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Reading as an important tool for enhancing the english speaking fluency : case of bac III students in the department of english language and literature, university of Burundi

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UNIVERSITY OF BURUNDI



FACULTY OF ARTS AND SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

READING AS AN IMPORTANT TOOL FOR ENHANCING THE ENGLISH SPEAKING FLUENCY: CASE OF BAC III STUDENTS IN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, UNIVERSITY OF BURUNDI

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Thesis Submitted in Partial Fulfilment of the Requirements for the Award of the Degree "**Licence en Langue et Littérature Anglaises**"

Bujumbura, May 2018

DEDICATION

To God, the Almighty,

To my late parents,

To my brother and sisters,

To my brother-in-law,

I dedicate this work.

ACKNOWLEDGEMENTS

Many people acted in the completion and production of this work. I would like to express my words of gratitude to all of them for their encouragement and good collaboration.

My special thanks and gratitude, with all respect and honor, are addressed first and foremost to my supervisor, Mr Jean Bosco Harerimana, lecturer at the University of Burundi, for his great courage, his tireless and invaluable efforts in guidance, encouragement and correction of this work.

I would also like to express my thanks to all my teachers from the primary school til the University of Burundi, especially those of the Department of English Language and Literature, for their accompanying me through the whole English learning process. I can’t forget to thank students of Bac 3 who provided me with data for this study.

I am also grateful to my relatives, for their love and support to the completion of this work.

Olivier Nzirarusha

LIST OF ABBREVIATIONS

% : Percent

B.A : Bachelor of Arts

BEPES : Bureau d'Etude des Programmes de l'Enseignement Secondaire (The High School Teaching Program Office)

C.U.P : Cambridge University Press

DELL : Department of English Language and Literature

EFL : English as a Foreign Language

ENS : Ecole Normale Supérieure (Teacher's Training College)

et al : et alii (Latin) : and others

FASS : Faculty of Arts and Social Sciences

IPA/IAP : Institute for Applied Pedagogy

LEFL : Learners of English as a Foreign Language

LIST OF TABLES

Table 1: Comparison between language acquisition and language learning 34

Table 2: DELL students orientations 40

Table 3: Expectations on the DELL 41

Table 4: Students' strategies for speaking fluency 42

Table 5: Skill preference 44

Table 6: Oral expression strategies to improve speaking 45

Table 7: The oral expression course 46

Table 8: The satisfaction on the time of Oral Expression course 47

Table 9: The satisfaction on the Oral Expression performance 48

Table 10: The reading evaluation to fluency 49

Table 11: Reasons for reading 50

Table 12: Frequencies on reading times 51

Table 13: Documents mostly read 52

Table 14: Frequencies on the English speaking practice 53

Table 15: The interviews speaking performances 54

ABSTRACT

This study investigates the ways that are efficient for improving the Speaking fluency, centering my efforts on “Reading” as an important tool to take fluency at a serious high level. To conduct successfully this study, three research questions were formulated. The first question was to know if reading is used as the most important tool for enhancing Bac 3 students speaking, the second was to know if they are in permanent contact with English, through reading, and the third question was to know if their environment does influence them to read. Data were collected through a questionnaire distributed to students, as well as interviews to the same questionnaire respondents to compare their written answers with their level of performance in oral expression. After the data analysis, it was found that students are aware of the great contribution of reading to speaking fluency that, even if it is not a total permanence in reading, students are in a permanent contact with English, through reading and it was also found that the environment influences them to read, even if the extent to which that reading is done, is still, till now unknown. To help students of the Department of English Language and Literature become true English speakers, a number of recommendations was directed firstly to the Ministry of Higher Education, to teachers of secondary schools, to the University administration, to the students themselves, to the Department of English Language and Literature, and to the lecturers of Oral Expression Courses of the Department of English Language and Literature.

TABLE OF CONTENTS

DEDICATION i
ACKNOWLEDGEMENTS ii
LIST OF ABBREVIATIONS iii
LIST OF TABLES iv
ABSTRACT v
TABLE OF CONTENTS vi
CHAPTER I : GENERAL INTRODUCTION 1
I .0. Introduction 1
I.1. Background to the Study 1
I.2. Statement of the Problem 3
I.3. Purpose of the Study 5
I.4.Some techniques and methods of enhancing speaking 6
I.4.1.Reading and Reading Aloud 9
I.4.2. Speaking 11
I.4.3. Role-Play 13
I.4.4 .Games 14
I.4.5. Storytelling 15
I.5 .Research Questions 16
I.6. Statement of Hypothesis 17
I.7. Motivation of the Study 17
I.8. Delimitation of the Study 18
I.9. Definition of Key Terms 18
CHAPTER II. LITERATURE REVIEW 22
II.1. What is English as a Foreign Language (EFL)? 22
II.2. Strategies to develop Foreign English Speaking Fluency 23
II.3. The complementarity between reading and speaking 25
II.3.1.Speaking 28
II.3.2.Reading 29

II.4. The importance of developing early reading habits 32
II.5. Language acquisition and Language Learning 32
CHAPTER III: METHODOLOGY 35
III.1. Introduction 35
III.2. Research area 35
III.2.1. Data collection procedures 36
III.2.2. Sampling Techniques 36
III.2.3. Instruments 37
III.2.3.1. Questionnaire 37
III.2.3.2 The Interview 38
III.3. Data Analysis Procedures 38
CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS . 39
IV.1. Introduction 39
IV.2. Data Presentation and Analysis 39
IV.2.1. Presentation and Analysis of Data from the Students'Questionnaire 39
IV.2.2. Presentation and Analysis of the Data from the Interview 54
IV.3. Findings 57
CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS 61
V.1. General conclusion 61
V.2. Recommendations 62
BIBLIOGRAPHY 65
APPENDICES 72

CHAPTER I: GENERAL INTRODUCTION

I .0. Introduction

In Burundi, the Department of English Language and Literature of the University of Burundi is among the principal nurseries of good English speakers. At the end of the training that the DELL offers, all the students were supposed to be fluent, even if the fluency of some among them seems, most of the time to prove in vain.The majority exhibits more competence on the writing skill, where the rate for the speaking one is relatively low.

If students of the DELL were truly committed and sensitised to hardworking, improving their speaking skill, there wouldn't be anyone to have problems of fluency.

Different strategies are used when improving one's speaking fluency and I chose right to carry my research on one among them, that is « Reading », hence my topic « Reading as an Important Tool for Enhancing the English Speaking Fluency » .A problem of lack of fluency is a problem you can't get rid of without the help of reading ; and for the case of students of the DELL, English must be for them the reason to believe in Reading , not simply reading, but reading a lot.There is then a greater hope for the one who does that , to see him improving considerably his speaking competence, heading for fluency .

I.1. Background to the Study

Today, English is one of the major languages and is used by a wide range of people throughout the world. It is spoken in so many countries. If you know English, you will travel all over the greatest part of the world where it is used.

Barber (1952: 227) sustains this expansion when he states the following words:

> *It was not until the nineteenth century that it became widely respected as a language of culture, commerce, and international communication.However, English has become a world language because of its establishment as a mother tongue outside England, in all the continents of the world.*

English is then the language of the modern world and, all over the world, people are aware of its paramount importance.

English has also expanded in countries of Africa, first from former English colonies like Nigeria, Tanzania, Cameroon, South Africa, etc. But it keeps on expanding even in other non former British colonies.

Here in Burundi, English is today considered of a great importance and people pay much attention to learning it. It is even worth mentioning that some use it as their language of education at school .All of that above show that it has got a worldwide cover and that it is worth being given a favorable attention.

The English language is used for communication .We use it when we meet other people from other cultures, maybe they are from Britain or America or for people we almost think they talk it. A language is primarily learnt to be used in communication, which implies « Speaking ». C L Barber (1952:2) goes further and sustains that, in the following words: "*It is important to remember that language basically is something which is spoken: the written languge is secondary and derivative."*

When we speak a language, English for my case, we use words and every English learner must always hold in mind a permanent wish to speak it well, that is, without difficulties. Then, someone needs to train for « fluency » so as he can make an effective communication.

The aim for any student of the DELL must not be performing on writing only, but also, he has to win friendship with speaking, which will impose him a certain number of conditions, among which is « reading a lot. » However, apart from reading, we need to know that there are several other ways that have significant roles to play in the all-important times to be used when improving speaking fluency.

Generally, departments of language are not the fields for lazy students.They are for hardworking and courageous ones, and it is my great hope that, a student who really works hard in developing his skills, speaking for my case, is positively rewarded by making significant strides ahead in it.

The problem of fluency is so weighty that it requires , not only concerted efforts of numerous persons you interact with using English, but also personally make a vigorous effort , working for the achievement of your goal(fluency), bringing a solution to fluency in that way.

If fluency can become a reality for the student, he must assume his primary responsibility for making it so. He must fight back any negative thinking that can invade him that others will be more concerned than himself about it.

In the DELL, the student must then work deligently on two fronts: on one hand, he has to keep on controlling and improving his writing skill, and on the other hand, he has to try by all means to bring his speaking skill to the possible highest level, then, to speaking fluency.

I.2. Statement of the Problem

After having seen that some students of the DELL have difficulties related to expressing themselves fluently, I thought right to carry my research on speaking fluency, to invastigate on the ways that are efficient for improving it, centering my effort on « Reading » as an important tool used to take fluency on a serious

high level.The work is to conduct this research on the effectiveness of reading, in the whole process of becoming fluent for a student of the DELL.

Some argue that fluency comes from practising speaking English, which I would say is not effective referring on the problem of linguistic environment seen in Burundi in general, and in DELL in particular. I feel that this way of «reading intensively» is vital because it is the only way to face that linguistic environment which does not allow at all English speakers to be in permanent use of English, consequently causing a great obstacle to one's speaking fluency improvement.There is a hope that Reading is capable of reestablishing the broken field of speaking practice, by appealing students to a permanent contact with English. This will keep on reviving the English spirit, which, in one way or another can be weakened by the lack of people to practice English with, where it can even tend to sleep.

H G Widdowson (1963:213) talks about practising in speaking, using what he calls « paradigm. » He writes:

> *The paradigm case is usually represented as a situation involving two people face-to-face interaction: A and B in conversation, with the speaking role shifting backwards and forwards between them like a shuttlecock.*

That is then what he refers to as reciprocal communication .He goes further and talks about a non–reciprocal communication. He says that you can get that communication through reading. You can miss someone to interact with in English, and in such a case, someone can resort to reading, as a communicative activity. H.G. Widdowson (1963:213) says: "*It is common these days to refer to reading as a communicative activity.But, communication is a more problematic concept than its current popularity might suggest*."

