

Research Article

Enhancing English Speaking Skills Via Reading Among Second Language Learners

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Abstract. This study aims to improve students' speaking skills through reading at KM/STR Muslim Madhya Maha Vidyalaya. Twenty Five students in the 12A Arts class participated in this study. Students had problems in speaking due to inadequate knowledge of the language which in turn made the students felt unconfident to speak. And the students were not familiar with various speaking activities facilitating them to speak. They read text to convey ideas and a lack of strategies when speaking. To help the students, an intervention plan was implemented during the period. The data were taken from the results of the pre-test, post-test and interview. The pre-test marks shows the level of the speaking before the implementation of teaching process. And the post-test marks shows the level of the students after the implementation plan. The findings reveal that the implementation of

intervention plan helped the students improve their speaking skills of two indicators assessed: vocabulary and comprehension. The students reading and speaking capacity have been developed by 56.75% than the pre-test. Students manage to complete the tasks by conducting various activities during the teaching learning process. They succeed in improving their speaking skills and gaining their confidence. The students can evaluate their learning in pairs and group works.

Keywords: Speaking, Reading, Pre-test, Post-test, Interview, Action process.

INTRODUCTION

This research study is conducted according to the topic Enhancing English Speaking Skills through Reading among Second Language Learners, of G.C.E. A/L Arts stream students. This chapter includes Introduction, Background of the Study, Problem Statement, Research Question, Objectives of the study, Significance of the Study, Limitation and Scope of the Study and Chapter Summary.

Background of the Study

The General Certificate of Education Advanced Level is the second most important public certificate examination in Sri Lanka. A large number of students sit the G.C.E. A/L examination every year. Passing this examination with minimum requirements is very important to carry out their further education or to gain a medium level job in public or private sector. The students can carry out their G.C.E. A/L studies in any of the 5 streams as Bio Science, Maths, Commerce, Arts and Technology. Students have to pass three main subjects in their particular stream along with General English and General Knowledge. Nowadays, English language is very important and it is considered as a second language in Sri Lanka. English Language is the instrument of communication in most of the places as it is used as an official language all over the country. So, while students come across their school education they must be able to read clearly with good comprehension and speak fluently with any people in English where necessary.

Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979, p.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 combing information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: word recognition and comprehension. These two components word gained through reading enables

learners' language competence. Furthermore, Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence.

Speaking is being capable of speech, expressing or exchanging thoughts through using language. "Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterance to convey meaning (Nunan, 2003, p.48)". Harmer (2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and fluency considered to be 'the ability to keep going when speaking spontaneously'. Bygate (1991, p.3), states that, it also emphasizes knowledge and skill in using it, are considered two fundamental elements of an effective communication.

There is an increasingly high relationship between reading and speaking skills. "Where there is a little reading there will be little language learning. Students who want to learn English, will have to read themselves into knowledge of it unless they can move into an English environment" (Bright and McGregor, 1970, p.2). Language acquisition without reading is difficult. Reading is a good way of comprehension. A good reader is able to understand sentence and structures of a written text. Bright and McGregor are of the opinion that reading is 'the most pleasant route to command of the language', because it is via reading 'the students is most likely to find words used memorably with force and point'. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both fluency and accuracy of expressing in their speaking. Davies and Pearse (2000) stress the importance of communication as: "Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.

The G.C.E A/L education is the last part of their school education. Though they read many English books and practice grammar activities throughout their school education, at the end of their A/L, though the students have little knowledge in reading and comprehension they are not able to organize the sentences with correct vocabulary and speak fluently. Due to this, they face many problems in their higher studies and in their working places. So, this research is carried out to enhance the students speaking skills by improving their reading more.

Problem Statement

All students and working people face many problems due to lack of reading and speaking skills. As per the statistics it is proved that students get poor results or pass with the low grade in their General English subject. The students do not concentrate on their English subject during their A/L, as they fully focus on the main

subjects of their respective stream. And also the lack of reading leads them to face these kinds of problem. Following this students do not consider on their English reading and speaking skills during their school times. They realize the importance of English after they become adults only.

After completing the A/L studies the students must have to continue their higher education only by English Language. The lectures will be conducted in the medium of English, the books, notes and the examination will be also held in English. Not only that, the students has to deliver their presentation and have to complete their assignments in English. So, the students must be able to read and comprehend the notes that are in English. Therefore, the reading and speaking skills must be developed from their school level, but students and teachers leave it carelessly. To do them better and score best results in their future, they must have to develop their speaking skills. Many of them are very clear with their subject matter but, they are not clear and fluent with their Language. Due to that, they lose their marks and lose their profession in their job.

In today's job market many people are jobless. The candidates lose their job opportunities due to lack of Reading and Speaking skills. Other than that, many working people are not able to speak in English and not even having enough knowledge to understand the official letters and other official documents which are written in English. Due to this, they face many problems: they lose their job promotions and many other benefits. Not only that they are not able to communicate in English with the other higher officers fluently.

Though there are many problems like these to be faced in their future, the students do not concentrate on their English reading and speaking skills. And also students do not understand that the speaking is developed through reading. And they do not take any steps to develop their reading skills which will be very helpful to develop their speaking skills. Finally, this research is carried out to Enhance English Speaking Skills through Reading within the G.C.E A/L students to avoid the upcoming problems in their future.

Research Questions

The following research questions were raised during this research study.

1. What is the reading and speaking level of students in the selected school?
2. What are the causes that influence in the students speaking skills?
3. What are the strategies that can be used to develop the students speaking skills through reading?

Objectives of the Study

This research study focuses on the following objectives.

1. To identify the present reading and speaking level of the students in the selected school.

2. To find out the causes that influence in the students speaking skills.
3. To develop the strategies that can be used to develop the speaking skills through reading.

Significance of the Study

The English Language is an international language and it is very important in the present era. Every person should learn the English Language. It is not only the spoken language in the world but also it's an official language. There are a large number of people in the world who use the English language for communication in their day to day life. It's the dominant business language. It is also valuable to learn and can create many opportunities.

The finding of this study will provide useful information to students, teachers, curriculum planners, curriculum designers and the whole society. This report will give a clear cut idea for the above target groups on how to develop the students speaking skills through reading and how to improve their reading, reading comprehension and vocabulary which is needed to develop their speaking.

Not only that, it will be very useful for the future researchers who is willing to do a research in the same problem in another way and to find out some new things regarding this. And also this study is a guidance of other researchers to make different title, find out various conclusions, and fill up the research gap of its relevant area.

LITERATURE REVIEW

G.C.E A/L Students

General Certificate of Education (Advanced Level) is the second public examination which is conducted by the department of examination. It is a basic requirement in Sri Lanka for the students who are willing to enter the higher studies and the job market in their future. It is conducted in three mediums as Sinhala, Tamil and English. Students sit for this examination during the final year which is 12th and 13th year of the school education. This examination is scheduled to be conducted in August month of every year.

