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**Exploring EFL Teachers and Students Beliefs and Perceptions**

**on Using Reading to Enhance Productive Skills:**

**A Case Study of EFL Students and Teachers at Bouira University**

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## **Dedication**

I Dedicate this work

To my beloved mother who has been a constant source of support and motivation during the challenges of graduate school and life. She has encouraged me attentively with her fullest and truest attention to accomplish my work with truthful self-confidence.

To my beloved father who has strengthen my personality and taught me life priorities.

To my faithful brother, Salim, my backbone and number one supporter who has never left my side

Also special dedication to my cousins, family, friends and colleagues, I wish them all best of luck.

**Chahrazad Djadi**

I thank Allah for giving the patience and time to complete this work.

I dedicated this work I dedicated this work

To myself for the hard work and hard times I passed through

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To my siblings for their support and to my niece" Lina" .

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## **Abstract**

This study investigates the beliefs and perceptions of both EFL teachers and students at Bouira University regarding the role of reading in enhancing productive language skills—specifically speaking and writing. While traditionally viewed as a receptive skill, reading is increasingly recognized as a foundational input that supports the development of productive abilities. The main objective of the study is to explore EFL students and teachers' perceptions towards reading as a tool to enhance productive skills. Additionally, it seeks to identify the reading practices and strategies most commonly used in EFL classrooms. A mixed-methods approach was employed. First a quantitative method for data collection was opted through the use of an online questionnaire to EFL students, then, a qualitative method for data collection was adopted through semi-structured interviews with 3 university EFL teachers at Bouira university. The findings reveal a common perception that reading significantly contributes to improving learners' writing style, vocabulary range, grammatical accuracy, and oral fluency. Teachers noted the positive impact of reading on learners' critical thinking and content knowledge, which enhances their speaking and writing tasks. However, challenges such as lack of motivation, low comprehension skills, and limited classroom time for integrated reading activities were also reported. The study concludes by emphasizing the need for more integrative pedagogical strategies that align reading with productive skill development to promote full language learning in Algerian EFL context.

**Keywords:** Reading, Productive skills, EFL Learners, Language development, Teachers-Students' perceptions

## ملخص

هدف هذه الدراسة هو الاطلاع على آراء وتصورات كل من أساتذة وطلبة اللغة الإنجليزية كلغة أجنبية حول دور القراءة في تطوير المهارات الإنتاجية، وبشكل خاص مهارتي التعبير الشفوي والكتابي، وذلك في قسم اللغة الإنجليزية بجامعة البويرة. اعتمدت الدراسة على منهج البحث المختلط، جمعت بين استبيان إلكتروني وُجّه إلى 51 طالبًا، ومقابلات شبه موجهة أجريت مع ثلاثة أساتذة.

أظهرت النتائج أن كلاً من الطلبة والأساتذة يتفقون بشدة على أهمية القراءة في تحسين المهارات الإنتاجية. حيث أشار الطلبة إلى أن القراءة تساعدهم على توسيع رصيدهم اللغوي، واكتساب بناء لغوي جديد، وتنظيم أفكارهم كتابياً وشفهياً. كما أكد الأساتذة أنهم يدمجون نصوصاً مختلفة (قصص، مقالات، مقاطع أدبية) في دروس التعبير الكتابي والشفوي، لتكون بمثابة نماذج لغوية.

غير أن الدراسة كشفت أيضاً عن بعض التحديات، من بينها تدني الحافز لدى الطلاب، صعوبة النصوص، وضيق الوقت داخل الحصص. وقد أكدت النتائج الأطر النظرية التي تربط بين المهارات اللغوية، وخاصة فرضية المدخل اللغوي (Krashen)، كما أبرزت أهمية توظيف القراءة ضمن مقاربة تواصلية.

في الختام، توصي الدراسة بدمج القراءة بشكل منهجي وفعال ضمن برامج تدريس اللغة الإنجليزية، وتوفير مواد قرائية محفزة تراعي مستوى واهتمامات الطلبة، لتسهيل تطوير مهاراتهم الإنتاجية.

## Résumé :

Ce mémoire explore les croyances, perceptions et pratiques des enseignants et des étudiants en anglais langue étrangère (EFL) concernant le rôle de la lecture dans le développement des compétences productives, à savoir l'expression orale et écrite, à l'Université de Bouira. À travers une méthodologie mixte combinant un questionnaire destiné à 51 étudiants et des entretiens semi-directifs avec trois enseignants, l'étude démontre que la lecture constitue une source essentielle d'input linguistique, favorisant l'enrichissement du vocabulaire, l'amélioration de la grammaire, et la structuration des idées. Les enseignants intègrent des textes variés (histoires, articles, essais) dans leurs cours pour servir de modèles linguistiques, tandis que les étudiants reconnaissent que la lecture les aide à mieux s'exprimer à l'écrit comme à l'oral. Toutefois, certains défis persistent, tels que la démotivation, la complexité des textes et le manque de temps en classe. Les résultats confirment les cadres théoriques de l'interdépendance des compétences linguistiques et de l'approche communicative, soulignant l'importance d'une intégration pédagogique cohérente de la lecture dans l'enseignement des compétences productives. Cette recherche propose également des recommandations pour les enseignants et les concepteurs de programmes afin d'améliorer l'intégration des compétences en EFL.

## Mots-clés :

Lecture – Expression orale – Expression écrite – Enseignement de l'anglais – Compétences productives

## **List of Abbreviations**

**EFL**      **English as a Foreign Language**

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## **General Introduction**

## **Introduction**

Over recent decades, the field of English as a Foreign Language (EFL) instruction has transitioned from traditional, teacher-centered methods like the grammar-translation approach to more communicative and learner-focused strategies. Among the four core language skills—listening, speaking, reading, and writing—reading has often been treated as a passive, receptive skill, mainly used to improve comprehension and access information. However, there is a growing recognition of reading’s pivotal role in developing productive skills, particularly speaking and writing (Grabe & Stoller, 2011; Nation, 2009). Reading exposes learners to essential linguistic input such as vocabulary, syntax, and discourse structures, which they can later apply in their spoken and written output.

Krashen’s (1982) Input Hypothesis emphasizes the necessity of comprehensible input for effective language acquisition, and reading offers a rich and accessible source of this input. Both intensive and extensive reading practices are now widely acknowledged for their role in promoting vocabulary development, structural awareness, and writing fluency (Day & Bamford, 1998; Hirvela, 2004). Despite these theoretical insights, in many EFL settings—such as Algerian universities—reading is still primarily used for text comprehension, exam preparation, or translation, rather than as a tool to support communicative and productive skill development.

In the context of Algerian higher education, particularly at institutions like Bouira University, students are frequently exposed to reading in formal, academic settings that prioritize exams over communicative competence. This often limits opportunities to link reading with active tasks like classroom discussions, presentations, or writing projects. Furthermore, teachers may not always be adequately trained or supported to implement integrated-skills teaching approaches that effectively combine reading with productive language use (Benrabah, 2007). Students themselves may also lack awareness of how reading can enhance their ability to express themselves more accurately and fluently.

Given this gap between theory and classroom application, the present dissertation investigates the beliefs and perceptions of EFL teachers and students at Bouira University regarding the use of reading to support speaking and writing development. The study explores current practices, the effectiveness of reading as a pedagogical tool, and the challenges encountered by both groups. By incorporating the voices of both students and teachers, this research aims to shed light on how reading can be better integrated into teaching practices that enhance productive language skills.

As English becomes increasingly important in academic and professional spheres, developing both receptive and productive competencies is more critical than ever (Celce-Murcia, 2001; Oxford, 2001). This study thus contributes to ongoing calls for pedagogical approaches that treat reading not merely as a means of input, but as a dynamic, interactive process that actively supports language output and overall proficiency.

## **1 Statement of the Problem**

Although reading is widely recognized for its contributions to vocabulary growth and grammatical accuracy, its role in enhancing productive language use is often underestimated. In the Algerian higher education context, reading is primarily used to prepare students for exams or academic tasks, with limited attention given to its communicative and productive value. Furthermore, little is known about how EFL teachers and students view the potential of reading in supporting the development of speaking fluency and writing proficiency. This lack of awareness and empirical research results in a missed opportunity to implement integrated teaching strategies that could significantly enhance language outcomes.

## **2 Research Questions**

Based on the research problem, this study tends to answer the following questions:

- **Main Questions:**

1. What are the beliefs and perceptions of EFL students at Bouira University regarding the use of reading to enhance their speaking and writing skills?
2. How do EFL teachers at Bouira University perceive the relationship between reading and the development of productive skills?

- **Sub questions:**

1. What instructional practices and reading strategies do teachers use to develop students' productive skills through reading?
2. In what ways do reading activities contribute to students' vocabulary, grammar awareness, and fluency in speaking and writing?
3. What are the main challenges faced by EFL teachers and students when integrating reading into the development of productive skills?

### **3 Research Objectives**

This study aims to:

1. To investigate EFL students' beliefs and perceptions regarding the role of reading in enhancing their speaking and writing skills.
2. To explore EFL teachers' beliefs and instructional practices concerning the integration of reading into teaching productive skills.
3. To identify the types of reading materials and strategies used by EFL teachers to support speaking and writing development.
4. To examine the perceived benefits of reading activities on students' vocabulary, grammar, fluency, and overall language production.
5. To highlight the challenges faced by both teachers and students in using reading to improve productive language skills.

### **4 Significance of the Study**

This research has both theoretical and practical significance. Theoretically, it contributes to literature on skill integration in EFL instruction by providing insights into how reading can support productive skills. Practically, it informs teacher training and curriculum design by identifying effective strategies for combining reading with speaking and writing tasks. In the Algerian context, where traditional approaches dominate, this study may encourage more communicative and student-centered practices that foster language fluency and proficiency across skill areas.

### **5 Methodology Overview**

A mixed methods approach was adopted for this research. Data were collected through questionnaires and semi-structured interviews with both EFL teachers and students at Bouira University. Thematic analysis was employed to interpret the data, allowing for in-depth exploration of participants' beliefs, experiences, and classroom practices . This method was chosen for its suitability in capturing the complex, subjective dimensions of educational experiences.

## **Chapter One: Theoretical Framework**



**Introduction**

This first chapter explores the concept of writing and speaking as productive language skills and examines how reading can support their development. It will review key definitions related to writing and speaking, discuss the importance of reading in language learning, and highlight the connection between reading and productive skills. Additionally, this chapter will consider the benefits of integrating reading into EFL classrooms and the challenges learners may face.

This chapter aims to answer the following questions: What are productive language skills, and why are they important? How does reading contribute to improving speaking and writing abilities? What are the cognitive and linguistic processes involved when learners use reading to enhance their productive skills? And finally, what are the main challenges and advantages of using reading as a tool in EFL learning contexts?

**Section 1: The Contribution of Reading to Enhancing Productive Language Skills****1.1 Receptive skills in EFL learning**

In language learning, receptive skills refer to the language abilities that involve receiving and understanding the language. There are two main receptive skills, listening and reading. These skills are essential for language learning because they allow learners to process input, build vocabulary, and recognize grammar and structure in context. They include receptive vocabulary knowledge (Stæhr, 2008), reading comprehension, oral language skills, and listening comprehension (Dockrell & Connelly, 2009).

**1.2 Introduction to Reading skill**

Reading is one of the foundational language skills, along with listening, speaking, and writing. It plays a crucial role in language acquisition as it enhances vocabulary development, grammatical understanding, and overall language proficiency. In educational contexts, reading is often emphasized as a primary skill because it provides learners with access to knowledge and supports the development of other language competencies.

Reading is not only the act of decoding words on a page but it is an active and complex process that involves interpreting, analyzing, and understanding written texts. It requires cognitive engagement and draws on the reader's prior knowledge, linguistic skills, and critical thinking abilities. Scholars like Goodman (1973) and Nunan (1991) have defined reading as a dynamic interaction between the reader and the text, where meaning is constructed through an interplay of text-based cues and the reader's background knowledge.

Reading is one of receptive skills of the language. It enables learners to understand and interpret written texts and exposes them to vocabulary, grammar, and various aspects of the language within contexts. Through reading, learners develop comprehension, critical thinking, and support the other language skills. Accordingly, it is considered the most effective ways to enhance proficiency in foreign language learning.

According to Oxford Handbook of Applied Linguistics, which presents an in-depth exploration of language skills, reading is an interactive process that involves the incorporation of textual information with the reader's background knowledge. It emphasizes that reading is not merely decoding written symbols but constructing meaning through a dynamic interaction between the text and the reader's cognitive processes (Grabe, 2002).

Walter R. Hill (1979, p.4) briefly defines reading as “what the reader does to get the meaning he needs from contextual resources”. In the same vein, Reading is the process of combining information from a text and background knowledge to shape meaning (Nunan, 2003, p.68). Similarly, Grabe and Stoller (2001) assert that: “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” (p.187).

Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners’ language competence. In the same regard, Krashen and Terrell (1989) highlight that reading offers comprehensive input that contributes significantly to language acquisition. They claim that extensive reading in a low-anxiety environment fosters vocabulary growth and grammatical development. Reading is seen as a powerful tool for acquiring language naturally and effectively.