We need then to get involved in that reading to gather new words and expressions to be used in different conversations, and we must never surrender to lazyness, nor should we consider the work of improving speaking fluency as simple, for if this happens, we become the ground of all temptations that come and bring us away from working deligently, stopping us to walk towards the achievement of our goal (becoming fluent).

This approah means sacrifying each day a time for reading.Learners of English as a foreign language (LEFL) must be willing to attend places where they can feel at ease doing that activity.This is then the type of reading force I am making this research to be reassured of. Students of the DELL must work to perfection so that even new generations which attend it, year after year, can themselves see and feel that it helps to achieve good results on the speaking skill, for those who work hard

I.3. Purpose of the Study

The purpose of this study is to investigate on the effectiveness of reading as an important tool for enhancing English speaking fluency. Reading is one of the most effective ways of foreign language learning. It will contribute a lot to students' conversatonal competences, and will help them to get new words that they need for conversations. Through reading, students will improve the vocabulary knowledge which will facilitate their speaking perfomance, leading to speaking fluency.

There is a great chance that students who develop large reading vocabularies tend to develop large speaking vocabularies. So, there is a close relationship between reading and the speaking skill. The importance of word knowledge, which facilitates the Speaking Skill, is the reason of developing the reading skill. Speaking has a very significant place in foreign language learning because the

communication is done through speeches and students must read assidiously to improve their vocabulary to be used when communicating.

As mentioned above,Reading is one element among different others which play a role in English language learning.Here below are some techniques and methods used in learning English as a foreign language.

I.4.Some techniques and methods of enhancing speaking

Both language teachers and learners use strategies of teaching and learning the language.They need to know how they can treat the development of speaking fluency.Teachers'initiative of promoting speaking fluency determines the students efforts on it.Most of strategies used and suggested for teachers focus on providing opportunities to the learners to speak through activities in the classroom.

According to Harmer (2001), learners should know "language features and ability to process them in communication goal."But,speaking does not cover just knowing the linguistic features only.Linguistic features of the message expanding oral communication requires more than memorized vocabulary and grammatical comprehension.One of the obstacles of learning speaking is the contradiction between class materials and courses,so that most of teachers do not facilitate situations for real practice in speaking.Learners should take part in oral activities to exchange spontaneously their thought in foreign language speaking(Derakhshan et al 2015).Linguistics and ESL/EFL teachers agree that students learn to speak in the second or foreign language by interacting.There are many techniques to provide opportunities for interaction applied in teaching and learning English speaking skill,for example, discussion, role play, simulation, informationgap, brainstorming, storytelling, interviews, games, jokes and song.

In addition to studies on effective teaching strategies language teachers should implement into the classroom, there are number of studies focusing on the language learners themselves, especially studies on learning strategies that the learners use.Learning strategies are defined as “specific actions, behaviors steps,or techiques –such as seeking out conversation partners,or giving oneself encouragementto tackle a difficult language task-used by students to enhance their own learning.”(Scarcella & OXFORD, 1992:63). Research on language learning strategies has established the role learner strategies play in making language learning more efficient and successful(Chamot,Barnhardt,El-Dinary &Robbins,1999;Oxford,1990).

Oxford (1990) created Strategy Inventory for Language Learning (SILL) to reveal the self-reported language learning strategies that second or foreign learning learners use.SILL consists of questions concerning six strategy types: memory strategies, cognitive strategies, compensation strategies,metacognitive strategies,affective strategies and social strategies.

Oxford(1990) has classified her six learning strategies into direct strategies and indirect strategies.Direct strategies require mental processing of the language and these are grouped into memory,cognitive and compensation strategies.The purpose of using the memory strategies is to store and retrieve new information .Cognitive strategies ,on the other hand,help learners to understand and produce new language through a series of means such as summarizing and reasoning among others.When learners feel they have certain limitations in getting their messages through or in understanding what other people are telling them,they make use of the compensation strategies to fill in the gaps in communication,like making intelligent guesses,asking for clarification,asking for repetition,and so forth.In contrast,indirect strategies “support and manage language learning without involving the target language.”(p.135).

Indirect strategies are subdivided into metacognitive, affective, and social strategies.Metacognitive strategies allow learners take control of their own knowledge by using functions such as centering,arranging,planning and evaluating.Because learners get confused with all of the rules,vocabulary,and writing systems when learning a new language,they use the metacognitive strategies to reorganize their previous knowledge and overview and link new materials with old ones.The affective strategies deal with emotions,attitudes,motivations,and values.Several studies carried out using SILL have shown a positive association between proficiency level and the use of certain types of strategies ‘especially metacognitive,cognitive and compensation strategies (Huang,2010;Purpura,1997).

In the are of speaking, many studies have addressed how strategies can help learners develop their oral communication ability.

Oxford and Ehrman’s (1995) study also established a significant positive correlation between cognitive strategy use and speaking proficiency.

A successful teaching and learning process will basically depend on the appropriate application of a teacher’s methodology.Indeed, the teacher’s methodology will determine the rate of success .Rivers W.M.(1981:54) reacts to the above argument by saying that: *Teachers need methods that work specially with objectives that are meaningful to the kind of pupils they have*

To be effective, the methods must fit the need of the pupils.Unfortunately, although teachers‘methods and techniques play an important role in the teaching-learning process, there is no empirical evidence that has shown the best methods or techniques to be used. According to Harmer (1983:5), there is unfortunately no research which clearly shows the success of one method over another in teaching.

I.4.1.Reading and Reading Aloud

Reading is a vital mode of learning,a source of factual information about any subject both practical or theoretical for all languages and levels of learning. A vast mass of knowledge in all fields can be gained by reading.

Reading aloud is a widely accepted practice in lower grades and provides students multiple exposures to more vocabulary than can be directly taught.

For students who are adults,who have learned English and can read well silently for comprehension ,reading out loud may be a way to develop them into fluent speakers.Reading out loud ,both to self and to listerners has been recognised as a vital and effective method to help students learn(Baker,2002 ;blachowicz&Ogle ,2001 ;Ogle&Blachowicz,2002).

Reading aloud makes pupils avoid shyness and consequently enhance language input.New vocabulary items they get are of a paramount importance as Down Byrne(1980 :40) point out :

> *While vocabulary of a few hundred words does not enable a person to carry on a specialized discussion,it can if intelligently used ,provide him with an instrument which will meet most of the demands of every communication.*

According to David Wilkins (1972 :132) ,through reading,the learner is exposed to the lexical items embedded in natural linguistic contexts and as a result they begin slowly to have the same meaningfulness for him that they have for the native speaker.Consequently his vocabulary grows,his speed increases which improves pupils'self –expression.

Learners of English as a foreign language can improve their domain of vocabulary from simple sentences to complex sentences.

They can increase their knowledge by reading short stories and sometimes memorizing some important parts of it(Chastain,1988 :67).When you read a book ,story and magazine aloud,it can help you more.When you practice ,your fluency would be better,too(Celce Murica,2001 :98).

Vocabulary is essential for EFL learners since it is the building block of every language.If the receptive vocabulary is rather limited ,learners can seldom put the « receptive vocabulary knowledge into productive use »(Nation ,2001 :129) ;therefore ,it is necessary for EFL learners to keep a lot of vocabulary in their long-term memory.Furthermore ,the ability to pick up words from one's mind may cover the speaking fluency(Carter,2001 ;Levelt,1989).

Several studies have evaluated the varying effects of reading.Reading is a crucial mode of learning.Oral reading is one of the reading which is effective in helping students learn,and also benefits other listeners.Reading out loud for one's own use ,for better comprehension ,is a form of intrapersonal communication.Reading out loud to self connects prints to speech.Reading written materials out loud can help the readers to produce the words concisely and clearly as tongue,mouth muscle,and jaw exercises.Rehearsing a script is one form of reading out loud to self.

Shumine (1997) explored the factors affecting adult learners'oral communication, components underlying speaking proficiency,and specific skills or strategies used in communication.She stated that adult ELLs are mostly shy and do not want to make mistakes in public.Strategies to improve adults ELLs oral skills should help them create an oral atmosphere for themselves in their comfort zone.One way they can do this is to read the language out loud in their home.

After a long time,the evidence showed that listening and reading can improve speaking skill because reading can affect both fluency and accuracy of expression in their speaking(Celce Murica,2001 :58).

Another technique concerns : the improvement of learners of English during the performance of a speaking activity which involves repeating the same rehearsed talk.Improvement in fluency ,grammatical accuracy ,and control of the content showed that during the short time spent doing the activity,learners performed at a level above their normal level of performance.It is argued that working at this higher than usual performance is a way of bringing about long-term improvement in fluency(Elsevier,1989 :47).

Zappa-Hollman's study (2007) reported one of the key strategies non-native English speaking graduate students used to deliver academic presentations is rehearsing the presentation over and over.

I.4.2. Speaking

While reading and listening are considered to be the two receptive skills in language learning and use,writing and speaking are the other two communicative skills necessary to be integrated in the development of effective communication.Of all the four macro English skills,speaking seems to be the most important skill required for communication (Zaremba,2006 :123) but students are not familiar with the way of practising the speaking fluency.

Speaking is used in oral communication : it is oral expression.Davis claims that oral language is the language.David C.Davis(1963 :90) puts that :

> *Oral language is basic to other forms of communication just as counting is basic to arithmetic.*

To insist on the importance of oral speech ,Raja T.Nasr(1972 :4) argues that :

Even if the final result desired is only to read the foreign language,the mastery of the important elements of the language must be through speech.The speech is the language.

Speaking can be deemed as an indispensable tool for language teaching and learning since it can « facilitate language in the language acquisition and development »(Goh,2007 :1),and it can be fruitful to learners'academic accomplishment and professional success(Saunders&O'Brien,2006).

M.A.K Halliday et Al (1964 :37) sustain that the only one way of developing speaking fluency is by experiencing it in using it in real situations.Practising speaking is an important factor in so far as that the learner has better to participate in group and setting up a conversation ,then students should participate in discussions in a group.When you practice,your fluency would be better,too(Celce Murica,2001 :77).

Fluency is about automatizing the language knowledge .As Schmidt(1992 :92) said, « fluent speech is automatic ,not requiring much attention and is characterised by the fact that the psycholinguistic processes of speech planning and speech production are fonctioning easily and efficiently. ».Such automaticity can only occur when the students themselves are trying to use their language knowledge to actually communicate and we can only help them become fluent by creating opportunities for them to practice ,speaking.(Gatbornton and Segalowitz,1988).Effective instructions together with efficient language input and speech-promotion activities will gradually help learners speak English fluently and appropriately (Richards &Renandya,2002).

Speaking is a complex skill which should be taught everywhere, and it is a skill that learners learn better in group (Celce Murica, 2001).

