.

4.4 Testing hypotheses

To answer questions of the study and verification of hypotheses the researcher calculated median for each of the phrases in the questionnaire so as to show views of the respondents of the study. Accordingly, grade (5) was given as a weight for each answer "Strongly agree", and grade (4) as a weight for each answer "agree" grade (3) as a weight for each answer "neutral", grade (2) as a weight for each answer, " disagree" and grade (1) as a weight for each answer "strongly Disagree".

To know trends of the answers the researcher calculated median and then used the Chi-square test to know significance of the differences in answers.

4.5 Result in terms of the hypotheses

4.5.1 Secondary schools English language syllabus is not enriched with reading lessons that reinforce students' oral performance.

The results in tables (4.2.1) and (4.3.1) show that the majority of the respondents strongly agree that secondary schools English language syllabus is not enriched with a variety of reading lessons which help developing the students' spoken English. Certainly, unless the syllabus enriched with different types of reading lessons which imply authentic English language situations, the syllabus will be dried and the students will get soon boring

This result confirms strongly the first hypothesis and hence it comes together with the researcher's view point which believes that the English language syllabus lack the rich types of lessons which reinforce the students' oral ability.

4.5.2 English language teachers do not provide students with a variety of reading activities which help them improve their oral performance.

As reflected in tables (4.2.2) and (4.3.2) it is clear that the majority of the study sample strongly agree that teachers of the English language do not provide students with a variety of reading activities so as to help them improve their oral production. As a matter of fact lack of extra reading activities discourages students to practice reading interestingly and certainly this outcome will negatively reflected on the students' oral performance.

This result supports strongly the second hypothesis. Accordingly, it stands side by side with the researcher' opinion that English language teachers do not provide the students with a variety of reading activities to help them develop their oral performance.

4.5.3 Inclusion of literature books within the English language syllabus affects positively the students' oral communication.

As shown in tables (4.2.3) and (4.3.3) it is obvious that the majority of the subjects strongly agree that inclusion of literature books affects positively the students' oral performance. There is no doubt that the more students read the much better they will be when using English language orally with people around them. Accordingly, a variety of good illustrated literature books which contain enjoyable and exciting stories will make students very eager to read continuously.

This result strongly reinforces the third hypothesis and steps together with the researcher point of view that inclusion of literature books is very essential in developing reading and speaking skills.

4.5.4 Overcrowded classrooms atmosphere does not allow students to practice loud reading skill sufficiently.

The results in tables (4.2.4) and (4.3.4) show that the majority of the respondents strongly agree that overcrowded classrooms hinder students from reading sufficiently. Practicing reading sufficiently is a matter of extreme importance for the students to enrich their word power so that they can communicate easily with each other.

This result also supports strongly the fourth hypothesis and agrees with the researcher's opinion that overcrowded classrooms do not allow students to practice reading sufficiently.

Chapter Five

Chapter Five

Conclusion

5.1 Introduction

The results and recommendations are extracted here in the light of the hypothesis of the research, questions of the research, review of literature and the study sample. What is worth mentioning is that all the findings are in favour of the research hypothesis.

5.2 Conclusions

This chapter deals with the conclusions of the study which the researcher has come to. The recommendations which reflect the researcher' opinion so as to find serious solutions for the problem, and the researcher' suggestions for further studies.

The researcher believes that teaching oral communication in Sudanese school is becoming more infrequent. The importance of oral communication should not be less than the necessity of maths, Arabic, reading and writing. Students must be confident in their speaking abilities because many careers require this skill. Secondary schools must reconsider how important it is to promote oral communication, examine why it has been neglected and learn how to teach it more effectively. Oral communication skills are a necessity that every student will need in his future career.

For this reason the researcher associates the improvement of the oral performance by the improvement of reading. The researcher believes that the

more students read, the more competent they will be in using spoken English. There is no doubt that listening is the first skill for acquiring a language and represents the quickest means for enhancing oral ability. But as the researcher mentioned in chapter one, listening practice is unavailable in Sudanese schools because of the lack of language labs, and even outside classroom, students cannot easily find people to communicate with them using English as same as those who are in Nigeria and Kenya.

