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The Importance of Reading Skill in Enhancing EFL Students' Communication Skills

A Case Study of Third Year Students of English at Mohammed Khider

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Dedication

*To my parents for their unconditional
love and support*

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Abstract

Learning English as a Foreign Language (EFL) or a Second Language (ESL) is becoming important nowadays . In recent years, Communication skill is viewed as an important element in learning of English. Especially with the advent of the communicative approaches to language teaching. Accordingly, it has been observed that some students have weaknesses in communicating effectively in different contexts, although their linguistic competence is, to a large extent, sufficient. Therefore, we conducted this research on the importance of reading skill in enhancing communication .Because through the reading skill, students develop successful language learning. However; this skill needs practice since it is considered as a complex one which leads learners to face problems while reading. For this reason, this research work was chosen in order to provide the adequate information about the reading skill and communication skill . In this study, we aim to investigate the role of reading in improving communication skill the hypothesis states that the practice of reading skill will help students to improve their communication skills and the structure if the dissertation is as follow : chapter one is about reading skill , chapter two about communication and the last chapter is the practical part . In order to reach the objective, we chose a descriptive method that includes a questionnaire . It was administered to third year students of English at Mohamed Khider University of Biskra. .However ; The analysis of students' questionnaire reveals that students are interested in practicing communication skills and as they are toward reading skill, they claim that if they had more different vocabulary and more knowledge then their communication will be improved . there fore, students must be aware about the role of reading and communication and work hard to practice them more often . In other word, the reading skill is important to enhance communication skills

Reading skill

Communication skill

List of Abbreviations

1. EFL: English as Foreign Language.
2. SL: Second Language

List of Tables

Table 1: Students' Choice of English Studies	47
Table 2: Students' Level in English	48
Table 3: the skill that is needed to improve	49
Table 4: Students' Attitudes towards Reading	50
Table 5: Student attitudes toward reading	51
Table 6: Frequency of Reading in English	52
Table 7: skills that can be improved through reading.	53
Table 8: Reading Impact on Language Learning	54
Table 9: teachers that use reading	55
Table 10: reading tasks	56
Table 11: the use of reading skill strategies	56
Table 12: reading strategies	57
Table 13: Students' Reading Difficulties	58
Table 14: Students' Reading Purpose	60
Table 15: Enjoying English lessons	61
Table 16: Students' Communication Abilities in English	62
Table 17: Frequency of Students' Communication outside the Classroom	63
Table 18: skill that improve performance of students in communication	64
Table 19: activities that develop communication skill	65
Table 20: benefits of communication activities	66
Table 21: types of communication	67
Table 22: difficulties that faces EFL learners	68
Table 23: Reading and Communication Skills' Improvement	69
Table 24: Reading Impact on Students' Performance in Class	70

List of figures

Figure 01: How to make prediction.	13
Figure 02: Models of the reading process (Perfetti, Landi & Oakhill, 2005).	20
Figure 03: What is communication from (effective communication.MTD).	25
Figure 04: Typical Communication Model' developed by Clampitt (2005).	38

List of Graphs

Graph 1: Students' Choice of English Studies	47
Graph 2: Students' Level in English.....	48
Graph 3: the skill that is needed to improve	49
Graph 4: Students' Attitudes towards Reading	50
Graph 5: Student attitudes toward reading	51
Graph 6: Frequency of Reading in English	52
Graph 7: skills that can be improved through reading.....	53
Graph 8: Reading Impact on Language Learning	54
Graph 9: teachers that use reading	55
Graph 10: reading tasks	56
Graph 11: the use of reading skill strategies	57
Graph 12: reading strategies	58
Graph 13: Students' Reading Difficulties	59
Graph 14: Students' Reading Purpose	60
Graph 15: Enjoying English lessons	62
Graph 16: Students' Communication Abilities in English	63
Graph 17: Frequency of Students' Communication outside the Classroom	64
Graph 18: skill that improve performance of students in communication	65
Graph 19: activities that develop communication skill	66
Graph 20: benefits of communication activities	67
Graph 21: types of communication	68
Graph 22: difficulties that faces EFL learners	69
Graph 23: Reading and Communication Skills' Improvement	70
Graph 24: Reading Impact on Students' Performance in Class.....	70

Table Of contents

Dedication	I
acknowledgement.....	II
Abstract	III
Table of Abbreviations	IV
Table of Tables	V
Table of Figures	VI
Table of Graphs	VII
Table of Contents	VIII
General Intoduction.....	1
1. Statement of the problem	3
2. Significance of the Study	3
3. Aim of the Study	4
4. Research Questions	4
5. Research hypothesis	4
6. Research methodology	4
7. Population and sample	4
8. Structure of the Dissertation	5

Chapter One: Reading skill

Introduction	6
1.1. Definition of Reading	6
1.2. Types of Reading	8
1.2.1. Intensive Reading	9
1.2.2. Extensive Reading	10
1.3. Strategies of Reading	11
1.3.1. What is Predicting?	12
1.3.1.1. How to Predict	13
1.3.1.2. The Importance of Making Predictions	14
1.3.2. Skimming	14
1.3.3. Scanning	15
1.3.4. Inferring	16
1.4. Models of Reading	16
1.4.1. Bottom-up Model	16

1.4.2. Top down Model	17
1.4.3. Interactive model	18
1.5. How Can Students Be Motivated to Read?	20
1.6. The Importance of Reading	21
Conclusion	22

Chapter Two: Communication Skills

Introduction	29
2.1. Definition of Communication Skill	23
2.1.1. Origin of Communication	24
2.1.2. Communication Skills	24
2.2. Types of Communication Skills	26
2.2.1. Verbal Communication	27
2.2.1.1. Oral Communication	27
2.2.1.1.1. Qualities of Oral Communication	28
2.2.1.1.2. Advantages and disadvantages of Oral Communication	29
2.2.1.2. Written Communication	30
2.2.1.2.1. Qualities of Written Communication	31
2.2.1.2.2. Advantages and Disadvantages of Written Communication.....	32
2.2.2. Non Verbal Communication	33
2.2.2.1. Types of Non-Verbal Communication	35
2.3. Types of Communication Based on Purpose and Style	36
2.3.1. Formal Communication	37
2.3.2. Informal Communication	37
2.4. Process of Communication	37
2.5. The importance of communication skills	41
2.6. How to develop communication skill	42
Conclusion	44

Chapter Three: field work

Introduction	45
3.1. Population and Sample	45
3.2. Analysis of Students' Questionnaire:	45
3.2.1 Description of the Questionnaire	45
3.2.2. Analysis the Students' Questionnaire Results:	46
3.3 Discussion of the Results	71
Conclusion	73

Recommendations	74
General conclusion	75
References	76
Appendices	
ملخص	

General Introduction

Language is the innate means to interact and communicate between mankind; and within the universal changes arising from the globalization process, English has placed itself as the global language and, thus, it is introduced in about all areas of life; including education.

In the English language, there are skills and aspects that affect language use. Reading is among these skills, it is considered a primary source of knowledge and it is the most powerful tool that students must have. Where by it enables the students to have an insight on other communities, also how to behave in certain situations. In addition; reading provides the individual with enormous amount of new vocabularies as it varies the ways of talking, discussing and expressing thoughts. Likewise it reinforces the memory and innovates the mind, whereupon, all the benefits mentioned earlier help to enhance the communication skills of the students. Accordingly, the main objective of students learning English as a foreign language (EFL) is to be able to communicate effectively and appropriately using that language.

Therefore; this research is an attempt to clarify the role of reading skills and its importance to enhance communication skills which is a wide interesting subject that is worthy to investigate about. Unfortunately; forasmuch its importance it has been diminished by many students and individuals in our society.

Reading is fun-way to seek knowledge; we may say that reading brings wisdom. Through reading, we learn a lot and it is the most prominent language skill. Moreover; it is more than simply picking out words on a page; it is a process of critical thinking which involves evaluating ideas and applying them to everyday situations. Reading skill is a lifelong skill to be used both at school and throughout life. According to Anderson, Hiebert, Scott (1985), & Wilkinson, reading is a basic life skill. It is a cornerstone for a child's success in school and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfilment and job success inevitably will be lost. Reading is like any other skill, is a very active, effective

process. The reader is actively involved in absorbing the meaning of the message; s/he constantly interacts with the text and combines information from the text with other sources of knowledge in order to make meaning.

Everything in life is acquired by communication skills. It is the most crucial skill we have as it can determine results more effectively than any other tool in our skill set. Developing communication skills can help many aspects of your life, from your professional career, to social gatherings, to your family life. Communication can be stated as: a term in linguistics which refers to language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately. (Wikipedia, the free encyclopedia), also Michael said (w.c) that "communicative ability is formed by four competences: 1) grammatical, 2) sociolinguistic, 3) discourse, and 4) strategy". Grammatical competence relates to language system mastery, such as: 'vocabulary, word formation, and sentence meaning'. Sociolinguistic competence is a competence to understand and produce accurate utterance in accordance with the context in which the utterance happen. Discourse competence relates to the ability in combining the form and the meaning of a language. Besides to understand the kinds of discourse which is cohesive and coherence. Strategy competence refers to the ability of overcoming the obstacles and simultaneously improving the effectiveness of communication (1983: 6-10).

At the end, reading and communication skills are two skills that are preferable and complete each other. Reading is like a mental practice of communication in some sense. It shows you ways to accurately express your thoughts and feelings, and the time and place for them.

1. Statement of the problem

Communication is considered as one of the most important skills for second language learners, it is seen as a vital part that needs to be improved. As it known, improving a skill needs other skills. In this case, reading seems to have a major part in helping students to communicate easily, because students who read are able to interact with others and they would good in terms of using arguments and provide the listeners with reliable information .Reading should be considered by the students as an essential skill to practice more to help them in improving their communicative skills. Therefore, our study purpose is to clarify the importance of reading in enhancing EFL student's communication skills.

2. Significance of the Study

In terms of interaction, reading is seen as efficient means to improve communication skill. Indeed, it is a valuable source of foreign language learning as it involves several tasks that provide students with multiple opportunities to develop their language knowledge.

Also, this research tries to show how communication can benefit from reading and how reading demonstrates its role in developing the communicative competence, the listening ability, vocabulary amount, and grammatical knowledge and those are some issues the students need to ameliorate to be able to communicate well.

At university level, communication is among the increasing demands placed on EFL student's educational dimension, as they will confront many hard tasks. In addition, they will be required to decode messages from the teachers, infer analyses, understand, evaluate, and discuss content. Therefore, it is important to develop texts understanding, to enhance fluency, to expand vocabulary knowledge, to build up background knowledge, and to practice reading skills and strategies. At university level, students should adopt higher learning standards.

3. Aim of the Study

The main aim of this study is to investigate the role of reading in enhancing the communication skill of the student and provide a clear understanding to EFL students on how the skill of reading can be helpful in their education.

4. Research Questions

1. How to develop communication skills ?
2. what is the relation between reading and communication ?

5. Research hypothesis

In our study, we assume that if the students were aware about the importance of reading skill and its feedback in terms of vocabulary and spelling mistakes and the amount of knowledge and information, they acquire during this process, their communication skills would be improved well.

6. Research methodology

A descriptive method is adopted in this study, because we are going to describe how the communication skills are enhanced through the reading skill.

7. Population and sample

The population in this study is the **3rd** year LMD students at the Branch of English at Mohamed Khider University of Biskra. Since we adopt a descriptive methodology, the questionnaire is the appropriate data collection tool in this research in order to gather, explore and evaluate the data gathered from the students. So we administered a questionnaire to third

year students, the sample was randomly selected. The number of students of the study is 30 students.

8. Structure of the Dissertation

The structure of this research is divided into three chapters. The first chapter is about the reading skill. It includes the definition of reading, the strategies of reading and its types, also it include the purpose if reading.

The second chapter presents the communication skill and it contains the definition and types of the communication skill as well as the relation between reading skill and communication skill.

The third chapter is devoted to the practical part. It deals with the analysis and evaluation the gathered data from the questionnaire in addition to the general conclusion.

Chapter One: Reading skill

Introduction

Reading is considered as an essential part of life. It is important to learn at school, work, and in everyday life. It is a main tool in education and individual development. In addition, it is seen as the most important skill in acquiring language, if students are good in reading, they will be good in other language skills. Some researchers see it as an activity that lasts a lifetime and is performed for specific purposes. In fact, reading is at the heart of learning as it forms the basis for students' future success.

Therefore, this chapter is going to be about the definition of reading skill according to some scholars, and it will contain its types and some main strategies in addition to the importance and the purpose of reading skill.

1.1. Definition of Reading

Reading is one of the most challenging cognitive abilities and one of the basic language skills which can help students in learning foreign language; however, it used more by most of EFL learners who always need to read various printed materials such as: Books, stories, articles, poems and so on.

Many experts have given their definition about what reading really means. Reading is very important skill that the students must master, because reading cannot be separated in the process of teaching and learning. Reading is the most important activity in any class, as not only a source of information, but also as a means of consolidating and extending one's idea and knowledge of language (River: 1968:24). According to Nunan (2003:68), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning. In other word it is an active process for the brain, when the students tries to connect his prior knowledge to what his reading .Mikulecky (2011:5) states that “reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data

from the text and from the reader's prior knowledge. According to Grellet "Reading is an active skill. It constantly involves guessing, predicting, checking, and asking oneself questions. Reading is the construction of meaning from a printed or written message (Richard: 1998:12). Reading begins with the accurate, swift, and automatic visual recognition of vocabulary, independent of the context in which it occurs.

According to Hadfield (2008) "reading in the own language is very different from reading in a foreign language, because the mother tongue has different ways of reading depending on what is being read and why. To use students' background knowledge of certain topic could help to predict the content of a text and to understand it easily because students already know how different texts are structured". Hornby (2005) states that a person reads when he/she looks at and understands "the meaning of written or printed words or symbols." (McNeil, 2012), in his article about new directions for classroom practice using reading comprehension points out that "Reading comprehension is considered as the process of simultaneously extracting and constructing meaning through interaction and involvement with written language". According to the author reading rebuilds the vocabulary learned in class, extracts and construct the words to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension

As for Lyle Bachman notes: "Reading through which we can access worlds of ideas and feelings, as well as the knowledge of ages and visions of the future, is at once the most extensively researched and the most enigmatic of the so-called language skills." Meaning that reading feeds history as it provides insight on the future and opens doors to the other side of the world also history.

Reading is a process where a reader gathers information from texts. Rayner (2001: 31) has stated, "Reading is defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they

trigger knowledge outside the text/message”. Reading skills are the abilities to master reading texts. Reading skills are defined as skills to improve reading comprehension.

There are some quotes said about reading by some authors .For example Haruki Murakami said that "If you only read the books that everyone else is reading, you can only think what everyone else is thinking." Reading multiple types of reading extend your knowledge, understanding about people.

In addition, Zadie Smith mentioned, "...when you practice reading, and you work at a text, it can only give you what you put into it. It's an old moral, but it's completely true.” What the author meant to say that what you have put form efforts in reading, it will reflex back the reader by positive results and progress.

1.2. Types of Reading

One of the first things you learn about teaching is that there are different reading techniques and the students should be aware of which technique is most suited, depending on the reading task required by the text or by their teacher. Training students to know their reading techniques and deduce when best to apply them is indeed important, especially under exam conditions when time constraints come into play and decisions need to be made depending on time availability and the importance of the task at hand.

As Harmer (2007) states that, there are two types of reading: extensive and intensive reading. The first term refers to the reading that students often do for pleasure. This is better when students have the opportunity to choose what they want to read. As extensive reading is very important, teachers need to have a program. Which includes materials, guidance, tasks and libraries. On the other hand, intensive reading is the detailed focus of reading text, complemented with study activities, such as, uses of grammar and vocabulary. We will go abroad concerning those two types in the following sections.

1.2.1. Intensive Reading

This type of reading has indeed beneficial to language learners as it helps them understand vocabulary by deducing the meaning of words in context. It moreover, helps with retention of information for long periods and knowledge resulting from intensive reading persists in your long-term memory. According to Brown (1988: 400-450) intensive reading “calls attention to grammatical forms, discourse markers, and the surface structure details for the purpose of understanding literal meaning, implications, rhetorical relationships, and the like.” (pp. 400-450). In this sense, this type of reading keep you more focus on grammatical rules and social status and attitudes of the author.

In intensive reading activities, learners are, in the main, exposed to relatively short texts, which are used to either exemplify specific aspects of the lexical, syntactic, or discourse system of L2, or to provide the bases for targeted reading strategy practice. The goal of extensive reading, on the other hand is to “flood” learners with large quantities of L2 input with few or possibly no specific tasks to perform on this material (Hafiz and Tudor, 1989:5). In other word, intensive reading is used by students that are asked to read short texts, to extract the main ideas, and to fulfill their understanding of the text. The aim of this kind of reading is to concentrate on the meaning of the text and how this meaning is produced. According to (Nuttal, 2005), learners need to try to comprehend the text as good as necessary in an intensive reading activity. However, Students are supposed to focus on a small amount of material under the guidance of their teachers who can introduce short texts and stories to develop intensive reading skills and strategies. Intensive reading has some characteristic. They are:

- Usually classroom based.
- Reader is intensely involved in looking inside the text.
- Students focus on linguistic or semantic details of reading.
- Students focus on surface structure details such as grammar and discourse markers.
- Students identify key vocabulary.