One of the most important goals of teachers is to enable learners to use English for communication .According to many theories, the speaking skill can be improved by games, role plays, etc. Evidence shows that speaking should incorporate activities in a group work (Oradee, 2012: 35). There are some types of speaking performance that can help students to improve speaking skill (Brown, 2007) such as: imitation, responsive, intensive, transactional dialogue, interpersonal dialogue and extensive.

I.4.3. Role-Play

In a language learning context,role-play presents some advantages.According to Oxford Advanced Learner's Dictionary,it allows students to practice language in a safe situation .Consequently,practice makes perfect.

On this learning activity, Jeremy Harmer (1983 :123) puts the following :

It has certainly been noticed that some shy students are more talkative when playing roles.

This is a situation which either teacher or student enjoy.Timid learners are encouraged to speak english, to practice their language ,to express themselves with no shyness.In order to be more skillfull,Raja T.Nasr (1972 :11) suggests that the learner has to do practice which requires the provision of a model.

According to him,in language teaching and learning,the teacher provides the model ,and the students repeat after him.Repetition may be done in various ways,but one successful method is to have the teacher :

- Read all the materials aloud
- Then,read each sentence or phrase twice and ask students to repeat once in groups
- Then,read each sentence or phrase once and ask students to repeat in groups
- And finally, read each sentence or phrase once and ask students to repeat individually.

The learner is asked to take on a particular role and imagine himself in that role in a particular situation.Nic Underhill (1987 :51) puts that the learner has to converse with the interviewer in a way that is appropriate to the role and the situation given.

I.4.4 .Games

According to Jeremy Harmer(1991 :101),games are a vital part of a teacher's equipment ,not only for the language practice they provide ,but also for the therapeutic effect they have.They can be used at any stage of a class to provide an amusing and challenging respite from other classroom activity about their English class.

Hadfield (2004 :4) defines a game as an activity with rules ,a goal and an element of fun .The element of fun in games provides the learners more life situation with more chance to express their ideas in their own ways but under the rule.

Gibb(1978) in Rixon (1981 :3) states that a game is an activity carried out by cooperating or competing decision makers ,seeking to achieve ,within a set of rules ,their objectives.Carlson (1952 :61) states that games are activities used to provide a fun and more relax atmosphere especially in classes for student to acquire a second or foreign language.They can be used at any stages of class.From the definition above,it can be clearly seen that language games do not only provide supportive activities and practices that can motivate the students to interact and communicate ,but games can creaate opportunities for students to acquire the language in a meaningful way.

Sometimes, students feel bored and do not give attention to the teachers'explanation. Harmer (2007 :51) states that one of the element necessary for successful teaching and learning in class is engagement.Engaging is the point of a teaching sequence where teachers try to arouse the students'interest

,students'emotion,activities and materials which frequently engage students including games,music,discussions,stimulation pictures ,dramatic stories ,amusing anecdotes,etc.So,it is important for the teacher to teach the students with enjoyable activities ,and the alternative technique to engage them is by teaching through language games.

I.4.5. Storytelling

Storytelling is a technique that has the unique and extraordinary capacity of developing different skills at once.

Most children when they start to learn a second or foreign language want immediate results and even after their first lesson ,they will want to show friends or family that they can speak some English .It is important to maintain those high levels of motivations and a way of achieving it is through storytelling .Storytelling can be used in a great variety of ways to improve students'oral communication skill.Once they have heard a story ,children are normally anxious to discuss their understanding of the story and relate it to their own experience.

On the other hand, as children hear the language over and over again through stories ,they soon learn to use it.Nevertheless,this productive skill can be developped through different speaking activities in the classroom related to the story told by the teacher in the EFL classroom.

Children need to be given opportunities to speak English as soon as possible ,as much as possible so that they feel they are making progress.Motivation is crucial when acquiring a second or foreign language.Storytelling is a good way of providing those speaking opportunities through different speaking activities.

According to Nunan (2003:156) ,other speaking teaching techniques are :

A.information gap : it is a useful activity in which one person has information that other lacks.They must use the target language to share that information .For example,one student has the direction to a party and must give the information to a classmate.

b.Jigsaw activities :they are bidirectional or multidirectional information gap.Each person in a pair or group has some information the other person needs.For example,one student could have a timetable for travels to a certain destination.Another could have a map for the destination.Without showing each other the visual information ,they must speak English to plan a week trip.

c.Simulations :they are more elaborate than role plays.In a simulation ,properties and documents provide a somewhat realistic environment for language practice.For example,in a language lesson about the grocery store,a teacher might bring in « product » for the students to buy (a box of crackers,coffee,a jar of jam) and even play money for making their purchases.A check out counter would be set up for the students to practice transanctional speaking with the cashier .

d.contact assignments involve sending students out of the classroom with a stated purpose to talk to people in the target language.For example,at a grocery store ,they would have to ask how soon a shipment of fresh fruit would be delivered .

I.5 .Research Questions

The following questions will be answered in this research:

1. Do students of the DELL use reading as the most important tool for enhancing their speaking fluency?

a. Are students of the DELL in permanent contact with English, through reading for fluency?

b. Does the environment of the students of the DELL influence them to read for fluency?

All those research questions converge on reading, simply because this latter is likely to be of a paramount contribution towards fluency .A problem of lack of fluency is a problem you can't get rid of without the help of reading.

I.6. Statement of Hypothesis

The objective of this research is to investigate on the effectiveness of reading to the improvement of English speaking fluency.Each English learner has to think about the idea that English is the reason for him / her to beleive in reading .Tentative answers to this research are stated as follows :

1. Students of the DELL use reading as the most important tool for enhancing their speaking fluency.
2. Students of the DELL are in permanent contact with English ,through reading fluency
3. The environment of students of the DELL influences them to read for fluency.

I.7. Motivation of the Study

The motivation behind this study on English speaking fluency is the fact that this latter doesn't seem to be given the attention it deserves .Every learner of English who attends the DELL has to hold in mind, from the first year, that he has come to learn it for the communication, that is, for speaking it well.So it is surprising to see a student who is still struggling to express himself /herself when he/she is finishing his/her studies in the DELL.

When you want to improve speaking, reading leads, and others (practice, listening, …) follow. Whoever neglects it has to remember that it is not a simple thing in the process of one's becoming fluent in a language.

A language learner needs reading like the heart needs a beat.Students of the DELL must then work assidiously and with determined boldness to improve their speaking competence through reading a lot because , when there is no goal there is no glory.

I.8. Delimitation of the Study

This study is limited to Bac III English learners of the DELL of the University of Burundi. As mentioned earlier, the DELL is among the nurseries of good English speakers. The third year is the last training period for any student who has attended the department and that period is really enough for anyone to get something relevant to say about strategies he uses when improving his fluency, and also to be able to know which ones are more effective than the others. Data will be collected through a written questionnaire and an interview for students. The class was then selected on the ground that it will provide reliable data, which after analysis will serve as basis to rely on when trying to get a lasting solution to the problem of fluency in the DELL.

I.9. Definition of key terms

This is a section in which clarity is given on the words on which this research turns around. Six words are made in evidence as pillars of the whole work: reading, tool, enhacing, fluency, accuracy and speed.

1. Reading: this is the word derived from the verb « to read », which, according to *Webster's Ninth New Collegiate Dictionary* (1990:980) means *« to perform the act of reading words »*. "*Oxford Advanced Learner's Dictionary* (2005:1207) goes further and states that the same verb means *« to go through written or printed words etc in silence or speaking them to other people."*
Both definitions are important to this research, but the second comes to fit it well in so far as that we are dealing with all forms of reading, being effective for improving speaking fluency.

Butoyi (2010 : 16) raises up some of the forms of reading, where he talks about silent and oral reading in the following words:

> *From reading, we have silent reading and oral reading: when pupil read silently, they may be primary concerned with acquiring information, but when they read orally, they wish to transmit information or give pleasure to others.*

In addition to those writings above, it can be important to mention that reading orally also helps the reader's tongue to get accustomed to the motion in his /her mouth, using the language concerned, English for my case.

2. Tool: *Webster's Ninth New Collegiate Dictionary* (1990: 1243)

Gives the meaning of that word as *« a means to an end »* , and « Oxford Advanced Learn's Dictionary (2005: 1559) talks about *« a thing that helps you to achieve something.»* Both definitions fit my work because both means *« means »* and *« thing »* stand for *« reading »* and the words *« end »* and *« something* » stand *for " English speaking fluency"*, hence it is now the case of *« reading as a tool for enhancing English speaking fluency . »*

3. Enhacing: from *webster's Ninth New Collegiate Dictionary (1990:413)* , it is derived from the verb *" to enhance"* which means *" to improve, to increase or to intensify."* We are talking about reading as an important tool to increase English speaking fluency, and we need to know that there is a high relationship between reading and speaking skills. There is a great hope for people who develop large reading to develop large speaking too. Reading a lot will be, intensifying one's speaking ability.

4. Fluency: according to *Oxford Advanced Learner's Dictionary (2005: 571),* it is the quality of being able to speak or write a language, easily and well. Brumfit (1984:57) defines fluency as *"the maximally effective operation of language system so far acquired by a student."* Sesnan (1991:57) defines fluency as

« *the speaker's ability to the best use of linguistic system and extra-linguistic features in expressing easily and well.* »

5.Accuracy: Language accuracy is a term used to refer to the correct production of all parts of the language as they appear in the normal conversation of native speakers.It demonstrates the speakers'ability to use the necessary vocabulary,grammar and punctuation correctly,such as verb forms,articles and prepositions.This skill is particularly important for written assignments such as essays and reports.

According to Hedge (2000:23), accuracy entails knowledge of "pronunciation, vocabulary, word formation, grammatical structure, sentence structure and linguistic semantics."

On another side, Gower, Philips and Walter (1995) mention the difference between fluency and accuracy in saying that the latter consists of using vocabulary, grammar and pronunciation through some activities,whereas the former one takes into account "the ability to keep going when speaking spontaneously."
Further, Yuan &Ellis (2000:2) state that speaking accuracy demonstrates "the extent to which the language produced conforms to language norms."
Sometimes, fluency is defined in contrast to accuracy, which according to Richard et al(1985:109) "refers to the ability to produce grammatically correct sentences but may not include the ability to speak or write fluently."Traditionally,accuracy has been taught not only in grammar,as suggested by Richards et al,but also in vocabulary and pronunciation.In general however,we can say that fluency can best be understood,not in contrast to accuracy,but rather as a complement to it.
Besides,accuracy can be understood as the basis of fluency while fluency can be a further improvement of a person's linguistic competence and a better revelation of his/her communicative competence,hence these two aspects of speaking skill are so closely related that they are inseparable.

