



Research Article

Exploring the Roles of Reading Strategies on Speaking English Language

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ABSTRACT

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This research endeavors to investigate the integral role of reading strategies in the development of spoken English language skills. The primary objective is to discern the effectiveness of applying these strategies during reading to enhance comprehension. The study is motivated by the wealth of literature underscoring the advantages of reading strategies for both foreign and second language learners, with a particular emphasis on their impact on the progression from input to output language acquisition. Employing a qualitative research design, the study utilizes open-ended questionnaires as a method to gather comprehensive data. The findings illuminate the positive outcomes associated with the adept application of reading strategies and consistent engagement in reading activities, particularly in the context of improving speaking skills. This research recommends heightened awareness among English educators and learners regarding the profound significance of employing appropriate reading strategies during the learning process. The aim is to enhance comprehension skills and foster fluent spoken communication, enabling learners to communicate more effectively and proficiently in English.

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1. Introduction

Over the past decade, English became a language used by people all over the world but to learn and speak this language people face many difficulties. One of the most important of them is the reading subject and applying the correct strategies of reading to become a fluent English speaker. As Alderson (1984) pointed out “reading knowledge of a foreign language is essential for academic studies, professional success and personal development”. Therefore, reading is an important skill in the structure of English language learning. It is like a bridge that links the four skills of English language acquisition. In Afghanistan schools and universities, teachers teach different methods and strategies but most of the students face various problems in speaking. In this area many efforts have been placed to help learners to learn this language in order to communicate and speak fluently. According to Ahmad, et al., (2013), the best way for learning and speaking English is to practice this language in the classrooms. Many institutes and academic centers are active in Afghanistan, some of them are successful but most of them failed because they don't know about the best methods of teaching reading. By applying effective strategies that help students to get the whole context and information, in which they can express their ideas by speaking.

This paper endeavors to delve into the nuanced challenges faced by English language learners in Afghanistan, with a particular focus on the intricacies of reading and speaking skills.

By scrutinizing the existing landscape of language education, we will probe into the factors contributing to students' struggles and propose targeted strategies to enhance the teaching of reading. These strategies are designed not only to bolster linguistic comprehension but also to empower learners to articulate their thoughts and ideas fluently in English, thereby bridging the gap between theoretical knowledge and practical communication.

2. Problem Statement

One of the most controversial skills in English are speaking and reading and the most important is speaking because we acquire a language by communication and speaking. As Tomkova (2008) stated that, some learners and teachers believe that reading strategies play an important role in a second language speaking. On the other hand, others believe that it does play a minor role in English speaking. In this study, the researcher is going to find out if reading strategies play a basic role in the speaking of a second language or not. The researcher is going to conduct research on the issue. The research intends to find an answer to the following research questions:

3. Research Objectives

The main objectives of this research are to enable both instructors and learners to identify the pivotal role of reading strategies in second language speaking, specifically in English. Additionally, as Rini (2014), the research aims to assert the effectiveness of various reading strategies on learners' speaking

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abilities and to explore the broader effects of utilizing these strategies for the development and enhancement of speaking skills. The sub-objectives include an investigation into the significance of reading strategies in English language speaking, emphasizing the primary goal of language learning—effective communication. Furthermore, as Ninswan (2015) said that the research seeks to empower students to achieve fluency in speaking through the strategic use of reading approaches and to uncover and address any detrimental habits or challenges hindering students' engagement with studying and reading books. Overall, the research aspires to provide insights and actionable outcomes that contribute to the improvement of language instruction and learners' speaking proficiency.

4. Research Questions

1. Does reading strategies play role in speaking a second language (English)? If yes to what extent?
2. How effective learning reading strategies can be to speak a second language fluently?
3. What is the most effective impact of reading strategies on speaking English language than other language skills?
4. Which methods are more important and necessary for learning reading strategies?
5. Do reading strategies have any negative aspects on speaking?

5. Literature Review

In this phase of research, the researcher wants to have a literature review to find out previous information which has some similarity with the topic. The researchers found some similar articles, books, and information which is related to the title but not on the same topic. Over the past decade, English became a global language in many countries around the world; it is almost required to be taught in many schools and universities. When learning English language, the most important goal is oral communication, so we require basic and essential ways to reach our goals and find effective ways for students and teachers to learn and teach English effectively. We will discuss reading strategies which are effective on speaking skills. As Savile-Torike (2006) mentioned that the classrooms in the 21st century basically require not only the sense of pedagogy but also techniques and strategies to improve students' skills and abilities. When reading English as a second language (ESL) by using reading strategies and reading skills, researchers show much attention and interest for this method because it is the most effective and beneficial way for developing and improving reading skills in language learners, as with these strategies they almost speak English fluently.