This study concentrates mainly on the effect of reading as a receptive skill on developing secondary schools students' oral performance. The researcher sees that there are some factors which hinder students from practicing reading sufficiently and interestingly so that they can improve their oral communication. These factors can be represented as follows:

Firstly, Sudanese Secondary schools English language syllabus discourages the students to read eagerly because its content is poor and its layout is unattractive. Secondly, most teachers of English language are untrained and unqualified. They do not give students an opportunity to read and instead they read for them. Moreover, they do not provide the students with a variety of extra reading activities to motivate them to practice reading eagerly. Thirdly, exclusion of good literature books from the syllabus affects to large extent the students reading and speaking skills. These books provides the students with vocabulary which help them meet their everyday needs, expose them to target language communicative situations and above all, make them read eagerly and speak easily. Finally, overcrowded classroom hinders students from practicing reading loud sufficiently and easily because of the large number of students which sometimes exceeds 70 students for the classroom. In large classroom students sit uncomfortably, do not read easily, do not participate actively in reading practice, and do not

listen carefully to the teacher. For these factors together, it was expected result that students' competence in oral communication is extremely weak.

5.3 Summary of Findings

The research has come out with the following findings:

- 1- Secondary school English language syllabus is not enriched with sufficient reading lessons that reinforce students' oral communication.
- 2- The syllabus does not provide the students with vocabulary which help them meet their every day needs.
- 3- The syllabus lack the interesting reading lessons which make students read eagerly.
- 4- The syllabus layout is not attractive in a way that students find a real interest in reading continuously.
- 5- Teachers of English do not provide students with extra reading activities so as to develop their oral ability.
- 8- Teachers of English language do not encourage students to read so as to correct their pronunciation mistakes.
- 8- Teachers of English language interrupt students while reading to correct them.
- 9- Teachers do not give students an opportunity to read aloud, but instead they read for them.
- 10- Teachers do not uses classroom reading techniques so as to improve the students' oral performance.
- 11- Some Teachers of English language are untrained and unqualified to use reading skills strategies.

- 12- Inclusion of the literature books within the syllabus contributes to great extent in enhancing students reading and speaking skills.
- 13- Literature books enrich the students' vocabulary and help them improve their oral communication.
- 14- Literature books enable students to use the words contextually, coherently and cohesively.
- 15- Literature books encourage students to read intensively.
- 16- Literature books expose students to various target language communicative situations.
- 17- Overcrowded classroom discourages students to practice reading sufficiently.
- 18- Overcrowded classroom seating makes students lose interest in practicing reading.
- 19- Overcrowded classroom discourages teachers to give the students extra reading activities.

5.4 Recommendations

Based on the findings and conclusions, the researcher recommends the following points:

- 1- English language syllabus layout should be attractive, well-illustrated, and rich in lessons that improve students' speaking skills.
- 2- English language syllabus should be supported by literature books that reinforce students' speaking ability.
- 3- English language syllabus should be enriched with vocabulary which meets students' every day needs.

- 4- Teachers should provide students with extra reading activities to reinforce their oral performance.
- 5-Teachers should give students an opportunity to practice oral communication inside classroom.
- 6-Teachers should provide students with useful reading activities such as pair work, group work, and role play to motivate them to read and speak English.
- 7-Teachers should show respect and signs of appreciation when students read or speak.
- 8-There should be a regular training for English teachers and continuous assessment of their performance.
- 9- Teachers should use audio-visual aids to make reading practice more interesting.
- 10- Hours for teaching English in secondary school should be increased so as to give students more time to practice reading sufficiently.
- 11- There should a variety of good literature books which expose students to authentic English language communicative situations.
- 12- Ministry of Education should concentrate on types of books which enrich students' vocabulary to meet their every day needs.
- 13- Number of the students in classroom should not be over thirty so that teachers easily give the students any extra reading activities.
- 14- Classroom environment should be well-equipped and encouraging so that students find a real interest in practicing reading.
- 15- Classroom seating should be comfortable so that students participate actively in any classroom activities.

5.5 Suggestions for Further Studies

The researcher suggests the following topics for further studies on the same area:

- Impact of using Communicative Strategies on Developing EFL Students' Oral Performance.
- Effect of Exposure to Authentic English language Situations in Enhancing Sudanese EFL Basic Schools Students' Spoken English.
- Analyzing Oral Communication Inabilities among Sudanese EFL University Students.
- The Problematic areas of Oral Communication among Sudanese Secondary School EFL Students.
- Analysis of the Oral Performance of Sudanese EFL Secondary Schools Students.
- Investigating the further Causes lying behind the Deterioration of Oral Communication among Sudanese EFL Students.
- Role of Listening as a Receptive Skill on Improving EFL University students' Oral Ability.
- Lack of Reading Practice and its Influence on Hindering EFL Students, Oral Performance.

REFERENCES

Adams, M. L. (1980). Five cooccurring factors in speaking proficiency. In J. R. Firth (Ed.), *Measuring spoken language proficiency* (pp. 1-6). Washington, DC: Georgetown University Press.

Adams, M. (1990). *Beginning to Read: Thinking and Learning from Print*. Cambridge, MA: The MIT Press.)