6.Speed:Untrained teachers will often think of fluency as being about speed.But,fast speed is not necessarily fluent speech.Indeed,fluent native speakers differ in the speed of their speech.They vary their speed depending on the context in which they are speaking.It may in fact be that non-native speakers

of English also try to use speed to make themselves seem more fluent.The point is that fast speed ,whether native or non-native is not necessarily fluent speech.That is a message that students need to understand,that is,it is fine to speak relatively slowly as long as it is done at an appropriate speed.Indeed,native speakers often speak at a rather slow rate in order to have time to think as they talk and so they will be clear to their listeners.Hence,the appropriate speed is the speed at which the speaker can think clearly and still succeed in getting their message across.

CHAPTER II: LITERATURE REVIEW

This chapter was about analyses of works related to the DELL as well as those of other authors, all of them in relation to speaking.

II.1. what is English as a Foreign Language (EFL)?

Rod Ellis and Brian Tomson (1980:1) are the ones who give us its definition but before that try to distinguish other kinds of language learning in connection to the previous one:

> *A speaker of English as a native language acquires it naturally as a young child. He does so usually because his parents use it as their normal means of Communication with each other and because it is the language used by the community in which he is growing up.*

Here in Burundi, Kirundi is our native Language and, when a child is born, he is exposed to it, and it is not a problem at all for it to get success on it as it grows, because as mentioned above, its parents use it when communicating with it.

A speaker of English as a second language usually lives in a country where it is not the native language of indigenous inhabitants. However, in that country, English is frequently used as a means of Communication between speakers of particular activities such as Education, Commerce and Politics.

In that country, English is often used by the mass media and thus, young children are often exposed to it before they learn it, use it at school and they will not only be taught in it in the classroom, but will also “pick it up” when they are not at school. Here in Burundi, French is the second language; it is the one which is widely used in Education, in media, etc.

In connection with these writings above, it is worth mentioning that Kirundi and French play a negative role on learning English effectively.

This can be seen through Ndimurukundo (2009:4), *Kirundi and French as barriers to the frequent use of English by learners*, when he says: "the researcher realises that even the students of the department of English do not use English frequently as they should, because of the limitating factors of Kirundi and French*."*

In my first chapter, 1.4, that is the statement of the problem, it is mentioned that some learners of English put all their hope to practising as the source of Fluency, but these words above should come to remove those expectations, in order to give much emphasis to Ndikumana's (2006), urging students to develop speaking and writing skills with reading.

A speaker of English as a foreign language is usually taught it as a subject at a school or a college and, lives in a country where it is not normally used. He does not usually learn it from his parents or in the community in which he lives. Here in Burundi, English is learnt as a foreign language.

II.2. Strategies to develop Foreign English Speaking Fluency

Mastering the true fluency of a foreign language is a very difficult task but it is possible to develop it by using an appropriate learning. Jack Askew, expert and helper of appropriate learning to get on the road to fluency states, "know why you want to reach fluency, set a goal, make a plan, and take consistent action every day*."*

Current students and future English generations have to bear in mind that you cannot make an omelet without breaking eggs, that is, to let them get prepared on the pain and big tiredness they will have to face in order to get good fruits on fluency, and to let them know that that will move them to another nice destination in speaking fluently.

Everybody agrees that motivation is the key to language learning. Many start out with enthusiasm, but this enthusiasm quickly tapers off. Fluency develops

gradually over time and through practice. The learner must commit himself to reading a lot, gathering as much input as possible. The goal of this study is to try to see the place reading does have in the process of developing fluency, it is a strong call directed to the DELL's students "to read a lot", "to read as much as possible", for fluency. Nzeyimana's study (2010), that is "*giving effective strategies for improving English reading culture in the DELL*", as well as others, calling students to read a lot, can bring a significant contribution to fluency.
Learning a new language is certainly a challenge, but mastering true fluency in a language is more difficult. It's however possible to develop it in a language that is not your native language with the appropriate learning and a lot of practice. Mc Gregor (1970:4) sustains that in the following words: "Skills can be acquired only through practice, which is something we cannot do for our pupils. They have got to do it for themselves if they are to make progress."

Students, for our case, must take appropriate behaviors towards achieving fluency and, work with force for it, as they will be the ones to do that activity for themselves, in order to improve significantly their speaking performance abilities. English learners cannot be easily fluent in a homogenous society as far as language use is concerned because they hardly get the opportunity to speak the foreign language. Most students speak English when they are in class, answering to questions of the lecturer. However, when they are outside the class, they hardly speak it in conversations or discussions. This is due to the fact that all the students know and speak a common mother tongue, Kirundi as a medium of communication. But, they need to know that occasions can present where they can no longer communicate through their native language. At this time, they will necessarily resort to another language, either as foreign or second, and they will succeed to this through learning. The students who will succeed will be those who will have exhibited a behavior of courage in gathering as much as

input, required for a good communication, and be able to express ideas without fear.

To this, Norrish (1983: 1) says that:

> *Many people will agree that one of the most inhibiting factors in any formal learning situation is the fear of making mistakes and being thought ridiculous either by a native speaker, one's classmates or by the teacher. This leads to the characteristic hesitancy among learners to say anything in a foreign language for fear of appearing a fool.*

Learning English as a tool of communication should bring into students' mind that they need to be using it in conversations, trying to make an effort to avoid many mistakes, as if the latter situation presents, the communication can in one way or another be blocked, and cause the message not to be well understood. Norrish (1983:5) is the one to sustain that when he focuses on "accuracy" and "encouragement for fluency". He says that "accuracy is not being thrown out of the window; if there are too many grammatical mistakes, the listener may not be able to understand the message, however, fluently derived". He goes on saying that " even elementary students with every limited stock of structures and vocabulary can take part in activities which encourage use of the language that has been learnt, such as finding another student with a similar card in a card matching game".

II.3. The complementarity between reading and speaking

There is an increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. Indeed, the reading power relies on a continuous improvement in vocabulary knowledge,that provides communication.

The importance of word knowledge, which facilitates speaking skills, has been a major resource in the development of reading skills. It is believed that, in a case of a foreign language learning (FLL), students speak what they read. As far as my study is concerned, it is about establishing the friendship between reading and speaking, and from reading, one may have silent reading and oral reading. Here, with this study, the focus is directed to oral reading as it is connected to speaking, in delivering pieces of information or having fun with others. Paul A, Witty et Al (1958:225) point of view on reading is that:

> *Despite its limitations oral reading is useful and important at all levels. Students repeatedly have the opportunity to read aloud, a book, report or a newspaper story or a poem, or some sentences from textbooks.*

Naja T. Nasr (1972: 90) talks about the good consequences of reading aloud when he mentions that: "*Reading aloud can be made one of the most valuable exercises in the early stages of teaching pupils to speak a foreign language. The pupils start to speak a language even when they are "reading", and their progress greatly improves."*

Pupils make a significant improvement in speaking when they read aloud. In doing that exercise, they utter speeches as when they are communicating in real situations, and their tongue is going to get accustomed to the motions in the mouth, letting the pronounciation improvement be possible. The close relationship between those two skills is able to produce speakers who are able to stand on their own whenever the need to express themselves presents. Kellermann (1981:5) states the reality about the complementarity between reading and speaking:

> *Once the children can be trusted to read silently, with obvious understanding and pleasure, oral work should become an extension of reading. From then on, reading and speaking should become complementary.*

Reading and speaking match well, and students can ameliorate speaking by working on both sides: on one side, the students will have to take time and concentrate on reading seriously, where on the other side he will take another time to speak, and this speaking will be possible depending on the courage used in reading.

However, the complementarity is not only established between the two skills already mentioned. Other relationship exists between skills. This is what Harmer (19833:47) mentions when he says that one skill cannot be successfully explored without the help of the other. He says: "It is impossible to speak in conversation if you do not listen well and people seldom write without reading."

In this point of view, students eager to communicate effectively have to get involved in other activities such as writing and reading, in order to get access to the good fulfillment of the goal, that is, to speak well. From the analysis of these writings of different authors mentioned above, it is evident that speaking and oral reading are friends as the principal goal is to improve the oral performance.

Fostering the improvement in word knowledge through wide reading has the potential for fostering improvement in speaking skills. The focus is on reading which contributes to speech. Wherever there is little reading, there will be little language learning. Bright and McGregor (1970: 52) stated that "the student who wants to learn English will have to lead himself into a knowledge of it unless he can move into an English environment".

They are of the opinion that reading is the most pleasant route to command the language, because it is via reading the student is most likely to find words used in communication. Havyarimana (2008) who conducted a research on *barriers to communicative competence in English listening and speaking skills* showed that the lack of appropriate vocabulary is the main obstacle to fluency.

As former researchers worked assiduously and successfully on the problems disabling the DELL's students speaking fluency, I think that it is now the right time to fight against them, and my topic was chosen to come to be a weapon of a high ability to remove obstacles, clean the way and clear it for achieving speaking fluency.

Bright and McGregor (1970: 53) mention that it appears that reading is a key factor in language learning. It can play a big part in successful language learning, and can develop speaking skills. It needs to be noted that speaking holds a very significant place in foreign language learning because through speech messages are conveyed. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students, through reading, develop both fluency and accuracy of expression in their speaking.

II.3.1.Speaking

Speaking is being capable of speech, expressing or exchanging thoughts through using language. Nunan (2003: 48) states that "speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning."

Harmer (2001:45) notes down that, that forms the communicative point of view. Speaking has many different aspects including two major categories "accuracy", involving the correct use of vocabulary, grammar and pronunciation practised through controlled and guided activities when speaking spontaneously.

Speaking is used in Oral Communication. It is Oral Expression. Davis advances that the Oral Language is the base of written language. He adds that the spoken language is the language.

Raja, T. Nasr (1972:4) puts a particular stress to the speech where he focuses on it using the following words:

> *Even if the final result desired is only to read the foreign language, the mastery of the important elements of the language must be through speech. The speech is the language.*

Living a language is being able to use it through real situations of life. The speech enables the speaker to communicate, as communicating consists of producing speeches well structured to convey a meaningful message. So, as David (1963:90) points it out "Oral language is basic to other forms of communication just as counting is basic to arithmetic." A language is first spoken. Other forms come after that function of being used as a means of effective communication in the society.

This study focuses on vocabulary and grammar knowledge as fundamental elements to lead to that effective communication. Reading will enable the learners to develop those vocabulary and grammar knowledge which contribute to their speaking skills.

II.3.2.Reading

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter (1979:4) briefly defines reading as what the reader does to get the meaning he needs from contextual resources.

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003: 68). Alderson (2000) states that reading is built from two components: word recognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrel (1989:131) point out that reading enables learners to comprehend better, which is an important factor that can develop language competence.