In the context of English as a Foreign Language (EFL), reading is particularly important because it often serves as the primary mode of language input. Learners are exposed to vocabulary, grammar, and discourse features that they may not regularly find in spoken language. Furthermore, reading in EFL classrooms can help to promote learner autonomy, support academic success, and contribute significantly to the development of productive skills such as writing and speaking.

As such, understanding the nature of reading, the different types of reading strategies, and the ways reading can be taught effectively is essential for both learners and educators. This chapter explores the reading skill in detail, laying the groundwork for effective reading instruction and its role in comprehensive language learning.

### **1.3 Approaches to Teaching Reading**

Two major approaches to reading instruction are intensive and extensive reading. Intensive reading involves careful analysis of short texts for detailed understanding, often guided by the teacher. This method emphasizes grammar, vocabulary, and text structure (Brown, 1988). In contrast, extensive reading encourages learners to read longer texts for general comprehension and enjoyment, fostering a positive reading habit and promoting fluency (Bamford & Day, 2004).

Both approaches are complementary and should be incorporated based on the learners' objectives. For example, intensive reading may be more suitable for academic contexts, while extensive reading supports language acquisition through exposure and repetition.

In addition to these approaches, different types of reading can be classified based on the method and purpose of reading

## **1.4 Types of Reading**

Reading is an essential skill in language learning, and there are many different types of reading that serve various purposes. Each type helps learners develop specific skills and strategies depending on the goal of the reading activity. Among the many types of reading, two important ones stand out due to their frequent use and value in language classrooms. These two significant types of reading will be discussed in the following section.

### **1.4.1 Skimming**

Skimming is a rapid reading technique that involves quickly glancing through a text to get a general overview or the main idea of the content. It is not concerned with understanding every word or detail, but rather focuses on the structure and central concepts. Readers use skimming to preview material before a more in-depth reading or when they want to determine whether the text is relevant to their needs. For example, it can be used for: Reading a magazine article to understand the topic or browsing a textbook chapter before class.

According to Brown (2000): "Skimming consists of quickly running one's eyes across a whole text for its gist. Skimming gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message." (p.32)

### **1.4.2 Scanning**

According to Grellet (1981) <sup>1</sup>Scanning “ means glancing rapidly through a text either to search for a specific piece of information (e.g., a name or date) or to get an initial impression of whether the text is suitable for a given purpose.” (p.4)

Moreover, scanning is a focused reading technique used when a reader is looking for specific information or keywords within a text. Unlike skimming, which looks for general ideas, scanning targets precise data such as dates, names, numbers, or answers to particular questions.

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<sup>1</sup> Grellet, F. (1981). *Developing Reading Skills: A Practical Guide to Reading Comprehension Exercises*. Cambridge University Press.

Readers move their eyes quickly down the page to locate the desired information without reading everything (Nuttall, 2005). It can be used to: look for a phone number in a directory, find the answer to a specific question in a passage.

### 1.4.3 Extensive Reading

According to Day & Bamford (1998, p.59)<sup>2</sup> “Extensive reading is reading large amounts of material for the sake of reading, with the intention of getting a general understanding of the material.”

This Type involves reading large quantities of material for general comprehension and enjoyment. Further, the focus is on fluency rather than accuracy, and the material is usually chosen by the reader according to their interests and language level. It encourages learners to develop a positive attitude toward reading and to improve overall language skills, especially vocabulary and reading speed. This type includes: reading novels, storybooks, or long articles without stopping to analyze grammar or vocabulary (Day & Bamford, 1998).

### 1.4.4 Intensive Reading

“Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage.” (Richards & Schmidt, 2010, p. 267)’ it is a type of reading where learners read shorter texts carefully and in detail, often with a focus on understanding specific information, vocabulary, grammar, and text structure. It is commonly used in academic or language learning settings, where comprehension and analysis are key. This approach often involves reading passages more than once and using dictionaries or other aids to aid comprehension. It involves: studying a passage from a textbook, analyzing a poem, or reading instructions or academic articles. (Richards & Schmidt, 2010)

### 1.4.5 Critical Reading

Critical reading is the capacity to read writings in a deep and logical manner, with specific consideration on the author’s aims, readers, and possible interpretations intended by the author (Smith, 2025)<sup>3</sup>. In other words, critical reading is a higher-order reading skill that requires the reader to analyze, interpret, and evaluate a text. The goal is not just to understand what the text says but to assess how well the information is presented, the logic of the arguments, the

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<sup>2</sup> Day, R. R., & Bamford, J. (1998). *Extensive Reading in the Second Language Classroom*. Cambridge University Press.

<sup>3</sup> Smith, G. (2025, April 4). *What is Critical Reading? A Comprehensive Guide*. The Knowledge Academy. Retrieved on 22 May 2025, from <https://www.theknowledgeacademy.com/blog/critical-reading/>

presence of bias, and the credibility of the sources. It involves questioning the text, comparing it with other sources, and forming an independent judgment. It includes: reading news articles to identify bias, analyzing academic papers for methodology, or evaluating an argument in an essay (Wallace, 2003).

#### **1.4.6 Reading Aloud**

Reading aloud is the practice of reading written text aloud, either to oneself or to others. It is often used in educational settings to improve pronunciation, fluency, listening comprehension, and confidence in speaking. Reading aloud can also be used to aid memory and understanding, particularly for auditory learners. It combines visual and auditory processing and engages different parts of the brain. This type includes: teachers reading to students, language learners practicing pronunciation, children reading to parents (Nation, I. S. P. 2009).

### **1.5 The Reading Skill in Language Learning**

Reading is one of the four skills of the language along with listening, speaking, and writing. Reading is a crucial element for language development and acquisition because it helps with increasing vocabulary amount, adopting accurate spelling, and achieving high levels of writing styles.

Additionally, scholars describe reading in a variety of ways. According to Brenda Thompson (1979), reading is the first and most crucial skill taught in school. The rest of a child's education will suffer if they do not learn to read effectively. Also, Reading is viewed as a dynamic process in which the reader's prior knowledge and textual information interact to allow him to generate meaning before, during, and after reading. In this regard, Goodman (1973) stated that the learner interacts with a message encoded by the author. He focusses on his or her complete prior experience and concepts, as well as the language proficiency he or she has earned.

Besides, Dubin (1982) assumed that reading is a complicated skill involving a variety of psychological, physical, and social factors. Similarly, Nunan (1991) describes reading as the process of obtaining, comprehending, and retaining information from a text. Reading is the process of obtaining the necessary information from a written text as quickly as possible in order to construct meaning. Reading is an active rather than a passive activity.

In fact, reading necessitates both mental and critical inputs from the learner who is expected to comprehend the written piece. Reading is divided into two parts: the written form and the message's meaning. Accordingly, Ur (1996) defines reading as follows:

"Reading means reading and understanding. A foreign language learner who says, I read the words but I do not know what the mean is not, therefore, reading in this sense. He or she is merely decoding translating written symbols into corresponding sounds." (p. 138)

Furthermore, According to Grabe and Stoller (2011), reading is a strategic activity since it needs the reader to anticipate text material, organize and cognitively synthesize data, check comprehension, repair comprehension breakdowns, and match comprehension output to the reader's goals. As a result of the previous statements, reading is the process of extracting meaning from a text. It is the most challenging language skill because it requires the interaction of numerous cognitive, metacognitive, linguistic, and sociolinguistic factors.

### **1.6 The Linguistic Benefits of Reading for EFL learners**

Reading is a fundamental component of language acquisition, particularly in English as a Foreign Language (EFL) contexts. It not only develops learners' vocabulary and grammatical knowledge but also enhances their overall communicative competence. Teaching reading effectively in EFL classrooms requires the integration of various strategies, text types, and comprehension activities tailored to learners' proficiency levels and learning goals (Grabe & Stoller, 2011; Nation, 2009).

Besides, reading serves both as a means and an end in language learning. As Grabe and Stoller (2002) argue, reading is a strategic process that involves constructing meaning through interaction with texts. In EFL settings, where exposure to English outside the classroom may be limited, reading provides essential linguistic input that supports the development of other skills, such as writing, listening, and speaking.

- **Reading as a Source of Linguistic Input**

One of the most well-established frameworks in SLA is Krashen's (1985) Input Hypothesis, which posits that learners acquire language through exposure to comprehensible input. Reading, particularly extensive reading, offers a rich and accessible source of such input. Learners can engage with texts at their own pace, encountering vocabulary and structures in

meaningful contexts. Krashen (2004) argues that free voluntary reading (FVR) is the most effective path to developing literacy, language competence, and academic performance. Unlike spoken input, written texts can be reviewed and revisited, allowing for deeper processing.

- **Reading and Vocabulary Development**

Reading is instrumental in building vocabulary knowledge, both in breadth (number of words known) and depth (understanding of word meanings, collocations, and usage). Nation (2001) emphasizes that reading provides repeated exposure to vocabulary in diverse contexts, which helps with retention and contextual understanding. In addition, reading enables learners to deduce meanings from context, supporting incidental vocabulary acquisition. According to the noticing hypothesis (Schmidt, 1990), learners must be aware of and pay attention to new language items in order to acquire them. Reading offers a natural setting in which learners can notice and process new vocabulary in a meaningful way.

- **Reading and Grammar Awareness**

Grammatical knowledge can be also enhanced through reading as learners are exposed to syntactic structures in authentic and meaningful contexts. While traditional grammar instruction may involve rule memorization, reading supports implicit learning by providing examples of grammar in use. Ellis (2008) suggests that learners internalize grammatical structures more effectively through exposure in context, as it enables them to observe how grammar functions communicatively. Intensive reading activities, where learners focus on specific language features, can further support grammar acquisition through input enhancement.

- **Reading and Comprehension Strategies**

Reading fosters the development of comprehension strategies such as predicting, summarizing, inferencing, and questioning. These strategies enhance learners' understanding of both written and spoken texts and support their ability to engage with complex material. Grabe and Stoller (2011) point out that skilled readers use metacognitive strategies to monitor their comprehension, adjust their reading rate, and clarify meaning as needed. Teaching learners to become strategic readers also equips them with tools to become better communicators in other language domains.

## **1.7 Cognitive Benefits of Reading in EFL Contexts**

Reading is a fundamental skill in language learning and a cornerstone of academic achievement. In English as a Foreign Language (EFL) contexts, reading serves not only as a



means for language acquisition but also as a tool for cognitive development. As EFL learners engage with written texts, they experience a multitude of linguistic improvements and cognitive enhancements that support their overall educational growth.

- **Memory and Attention**

Reading in a second language places significant demands on working memory and attention, which can lead to cognitive benefits over time. Bialystok, Craik, and Luk (2012) found that bilingual individuals often show enhanced executive functions, including better working memory and attention control. These cognitive advantages are particularly relevant for EFL learners, who must manage multiple linguistic systems while reading and comprehending texts.

- **Metacognitive Strategies**

Effective reading requires the use of metacognitive strategies, such as predicting content, monitoring comprehension, and summarizing information. Anderson (2002) highlights the importance of metacognition in language learning, suggesting that learners who are aware of their own cognitive processes become more effective readers. Teaching EFL learners to use these strategies can lead to improved reading outcomes and greater autonomy in learning.

- **Reading and Critical Thinking**

Reading, especially of authentic and argumentative texts, encourages learners to develop critical literacy skills. Wallace (2003) argues that reading is not merely a linguistic exercise but a social and cognitive activity that requires learners to evaluate information, identify bias, and form independent judgments. Critical reading fosters the ability to construct coherent arguments, a skill that is essential for academic writing and effective speaking.

- **Reading and Learner Autonomy**

Reading promotes learner autonomy by enabling students to engage with language beyond the classroom. When learners are allowed to choose texts that match their interests and proficiency level, their motivation to read increases (Day & Bamford, 1998). Extensive reading programs, in particular, cultivate positive attitudes toward language learning and build learners' confidence and independence.

- **Social and Cultural Cognition**

Reading also contributes to the development of social and cultural cognition. Through exposure to literature and texts from different cultures, learners gain insights into cultural norms, values, and perspectives. Kramsch (1993) discusses the importance of cultural context in language learning, noting that reading authentic texts helps learners develop intercultural competence. This awareness is crucial in today's globalized world, where effective communication often involves understanding cultural nuances.

### **1.8 The use of Reading to Enhance Productive Language Skills**

Based on all the benefits of reading that have been mentioned above, it can be assumed that reading plays a pivotal role in the development of all the skills, especially in EFL contexts where learners rely heavily on exposure to written texts for language input. Hence, the integration of reading in EFL instruction not only facilitates linguistic competence but also fosters learner autonomy, engagement, and deeper cognitive processing of language input, which will lead to significant development and enhancement in language productive skills (Grabe & Stoller, 2011).

Additionally, reading serves as a foundation in the acquisition of speaking fluency and writing proficiency in English as a Foreign Language (EFL). Through exposure to a wide range of vocabulary, grammatical structures, and discourse styles, reading enables learners to internalize linguistic patterns that are essential for producing coherent, fluent, and contextually appropriate language.

#### **1.8.1 Reading and Listening Comprehension**

Although reading and listening are distinct modalities, both are receptive skills that require comprehension of language input. Nation and Newton (2009) argue that reading can support listening comprehension by expanding learners' vocabulary and improving their understanding of syntax and discourse. Furthermore, reading aloud and repeated reading activities enhance learners' ability to recognize sentence rhythm, stress, and intonation—key elements of effective listening and speaking.