In this area, professionals and experts have different ideas and opinions; for instance, Krashen (2007) pointed out that Fluency in other language skills, like writing and speaking, is typically attained by an adept reader. Comparably, a lot of educators believe that reading serves as a bridge for English language learners to learn and advance other language abilities including speaking, writing, and vocabulary acquisition (Horwitz, 2008; Krashen, 2007; Nation, 2008; Singhal, 2001). Stated differently, improving language learners' reading skills is linked to improving their oral and written competency. (Horwitz, 2008). In this regard, Albiladi (2019) conducted research entitled "the effective English reading strategies" and pointed to the following beneficial reading strategies: reading aloud, skimming or scanning, reading silently, reading in groups, and timing one's reading. They also said that since it's critical to comprehend how to apply various reading strategies, language instructors should

allot more learning time to reading strategy introduction in ESL lessons. Humphries (2015) also noted that in order for language learners to advance in reading, they must also advance in other language skills like writing, speaking, and listening. According to Humphries (2015), language learners should work on improving their reading abilities since doing so would help them develop other skills as well. Meanwhile, Horwitz (2008) explained the importance of reading for the aim of second language acquisition that involves speaking by stating:

To acquire complete proficiency in a second language, reading is essential. While speaking and hearing in a second language can be acquired by many individuals worldwide through interactions with speakers of the language, media, or movies, reading is still required in order to use a language for academic or professional purposes. There are many different types of language input that can only be learned by reading. A window into the daily lives and cultures of L1 speakers is provided to learners through reading. Additionally, compared to when students would interact with target language speakers directly, they can experience a far greater range of conversational scenarios. (p. 135) In this way, many researchers (Humphries, 2015; Horwitz, 2008; Krashen, 2007; Nation, 2008; Singhal, 2001) have developed the same idea that reading skill is an essential step in helping language learners to develop their reading skills and lead them to refine and master other language skills. In similar research about reading strategies conducted by Mokhtari and Reichard (2002) classified these in three categories: global strategies, problem solving strategies and support strategies. According to Mokhtari and Reichard (2002), global strategies are reading techniques that readers adopt, consciously or unconsciously, to keep track of their reading. A few of these techniques are skimming, scanning, previewing, and predicting the text. Problem-solving techniques are the approaches and procedures readers take to help them comprehend and make sense of challenging texts more easily. These reading materials can include things like slowing down and modifying your reading speed. Ultimately, readers can improve their comprehension of the text by using assist reading practices. To improve understanding, common support techniques include taking notes while reading, paraphrasing the text, using related materials, posing questions, and summarizing the content. In addition, Albiladi (2019) pointed out that "the type of text is the primary factor which has direct influence on the reading process of language learners which refers to the discourse mode that tends to serve the linguistic and communicative purposes".

6. Definition of Reading

Oxford advanced dictionary and learner's dictionary define 'reading' as: "look at and to understand the meaning of the written or printed word or sample". According to David Crystal (1978, p. 916) reading is defined by the language dictionary as: - perceiving a written text in order to comprehend its meaning. Silent reading is one way to accomplish this. Comprehending is the understanding that follows. According to Nuttall (1982, pp. 1-2), there might be a great deal of misunderstanding since various people use the term "reading" in different ways. He discusses "if reading is defined as decoding or identifying written words, we have probably wanted to include the first thing of all about reading, namely that unless we correctly recognize words we meet in print, we cannot often begin to read."

7. Reading Process

Interpreting written words is the process of deriving meaning from their symbols. It involves more than just producing the standard sounds connected to these symbols. There are many different reasons why people read, and many of

them call for specific skill sets to be met in order for the reader to accomplish their objective. [Davies and Whitney \(1979, p. 1\)](#) state that: “the three major reasons for reading are: reading for information, reading for meaning, and reading for pleasure.”

Reading for information: This is why we read: to identify and make use of the type of writing that provides factual information, such as news articles, forms, maps, charts, and plans.

Reading for meaning: Here, reading is done to help us identify and comprehend the purpose and function of texts as well as how language type affects these things. The author employs persuasion, instructions, facts, opinions, and messages.