Reading will add to learner's conversational performance. Reading will help learners to decipher new words that they need for conversations. Through reading a language, learners will have the 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

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learners'speaking performance. Good knowledge of grammar is viewed as an essential aspect for the achievement of Fluency in a foreign language. Grammar helps learners to build comprehensible sentences in speaking. Reading will help learners acquire vocabulary and grammar. Through reading, learners see how words fit together.

McCarthy (2000) states that lexical and grammatical knowledge are significantly correlated to reading comprehension. This means learners will achieve better reading comprehension through grammar.

Hill and Holden (1990:22) encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading , good at writing and have a good vocabulary and grammar

knowledge. Learners see the structures of sentences, and this enables them to build their own sentences and utterances.

Krashen and Terrel (1986:131) say that reading may contribute significantly to competence in a second language, that there is a good reason to hypothesize that reading makes a contribution to overall competences, to all four skills. Vocabulary knowledge is indispensable for effective communication.

Lewis (1993:23) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary is understanding the meaning of words, so communication does not occur if there are no words. Therefore, reading is probably the best way to learn new words. Nation (1997:7) supports this idea and says: "Reading has long been seen as a major source of vocabulary growth."

Hedge (1985:77) also states that through extensive reading learners advance their ability of guessing the meanings of unknown words and phrases from clues in the context and he concludes that students who read a lot outside the classroom may increase both their comprehending the context and improving their vocabulary which are essential elements to advance speaking skills.

Broad and deep vocabulary knowledge makes learners precise and articulate. Through reading, learners see how the new words connect to other words. Cunningham (1988) says that:

> *The more reading you will do, the more you will increase your exposure to vocabulary. That doesn't usually make its way into the spoken language.*

And Levelt (1993) added something in saying that "improved vocabulary will help learners develop their speaking skills.

Speech without vocabulary cannot be produced. Vocabulary is one of the essential and fundamental components of communication.

II.4. The importance of developing early reading habits

Reading is one of the most fundamental skills a child needs to learn to succeed in life. Developing good reading habits is vital to the child's future, not only academically, but in everyday life as well. What can good reading habits do for the child's development? Important results cannot miss:

1) Reading develops vocabulary

The more the child reads, the more new words will find their way into his vocabulary. Reading allows the exposure to words and phrases. Susan Canizares, specialist in language and literacy development states: *When you read aloud to your child, you are not only helping to prepare her to learn to read, you are also exposing her to a rich language she otherwise might not hear.*

For our case, if students of the department are trained to practice early reading habits that can really be of a great importance.

2) Developing reading habits early leads to a lifelong love of books

Children who start reading regularly from an early age are likely to enjoy reading later in life. This will serve well throughout their education and beyond.

II.5. Language acquisition and Language Learning

The words "acquisition" and "learning "are two independent ways to develop our linguistic skills. Linguists distinguish language acquisition and language learning to help language learners to avoid getting confused on them. Actually, they are not the same, as we are going to see it though writings from different linguists.

Language acquisition is the manner of learning a language by immersion. It provides the learner with the practical knowledge of the language. Whereas language learning focuses on providing theoretical knowledge of a language. Janicki (1985:5) sustains that when he says:

> *Language acquisition heavily relies on natural immersion. That is, it involves set-up in which immigrants possessing one native language pick up another which is a or the language of the host country, whereas learning a foreign language is more artificial and relies primarily on formal school.*

With regard to these words above, as experts suggest, there is an innate capacity in every human being to acquire a language. "Acquisition" is the process where the learner is not aware of what is happening and when the new knowledge is acquired. Krashen (1988:1) also talked about "acquisition" where he mentioned that:

> *Language acquisition is very similar to the process children act in acquiring first and second languages. It requires meaningful interaction in the target language-natural communication in which speakers are concerned not with the form of their utterances but with the messages they are conveying and understanding. Error correction and explicit teaching of rules are not relevant to language acquisition.*

Here, Krashen puts a stress on the acquisition of a language, being the same as the manner children acquire their first and second languages. Language is the primary means of communication humans use. However,language is not something that is taught to children. A child will pick up his/her native language, just by being around other people, mainly their families. The child acquires the language without any conscious thought or study.

When a child is five years old, he/she can express ideas clearly and also perfectly from the point of view of language and grammar. He/she does so despite any formal study of the language.

Language learning is a structured learning of a language. That is the conscious process that most people follow when trying to lean another language. Here, the learner is made to study list of vocabulary, as well as sentence structure and grammar. This is the common method used in schools and language learning centers. Krashen (1981) quoted by Ellis (1984:15):

> *"Acquired" knowledge arises when the learner takes part in natural communication, which provides him with "comprehensible input". "Learnt" knowledge derives from conscious study of formal characteristics of the language.*

From these words above, it is known that language learning is not communicative. It is the result of direct instruction in the rules of language. It is a conscious process, much like what we experience in schools. New knowledge are consciously represented in learners'mind. The main difference between the language acquisition and language learning is that the first is a subconscious manner of learning a language by immersion; whereas language learning focuses on providing a conscious theoretical knowledge of a language. Krashen and Terrel (1983:17) summarised features of those two different learning processes in the following chart:

Table 1: Comparison between language acquisition and language learning

	Language acquisition	Language learning
Meaning	Picking up language	Study learning
Focus	Practical knowledge	theoretical knowledge
Method	Unconscious, implicit	conscious, explicit
Situations	Informal situations	formal situations
Grammar	Does not use grammatical rules	use grammatical rules
Dependence	Depends on attitude	Depends on aptitude

CHAPTER III: METHODOLOGY

III.1. Introduction

This third chapter is about different techniques and procedures used to gather necessary data for a good conduct of my study. In this study, the main effort is directed to the Department of English Language and Literature (DELL). These latter are concerned by English speaking fluency and are the right ones to provide reliable pieces of information to give value to this study.

III.2. Research area

This study was conducted in the Department of English Language and Literature, particularly on the third year. The reason was that, that level is considered to have got enough time to evaluate the life of the department, to see its strengths and wicknesses on how the four language skills are treated, and are soon finishing their English training in the already mentioned department. A student of the finishing year could be able to answer questions, which were directed to him/her, as they were turning around "reading", a practice which is, till today, considered as a daily activity for a learner of arts.

Students of language departments are always referred to as hard readers, consequently, good language speakers. We are accustomed to not being surprised to see a pupil or a student from an arts section or language departments respectively, expressing himself / herself without any problem, that is, fluently. We are accustomed to not being surprised to see one from those two categories moving, holding a reading book in his/her hands.

Contrarily to this above situation, a learner from a scientific section is going to surprise people (listeners) in a way or another, when he/she is fluent in languages. So, the research area was the appropriate one to supply data, capable of giving me a true picture of what the situation under my research is.

III.2.1. Data collection procedures

With regard to my researching problem, and taking into account the research questions, to help to give me reliable data, two techniques were used. The first technique is a questionnaire, which was handed to students of the third year, and the second was an interview which was conducted to the same students in order to compare the relevance provided on the written questionnaire and what was got from the interview. Students were given a questionnaire to fully give pieces of information about the ways they use to be fluent in English, focusing on reading as one means, among many others, most important to help someone become fluent in English.

An analysis of the questionnaire answers and the oral fluency performance from the students would help me to get clear responses to my research questions and cause well structured conclusions.

III.2.2. Sampling Techniques

My research was conducted on the third year, Department of English Language and Literature, a population of 130 students. As it was impossible for me to investigate on the whole population, a sample was considered to represent the entire population, by using the simple random sampling method. I chose to use the method on the grounds that it offers every respondent in the research population the same consideration to be selected and represent others.

Ghiglione and Matalon (1978:38) quoted by Nduwimana (2015:28):

> *Il est très rare qu'on puisse étudier exhaustivement une population. C'est-à-dire en interroger tous les membres : Ce serait si couteux que c'est pratiquement impossible. It is very rare to be able to study exhaustively a population, that is, to question all the members: (it would be so expensive that it would be practically impossible.(Trans. mine)*

That is the reason why the sample was considered, instead of conducting the study on the whole population, something that would be practically impossible as stated there above.

Javeau (1971:32) quoted by Barandagiye (2006:40):

> *Un échantillon de 1/10 ou 1/20 de la population parente quand il est tiré au hasard est suffisamment représentatif de celui-ci.*
>
> *A sample of 1/10 or 1/20 from the research population when it is drawn at random is sufficiently representative of the latter. (Trans. mine)*

Here with this research, I decided to use a sample of 1/10.

III.2.3. Instruments

With respect to my research, I decided to use a questionnaire and interview to collect my data. I chose those two techniques equal to my study. And here below is shed light on each of them for more clarity.

III.2.3.1. Questionnaire

I decided to distribute questionnaires to students of the third year (DELL) in order to collect the greatest part of the data that was needed for a good conduct of this study. The questionnaire distributed was divided into three parts: the first was related to their being in the DELL, whether it was their free choice or not, as well as the vision students had on it. This part is vital, in the sense that when you're learning something that was not imposed on you, you feel more comfortable than the situation where you were imposed that. The answers to that part would be very important in so far as that the following answers would have the strength or the weakness depending on what was answered on that first part.

The second part was about their oral expression course. Answers to this part were leading us to the last part of the questionnaire related to reading, as oral expression and reading were the heart of my research.

The questionnaire would help me to know exactly what kind of image students had or strategies used to improve English speaking fluency, centering our concentration on reading, as occupying the integral part of means believed to take fluency high in any language. It was important to see then,through the questionnaire ,the reality any informant was feeling, and by there attempt to get solutions which can come to help wherever a weakness is remarked.

III.2.3.2 The Interview

The interview was used in that sense that it is the best way to see and judge someone's speaking performance. When you interview someone, you make a dialogue (and you get to see this level of expression). The interview was also used in order to see the consistency of what was provided through the written form and what was got using their true performance while this latter being at the center of my study.

In choosing questions for the interview, a big concentration was on questions which cause someone to express his ideas, that is, to be free to give opinions on it in an extended manner. There was a belief that responses from both techniques of that collection would give me clarity on the answers to my research questions, and consequently cause to draw good and verifiable conclusions as far as the contribution of reading to improve speaking fluency is concerned.

III.3. Data Analysis Procedures

This section is concerned with the analysis of data collected. The answers were presented quantitatively in tables with frequencies and percentages and question by question. We analyzed the data from the students' questionnaire as well as those from their interviews, and responses from those two techniques of collecting data helped well to the good conduct of this study.

CHAPTER IV: DATA PRESENTATION, ANALYSIS AND FINDINGS

IV.1. Introduction

This is the part we took time to go through answers from the respondents and interpreted them, in connection with the research questions we had formulated in the first chapter. We analyzed answers we had got for the questionnaire we distributed, and proceeded that activity through evaluating question after question, in connection with the reality from the interviews, as those who filled the questionnaire were the same to be interviewed, in order to measure to what extent their written answers were friends to their oral expression performance. The analysis of the data from the students' questionnaire was followed by that of their interviews.