#### **1.8.2 Reading and Speaking Fluency**

One of the key ways in which reading supports speaking fluency is through the acquisition of lexical chunks and formulaic expressions. Learners who read extensively encounter language used in natural contexts, which allows them to absorb common collocations, idioms, and

discourse markers. These language units become accessible during spontaneous speech, facilitating fluent and accurate oral expression (Nation, 2013).

Krashen's (2004) Input Hypothesis suggests that comprehensible input, primarily through reading, is a fundamental driver of language acquisition. As learners encounter language slightly above their current proficiency level, they gradually internalize new forms and use them in speaking. This process reduces cognitive load during speech production, allowing for more fluent and automatic expression.

Furthermore, reading enhances pronunciation and intonation through internalized phonological patterns. Learners who engage in reading aloud or paired reading activities demonstrate improvements in speech rhythm and stress, which contribute to intelligibility and fluency (Rasinski, 2012). Repeated exposure to syntactic structures and sentence-level cohesion through reading also fosters confidence and ease in oral production.

### **1.8.3 Reading and Writing Proficiency**

Reading significantly influences writing development by offering models of good writing practices and exposing learners to a variety of textual genres and structures. According to Grabe and Zhang (2013), the relationship between reading and writing is reciprocal and mutually reinforcing. Writers draw upon the vocabulary, grammar, and organizational techniques they have encountered in reading to construct their own texts.

Exposure to well-written texts helps learners understand genre conventions, coherence devices, and stylistic features necessary for effective writing. Hirvela (2004) argues that reading develops rhetorical awareness, which is crucial in planning and organizing written discourse. Learners learn to use transitional phrases, manage paragraph structure, and develop arguments logically, enhancing overall writing quality.

Moreover, reading cultivates critical thinking skills that are transferable to writing. As learners analyze texts, evaluate perspectives, and synthesize information, they build the cognitive tools necessary for constructing analytical and persuasive writing. The ability to reference and integrate information from texts also improves academic writing and research-based writing skills (Grabe & Zhang, 2013).

Integrated reading-writing tasks, such as summarizing articles, writing responses to literature, or composing essays based on multiple readings, are particularly effective in

developing writing proficiency. These tasks encourage active engagement with content and language, promoting deeper understanding and better retention of linguistic forms.

Reading is a vital component of language learning that supports both speaking fluency and writing proficiency in EFL learners. By offering rich input and serving as a model for language use, reading helps learners develop the lexical, grammatical, rhetorical, and cognitive resources needed for effective communication. Pedagogical practices that integrate reading with speaking and writing tasks can maximize these benefits, providing learners with meaningful opportunities to transfer receptive knowledge into productive use.

### **1.9 Interaction Between Reading and Productive Skills**

Reading supports the development of productive skills (speaking and writing) by providing models of effective language use. In writing, reading provides a source of awareness about genres, cohesion, coherence, and syntactic accuracy. Hirvela (2004) highlights the strong interdependence between reading and writing, noting that the ability to analyze written discourse helps learners improve their own writing style, structure, and language use.

Moreover, reading enriches speaking abilities by expanding learners' vocabulary, idiomatic expressions, and discourse strategies. Learners who read widely are more likely to express themselves fluently and accurately, as they are exposed to various registers and communication styles. According to Day and Bamford (1998), extensive reading builds a reservoir of language knowledge that can be drawn upon during spontaneous speech production.

Research also indicates that reading helps improve pragmatic competence in both speaking and writing. By encountering language in different contexts, learners gain insights into appropriate language use for varying communicative purposes and sociocultural settings (Bardovi, 2001). This enables learners to adapt their language to different audiences and purposes, a key element of communicative competence.

The integration of reading into language instruction thus contributes not only to receptive proficiency but also enhances learners' expressive capabilities. It encourages learners to internalize language patterns that they can later reproduce in both written and oral forms, promoting balanced and comprehensive language development. Teachers can facilitate this process through integrated skills tasks, such as having learners summarize texts orally or write reflective responses to reading passages, which naturally link receptive and productive skills.

The benefits of reading extend beyond vocabulary and grammar acquisition to include significant gains in listening comprehension and productive skills. By supporting cognitive processing, lexical access, and structural awareness, reading helps learners become more effective communicators in all areas of language use. The reciprocal relationship between reading and other language skills reinforces the importance of embedding reading practices within integrated language learning programs, especially in EFL contexts where comprehensive exposure to language is vital. Furthermore, the use of multimodal and integrated-skills approaches can amplify these benefits, enabling learners to develop linguistic competence in a more naturalistic and engaging manner.

### **1.10 Techniques for Using Reading to Enhance Productive Skill**

Effectively integrating reading into the development of productive skills is essential for fostering comprehensive language competence in EFL learners. A variety of instructional strategies and classroom activities can be used to connect reading with productive language use in meaningful and engaging ways.

- **Reading Aloud and Readers' Theater**

Reading aloud offers learners the opportunity to practice pronunciation, intonation, and rhythm in a controlled setting. When paired with guided feedback, this technique promotes fluency and supports the transfer of reading input into speaking performance. Readers' theater, a performance-based reading activity, allows students to practice dialogues and scripts derived from texts. This technique promotes expressive reading, boosts oral fluency, and reinforces comprehension through repetition (Rasinski, 2012).

- **Think-Pair-Share and Reading Circles**

Interactive reading strategies, such as think-pair-share, involve learners reading a passage and then discussing their understanding with a partner before sharing with the class. This promotes active engagement with the text and provides practice in articulating thoughts orally. Literature circles, where learners take on roles (e.g., summarizer, questioner, connector), also encourage speaking in a structured, collaborative format while deepening comprehension and critical thinking (Daniels, 2002).

- **Reading Journals and Personal Responses**

Encouraging learners to maintain reading journals or write personal responses to texts fosters writing fluency and reflection. These tasks provide low-stress writing opportunities that support the development of voice and expression. Students engage with content in a personalized manner, which enhances motivation and helps them relate reading content to their own experiences (Wallace, 2003).

- **Summarization and Paraphrasing**

Summarization and paraphrasing are useful bridging tasks between reading and writing. They require learners to process information from texts and express it in their own words. These tasks reinforce comprehension, encourage lexical variation, and improve the ability to manipulate sentence structures—an essential skill for both academic and everyday writing (Nation, 2009).

- **Integrated Skills Projects**

Project-based learning that incorporates reading materials can be particularly effective in developing both writing and speaking skills. For example, students can research a topic by reading various texts, create a presentation, and then write a report or reflection. This approach emphasizes authentic language use, synthesizing information, and collaborative learning (Stoller, 2002).

### **1.11 Effective Reading Strategies in EFL Instruction**

Teaching reading in EFL classrooms involves the introduction and practice of various strategies that support learners' comprehension and language development. These strategies include skimming and scanning to identify main ideas and locate specific information (Richards et al., 1992; Great, 1981), predicting content by drawing on prior knowledge and textual clues (Magliano, 1993), and summarizing to consolidate understanding (Pressley, 2006).

Learners are also encouraged to deduce meaning from context, engage in silent reading to develop fluency and reading speed (Pressley, 2006), and read aloud to practice pronunciation and intonation (Huang, 2010).

Teachers play a critical role in modeling these strategies and offering guided practice to support students' skill development. Scaffolded instruction, in which support is gradually reduced as learners become more proficient, is particularly effective in helping students internalize and apply these strategies independently (Vygotsky, 1978).

**1.12 Challenges of EFL Reading**

EFL learners often struggle with reading due to limited vocabulary, unfamiliar cultural references, and inadequate background knowledge. Other significant challenges include difficulties in processing syntactic structures, lack of exposure to extended texts, and limited reading fluency, which affects comprehension and retention (Grabe & Stoller, 2011; Nation, 2009). Moreover, some learners may lack effective reading strategies such as skimming, scanning, or inferring meaning from context, which are essential for efficient reading (Anderson, 2003). Teachers must therefore select texts that are both accessible and engaging, use pre-reading activities to activate prior knowledge, and incorporate post-reading tasks to reinforce comprehension. Furthermore, motivation can be enhanced by allowing learners to choose their own reading materials and by connecting reading tasks to real-world contexts (Day & Bamford, 1998; Ushioda, 2011).

**Section 02: Language Productive Skills****1.1 Productive skills in EFL learning**

Productive skills refer to the abilities that involve actively producing language that include speaking and writing. In EFL classrooms, learners generate language by using these two skills to communicate ideas, express thoughts, or share information. This process of formulating and producing the language often requires creativity, appropriateness, and accuracy. Productive skills include productive skills, spelling, productive vocabulary knowledge, sentence writing, as well as speaking fluency (Kim, 2020).

Speaking and writing are crucial skills that enable learners to effectively communicate and express their ideas. While speaking focuses on real-time verbal interaction based on fluency and pronunciation, writing allows for the articulation of thoughts with attention to structure and coherence.

**1.2 The Speaking Skill: Learners Oral Production**

Speaking is being capable of producing a speech, expressing or exchanging thoughts through using language. It is the ability to verbally use the language in order to communicate ideas, thoughts, and feelings. It is often the most immediate form of language production, involving pronunciation, fluency, Grammar, and vocabulary. In other words, while speaking, the learner goes through a process of selecting appropriate words, construct and link sentences accurately, and then pronounce them correctly, all along with managing conversational flow (turn talking, intonation).

Scholars have provided various definitions and frameworks to understand the nature of the speaking skill. Jack C. Richarda and Willy A. Renandja (add date) , for instance, define speaking as one of the two main productive skills. It involves producing speech sounds to form words and sentences that convey meaning. In their Book “Methodology in language teaching” (2002), they claim that speaking is often considered the most demanding skill in language learning because it requires the immediate and spontaneous production of language in real-time, often under pressure.

In the same vain, Nunan, (2003) defined speaking as: “a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning” (p.48). Additionally, Harmer (2001), from his communicative point of view, claimed that:



“speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar, and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’” (p.269).

Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills as well as their understanding ability which they need for a better communication.

### **1.2.1 The importance of Speaking Skill in EFL learning**

The main aim behind learning a language is to develop the communicative skills including speaking. Accordingly, many learners judge their success in language learning by their fluency and how well they can speak using it. In fact, most of them may see fluency in speaking as a goal to achieve in learning the language. However, the speaking skill is not only related to fluency but also to the accuracy of the language itself.

Moreover, the act of speaking involves putting into practice each of the three pillars of the language which are: pronunciation, grammar, and vocabulary. As these main aspects of the language develop, learners become able to speak and respond to others with increasing confidence and fluency. In short, developing learners speaking skills can help in:

- Interactive communication: speaking help learners actively engage in real-time interactive communication, improving fluency and confidence.
- Pronunciation and listening improvement: regular speaking practice enhances pronunciation, intonation, and listening comprehension.
- Classroom interaction: Speaking activities such as role plays, discussions, as well as presentation foster interactive learning and contextual use of language.

Additionally, developing the speaking skill is a key element in language learning therefore it is crucial for learners, educators, and anyone interested in mastering a new language to understand its importance. Among the main reasons why developing this skill is important:

- Speaking entails, the active use vocabulary, grammar, and pronunciation in authentic situations what helps to reinforce what learners have acquired and helps to enhance their fluency and confidence while using the language.

- Speaking, as a productive skill, plays a crucial role in helping the learners process language more than when they just read or listen. It leads them to develop their cognitive abilities including retention of new words and structures.
- Developing speaking skill also helps to bridge the gap between learning in classrooms and real-world use. It prepares learners to participate in authentic conversations, to ask questions and answer, as well as to express themselves in various social situations.
- While speaking and using the language, learners usually receive direct or indirect feedback from teachers or their classmates. Accordingly, this feedback supports them to recognize and correct mistakes that would lead to quick improvements.
- Speaking in classroom conversations is certainly linked to listening. This later assists in training the ears to recognize natural language patterns and supports the learners to enhance their pronunciation through repetition and imitation.
- As learners become more comfortable speaking, they gain confidence, which motivates them to participate more and continue learning.

### 1.3 The Writing Skill: the EFL Learners written production

Hyland (2003) claims that writing is seen as an essential means of communication and a process through which learners engage in planning, drafting, revising, and finalizing their thoughts. It's not just about transcription, but about organizing and expressing ideas clearly. Additionally, Brown (2007) views writing as a productive skill that encompasses the ability to use language to organize ideas coherently and accurately. Similarly, Nunan (2003) defines writing as “the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.” Harmer (2004) highlights that writing involves not only the generation of ideas but also the transformation of these ideas into cohesive and structured text that effectively communicates with a target audience. Furthermore, Richards and Schmidt (2010) describe writing as a process that involves a range of skills, including grammar, vocabulary selection, organization, and editing, all of which are necessary for producing clear and purposeful written discourse.

Writing is a fundamental productive skill that plays a crucial role in language development. It allows learners to express ideas clearly while reinforcing their understanding of language structure. Moreover, writing supports academic success and effective professional communication

- Language structure and accuracy: writing encourages learners to focus on grammar, Vocabulary, and sentence structure, which reinforces language rules.
- Critical thinking: writing tasks promote organization of ideas and logical thinking often leading to better understanding of the language.
- Academic and professional relevance: writing is essential for exams, academic assignments, and professional communication in English.