- Students may draw pictures to aid them (such as in problem solving).
- Texts are read carefully and thoroughly, again and again.
- Aim is to build more language knowledge rather than simply practice the skill of reading.
- Seen more commonly than extensive reading in classroom to sum up, intensive reading is a detailed study of the prescribed text in order to train the students is an important aspect of language teaching. Retrieved from <https://slllc.ucalgary.ca/Brian/611/readingtype.html>.

1.2.2. Extensive Reading

Extensive reading is reading as much as possible, for your own pleasure, at a difficulty level at which you can read smoothly and quickly without looking up words or translating to English as you go. According to Carrell and Carson (1997: 49-50), ‘extensive reading generally involves rapid reading of large quantities of material or longer readings (e.g. whole books) for general understanding, with the focus generally on the meaning of what is being read than on the language . In other words, instead of spending a half hour decoding a tiny part of one book (that what happen in intensive reading), you read many simpler books that are at or slightly below the level at which you read fluently. This lets you get used to reading more complex sentences with ease, reinforces the words you already know and helps you learn new words from context. According to Thompson and Wyatt,” The main purpose of extensive reading is the cultivation of taste for reading and it seeks by encouraging the habit of visualizing what is read to make reading a form of visual instruction.”

Extensive reading means reading longer texts, usually for one’s own pleasure. This is a fluency activity, mainly involving global understanding. According to Palmer, extensive reading meant “rapidly” reading “book after book”. He argued that a readers’ attention should be on the meaning, not the language of the text.

This type of reading plays a significant role in improving language proficiency and helps learners develop comprehensive awareness of grammatical structures (Davis, 1995). In this respect, Hafiz and Tudor view : The pedagogical value attributed to extensive reading is based on the assumption that exposing learners to large quantities of meaningful and interesting L2 materials, will in the long run, produce a beneficial affect on the learners' command of L2 . (Hafiz, and Tudor, (1989).

That is to say that this type can be seen as an essential strategy in language learning. Indeed, it broadens the vocabulary knowledge, improves the writing skills and unify grammar mastery. Certainly, this can happen through the exposure to a range of lexical, syntactic, semantic, and textual features in the reading material. The objectives of extensive reading are:

- To develop the habit of self-study in the students.
- To develop the taste for reading in the students.
- To enable the students to understand the meaning of the given passage as early as possible.
- To increase the passive vocabulary of the students.
- To develop the power of concentration.
- To read for pleasure and recreation.

Extensive reading involves reading for pleasure. Because there is an element of enjoyment in extensive reading, it is unlikely that students will undertake extensive reading of a text they do not like.

1.3. Strategies of Reading

Reading is an integral part of academic affairs and it is equally important outside academic contexts. Apart from the essential linguistic requirements of the reading process (e.g. vocabulary and grammar), there are some so-called reading strategies that are attested to improve reading

Brown (2007,p.119) defines strategies as the "specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information." Strategies are used by students to achieve specific purpose and plans to monitor and handle certain data.

These definitions are provided in the context of general learning.As Pani (2004, p, 358) defines reading strategies as “the mental operations involved when readers approach a text effectively to make sense of what they read... Good readers apply more strategies more frequently ...and more effectively than poor readers.” Meaning that strategies are used by reader so they can benefits from rom what they reading by organizing their thoughts and strategies makes a reader a good reader .

Reading strategies are tools that the readers use to understand the text for getting knowledge. Moreover, Longman dictionary defined reading strategies as a ways that are selected from the reader to understand the meaning of the text. (Richard & Schimidt, 2002, p. 444). Reading strategies are guides that the readers follow to give a meaning of what they have read.

1.3.1. What is Predicting?

Good readers make predictions as they read, to help them deepen their thinking and better comprehend what they read. Predicting is when readers use text clues and their own personal experiences, to anticipate what is going to happen next in the story. This strategy focuses on the text at hand, constantly thinking ahead and also refining, revising, and verifying his or her predictions. In other words, it is important that students understand that as they read, their predictions may change. Students should also verify their predictions by determining if their prediction came true or not. If their prediction did not come true, or they do not think it will come true, then they may want to modify or change their prediction.

Predicting is an important reading strategy. It allows students to use information from the text, such as titles, headings, pictures and diagrams to anticipate what will happen in the

story (Bailey, 2015). When making predictions, students envision what will come next in the text, based on their prior knowledge. Predicting encourages children to actively think ahead and ask questions. It also allows students to understand the story better, make connections to what they are reading, and interact with the text.

Making predictions is also a valuable strategy to improve reading comprehension. Students are able to make predictions about a story, based on what they have already heard, read, or seen. This in turn, will allow students to become actively involved in the reading process. To determine if their predictions are correct, students should be required to reread portions of the text to recall facts about the characters or events within the story. Picture walks can serve as a tool to organize information within a story, which can also increase a child's comprehension. During a picture walk, students are able to activate their prior knowledge and connect the visual images in the story to their own personal experiences.

1.3.1.1. How to Predict

- Review the front and back of a book, the table of contents, the chapter names, subheadings and diagrams prior to reading.
- Make connections to the text using your prior knowledge
- Create your prediction.

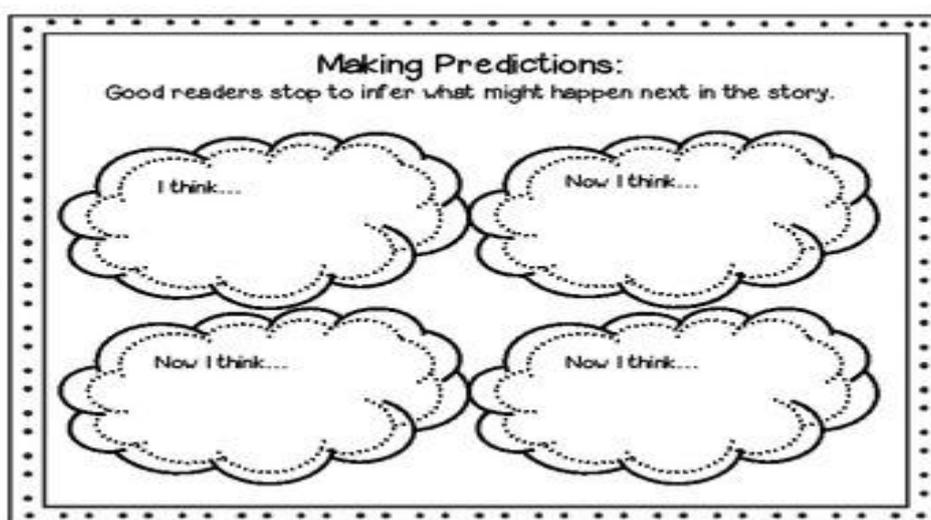


Figure 01: How to make prediction

<https://readingstrategiesmsu.weebly.com/predicting.html>

1.3.1.2. The Importance of Making Predictions

Making predictions is more than just guessing what is going to happen next. Predicting helps students become actively involved in reading and helps to keep their interest level high. Some of the other benefits of teaching students to make predictions are:

- Helps students to ask questions while they are reading
- Encourages students to skim or re-read portions of the story to better understand it or to recall facts about the characters or events
- Provides a way for students to monitor their understanding of the material

As students learn predictions skills, they will more fully comprehend what they have read and will retain the information for longer periods of time.

1.3.2. Skimming

Skimming is reading fast to get an overview. You can 'read' up to 1000 words per minute by skimming; it is not an effective way of studying material if the individual is not already familiar with that material, because the main task is searching for the main idea of each paragraph. Still, it helps to identify whether to continue reading or not, what to read carefully, and where the best place is to begin. It is used by readers to get “a general idea about the content of printed materials through reading the text quickly i.e. in this strategy, readers will look for something quite specific or get general ideas before putting effort into close reading” (Grellet,1999, pp. 2-25) .

Skimming is the process of fast reading in order to take the gist of a passage. It gives readers the advantage of being able to predict the purpose of the passage, the main topic, or message, and possibly some of the developing or supporting ideas (Brown, 2001, p. 308) .In other word; it means to take a quick glance through material to gain an overall view of text.

Skimming does not involve reading every word. Instead, you may skim by reading (Helpsheet.Reading skill.p 3)

- Titles.

- Subheadings.
- Words in that are in bold, in italics or underlined.
- Diagrams.
- A report's abstract, introduction or conclusion.
- The first sentence of every paragraph.
- Chapter questions.
- Chapter objectives.
- Chapter summaries.

1.3.3. Scanning

Scanning is a reading technique used to extract specific information from a particular text. It trains learners to run their eyes quickly over a text in order to locate specific information (Grellet, 1981). It is a speed-reading technique and a useful reading activity in which learners need specific information without dealing with the whole text. This means, they do not read all the text word by word, but rather they extract specific information (names, dates, statistics) without reading all the passage. In short, when scanning, learners try to locate particular information by moving their eyes over the text rapidly, and then get the required information to complete a certain task.

It is viewed as a speed reading technique used when readers are willing to find a certain piece of information without understanding the remaining text or passage necessarily. To scan is to locate key terms as a means to assess the text's relevance. You may scan as follows : (help sheet reading skill.p.

Refer to:

- Assessment tasks.
- Lecture slides.
- Tutorial questions.
- Textbook questions.

Create:

- Questions based on lectures or tutorials.
- Questions based on a skim of the text.
- (Contents, headings, subheadings, diagrams, introductions, etc.).

Consider:

- What you already know.
- Related knowledge or experiences Help sheet.

1.3.4. Inferring

Knowing the meanings of words in a written context is considered as one of the comprehension skills. By this skill, readers know that words may have more than one meaning and may have many functions, so the listener can adapt the suitable meaning according to the context. The readers make inferences means" they form mental model of the situation and events" in the text to understand better. (Cain, Elbro, & Oachill, 2015, p. 38). They make an interpretation consist of ideas and thoughts that stored in their mind about the information of the text. Furthermore, they can form different inference according to their understanding for what they read.

1.4. Models of Reading

Reading is a fantastically complicated process, the mechanisms of which are largely invisible to an observer In fact; reading is so complex that educational researchers still do not absolutely understand how it works. There are whole books dedicated to explaining the different models developed by reading researchers to describe how students learn to read (Ruddell & Unrau, 2004). They are as follows:

1.4.1. Bottom-up Model

The bottom-up model focuses on how learners derive information from texts. In this approach, reading is seen as a process of gathering and synthesizing information through different systems that identify letters, sentences, and clauses. Thus, the learner needs to

construct meaning. The Bottom up approach is known as phonics, which requires the learner to match letters with sounds in a defined sequence i.e. reading in linear process by which readers decode a text word by word, linking the words into phrases and then sentences (Gray and Rogers 1956, cited in Kucer 1987, p 27-51). This model of reading is concerned primarily with the recognition of individual letters, phonemes and words that means the meaning of the whole text begins from the word level, then the sentential level, and finally the text level (as cited by Lisson and Wixson, 1991, in Rumptz, 2003). Besides this, it emphasizes a single direction, part- to- the whole processing of text. In other words, it involves a series of steps that the reader has to go through i.e. moving from the smallest linguistic units such as: sentences, phrase, and so on, until reaching the meaning of the text (James and Gentry, 2008). There is certainly more to reading than decoding" to become readers, students must compare their knowledge and background experiences to the test in order to understand the authors message" truly, the whole purpose of reading is comprehension". Because what meters is to construct meaning from what you are reading and have a full understanding by using different models .

1.4.2. Top down Model

As a reaction to the bottom-up model, the top-down model emerges. With this model, understanding a text is not just decoding the written form of a passage or a text but it includes the prior knowledge and the readers“ experience. As Richards (1990) defined the top-down model referred to “the use of background knowledge in understanding the meaning of a given text that means readers make connection between their previous knowledge about a topic, situational or contextual knowledge, or knowledge stored in long term memory in the form of “schemata” and “scripts” (p. 50-51). The more readers know in advance about the topic and text to be read, the less they need to use graphic information on the page. So, this process is based on the interpretation of assumptions and drawing inferences

Used by many teachers of English, the top-down reading model is supposed to bring some interrelated advantages. Seen as a more natural approach in comparison to bottom-up

model, top-down model truly reflects the way which a normal reader may employ when coming to real-life reading as it makes use of reader's contextual knowledge of the text (Nagao,2002). In most circumstances when a person tries to understand what he has just read, prior knowledge would be utilized. This would not only make reading more natural but also influence the way a reader interpret the text (Carrell , Eisterhold,(1989). Nagao (2002) cited the following passage used by Branford and Johnson to illustrate this viewpoint:

A newspaper is better than a magazine. A seashore is a better place than the street. At first, it is better to run than to walk. You may have to try several times. It takes some skill but it is easy to learn. Even young children can enjoy it. Once successful, complications are minimal [.....]

Each sentence in this passage will not be difficult for a student to understand if he possesses a basic knowledge of English. However, that reader may ask himself a question after he has understood every piece of the text:” What is this written about?”, yet still cannot understand the overall meaning of the text.

A top-down teaching style focuses on providing students a large view of a subject, immersing them in the big picture without explaining the components that make up the subject. For example, in an English as a Second Language class, a top-down approach would begin by immersing students in all aspects of learning English immediately, including writing, reading and pronunciation. Students would not be taught the intricacies of vowels, nouns and pronouns first, instead they would be plunged into the totality of learning English and then gradually learn the building blocks that make up the English language

1.4.3. Interactive model

Theorists have developed the third and latest reading model the interactive reading model. Rumelhart (1977) defines this approach as “a combination of top-down and bottom up processing “and proposes it as a way in which the processes of both data-driven sensory information and non-sensory information happen simultaneously. Bilokuoglu (2012) suggests

that in interactive model,” readers are expected to go through both bottom-up and top-down processing before eventually settling upon an interpretation of a text topic” Neither neglecting the textual information nor the prior knowledge of a reader, the interactive model stresses on what has already printed or written and what the reader may bring to it by using both previously mentioned processing.

Interactive model is attempts to combine between the bottoms up and top down model valid insight, according to Alyousef (2005), is referred to reading as ‘interactive’ process between a reader and a text and emphasizes on automaticity or reading fluency. In this model, the reader interacts with the text in order to extend the meaning, and the reader uses different types of knowledge such as linguistic or universal knowledge (through bottom-up processing) as well as schematic knowledge (through top-down processing).

Comprehension during reading involves higher- order processing of discourse structure and the reader's knowledge in interaction with lower- level word coding processes. The interactions between these “top- down” and “bottom- up” processes must be taken into account in models of comprehension. Readers anticipate what the text will say by thinking about what they know. They use this hypothesis as well as the textual information to actively construct meaning (Pearson & Johnson, 1978).

Students in interactive model are not required to fit into a set mold or have identical skill sets to decode and interpret text. They are encouraged to use their own strengths to gain understanding and new information. When used in the classroom setting, students should be encouraged to share their knowledge with classmates or peers. This model allows the reader to bring his own background knowledge to reading and to interact with others to build meaning and memory from the text.

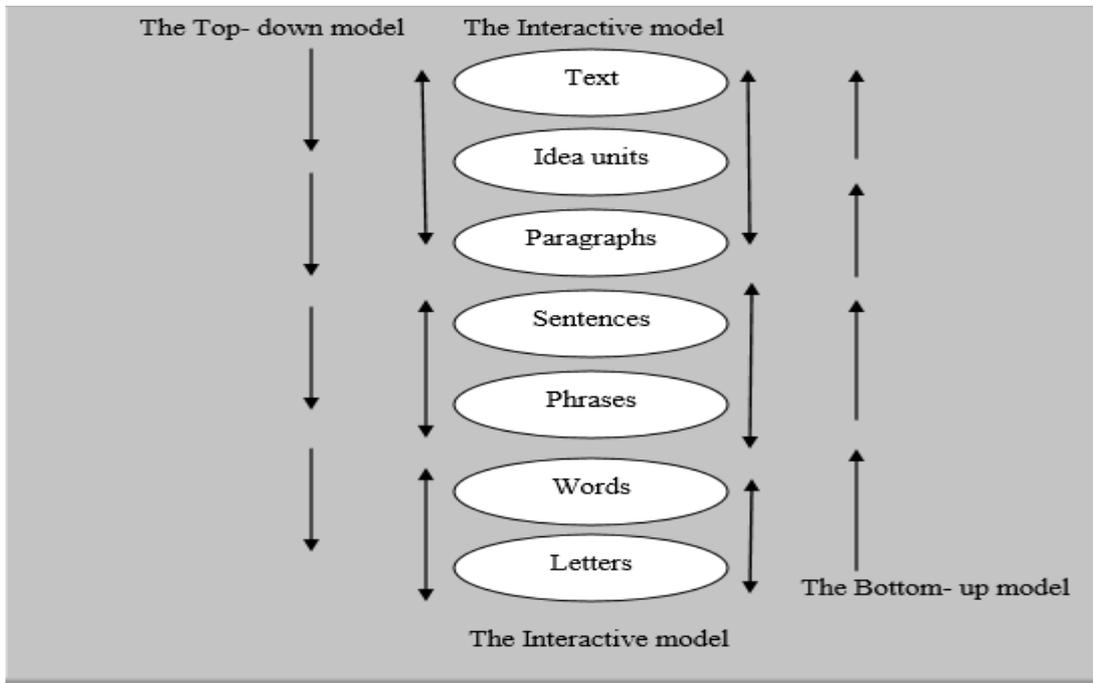


Figure 02: Models of the reading process (Perfetti, Landi & Oakhill, 2005)

1.5. How Can Students Be Motivated to Read?

Due to the importance of students' learning and their advancement in language skills, much of the time is devoted to the development of reading skill because through reading, students can go anywhere to see other world without being limited by dimension of space and time. Reading gives opportunities to imagine anything in life. Therefore, reading is seen as , because reading able to provide pleasure and enjoyment of the soul .As it is explained in a book “A History of Reading” by Manguel (1997). Who mentioned that reading is seen as a flight. However, not everyone can spend their time in reading. According to Gambrell & Marinak (2008) and Guthrie, Wigfield, & VonStecker (2000), the important role played in reading is motivation. Motivation influence an individual to engage in specific activity. Therefore, students who have strong motivation to read can spend their much time in the reading activity. Meanwhile, students who lack motivation to read will try to avoid reading activity as it in mentioned in Alhamdu (2015.p.5).