Reading for pleasure: Reading for enjoyment is different from reading for information and education since it allows one to read a wide range of actual texts, including fiction and nonfiction, from various media like books, magazines, comic brochures, and educational materials ([Carmen, 2010](#)).

8. Reading Skills and Strategies

Skills for Reading: These are, in general, the techniques and methods for reading via making use of the text.

Scanning: Reading a text fast in order to locate a particular piece of information is called scanning. It is simple to recommend scanning tasks that ask students to scan a signal phrase or particular fact, such as: should instruct pupils to consult page (67) on Shakespeare's demise? On this page, how many times does the word "paper" appear? ([Nuttal 1989, p. 40](#))

Skimming: When assigning homework, teachers can ask students to find facts that are expressed in sentences rather than single words and to summarize what they can learn by skimming the text. For instance, teachers can give students a set of pictures and ask them to choose one that best illustrates the text, or they can ask them to quickly scan newspapers to see if there are any articles about the weather ([Watson, 2002](#)).

Intensive reading: Approaching the book under the strict guidance of the teacher is known as intensive reading. The goal of extensive reading is to gain a thorough comprehension of the book, including not just its meaning but also the process by which it is generated. For the intensive reading lesson, the "how" is just as crucial as the "what," with the main goal being to teach pupils reading methods ([Basalama et al., 2020, p. 23](#)).

Extensive reading: Extensive reading is only the outside reading that pupils complete without assistance or direction from the teacher. To learn to read by reading is precisely the goal of a lot of reading. The two main challenges with extensive reading are first choosing what to read, then motivating students to read, and finally, reading longer texts or books to understand the overall meaning—for example, a book that discusses or makes an outline. To help students develop these skills, there are various exercises that can be used, which serve to both clarify the text's organization and content ([Gerber, 2014](#)).

9. The Nature of Speaking:

In teaching English, there are four importance skills. These are reading, listening, writing and speaking. “Speaking is the same as oral interaction which are conventional ways of speaking information expressing ideas and thoughts that we have in our mind” ([Miller, 2011](#)).

Singing is not the same as speaking. Also, as [Hamed \(2018\)](#) stated that speaking is the most basic use of language, creating a typical sound. On the other hand, singing uses rhythm to use language. Speaking allows us to share our ideas with others and obtain new information in addition to facilitating communication with others. Humans only possess language in

order to communicate with one another. A minimum of two individuals are required for communication to occur: the speaker and the listener. After hearing what the speaker has to say and understanding it, the listener must respond. According to [Harmer \(2001\)](#), there are three reasons why people communicate. First, people communicate because “they want to say something”. The second reason that people communicate because of the fact that they have some communication purposes, and the third reason is the consequence of the desire to say something and the purpose in conducting communicative activities.

As [Harmer \(2001\)](#) explained, the term "want" describes the speaker's deliberate desire to communicate ideas to other people. Put simply, individuals talk because they find it difficult to remain silent. Second, people communicate with the intention of accomplishing a communicative goal, which indicates that the speakers want a specific outcome from their words.

10. Research Methodology

The research methodology employs a qualitative approach, utilizing Likert scale responses in questionnaires to investigate the impact of reading strategies on spoken English language skills. According to [Beale \(2001\)](#), emphasizing a social science perspective, the study adopts a qualitative design, involving library investigations, a descriptive approach, and coding for data analysis. The population comprises 45 English Department students from Jawzjan University and 10 English teachers from Sar-e-pul Higher Education Institute and Jawzjan University, with random sampling and the use of 50 or more questionnaires. Due to time constraints, data collection is through Google Forms, focusing on descriptive information and participant identification. The study encompasses participants of different educational degrees (BA, MA, and PHD). Questionnaires are distributed to 55 teachers and students, randomly selected for diverse perspectives, categorized by age and sharing similar educational backgrounds. The data collection tool comprises questionnaires and interviews, with the questionnaire including multiple-choice and descriptive questions.

11. Questionnaire for Students

The next part of the questionnaire contains different questions and step by step will expose the questions which are very necessary for reaching researchers goals; these are about acquisitions and finding the effective reading strategies and their impact in language speaking. Some questions will have six choices for participants, because those are open-ended questions and according to their different education levels, they can select different options. The other questions instead include one of these five Likert Skill options such as strongly agree, agree, disagree, strongly disagree. The participants have to fill in the questionnaire by simply selecting the appropriate answers. At the end, there is a common and descriptive answer and according to their wish, they can select and write their ideas or suggestions to improve this research project.