## 2.5 The Importance of Writing Skill

Writing is a key skill in language learning and communication. It helps learners express their thoughts and ideas while also supporting the development of other skills like reading, listening, and speaking. Good writing allows people to organize their thoughts clearly, communicate effectively, and share information accurately. In language learning, writing is important for improving grammar, building vocabulary, and strengthening critical thinking (Pulak, 2023).

This skill also has a crucial role in reinforcing what has been learned including grammar and syntax. Accordingly, involving the learners in writing assignments and tasks could effectively help them to apply grammatical rules and sentence structures actively. Additionally, they will be able to figure out their errors through the teachers' feedback. This practice enhances their understanding and retention of the target language ( Baleghizadeh& Y Gordani, 2012).

Moreover, writing boosts learners to use new vocabulary and their acquired repertoire of words in contexts, facilitating better retention and understanding. It also leads them to try to find out appropriate words to express their thoughts accurately ( Siok, 2003).

Furthermore, practicing writing can promote cognitive skills. Since it implicates organizing thoughts, structuring arguments, and linking ideas clearly, it does not only help in developing language proficiency but also fosters critical thinking and problem solving abilities (Kellogg,, 2008).

Additionally, in the integrated skills approach of language learning, practicing writing can help in developing and enhancing the other skills (Cheriet, 2023). Accordingly, it can be said that writing is interrelated with reading, listening and speaking. While writing compositions the learner improves reading comprehension and speaking fluency by reinforcing language patterns and vocabulary (Pardede, 2017).

#### 1.4 The Interrelation Between Reading and Productive skills

Reading is a fundamental skill that can significantly contribute to the development of English proficiency. It not only enriches vocabulary but also enhances comprehension, grammar, and whole language fluency.

Various previous studies have confirmed the interrelation between reading and the productive skills. According to their findings these language skills are deeply interconnected because reading, that is a receptive skill, serves as an initial fueling source that enriches the productive skills. In other words, reading as a receptive skill provides vocabulary knowledge that precedes productive knowledge (Laufer, 1998; Fitzgerald & Shanahan, 2000; Schoonen et al., 2011; Lee, 2014; Oha, Lee, & Moon, 2015). In this regard, Webb (2008) indicated that in his study that: "as receptive vocabulary size was identified as a potential indicator for that of productive vocabulary". (p.35)

First of all, receptive vocabulary knowledge has been studied for its relation with writing and resulted in various findings where most of the studies found significant relation between receptive vocabulary and writing (Miralpeix & Muñoz, 2018; Stæhr, 2008). In Stæhr (2008), receptive vocabulary size boosted in performing higher than average in writing. Therefore, the specific role that receptive vocabulary knowledge plays crucial role in writing process.

Likewise, Choi (2017) claims that receptive vocabulary affects productive skills and mostly writing through both productive vocabulary and reading comprehension. Among the most important benefits of reading is the increase of vocabulary amount. Regular reading exposes learners to a considerable range of words, phrases, and idioms, many of them are new to the reader. This exposure is crucial in understanding context and meaning, allowing learners to incorporate a richer vocabulary into their own speech and writing (Rachuri, 2024).

Additionally, reading regularly exposes learners to correct and varied sentence structures, offering an implicit understanding of grammar and syntax. This exposure is critical in learning how to construct sentences accurately and in understanding the nuances of the English language (Ward & Lo, 2023; Nguyen, 2024).

Moreover, Reading is an active mental process where the reader interacts with the text. This interaction improves comprehension skills, as readers learn to make inferences, understand

implicit meanings, and grasp the nuances of the language. Improved comprehension skills are vital for academic success and effective communication (González & González; 2023).

Furthermore, reading goes beyond just understanding the text; it also involves critical analysis and evaluation. Readers often engage in making judgments about the content, assessing arguments, and forming opinions. This cultivation of critical thinking skills is invaluable in both academic and professional settings (Hijazi, 2018) .

Also, through reading, learners are exposed to different cultures, perspectives, and worldviews. This exposure fosters cultural awareness and empathy, key components in understanding and using English effectively, especially in a global context (Colby & Lyon, 2004).

Besides, according to Bright and McGregor (1970): “Where there is little reading there will be little language learning. ... the student who wants to learn English will have to read himself into a knowledge of it unless he can move into an English environment” (p.52). They also added that reading is s ‘the most pleasant route to command of the language’ since “the student is most likely to find words used memorably with force and point” (1970, p.53).

Accordingly, based on what has been said so far, reading plays a crucial role in enhancing writing and speaking. In short, the exposure to varied vocabulary, accurate grammar, and diverse sentence structures, reading provides learners with essential linguistic input that informs their own language use. In addition, reading promotes critical thinking, cultural awareness, and proficiency, all of which contribute to more effective and meaningful communication. Hence, integrating reading into EFL learning not only supports comprehension but also strengthens learners’ productive skills including the ability to express themselves accurately and confidently in both academic and real-world contexts.

**2.7 Conclusion**

This chapter explained the main ideas and theories related to how reading can help students improve their speaking and writing skills in English as a Foreign Language (EFL). It described the importance of reading, speaking, and writing in language learning and how they are connected. The chapter showed that reading helps learners build vocabulary, learn grammar, and understand how to organize their ideas—all of which support better speaking and writing.

It also discussed different types of reading, like reading for pleasure or for specific details, and explained how these can be used in the classroom to support productive skills. The chapter referred to important teaching methods, such as the communicative approach and Krashen's Input Hypothesis, which highlight the role of reading as useful input for language development.

In short, this chapter provided the background needed to understand the topic of this research. It showed that reading plays an important role in helping EFL students improve their speaking and writing. The next chapter will explain how the research was conducted to explore students' and teachers' views and experiences at Bouira University.

## **Chapter Two: The Research Methodology**

**Introduction**

Following the theoretical foundation and literature review presented in the previous chapter, this chapter outlines the methodological procedures adopted to conduct the current research. It details the research design, data collection instruments, and the rationale behind the methodological choices. Moreover, it provides a clear description of the participants involved in the study, namely EFL teachers and students at Bouira University.

To collect relevant and reliable data, two primary tools were employed: a questionnaire administered to students, and semi-structured interviews conducted with teachers. These tools were chosen to explore and understand the participants' beliefs and perceptions regarding the role of reading in developing their productive language skills—specifically speaking and writing.

**2.1 The Research approach and Method**

Research is essentially a structured and systematic process used to investigate specific questions or problems and to seek deeper understanding. Leedy and Ormrod (2001) describe research as a process that involves data collection, analysis, and interpretation to understand a particular phenomenon. In a similar perspective, Creswell (2012) defines research as “a process of steps used to collect and analyse information to increase our understanding of a topic or issue” (p. 3).

This study adopts such a methodological approach to gather meaningful data, analyze it systematically, and draw informed conclusions regarding how reading contributes to the enhancement of productive skills in an EFL context. As Kothari (2004) asserts, the ultimate aim of research is to acquire new knowledge that expands existing understanding.

To meet the objectives of this study, a mixed-methods approach was adopted, combining both qualitative and quantitative methods. This combination allows for a comprehensive exploration of both measurable data and detailed personal perspectives. As Dörnyei (2007) suggests, the integration of quantitative and qualitative data can lead to a richer and more nuanced understanding of complex educational phenomena.



### **2.3 The Research Design**

In the current study, quantitative data were gathered through a structured questionnaire administered to EFL students to capture general data on their beliefs about the link between reading and productive skills.

Additionally, qualitative data were collected through semi-structured interviews with EFL teachers at Bouira university to gain deeper perceptions about their professional views and practices related to reading and its influence on speaking and writing skills.

### **2.4 Setting of the Study**

The present investigation was carried out at Bouira University, specifically within the English department, during the academic year 2024–2025. The research focused on EFL students and teachers involved in teaching language and skills-related modules. This setting was chosen due to its relevance to the study's objectives and the accessibility of participants actively engaged in EFL classrooms.

### **2.5 Sample of the Study**

To address the research questions and explore the main focus of this study, a specific group of participants was selected to provide relevant and meaningful data.

A total of 54 participants took part in the study. This included 51 FIFTY-ONE EFL students who completed an online questionnaire. Among the student participants, 39 were female and 12 were male. The questionnaire was designed to explore their beliefs and perceptions regarding the role of reading in improving their speaking and writing skills.

In addition, 3 female EFL teachers from Bouira University were interviewed through semi-structured interviews. These teachers provided important data based on their teaching experience and professional understanding of how reading can support the development of productive language skills.

The questionnaire was administered online, which allowed for flexible participation and ensured the safety and accessibility of the process. Conducting it online made it easier to reach participants and collect responses efficiently while maintaining ethical research practices, including informed consent and confidentiality. Additionally, the teachers' semi-structured interviews were held face to face at the level of the department.

**2.6 Research Tools**

To explore the beliefs and perceptions of EFL teachers and students regarding the use of reading to enhance productive language skills (speaking and writing), this study employed two primary data collection instruments online questionnaire designed for students and a semi-structured interview meant for teachers.

**2.6.1 The Students' Questionnaire**

A structured questionnaire was administered to third-year EFL students at Bouira University. The purpose of this questionnaire was to gain perceptions concerning students' views on how reading activities contribute to the development of their speaking and writing abilities. It also aimed to uncover their actual reading practices and how they relate to productive skill improvement.

The questionnaire consisted of both closed-ended and open-ended questions, allowing for both quantitative and qualitative data collection. Specifically, it included multiple-choice questions to measure patterns and trends in student responses, and open-ended items to explore personal opinions and experiences in greater depth.

This tool was selected for its effectiveness in gathering a wide range of perspectives from a large number of participants. Moreover, the responses were collected anonymously to ensure honesty and reliability, and all data were used exclusively for research purposes. The data were used exclusively for research purposes.

**2.6.2 The Teachers' Interview**

To complement the student questionnaire and gain a deeper understanding of the instructional practices and professional visions of educators, an online semi-structured interview was conducted with EFL teachers at Bouira University. This qualitative data collection tool was designed to explore teachers' beliefs, perceptions, and classroom practices related to the use of reading in developing students' productive language skills—namely speaking and writing.

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The interview consisted of two main sections:

- **Section One:** Background Information: This section gathered general and professional data, such as the number of years of teaching experience and the academic levels currently taught. This context helped to situate teachers' responses and draw comparisons based on experience and teaching level.
- **Section Two:** Perceptions and Practices: The core of the interview focused on exploring teachers' perspectives regarding the interrelationship between reading and productive skills. Mainly, it discussed:
  - Teachers' views on how reading contributes to the development of speaking and writing.
  - The types of reading materials they use (e.g., articles, stories, dialogues).
  - Instructional strategies employed to link reading to productive tasks (e.g., discussions, creative writing, debates).
  - Observed improvements in students' language use resulting from reading-based instruction.
  - Notable differences between students who read frequently and those who do not.
  - Challenges teachers face when integrating reading into skill development.
  - Suggestions for more effective integration of reading into speaking and writing instruction.

The interview format allowed for flexibility, enabling follow-up questions where necessary to elicit more detailed responses and examples from the classroom context. Teachers were encouraged to share real-life experiences, practices, and observations, thus providing rich, qualitative data to complement the findings from the student questionnaires.

This tool was essential in triangulating the data by providing the educator's viewpoint, which contributed to a more comprehensive understanding of how reading is currently perceived and used to support productive language skills in the EFL context at Bouira University.

### 2.6.3 Rationale for the Choice of Methods

To better understand what both EFL teachers and students think about using reading to improve speaking and writing skills, a mixed-methods approach was used. This method was chosen since it helps compare and confirm results from different sources, making the findings more reliable and accurate. By combining quantitative data from student questionnaires with

qualitative data from teacher interviews, the study offers a complete picture of the topic from both the students' and teachers' points of view.

The questionnaire was chosen as a main tool for collecting data in this study for several reasons. First, it allowed the researcher to gather information from a large number of students (51 EFL students at Bouira University) in a short amount of time. This made the data collection process quicker and more efficient.

Second, the questionnaire helped collect both numbers (quantitative data) and detailed opinions (qualitative data). The closed-ended questions gave clear and measurable answers, while the open-ended questions allowed students to share their personal thoughts and experiences. This mix of question types helped the researcher understand the topic more deeply.

Another reason for choosing the questionnaire is that it provides the same questions to all participants. This makes the results more reliable and easier to compare. Also, because the questionnaire was shared online, it was easy for students to access and answer it from anywhere. It also gave them the freedom to answer honestly and privately.

In short, the questionnaire was chosen because it is simple, fast, useful for collecting both numbers and opinions, and suitable for reaching many students in an easy and comfortable way.

Semi-structured interviews were selected as a key data collection tool for this study to gather detailed information from EFL teachers at Bouira University. This method was chosen because it offers a balance between structure and flexibility. While the researcher prepared a set of guiding questions, the interview also allowed for follow-up questions based on the teachers' responses. This helped in gaining deeper insights into their beliefs and perceptions about the role of reading in improving students' speaking and writing skills.