Many researchers have been well aware of the importance of motivation in target language learning and how it improves comprehension among language learners. Motivation to

read is only one piece of the reading puzzle but it is a necessary piece, especially if the parents and teachers want their children and students to develop a habit of reading that will benefit them throughout their lives. And motivation is a teachers' job and role, because the teacher is the one who introduce them to a foreign language .So the teacher need to know the way to motivate the students to read, s/he should give students a choice of what to read, at least during sometimes, they will be more motivated to read and encourage them to interact with the text in order to live through the experience of others or to acquire and retrieve information about a subject that interests them. In addition, teachers need the opportunity to get to know what their students are interested in, help them find books that are related to their interests, and let them share what they have learned from their readings. The last factor is that teachers should make the classroom as an enjoyable space to motivate students and increase their confidence, spontaneity, autonomy, and self- stimulation. (David. 2013)

To sum up; students' motivation is vital to the learning process and is an essential factor to develop English reading. The good news is that teachers who are motivated an ambitious their students will have more success and fulfillment in their teaching careers than teachers who do not believe that motivating students is part of their job. It seems to me that most students can be motivated by any teacher who cares about them as individuals.

1.6. The Importance of Reading

Reading is the easiest way of acquiring knowledge and thus improving the lifestyles, and it is seen as a key to passion and learning “the more that you read, the more things you know. The more that you learn, the more places you'll go” a famous quote by Dr Suess. In addition, it is 100% accurate because reading is the way of getting exposed to other cultures and to a language also it increase communicative competence. The individuals who read are more likely to be involved with their communities.

Reading is essential for all-round development of the personality. “Bacon”, the great British writer and philosopher has rightly said, “Reading make a full man; writing an exact man

and conference a ready man.” Reading is an essential basic skills building activity. One’s language fluency is determined by the quality of reading. Besides, vocabulary enrichment, ideas collection, familiarization with different types of writing formats, speaking fluency, etc., all depend upon reading. In all cultures and civilizations, much stress is laid on reading. All great men and women have been great readers. In her novel” THE STORY OF MY LIFE” Helen Keller tells us the magic of reading books. Helen plays a glowing panegyric to books and the enlightening role they played in her otherwise dark life. In chapter 21 of her novel ‘The Story of My Life’ she shares with the audience the deep influence she had from the books since her childhood. She calls books her ‘friends’. It is true a person who has the reading habit, never feels lonely and bored. The books open up a magical world for him or her and he lives among angels in the pages of the books. Books never let go the readers astray. They make them wise and pragmatic. We must endeavor to develop this fabulous habit of reading. Individuals read for two basic purposes:

- a. Reading for information. It is reading to reach a goal such as to obtain factual information and solve problem and for the student they read to have better performance in their study.
- b. Reading for pleasure, is reading to enjoy, to entertain or just they are found of reading .and the reader may choose his/her favorite style “ sport, comics, article, fairy tale and movie program.

Conclusion

This chapter aimed to focus on reading skill by giving different definitions stated by different authors, and then it highlighted the essential types of reading. Moreover, we mentioned multiple strategies and provided brief definitions to the strategies and how it is useful .After that, it included the models precisely two models. At the end, it tried to show how this skill is important and how it can change an individual’s lifestyle in different fields.

Chapter Two: Communication Skills

Introduction

Human beings are the only species in this earth who has the ability to speak and has a brain that can do multiple things. They cannot be complete without expressing themselves. We need to speak or express our feelings and ideas. These ideas form the base of our existence. Communication is essential for the existence of the society, especially in the past few years where the world has been influenced by rapid development in many areas of people's lives including the means of transport and travelling, business and job opportunities or intercultural relationships. These changes open people's door to the world and at the same time lead to increasing necessity of being able to communicate and also to speak another language than the person's mother tongue in order to get new opportunities and become a part of the modern world.

English is generally considered as one of the most important and most frequently used international languages and its knowledge is usually taken as an advantage. EFL learners think that knowing the four skills are enough to be a good language learner. In fact is not enough when lacking the communication skill because it will enable the student to use the right language in the right context for the right purpose so that they can communicate effectively. However, the realization of this level of knowledge and understanding is always a challenge for foreign language learners. They often struggle through their journey towards the achievement of this goal and are often met with many obstacles. Therefore, many researches have been a raised concerning this topic.

2.1. Definition of Communication Skill

Human beings have been interacting with the environment for centuries. They tried to satisfy their needs to convey their emotions, thoughts, dreams and hopes through talking and writing and wanted them to be understood by reading and listening. People are in

communication with each other at home, work, school and in many areas of their lives. And depending on the need for this co-sharing, the fact which is called communication emerged.

2.1.1. Origin of Communication

The word “Communication” comes from the Latin word “communis” meaning “common», basically communication is divided into five stages, namely:

- Period until 3000 BC.
- Period between 3000BC and 2000BC.
- Period between 2000BC and 300 BC.
- Period between 300 BC and 200 AD.
- In the 1990s.

During 1990s, computers made a remarkable growth in communication. There are various channels and routes of communication. Language is a powerful mode of communication. It is a medium through which an individual expresses his thoughts and ideas. Now-a –days English has become the medium of communication nationally as well as internationally. It has become a global language. On the whole, the purpose is to encourage students to obtain communication skills in learning English as a second language. Because the best mode of communication will surely be English in the future.

2.1.2. Communication Skills

When asked to define communication, how would you respond? Most people will relate to the forms of communication – talking or listening. But communication goes beyond that. Communication involve getting information from one person to the other person. Yet even this not a complete definition because communicating effectively involves having that information relayed while retained the same in content and context .If I tell you one thing and you hear another , have I communicated ?

Communication is the art and the process of creating and sharing ideas .Effective communication depends on the richness of those ideas.

Figure 03: What is communication from (effective communication.MTD)

So if we look at the communication from another angle, it involves the perception of the information as much as the delivery of the information. In other words, we can define communication as the art and process of creating and sharing ideas. Effective communication depends on the richness if those ideas. In order to be effective at communicating, there are a number of skills that you can rely on .Which skill you choose will depend upon your situation, the recipient of your communication, and the information that you need to convey.

Check (2013) defines communication as a complicated transactional process that results in shared meaning between the teacher and the learner. It is a dynamic process of sending and receiving message while competing against numerous distractions. These distractions range from animate to inanimate objects and can be in any of five perceptual forms. The most common distractions are either visual or auditory – constant movement of students or excessive noise level. Communication skills are defined as the exchange of thoughts, views and ideas with the intention of conveying information. Communication is a two way street that includes vocalization as well as gesticulation. The purpose of communication is to convey one's beliefs, ideas, thoughts or needs with clarity so as to reach a consensus or a mutually acceptable solution (Narayanrao, 2012). Moreover, communication is not passive and does not only take place; we actively and consciously engage in communication in order to develop the information and understanding required for effective group functioning. It is active because it involves a variety of forces and activities interacting over a period of time. Moreover, Communication is the art and science of conveying messages completely from one human being to another. Wherever there is human contact, there is communication – be it talking, arguing, exchanging ideas, voicing opinions, disagreeing, chatting or listening (Okasha, 2010). The goal of communication

is to share and cooperate meaning among the communicating individuals. Nowadays, learning a foreign language such English language is included in the ability to communicate while to communicate effectively in English as a Foreign Language (EFL) setting has turned into an essential skill next to reading and writing.

However, the process of communication in the classroom and in the school environment occurs as teacher-student communication or student-student communication. A teacher shares his/her emotions and thoughts with the students in order to create a behavioral change and performs face to face interpersonal communication while contacting students and exchanging information with them (Eratay,2011). The goal of communication is to share and cooperate meaning among the communicating individual to clear the atmosphere in the class and by communication, the teacher will find it easy in the way convey his explanation and lessons when there is such relation and contact with students .

2.2. Types of Communication Skills

Communication is the activity of conveying information through the exchange of thoughts, messages or information; as by speech, visual, signals, written work or behavior.it is the meaningful exchange of information between two or more living creatures. However; individuals communicate in their own way but they need to learn how to do it effectively. Communication has two basic types: verbal and non-verbal communication. Verbal communication is the process of interaction that applies vocals that are easy for people to understand. While non-verbal communication use sign languages, symbols, and devices that produce sounds that relay messages to people. This shows that the communication process is based on the combination of both forms: verbal and non-verbal.

In relation to the above, Barker defines verbal communication and non-verbal communication as follows: “...Verbal communication refers to symbols which have universal meanings for all involved in the process. These spoken or written verbal symbols are known as language. While Symbols other than written or spoken words are known as nonverbal symbols”.

(Larry and Barker, 1984, p.6). There are a variety of ways for people to establish connections with one another. Thus the human connection is formed through many ways. Besides, from forms such as speaking face-to-face, people are exposed to other methods such as by using sound devices, gestures, signs that can create a specific set of meaning.

2.2.1. Verbal Communication

Verbal communication refers to the form of communication in which message is transmitted verbally; communication is done by word of mouth and a piece of writing. Objective of every communication is to have people understand what we are trying to convey. In verbal communication remember the acronym KISS (keep it short and simple). Barker (1984: 6) defined verbal communication as the following: "...verbal communication refers to symbols which have universal meanings for all involved in the process. These spoken or written verbal symbols are known as language". That is to say, that verbal communication refers to the form of communication in which message is transmitted verbally; generally by words of mouth or piece of writing. Verbal communication is further divided into two categories which are oral communication and written communication.

2.2.1.1. Oral Communication

In oral communication, spoken words are used. It includes face-to-face conversations, speech, telephonic conversation, video, radio, television, voice over internet. In oral communication, communication is influenced by pitch, volume, speed and clarity of speaking. This type of communication is identified as one of the main areas of the Curriculum Framework and Study Programs. Oral language is considered to be "one of the main resources that students possess for learning and participating in the life of the community: through it, knowledge is shared and created jointly with others; in other words, it creates a shared culture" (Mineduc, 2012, p. 10). In addition, it can enhance learning in any subject area. It can be used to manipulate lesson input or to examine and explore lesson-related ideas. It also provides those students who may have difficulties reading and writing another way to demonstrating their

learning. Consequently, the development of this competence is a crucial factor in the education of independent students who can share and build knowledge in a democratic society; it is open-ended to provide choice, challenge, and complexity for highly creative or intellectually gifted students.

2.2.1.1.1. Qualities of Oral Communication

There are some qualities to follow while having oral communication .according to (English communication skills (theory)

- **Integrity:** In order to build a rapport with the listeners/receivers one must maintain integrity in the speech. Integrity refers to speaking accurate and to the point. One should speak with confidence and maintain a flow of communication. Sincerity is highly required in speaking. By maintaining integrity in the speech, one can have greater control of the environment. Providing background information about topic discussed is always appreciated.
- **Voice:** One should speak in a pleasant voice. It should be audible and we should adjust our volume of speech according to the environment. Proper modulation is highly essential while speaking.
- **Tone:** We should not try to speak in an extra fashionable manner or like a singer. We should speak in a normal pitch, which can be understood.
- **Delivery:** While speaking one should have a controlled and deliberate delivery style. The normal speed of delivery should be within 120-180 words. Clarity should be maintained in the delivery of speech.
- **Quality of the Topic:** It is also important what you speak. It is wisely said that you can fool many people for most of the times, but not all the people for all the time. Hence, speak relevant and good points. You have to substantiate your points with clear conviction.

- **Enunciation and Pronunciation:** Enunciation means pronouncing each and every sound clearly and distinctly. Giving thought to your pronunciation is enunciation. Pronunciation of the words should be clear and audible.
- **Accent or Diction:** Try to speak in neutral accent. Your accent should be bereft of mother tongue influence (M.T.I). Never try to be extraordinary and avoid using nasal accent. Always use the right word at the right place.

2.2.1.1.2. Advantages and disadvantages of Oral Communication

As any other processes or items, oral communication has advantage in using as it has disadvantages

Advantages:

- Time-saving when the action is required to be taken immediately, it is best to transmit the message orally.
- Cost saving when communication is completed orally, it does not need paper, pen, stamp or computer. Therefore, it saves money.
- More powerful Speech is a more powerful means of persuasion and control.
- Effectiveness With the help of variations in the tone, pitch and intensity of voice, the speaker can convey shades of meaning.
- Immediate feedback the speaker can get immediate feedback.
- More suitable the receiver gets an opportunity for feedback and clarification.
- A relationship develops. Oral communication promotes friendly relations.
- Flexibility Oral instructions can be changed easily.
- Easiness Oral communication needs little preparation to send a message.
- Informal communication Oral communication does not need formalities needed in written communication.

Disadvantages

- No record in oral communication, messages are difficult to record, so it is impossible to preserve the message for future.
- Inaccuracy There is a possibility of inaccurate messages to reach the destination.
- Limited use Oral communication is not suitable for lengthy messages. It should be used for short message.
- Confused speech sometimes the receiver fails to understand the meaning of a message due to habitual productions of the speaker.
- No legal validity oral messages are not taped, so it can be denied easily if the situation goes against the speaker.
- Less important written communication is taken more seriously.

2.2.1.2. Written Communication

It is a form of communication through the written word; it includes traditional pen and paper letters and documents, typed electronic documents, e-mails, text chats, SMS and anything else conveyed through written symbols such as language.

Communication forms that predominantly use written and the effectiveness of written communication depends on the writing style, grammar, vocabulary, and clarity. However, teaching the written communication, which is considered a highly important component of higher education, since in the present context, practical command of a foreign language and the skills of written communication are highly appreciated. Many experts refer to written communication as “the algebra of communication”, its highest and most complicated form. Therefore, expanding writing skills facilitates students’ personal and cultural development. Concerning education Most EFL, classrooms focus on written communication in the target language. Even though written linguistic competence is undoubtedly one of the goals of EFL learning programs, it is not more important than oral competence. Teachers often remark that some of their students have extraordinary capabilities

in terms of writing stories, essays, speeches, etc. in English. However, the same students do not have a similar level of competence when it comes to their speaking ability. These students can therefore not be said to have linguistic competence in English since they are unable to express their written content in oral communication (Fariadian, Azizifar & Gowhry, 2014).

2.2.1.2.1. Qualities of Written Communication

This type of communication has qualities that make it for some individuals preferred to use. According to Janet his article he listed some:

- Simple, Ordinary Language:

You do not need fancy language to make your point in writing. Jargon, acronyms, and "big words" can be confusing to a reader, and can obscure the underlying point. Effective writing uses simple, common words and simple grammatical structures. It uses concrete words rather than abstract ones. Good writing avoids the passive voice (which means this sentence should never be written: "The passive voice should be avoided in good writing").

- A Clear Purpose:

Most written communication exists to make a point or to tell a story. Effective communication makes the central point of the message or story clear. No one reading a well-written piece, be it an email or a report, should be confused about the purpose behind the writing. Persuasive writing explains the goal of the writer clearly and unambiguously, asks the reader to do something specific and explains why the reader should respond as the writer requests.

- A Positive Attitude:

Effective communication tends to be positive in tone, and should not be rooted in anger. It may feel good to write an email or an office memo while you are angry, but it is not likely that the result will be effective at producing the results you want.

- Brevity:

Effective written communication is brief and to the point. Every sentence is meaningful. Every paragraph carries one major point and makes that point well. Longer is not better when it comes to writing, because overwriting does not help your message. Overly long sentences can be hard for a reader to unravel and understand. Overly long paragraphs can be daunting for a reader, who may choose to put the communication down if he feels intimidated by its length.