12. Data Collection:

For gathering and collecting data we have chosen sources from English Departments staffs of both Sar-e-pul Higher Education Institute and Jawzjan University that includes different age groups (learners and teachers) and there are open-ended questions and descriptive questions too. Most of the questions consist of multiple choices because the researcher has done the questionnaire in Google form and online is easy and takes less time. Thus, participants who want to answer don't feel bored and can reply easily. Another advantage of multiple-choice questions is that it is easy to analyze the idea.

13. Research Findings

The researchers posed (50) questionnaire and given questions let the participants to express their own ideas freely and without any restriction and the researchers aim from these questions to find some new options regarding using reading strategies in reading of a text for better understanding and speaking fluently. They may find some important ideas and new information to propose a good result in this research.

13.1 Analyzing Participants Response:

Table 1: Gender of Participants

Gender	Number of participants	Percentage (%)
Male	55	100%

Table 2: Age Participants

Ages	Number of participants	Percentage (%)
18-25	49	63%
26-35	4	37%
36 above	2	2%

Table 3: Education of Participants

Education	Number of participants	Percentage (%)
Bachelor	49	91%
Master	4	7%
Other	2	2%
Doctoral	0	0%

Table 4: What kinds of books do you study for purpose of speaking English fluently?

Options	Number of Participants	Percentage (%)
Short stories and Novel	32	59%
University or Academic books	19	35%
Historical or philosophy	2	4%
Books, Funny, Other	1	1%

In table 4 some of the responses approved the statement that short stories and Novels books are approved by more than half participants (59%). This part shows that novels and short stories have a strong impact on acquisition of language and speaking fluently because when we read them, we can remember more words from different perspectives of our life on that time we can speak speedily. The responses of English teachers and learners to this question are demonstrated in this circle chart below. These responses are interesting for the purpose of reading in which motivation and willingness is very important to get everything in our mind then it will be motivation for speaking fluently. Although, 35% of English learners admitted reading only academic and university books, this is also an important indicator to take in consideration.

Table 5: Why should we read?

Options	Number of Participants	Percentage (%)
All	35	63%
To extend vocabulary, get knowledge	10	18%
To stimulate mind, improve memory	8	15%
To improve analytical thinking skills, and speak fluently	1	2%
To entertainment, better writing skills	0	0%

Approximately 63% selected that they read for variety of purposes: to stimulate mind, improve memory, for entertainment, better writing skills, to improve analytical thinking skills, and speak fluently and to extend vocabulary, get knowledge. Only 18% responded that they read to extend their vocabulary and increase knowledge 15% responded that they read to improve their analytical skills and speak fluently. Most of the responses had positive results which shows the efficiency of reading in different area of learning a language.

Table 6: Reading Strategy is?

Options	Number of students	Percentage (%)
All	28	50%
That improves decoding and reading comprehension skills.	11	20%
The general phrase for the deliberate and specific acts that assist readers in translating	7	12%
Print to meaning is helpful and effective for four skills	6	10%
English language is helpful for better understanding of students.	3	2%

Approximately 50% of responses selected the 'all options' which means half of participants agreed with the last idea that defines the best reading strategy. This shows the knowledge of participants about definition of reading strategy. Also, 20% of participants agreed that reading strategy improve decoding and reading comprehension skills. 12% agreed that the phrase "reading strategy" refers to a broad set of deliberate and explicit acts that assist readers in converting printed text into meaning., while 10% selected reading as helpful for four skills of English language. Finally, just 2% agreed with better understanding English language.

Table 7: Do reading strategies have a role on learning language?

Options	Number of students	Percentage (%)
Very much	26	47%
Much	16	29%
Neutral	9	16%
Less	2	4%
Very less	2	4%

Approximately 47% of English teachers and learners agreed with positive option that shows all of them agreed that reading strategies and knowing them has important role in learning language. 29% of teachers and English learners select the much option, just 16% were neutral about this question 4% very less and 4% less. Since most of the responses show positive result to this statement, it proves that reading strategies have effect and roles in learning a language.

Table 8: Do reading strategies have role and effect on speaking English language?

Options	Number of students	Percentage (%)
Agree	31	57%
Strongly agree	16	30%
Neutral	6	11%
Disagree	1	2%

Strongly disagree	1	2%
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Approximately, 57% of responses agreed with the idea that reading strategies have a significant role and effect on speaking English language. While 30% of them strongly agreed with this statement, 11% responses were neutral, and only 2% disagreed and 2% strongly disagreed. This shows the efficiency of knowing and applying reading strategies and the fact that many learners believe that reading strategies have so much more effect and role in speaking.