Allwright,D. (1984). *The Importance of Interaction in Classroom language Learning*. Applied Linguistics. 5,71,156.

Aebersold, J. and Marry , E. (1997) *From Reader to Reading Teacher (Issues and Strategies for Second Language Classroom*. Cambridge University Press.

Alderson, J. (1981) *Assessing Reading*. New York. Cambridge University Press.

Alderson, J. C. (2000). *Assessing Reading*. Cambridge: Cambridge University.

Al-Fadil, A, S (2010) *Strategies for Developing English Oral Communication in Sudanese Secondary Schools*. (An unpublished Ph.D thesis) Sudan University of Science and Technology–Faculty of Education. Khartoum.

Bright, J. A., & G. P. McGregor. (1970). *Teaching English as a Second Language*. London: Longman.

Anderson P.S.(1979) *Language Skills in Elementary Education*. University of Boston.

Aukerman, C.R. (1981) *How do I Teach Reading?* University of R. Hood Island.

Barker,L. (1982) *An Introduction to Classroom Communication*. Englewood Cliffs, NJ: Prentice-Hall.

Barnes, D. (1976). *From Communication to Curriculum*. Middlesex: London.

Bell, J. (1993) *Doing your Research Project: A guide for first-time Researchers in Education and Social science*. Buckingham, Philadelphia: Opoen University Press.

Bialystok, E. (1990) *Communication Strategies: A Psychological Analysis of Second Language Use*. Basil Blackwell. Oxford.

Blachman, B. (ed.). 1997. *Foundations of Reading Acquisition and Dyslexia*. Mahwah, NJ: Lea Publishers.)

Briton, J. (1970) *Language and Learning*. Penguin. London.

Broughton,G. (1978) *Teaching English as a Foreign Language*. Routledge & Kegan Paul. London.

Brown, H.D. (1987) *Interactive Language Teaching*. Cambridge University Press. London.

Bruner, J. (1983) *Child Talk: Learning to Use Language*. Norton. New York.

Bruner,J. (1978) *The Role of Language in Dialogue in Language Acquisition*. Springer-Verlag. New York.

Brumfit C. and Johnson K. (1979) *The Communicative Approach to Language Teaching*. Oxford University Press. London.

Brusch, W. (1991). *The role of reading in foreign language acquisition*. Designing an experimental project. *ELT*

Bygate, M. (1991). *Speaking*. Oxford: Oxford University Press.

Cunningham, A. E., & Stanovich, K. E. (1998). What Reading does for the Mind. *American Educator*, 8(15).

Byrne, D. (1971) *English Teaching Extracts*. Longman Group Limited. England.

Byune, D. (1978) *Teaching Oral English Language*. Longman. London.

Calpham, C. (1996) *Study of the Effect of Background Knowledge on Reading Comprehension*. Great Britain. Cambridge University Press.

Canale,M and Swan, M.(1980) *Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing*.

Chastain, K. (1971) *Developing Second language Skills*. University of Virginia. U.S.A

Chastain, K. (1971) *The development of Modern Language Skills: Theory to Practice*. Philadelphia. The Center for Curriculum Development.

Casden, C. (1986) *Classroom Discourse*, Handbook of Research in Teaching.

Macmilan. New York,A. D. (1987) *Strategies in Learning and Using a Second Language*. New York.

Celani,A. (1979) *Peer Teaching as a motivating factor in Developing Communication Skills*, FLT Journal Volume 111.

Celce-Murcia (Ed.), *Teaching English as a second foreign language*. Boston: Heinle and Heinle.

Chamot, A. (2005) *Language learning Strategy Instruction. Current issues and Research. Annual Review of Applied Linguistics*, 25, 112.

Cook, V. (1991) *Second Language Learning and Language Teaching*. Routledge, Chapman Hall. New York.

Cook-Gumperz, and Gumperz, J.J. (1982) *Communicative Competence in Educational Perspective*. Academic Press. New York.

Croft, K. (1980) *Reading on English as Second Language*. Cambridge University Press. London.

Dafa-Allah M. (2002) *Deficiency of Sudanese Secondary School Students in the Use of Spoken English*. M. Ed. University of Khartoum – Faculty of Education. Omdurman.

Dafa-Allah, Z, A (2012) *Impact of using Reading Strategies on Developing EFL Learners' Reading Comprehension Skills*. (An unpublished Ph.D thesis) Sudan University of Science and Technology- Faculty of Education. Khartoum.

Davies, P., Pearse, E. (2002). *Success in English Teaching*. Shanghai: Shanghai Foreign Language Education Press.