- A Conversational Tone:

Effective written communication uses a conversational tone, and never sounds formal or stuffy. It uses active verbs to help the communication feel lively. Sometimes striking a conversational tone means using contractions ("I'm," "you're," "don't," "can't"). It can even mean writing in the first person ("Here is what I just learned"), though this is not appropriate for all forms of writing, particularly reports and news articles. Especially effective writing finds a point of connection between the writer and the reader, which will make the reader want to keep reading.

- Professional Grammar, Spelling and Punctuation:

Effective written communication is always punctuated and spelled correctly. Sloppy grammar, spelling and punctuation shows disrespect to the reader and reflects poorly on the writer. It is particularly important to spell names correctly when writing direct communications such as letters and emails, as some readers are deeply offended by sloppy writing. Spell checkers can catch a lot of errors, but it is crucial to proofread personally as well to catch what an automated program might miss.

2.2.1.2.2. Advantages and Disadvantages of Written Communication

According (ENGLISH COMMUNICATION SKILLS (THEORY) to written communication has advantages and disadvantages :

Advantages

- Accurate and precise: Any written communication is an outcome of careful study, reading and drafting, editing, re-drafting. To make it authentic collection of information and data is essential.
- It can be used repeatedly: Number of times and number of readers is not binding.
- Permanent Record: It can be stored for ages. Useful for future reference.
- Legal Document: Legal validity(legal document)
- Useful in case of organizational matters
- Wide accessibility: Internet, newspapers, books etc.)
- Assigning jobs and responsibilities is easy through written orders.
- More use of written communication increases one's language ability.
- For students the best advantage of this is it is easy to remember once you write it.

Disadvantages

- Time consuming: Drafting a document takes a lot of time.
- Not economical.
- No immediate feedback is possible in this type of communication.
- Language cannot represent the seriousness of the message. Explanation is needed to apply the emotion.
- Absence of paralanguage makes it difficult to comprehend the meaning unless one is used to it.

2.2.2. Non Verbal Communication

It is a communication that is transmitted and received via other mediums, such as touch and sight. It provides some insight into a speaker's word choice. Sarcasm, complacency, deception or genuineness occur within nonverbal communication. These things are often communicated through facial expressions, hand gestures, posture and even appearance. all of which can convey something about the speaker as it is mentioned by Krauss et al. (1996) in

one of the social psychological studies of nonverbal behavior posited it as a form of nonverbal communication with the supporting instances of facial expressions like wrinkling of nose when the communicator is in disgust, and baring of teeth , narrowing of eyes and wide-eyed staring gesture when in fear. It is also stated that facial expression as an example of nonverbal behavior has a possibility of serving a multiple functions like playing an affective experience role, and also the communication function of conveying information about the emotional state of the expresser.

Nonverbal communications encompasses all forms of communication that is devoid of spoken and written languages, an exclusive illustration of all possible ways of interpersonal communication that are done nonverbally. Verderber et al. (2009) stated that the most important areas of non verbal communication are three, namely: Body language which is called the kinesic communication characterized with using facial expressions, body movement and postures; Physical environment which is also known as Proxemic communication, aided with the usage of available space, distance or proximity to other people in the communication scenario; and Verderber et al. (2009) added that personal attributes which is known as Art factual communication ; a nonverbal communication type which is utilized by communicators to modify the appearances.

Non verbal communication is defined as the process of one person creating meaning in the mind of another person through nonverbal behaviors” (Solomon and Theiss 2013). According to Birdwhistell (1970), only 35% of the meaning humans derive from interaction come from words, which means that as much as 65% of meaning comes from nonverbal behavior but some scholars have argued that nonverbal behavior constitutes an even greater portion of our communication, with as much as 90% being nonverbal. So non verbal communication is seen, as a vital mean to the mind is increase and evaluate the intelligence of a person.

2.2.2.1. Types of Non-Verbal Communication

Physical nonverbal communication: or body language, includes facial expressions, eye contact, body posture, gestures such as a wave, pointed finger and the like, overall body movements, tone of voice, touch, and others. Facial expressions are the most common among all nonverbal communication. For instance, a smile or a frown conveys distinct emotions hard to express through verbal communication. Research estimates that body language, including facial expressions, account for 55 percent of all communication.

Body language goes both ways:

- Your own body language reveals your feelings and meanings to others.
- Other people's body language reveals their feelings and meanings to you.
- The sending and receiving of body language signals happens on conscious and unconscious levels.
- Body language is crucial when we meet someone for the first time and in forming impressions when first meeting someone.
- The effect happens both ways - to and from.
- Their body language, on conscious and unconscious levels, largely determines our initial impression of them.
- In turn when someone meets us for the first time, they form their initial impression of us largely from our body language and non-verbal signals.

Body language also involves:

- How we position our bodies
- Our closeness to and the space between us and other people (proxemics), and how this changes
- Our facial expressions.
- Our eyes especially and how our eyes move and focus.

Paralanguage: The way something is said, rather than what is actually said, is an important component of nonverbal communication. This includes voice quality, intonation, pitch, stress, emotion, tone, and style of speaking, and communicates approval, interest or the lack of it. Research estimates that tone of the voice accounts for 38 percent of all communications.

Other forms of nonverbal communication usually communicate one's personality. These include:

- Aesthetic communication or creative expressions such as dancing, painting, and the like.
- Appearance or the style of dressing and grooming, which communicates one's personality.
- Space language such as paintings and landscapes communicate social status and taste.
- Symbols such as religious, status, or ego-building symbols.

Non-verbal Messages Allow People To:

- reinforce or modify what is said in words for example, people may nod their heads vigorously when saying /yes/ to emphasize that they agree with the other person, but a shrug of the shoulders and a sad expression when saying /I am fine thanks, may imply that things are not really fine at all
- Convey information about their emotional state!
- Define or reinforce the relationship between people!
- Provide feedback to the other person!
- Regulate the flow of communication, for example by signaling to others that they have finished speaking or wish to say something.

2.3. Types of Communication Based on Purpose and Style

Based on style and purpose, there are two main categories of communication and they both bears their own characteristics. Communication types based on style and purpose. According to (<http://www.notesdesk.com/> in the article of communication)

2.3.1. Formal Communication

In formal communication, certain rules, conventions and principles are followed while communicating message. Formal communication occurs in formal and official style. Usually professional settings, corporate meetings, conferences undergoes in formal pattern.

In formal communication, use of slang and foul language is avoided and correct pronunciation is required. Authority lines are needed to be followed in formal communication.

2.3.2. Informal Communication

Informal communication is done using channels that are in contrast with formal communication channels. It's just a casual talk. It is established for societal affiliations of members in an organization and face-to-face discussions. It happens among friends and family. In informal communication use of slang words, foul language is not restricted. Usually, Informal communication is done orally and using gestures.

Informal communication, unlike formal communication, does not follow authority lines. In an organization, it helps in finding out staff grievances as people express more when talking informally. Informal communication helps in building relationships.

It can be concluded that Communicative skills is one of the important approaches to help learners to be able to contact with others. in order to talk fluently and to express themselves confidently also to present many social issues in their environment as quick as possible so for that reason , being aware about the types of communication , the categories and its benefits as well as its drawbacks is essential for effective communication.

2.4. Process of Communication

The process of communication is the guide to better communication. The sharing of a common importance between the sender and the recipient is done via the communication process. Individuals following the communication process will get the opportunity in any aspect of their profession or educational to become more productive. Efficient communication leads to comprehension.

Many models have been developed to simplify and summarize the complex reality of the communication process and to aid our understanding. Some of these are more helpful than others, but all have their shortcomings. The ‘Typical Communication Model’ developed by Clappitt (2005) demonstrates a number of key elements in the communication process.

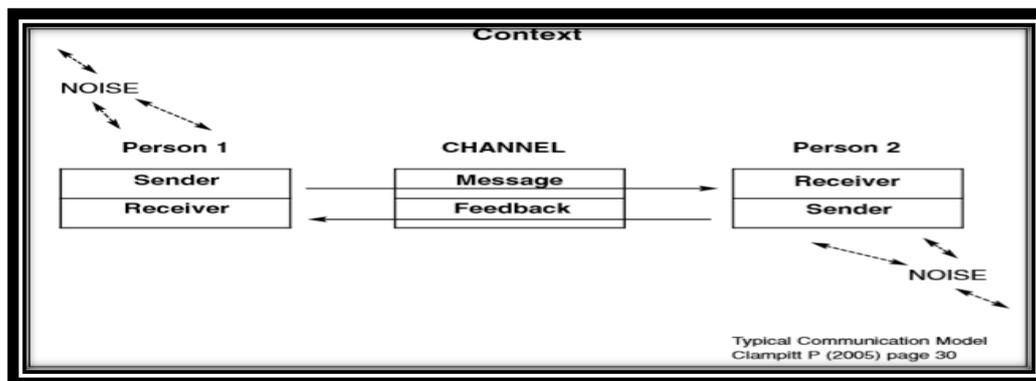


Figure 04: Typical Communication Model’ developed by Clappitt (2005)

Communication Process and the Key Elements: Tell students to look at the communication loop. Explain that the Communication Process breaks down effective communication into the following steps:

- **Sender:** is the originator of the message, in other words is an individual, group, or organization who initiates the communication. This source is initially responsible for the success of the message. The sender's experiences, attitudes, knowledge, skill, perceptions, and culture influence the message. There are two factors that will determine how effective the communicator will be. The first factor is the communicator’s attitude. It must be positive. The second factor is the communicator’s selection of meaningful symbols, or selecting the right symbols depending on your audience and the right environment.
- **The Channel:** In Clappitt’s (2005) model, this refers to the means used to deliver messages and the related formats. Means used to communicate can include face-to-face, telephone, pager, written, radio and video communication. In face-to-face communication, which is most often preferred for communication of more important matters, communication occurs through visual, auditory and olfactory formats, while

the tactile medium may or may not be used. Skilled communicators will choose the channel most appropriate to the specific goals sought at that time. Therefore, senders need to keep in mind that selecting the appropriate channel will greatly assist in the effectiveness of the receiver's understanding.

- Message: The message consists of ideas, information and feelings which the communicator likes to share. However; for effective communication to take place, the message must be accurately decoded and reconstructed by person 2, from the signals received from person 1. Yet , even if the "encoding" is carried out very well; this in itself does not ensure that it will be "decoded" accurately .Because Once the message is received and examined, the stimulus is sent to the brain for interpreting, in order to assign some type of meaning to it. It is this processing stage that constitutes decoding. The receiver begins to interpret the symbols sent by the sender, translating the message to their own set of experiences in order to make the symbols meaningful. Successful communication takes place when the receiver correctly interprets the sender's message.
- Receiver: The receiver is simply the person receiving the message, making sense of it, or understanding and translating it into meaning. Now think about this for a moment: the receiver is also a communicator. How can that be? (When receiver responds, he is then the communicator.) Communication is only successful when the reaction of the receiver is that which the communicator intended. Effective communication takes place with shared meaning and understanding. Is the person to whom the message is sent? The extent to which this person understands the message depends on a number of factors, including how much the individual/s know about the topic , how responsive he or she is to the message and the relationship and trust that exists between sender and receiver The receiver influences all interpretations through his experiences, attitudes, knowledge, skills, perceptions and culture. Simply The receiver is the person receiving the message, making sense of it, or understanding and translating it into meaning. Now

think about this for a moment: the receiver is also a communicator. How can that be? (When receiver responds, he is then the communicator.) Communication is only successful when the reaction of the receiver is that which the communicator intended. Effective communication takes place with shared meaning and understanding

- Feedback: It is an important part of the communication process, since it enables the sender to assess the message efficiency. In the model in Figure one, Person 2 responds to person 1 and this message is received by person 1 as feedback. Again, feedback comprises both the verbal and non-verbal messages of others, and allows us to evaluate how the message has been understood and the response to it. Actively listening to feedback is a key skill in effective communication. This is the last stage in the process of communication but one must keep in mind that, the communication does not end here. It just completes one loop in the communication cycle. The process of communication continues in a cyclical order. It is considered the reaction/response to the message. The feedback is given by the receiver, but when the receiver is giving the feedback, he/she becomes the sender and the sender becomes the receiver. That is why it is also known as the reverse flow of communication. Feedback denotes whether the receiver has understood the message or not. The effectiveness of the process of communication depends on feedback.
- Context: A significant point to note is that communication never occurs in a vacuum. Communication is inextricably linked to the particular context in which it occurs, which in turn has a major impact upon behavior. Clappitt (2005 p.36) notes that 'context basically functions as the background for the content.
- Noise: The term 'noise' describes anything that can interfere with or distort the meaning of a message. Dickson (1999) has identified a number of such barriers or common sources of noise, which can affect communication accuracy and effectiveness: Psychological, Semantic, Environmental, Demographic, Disability, Organizational.

Clearly, some degree of noise in communication is unavoidable. The objective for effective communication is to be aware of possible sources of noise and so to seek to reduce this to a minimum.

As it is seen, the process of communication is the perfect guide to effective communication. When properly tracked, the process ensures that the recipient understands the sender's message. While the process of communication appears simple, well it is not. Due to that during the whole process, certain barriers occur. These barriers are factors that affect the communication process negatively.

2.5. The importance of communication skills

Communication is one of the most basic skills in life; the individual can make a good decision, think out well-conceived plans, establish a sound structure, and even be well linked to his community well as to the word. Communication helps become more involved with people , colleagues because communication enhances the quality of classroom instruction and is key to successful collaboration in educational environments and helps them develop a better understanding in many areas in life specially for EFL student because learning a foreign language require practice and that includes communication with native speakers .in addition ; a Clear, precise and timely communication of information also prevents the occurrence of problems.

Without communication, the humans will not be aware of what is happening in the word or what others are doing. So to be able to communicate helps to be better persons, cultivated, it increase productivity and strengthen the bounds between people According to Serkan (2014) effective communication skills play a facilitating role in the human relations. While having a healthy communication ensures it to be meaningful and satisfying and coping with the issues met during the life, and any situation where there is not a healthy communication, brings the feeling of not being able to meet our own needs and along with it, the feeling of loneliness. It is considered that all of the communication that people establish with others have effects on

their mental health. People must believe that the others listen to them well in order to easily establish communication with each other.

2.6. How to develop communication skill

In theory, there are many ways to improve your communication skills. However, the two stages you will have to face are these: 1) understand a technique, how to do it and why it's useful, then 2) practice practice practice, so that it becomes part of your general habit of behavior - as natural to you as breathing, walking, or any other physical activity - by building the necessary neural networks to support your technique. If you read all the books, watch all the videos and attend all the seminars, you will have a lot of knowledge, but very little communication skill, unless you apply the techniques & behaviors in your personal and professional interactions. In terms of 'learning', a nice simple quote from Tony Robbins supports my view of how to become really good at something: 'The path to success is to take massive, determined action.' So in order to develop communication it requires practice. In education; student must be aware of that Effective communication requires us to have a good hold on the various modes of communication – Reading, Writing, Listening and Speaking. An each of the mentions skills has a great impact in enhancing communication.

When we practice reading skill very often, we may improve our communication. Because all of us do a lot of work-related reading. Apart from just acquiring vocabulary and grammar, reading on various topics improves one's general knowledge, imagination, and creativity among other things. And these benefits can help bridge gaps in distributed teams, between team members from different countries. Getting into the habit of reading is not easy; given how we are always catching up with our fast-paced and hectic lives. However, like any habit, the habit of reading books can be picked up with just a little bit of effort.

As for Charles Duhigg in his book *The Power of Habit*; more than 80% of what we do in a day is driven by habit, which means that most of the times we are on auto-pilot, except when we are exerting ourselves mentally or physically in order to pick up a new habit.

“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” (Bright, 2011). Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentences and structures of a written text. According to the author, reading is the most pleasant route to command of the language, because it appears that reading is a key factor in language learning.

As it mentioned in the article of Mart (2012.p. 92) .Hedge (2003) pointed out the goals of learners’ in a reading process as:

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

Reading will add to learners’ conversational performance. Reading will help learners to decipher new words that they need for conversations. Through reading language, learners will have vocabulary knowledge which will facilitate their speaking performance and their usage of structure in the target language will develop. These components which are required through reading are all necessary for developing speaking skills. Similarly, Williams (1984, p.13) suggests some reasons why language learners should read in a foreign language:

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

Conclusion

It is clear to see that this field stems from many centuries ago. The communication skill has the same importance as other skills, because it does reap benefit to mankind by sharing thoughts, information and their actions, the process of communication occurs in daily activities of people whether or not they realize it. Communication is a discipline of study that cannot exist on its own in fact it needs sender, receiver that uses different materials, it occurs as personal, interpersonal, and organizational communications and have different forms. As for EFL learners, they need the communication skill as they are learning other than their mother tongue language and they need to develop it through other skills.

Chapter Three: field work

Introduction

In this practical part, we aim at analyzing the data gathered from the questionnaire submitted to third year students of English at Mohamed Khider University of Biskra. The purpose of this study is to explore the importance of reading skill in enhancing communication skills. According to the questionnaire, students are expected to provide us with their point of view whether they give importance to reading and if they think that it improves communication skills.