Table 9: What is your idea about speaking and learning of second language (English)?

Options	Number of students	Percentage (%)
Agree	29	47%
Strongly agree	21	34%
Neutral	3	13%
Disagree	1	5%
Strongly disagree	1	1%

Approximately, 47% of the response agreed with this statement and 34% strongly agreed. Only 13% were neutral, while 5% disagreed and 1% strongly disagreed. Because most of participants agreed with this statement, it is a positive result about speaking and learning English language. The whole discussion in this research is about relation and effect of reading strategies with learning English language and speaking fluently.

Table 10: We struggle to learn English language from different ways in order to speak it fluently without any problem.

Options	Number of students	Percentage (%)
Agree	19	31%
Strongly agree	15	25%
Neutral	11	18%
Disagree	8	13%
Strongly disagree	2	4%

Approximately, 31% of the responses agreed with the fact that we struggle to learn English language from different ways in order to speak fluently without any problem. It shows a kind of interest and willingness about learning and speaking English language. About 25% of responses strongly agreed. This means the majority had a positive opinion about this issue. 18% chose the neutral option, while 13% and 4% respectively disagreed and strongly disagreed. Since most of responses agreed with the statement, it shows a positive result in this regard and also proves that the only way to learn a language and speaking skill is struggling in different ways.

Table 11: By considering numerous and different struggles in your side which strategy is very effective on learning process and speaking?

Options	Number of students	Percentage (%)
Connect& predict	22	42%
Summarize	15	29%
Evaluate	9	16%
Visualize	6	11%
Question	3	2%

Approximately, 42% of responses chose to connect and predict as type of reading strategies. 29% selected summarize, 16% evaluate, 11% visualize. Since most of responses selected one reading strategy, it shows a positive result and confirms that there is one significant strategy among the other reading strategies that we can use during reading for better understanding.

Table 12: During reading of a text using all strategies could be effective.

Options	Number of students	Percentage (%)
Agree	24	38%
Strongly agree	15	24%
disagree	9	14%
Neutral	7	13%
Strongly disagree	0	0%

Approximately 38% of responses agreed with the fact that using all strategies during reading could be effective, 24% strongly agreed with this statement. Only 14% of responses disagreed, while 13% of responses were neutral. Since most of the responses showed a positive result with this statement, it proves that English teachers and learners could have a better understanding by applying and knowing reading strategies. As a result, the most important and effective among reading strategies is connecting and predicting during reading of a text.

Table 13: In your opinion what reading strategy could be effective to speak English fluently?

Options	Number of students	Percentage (%)
All	18	30%
B & C	17	31%
Skimming, Scanning, guessing word meaning, Cohesive devices	8	14%
A & D	8	14%
Previewing, Predicting	2	4%
Background knowledge	2	4%

The survey results demonstrate a diverse view on the effectiveness of reading strategies for achieving fluency in spoken English. About 30% emphasize the interdependence of all strategies, while 31% support the A&B strategy. An additional 14% highlight the importance of skimming, scanning, guessing, word meaning, and cohesion, and another 14% endorse the B&C option. Smaller percentages (4%) emphasize having a purpose, inferring in reading, previewing, predicting, and background knowledge. The findings underscore the collective significance of various reading strategies, suggesting that there is no one specific strategy for speaking fluency, but rather the importance of a diverse set of strategies.

14. Discussion

The discussion of findings is organized by the researchers' questions posed for this study. In this chapter we will discuss the significant result found from the teachers' and learners' responses. The graphs provided above, asserted that English learners and teachers agreed with the opinion that reading strategies play a significant role in speaking English language that they have huge impact on learners' speaking fluency and also other skills (Rodriguez, 2023).

In addition, the efficiency of reading strategies on speaking English language for students and English learners imply that reading strategies have very strong and professional role in

language learning and speaking fluency because both have the same purpose that is talking and communicating efficiently without any fluency problems. As mentioned in this part, it is linked to improving language learners' reading abilities to help them become more proficient speakers and writers. (Horwitz, 2008). The students and teachers who participated in this research both agreed with Krashen (2007), and Horwitz (2008) suggestions in current study. On the other hand, teachers and students agreed that learning reading strategies during reading and studying at university is a basic step in language learning and speaking. The results also show that the efficiency of reading strategies comparing with the other three skills like listening, speaking and writing because the other skills like listening encompass just one part of the learning process like pronunciation, new words and etc. but understanding reading strategies and reading comprehensively by effective and professional acquisition in university has strong impact in speaking fluently. As Humphries (2015) mentioned, for language learners to advance in other language abilities like writing, speaking, and listening, reading is a necessary skill. Additionally, he stated that language learners should make a concerted effort to improve their reading abilities since doing so will help them to gain other skills. Moreover, most of teachers and students agreed that struggling in learning English language from different ways is essential in order to speak fluently without any problem and learners must achieve this goal to speak fluently.