IV.2. Data Presentation and Analysis

Here, much concentration was attributed to analyzing data from the questionnaire in connection with those of the interview.

IV.2.1. Presentation and Analysis of the Data from the Students' Questionnaire

As mentioned before in the third chapter, the questionnaire was divided into three main sections (parts): the first was related to their being in the DELL, whether it was from their free choice or if it was imposed on them, without forgetting their visions they had on the department. The second part was about their oral expression course whether they were satisfied with that latter and all what goes with it. The third part consisted of gathering data from "reading", in so far as that this latter, in connection with speaking were making the integral part of this study. The answers to the last section would help me to get reliable data for my study, as it is the same reading I was giving the favorable attention as one important way to achieve their visions, which visions converged on 84.6% to the same, that is, to be good English speakers, the first and foremost

objective of enrolling in DELL. On the other side, the interviews were analyzed in connection with the written questionnaire answers, to determine how less, averagely or more fluent the interviewee was. Then, the presentation of the data was done through tables, showing the frequency of respondents together with the percentages.

Questionnaire and responses

Question 1: Was the DELL your own choice?

Table 2: DELL students orientations

Answers	Frequency	Percentage
yes	11	84.6%
No	2	15.3%
Total	13	100%

To this first question, 11 respondents (84.6%) answered that their being in the DELL was due to their free choice, and two (2) others (15.3%) said it was imposed to them. Even if, among the 84.6% there were some showing a less performance in expressing themselves, the 15.3% who hadn't chosen the DELL from their free will exhibited more less performance in expressing themselves.

Those 2 respondents mentioned that their being imposed the DELL has a negative effect on their performing the four skills, especially the speaking one. They said that, even if they succeeded in past years, the situation is not easy for them to cope with that negative feeling caused by the fact that they were forced to study in the DELL.

To see that there are some students who were imposed the DEEL was not something to be encouraged. Once the case presents itself, it causes in one way or another a certain kind of weak competence, throughout the whole training period students are expected to have already gathered all the materials necessary

for the defense of their identities. It is something positive that the majority of the DELL students chose it, but on the other side it is something negative to see that there are others who are forced to proceed their studies in a department which didn't result from their free choice because, for such cases, problems cannot miss. It is worth mentioning that the 2 respondents who were imposed the DELL make part of the 30.7% from the interviews' data who proved to be less fluent.

Question 2: Did you have any vision on the DELL? Which one?

Table 3: Expectations on the DELL

Answers	Frequency	Percentage
To become a good English speaker	11	84.6%
Other visions	2	15.3%
Total	13	100%

If we try to look at the results here above, 11 respondents (84.6%) stated that their vision for the DELL was to become good English speakers. As said earlier, being a good performant at speaking is at the first place in goals of the students of the DELL.

Lawrence (1978:2) states: "*Without reading accessible, well stocked and well staffed libraries and other resources, facilities, the learning approach cannot succeed."*

These words above appeal every student to do his best to exhibit his behavior of great courage, to become or be what the DELL wants him/her to become /be.

The DELL's students chose to be there, each one having his vision that he/she wants to achieve, and also ready to take reasonable decisions in order to have the latter (vision) fulfilled. It is a satisfying situation to see that 84.6% had the vision of becoming, at the end of their training, good English speakers.

It is a positive thing in so far as that a language is primarily spoken. That's the first function of the language. This was sustained by Widdowson, H.G. (1978:2) when he says that:

> *"When we acquire a language, we do not only learn how to compose and comprehend sentences as isolated linguistic units of random occurrence. We also learn how to use sentences appropriately to achieve a communicative purpose."*

As it can be seen here above, students need to study the language to use it in the real communication, and all students should be assured that that final goal will be reached.

Question 3. When, you have a vision and you don't reach it, it's painful. Did you take strategies to reach your vision, now that you are finishing your training? Explain.

Table 4: Students' strategies for speaking fluency

Answers	Frequency	Percentage
Reading	9	69.2%
Clubs	1	7.6%
Listening	1	7.6%
Others	2	15.3%
Total	13	100%

Here above, 9 respondents (69.2%) answered that, in order to make their vision come out true, they have been using "reading" as the most powerful weapon to achieve that. As it is the highest percentage among the strategies used , this situation comes to give strength to my study, where reading is giving the leading element in achieving fluency, and other elements, to follow.

Participation in clubs and listening are represented to come to help what reading will have helped to achieve.

As it was realized with the following questions, a great number of students showed their awareness on knowing the paramount importance of reading on increasing the word knowledge, which word is unavoidable for someone to make an understandable and well structured (comprehensible) conversation. Nida (1957:7), to sustain that says: "*Being able to speak a language well means that one has gone through the process of learning not only the words of language but the appropriate themes which are significant for the life of people."*

From the above words, it means that the students do not need to keep on gathering words for the sake of gathering them, but that they need to use them in holding real communications.

Having the highest percentage (69.2%) on reading as the strategy used to improve speaking fluency, is something promising, because, on no account, no one who devoted his time on reading was disappointed. Whoever invests in reading immediately gets the ticket to be conquering all the other skills of language learning. Reading is endowed of a particular power to explore successfully speaking, listening, as well as writing. For our case, it is a sign of victory to see that the greatest part of respondents showed that they "do" believe in reading as the most powerful weapon to help them achieve the success (speaking fluency). Only, the way they do that is what is still to be researched on, as till today we still have some showing many difficulties in expressing their ideas orally.

Question 4: Which English language skill do you like the most?

Table 5: Skill preference

Answers	Frequency	Percentage
Speaking	8	61.5%
Writing	4	30.7%
Reading	1	7.6%
Listening	0	0%
Total	13	100%

To this question, 8 respondents (61.5%) answered they like speaking, 4 respondents (30.7%), for writing a, and another respondent (7.6%), for reading.

Referring to these answers, it is evident that speaking holds the highest percentage, and that is something positive, as far as the learning of any language is concerned, English in our case.

Someone can like the speaking skill in all the four skills of language learning, but lack the good zeal to take that skill to a good level of performance. This was seen through the following question, and as it was evident through their answers, a big number proved reading as an important technique to improve the word knowledge, which knowledge is essential to the communication. So, it is not stating that someone likes speaking for the sake of stating it, he must know that that same speaking is going to impose him some conditions to reach it.

Through the data got on the strategies used to improve speaking fluency, reading came in the first position, and on the question about skill performances, speaking came in the first position. This previous situation came to confirm that the mariage between reading and speaking was possible.

These 61.5% who responded to be their favorite skill had to be among the 69.2% who chose reading as their most powerful weapon to improve significantly their

speaking ability. As the primary function of a language is being spoken, there is nothing surprising to see that the greatest part went to speaking. In such a situation, what follows is to take an appropriate behavior to achieve that.

Lawrence (1978:2) is the one who says that "the prime function of education is to produce individuals who have learned how to learn." These words mean that if the student has in mind that what he is fighting for is speaking fluency, it will be up to him/her to commit himself/herself to whatever work can be of great interest to bring a relevant contribution to the achievement of his/her goal.

Question 5: A language is spoken. Did the oral expression lecturer (3) give you directions on strategies to use to improve the speaking ability? If yes, what are they?

Table 6: Oral expression strategies to improve speaking

Answers	Frequency	Percentage
Speaking	10	76.9%
Reading	4	30.7%
Listening	5	38.4%
English clubs	2	15.3%

In the table above, it is shown that 10 respondents (76.9%) pointed at speaking as the strategy they were given to use, 4 respondents (30.7%) pointed at reading, 5 respondents (38.4) talked about listening, and 2 respondents (15.3) said participating in clubs as the rightest way to increase their speaking.

The evidence is that the greatest part answered to use speaking, contrarily to what their linguistic environment offers as opportunity for them to practise. Through all the interviews, all interviewees lamented the fact that, when outside of the class, they don't get people to interact with, using English.

In such a case, they should first resort to the other non-reciprocal communication from HG Widdowson where he says that you can miss someone to interact with in English, and resort to it and in this way the reader will be getting to the right way to fluency.

As said earlier in all the language learning skills, reading leads, and others follow. Doff (1988:23) talk about reading aloud, contributing to speaking, where he says that: *"*Reading aloud is a completely different activity; its purpose is not just to understand a text, but to convey the information to someone else."

Here, the statement above states that the relationship between reading and speaking is a reality. He says that through reading aloud, one can convey the information. It is a form of speech. To succeed to that, students have to learn words, phrases, grammatical structures, and after they will be able to produce them in a way that makes their utterances comprehensible.

Question 6: How were you taught English Oral Expression?

Table 7: The oral expression course

Answers	Frequency	Percentage
A topic for the presentation in class	13	100 %
Other strategy	0	0 %
Total	13	100 %

On the question of how they were taught English Oral Expression, all respondents (100%) converge on the same technique that is topic presentations in class.

Here, oral expression was given to students by presenting topics in class. This is actually oral speaking. However, as those presentations cannot remove all of them to be more performant in expressing themselves, students should search for other activities that can come to fill that gap from the class.

In connection to this, Harris (1960:224) mentions this:

> *There is nothing in evidence to suggest that large classes materially affect attainment in subject matter under typical teaching methods. Subsequent studies of the relation of class size to students' attention discipline, attitudes and work habit, failed to establish a research basis for decisions on class size.*

This is to focus that the attitude of the learner is very important. The good learner's attitude must be proved by the way he will commit to language practice. Some students may hope to develop their speaking abilities through those topic presentations in class, but that can really sound strange, as we all know how less effective the classroom linguistic setting is for the language acquisition.

Question 7: Were you satisfied with the time allocated to the speaking oral Expression course?

Table 8: The satisfaction on the time of Oral Expression course

Answers	Frequency	Percentage
yes	0	0 %
No	13	100%
Total	13	100%

To this question, 13 respondents (100%) said that the time allocated to the speaking Oral Expression course was not sufficient at all to allow students to express themselves.

Here, the focus is on the fact that, once the student sees that the time is not sufficient at all to help him, the following right step can be using other strategies which can help him to achieve his goal (fluency), which strategies were given on the question 6, even if the concentration is attributed to speaking rather than

reading, capable of letting the student gather as much input as possible to help him in communication.

Here, it's up to the student to do an evaluation on what can help him to cover that insatisfaction so as to meet his/her goals. Rogers (1970:16) says that: "What matters is not what we learn but how we learn it". This means that, in case of an inappropriate linguistic environment, students can rely on the materials learnt in class and help them to become fluent in English by extending activities reassuring to cause a positive impact on their language learning. So, being not satisfied with the time of the Oral expression course in not a matter, what matters is the commitment level the student will undertake to face that situation.