3.1. Population and Sample

Aiming at gathering the adequate data, we administered the questionnaire online .the number of the students who answered the questionnaire is (30) students among (310), they were chosen randomly from third year LMD students of the English division at Mohamed Khider University.

3.2. Analysis of Students' Questionnaire

3.2.1 Description of the Questionnaire

Section One: Reading Skill (Q1- Q14)

This section investigates the viewpoints of EFL students toward reading skill. At first, the respondents in (Q1) and (Q2) are requested to declare their choice of learning English and their language proficiency level. In (Q3) and (Q4) the students were asked to pick the most significant skill that they need to develop the most and to indicate which of the skills is difficult to enhance and they had to justify their choices while in (Q5) students were asked to say if they like reading and to mention the reason if they do and to tick how often they read in English (Q6). Next, in (Q7) and (Q8) we seek which language skills reading may improve and how it affects language learning. In (Q9), students were asked to inform if their teachers urge them to

practice, reading as for (Q10) participants say if they like reading tasks and state their reasons. The following question (Q11), students were asked about whether they use the different reading strategies: Skimming, scanning, referring, predicting and which of them they use .In (Q12) students had to state the reading difficulties they almost face in the classroom. As for the last two questions in this section, they are as follows: (Q13) investigates the purpose of reading and (Q14) seeks to reveal the students' reasons behind considering reading as an important skill.

Section Two: Communication Skills (Q15-Q24):

This section investigates the difficulties that face the students while communicating and how to develop this skill. The first question of this section is to know whether students enjoy English lessons or not (Q15). In (Q16), the respondents are requested to evaluate their ability to communicate .Whereas (Q17) seeks to find out if they communicate outside the classroom .In (Q18) students were asked to figure out which of the skills can improve their performance in communication and tick the activities they use and add some that they consider to be useful (Q19) . After that, we attempted to know if students believe that these activities are beneficial and how can be so (Q20). After this question, we started to ask about the types of communication that students use in (Q21) and in (Q22) look for the difficulties they face while communicating. In (Q23), we asked the students whether they agree or not that reading skill can improve communication skill .We, added (Q24) to know the point of view of the students if the development of communication through reading affect their performance and they are kindly asked to justify if they think it does. The last question in this section (Q25) students were requested to explain how reading and communication are related.

3.2.2. Analysis the Students' Questionnaire Results:

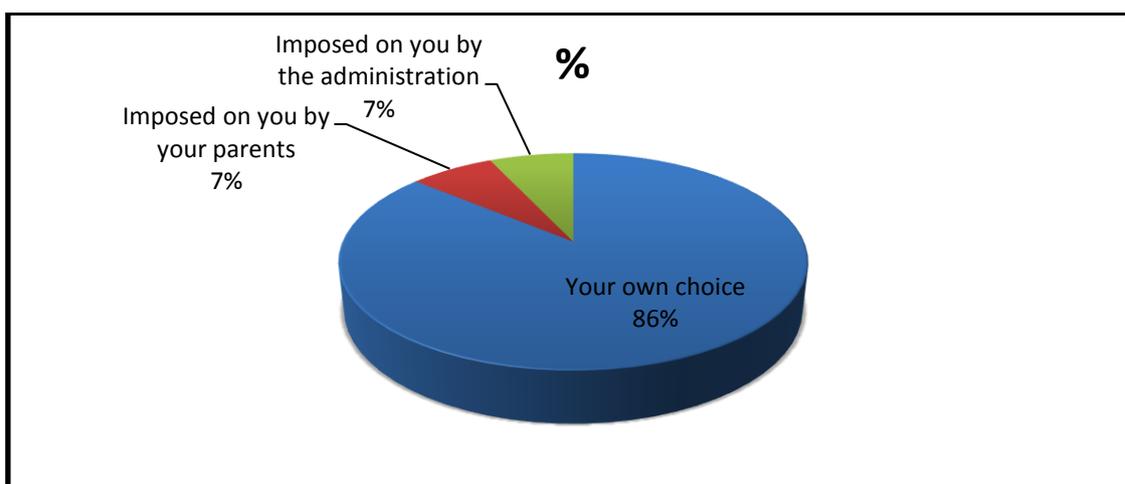
This is the analysis of the questionnaire that have been distributed to third year LMD students. About knows the attitude of students towards reading skills and communication skills.

Section One: Reading Skill

Item 1. The choice to learn English

Option	Number	%
Your own choice	26	87%
Imposed on you by your parents	2	7%
Imposed on you by the administration	2	7%
Total	30	100%

Table 1: Students' Choice of English Studies.



Graph 1: Students' Choice of English Studies.

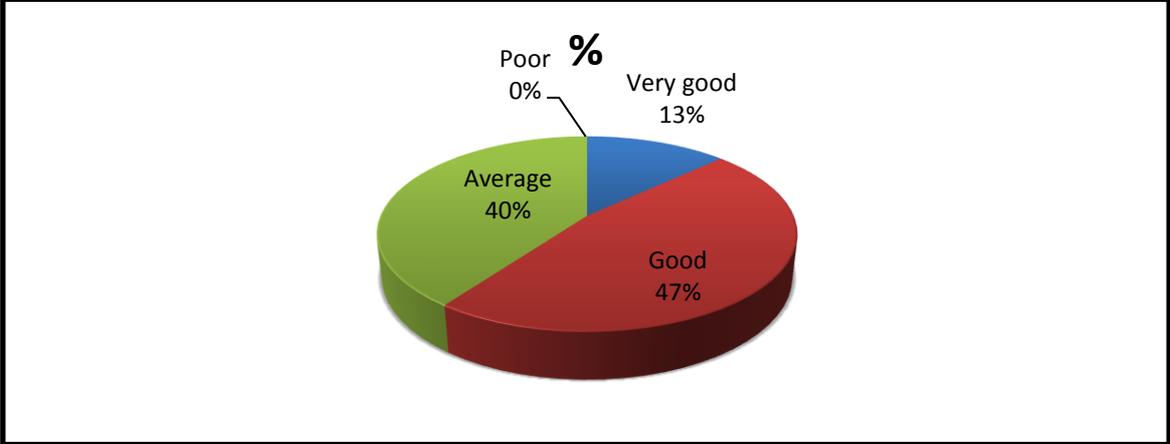
Fortunately, the majority of the students (86 %) have chosen to learn English by themselves. So, they need to be skillful in that foreign language because they may like it to a great extent or they used to have a good command of it when they were pupils in middle or secondary schools. While only a small proportion (7%) of them suffered from the interference of their parents in their studies. As those parents are aware of the importance of the English language worldwide and as they feel that it is too late for them to learn this foreign language, they found their children as a good substitute for that mission. An equal proportion of students (7%) whose

choice of studying English was imposed by the administration. May be they did not care about their stream; they were not interested in any way.

Item 2. How do you consider your level in English?

Option	Number	%
Very good	4	13%
Good	14	47%
Average	12	40%
Poor	0	0%
Total	30	100%

Table 2: Students’ Level in English.



Graph 2: Students’ Level in English.

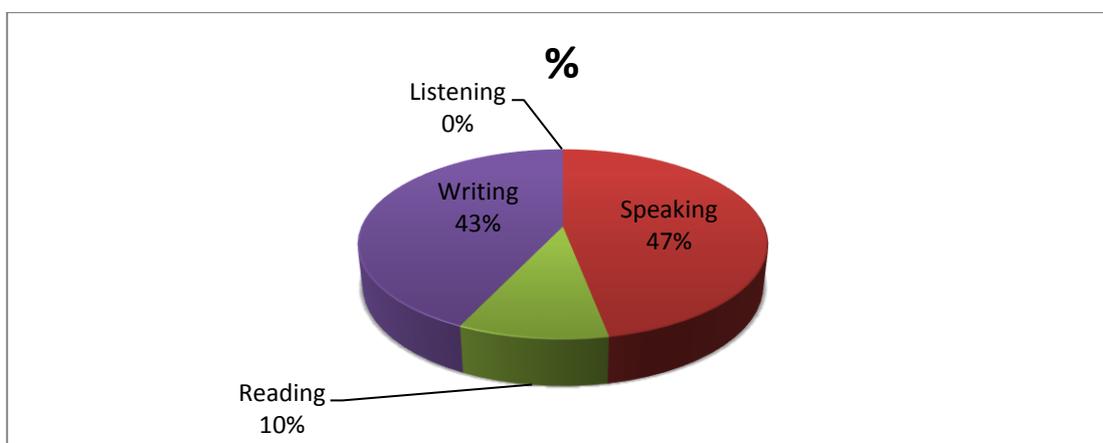
As shown in Table 2, the majority of the respondents (47%) reported that their level in English is “good “, which means that most of the students get benefit from what they are learning. (40 %) of the students declared that their level is “average” perhaps they see that they are still lacking much practice and they need to improve their learning skill. Whereas (13%) of the respondents affirmed that their level is “very good”. Concerning the last option which is

“poor” the number was none (0%) and this is so satisfying because this shows that the majority of the students have a good command of the target language.

Item 3. Pick the most important skill that you need to develop most?

Option	Number	%
Listening	0	0%
Speaking	14	47%
Reading	3	10%
Writing	13	43%
Total	30	100%

Table 3: the skill that is needed to improve.



Graph 3: the skill that is needed to improve.

It is clear from Table 3 that most of the respondents preferred to master the speaking skill most (47%). (43%) of the students wished to develop the writing skill and only (10%) of the participants liked to develop their reading skill. None (0%) of the students chose to improve the listening skill. Perhaps they rather to make actions and be active rather than just sit and listen.

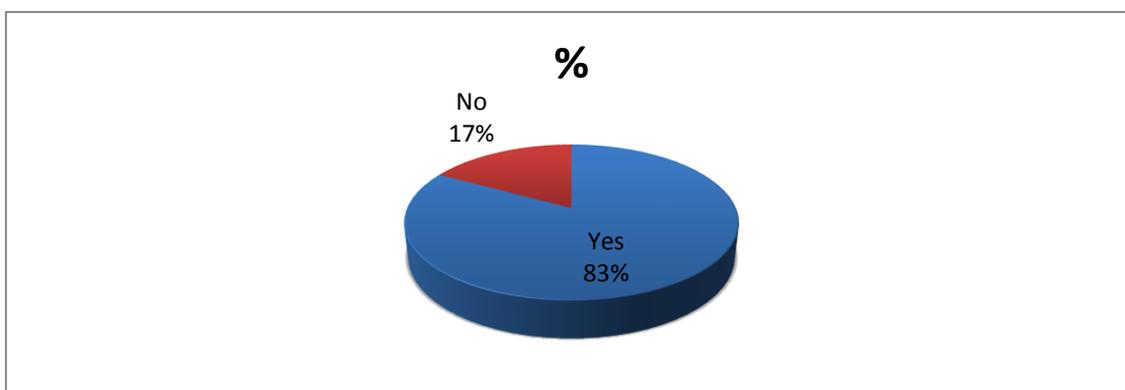
Item 4. Which one you think is the most difficult to improve? Why?

Most of the participants claim that speaking and listening are the most difficult skills to be improved. They think so because speaking for example is difficult simply due to the lack of vocabulary and some psychological factors such as anxiety and fear from making mistakes .Others have referred to the listening skill as being difficult because they cannot understand some words and structures said by native speakers.

Item 5. Do you like reading?

Option	Number	%
Yes	25	83%
No	5	17%
Total	30	100%

Table 4: Students' Attitudes towards Reading.



Graph 4: Students' Attitudes towards Reading.

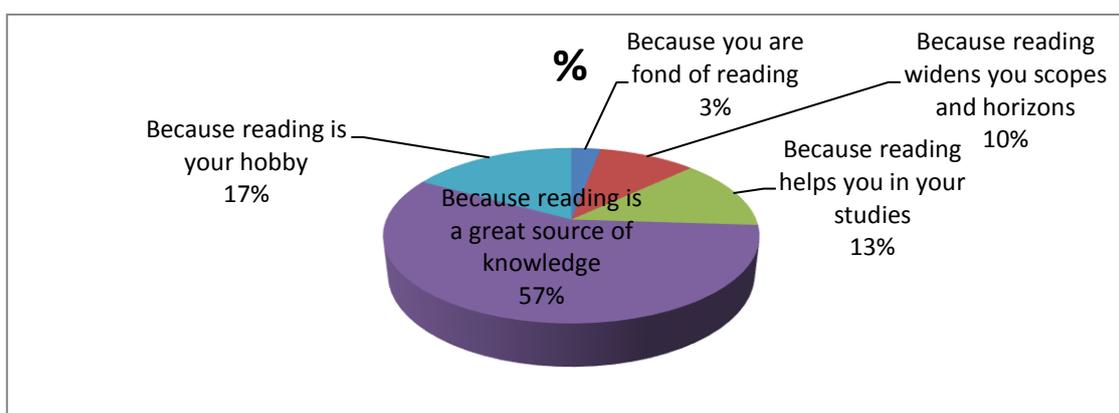
The purpose of this question is to know about students' attitudes towards reading. It intends to find out their reasons of liking or disliking this skill. According to students' responses to this question, (83 %) showed their interest in reading, whereas (17%) of the respondents advocated that they dislike reading, this means that students are somehow aware about the role of reading especially nowadays with the developing the world we live in.

If yes, is it because (you can choose more than one)

- Because you are fond of reading.
- Because reading widens you scopes and horizons.
- Because reading helps you in your studies.
- Because reading is a great source of knowledge.
- Because reading is your hobby.

Option	Number	%
Because you are fond of reading	1	3%
Because reading widens you scopes and horizons	3	10%
Because reading helps you in your studies	4	13%
Because reading is a great source of knowledge	17	57%
Because reading is your hobby	5	17%
Total	30	100%

Table 5: Student attitudes toward reading.



Graph 5: Student attitudes toward reading.

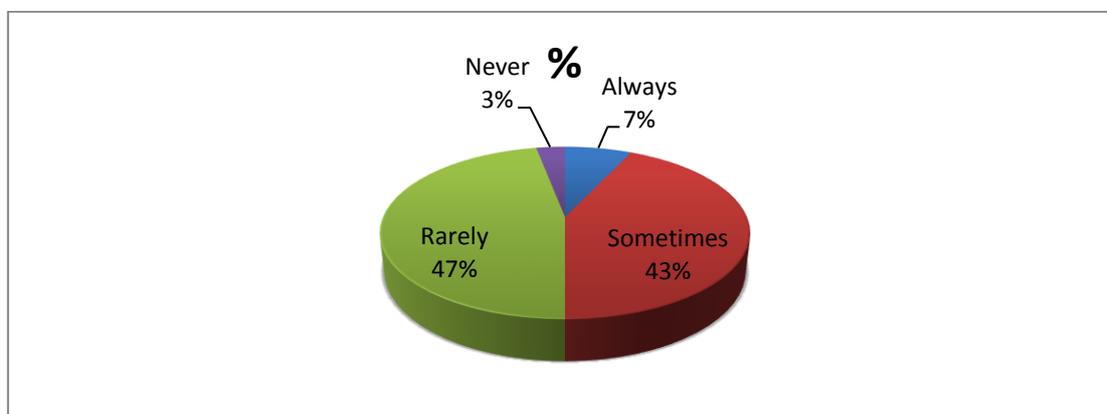
In their answers to this sub-question, the respondents divulged their secret because the majority (57%) of them said that they read because it is a great source of knowledge. Reading helps them to gain more knowledge about the foreign language they are learning. Those who see reading as a hobby are sufficient number (17%) maybe they see it as activity that relaxes

their mind .When it comes to the study, a minority of the students (13 %) stated that it helps them in their study. When it comes to widening one’s scopes and horizons only (10%) claim that it does. and for those who are fond of reading (3%).

Item 6. How often do you read in English?

Option	Number	%
Always	2	7%
Sometimes	13	43%
Rarely	14	47%
Never	1	3%
Total	30	100%

Table 6: Frequency of Reading in English.



Graph 6: Frequency of Reading in English.