Reading

Urquhart and Weirt in Wiiliam Grabe (2009, 14) stated that the Reading is the process of receiving interpreting information in language from via the medium of print. Similarly Johnson (2008, 3), states Reading is practice of using Text to create meaning. Based on the definitions, the reader can understand and can catch the meaning of the text.

Krashen and Terrell (1989, 131) point out that reading enables learners' to comprehend better which is an important factor that can develop language competence. And also he suggested that in a reading process six component skills

such as automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/ word background knowledge, synthesis and evaluation skills/ strategies and metacognitive knowledge and skills monitoring knowledge can be developed in every personality. Among these knowledge fields' vocabulary and structural knowledge which are acquired through reading, influence in learners speaking achievement.

According to the statement of Peacock (1997) for spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Following to that, Lee (1995) states an authentic text is the one that possesses an intrinsically communicative quality. It is real language created by native speakers of the target language in pursuit of communicative outcomes (Little, Devitt & Singleton, 1989). (<https://www.researchgate.net/publication/353717340>)

Types of Reading

According to the researchers reading can be classified into four types as Intensive Reading, Extensive Reading, Aloud Reading and Silent Reading.

Intensive Reading

Brown (1988) defines the intensive reading: an emphasis on grammatical forms, discourse markers, and the structure of the text in order to grasp the better literal meaning, ambiguity of interactions and retention over a prolonged period. Furthermore, Hornby (2008) pointed out that the task is often carried out in a classroom under teacher's supervision and extended to short texts to collect relevant details. The school is engaged in vocabulary learning, emphasizing new concepts, structures, speech, features, pronunciation, and cultural perspectives.

According to the above researchers, Intensive reading is a type of reading that focus on idiom and vocabulary taught by the teacher in the classroom and that idiom and vocabulary exist in poem, poetry, novel or other source. Intensive reading is a kind of reading where readers other than linguistic expertise should be aware of and concentrate on text context and semantic comprehension since the aim is to obtain such facts. In other words, intensive reading calls for learners to locate the words, recognize their meanings, and eventually identify an accurate reading. (<https://www.researchgate.net/publication/353717340>)

Extensive Reading

According to Bamford et al. (2004), cited in discuss the different types of reading techniques and develop its skills: extensive reading is a language teaching tool where learners are expected to read a considerable amount of text for global comprehension. The goal is to derive enjoyment from the texts for educational

purposes; and the comprehensive reading has been described differently by educators, scholars, and reading specialists. Similarly, Patel and Praveen (2008) stated Extensive Reading is a type of reading that involves learners to read the texts for enjoyment and to develop general reading skills.

Aloud Reading

According to Huang (2010), Reading aloud is a significant and magic way to develop students' oral English. He continuously states that reading aloud is critical for improving pronunciation, oral communication, intonation, tension and enabling learners to gain fluency in the language. In other words, reading aloud is a vital aspect of English instruction because it sets the groundwork for sound pronunciation.

Silent Reading

Silent reading activity is meant to train the students to read without voice in order to make the students concentrate their attention or go through to comprehend the texts. Pressly (2006) said that it is a significant ability for comprehension. Thus, it can be used during the early stages of studying the language. A wide variety of activities can help you attain perfect comprehension of this ability. According to the writer, silent reading is an integral part of teaching English. As silent reading can enhance reading capacity, learners must use it.

The Purpose Reading

Each and every-one may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. Through reading, the individual keeps informed on the political, social, economic and cultural problems of his country. Reading affects our attitudes, beliefs, standards, morals, judgments and general behaviors also it shapes our thinking and our actions. The purpose of reading is to correlate the ideas on the text to what you have already known. The reader must understand about the subject that he/she read to connect the ideas.

According to Grabe William and L. Fredrika (2002), the category of purpose of reading includes: reading to search for simple information, reading to skim quickly, reading to learn from text, reading to integrate information and reading for general comprehension.

Reading to search for simple information

Reading to search for simple information is a common reading ability, though some researchers see it as a relatively independent cognitive process. It is used so often in reading tasks that is probably best seen as type of reading ability.

Reading to skim quickly

Reading to skim quickly is a common part of many reading task and a useful skill in its own right. It involves, in essence, a combination of strategies for guessing where important might be in the text, and then using basic reading comprehension skills on those segments of the text until a general idea is formed.

Reading to learn from text

Reading to learn typically occurs in academic and professional contexts in which a person needs to learn a considerable amount of information from a text, it requires abilities to remember main ideas, recognize and build rhetorical frames and link the text to the reader base.

Reading to integrate information

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and likely restructuring of a rhetorical frame to accommodate information from multiple sources.

Reading for general comprehension

Reading for general comprehension when accomplished by a skilled fluent reader, require very rapid and automatic processing of words, strong skills in forming a general meaning representation of main idea and efficient coordination of many processes under very limited time constraint.

Reading Techniques

There are many techniques that can be used to make the reading easy. According to mikulecky and Jeffries in Rahmad (2008), the reading can help much more if we can read well. The reading techniques are:

Scanning Strategy

Great (1981) argued that the scanning strategy is a reading technique that utilizes readers to find specific information without reading the entire text by first looking in at the title, table of contents, and so on. The researcher believes that the scanning strategy is a type of reading strategy and that it is used to locate specific information.

Skimming Strategy

Richards et al. (1992) discovered that the skimming strategy is one of the reading strategies, and it is used when the wants to get the main ideas from a passage. Skimming is essential to comprehending the general meaning of a passage, comprehending how the passage is structured and understanding the writer's

intentions. The reader must organize the information and retain some of it because it is not enough to locate it. It is also a writing tool. According to the researcher, skimming strategies are utilized by readers to obtain a general idea about the content of printed materials by scanning the text. Skimming is technique used to quickly the main ideas of the text.

Predicting Strategy

According to Magiliano (1993), prediction strategy is related to what is expected to happen again in the text. It is achieved by successful readers who mean: they used diagrams, headings, and text and personal knowledge to shape projections before starting to read.

Summarization Strategy

According to Magiliano (1993), the summarization technique is one of the reading techniques, and it is a method of restarting the original text's context with one's own words. The findings are usually relatively short and contain the critical point, which summarizes the text succinctly. It is sufficient for stages of high education. This approach includes summarizing the remaining content in a succinct description by consistently extracting unimportant material. Thus, in other words, it is the only tactic readers have left. The details or the fundamental concepts of a given text must be arranged or preserved using the reader's type.

Reading Comprehension

According to Md. Harun Rashid, Wang Hui and Jahirul Islam (2021) in discuss the different types of reading techniques and develop its skills; in the absence of understanding, the act of reading should not be alluded to as a mental operation. Reading comprehension is not an inherent ability instead, it is a facilitated capability that the student masters after understanding written symbols and pronouncing them.

Following to that Khasawneh, M.A, (2020), states that in reality, it is a complicated operation, made up of multiple stages, and that depends on mental skills and potentials and requires practice and drilling to get better at it. The research's importance is that educational institutions pay particular attention to improve the students' literacy skills to enhance reading comprehension, one of the recent researches exploring the Impact of visual word formation on reading comprehension.