According to Mokhtari and Reichard (2002), global strategies are reading techniques that readers employ, both consciously and unconsciously, to track their progress. Examples of these techniques include previewing, predicating, skimming, and scanning. Additionally, as BouchardBouchard (2005) proposed that, global strategies are designed to help readers become more proficient readers by supporting their reading strategies. Common support tactics used to improve comprehension include taking notes while reading, paraphrasing the text, using related materials, asking questions, and summarizing the content (Sabir & Hammad, 2023). The data for current study suggests that learning and acquiring all these reading strategies in different parts of reading a text is helpful and effective for comprehension and useful reading. Teachers and language learners should also be aware of these effective strategies before reading, during reading and after reading, so they can apply them step by step in the reading process to get the whole message and idea of a text. In this part most findings prove the significance of all strategies in reading like prior research, for using the strategies involving prior knowledge, differencing, questioning using context and monitoring were notable for resolving reading comprehension problems (Jimenez et al., 1994).

Meanwhile, the result indicates that knowing and applying reading strategies doesn't have any negative aspect on speaking English language. Horwitz (2008) also confirmed the importance of reading and that of course to use a language for academic or professional purposes reading necessary. Likewise, the current study also agreed with Horwitz (2008) idea and rejects the statement that reading strategies may have negative aspects and point on speaking. Furthermore, the current data suggests that reading strategies have a significant role in language learning and speaking without any negative effect on speaking writing and listening.

15. Suggestions and Recommendations

The findings of the investigation have certain ramifications for foreign language instruction and acquisition, particularly with regard to reading techniques. According to one of the study's findings, teachers might need to add more time to their lessons so

they can teach reading methods to students studying English. To choose the best reading strategy for their needs, language learners must understand the advantages and significance of various approaches.

The study's second conclusion indicates that language learners ought to become more knowledgeable about alternative reading techniques, which means all strategies in general are useful not one or two. Furthermore, language learners should have more responses class time to clarify what, when, why and how for what purpose reading strategies should be used step by step.

In addition, the other implication of this study suggests that universities and other educational institutions should support instructors and learners with materials to apply reading strategies and oral communication of students during reading. Therefore, a library should be provided which should be equipped with various reading materials like magazines, newspapers, books, short stories, novels and academic books and journals as well as accessible internet connection and services.

Furthermore, the study of reading strategies over a longer period of time should be conducted to find results in a more convincing and detailed way. Meanwhile, teachers and learners should cooperate in some research projects and use instruments like replying to questionnaires, interviews, observations or other parts to help students to complete their work and projects effectively.

16. Conclusion

In this study, language instructors and students were examined to understand their perceptions of the influence of reading methods on English language proficiency. The participants expressed a preference for employing strategies to enhance comprehension, emphasizing their application for effective communication and fluent speaking. Utilizing qualitative research methods and open-ended questionnaires, the analysis uncovered the crucial role and significance of strategies, along with prior knowledge, in practical and analytical usage during routine or self-study reading. The findings highlight the substantial impact of these strategies on speaking and the acquisition of a foreign language, such as English.

The current study also found out that teachers and learners read different books and how much is important and significant to read only for the sake of reading as this matter for a better learning of a language. Furthermore, research showed that having a purpose during reading, knowing about all reading strategies, the role of reading strategies on learning language are all important aspects of speaking English language. The majority agreed on these two important questions, hard work and struggle for learning a language in an effective way. It is also important that all reading strategies are used appropriately before, during and after reading. During reading the use of all reading strategies could be very effective, like connecting, predicting, background meaning and getting the main idea are effective on speaking English language.

According to the opinions of participants, we can say that all reading strategies mentioned in questionnaire are notable in learning a language. The results of this study show that most participants felt that employing various reading tactics to improve their speaking ability was a good idea. It's highly likely that the time and effort spent learning a foreign language produced this expertise. Additionally, all participants were advanced language learners and teachers.

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