Question 8: Are you satisfied with your oral fluency?

Table 9: The satisfaction on the Oral Expression performance

Answers	Frequency	Percentage
yes	6	46.1 %
No	7	53.8 %
Total	13	100%

Here, 6 respondents (46.1%) answered that they are satisfied with their fluency, and 7 others (53.8%) that they are not. After having compared answers for these latter respondents' questionnaire and the reality from their interviews, it was realized that those who were not performant were 5 out of 7. Among those 5,4 (30.7%) were in serious problems when expressing themselves, whereas the one remaining , may be, was not satisfied by the level on which he was performing , he was averagely performing.

Having a look on the data from the interview, only 38.4% were very fluent. This situation was not reassuring, as our expectations were to get all students performing well when expressing themselves. These other 61.4% constituted with averagely and less fluent students need to work harder and harder as "good is not enough when better is possible".

Walubi (1990:50) is the one who mentions that: "Oral fluency is the speaker' ability to best use the linguistic system and extra linguistic features in expressing himself easily and well.*"*

All students should compete for fluency, because it is the only one which helps them to stand strong and defend their position of really being English speakers.

Question 9: Is reading the most important strategy you use to improve your fluency?

Table 10: The reading evaluation to fluency

Answers	Frequency	Percentage
yes	7	53.8 %
No	6	46.1 %

To this question, 7 respondents (53.8) said that reading is the most important strategy they use to improve their fluency, whereas 6 others (46.1%) said that it is not. It is worth mentioning that, among the 13 interviewees, some among those who mentioned reading as the most important tool they use, exhibited a high performance on the speaking skill, that is, they were very fluent.

Those 6 (46.1) who responded negatively said they use listening or speaking to others.

It is something positive to see that a higher percentage of respondents (53.8%) went to reading as the most important strategy they use to improve their fluency. The connection is that when students read, they get vocabulary words to use for the communication. But, after that, they need to get ready to use them in real conversations.

Nida (1957:7) says that:

> *Being able to speak a language well means that one has gone through the process of learning not only the words of language but the appropriate themes which are significant for the life of people.*

Students need to exhibit a proof of being able to use what they know about the language and use it to achieve a good oral performance.

Question 10: Do you read in your leisure time? If yes, why do you read?

Table 11: Reasons for reading

Answers	Frequency	Percentage
New vocabulary words	9	69.2 %
Hobby	1	7.6%
Fluency	2	15.3%
Improve writing skills	1	7.6 %

Here, great percentages were to those who answered that they read in order to improve their vocabulary words (69.2) and those saying that reading helps them to improve fluency (15.3 %). These two categories of respondents can be put together and constitute one united group (84.5), as vocabulary words and fluency are friends.

Other low percentages go to reading, helping to improve writing skills (7.6%) and to those considering it as a hobby (7.6%).

To see that 84.5% read for increasing their vocabulary, consequently fluency, is very important because through reading, language learning is possible.

Bright and McGregory (1970: 53) mention that:

> *Reading is the most pleasant route to command the language, because it is via reading the student is most likely to find words used memorably with force and point.*

The student must commit himself to reading. When he reads, other good improvements follow. The practice of reading should be reinforced since the early ages of English learning. Here, the contribution of teachers can be of a great consideration, because a good practice needs to be explored in its early times.

Question 11: How often do you read in your leisure time?

Table 12: Frequencies on reading times

Answers	Frequency	Percentage
Always	0	0 %
Often	7	53.8 %
Sometimes	6	46.1%
Rarely	0	0
Total	13	100 %

Here, 7 respondents (53.8%) answered that they often read, and 6 others (46.2%) sometimes read in their leisure time. Having a higher percentage of those who often read is something positive, because the student who is in this group is likely to make a significant improvement in the other skills, especially in the speaking one. As mentioned earlier, every student must keep on searching for the perfection in reading, where those who sometimes or often read need to be doing it permanently, that is, “always”. If they succeed to do that, there is no doubt that they win over fluency.

Question 12: What do you read?

Table 13: Documents mostly read

Answers	Frequency	Percentage
Bible	6	46.1%
Magazines	1	7.6 %
Newspapers	1	7.6 %
Novels	8	61.5 %

A big number of respondents answered that they read the bible (46.1%) and novels (61.5%). This is something very positive for someone who is running for fluency, because in novels and the bible, someone can find many expressions helpful to his speaking improvement. Other 2 respondent (15.2%) answered they read Magazines and Newspapers, and it helps also to take someone's speaking up.

The fact that a great number of respondents answered that they read novels and the bible is reassuring because, the reader is going to be exposed to a wide field to enrich himself in vocabulary words, structures, and other expressions .Those who do that need to keep on doing it, trying to take into consideration the kind of concentration they attribute to that noble activity.

Question 13. How often do you practise English outside the class?

Table 14: Frequencies on the English speaking practice

Answers	Frequency	Percentage
Always	0	0%
Often	6	46.1%
Sometimes	6	46.1%
Rarely	1	7.6%
Total	13	100%

To the question for how often they practise speaking English, an equal number of respondents,that is 6 (46.1%) said they practise speaking, some often, others sometimes. And one of the respondents (7.6%) rarely practises.

Here, students who often practice outside the class are 46.1%. This is not satisfying, because when we know that a language is learnt to be spoken and that we see it is not done at a satisfactory rate, at that time, there is something going wrong with the linguistic environment. Another part of respondents (46.1%) said that they sometimes speak. For this case, they are the ones who need to look for other strategies to face that problem of lack of speaking practice. In connection to this, Rogers (1970:42) talks about something similar to this situation when he says: *"Children need a school environment that promotes their own thinking, which involves them in the selection or rejection of ideas, in developing speaking."*

Students, when in an appropriate linguistic environment, get to break obstacles preventing them from speaking. For my case, as we have a low rate of those who practice after class, this shows that the environment doesn't call them so much to practise, speaking English.

IV.2.2. Presentation and Analysis of the Data from the Interview

The interview was used in other to establish the relationship between what was said on the questionnaire and that from the interviews. Here, much focus was directed to their performance, and three categories of respondents were considered: less fluent, averagely fluent and very fluent. Here down is the chart for those performances:

Table 15: The interviews speaking performances

Answers	Frequency	Percentage
Very fluent	5	38.4%
Averagely fluent	4	30.7%
Less fluent	4	30.7%

Having a look on the results from the interviews, 5 students (38.4%) were very fluent, 4 (30.7%) was averagely fluent and 4 students (30.7%) again were less fluent. The category of very fluent respondents was made of male students only; that of averagely fluent respondents was made of 3 male respondents and 1 female respondent. The last category, less fluent was made of 4 male respondents.

The interview was conducted, and respondents were presented a topic which enabled them to express their ideas. It was a question about explaining, giving one's evaluation on the speaking skill.

•The first interviewee: it was a he student, and he was very fluent. Asked to evaluate his fluency, he mentioned that he is not satisfied by his level of performance when expressing himself. On the question about reading, he mentioned that he sometimes read, and that he does that in order to get many vocabulary words.

• The second interviewee: it was a he student, and he was averagely fluent, taking into consideration the way he expressed his ideas through the interview. On the level of performance evaluation, he mentioned that he is not fluent, and believed, too in reading as helping him to get new vocabulary words.

•The third interviewee: it was a he student, and was very fluent. About reading, he mentioned that he often reads for hobby, and that he often speaks, practising English.

• The fourth interviewee: it was a he student and was very fluent, considering his expressing his ideas through the interview. About reading, he sometimes reads in order to improve his oral fluency and sometimes speaks, practising English.

• The fifth interviewee: it was a he student and was averagely fluent, through his expressing himself in the interview. He sometimes reads in order to increase his word power, and often speaks, practising.

•The sixth interviewee: it was a she student, and was averagely fluent. She tried to express her ideas without showing many difficulties, and got to make a difference, comparing to other female interviewees who, some were not performing well and others totally refused to be interviewed. Those who refused to be interviewed were promising to answer the questionnaire only, but that they don't like to be interviewed. This was something I considered as the fear of expressing oneself.

• The seventh interviewee: it was a he student, and was less fluent through the interview. He was making many pauses when expressing himself. Through his gestures, it was evident that he was engaging in a hard fight with words, with word connecting, with the speed in talking, but it was not possible to match the speed of gestures with words that were being produced. On reading, he mentioned that he sometimes reads to improve his vocabulary knowledge.

• The eighth interviewee: it was a he student, and was averagely fluent through the interview. He didn't show many difficulties when expressing his ideas. About reading, he said he sometimes reads, and sometimes speaks English, practising.

•The nineth interviewee: it was a he student, and was less fluent, in his expressing his ideas through the interview, he was missing the connection with words, he was imposed unwanted pauses and it was clear that the situation didn't let him feel comfortable when speaking. About reading, he mentioned that he sometimes reads.

• The tenth interviewee: it was a he student and was less fluent through the way he expressed his ideas. He was one among the negative respondents of the being in the DELL through his free choice. His case is too striking, in the sense that he was in terrible difficulties to hold an English conversation which can make someone hope that the interviewee can help others develop English skills, especially the speaking skill. About reading, he stated that he often reads to improve his writing skill.

•The eleventh interviewee: it was a he student and as the previous one, hadn't chosen the DELL, and showed, too a low level of performance in expressing himself through the interview.His case was also questioning; it was hard to believe the hope to see the interviewee give an effective help to other learners who will be available for him to teach. But, even if he is less performing, through the questionnaire, he had answered that he often reads for vocabulary words.

•The twelfth interviewee: it was a he student and he was very fluent in expressing his ideas through the interview. He was too preoccupied by speaking fluency and wished he had had lecturers who could keep on imposing him nice accents, very agreable to the ear. He said that in the following words.

There are some lecturers who, when speaking can remove someone to dancing.

The words above show to which extend the respondent wishes, too to be causing people to feel much at ease when he is expressing himself, using English. About reading, he said he often reads, to increase his vocabulary, and he said he practise, using English but that it is not often.

•The thirteenth interviewee: it was a he student and was very fluent. He was a friend of reading and was convinced that reading helps him to improve his vocabulary words he uses in communication. He said that he often reads a lot in order to face the linguistic environment which doesn't allow him to use English as he wishes.

Through the interview, all respondents tried to give their highest performances, each one on his way, responding peacefully to what was asked him, till I get satisfied to get a true picture of the data relevant for the good conduct of my research.

IV.3. Findings

In the first chapter, in the statement of the problem for this study, it is mentioned that this research was conducted after having realized that some students of the DELL have difficulties related to expressing themselves fluently, and chose right to investigate on strategies that can help to fight against that low level of performance, putting much focus on reading as one important way which can give them the nicest and most valuable ticket to lead them to fluency.