Speaking

According to the statement of Kamonpan Boonkita (2010), Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is

universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the international community. Because of the significant role of speaking in action, Bailey (2005) and Goh (2007) detailed how to enhance the development of speaking by means of syllabus design, principles of teaching, types of tasks and materials, and speaking assessment.

Speaking is perceived as the most prominent skills compared to three other language skills: reading, listening, and writing. People can be called as 'the speaker of language' when they speak the language as if they included all other kinds of knowing (Ur, 2012: 117). They use their linguistics knowledge and their background knowledge to convey ideas, to negotiate meaning, and to explore thought. They very skillfully employ words and arrange them into appropriate sentences to create interesting talks. As Bygate (2009) says that when we speak we have to not only know the knowledge of vocabulary and grammar but also to produce and adapt them to the circumstances. Once the speaker masters the knowledge and skill to use them, he or she will rapidly make decisions, implement them smoothly, and adjust their conversation in a spontaneous interaction.

Improving Speaking Skills

According to Bygate (2009) to be able to speak foreign languages, the students should not only understand the knowledge of the language but also have the skills to use the knowledge. Following that Burn (2016) states, the linguistic knowledge encompasses structure, meaning, and use through four types of knowledge: phonological, grammatical, lexical, and discourse. To employ all the knowledge and skills in speaking, the students need to be trained with various communication activities such as turn-taking, storytelling, and drama.

Bygate (2009) states one of how a speaker of a foreign language needs to know how to negotiate control of a conversation is through the business of handling turn-taking. Following that Armansyah, Asbah, & Fauzi Bafadal (2018) states it is a rule that manage conversation how participant change when the turn given. The students can ask a simple question and give a minimal response. The students can even only ask a simple question "and you?" was stated by Harmer (2007). The minimal responses are usually predictable, often idiomatic phrases that participants use to indicate understanding, agreement, doubt and other responses to what another speaker is saying stated by (Marriam Bashir; Muhammad Azeem; Ashiq Hussain Dogar, 2016). This speaking activity can be well managed under the number of students in class and their learning objective. Turn-taking management is one of the specific aspects of the co-construction of interaction (Galaczi, 2014).

Mokhtar, Halim, & Kamarulzaman (2011) states storytelling is not limited to entertainment but also used as an effective teaching tool in a language classroom.

Similarly, (Sharma, 2018) states the students can improve their speaking proficiency and motivation by using storytelling techniques. The shy students can start to speak English in the classroom. The students will be able to experience meaningful learning in which they convey ideas, do some reflection on the dialogues used, work together in groups and construct new knowledge of what they have learned states Alterio (2008).

Atas (2015) states Drama is one of the speaking activities that can be carried out in the classroom. Drama application significantly contributes to the emotional quality of the second language classroom. It helps to reduce speaking anxiety and promotes positive feelings toward the learning experience. Following that, Drama helps the students create authentic interaction in learning language states Sweeney, Preedeekul, & Kunyot (2017). Drama contributes to the enhancement of the students' English language proficiency as it can integrate the four skills in addition to providing the platform for the students to actively use and practice the target language with each other (Nordin, Sharif, Fong, Mansor, & Zakaria, 2012).

Significance of speaking

Zaremba (2006) points out that, reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other two productive skills necessary to be integrated in the development of effective communication. In all the four skills, speaking seems to be the most important skill required for communication. Osborn (2008) continuously states that, effective communication by means of speaking usually creates a number of benefits for both speakers and business organizations. For example, effective speaking skills result in achievements during ceremonial speaking activities, job training activities, job interviews, and many other business purposes. Zaremba (2006) continuously pointed out a study indicating that speaking skills or communication skills were usually placed ahead of work experience, motivation, and academic credentials as criteria for new recruitment for employment. Zhang (2009) points out students who study English as a foreign language (EFL) usually have limited opportunities to speak English outside the classroom and also limited exposure to English speakers or members of the international community. This might be one reason for teachers to provide more situations and activities for students to strengthen their speaking competence. Speaking for special communication usually occurs in contexts where speaking performance is conducted for an audience in differing circumstances. Continuously Lucas (2001) states when a speech involving an audience is taken into consideration, the act of speaking is considered to be more complicated than general everyday conversation and a number of other skills are therefore included in the speaking delivery process, e.g. choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback.

Strengths and weaknesses of speaking for ESL speakers

Tam (1997) states there are a number of factors relating to speaking skills to be considered for effective English speaking performance. Pronunciation, vocabulary, and collocations are singled out as important factors to be emphasized in building fluency for ESL speakers. Providing students with a variety of situations and frequent speaking tasks plays a significant role in the improvement of students' fluency when speaking. Patil (2008) asserted that building up the learner's confidence to eliminate fear of making errors was a priority that the teacher should consider in order to make the learner feel comfortable with their language use. Confidence and competence in speaking could be developed from appropriate syllabus design, methods of teaching, and sufficient tasks and materials was also pointed out by (Bailey, 2005; Songsiri, 2007). For effectiveness of speaking, Shumin (1997) pointed out a number of elements involved, including listening skills, sociocultural factors, affective factors, and sociolinguistic competence such as grammatical, discourse, and strategic competence. In order to convey meaning, ESL learners must have an understanding of words and sentences; they must understand how words are segmented into various sounds, and how sentences are stressed in particular ways. This grammatical competence enables speakers to use and understand English language structures accurately and unhesitatingly, which contributes to their fluency, in turn, develops confidence in speaking.

An Overview of Literature Review

A literature review is the most important part for a researcher who is doing a research study. In that regard, many researches have been in Sri Lanka and Foreign countries in relation with this topic "Enhancing Speaking Skills through Reading among Second Language Learners". And the data's needed for this research was collected from those sources.

Many scholars have given various definitions for reading, speaking and in the relationship between reading skills and speaking skills. In relation with this topic researches have been done in topics as: types of reading, purpose of reading, reading techniques, reading comprehension, speaking and more.

Raxmanova Oymonjon Hamrayeva (2019:P11) in the title, "Impact of extensive reading to develop speaking skills" gives the definition of reading, speaking and the relationship between reading and speaking skills by various scholars. And the researcher states that integrating speaking and reading skills depends students understanding of the reading material, reveals any problem with understanding a text, and most importantly it is the chance to acquire the information they have read into authentic speaking practice that improves their fluency. It gives the conclusion that Communication without vocabulary is nothing. And one of the most useful ways to improve student communication skills is extensive reading.

Raxmanova Oymonjon Hamrayeva (2012:P15) in the research on the topic "Developing Speaking Skills through Reading" shows the definition of reading and speaking. It concludes that Communication without vocabulary will break down. And one of the most useful ways to improve student communication skills is extensive reading. Extensive reading will help to develop the ability to express ideas, whilst also enlarging the size of vocabulary. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

Harun Rashid (2021) brings a clear cut idea on types of reading, reading strategies and reading comprehension from the research "Different Types of Reading Techniques and Develop its Skills". This research concluded, Students who practices summarizing could perform well on tests based on reading comprehension assessment. Developing reading comprehension skills can result from how much text processing students do while summarizing and how challenging summarizing is. Summarizing puts students to the test, and the challenges they face during it reflect the most fundamental processes of creating the macro structure of a text and require higher-level processing skills.