Deckart, G. (1987) *The Communicative Approach: Helping the Students Adjust*. English Teaching Forum I 25.

DeGelder, B. and Morais, J. (eds.). (1995)., *Speech and Reading: A Comparative Approach*. Hove, England: Taylor and Francis.)

Dole, A. J., Sloan, C., & Trathen, W. (1995). Teaching Vocabulary within the Context of Literature. *Journal of Reading*, 38(6), 452-460.

Dubin, F., & Olshtain, E. (1977). *Facilitating Language Learning: A Guidebook for the ESL/EFL Teacher*. N.Y: McGraw: Hill International Book Company.

Ellis, R. (1990). *Instructed Second Language acquisition*. Blackwell. Oxford.

Ehri, L. (1998). "Grapheme-phoneme knowledge is essential for learning to read words in English." In Metsala, J. and Ehri, L. (eds.), *Word Recognition in Beginning Literacy*. Mahwah, NJ: Lea Publishers.

Eskey, D. (1988) *Holding in Bottom: An Interactive Approach to the Language Problems of Second Language Reader*. New York Cambridge University Press.

Eskey, D. (2005). Reading in a Second Language. In E. Hinkel (Ed), *Handbook of research on second language teaching and learning* (pp. 563-580). Mahwah, NJ: Lawrence Erlbaum.

Faerch and Kasper (1989) *Communication Strategies: A Psychological Analysis of Second Language Use*. Basil Blackwell. Oxford.

Gass, S. and Selinker, L. (2001) *Second Language Acquisition: An Introductory Course*. Pui Mahwah. New Jersey.

Goodman, K.S. (1971) *Psycholinguistics Universals in the Reading Process*. Cambridge University Press.

Goron,A. (1991) *Problems Facing Sudanese Secondary School Students in Learning English*. Khartoum.

Grabe, W.and Stoller, F. (2002) *Teaching and Searching Reading*. Great Britain. Person Education Limited.

Grabe, W. (1991). *Current developments in second language reading research. TESOL Quarterl*, 25(3), 375-406.

Grabe, W., & Fredricka S. (2001). *Reading for Academic Purposes* Guidelines for the ESL/EFL Teacher. In M.

Graft, S.K. (1978) *Teaching English to Speakers of other Language*. London. England.

Grellet,F. (1981) *Developing Reading Skills*. Cambridge Language Teaching Library.

Harmer,J. (1991) *The Practice of English Language Teaching*. Longman. London.

Harmer, J. (2001). *The Practice of English Language Teaching*. Harlow: Pearson Education.

Hedge, T. (1985). *Using Readers in Language Teaching*. London: Macmillan Publishers Ltd.

Hedge, T. (2003). *Teaching & learning in the language Classroom*. UK: OUP.

Heldreth, F.F. (1976) *Teaching Reading*. Brooklyn College. New York.

Higgs, T. V., & Clifford, R. (1982). The push toward communication. In T. V. Higgs (Ed.), *Curriculum, competence, and the foreign language teacher* (pp. 57-79). Lincolnwood, IL: National Textbook.

Hill, D., & Holden, S. (Eds). (1995). *Language Teaching: 1988 Milan Conference Organized by the British Council*. London: Modern English Publications.

Hill, W. R. (1979). *Secondary School Reading: Process, Program, Procedure*. Boston: Allyn and Bacon.

Hymes, D. (1974). *Foundations in Sociolinguistics*. University of Pennsylvania Press. Philadelphia.

Hymes,D. (1972) *On communicative Competence*. Penguin. Harmondsworth.

International Journal of English Linguistics; Vol. 2, No. 6; 2012. ISSN 1923-869X E-ISSN 1923-8703. Published by Canadian Center of Science and Education 91.

Johson, K. (1995). *Understanding Communication in Second Language Classroom*. Cambridge University Press. New York.

Joseph, P. and Efron, S. (2009) *Seven Worlds of Moral Education* (Vol. 8, 8.2th ed.) McGraw-Hill. New York.

Kailani, T. and El-Mutawa, N (1989) *Methods of Teaching English to Arab Students*. Hong Kong.

Krashen, S. D., & Terrell, T. D. (1983). *The Natural Approach: Language Acquisition in the Classroom*. Oxford and San Francisco: Pergamon, Almany.

Krashen, S. D., & Terrell, T. D. (1989). *The Natural Approach: Language Acquisition in the Classroom*. Pergamon: Prentice Hall.

Lado, R. (1964) *Language Teaching*. New York. Guild Ford Press.

Lam, W. (2004) *Teaching Strategy use for Oral Communication Tasks to ESL learners*. Unpublished PhD thesis. University of Leeds. United Kingdom.