Since the goal of the study was to explore teachers' personal views and classroom experiences, face-to-face semi-structured interviews were especially effective. They created a more natural and interactive environment, allowing for clearer communication, better understanding, and the chance to observe non-verbal cues such as facial expressions and body language. This helped the researcher interpret the responses more accurately.

Moreover, with a small number of participants (three EFL teachers), interviews were the most suitable method to collect rich, meaningful, and detailed data from each teacher. Face-to-

face interaction also made it easier to clarify any misunderstandings during the interview and build trust, encouraging teachers to speak more openly.

In summary, face-to-face semi-structured interviews were chosen because they allowed for in-depth, flexible, and personal discussions, which are essential for exploring teachers' experiences and viewpoints in this study.

## **2.7 Data Analysis Procedures**

This study used two methods of analysis because to the mixed nature of the obtained data.

### **2.7.1 Quantitative Analysis**

Responses from the closed-ended items in the student questionnaire were analyzed using descriptive statistical methods (frequency counts, percentages, and charts). This analysis helped identify general trends in students' beliefs and practices regarding the use of reading to support speaking and writing.

### **2.7.2 Qualitative Analysis**

The open-ended from the student questionnaire as well as the full transcripts of the teacher interviews were analyzed using thematic analysis. This method involves coding the data and identifying frequent themes and patterns. Common themes related to teachers' strategies, perceptions, and observed student progress were categorized and interpreted to provide deeper understanding of the qualitative aspects of the research questions.

### **2.7.3 Rationale for Selecting These Analytical Techniques**

The chosen analytical techniques align with the research design and the nature of the data collected. Quantitative analysis was suitable for examining broad student perceptions and trends across a relatively large sample. In contrast, thematic analysis was appropriate for interpreting the detailed perceptions shared by teachers and students in their open responses. This dual approach ensured both breadth and depth in understanding the research problem.

## **2.8 Data Analysis and Interpretation**

### **2.8.1 Analysis of Students' Questionnaire**

#### **➤ Section One: General Information**

**Q1 – Gender**

Options	Number of Students	Percentage
Male	13	25.5%
Female	38	74.5%
Total	51	100%

**TABLE 1. STUDENTS' GENDER DISTRIBUTION**

As shown in Table 3.1, the majority of the participants are female (74.5%), whereas only 25.5% are male. This indicates that the sample is female-dominated, and may reflect that female students tend to read more than males.

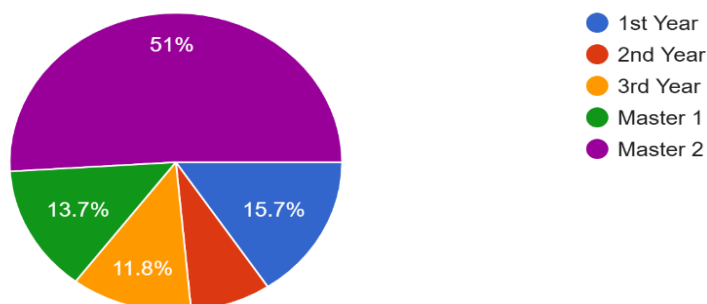
**Q2 - Level of Study**

Options	Number of Students	Percentage
1st Year	8	15.7%
2nd Year	4	7.8%
3rd Year	6	11.8%
Master 1	7	13.7%
Master 2	26	51%
Total	51	100%

Table 2: Students' Academic Level

According to the data, over half of the participants (51%) are Master 2 students, indicating that a significant number of respondents are at an advanced stage of their academic level. This may reflect more mature perspectives regarding language learning and reading practices. The following graph illustrates the resoonses.

2. Level of study  
51 responses



**GRAPH 1. STUDENTS' ACADEMIC LEVEL****Q3 - How would you rate your level of English?**

Options	Number of Students	Percentage
Beginner	5	9.8%
Intermediate	27	52.9%
Advanced	19	37.3%
Total	51	100%

**TABLE 2. STUDENTS' SELF-ASSESSMENT OF ENGLISH PROFICIENCY**

Most students consider their English level to be either intermediate (52.9%) or advanced (37.3%). Only 9.8% see themselves as beginners. This reflects a relatively high level of confidence among participants, which can positively influence their reading engagement and productive skill development.

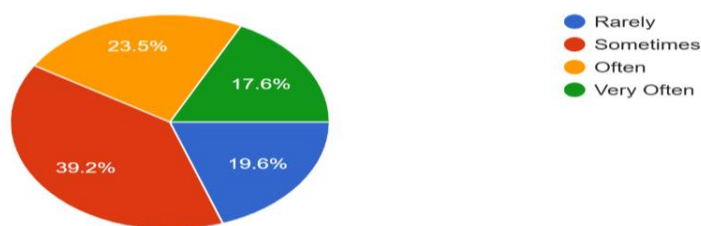
**Section Two: Beliefs and Perceptions about Reading and Productive Skills****Q4 - How often do you read in English?**

Options	Number of Students	Percentage
Rarely	10	19.6%
Sometimes	20	39.2%
Often	12	23.5%
Very Often	9	17.6%
Total	51	100%

**TABLE 3. FREQUENCY OF READING IN ENGLISH**

The results show that most students (39.2%) "sometimes" read in English, meaning it's an occasional habit for many. Only 17.6% read "very often" and 23.5% read "often", so just 41.1% read regularly. Meanwhile, 19.6% of students said they "rarely" read in English. This suggests that while some students read often, many still do so irregularly or rarely possibly due to lack of motivation, limited access, or time.

4. How often do you read in English?  
51 responses



**GRAPH 2** FREQUENCY OF READING IN ENGLISH

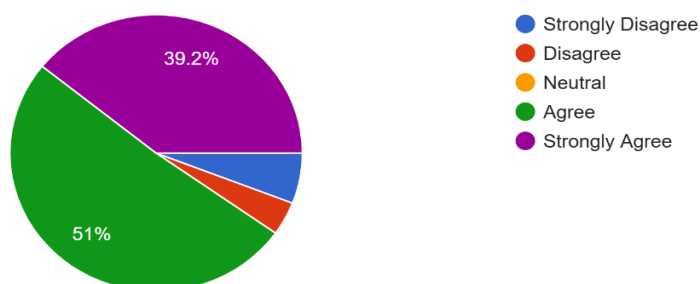
**Q5 - I believe reading in English improves speaking skills.**

Options	Number of Students	Percentage
Strongly Disagree	3	5.9%
Disagree	2	3.9%
Neutral	0	0%
Agree	26	51%
Strongly Agree	20	39.2%
Total	51	100%

**TABLE 4. BELIEFS ABOUT READING'S ROLE IN ENHANCING SPEAKING SKILLS**

The results show that most students (90.2%) agree or strongly agree that reading helps improve their speaking skills. This suggests students see a clear connection between reading and speaking. None chose "neutral," meaning everyone had a definite opinion. Only a small group (9.8%) disagreed or strongly disagreed with this idea. The following Graph clarifies more this result.

5. I believe reading in English improves speaking skills.  
51 responses





**TABLE 5. BELIEFS ABOUT READING'S ROLE IN ENHANCING SPEAKING SKILLS**

**Q6 - I believe reading in English improves writing skills.**

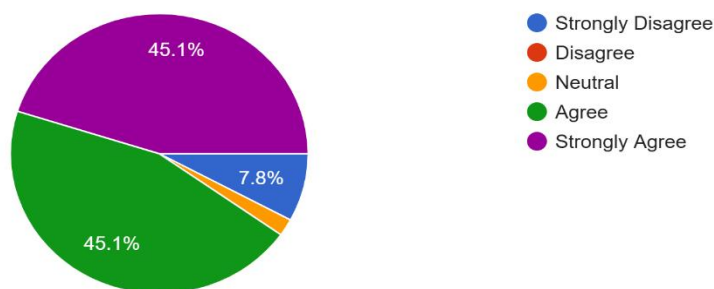
Options	Number of Students	Percentage
Strongly Disagree	4	7.8%
Disagree	0	0%
Neutral	1	2%
Agree	23	45.1%
Strongly Agree	23	45.1%
Total	51	100%

**TABLE 6. BELIEFS ABOUT READING'S ROLE IN ENHANCING WRITING SKILLS**

The data shows that most students (90.2%) agree or strongly agree that reading helps improve their writing skills. This indicates that many students believe reading is important for developing writing. A small number (7.8%) strongly disagreed, and 2% were neutral. No students chose "disagree," meaning even the those who don't read don't completely reject the link between reading and writing. The graph below represents this finding.

6. I believe reading in English improves writing skills.

51 responses

**GRAPH 3 BELIEFS ABOUT READING'S ROLE IN ENHANCING WRITING SKILLS**

**Q7 - Reading helps me learn new vocabulary that I can use in speaking and writing.**

Options	Number of Students	Percentage
Strongly Disagree	4	8%
Disagree	0	0%
Neutral	0	0%

Agree	21	42%
Strongly Agree	25	50%
Total	50	100%

**TABLE 7. BELIEFS ABOUT VOCABULARY ACQUISITION THROUGH READING**

The results show that most students (92%) agree or strongly agree that reading helps them learn new vocabulary. This highlights how students see reading as a valuable way to build their word knowledge. No students chose “disagree” or “neutral,” but a small group (8%) strongly disagreed, possibly because they haven’t noticed vocabulary gains from reading or prefer other learning methods.

**Q8 - Reading improves my grammar, which helps me when I speak or write.**

Options	Number of Students	Percentage
Strongly Disagree	3	5.9%
Disagree	0	0%
Neutral	3	5.9%
Agree	25	49%
Strongly Agree	20	39.2%
Total	51	100%

**TABLE 8. BELIEFS ABOUT GRAMMAR IMPROVEMENT THROUGH READING**

Most students (88.2%) agree or strongly agree that reading helps improve their grammar. This shows they see reading as an important way to learn grammar for both understanding and using the language. A small number (5.9%) were neutral, and another 5.9% strongly disagreed, meaning only a few students don’t see a clear connection between reading and grammar improvement.

**Q9 - I feel more confident to speak or write after reading a text in English.**

Options	Number of Students	Percentage
Strongly Disagree	3	5.9%
Disagree	0	0%
Neutral	4	7.8%
Agree	25	49%
Strongly Agree	19	37.3%
Total	51	100%

**TABLE 9. CONFIDENCE IN SPEAKING/WRITING AFTER READING**

Most students (86.3%) agree or strongly agree that reading boosts their confidence in speaking and writing. This shows they value reading not just for language skills but also for motivation. A few students (7.8%) were neutral, and only 5.9% strongly disagreed. No one disagreed, highlighting overall positive views on reading's impact on confidence.

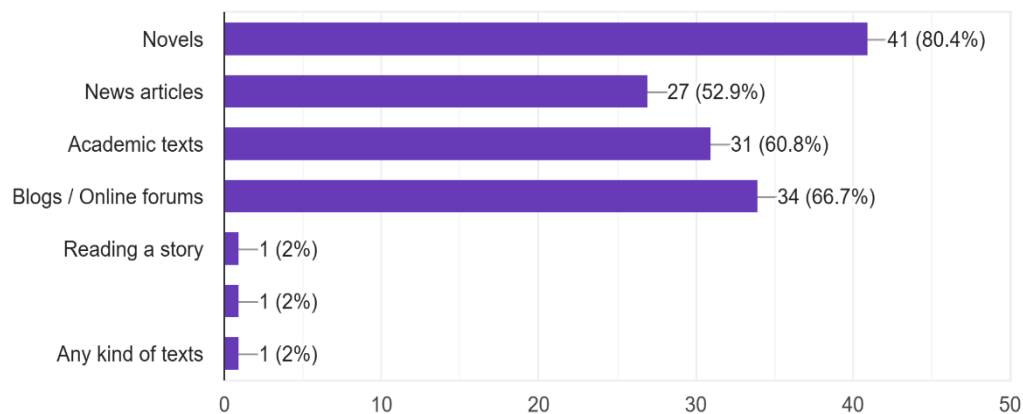
**Q10 - What types of reading materials do you find most helpful for improving your productive skills?**

Materials	Number of Students	Percentage
Novels	41	80.4%
News Articles	27	52.9%
Academic Texts	31	60.8%
Blogs/Online Forums	34	66.7%
Reading a Story	1	2%
Any Kind of Texts	1	2%

**TABLE 10. PREFERRED MATERIALS FOR DEVELOPING PRODUCTIVE SKILLS**

Most students (80.4%) prefer novels for improving speaking and writing because of their rich vocabulary and context. Blogs and forums (66.7%) are popular for informal, real-life language. Academic texts (60.8%) help with formal writing, while news articles (52.9%) teach current vocabulary and reporting styles. Only 2% chose general stories or any texts, showing students prefer specific materials that support their skills. the following graph illustrates the results.