Hilma Safitri; Zainal Rafli; Ratna Dewanti (2020) in the research on the topic Improving Students' Speaking Skills through Task-Based Learning: An Action Research at the English Department indicates what strategies can be used to develop students speaking skills. It is concluded that undergoing tasks through various activities in pairs and group works facilitates them to speak better English. They can practice simple dialogues, turn-taking, gap information, interview, discussion, short role-play, simulation, and mini-drama. The most important is they can evaluate their learning. Various learning experiences motivate the students to improve their speaking skills in the future.

Kamonpan Boonkita (2010) on the research study "Enhancing the development of speaking skills for non-native speakers of English" defines the significance of speaking and the strengths and weakness of English as a second language learner. The researcher concludes that speaking improvement for EFL learners mainly covered listening skills, which included listening to music, watching movies, and frequent practice of listening and speaking skills from multimedia websites. The task-based learning design in qualitative action research could be applied to promote a particular skill of EFL/ESL and other language learning contexts.

Finally, it is clear that many studies have been conducted on enhancing English speaking through reading in different context such as Malaysia, China, Iraq, Indonesia and Thailand. Through this literature review it is proved that there is a research gap prevailing in the research area. To fill that gap, this research has been done at KM/STR/Muslim Madhya Maha Vidyalaya under the title "Enhancing English Speaking Skills through Reading" with the use of pre-test and post-test among the Advanced Level students.

METHODOLOGY

Sample Setting

For this research study a school was selected from Sammanthurai Education Zone and it was KM/STR Muslim Madhya Maha Vidyalaya. It is a Tamil Medium school and English is taught as second language. There were totally 54 students from two classes named 12A and 12B in the Arts stream of this school. 12A class consists of 25 students and 12B class consists of 29 students. The students 25 students of 12A class were selected using purposeful method for this research study.

This study investigated on 'Enhancing English Speaking Skills among Second Language Learners: of G.C.E A/L Arts students at KM/STR/Muslim Madhya Maha Vidyalaya. And it found out what are the strategies that can be used to enhance the English speaking skills through reading of second language learners.

Research Design Process

The research design of this research has been expressed under this topic. They are: research approach, research design, action research and research procedure and intervention.

Research Approach

Bogdan & Biklen (1992:223) explains that action research is the systematic collection of information that is designed to bring about social change. Creswell (2007) stated that the deductive researchers "work from top to bottom", from a theory to hypotheses and data to supplement or contradict theories.

This research study is an Action Research conducted in Deductive method to enhance English speaking skills through reading among second language learners of G.C.E A/L Arts students at KM/STR/Muslim Madhya Maha Vidyalaya.

Research Design

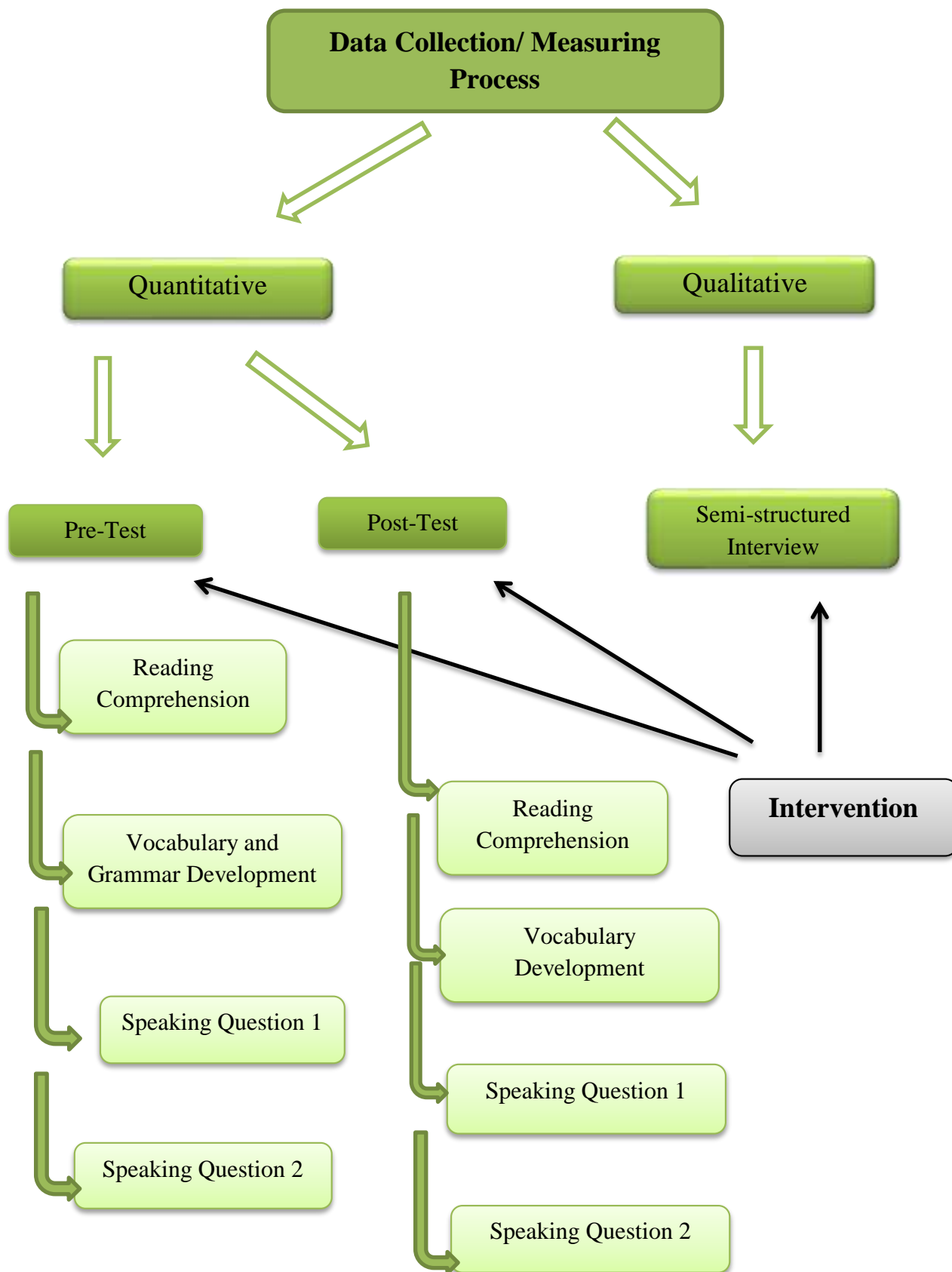


Figure 1 Research Design

Observation

Observation is a live instrument that enables the researcher to use one's mind and eye at the same time to collect data related to one's research (Samir, 2014, p.297). Hence, during the whole period of teaching learning process for the G.C.E A/L Arts students of KM/STR Muslim Madhya Maha Vidyalaya the following observations were noted. Some students participated actively; they collected the articles and act according to the instructions. They jot down the notes that were needed for them during the teaching learning process. And they were interested in listening to the English news, songs and more. They started practicing it themselves independently. Some students were not interested and they faced difficulties in understanding the content, and they made some disturbance to the class. But most of the students were good at the comprehension and their cooperation was almost good.