Lam, W. and WONG, j. (2000) *The Effects of Strategy Training on Group Discussion in ESL Classroom*. *ELT Journal*, 54, 245, 255.

Laufer, B. (1997). What is in a World That Makes it Hard to Easy: Some Intralexical Factors That Affect the Learning of Words. In N. Schmitt & M.

Lazaraton, A. (2001). Teaching Oral Skills. In M. Celce-Murcia (Ed.), *Teaching English as a second foreign language*. Boston: Heinle and Heinle.

Lechmann, M. (2007). *Is Intentional or Incidental Vocabulary Learning More Effective?* *Journal of foreign language teaching*, 3(1), 23-28.

Lee, W. (1995). Authenticity Revisited: Text Authenticity and Learner Authenticity. *ELT Journal*, 49(4), 323-328. www.ccsenet.org/ijel
International Journal of English Linguistics Vol. 2, No. 6; 201296.

Lenore, K. L. (1993) *The Creative Classroom. A Guide for Using Drama in Classroom*. U.S.A : Elsevier. Inc.

Levelt, W. J. M. (1989). *Speaking: From intention to articulation*. MA: MIT Press.

Levelt, W. J. M. (1993). The architecture of normal spoken language use. In G. Blanken, J. Dittmann, H. Grimm, J. C. Marshall, & C. W. Wallesch (Eds.), *Linguistic disorders and pathologies: An international handbook* (pp. 1-15). Berlin: Walter de Gruyter.

Lewis, M. (1993). *The Lexical Approach*. London: Language Teaching Publications.

Liberman, A. (1998). "The relation of speech to reading and writing." In Frost, R., and Katz, L. (eds.), *Orthography, Phonology, Morphology, and Meaning*. Amsterdam: Elsevier. 167-177.

Lier, L. V (1995) *Introducing the Language Awareness*. Penguin Group. London.

Little, D., Devitt, S., & D. Singleton. (1989). *Learning Foreign Languages from Authentic Texts: Theory and Practice*. Dublin: Authentic in Association with CILT.

Littlemore, J. (1996) *The communicative Effects of Different Types of Communication Strategy*. Macmillan. Hong Kong.

Li, Z., & Song, M. (2007). The Relationship between Traditional English Grammar Teaching and Communicative Language Teaching. *US-China Education Review*, 4(1).

Little, W. (1981) *Communicative Language Teaching*, Longman. London.

Maccarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy*. Cambridge: Cambridge University Press.

Macmillan professional Materials, (1989) Study Skills. Macmillan Education.

Mann, H. (2009) *The Education of Free Men* (Vol. 5, 2nd ed.) McGraw – Hill. New York.

McDonough, S. (2007) Learner Strategies. *ELT Journal*, 60, 63, 70

Mckay, S.L. *Teaching English Oversea: An Introduction*. Oxford University Press.

Mehan,H.(1979) *Learning Lessons: Social Organizationin the Classroom*. Harvard University Press. Cambridge.

Michael, S. (2001) *Words and Phrases:Corpus Studies of Lexical Semantics*. Blackwell. Oxford.

Mifflin, H. (2006) *College Reading Series*. Library of the Congress.

Miles,K. (2009) *Putting Money Where it Matters* (Vol. 7,7. 1th ed) McGraw-Hill. New York.

Morris, I. (1966) *The Art of Teaching English as a Living Language*. London: Macmillan Co. Ltd.

Muhan,K and Raman, M. (1995) *Effective English Communication*. Tata McGraw-Hill. New Delhi.

Nation, I. S. P. (1995-6). Best Practice in Vocabulary Teaching and Learning. *EA Journal*, 3(2), 7-15.

Nieto,S. (2009) *Profoundly Multicultural Questions* (Vol. 3.3. 3rd ed) McGraw-Hill. New York.

Noddings, N. (2009) *Teaching Themes of Care* (Vol. 6, 6. 1th ed) McGraw-Hill. New York.

Nunan, D. (1989) *Designing Tasks for the Communicative Classroom*. Cambridge University Press. Cambridge.

Nunan, D. (1987) *Communicative Language Teaching: Making it Works*. ELT Journal.

Nunan, D. (2003). *Practical English Language Teaching*. Boston: McGraw Hill.

Oya, T., Emmanuel M., & Jackie G. (2009). The Influence of Language Contact and Vocabulary Knowledge on the Speaking Performance of Japanese Students of English.

Peacock, M. (1997). *The Effect of Authentic Materials on the Motivation of EFL learners*. *ELT Journal*, 51(2), 144-156.

Piaget, J. (1957) *The Language and Thought of the Child*. Routledge & Kegan Paul. London.