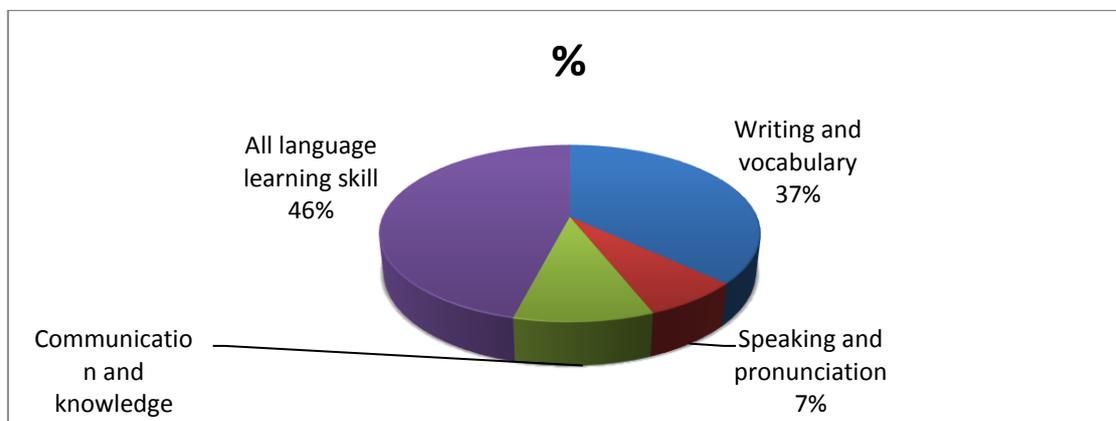
The aim of the question is to know the students reading rate in English. We can see that the majority of students (47%) have answered “rarely” which means that they used to read only when their teachers recommend them to do so, in this case their reading is conditioned to reach some objectives, such as reading for a test, activity, and other purposes and this is not satisfactory because when just cramming for exams, those learners will give up reading once

the exams are over so they are demotivated to read. A considerable number of students (43 %) selected “Sometimes”. This positive choice means that students are interested in reading; but maybe because they have a limited time, and that most of their time, is given to their study, so they do not have a specific time to read. Yet, this result remains a good sign for EFL students. Other students (7%) mentioned that they read “always” , which means that these students appreciate reading, and they know that reading in the classroom, is not enough for them, so they try to read whenever they have free time ,and make additional practices. Moreover, only (3%) of the students who “never” read. This indicates that they are unable to give themselves the opportunity to practice reading and to make efforts to investigate its advantage.

Item 7. Which language skills may reading improve most?

Option	Number	%
Writing and vocabulary	11	37%
Speaking and pronunciation	2	7%
Communication and knowledge	3	10%
All language learning skill	14	46%
Total	30	100%

Table 7: skills that can be improved through reading.



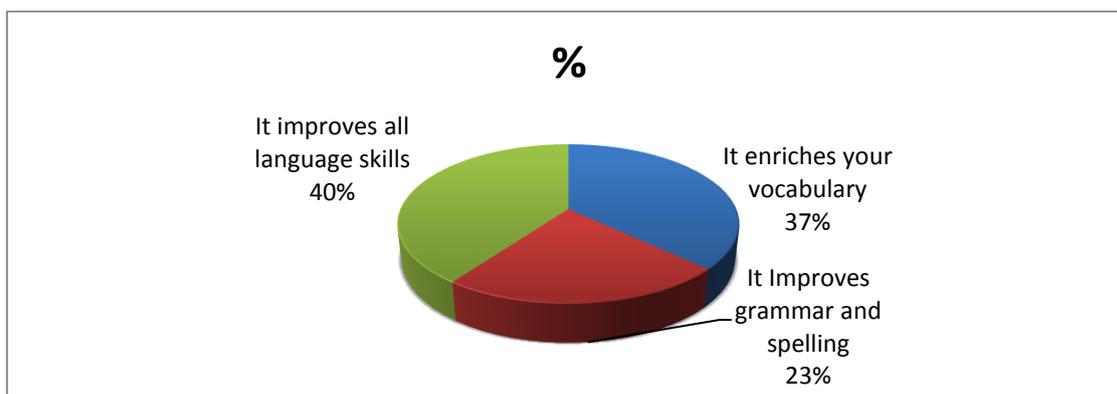
Graph 7: skills that can be improved through reading.

Table 7 shows that (46%) of the students when they practice reading all language learning skills are improved and (37%) selected that it improves their writing and increases vocabulary while (10%) pointed out that it helps in communication and their knowledge improve. (7%) of them when they practice, reading speaking and pronunciation improve. This result indicates that there is an impact of practicing reading on all the language skills and that improve the performance of the students.

Item 8. How does reading affect your language learning?

Option	Number	%
It enriches your vocabulary	11	37%
It Improves grammar and spelling	7	23%
It improves all language skills	12	40%
Total	30	100%

Table 8: Reading Impact on Language Learning.



Graph 8: Reading Impact on Language Learning.

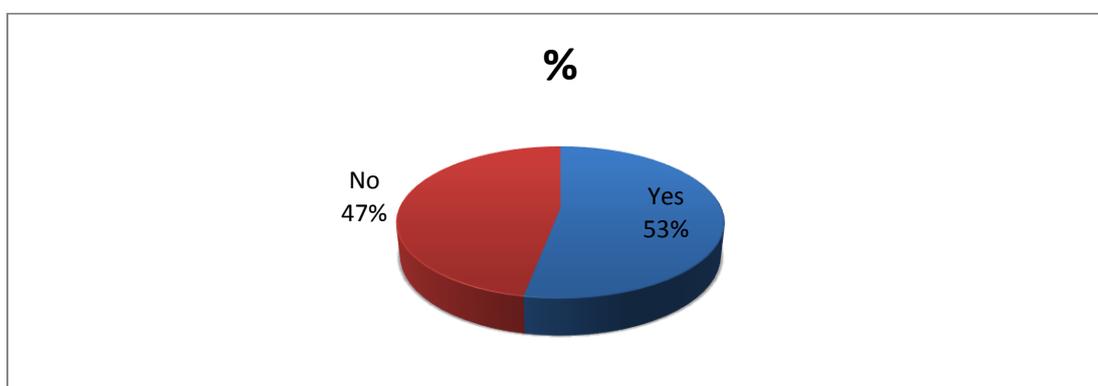
Table 8 shows the students' responses, which display that; they are all aware of the great importance of reading in developing their language achievements. The majority of the participants (40%) maybe even those who said before, in question one, that they do not like reading, thinks that it is a tool to develop their general language knowledge because it exposes

them to the foreign culture and develops their language skills. While, (37%) of them report that reading helps them always to enrich their vocabulary , through reading they discover new words and expand their background in understanding different meanings. The rest of the students (23%) stated that it improves grammar and spelling, through reading, they can learn grammar, improve their pronunciation when they read aloud, and acquire language figures and styles.

Item 9. Do your teachers of the following modules: (Written expression, grammar, oral expression, phonetics) use reading as a teaching strategy?

Option	Number	%
Yes	16	53%
No	14	47%
Total	30	100%

Table 9: teachers use reading?



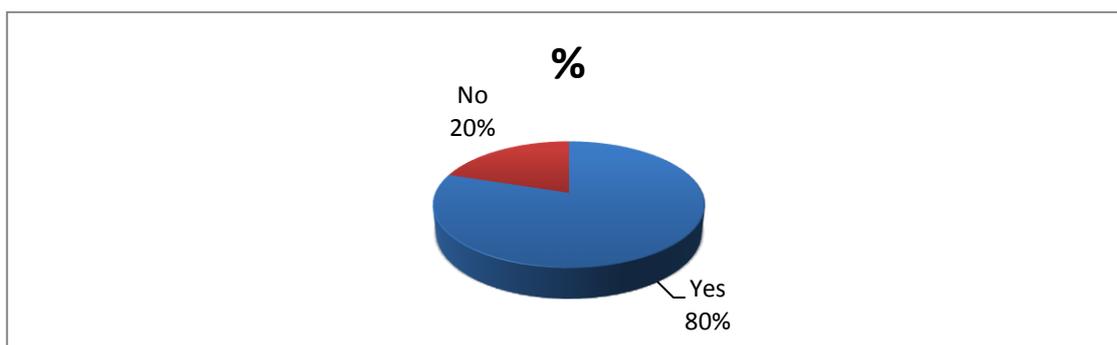
Graph 9: teachers use reading

Table 9 shows that reading is not used significantly by the teachers of the different modules. According to the students responses. (53%) of participants illustrate that their teachers include reading in the teaching process. Still (47%) answered by no. The teachers rarely include reading in the module they teach due to the lack of the scheduled by the administration and their purpose to finish the curriculum before exams.

Item 10. Do you like the reading tasks? Why?

Option	Number	%
Yes	24	80%
No	6	20%
Total	30	100%

Table 10: reading tasks.



Graph 10: reading tasks.

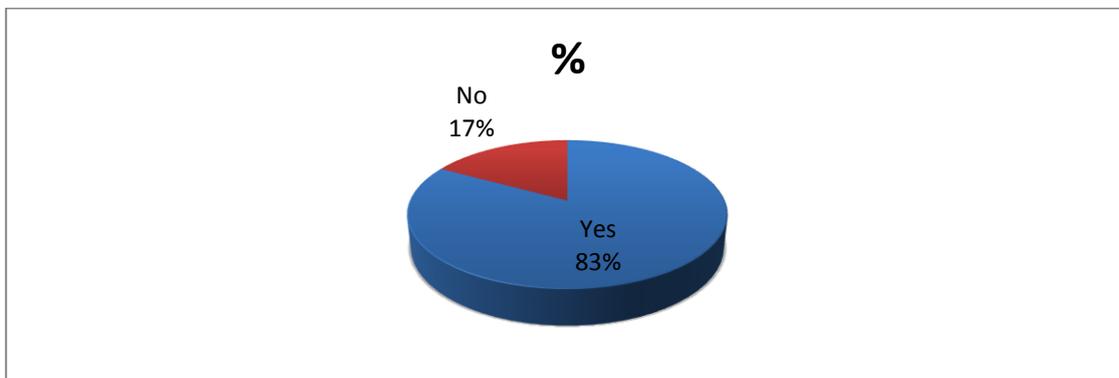
Table 10 shows that most of the students (80%) like the reading tasks .where (20%) show that they do not.

The ones who said yes they claim that is a good practice to acquire new vocabularies and widen their knowledge .also other students said that it helps them in their writing through using new words. other like reading tasks because it help them to discover language deeply and the love reading .while the students who said no they explained their dislike because they are not interested in reading and the teacher chose in books

Item 11. Have you ever learnt or practiced the reading skills and strategies

Option	Number	%
Yes	25	83%
No	5	17%
Total	30	100%

Table 11: the use of reading skill strategies.



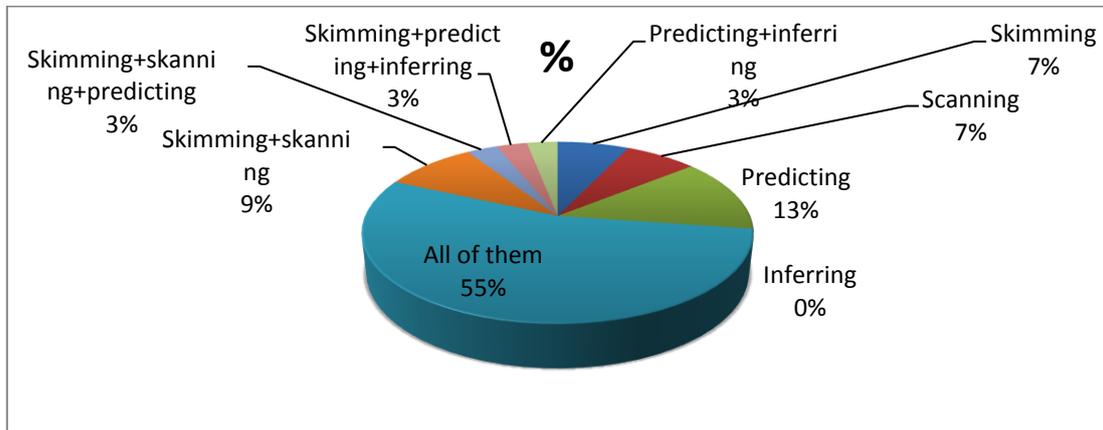
Graph 11: the use of reading skill strategies.

Table 11 reveals that (83%) of the students apply some strategies when they read and (17%) of them do not apply any strategy. This means that they use strategies to understand what they read and give the importance to enhance their reading skill.

- If yes, which of the following reading strategies do you use most?

Option	Number	%
Skimming	2	7%
Scanning	2	7%
Predicting	4	13%
Inferring	0	0%
All of them	16	54%
Skimming+skanning	3	9%
Skimming+skanning+predicting	1	3%
Skimming+predicting+inferring	1	3%
Predicting+inferring	1	3%
Total	30	100%

Table 12: reading strategies.



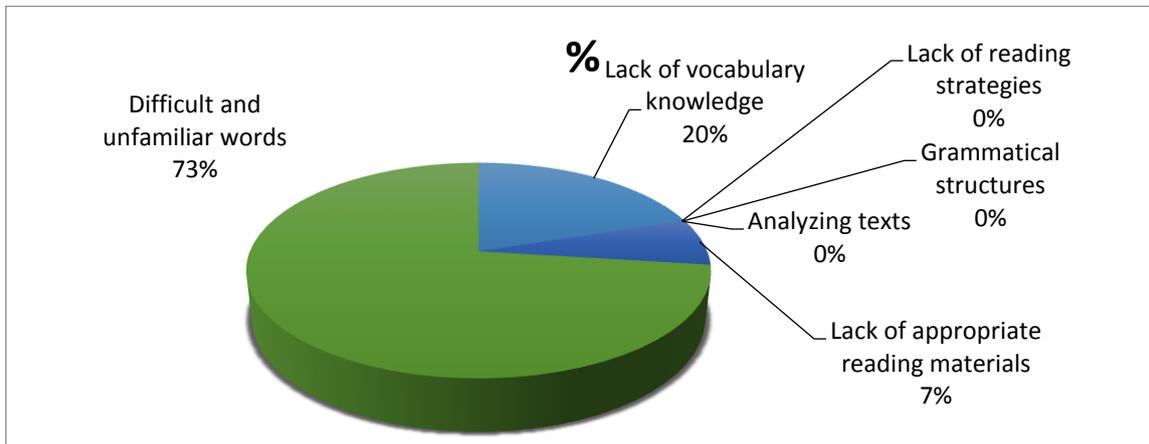
Graph 12: reading strategies.

The results on Table 12 indicate that the students use all of the strategies (54%), Whereas the remaining number is split for each strategy, predicting is the most used (13%) due to that when the students start reading, they try to relate what they are reading to their knowledge and build up the coming ideas and this strategy is used by very good readers. As for using skimming and scanning the number is (7%), the same for combining between two or more strategies they are (3%), as for inferring the percentage is (0%) students do not use this strategy perhaps they have no idea about it. From what it shown in the table student use all the strategies while reading and that help them to be good readers and active ones and benefit more from it.

Item 12. What kind of reading difficulties do you generally face in the classroom? (You can pick more than one option)

Option	Number	%
a- Lack of vocabulary knowledge	3	20%
b- Lack of reading strategies	0	0%
c- Grammatical structures	0	0%
d- Analyzing texts	0	0%
e- Lack of appropriate reading materials	2	7%
f- Difficult and unfamiliar words	10	73%
Total	30	100%

Table 13: Students' Reading Difficulties.



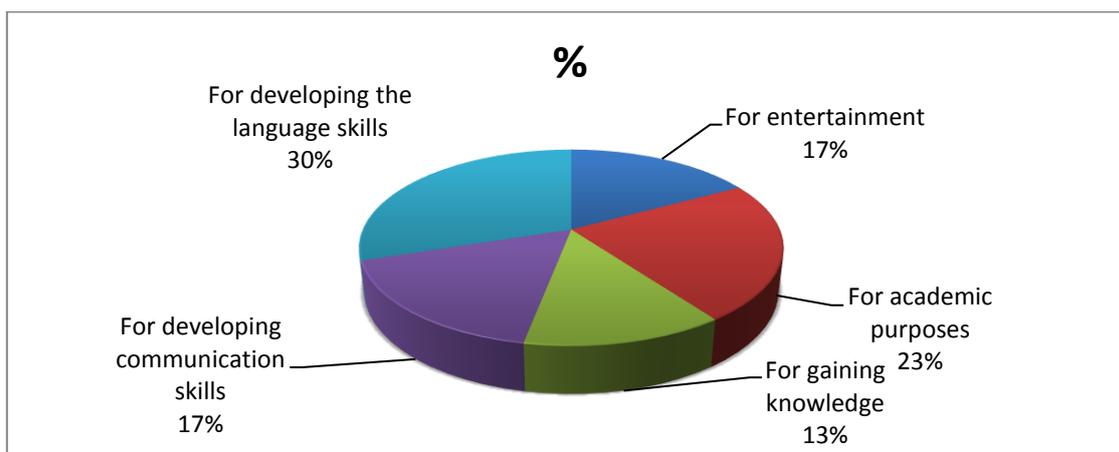
Graph 13: Students' Reading Difficulties.

The results show that (73 %) of the participants suffer from the difficult and unfamiliar words they face during reading, when students cannot understand the meaning of new words in the text, they will stop reading and became unmotivated. We may say that this is a result of the lack of reading practice and the absence of motivation that teachers need to provide in their classrooms, hence, to urge students to do more readings. While other students (20%) claim that, they have problems related to the lack of vocabulary knowledge. Surely, this hinders their comprehension and leads to their reading failure. Therefore, this problem should be targeted by teachers. A considerable number of participants (7%) think that the problem lies on the lack of appropriate reading materials where the students get bored if they use only the same genre of books besides the insufficient time, which is another issue that should be taken into consideration. As for the difficulties related to the lack of reading strategies, grammatical structures and analyzing texts, none of the students (0%) faces such kind of problems.