Reflection

Reflection is a tool for promoting actions, and as Selener (1997, p.105) points, "action research is intended to lead to actions which promote improved educational practice". During the intervention plan the reading comprehension level of the students was identified. Through the given activity it was noticed that the students worked with interest and most of the students was good at reading comprehension. Also they used this as an opportunity to know some new vocabularies. Not only that the students practiced it in a better way. But it was noticed some students are willing to do the activity dedicatedly but due to some reasons they are not able to follow up. The reason for the particular situation was investigated and their problems were solved within the short period of time. However the target was achieved through the implemented intervention plans.

Instrument Development Process

This research study had been developed using some instruments as: instrument development, pre-test, post-test and interview.

Instrument Development

Conducting test is the survey used for data collection, because a common test or a particular question can be given to all the students, and it provides an effective method that can be used to collect data from a large sample before quantitative analysis responses. And a semi-structured interview was conducted within the selected students to obtain a qualitative response.

Pre-test

A pre-test was conducted within the students who are selected by using the simple random sampling method. Four types of questions were given to the students: firstly a reading comprehension question was given to students: this test was used to evaluate the reading level and the comprehension of the students. Secondly, vocabulary development question was given to students to evaluate their vocabulary level and comprehension knowledge. Then two speaking questions were conducted named speaking question 1 and speaking question 2: to identify the speaking level of the students. The marks of the students were evaluated and the students who obtained below 40 marks in all four tests will be selected to the teaching learning process/ to the implementation of the action to enhance their English speaking and reading skills.

Post-test

Finally at the end of the teaching learning process the post test was conducted among the selected students. Here, also four tests were conducted as pre-test with different questions. And then their marks were evaluated and the pre-test marks and the post – test marks were analyzed and compared.

Interview

The interview is used as one of the primary data collecting method. Five students were selected from the students who obtained low marks in the pre-test for the semi-structured interview. To identify what are factors that are influencing in the students speaking skills? Why they are not willing to speak in English in this society? And in their point of view what strategies can be used to develop their speaking skills? These types of questions were asked to the students and their views or answers were collected and considered in this research study.

Data Analysis Process

Data analysis of this research had been conducted in the following manner. They are: Data collection, data analysis and statistical technique of data analysis.

Data Collection

A pre-test was conducted among the Arts students of KM/STR Muslim Madhya Maha Vidyalaya by meeting the students physically/ directly at the KM/STR Muslim Madhya Maha Vidyalaya. And after evaluating the marks of them an action process was implemented by using intervention plan and finally a post-test was conducted and the marks were evaluated and analyzed. And a semi-structured interview was conducted within the selected students.

Data Analysis

Each and every test that is conducted by the researcher can be evaluated in different ways. There are four types of tests to be conducted in both pre-test and the post-test. The reading comprehension question and the vocabulary development question in the pre-test and post-test were evaluated using the marks obtained by the students.

The picture description question and the speaking question of pre-test and the post-test were analyzed, focusing on speaking content, pronunciation, language use and audibility, cited in the research Enhancing the development of speaking skills for non-native speakers of English (Kamonpan Boonkita, 2010).

A semi-structured interview was conducted within the selected students, four questions were asked to the students and the answers' given by the students was collected and analyzed and the reason for the cause of particular problem was defined.

Data analysis is a process of ordering data, organizing them into patterns, categories and description of basic units. According to Taylor's point of view, (1975:79) data analysis is defined as the process of specifying the formal work of finding the subject and formulating the hypothesis (idea). It is recommended that the process aims to provide help and topics for hypothesis.

Statistical Technique of Data Analysis

Data were analyzed using descriptive statistics as charts with the help of Microsoft Excel 2010. The name of the students, marks and grades were the variables displayed in those tables and charts.

DATA ANALYSIS

Profile of sample respondents

This area presents the essential data of the students' participation in the pre-test and post-test in relation to the gender. The entire test displayed here is compiled shape essential information taken from the excel software.

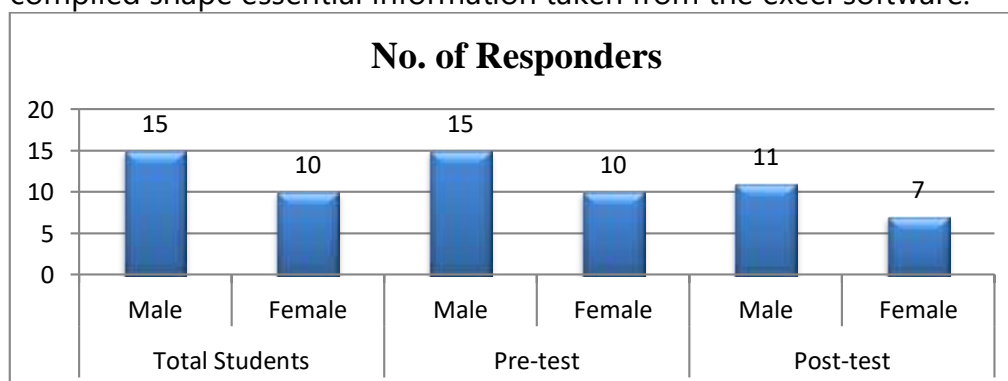


Figure 2 Number of Responders

The above chart illustrates the sample of this research study. The students of 12A class took part in all four tests of the pre-test and post -test. Totally 25 students participated in this study, they were 15 male and 10 female. All 25 students participated in the pre-test. In post-test 18 students only participated, they were 11 male and 7 female.

Pre-test Analysis

The pre-test was conducted to identify the reading and speaking level of second language learners in the particular school. Four tests were conducted in this pre-test as reading comprehension question, vocabulary development question, speaking question 1 and speaking question 2. The marks of these tests are evaluated and described with the help of charts.

Analysis of Reading Comprehension Question

There were questions under this reading comprehension question as A and B. Question A includes 10 questions and question B includes 20 question, the students must answer these questions reading the passage. The total marks of these two questions are displayed in the chart.