10. What types of reading materials do you find most helpful for improving your productive skills?  
51 responses



GRAPH 4. PREFERRED MATERIALS FOR DEVELOPING PRODUCTIVE SKILLS

## Section Three: Reading Habits and Practices

## Q11 - What types of texts do you usually read in English?

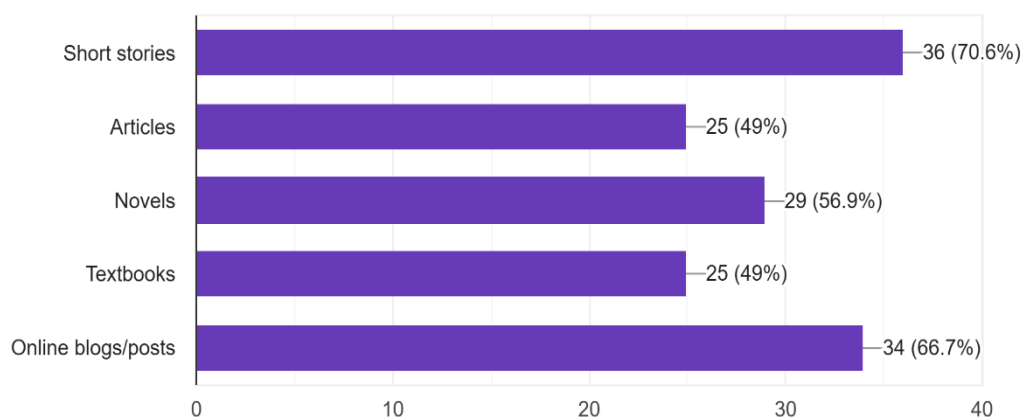
Text Type	Number of Students	Percentage
Short Stories	36	70.6%
Articles	25	49%
Novels	29	56.9%
Textbooks	25	49%
Online Blogs/Posts	34	66.7%
Total Participants	51	—

**TABLE 11. TYPES OF TEXTS READ IN ENGLISH**

The data shows that students read a wide range of English texts. The most commonly read are short stories (70.6%) and online blogs/posts (66.7%), followed by novels (56.9%), articles, and textbooks (both 49%). This suggests that students seem to prefer reading materials that are both interesting and helpful for improving their English. The graph bellow represents this finding.

## 11. What types of texts do you usually read in English?

51 responses

**GRAPH 5. TYPES OF TEXTS READ IN ENGLISH**

**Q12 - How often do you read with the aim of improving your speaking or writing?**

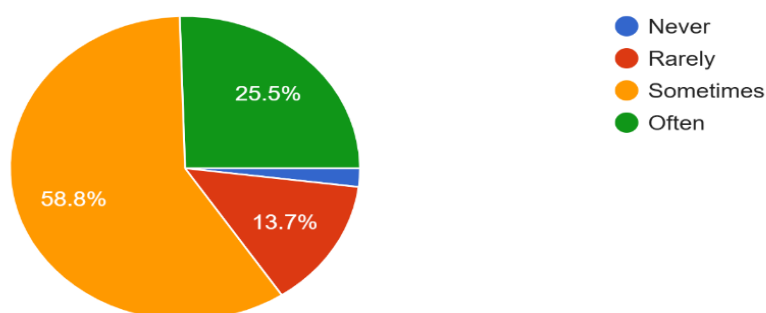
Options	Number of Students	Percentage
Never	1	1.9%
Rarely	7	13.7%
Sometimes	30	58.8%
Often	13	25.5%
Total	51	100%

**TABLE 12. FREQUENCY OF READING FOR PRODUCTIVE SKILL IMPROVEMENT**

The data shows that most students (58.8%) sometimes read to improve their speaking or writing, and 25.5% do so often. Only one student said they never read for this purpose, and a small number (13.7%) said they rarely do. This suggests that students are generally aware of the link between reading and productive skills, but not all of them read with that specific goal in mind. It may be helpful to encourage students to read more often and with clear learning purposes, especially to support their speaking and writing development. The percentage of the choices is shown in the graph below.

**12. How often do you read with the aim of improving your speaking or writing?**

51 responses

**GRAPH 6. FREQUENCY OF READING FOR PRODUCTIVE SKILL IMPROVEMENT**

**Q13 - After reading, do you try to:**

Activity	Number of Students	Percentage
Summarize the text in writing	20	39.2%
Talk about the text with classmates	29	56.9%
Write your own opinion or reflection	26	51%
Use new vocabulary in conversation or writing	46	90.2%

**TABLE 13. POST-READING PRACTICES RELATED TO PRODUCTIVE SKILLS**

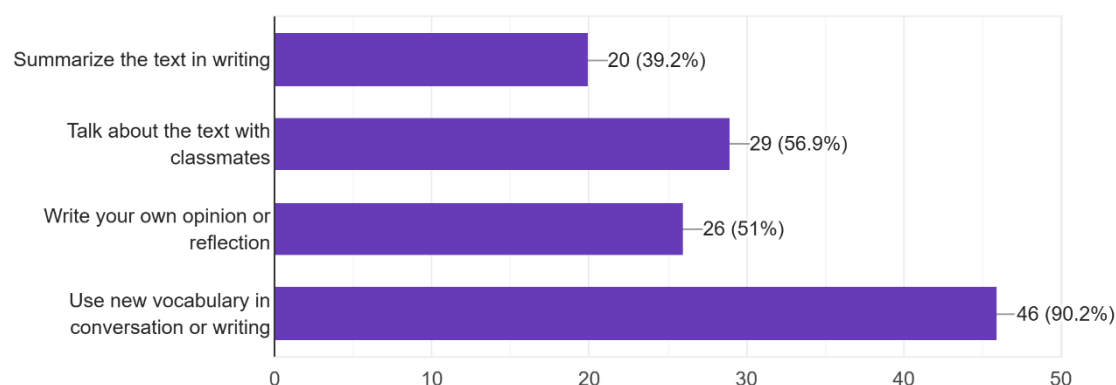
The data shows that the most common post-reading activity is using new vocabulary in speaking or writing (90.2%), highlighting a strong student awareness of the link between reading and vocabulary development.

More than half (56.9%) discuss what they read with classmates, and 51% write reflections or opinions—both valuable for practicing productive skills. Additionally, 39.2% summarize texts in writing, which supports idea organization and expression.

These results suggest that many students are actively connecting reading with speaking and writing, especially by applying new language and engaging in meaningful communication. The following graph summarises the results.

**13. After reading, do you try to: (You can tick more than one option)**

51 responses

**GRAPH 7. POST-READING PRACTICES RELATED TO PRODUCTIVE SKILLS**

**Q14 - Do you think reading should be used more in class to support speaking and writing activities?**

Options	Number of Students	Percentage
Yes	49	96.1%
No	0	0%
Not Sure	2	3.9%
Total	51	100%

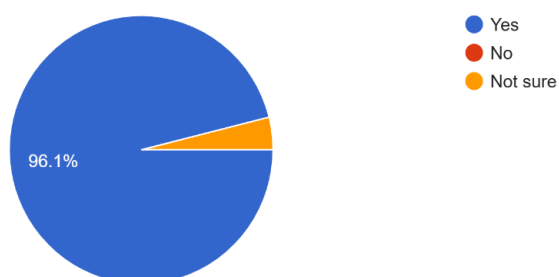
**TABLE 14. STUDENTS' ATTITUDES TOWARD USING READING IN CLASS**

The results show that almost all students (96.1%) think reading should be used more in class to improve speaking and writing. No one said “no,” and only a few were unsure. Students gave several reasons including:

- Reading helps them learn vocabulary and grammar naturally.
- It shows good examples of how to use the language.
- It gives them ideas for speaking and writing.
- It increases their confidence.
- It improves their critical thinking.

Many students also said reading is a key part of learning English and suggested adding a reading course or more reading materials to the curriculum. This shows they believe reading strongly supports their speaking and writing skills. The illustration below represents this.

14. Do you think reading should be used more in class to support speaking and writing activities?  
51 responses



**GRAPH 8. STUDENTS' ATTITUDES TOWARD USING READING IN CLASS**



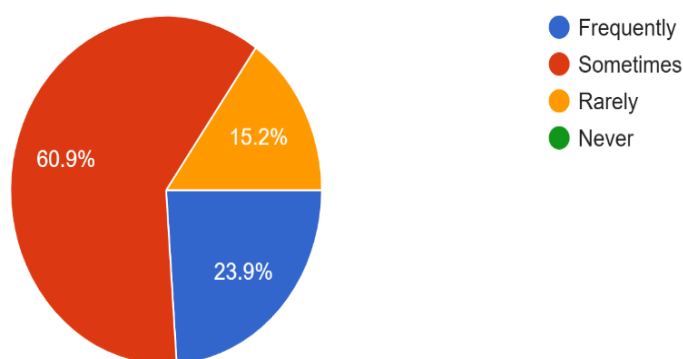
**Q15 - How often do your teachers connect reading activities with speaking or writing tasks?**

Response	Number of Students	Percentage
Frequently	11	23.9%
Sometimes	28	60.9%
Rarely	7	15.2%
Never	0	0%
Total	46	100%

**TABLE 15. TEACHER INTEGRATION OF READING WITH SPEAKING/WRITING TASKS**

Most students (60.9%) said their teachers sometimes connect reading with speaking or writing tasks. Only 23.9% said this happens often, and 15.2% said it happens rarely. No one said it never happens. This means that while reading is sometimes linked to productive skills in class, it doesn't happen as often as students would prefer. Since 96.1% of students want more reading used for speaking and writing, teachers could make better use of reading to support these skills.

15. How often do your teachers connect reading activities with speaking or writing tasks?  
46 responses



**GRAPH 9 TEACHER INTEGRATION OF READING WITH SPEAKING/WRITING TASKS**

**Q16 – What kind of improvements have you noticed in your English language skills as a result of reading in English?**

Language Skill Improvement	Responses	Percentage
Increase in vocabulary range and word usage	44	93.6%
Improvement in grammar accuracy and sentence structure	40	85.1%
Improved writing style and coherence	33	70.2%
Enhanced speaking fluency and confidence	32	68.1%
Better understanding of reading texts (reading comprehension)	30	63.8%
More ideas and content for writing and speaking tasks	26	55.3%
Better listening comprehension through exposure to language patterns	23	48.9%
Better writing skills through exposure to different writing styles, structures, and tones	1	2.1%
Other (unspecified)	2	4.3%

**TABLE 16. PERCEIVED LANGUAGE IMPROVEMENTS FROM READING ACTIVITIES**

The data shows that students see the biggest benefits of reading as vocabulary growth (93.6%) and improved grammar and sentence structure (85.1%). This supports the idea that reading helps learners understand how language works.

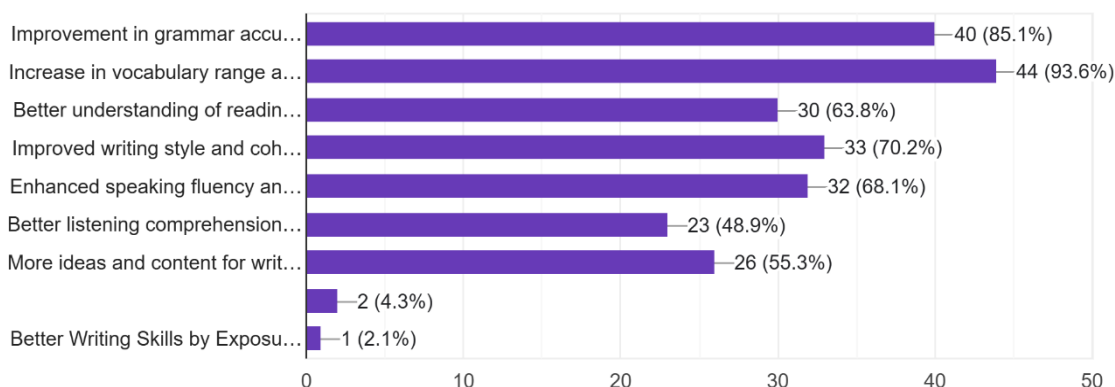
Many also said reading improved their writing style and flow (70.2%) and helped them speak more fluently and confidently (68.1%). This suggests that reading supports both understanding and using the language.

Other benefits included better reading comprehension (63.8%) and getting ideas for speaking and writing (55.3%), showing that reading also strengthens thinking and communication.

Fewer students (48.9%) said it helped their listening, which is expected since reading is visual, not auditory. Still, one student noted that reading different styles improved their writing clarity—a useful insight for writing-focused teaching. Overall, the results highlight reading as a key tool for improving both speaking and writing skills.

16. What kind of improvements have you noticed in your English language skills as a result of reading in English? (You may choose more than one option and add others if needed)

47 responses



**GRAPH 10. PERCEIVED LANGUAGE IMPROVEMENTS FROM READING ACTIVITIES**

Q17 – In what ways has reading helped you improve your speaking or writing skills?

The students' written answers showed that reading supports both speaking and writing in many ways. Most students said that reading helped them learn new vocabulary and grammar, which made it easier to speak and write clearly. They also said reading gave them ideas and examples to use in their own work, helped them organize their thoughts better, and improved their tone and writing style. Many felt more fluent and confident when speaking because of regular reading. They also appreciated being exposed to different writing styles and said reading helped them think more deeply and express ideas more effectively.

Category	Responses	Description
Vocabulary Expansion	34	Learning and using new words in context
Grammar and Sentence Structure	28	Improved accuracy and syntactic awareness
Idea Generation and Content Development	25	Gaining inspiration for speaking/writing topics
Organization and Coherence	20	Logical flow of ideas in writing/speech
Writing Style and Tone Awareness	10	Adapting tone and style for audience/context
Speaking Fluency and Confidence	18	More fluent and confident oral expression
Exposure to Different Genres/Structures	10	Learning various forms and techniques through texts
Critical Thinking and Analytical Skills	8	Structuring arguments and expressing opinions more effectively

**TABLE 17. KEY BENEFITS OF READING ON PRODUCTIVE SKILLS (SUMMARY TABLE)**

These results show that reading helps improve many parts of productive language skills. It not only builds vocabulary and grammar but also encourages creativity, confidence, and clear communication—important skills for success in school and everyday use of English.