Porfetti, C.A Van Dyke, J. and Hart, L (2001) *The Psycholinguistic of Basic Literacy*. New York. Cambridge University Press.

Prabhu, N. (1987) *Second Language Pedagogy*. Oxford University Press. Oxford.

Purpura, J. (1998) *Investigating the Effects of Strategy use and Second language Test Performance*. Cambridge University Press. Cambridge.

Richards, J. & T. Rodgers, (1986) *Approaches and Methods in Language Teaching*. Cambridge University Press. New York.

Rie, K. (2005). *Relationships Between Productive Vocabulary Knowledge and Speaking Performance of Japanese Learners of English at the Novice Level*. A Dissertation Submitted to the University of Tsukuba in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in Linguistics.

Rivers, W.M. (1987) *Interactive Language Teaching*. Cambridge University Press. London.

Robinet, A. (1978) *Teaching English to Speakers of other Language*. London. England.

Ross, R.R. (1988) *Teaching Reading in Today's Elementary Schools*. Houghton Mifflin Company.

Ruben, B. (1984) *Communication and Human Behaviour*. Macmillan. New York.

Sanacore, J. (1994). *Lifetime Literacy through Independent Reading: The Principal is a Key Player*. International Reading Association. *Journal of Reading*, 37(7), 602-606.

Satterwhite, M. (2007) *College English and Communication*, 9/e McGraw-Hill. Boston.

Schmitt, N. (2000). *Vocabulary in language teaching*. Cambridge University Press.

Smith, F. (1973) *Reading*. Cambridge University Press. OUP, London.

Stabb, C. (1986) What happened to the Sixth Graders: Are Elementary Students Loosing their Need to Forecast and to Reason?. Harrap. London.

Stahl, S., and Murray, B. (1998). *Issues involved in defining phonological awareness and its relation to early reading*. In Metsala, J., and Ehri, L. (eds.), *Word Recognition and Beginning Literacy*. Mahwah, NJ: Lea Publishers

Stern, S. (1991) *An Integrated Approach to Literature in ESL/EFL*. Boston. Heinle Publishers.

Tarone, E. (2005) *Speaking in a Second Language*. Hillsdale, NJ: Lawrence Erlbaum.

Turk, C. (1985) *Effective Speaking, Communicating in Speech*. Chapman&Hall. London.

Ur, P. (1996). *A Course in Language Teaching: Practice and Theory*. Cambridge: Cambridge University Press.

Wallace, Michael. (1980) *Study Skill in English: Students' Book*. Cambridge University Press. London.

White, R. (1982) *The English Teacher's Handbook*. Harrap Ltd.. London.

Widdowson,H. (1978) *Teaching Language and Communication*. Oxford.

Widdowson, G. (1981) *Reading and Thinking in English*. Oxford. Oxford University Press.

Widdowson, (2003) *Defining Issues in English Language Teaching*. Oxford University Press.

Williams, E. (1984). *Reading in the Language Classroom*. London: Macmillan Publishers Ltd.

Wilkinson,L. (1982) *A Sociolinguistic Approach to communicating in the Classroom*. Academic Press. New York.

Wright, A. (1989) *Pictures for Language Learning*. Cambridge University Press. Cambridge.

Yule, G. (1991) *The Study of Language*. Cambridge University Press. London.

Zhang, Y. (2009). *Reading to Speak: Integrating Oral Communication Skills*.
English Teaching Forum, 2009(1), 32-34.

APPENDICES

APPEDIX (1)

University lecturers who checked and approved the tools of the study are:

	Name	Academic Position	Place of Work
1	Prof. Abdullah Yassin	Professor	Sudan University of Science and Technology – College of Languages
2	Prof. Tawheeda Uthman Hedra	Professor	University of Khartoum – Faculty of Arts
3	Dr. Muhammad Al-Amin Al-Shenketi	Assistant Professor	University of Arrebat-Fac. of Languages & Translation
4	Dr. Amna Badri	Assistant Professor	University of Ahfad- Institute of Languages

APPEDIX (2)

Students' Questionnaire

Dear student,

This questionnaire is part of a PhD thesis on the (Effect of Reading as a Receptive Skill on Enhancing Secondary School Students' Oral Communication). I respectfully ask you to tick the statements that go together with your view point accurately and honestly. I assure you that any information you give will be treated confidentially for the research purpose only.