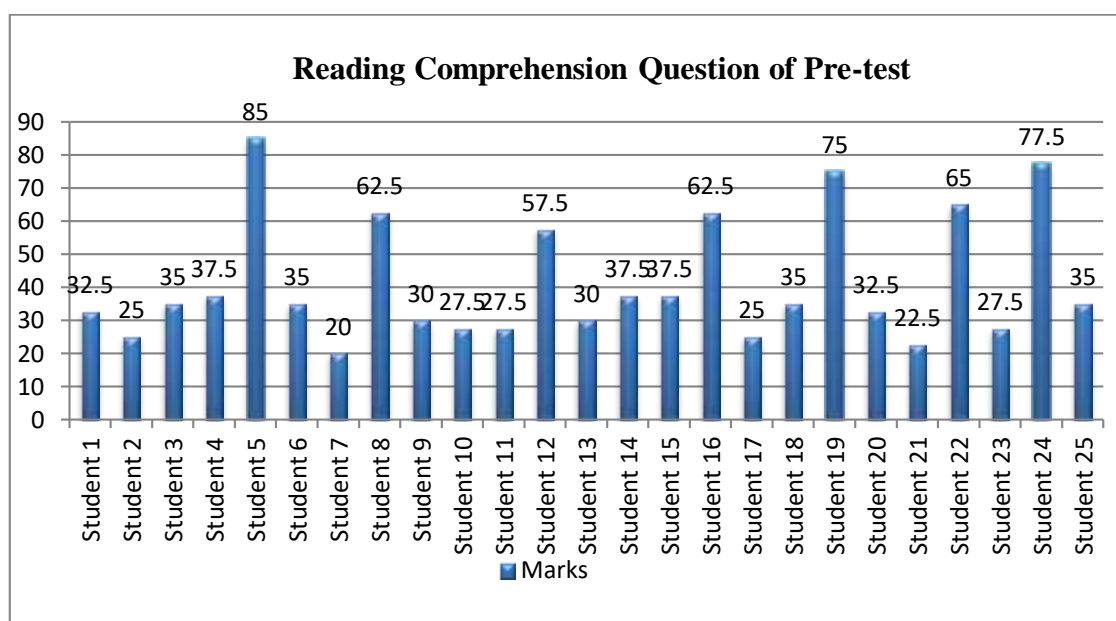


Figure 3 Marks of Reading Comprehension Question of Pre-test

The above bar chart illustrates the marks of the reading comprehension question. The highest marks of this test was 85 and the lowest marks was 20. Only 28 percent achieved more than 40 marks, 72 percent students scored less than equal 40 marks. 24 percent students got 20 marks and above it. 28 percentage of students obtained

greater than equal to 40 and 20 percent scored 40 and above it. According to this chart it can be concluded that most of the students obtained less than equal 40 marks.

Analysis of Vocabulary Development Question

There were two fill in the blank questions as A and B along with different vocabularies. Question A includes 20 target questions, and question B includes 20 target questions, the students must fill the blanks with the suitable vocabularies. The total marks obtained by each student are displayed in this chart.

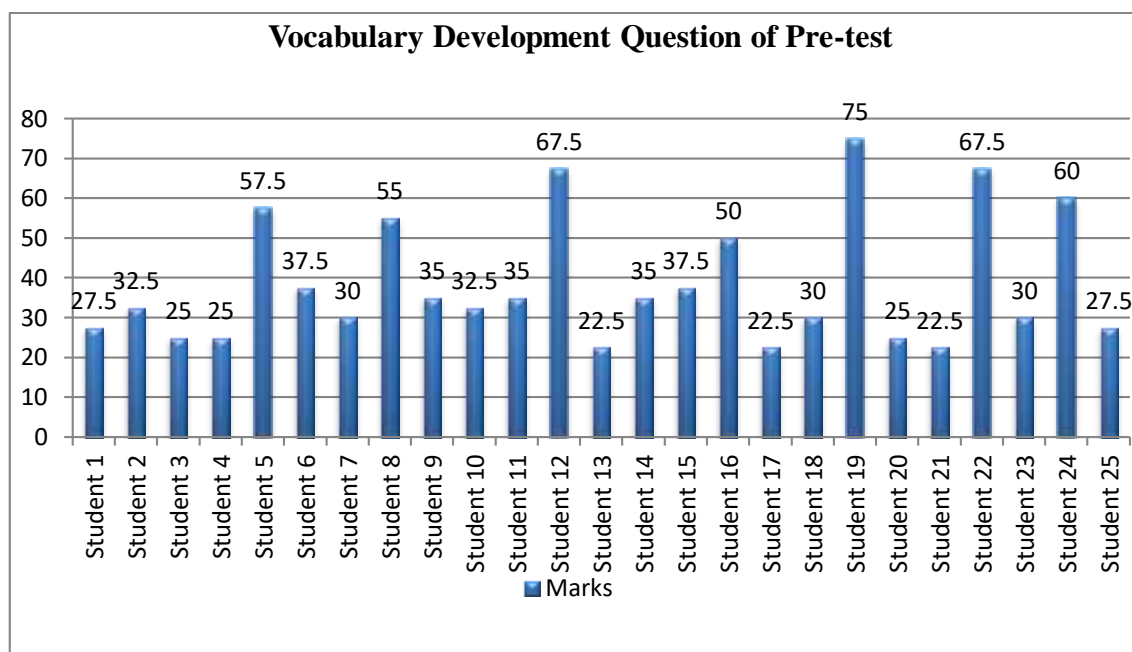


Figure 4 Marks of Vocabulary Development Question of Pre-test

The above bar chart depicts the marks of the students in the vocabulary development question. The highest achievement of this test was 75 and lowest score was 22.5. Only 28 percent students got more than 40 marks while 72 percent of them obtained less than equal 40. Here, 36 percent got 30 marks and above it. 4 percent obtained 40 and above it and 32 percentage of students obtained greater than equal 20 marks. Finally, it can be concluded that most of the students obtained less than equal 40 marks in this test.

Analysis Speaking Question 1

A picture was given along with some vocabularies in this question and the students were asked to describe it orally. This question was named as speaking question 1 of pre-test.

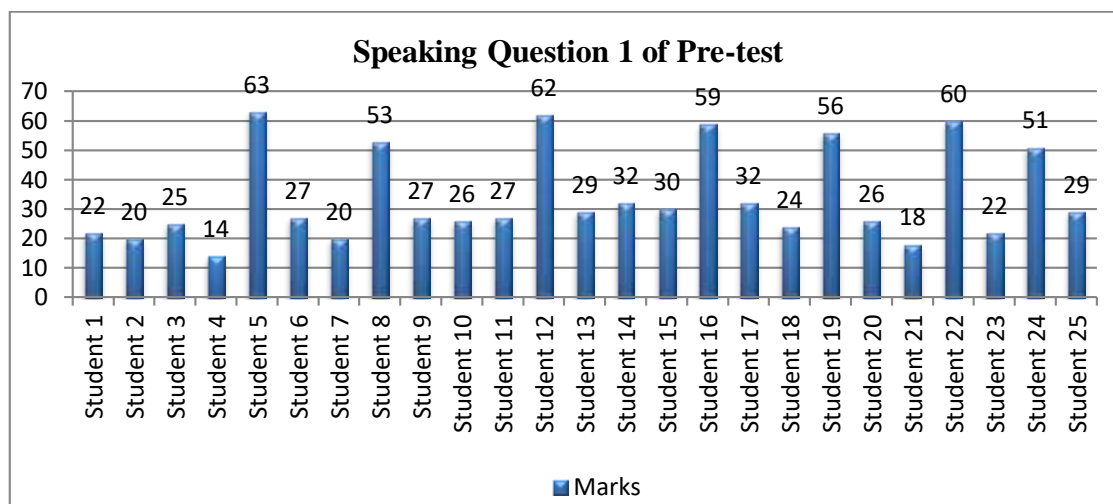


Figure 5 Marks of Speaking Question 1 of Pre-test

The above bar chart illustrates the marks of the speaking question 1 in the pre-test. The highest marks obtained in this test was 63 and the least marks was 14. Here, 20 percent students achieved 50 and more than it whereas 8 percentage of students got more than 60. And 72 percent obtained 40 and below it. 52 percent students obtained between 20 and 30. Other than that 8 percent students got 10 and above it and 12 percent of them scored 30 to 40 marks. Finally, it can be concluded that most of the students obtained 40 and below it in this test.