This is the time I went back to my hypotheses I had formulated, trying to give tentative answers to my research questions. This study had three hypotheses, at the beginning of the work:

1. Students of the DELL use reading as the most important tool for enhancing their speaking fluency.

2. Students of the DELL are in a permanent contact with English, through reading for fluency.

3. The environment of students of the DELL influences them to read for fluency.

- The hypothesis 1 which states that *students of the DELL use reading as the most important tool for enhancing their speaking fluency* was confirmed, because from the data collected, the questions 2, 3, 10, 11 from the questionnaire showed that some are aware of the place of reading in conquering fluency. To the question 9 (*is reading the most important strategy you use to improve your fluency?*), 53.8% answered that it is reading they use, whereas another part (46.1%) responded negatively.

  With the question 2 (Did *you have any vision on the DELL? Which one?*), a high percentage (84.6%) answered that the vision was to become good English speakers, and also, a high percentage (69.2%) was got to "reading" to be the strategy used to achieve that good speaking performance.

  With the question 10 (*Do you read in your leisure time? If Yes, why do you read?*), the highest percentage (69.2%) said that they read to get new words for the communication.

- The hypothesis 2 which states that "*Students of the DELL are in a permanent contact with English through reading fluency*" was confirmed because from the data collected, the question 11 (*How often do you read in your leisure time?*) helped me to see that respondents read some "often", others "sometimes".

  Those who often read occupy the highest percentage (53.8%) and those who read "sometimes" (46.1%). Even if respondents didn't answer that they don't always read, at least they do read, only what is missing is how they concentrate on that activity of reading.

- The hypothesis 3,that states that "*the environment of the students of the DELL influences them to read for fluency*" was confirmed because the data collected to the question 13 showed that all respondents practise English outside the class, even if they don't always do it. Some, often do it (46.1%) and others, sometimes do it (46.1%), and those who often do it are likely to improve their fluency, where if they continue to practise till reaching daily practices they can significantly succeed to become fluent and get to fulfill their visions of being good English speakers.

This fourth chapter was the time to look at data that were collected and get occasion to state right or wrong the hypotheses that were formulated before. All of them were confirmed: in that case, reading was given a favorable consideration in the process of learning English in the DELL. Having a look on the table of the interview, someone can mention that 61.5% has to act more courageously in order to move their fluency to a satisfying level of performance that will come to meet the fulfillment of their true vision.

As earlier mentioned in already foregone chapters, a language is spoken and in speaking it, someone communicates. In communication, he must have trained so as to be doing it easily, that is, with no obstacles. Waibi Walubi (1991:50) sustains that when he says: "Oral fluency is the speaker's ability to best use the linguistic system and extra linguistic features in expressing himself easily and well."

The 30.7% which exhibited problems in expressing themselves must do something in order to let their utterances flow at a normal and understandable speed. All the students of the DELL must hold in mind that their being there must result in good English performants, with the end of the last year of their training in the department. Those who attend the department, and are invaded by other bad influences must know that if they don't fight for their fluency, no one else will do it on their behalf. In presenting topics in class during the time

allocated to Oral Expression Course, as said by the sample, can't permit someone to make steps ahead. Some shy,lazy, … can profit the presence of their groupmates to defend the topic of the group and can never express themselves. But, they must know that they have to do the work for themselves. Widdowson (1978:40) states that:

> *In language teaching, we are preparing the learner to participate in some other social group, some language community other than his own, to play a part or fulfil a role in that community. Unacceptable or inappropriate language prevents him from interacting or communicating satisfactorily with other members of that community. He may fail to achieve or be misunderstood, and he may give offence or make himself ridiculous.*

The learner must exhibit a terribly great zeal in all what he does, to fill and defend his identity in the DELL, as no one else will do it for him. On this relying on oneself, J.A Baernet et al (1968:11) say that: "*When you are teaching somebody to swim or drive a car, teaching does not start to be effective until the learner is in the water or the driving seat."*

So, as reading was selected to be at the first position to let learners of the DELL succeed to know to swim, they need to apply then for it and when stuck on it, no doubt that they will succeed. Mc Gregor (1970:4) adds that: "*Skills can be acquired only through practice, which is something we cannot do for our pupils. They have got to do it for themselves if they are to make progress."*

Practice makes perfect, if the learner commits himself to the practice of reading, other good results will follow. For the case of the students of the DELL, they need to fulfill what the say. A great number of respondents answered that reading is the most effective way they use to gather words they use in order to become good English speaker. They need to do it as they say it, adapting to the proverb which says "*Practise what you preach*".

CHAPTER V: GENERAL CONCLUSION AND RECOMMENDATIONS

V.1. General Conclusion

The study I conduct aimed at finding out if reading is an important tool for enhancing English Speaking Fluency. This topic was thought about after different lamentations based on the linguistic environment, where this latter doesn't offer good opportunities to students to practice, speaking English. This situation causes students to lack a field to continue to live the life of English, and in that way, be enabled to finish their training years offered by the DELL, being able to communicate without any problem.

This study is made up of 5 chapters: The first one is an introduction which is made of 9 points such as: the introduction, the background to the study, the statement of the problem, the purpose of the study together with some techniques and methods used for enhancing English speaking , the research questions, the statement of the hypotheses, the motivation of the study, the delimitation of the study, the definition of the key terms.

The second chapter of this study is about writings of different researchers who conducted their study, first on the section of Arts in secondary schools, secondly those who wrote on the speaking performance level in the DELL, and thirdly other theories which are related to a good learning and mastery of English as a foreign language. Here, the focus was directed to speaking, where strategies to improve it were selected, hoping to help students of the DELL, eager to learn effectively the English language.

The third chapter is about different techniques I used to collect and analyze the data. I used a questionnaire in order to find out if the department of DELL was the result of a free choice for the students, after that, questions were directed to their Oral Expression Course, to finish with questions related to reading, in order to find the relationship between reading and the speaking fluency.

Apart from the questionnaire, an interview was used to get a clear picture of what their speaking performance looked like.

Even if the collection of the data was not an easy task, I tried to get the data, which data enabled me to get clear answers to my research questions that I had formulated.

The fourth chapter was about the presentation and the analysis of the collected data and the findings. After the analysis, it was found that:

- Students, whether those to whom the DELL was their free choice or not, are aware of the position of reading, in connection with their speaking abilities.
- Students are in a permanent contact with English through reading, even if the depth of this latter is still, til now, unknown.
- Students speak English outside the class, even if the way in which that activity is done is still, til now unknown.

V.2. Recommendations

a. To teachers of the secondary school

- Teachers of the secondary school should train their pupils to reading. Pupils, especially those of the section of arts, should develop an early reading habit because the case can be of a paramount importance for them the time they choose to proceed their studies in Departments of languages.

b. To the Ministry of High Education

- To concentrate on the students' choices. If a student studies what resulted from his free choice,that will be the first success because his soul is going to devote itself to hardworking, marching towards success. The DELL should be the field of those who showed a free will to be there, and this can awaken all success abilities wherever they can be hidden.

c. To the University Administration

- Students should be gathered in close residences, to permit them the opportunity to practise, speaking English. That can help very much to face the linguistic environment which has been imposing a barrier to the good development of English language performance.

d. To the Students of the Department of English Language and Literature

- The students of the DELL should know that attending it means becoming fluent, no matter what, at the end of their three training years, offered by the University of Burundi.

- They should know that becoming fluent must involve them to behave in a certain particular way, to meet what fluency can present to the one who resorts at it.

- They should know that a learner of languages, English for our case, must read, not reading for the sake of reading, but reading a lot for fluency; and do that permanently.

- They should know that a language is spoken. English is spoken, and they must break the fear which can come to block any improvement of the learning process.

e. To the Department of English Language and Literature

- It should organize at least hours (time) for supervised reading (for students) sessions, either in the library or in class.

- It should impose its students to be always talking English whenever they attend classes, as well as outside of them (during break times).

f. To the Lecturers of Oral Expression Course

- They should focus first on strategies which can help students to learn effectively, and really become good English speakers.

- They should sensitise, if not impose their students to read, as reading is always leading to improve the other learning skills.

g. To Future Researchers

For more clarity, other researchers on speaking fluency may carry out researches on “how” students of the DELL “do” read, the way they proceed to read for fluency, as all of them state that they are readers, but to one’s surprise to find that there are some who are struggling to express themselves, being in the finishing training year.

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APPENDICES

Research Questionnaire

A letter to the Respondent

Olivier Nzirarusha **Bujumbura, April 15th, 2018**

University of Burundi

Department of English Language and literature

Dear informant,

I am writing to request your contribution in connection with my academic Memoire intitled "**READING AS AN IMPORTANT TOOL FOR ENHANCING THE ENGLISH SPEAKING FLUENCY: CASE OF BAC 3 STUDENTS IN THE DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE, UNIVERSITY OF BURUNDI"**

In fact, this is a questionnaire for you. The information you will provide is vital to the completion of my Memoire.

I would therefore appreciate if you kindly refer to your real experience to answer these questions. Thank you for your cooperation.

Yours sincerely,

Olivier Nzirarusha

APPENDIX 1

3rd year (Department of English Language and Literature)

QUESTIONNAIRE FOR STUDENTS

1. Was the DELL your own free choice?

Yes ☐ No ☐

2. Did you have any vision on the DELL? Which one?

Answer: …….

3. When you have a vision and you don't reach it, it is too painful. Did you take strategies to reach your vision, now that you are finishing your training? Explain.

Answer: ……

4. Which English language skill do you like the most?

Speaking ☐

Writing ☐

Reading ☐

Listening ☐

5. A language is spoken. Did the oral expression lecturers give you directions on strategies to use to improve your speaking ability?

Yes ☐

No ☐

If yes what are they?

Answer: ……

6. How were you taught English oral expression?

Answer: ……..

7. Were you satisfied with the time allocated to the speaking oral expression course? Explain.

Answer: ……..

8. Are you satisfied with your oral fluency?

Yes ☐

No ☐

9. Is reading the most important strategy you use to improve your fluency?

Yes ☐

No ☐

If no, what do you use?

Answer: ……..

10. Do you read in your leisure time?

Yes ☐

No ☐

If yes, why do you read?

Answer: ……..

11. How often do you read in your leisure time?

Always ☐
Often ☐
Sometimes ☐
Rarely ☐

12. What do you read?

Bible ☐
Magazines ☐
Newspapers ☐
Novels ☐

13. How often do you practice English outside the class?

Always ☐
Often ☐
Sometimes ☐
Rarely ☐

APPENDIX 2

Question for the interview

“Referring on the way Oral Expression is taught, can you expect to become a good fluent English speaker? Explain.