Category (1) Effect of the secondary schools English language syllabus on developing the students' reading and speaking skills.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus layout is not attractive in a way that makes the students interested when reading.					
2	The syllabus does not contain enjoyable reading lessons which encourage the students to read eagerly.		34 28.3%	8 6.7%	18 15%	6 5.0%

3	The syllabus is not enriched with reading lessons which reinforce oral ability.	66 55%	37 30.8%	9 7.5%	4 3.6%	4 3.6%
4	The syllabus does not provide the students with everyday use vocabulary.	57 47.5%	37 30.8%	8 6.7%	13 10.8%	5 4.7%
5	Content of the current the syllabus is not sufficient to reinforce reading and speaking skills.	60 50%	36 30%	11 9.2%	10 8.3%	3 2.5%

Category (2) Teachers' role in providing students with a variety of reading activities to improve their oral communication.

No		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	The teacher should provide the students with a variety of reading activities which reinforce oral communication.	68 56.7%	29 24.2%	12 10%	4 3.3%	7 5.8%
7	The teacher should	61	37	3	11	8

	give the students an opportunity to read to improve oral performance.	50.8%	30.8%	2.5%	9.2%	6.7%
8	The teacher should listen to the students carefully while reading to correct pronunciation.	65 54.2%	18 15%	5 4.2%	16 13.3%	16 13.3%
9	The teacher should not interrupt the students while reading to correct oral mistakes.	64 53.3%	35 29.2%	3 2.5%	13 10.8%	5 4.2%
10	The teacher should use classroom reading technique to encourage the students to read eagerly.	84 70%	24 20%	5 4.2%	2 1.7%	5 4.2%

Category (3) Inclusion of literature books within the English syllabus and its influence on developing students' oral communication.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Inclusion of literature books within the syllabus affects	84 70%	21 17.5%	4 3.3%	5 4.2%	6 5.0%

	positively speaking ability.					
12	Literature books enrich the students' everyday vocabulary which improves oral communication.	71 59.2%	38 31.7%	5 4.2%	5 4.2%	1 0.8%
13	Literature books contain enjoyable stories which encourage the students to read eagerly.	80 66.7%	31 25.8%	4 3.3%	2 1.7%	3 2.5%
14	Literature books enable the students to use the words contextually and coherently.	74 61.7%	38 31.7%	3 2.5%	3 2.5%	2 1.7%
15	Literature books expose the students to various target language communicative situations.	60 50%	34 28.3%	17 14.2%	2 1.7%	7 5.8%

Category (4) Overcrowded classroom and its influence in hindering students' reading practice.

No	Items	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
16	Overcrowded class-rooms hinder students from practising reading sufficiently.	95 79.2%	18 15%	1 0.8%	2 1.7%	4 3.3%
17	Overcrowded classrooms	98			1	2

	do not allow the students to listen carefully to the teacher.	81.7%	19 15.8%	1 0.8%	0.8%	1.7%
18	Overcrowded classrooms discourage the teacher to give the students extra reading activities.	82 68.3%	26 21.7%	5 4.2%	3 2.5%	4 3.3%
19	Overcrowded classrooms do not allow the teacher to listen carefully to the students to correct pronunciation.	85 70.8%	28 23.3%	2 1.7%	1 0.8%	4 3.3%
20	Overcrowded classrooms seating does not help students practise reading easily.	86 71.7%	27 22.5%	5 4.2%	0 0.0%	2 1.7%

APPEDIX (3)

Teachers' Questionnaire

Dear colleague,

This questionnaire is part of a PhD thesis on the (Effect of Reading as a Receptive Skill on Enhancing Secondary School Students' Oral Communication). I respectfully request you to tick the statements that go together with your view point accurately and honestly. I assure you that any information you give will be treated confidentially for the research purpose only.

Please tick in the box which represents your opinion:

Category (1) Secondary school English language syllabus is not enriched with sufficient reading lessons that reinforce students' oral performance.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	The syllabus is not enriched with sufficient reading lessons that reinforce oral communication.					
2	The syllabus does not provide students with the vocabulary which meets their everyday needs.					
3	The syllabus does not contain enjoyable reading lessons which					

	encourage students to read.					
4	The syllabus is not supported by good literature books that reinforce reading ability.					
5	The syllabus layout is not attractive in a way which makes students read eagerly.					

Category (2) Teachers' role in providing students with a variety of reading activities to help them improve their oral ability.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
6	Teachers should provide students with a variety of reading activities which reinforces reading skills.					
7	Teachers should encourage students to read loudly to improve pronunciation.					
8	Teachers should not interrupt students while reading to correct them.					
9	Teachers should give students an opportunity to read instead of reading them.					