Analysis Speaking Question 2

The students were asked to speak in their own words on the topic "My Favorite Person" for 3-5 minutes. And this question was named as speaking question 2 of pre-test. The marks obtained by them are displayed in this chart.

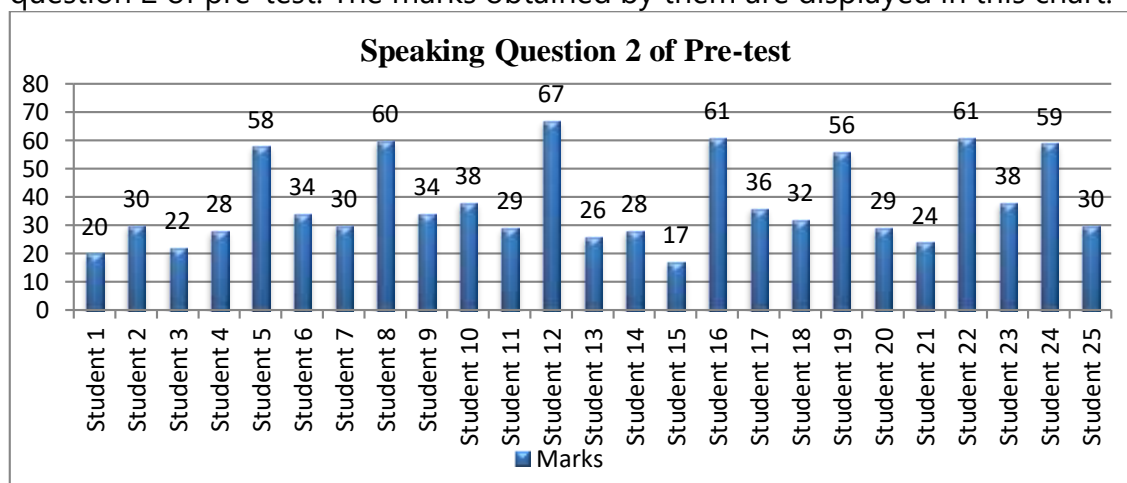


Figure 6 Marks of Speaking Question 2 of Pre-test

The above bar chart illustrates the marks of the speaking question 2. Highest marks obtained in this test was 67 and lowest marks was 17. Only 28 percent students

obtained above 40 marks. Others scored 40 and below it. 32 percentage of students obtained between 20 and 40. Also 4 percent got between 10 and 20. Finally it can be concluded that most of the students obtained less than equal 40 marks in this test.

Post-Test Analysis

After the implementation of the teaching learning process the post-test was conducted to identify the reading and speaking level of second language learners. Four tests were conducted here, as reading comprehension question, vocabulary development question, speaking question 1 and speaking question 2. The marks of these tests were described with the help of charts.

Analysis of Reading Comprehension Question

There were two questions in this reading comprehension question as A and B. Question A includes 10 questions and question B includes 20 question, the students must answer the question reading the passage. The total marks of these questions were displayed in the chart.

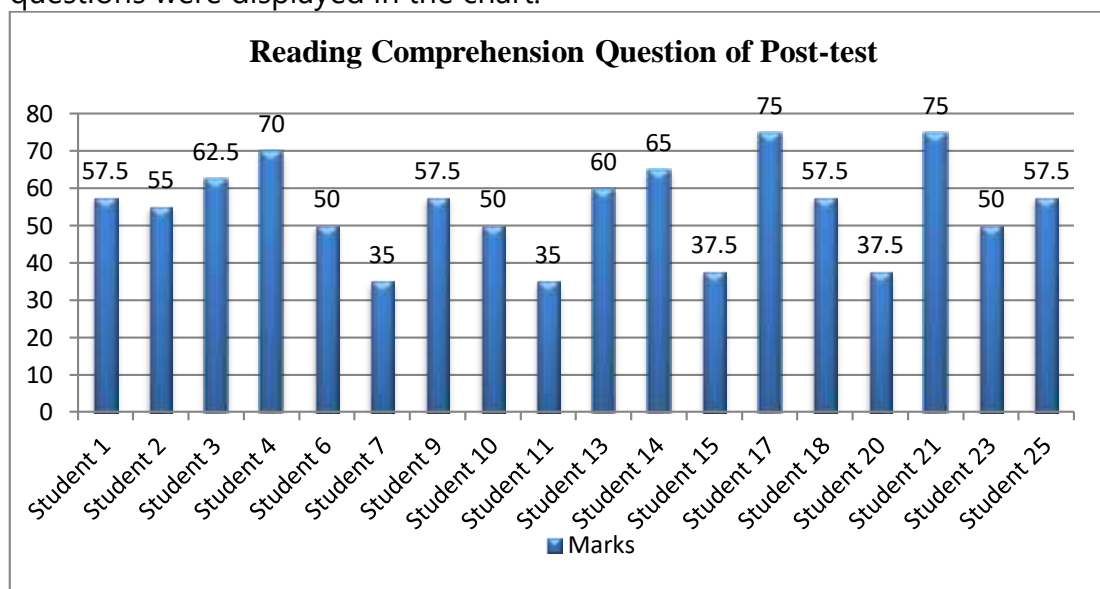


Figure 7 Marks of Reading Comprehension Question of Post-test

The above bar chart illustrates the marks of the reading comprehension question in the post-test. Highest marks achieved was 75 and the lowest score was 35. Only 22 percent students obtained less than 40 marks. Others scored more than 40 marks. 44 percent students achieved between 50 and 60. And 17 percentage of students obtained greater than equal 60 and less than equal 80. Finally it can be concluded that most of the students obtained above the 40 marks.

Analysis of Vocabulary Development Question

There were two questions as A and B. Question A was a fill in the blank questions along with different vocabularies and the question B was an underline question. Students have to prefer the meaning of the particular vocabulary.