**Q18 – What challenges do you face when trying to use reading to develop your productive skills?**

The answers show many different challenges students face when trying to use what they read in their speaking and writing. These challenges can be grouped into eight main themes.

Most students said that difficult or new words, idioms, and long sentences in reading materials make learning hard. Even though reading helps them find new words, many have trouble understanding or remembering these words when they speak or write. Some students shared that they sometimes forget new words or get bored when they don't understand the meaning of some words.

## **2. Passive vs. Active Language Use**

Many students said it's hard to use what they read when speaking or writing. They can understand the text, but turning that understanding into speaking or writing is a different and difficult skill. One of the learners Commented "It's easy to understand a text silently, but hard to turn that understanding into active speaking or writing." Other one Noted that "I understand the text but struggle to put it into my own words.

- **Lack of Practice Opportunities**

Many students said that reading gets a lot of focus, but there is less chance to practice speaking and writing. Without practicing these skills, what they learn from reading doesn't fully help them. Some students said "The teacher focuses only on the input rather than output." another student added that "Reading alone doesn't automatically improve productive skills unless I actively use what I learn."

- **Text-Topic Disconnect and Lack of Relevance**

Some students found it hard to connect what they read to real-life situations or their own interests, which made them less motivated and made it tougher to use the reading in speaking or writing. For example, one student said, "Sometimes we read about things that we won't actually speak or write about," while another added, "Sometimes, the topics don't feel connected to real-life situations."

- **Time Constraints**

Several students mentioned that limited class time is a big barrier. They feel there isn't enough time to fully understand reading materials and then practice using what they've learned in speaking or writing. For example, one student said, "Time is a constraint," and another added, "In class, there may not be enough time to fully connect reading with productive skills."

- **Grammar Issues**

Students mentioned that although reading shows them different grammar structures, it doesn't always help them use these rules correctly when speaking or writing. One student said, "Reading exposes you to grammar, but doesn't automatically teach you how to apply those structures."

- **Psychological Barriers: Low Confidence and Fear of Mistakes**

Many students said they feel low confidence, especially when speaking. They often worry about making mistakes when using new words or grammar they learned from reading. For example, one student said, "I may worry about making mistakes when trying to use new language from reading," and another simply mentioned, "Low self-confidence."

- **8. Memory and Retention Issues**

Students also mentioned difficulties with retaining and recalling what they read. Although they initially understand the text, they frequently forget new vocabulary or ideas when it's time to use them in speaking or writing. For instance, one student said, "I forget a lot of words," another said, "I usually forget the terms that I have gained thanks to reading."

Theme	Responses	Description
Difficulty with Vocabulary and Complex Texts	25	Struggles with unfamiliar words and grammar structures
Passive vs. Active Language Use	18	Trouble moving from understanding to speaking or writing
Lack of Practice Opportunities (Output)	15	Limited activities to apply reading to speaking/writing
Text-Topic Disconnect	10	Difficulty relating reading topics to personal or real-life contexts
Time Constraints	8	Insufficient time to explore texts and practice productive use
Grammar Transfer Issues	7	Difficulty using grammatical structures correctly in production
Psychological Barriers (Confidence, Anxiety)	6	Fear of making mistakes; low self-esteem in using new language
Memory and Retention Issues	10	Forgetting vocabulary and expressions encountered during reading

**TABLE 18. CHALLENGES IN USING READING TO IMPROVE PRODUCTIVE SKILLS (SUMMARY TABLE)**

Students recognize the benefits of reading for improving speaking and writing skills, but they also face cognitive, psychological, and pedagogical challenges when trying to apply what they read. These findings highlight the need to integrate skills by linking reading with targeted speaking and writing tasks. Teachers should support students by helping them use new vocabulary, build confidence, and apply strategies such as note-taking, summarizing, and speaking from prompts. This kind of support can make reading a more effective tool for developing productive language skills.

**Q19 What suggestions do you have for teachers to better connect reading with speaking and writing tasks?**

Students provided various suggestions to better connect reading with speaking and writing tasks, among them the listed below:

- Pick texts that relate to students' interests, real-life topics, or class themes. Use real materials like news, stories, blogs, or songs. Include different types of texts (stories, opinions, dialogues) to keep students engaged.
- Before reading, activate what students already know and introduce key words. While reading, encourage them to underline or take notes. After reading, have students summarize, talk about their ideas in groups, or creatively rewrite parts of the text.
- Highlight useful words and sentence patterns during reading, and encourage students to use them in their own speaking and writing.
- Organize group talks, debates, role-plays, or presentations based on the reading material to practice speaking.
- Have students write summaries, personal opinions, essays, or creative pieces like alternative endings. Encourage using language from the text in their writing.
- Help students notice grammar and style in texts and practice using new vocabulary and grammar actively in speaking and writing.
- Use real-world activities like writing emails, giving presentations, or role-playing to make reading useful and motivating.
- Incorporate videos, interactive apps, and audio materials. Combine reading with listening, and have students record spoken summaries or digital projects.

**Q20 In your opinion, how can reading activities be better connected to speaking and writing skills?**

Most of the responses of the students tend to lead to activities like group talks, debates, role-plays, or presentations for speaking. For writing, they suggested that they can link between reading and productive skills through creating summaries, reflections, opinions, stories, or essays based on the reading. These tasks help them practice and use what they've learned.

Also, many students said reading shouldn't just be silent or passive. Teachers should add activities before and after reading that get students thinking and talking, like group discussions, projects, or real-life tasks. This makes reading more useful for speaking and writing.

Moreover, some students find it helpful when teachers highlight new words and sentence patterns in reading. They want to practice using this language in speaking and writing. Some suggested doing projects like blogs, reports, or presentations based on the reading to improve both understanding and language skills.

Besides, many responses highlighted that reading, speaking, and writing are interconnected and should be taught in an integrated way, Reading provides input, while speaking and writing represent output.

### 2.8.2 Analysis of the interview

In This section presents the main findings obtained through the use of the semi structured interview.

#### A- The interrelation of reading with productive skills:

##### A- The interrelation of reading with productive skills:

All teachers claimed that there is a strong link or relation between reading and the productive skills. They also agreed on that each one of the skills supports and enhances the other. In this context, one of the teachers (T1) said that: **"...each of the skills can help to enhance the other in cyclical approach..."**. Similarly, another teacher (T3) stated that **"Reading is an essential skill that has a significant impact on both productive skills (speaking and writing)"**.



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**B. The use of reading support the development of productive skills**

The importance of the reading skill in supporting the productive skills was confirmed by all the three teachers who agreed that reading plays a vital role in enhancing student's speaking and writing skills. They believe that its importance lies on the fact that it exposes them to a wide range of vocabulary, correct grammar usage and various writing styles. This was clearly mentioned by one of the teachers (T3) who claimed that: **" ... if language students are exposed to authentic texts, they will inevitably adopt and acquire the target language grammar, structures, and especially vocabulary..."**. This teacher added that: **"... good readers generally have a better analytical spirit which is apparent in the quality of their writing... I have noticed that some of the students have showed an advanced level in their written and oral production ... the common point among them was extensive reading "**. In addition to that, the other teacher (T1) claimed that: **" learners who read a lot tend to have a good style in writing "**.

Besides, it has been noticed that each of these teachers have a specific technique or material that they find suitable for the development of productive skills while teaching writing and speaking. T1 claimed that she used " handouts to facilitate concentration" . However, T2 reported that " In my oral expression sessions I often ask students to read specific stories in advance to prepare for in class discussions and oral summaries"...

Further, while exploring the most effective reading texts for developing student's speaking and writing skills, T1 claimed that stories, articles, and essays are more effective reading tools. However, T2 stated that every kind of reading materials whether it's stories, articles, newspapers, essays, dialogues can be beneficial for people learning a new language as she indicated that it **"All types of reading are valuable for language learners"**. Also T3 said that **"varying in one's reading is the best way. In this way, the scope of knowledge vocabulary, and techniques will be widened"**.

Based on the idea that varied readings enrich language learning, the teachers also pointed out some strategies that can help students apply what they read in productive tasks like speaking and writing. According to T1, **"debates, discussions, and creative writing are the effective strategies to transfer what you read into speaking or writing tasks"**. Also, T2 said " ... I recommend that students engage in regular writing activities following reading, such as writing summaries or reflections".

Additionally, all the interviewed teachers agreed that the integration of reading into classroom instruction does not only contribute to the enrichment and development of language proficiency but also to developing confidence. In this regard, T2 claimed that " **...After integrating reading into my lessons, their vocabulary has become more varied and precise because they use terms and expressions they face in the authentic texts I provided**". According to **all the three teachers, reading has significant impact of reading habits on student's language use**: T1, T2, T3 observed that students who engage in regular reading tend to exhibit a broader and more precise vocabulary greater syntactic variety. In contrast students who read less often may struggle with limited vocabulary.

-T1 said " ...these differences appear in several key areas. Actually frequent readers tend to use broader and more precise words while writing or speaking"

-T2 puts it " ...they also express their ideas more clearly and confidently, both in speaking and writing "

### **C. The use of reading materials to support the development of productive skills**

while teaching writing and speaking: we have noticed that each of these teachers have a specific technique or material that they find suitable for the development of productive skills while teaching writing and speaking. T1 claimed that "**handouts to facilitate concentration**". However, T2 reported that "**In my oral expression sessions I often ask students to read specific stories in advance to prepare for in class discussions and oral** "

Besides, teachers proposed some strategies that they suggest to help students transfer what they read into speaking and writing tasks: According to T1 debates , discussions , and creative writing are the effective strategies to transfer what you read into speaking or writing tasks. As T2 said "**... I suggest that students should actively apply what they read and acquire through reading in their classroom interactions. Using newly learned vocabulary and expressions during classroom discussions and dialogues can significantly enhance their speaking skills and boost their confidence. Additionally, I recommend that students engage in regular writing activities following reading, such as writing summaries or reflections. This practice can reinforce their understanding, aid retention, and support the practical application of language structures and ideas acquired through reading.**". For T3, she suggested: "**Key Strategies**" listed below:

#### **1. Annotation and Active Reading**

- Highlight key ideas
- Write margin notes
- Create summaries

## **2. Reflection Activities**

- Reading response journals
- Guided reflection
- Personal connections

## **3. Speaking Transformation**

- Summarization
- Group discussions
- Peer teaching
- Debates

## **4. Writing Skill Development**

- Paragraph reconstruction
- Argumentative writing
- Creative interpretation

### **D. Improvement in students' language use through the integration of reading activities:**

All teachers agreed that the integration of reading into classroom instruction significantly contributes to the enrichment and development of language proficiency as well as confidence enhancement. In this regard, one of the teachers said “...**After integrating reading into my lessons, their vocabulary has become more varied and precise because they use terms and expressions they face in the authentic texts I provided**”

### **E. The impact of reading habits on students language use:**

T1, T2, and T3 observed that students who engage in regular reading tend to exhibit a broader and more precise vocabulary greater syntactic variety. In contrast, students who read less often may struggle with limited vocabulary. For instance, T1 said “...**these differences appear in several key areas . Actually frequent readers tend to use broader and more precise words while writing or speaking**”. Also, T2 claimed that “...**they also express their ideas more clearly and confidently, in both speaking and writing**”

### **F. Difficulties in using reading to develop students writing and speaking abilities:**

All teachers ( T1, T2 , T3) affirmed that the main challenges they faced is the lack of desire to read is due to the length and complexity of the texts .As T1 said **“students may find reading boring...especially of the texts are too long ”**. also she stated that: **“Low Reading Comprehension Skills; Some students struggle to understand what they read, especially if their vocabulary is limited. If comprehension is weak, it becomes difficult to use the text as a model for writing or as a topic for discussion”**. The other teachers agreed that one of the main challenges is students’ motivation and engagement, especially when the texts are too complex or not interesting to them. Some students also struggle with comprehension, which makes it difficult for them to use the content in speaking or writing tasks. Additionally, time constraints sometimes prevent us from fully integrating reading with productive skill activities in class. Also, the overcrowded classrooms and the large number of students in each group.