10	Teachers should use classroom reading techniques to improve the students' oral performance.					

Category (3) Inclusion of literature books within the English syllabus and its effect on the students' oral communication.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
11	Inclusion of literature books within the syllabus affects positively the students' oral communication.					
12	Literature books enrich students' vocabulary which meets their everyday needs.					
13	Literature books encourage students to read intensively to develop their oral ability.					
14	Literature books enable students to use the words contextually, coherently and cohesively.					
15	Literature books expose students to various target language					

	communicative situations.					
--	---------------------------	--	--	--	--	--

Category (4) Overcrowded classroom atmosphere and its impact on hindering the students from practising reading skill sufficiently and easily.

No	Items	Strongly agree	Agree	Neutral	Disagree	Strongly disagree
16	Overcrowded classrooms discourage students to practise reading sufficiently					
17	Overcrowded classrooms do not allow students to listen carefully to the teacher while reading for them.					
18	Overcrowded classrooms seating makes students lose interest in practising reading easily.					
19	Overcrowded classrooms do not allow teachers to listen to students carefully to correct their oral mistakes.					
20	Overcrowded classrooms discourage teachers to give students extra reading activities to develop their oral performance.					

Appendix (4)

Conversation Shows Effect of Reading on Enhancing Students' Oral Performance.

The researcher explained in chapter two the relationship between reading and speaking, integration of reading and speaking and the role of reading in developing speaking skill. It is generally felt that listening practice is unavailable for Sudanese secondary school students. Students do not practice listening whether inside classroom or outside in their social environment. Accordingly, their only way to improve oral performance is reading practice. Authentic reading materials such as, plays, dialogues, conversations can play a very effective role on enhancing spoken English. It is agreeable that oral communication will break down without a sufficient stock of vocabulary in the mind of the students. Vocabulary acts as the backbone for any exchange of ideas and information. It is like bricks in building. Without vocabulary students cannot build their language. The following conversation between Claire and Anna*shows the importance of vocabulary and its role in improving students' oral communication.

Claire: Did you hear that Sam Davies had failed his exams?
He's a bright boy – apparently he didn't do much revision.
That's what his mum said, anyway. Luckily, he'll get a
chance
to take them again in September.

Anna: Oh, good. Hopefully, he'll pass next time.
Strictly speaking, when does your son finish university?

Claire: Actually, I'm not sure when term ends.
Obviously, around the end of June.

Anna: What's he going to do in the long vacation?
Still to hitch-hike round Europe?

Claire: Thankfully, no! I wasn't at all keen on that idea.
Basically, he was going to go with a friend, but surely I
would
have been worried sick.

Anna: Naturally.

Claire: So obviously, he's got three months of holiday with
nothing planned.

Anna: But surely he'll have some reading to do for the next
term, won't he?

Claire: Yes, but I doubt he'll do it.

* New Headway, Liz & others. Oxford University Press.

New Vocabulary:

Did you hear that – failed – his exam - he's a bright boy – apparently – he didn't do – much revision - that's what - his mum - said – anyway – luckily - he'll get a chance - to take them – in September.

- hopefully - pass - next time - strictly speaking - when does - your son - finish - university.

-Actually - I'm not sure - term ends - obviously - around - the end of June -

What's he going to do - long vacation - hitch-hike - round Europe.

Thankfully - I wasn't at all keen - on that idea.

Basically - he was going to - with a friend - but surely - I would have been - worried sick – naturally - he's got - holiday - nothing planned.

he'll have - won't he? I doubt he'll do it.

By the end of this conversation students should be able to:

- 1- Read the text aloud with accurate pronunciation and intonation.
- 2- Understand the sense of the dialogue as a whole.
- 3- Learn new vocabularies associated with authentic communicative situation.
- 4- Learn interrogative form in the past simple time. (Did you hear that...?)
- 5- Use the past perfect tense form. (..had failed..).
- 6- Use possessive pronouns his. (..his exam, your son).
- 7- Use short form or weak form of verb to be. (he's).
- 8- Use adjective metaphorically. (..a bright boy.)
- 9- Use discourse markers (apparently, hopefully, surely, thankfully, basically, actually..)

- 10- Use “much” with uncountable noun. (...much revision)
- 11- Use adverb (anyway).
- 12- Express future using (going to)
- 13- Use future perfect tense (I would have been worried sick)
- 14- Use question tag (won't he?)
- 15- Learn contextual use of many verbs such as pass, fail, say, take, go finish, and the compound verb such as (hitch-hike)
- 16- Use propositions such as (in, to, of...)
- 17- Use personal pronouns such as (I , it , he , you....)
- 18- 14- Use new expressions and phrases such as get a chance, I wasn't at all keen, to take them, in September, strictly speaking, next time, terms ends, the end of June, what was he going to, long vacation, around Europe, on that idea, but surely, nothing planned, I doubt he'll do it.