Item 13. What is your purpose of reading?

Option	Number	%
For entertainment	5	17%
For academic purposes	7	23%
For gaining knowledge	4	13%
For developing communication skills	5	17%
For developing the language skills	9	30%
Total	30	100%

Table 14: Students' Reading Purpose.



Graph 14: Students' Reading Purpose.

Table 14 shows that (30%) of -the participants consider reading as a method to develop their language skills ; due to , reading can enhance multiple skills as speaking ,writing and it provides the mind with new ideas which in turn make the students creative and active in the classroom . Whereas (23%) of the students use reading for academic purposes they read only to pass exams and have a degree. While a considerable number of students (17%) claim that they use reading for entertainment, they read for pleasure in their free time. An equal proportion (17%) represents the ones who read for developing communication skills, they are aware that

reading opens for them doors in every field. As for the rest, (13%) they read to gain, knowledge so they read to be intellectual and be open minded about the world.

Item 14. Why is reading important?

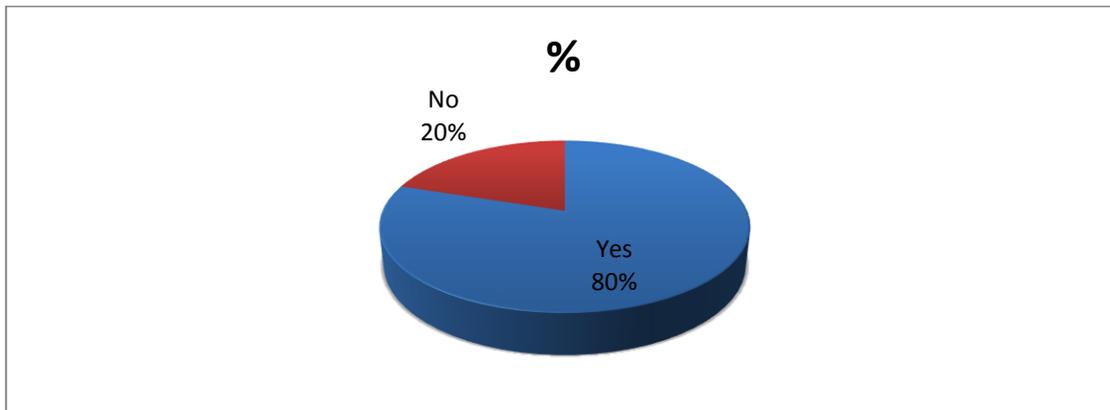
This question aims mainly at investigating the students’ points of view as far as the importance of reading is concerned. The students are aware of the importance of reading and are able to identify it. For the majority, enhancing vocabularies and gaining knowledge about the language and the outside world is one of the major positive points in reading because it exposes them to the foreign cultures and develops their language skills. Many of them said that, through reading, they can learn grammar by acquiring language figures and styles and improve their pronunciation when they read aloud, and as they are in their way to be professionals , they give more importance to how to utter words and how to pronounce them, neglecting what they can learn from their reading . Some of them argued that reading leads them to perform better in writing while few of them said that it expands their understanding, which improves their communication.

Section Two: Communication Skills

Item 15. Do you enjoy your English lessons?

Option	Number	%
Yes	24	80%
No	6	20%
Total	30	100%

Table 15: Enjoying English lessons.



Graph 15: Enjoying English lessons.

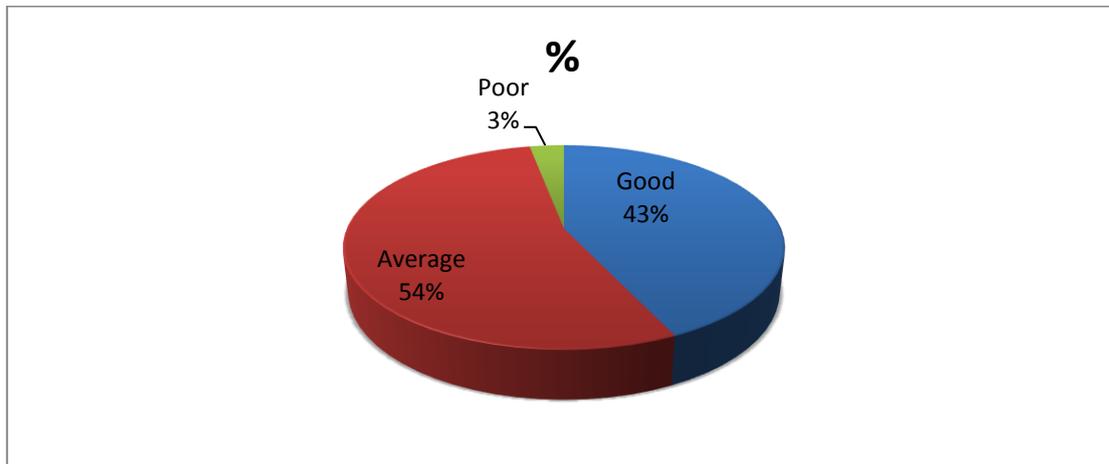
This question illustrates the choice of the students of whether they enjoy their English lessons or not. The responses revealed that (80%) enjoy their English lessons, whereas (20%) showed a negative attitude towards their lessons.

We may say that for the ones who enjoy English lessons are because they love the language and they chose to learn it. As for the students who do not enjoy English lessons may be due to the fact that learners are sometimes tired, also, the way of teaching can have a negative effect on the learners. In addition to other factors, especially those related to the English teacher and the English lessons or the misunderstanding of one lesson or two can make the following lessons boring and less interesting.

Item 16. As an EFL student, how do you see your ability to communicate in English?

Option	Number	%
Good	13	43%
Average	16	54%
Poor	1	3%
Total	30	100%

Table 16: Students' Communication Abilities in English.



Graph 16: Students' Communication Abilities in English.

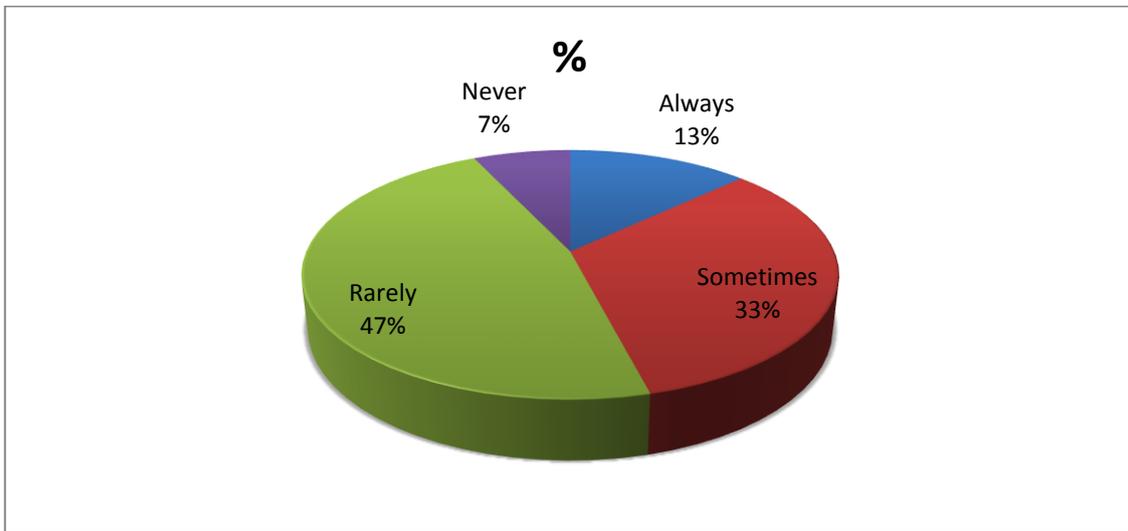
The data displayed in table 16 show that the majority of the respondents (54%) have answered that their level in English is “average” which means that most of the students did not get much benefit from what they are learning. Another significant number of students (43%) declared that their level is “good”, and only a minority of the respondents (3%) affirmed that their level is “poor”.

From these results, we can say that the students think that they are quite able to communicate in English because they came to a postgraduate degree (intermediate level) which reflects normally this ability to communicate.

Item 17. How often do you communicate in English outside the classroom?

Option	Number	%
Always	4	13%
Sometimes	10	33%
Rarely	14	47%
Never	2	7%
Total	30	100%

Table 17: Frequency of Students' Communication outside the Classroom.



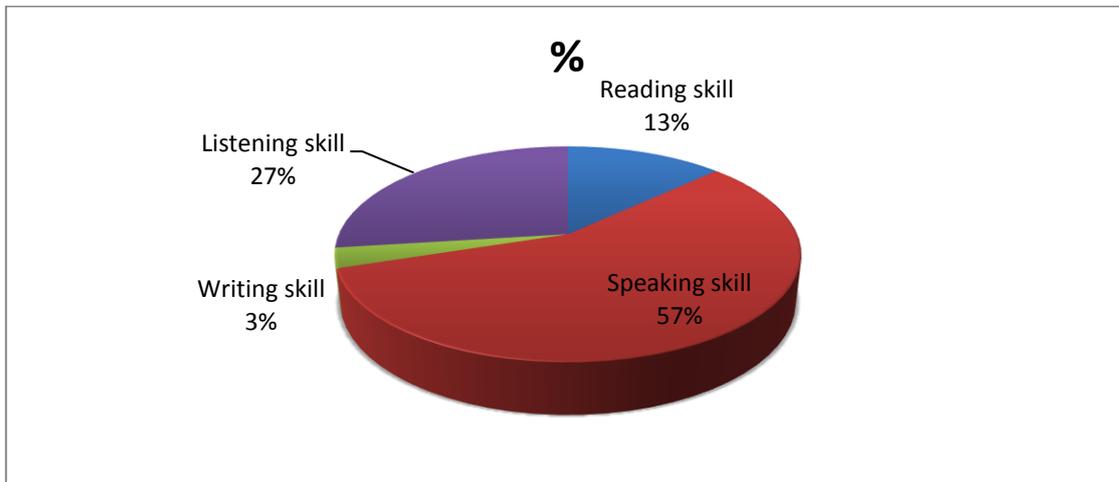
Graph 17: Frequency of Students' Communication outside the Classroom.

Table 17 indicates the frequency of students' communication outside the classroom, and most of the participants responses were "rarely" with (47%), then (33%) was given to "sometimes", (13 %) to "always". These results can be interpreted as the students have a kind of fear to communicate outside the classroom.

Item 18. As a foreign language learner, what is the skill that can improve the performance of the student in communication?

Option	Number	%
Reading skill	4	13%
Speaking skill	17	57%
Writing skill	1	3%
Listening skill	8	27%
Total	30	100%

Table 18: the skill that can improve performance of students in communication.



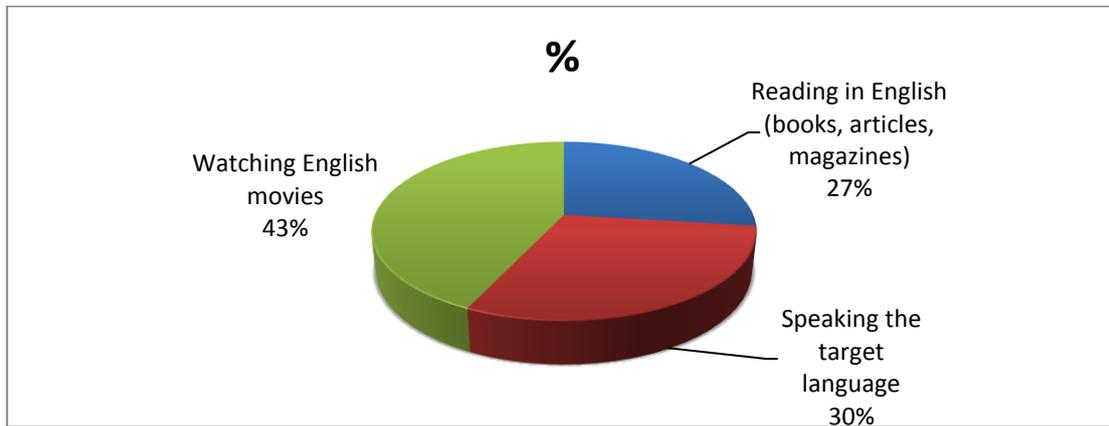
Graph 18: the skill that can improve performance of students in communication.

Table 18 holds a belief that majority (57 %) of EFL student have agreed that communication is improved via speaking skill and that it assist them in acquiring the English language because speaking in an active practice they evaluate their communication through using the language , whereas (27%) say that listening skill does help them improving communication through listening they concentrate in the spelling and how to articulate words. whereas only (13%) say reading skill does improve their communication this is due to lack of practice and the time advocated to reading as for the writing skill it seemed that it has a very few supporters (3%) , it also because the lack of practice.

Item 19. Which of the following activities helps in the development of EFL learners' communicative skill?

Option	Number	%
Reading in English (books, articles, magazines)	8	27%
Speaking the target language	9	30%
Watching English movies	13	43%
Total	30	100%

Table 19: activities that develop communication skill.



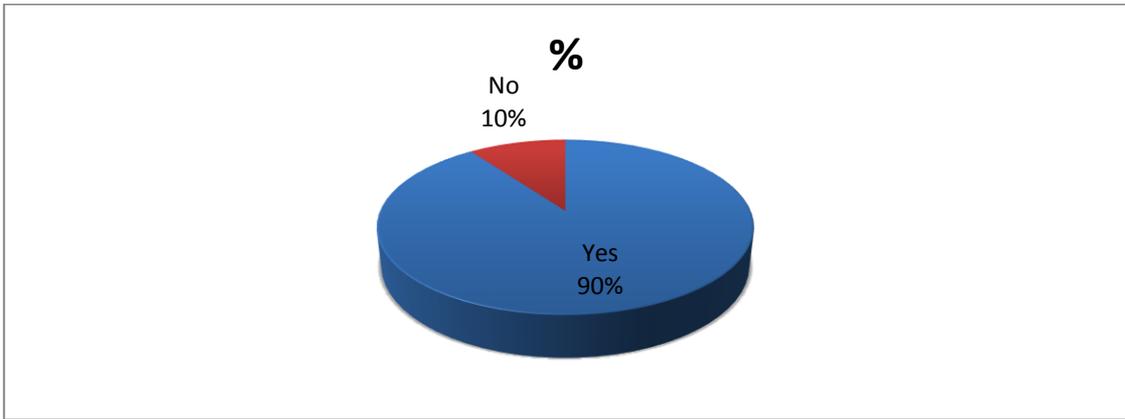
Graph 19: activities that develop communication skill.

As shown in Table 19, (43%) of the students go for the option “ watching English movies “ because most of whom learned the English language from television which was the most common tool to know the language and that helps them to communicate with foreigners. As for (30%) of the students, they stated that “speaking the target language” perhaps practicing speaking whether with their mates or by themselves enhance their pronunciation so that they can be more confident to communicate. The other proportion of students (27%) reported that “reading” in English may be because they are fond of reading and find that reading helps them in communication in various fields which is true. Also, they have suggested other activities to communicate well such as talking with foreigners and listening and imitating or repeating what native speakers say and that because it is not a boring activity to do, students enjoy talking with others that have different cultures and speak different language.

Item 20. Do you believe that students could benefit from communication activities?

Option	Number	%
Yes	27	90%
No	3	10%
Total	30	100%

Table 20: benefits of communication activities.



Graph 20: benefits of communication activities.

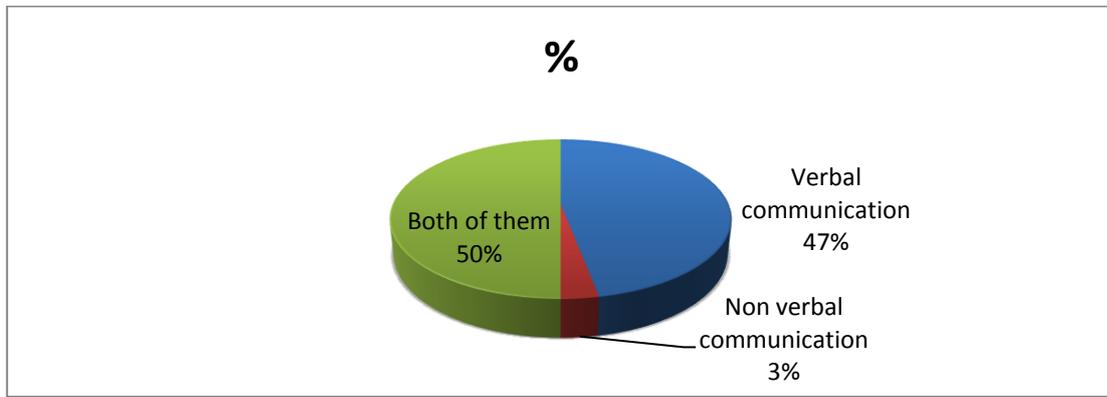
In table 20 above, we notice that the students are very aware the importance of communication because (90%) agreed that a student can benefit from communication activities where only (10%) said no.