#### **H- Strategies for effective integration of reading activities to**

Enhance speaking and writing skills in EFL classrooms:

Teachers	Strategies
T1	<ul style="list-style-type: none"> <li>-Use authentic materials (e.g.,blog posts , news articles, short stories) .</li> <li>-Use a PDP lessons to demonstrate reading lessons.</li> <li>- Homeworks can orient the EFL learners reading comprehension skills .</li> </ul>
T2	<ul style="list-style-type: none"> <li>-Tasks such as summaries, reflections , or creative writing based on the text can reinforce language use .</li> <li>- pre-teach key vocabulary and provide guiding questions to support comprehension and expression.</li> <li>-Provide the students with more reading assignments to complete at home such as reading short stories and preparing summaries.</li> </ul>
T3	<ul style="list-style-type: none"> <li>-Bridging comprehension and communication</li> <li>- Instructional techniques</li> <li>-Innovative scaffolding approaches.</li> </ul>

## 2.9 Discussion of the Results

- **The role of reading in enhancing their speaking and writing skills.**

Both EFL students and teachers strongly believe that reading significantly contributes to improving productive skills. In the student questionnaire, over 80% of students agreed that reading helps them speak and write better. Many students mentioned that reading “improves vocabulary,” “gives ideas for writing,” and “helps in sentence formation”. One student noted, *“When I read stories or articles, I learn new words and expressions that I later use in my writing.”* Similarly, teachers expressed similar views. In this regard, teacher 1 stated, *“Reading helps learners store language structures and vocabulary, which later surface in their speech and compositions”*. Additionally, Teacher 2 emphasized a “cyclical relationship” among the four skills, explaining that *“Reading enhances grammar, vocabulary, and organization, all of which support speaking and writing.”*

These findings are consistent with Krashen’s Input Hypothesis (1989), which posits that exposure to rich, comprehensible input through reading accelerates language development. They also support Grabe and Stoller (2002), who found that students who read regularly become more proficient in language use, especially in expressing themselves clearly and accurately.

- **The instructional practices concerning the integration of reading into teaching productive skills.**

All three teachers confirmed that they intentionally integrate reading into their oral and written expression sessions. Teacher 3 explained, *“I use reading passages before writing tasks to provide models for structure and vocabulary.”* Teacher 2 shared, *“In oral classes, students read texts beforehand and come prepared to discuss or summarize them.”* Teacher 1 added, *“Handouts help students focus and prepare ideas for writing or debates.”*

This deliberate integration reflects the communicative approach to language teaching (Richards & Rodgers, 2014), which supports using reading to scaffold productive tasks. However, teachers also reported barriers such as time limitations, student disinterest, and large class sizes, which echo concerns raised by Lau & Chan (2003), who argue that practical constraints and motivation affect the effectiveness of integrated-skills instruction.

- **Types of reading materials and strategies used by EFL teachers to support speaking and writing development.**

According to the interviews, teachers rely on a variety of texts, such as short stories, literary passages, articles, essays, and dialogues. Teacher 3 found stories helpful for vocabulary acquisition and critical thinking. Teacher 2 noted that articles and essays aid in understanding discourse and idea development, while Teacher 1 believed that all types—\*“stories, articles, and essays”—\*are useful, depending on the learning objective.

Strategies reported include summaries, discussions, debates, creative writing, and reflections. One student wrote in the questionnaire, *“Reading helps me think of arguments in debates and use examples in writing.”*

This multi-text and multi-strategy approach mirrors Nunan’s (1999) view that diverse reading input, combined with meaningful output tasks, enhances language proficiency. It also reflects Nation (2001), who emphasizes the value of using different genres to build vocabulary, grammar, and content knowledge.

- **The perceived benefits of reading activities on students’ vocabulary, grammar, fluency, and overall language production.**

Teachers and students both identified numerous benefits of reading. Students frequently cited vocabulary and grammar gains. One student stated, *“Reading improves my grammar and helps me write with fewer mistakes.”* Another mentioned, *“I feel more confident when I speak after reading about the topic.”*

Teacher 2 observed, *“After reading tasks, students use more connectors, express themselves more clearly, and participate confidently.”* Teacher 1 added, *“They begin using formal structures and richer vocabulary.”*

These findings align with Day and Bamford (1998), who argue that reading fosters natural language acquisition, particularly vocabulary and fluency. Furthermore, the results confirm Grabe’s (2009) assertion that reading facilitates automaticity and builds the linguistic foundation necessary for fluent communication.

- **The challenges faced by both teachers and students in using reading to improve productive language skills.**

Challenges identified include student motivation, reading comprehension difficulties, and logistical constraints like overcrowded classrooms and time limitations. Teacher 3 noted, “*Some students are not motivated to read or find the texts too difficult.*” Teacher 1 explained, “*If comprehension is weak, it’s hard for students to use the content in writing or discussion.*”

Similarly, several students reported that long or complex texts discouraged them, and some struggled with unknown vocabulary, reducing their understanding and ability to use the material productively.

These challenges reflect broader findings in EFL research. Lau and Chan (2003) identify low motivation and poor reading habits as major barriers in EFL reading instruction, while Grabe and Stoller (2002) highlight the need for level-appropriate and engaging materials to ensure reading success.

### **2.10 Implications of the Findings**

- **Practical Contributions:**
  - Teachers should be encouraged to integrate reading more systematically with speaking and writing activities, using varied and authentic texts to increase engagement.
  - Incorporating strategies such as annotation, group discussions, and creative writing can enhance the transfer of reading knowledge into productive skills.
  - Curriculum designers might consider allocating more time and resources to reading-focused activities that directly support speaking and writing development.
  - Addressing student motivation through the selection of relatable, interesting reading materials and scaffolded comprehension tasks can improve reading engagement.
- **Theoretical Contributions:**
  - This study reinforces the theoretical framework of skill interdependence in language learning, illustrating how reading serves as a foundational skill that supports productive skills in EFL contexts.

- It highlights the importance of active reading strategies and metacognitive awareness in facilitating the transition from receptive to productive use of language.
- The findings contribute to the growing understanding of the cognitive and linguistic benefits of integrating reading with productive skill development in tertiary EFL settings.

### **2.10 Limitations of the Study**

Despite the rich findings obtained in this study, certain limitations must be acknowledged. First, the sample size was relatively limited, including only EFL students and teachers at Bouira University. As such, the generalizability of the results may be restricted to similar academic settings within Algeria or comparable educational contexts.

Second, conducting both the student questionnaire and teacher interviews online introduced certain limitations. First, the reliance on internet access may have excluded participants with limited digital literacy or unstable connectivity, potentially affecting the representativeness of the sample. Additionally, student engagement in online questionnaires can be lower, with some respondents providing brief or incomplete answers due to lack of motivation or time constraints.

Third, the teacher interview sample was small only three teachers participated which may not capture the full range of pedagogical approaches and institutional realities present across the department or university.

Finally, students' reading and productive language performance were not measured through standardized assessment tools, meaning conclusions are based on perceived rather than directly observed improvements.



### **Conclusion**

This chapter presented the research methodology and summarized the main findings from both the student questionnaire and teacher interviews. Results showed that EFL students and teachers at Bouira University strongly believe in the positive impact of reading on speaking and writing skills. Students reported that reading improves vocabulary, grammar, and idea generation, while teachers emphasized its role in providing language input and models for productive tasks.

Various strategies were suggested, including using authentic texts, linking reading to speaking and writing through discussions and written reflections, and applying active reading techniques. Despite some challenges—such as low motivation and complex texts—both groups recognized the value of integrating reading into language instruction.

These findings support the idea that reading and productive skills are closely connected and should be taught in an integrated way. The next chapter will build on these results to offer pedagogical recommendations and further analysis.

## **General Conclusion**

## General conclusion

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### General Conclusion

This study explored the beliefs, perceptions, and practices of EFL teachers and students regarding the role of reading in enhancing productive language skills—specifically speaking and writing at Bouira University. The results clearly demonstrated that reading is not only a receptive skill but also a vital source of linguistic input that directly supports learners' ability to express themselves effectively in both spoken and written forms.

Students widely recognized that reading enhances their vocabulary, grammar accuracy, sentence structure, and idea development. Reading exposes learners to authentic language use, varied writing styles, and context-rich vocabulary, all of which help them produce more accurate and fluent language. Teachers similarly observed that students who read more often tend to write better essays, speak more confidently, and use more precise and sophisticated language.

Moreover, the study found that reading helps students internalize grammatical structures, discourse organization, and stylistic conventions that they later apply in their writing and speech. Teachers intentionally used reading materials—such as short stories, essays, and articles—not only to improve reading comprehension but also as models for speaking and writing tasks. Activities like group discussions, summaries, reflections, and debates were shown to facilitate the transfer of input from reading to productive language use.

Despite the positive impact, challenges remain. Both students and teachers pointed to low reading motivation, difficult texts, limited time, and large class sizes as common obstacles. Nevertheless, the overall findings support the idea that reading should be more purposely and systematically integrated into the teaching of productive skills.

In conclusion, reading plays a crucial role in EFL learning as a bridge between language input and output. It enriches learners' linguistic resources, stimulates critical thinking, and provides models for effective communication. Therefore, its integration into speaking and writing instruction is essential for comprehensive language development. These visions offer valuable implications for teachers, curriculum designers, and language education policymakers aiming to foster integrated skill development in EFL classrooms.

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# Appendices

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## Appendices

### Appendix A – Student Questionnaire (English Version)

#### Students Beliefs and Perceptions on Using Reading to Enhance Productive Skills

Dear Students,

This questionnaire aims at investigating EFL students' beliefs and perceptions about the role of reading in enhancing productive skills. Please answer the following questions as honestly as possible. You are kindly required to choose one of the choices to indicate your perceptions and practices, or answer briefly when answers are needed. Please be assured that this questionnaire is anonymous and the data will be used for research purposes.

#### Section A: General Information

*(Please tick ✓ the appropriate box or provide short answers)*

1. Gender:

☐ Male ☐ Female

2. Level of study:

☐ 1st Year ☐ 2nd Year ☐ 3rd Year ☐ Master 1 ☐ Master 2

3. How would you rate your level of English?

☐ Beginner ☐ Intermediate ☐ Advanced

4. How often do you read in English?

☐ Rarely ☐ Sometimes ☐ Often ☐ Very Often

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### Section 2: Beliefs and perceptions About Reading and Productive Skills

6. I believe reading in English improves speaking skills.  
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
7. I believe reading in English improves writing skills.  
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
8. Reading helps me learn new vocabulary that I can use in speaking and writing.  
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
9. Reading improves my grammar, which helps me when I speak or write.  
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
10. I feel more confident to speak or write after reading a text in English.  
☐ Strongly Disagree ☐ Disagree ☐ Neutral ☐ Agree ☐ Strongly Agree
11. **What types of reading materials do you find most helpful for improving your productive skills?**
1. Novels
  2. News articles
  3. Academic texts
  4. Blogs / Online forums
  5. Other :.....

### Section 3: Reading Habits and Practices

11. What types of texts do you usually read in English?  
☐ Short stories ☐ Articles ☐ Novels ☐ Textbooks ☐ Online blogs/posts
12. How often do you read with the aim of improving your speaking or writing?  
☐ Never ☐ Rarely ☐ Sometimes ☐ Often
13. After reading, do you try to:  
(You can tick more than one option)
- ☐ Summarize the text in writing
  - ☐ Talk about the text with classmates
  - ☐ Write your own opinion or reflection
  - ☐ Use new vocabulary in conversation or writing



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14. Do you think reading should be used more in class to support speaking and writing activities?

☐ Yes ☐ No ☐ Not sure

Please explain your answer: \_\_\_\_\_

15. How often do your teachers connect reading activities with speaking or writing tasks?

1. Frequently

2. Sometimes

3. Rarely

4. Never

**16.** What kind of improvements have you noticed in your English language skills as a result of reading in English? (*You may choose more than one option and add others if needed*)

☐ Improvement in grammar accuracy and sentence structure

☐ Increase in vocabulary range and word usage

☐ Better understanding of reading texts (reading comprehension)

☐ Improved writing style and coherence

☐ Enhanced speaking fluency and confidence

☐ Better listening comprehension through exposure to language patterns

☐ More ideas and content for writing and speaking tasks

☐ Other (please specify): \_\_\_\_\_

☐ In what ways has reading helped you improve your speaking or writing skills?

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☐ What challenges do you face when trying to use reading to develop your productive skills?

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☐ What suggestions do you have for teachers to better connect reading with speaking and writing tasks?

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In your opinion, how can reading activities be better connected to speaking and writing skills?

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## **Appendix B – Semi-Structured Interview Guide for EFL Teachers**

### **Introduction**

Thank you for agreeing to participate. This interview explores how reading may support the development of students' productive skills. Your experience and insights as an EFL teacher are very helpful.

### **Part 1: Teacher Background (Brief)**

Can you briefly tell me about your teaching background (e.g., years of experience, levels taught)?

### **Part 2: Perceptions & Classroom Practices**

#### **1. Interconnection of Skills**

In your view, how are reading and productive skills (speaking/writing) connected?

Can you share an example from your teaching where reading helped improve students' speaking or writing?

#### **2. Materials & Text Types**

What types of reading texts do you find most effective in promoting speaking or writing? (e.g., stories, news articles, dialogues)

#### **3. Classroom Strategies**

What strategies do you use to help students apply what they read in speaking or writing tasks?

(e.g., summarizing, discussions, role-plays, essays)

#### **4. Observed Impact**

Have you noticed specific changes in students' language use after incorporating reading?

(e.g., better vocabulary, grammar, confidence?)

Are there noticeable differences between students who read regularly and those who don't?

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## **5. Challenges**

What challenges do you face when trying to use reading to support productive skills?

## **6. Suggestions**

What would you suggest to improve how reading is used to support speaking and writing in EFL classrooms?

## **Closing**

Is there anything else you would like to add regarding the relationship between reading and productive skills in your teaching context?