As for the reasons why communication activities are beneficial, they justified that in communication activities students share knowledge, so they can provide each other with new information that one of them do not know about and learn new vocabularies when interacting with each other. Also, some said that this kind of activities enhance their speaking and listening skills. In addition, it helps increasing motivation to communicate freely. Still other students claim that it helps students to overcome shyness and anxiety, and it is regarded as an opportunity to practice the target language.

Item 21. Which of the following types of communication do you like to develop most?

Option	Number	%
Verbal communication	14	47%
Non verbal communication	1	3%
Both of them	15	50%
Total	30	100%

Table 21 : types of communication.



Graph 21: types of communication.

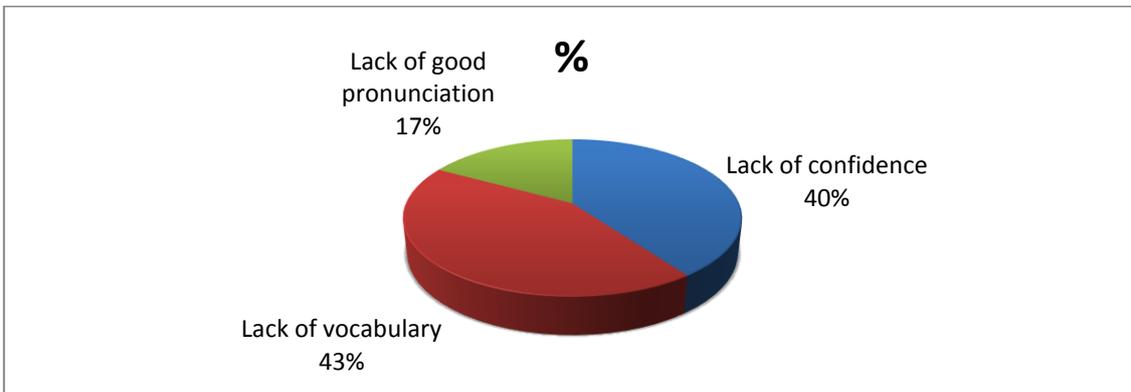
According to the results shown in Table 21, (50%) of the students use both types, verbal and non-verbal communication and (47%) prefer verbal communication for their message to be more understood and easy to deliver. While only (3%) goes for the non-verbal communication. because when students are able to talk they have tools to do verbal communication why they go to non-verbal, which takes time and effort.

Students have justified that using both types is essential to develop the process of communication and makes it easier while others they rather prefer to use verbal communication than non-verbal because they can be more understood and it is an easy way to send the message whereas others claim that they use non-verbal communication fearing from making mistakes and they do not like face to face conversation, they talk without stress.

Item 22. In your opinion, do you think that the difficulty to communicate is due to:

Option	Number	%
Lack of confidence	12	40%
Lack of vocabulary	13	43%
Lack of good pronunciation	5	17%
Table	30	100%

Table 22: difficulties that faces IFL learners.



Graph 22: difficulties that faces IFL learners.

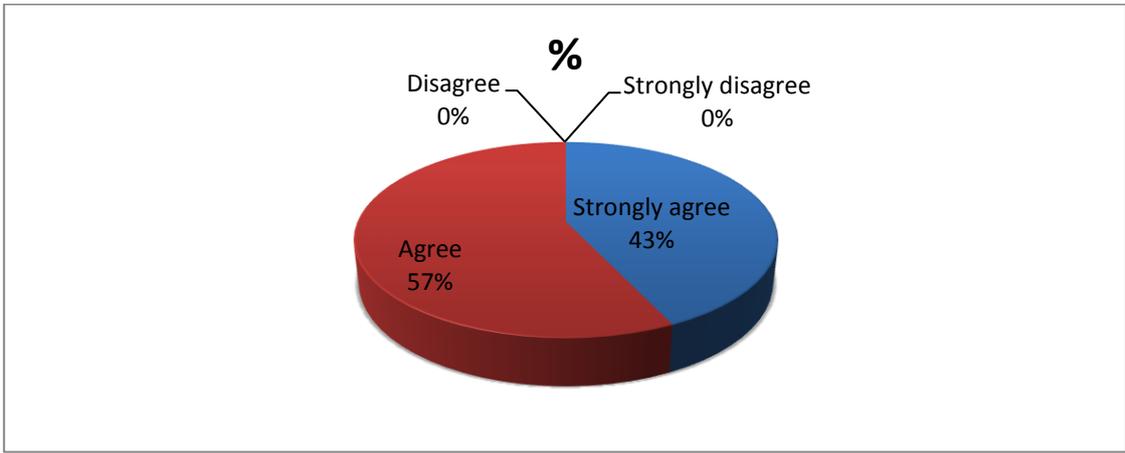
Others:

- 1) Stress
- 2) Lack of background
- 3) fear of making mistakes
- 4) Lack of knowledge
- 5) Lack of confidence too
- 6) Usually, the fear of speaking is due to the lack of good pronunciation, and that is what I have noticed much.

Item 23. To what extent do you agree with the following statement: “reading skills are beneficial and could improve the communication skills of EFL learners” ?

Option	Number	%
Strongly agree	13	43%
Agree	17	57%
Disagree	0	0%
Strongly disagree	0	0%
Table	30	100%

Table 23: Reading and Communication Skills’ Improvement.



Graph 23: Reading and Communication Skills' Improvement.

Table 23 shows that the majority of students (57%) agree that reading is beneficial and can improve the communication skill and (43%) of them strongly agree. As they notice that reading is essential in all language aspect and concerning the communication, reading enhances their communication by acquiring new vocabularies and discover knowledge.

Item 24. Does the development of communicative skill through reading affect the performance of the student in class?

Option	Number	%
Yes	22	73%
No	8	27%
Table	30	100%

Table 24: Reading Impact on Students' Performance in Class.

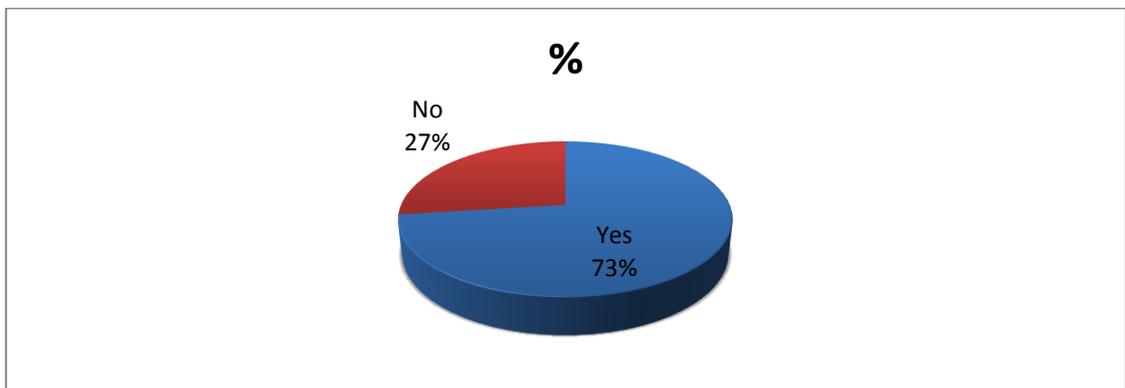


Table 24: Reading Impact on Students' Performance in Class

According to the results in Table 24, we notice that the majority of the students accepted the fact that reading reinforces the communication skill. (73%) of the students said “yes”, whereas (27%) go for the option “no”. From the obtained results, we can say that the students possess such awareness about the reading skill importance in enhancing EFL learners’ communicative skills.

For the students who said yes, they claim that it helps them to overcome self-confidence, and anxiety by developing their vocabulary, which in turn enhances their communication .Because without knowing the right vocabulary for the right case, no one would communicate well. Also, reading expands their knowledge and motivates them to engage in classroom activities, which improve their performance.

Item 25. In which way you see that reading is related to communication.

According to the students’ response, most of them say that reading develop communication through vocabulary. They claim that reading enriches their vocabularies and with reading, they acquire new words so it can help them speak fluently. They believe that reading is related to all aspects of language which in return it develop the communicative skills. Others added that reading is the effective way to acquire more knowledge about the language and the different culture that is in return plays a significant role in learning a foreign language. At the end, a student’s response was remarkable, he answered that when students read books, and they try to focus on the language. They often try to improve their vocabulary, which may help them in their communications and future life. They will recognize in what, where and when to put words and expressions. They will gain experiences from reading, which is helpful for them to have a better communication.

3.3 Discussion of the Results

The results obtained from the students’ questionnaire reveal that most of third EFL students are conscious of the importance of reading and its role in enhancing communication skills. They

showed that they enjoy English lessons and that they like reading skill. According to their answers, they practice reading and use the strategies: Skimming, scanning, referring, predicting. However, they reported that teachers do not urge them to read and that they have some difficulties in reading such as the difficult and unfamiliar words that somehow demotivate them to continue reading.

In addition, the students' answers indicate that reading can affect their language development in many ways. They argue that reading helps them develop their thinking skills, improve their pronunciation and writing. They claimed that it is beneficial in all language skills; also, they focused more on how reading can enhance their vocabulary and knowledge by opening doors for them to the outside world. Still, the results reveal that their purpose of reading is not mainly for communication but they do believe that when they practice reading they are developing all language skills.

We notice from the answers that third year EFL students rarely do reading and the reasons behind that is the lack of motivation, absence of reading program, and the lack of teachers' help and guidance. Besides, free reading is not rewarded by the department and it is not taken into account in grading matters, as it is for communication skills.

As for communication, we conclude the answers of the students as follows: they rarely practice reading and the materials they prefer to use in communication is watching English movies; even they have neglected the role of reading in enhancing communication, their answers were the opposite because they focused on the relation of vocabulary; which they obtain from reading, with communication.

To sum up, the lack of vocabulary knowledge is the main obstacle, which causes their communication failure. Indeed, it is considered as an essential element to foreign language learning. It is necessary for good communication, adequate reading and comprehension, and for

decent writing. Therefore, building and expanding the vocabulary knowledge which can be done through reading is a key aspect to effective communication.

Conclusion

This chapter has dealt with the result of questionnaire as a research tool that used in the study. According to the analysis of students' questionnaire, students are interested in reading which it has a great importance in learning EFL. Because it reinforce their performance in classroom and help to acquire vocabulary and knowledge, also, reading enhance their pronunciation, and thus their ability to communicate will enhance.

Recommendations

-learners should be aware of the suitable strategies of reading in order to help them in their reading and enhance students' reading performance.

-Teachers and students should built a good relationship in order to create an appropriate atmosphere, which enables teachers to do their best to help learners to develop their foreign language competency and motivates students to read and communicate.

- Students should use verbal and non-verbal communication strategies while taking

- Students should practice reading outside the classroom in order to develop their reading skill, because classroom reading is not sufficient.

-learners must try to their best to enhance their communication skill because it is the most important skill to be used in the foreign language.

-while reading; students should pay attention to the new words that come across and try to memorize it, because vocabulary has a major part in enhancing communication and their performance in class .

General conclusion

The idea of ' communication ' is believed to be the most significant area in the process of learning English as a foreign language or second language and developing students' ability to communicate successfully and appropriately in the target language has been the desired goal. Moreover, reading skill, as a classroom activity or everyday activity, is thought to have positive outcomes in the process of language learning. Therefore, this research work tried to investigate the importance of reading skill in enhancing communication skills.

Thus, we devoted the first chapter of this study to the reading skill and its types; also, we mentioned the strategies that help to be a good reader. In addition, we have mentioned the importance of reading and how students are motivated to read. Concerning the second chapter, which was about communication skills. We defined the term and its components, besides we have mentioned the different communicative models presented by different scholars. We concluded the chapter by explaining the relationship between the two skills. As for the third chapter, it includes the analysis of the obtained data and the interpretation of the main results.

According to the results showed in the third chapter, students are foresighted about the role of reading in enhancing communication and the relationship between these two skills exists.

As a conclusion to this research, we may say that reading plays a significant and ultimate role have and effective successful interacting and communicating among communities. In addition, it helps to explore many ways to express ideas and thoughts. Subsequently, we admit that there is a strong relation between reading and communication.

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Appendices

Students' Questionnaire

Dear students,

This questionnaire is an attempt for gathering information needed for the accomplishment of a Master dissertation, titled: **“The importance of reading skill in enhancing EFL student communication skill”**.

Your answers are very important for the validity of the research. Therefore, you are kindly requested to answer the following questionnaire. Please, tick the appropriate box (☐) and make full statements whenever necessary.

Section one: The Student's Profile

Q 1: The choice to learn English was:

- Your own choice
- imposed on you by your parents
- imposed on you by the administration

Q 2: How do you consider your level in English?

- Very good
- Good
- Average
- Poor

Section Two: The Reading Skill

Q 3: Pick the most important skill that you need to develop most?

- Listening
- Speaking
- Reading
- Writing

Q 4: Which one you think is the most difficult to improve? Why?

.....
.....

Q 5: Do you like to read?

- Yes
- No

For those who said yes, is it because (you can choose more than one)

- Because you are fond of reading
- Because reading widens you scopes and horizons
- Because reading helps you in your studies
- Because reading is a great source of knowledge
- Because reading is your hobby

Q 6: How often do you read in English?

- Always
- Often
- Sometimes
- Rarely
- Never

Q 7: In which way reading improve the performance of the student?

- Writing and vocabulary
- Speaking and pronunciation
- Communication and knowledge
- All language learning skill

Q 8: How reading affects your language learning?

- Learning vocabulary
- Improving grammar and spelling
- Improving all language skills

Q 9: Do you like the reading course? Why?

- Yes
- No

why:.....

Q 10: Do your teachers of the following modules: (Written expression, grammar, oral expression, phonetics) use reading as a teaching strategy?

- Yes
- No

Q 11: Have you ever learnt or practiced the reading skills and strategies?

- Yes
- No

If yes, which of the following reading strategies have you practiced?

- Skimming
- scanning

- predicting
- inferring

Q 12: What kind of reading difficulties do you generally face in the classroom? (You can pick more than one option)

- Lack of vocabulary knowledge
- Lack of reading strategies
- Grammatical structures
- Analyzing texts
- Lack of appropriate reading materials
- Difficult and unfamiliar words

Q 13: what is your purpose of reading?

- For entertainment
- For academic purposes
- For gaining knowledge
- For developing communication skill
- For developing the language skills

If there are any other purposes, please list them

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Q 14: Why is reading important?

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Section three: Communication Skill

Q 15: Do you enjoy your English lessons?

- Yes
- No

Q 16: As an EFL student, how do you see your ability to communicate in English?

- Good
- Average
- Poor

Q 17: How often do you communicate in English outside the classroom?

- Always
- Sometimes
- Rarely
- Never

Q 18: As a foreign language learner, what is the skill that can improve the performance of the student in communication?

- Reading skill
- Speaking skill
- Writing skill

Q 19: Which of the following activities helps in the development of EFL learners' communicative skill?

- Reading in English (books, articles, magazines)
- Speaking the target language
- Watching English movies

Other(s):

Q 20: Do you believe that students could benefit from communication activities?

• Yes

• No

If yes, how?

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Q 21: Which of the following types of communication do you use the most? And why?

• Verbal communication

• Non verbal communication

Why?

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Q 22: In your opinion, do you think that the difficulty to communicate is due to:

• Lack of confidence

• Lack of vocabulary

• Lack of good pronunciation

Q 23: To what extent do you agree with the following statement: "reading skills are beneficial and could improve the communication skills of EFL learners"

• Strongly agree

• Agree

• Disagree

• Strongly disagree

• Neutral

Q 24: Does the development of communicative skill through reading affect the performance of the student in class?

• Yes

• No

If yes, how?

Q 25: In which way you see that reading is related to communication?

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Chaima Charef

Thank you for your collaboration

ملخص

تعتبر وسيلة القراءة مهارة ذات أهمية في اكتساب المعرفة عن أي لغة وتطوير الكفاءات التواصلية للغة الإنجليزية كلغة أجنبية. إن هذا البحث العلمي عبارة عن دراسة وصفية. يبين فيها أثر القراءة والمطالعة في تحسين الكفاءة التواصلية. تم تعيين طلاب السنة الثالثة ليسانس في جامعة محمد خيذر بسكرة كعينة لإثبات نظريات والإجابة عن الأسئلة المطروحة حول هذا الموضوع. ومن أجل تحقيق نتائج البحث تطرقنا لاستخدام وسيلة الاستبيان للطلبة عن طريق الإجابة عن بعض الأسئلة التي تهدف إلى معرفة آرائهم حول القراءة واستراتيجياتها وما إذا كانوا يتواصلون بواسطة اللغة الأجنبية وما هي نظرتهم حول علاقة القراءة بالتواصل. أدى تحليل النتائج أن الطلبة مهتمين إلى حد ما بالقراءة في اكتساب مفردات وتحسين النطق والحصول على ثقافة عامة في مختلف الميادين وكل هذا يساهم ويسهل في تطوير الكفاءات ومهارات التواصل.