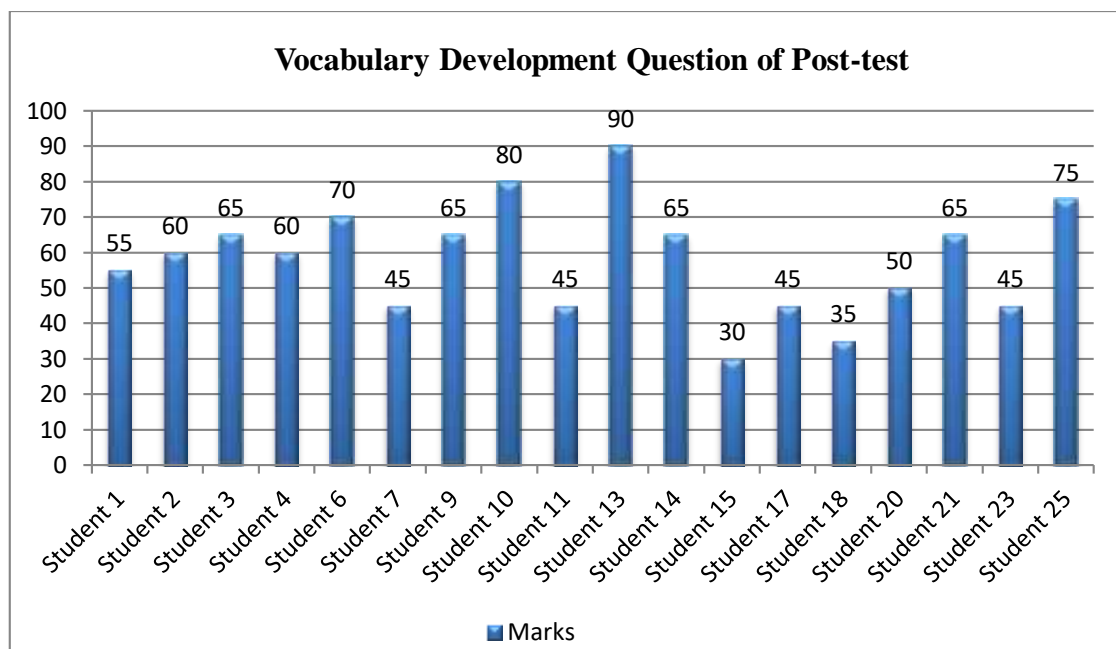


Figure 8 Marks of Vocabulary Development Question of Post-test

The above bar chart illustrates the marks of the students in the vocabulary development question of the post-test. The highest marks of this test is 90 and the lowest marks was 30. Only 11 percent of students obtained 30 to 40 marks. Others obtained above 40 marks. 22 percent students achieved between 40 and 50 marks and 33 percent of them obtained between 60 and 70. Finally it can be concluded that most of the students obtained more than 40 marks.

Analysis of Speaking Question 1 (Individual Task)

This test consist two parts as A and B. A picture was given in this question and the students were asked to describe it orally, it was 'A' part. The students were asked speak in their own words on the topic "The trip I enjoyed the most", it was the 'B' part. Students were instructed to do these questions individually. This question was named as speaking question 1 of post-test. Total marks of these two part of questions are displayed in the below chart.

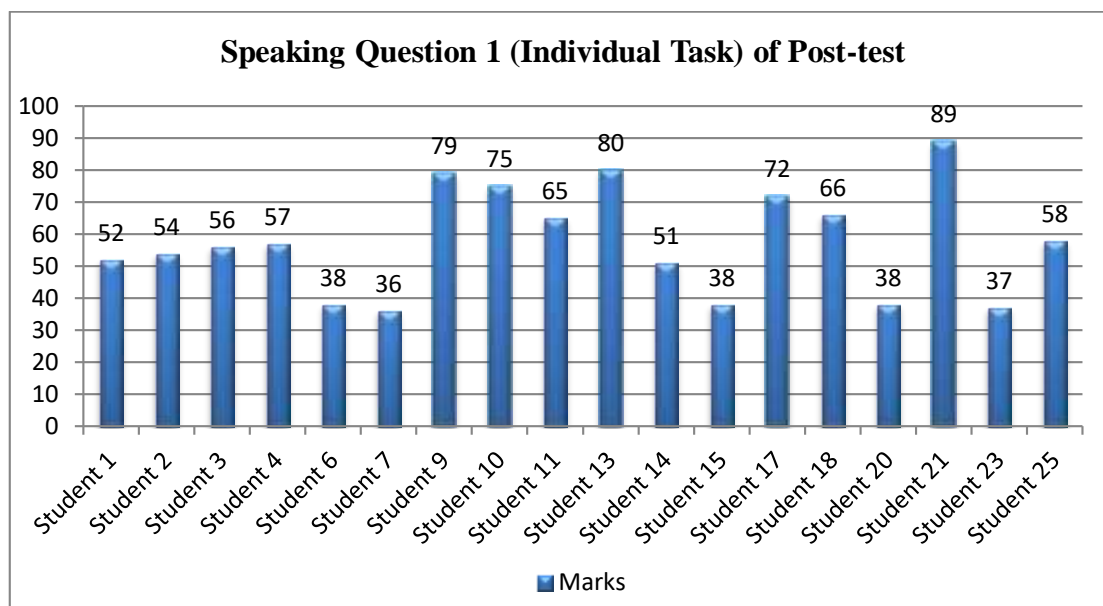


Figure 9 Marks of Speaking Question of Post-test

The above bar chart illustrates the marks of the students in the speaking question 1 of the post-test. The highest marks obtained in this test was 89 and the lowest marks was 36. Only 28 percent students obtained less than equal 40 marks. 33 percent students scored between 50 and 60. And 11 percentage of students obtained 50 and above it and 80 and above it. Also 17 percent of students achieved 70 to 80. Finally it can be concluded that most of the students obtained more than 40 marks.

Analysis of Speaking Question 2 (Group Task)

The students were divided into 5 groups named A, B, C, D, and E. Students were instructed conduct a discussion on the topic "watching television disturbs the studies of the students". And this question was named as speaking question 2 of post-test. Marks obtained by each groups are displayed in this chart.

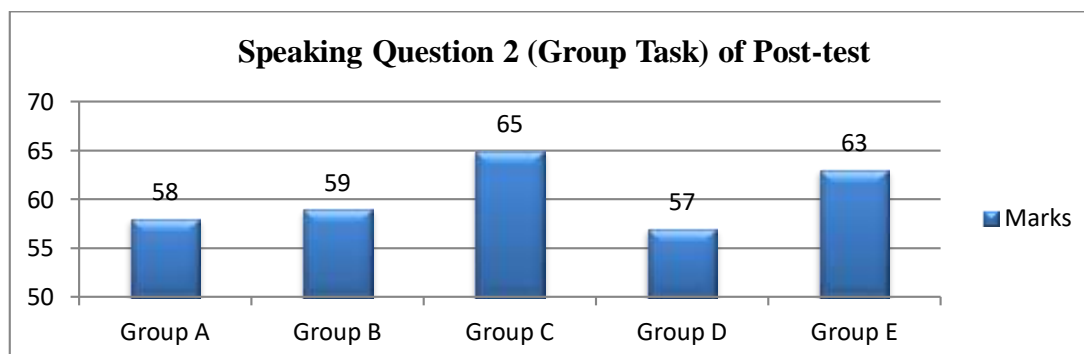


Figure 10 Marks of Speaking Question 2 of Post-test

The above bar chart illustrates the marks obtained by the students in the speaking question 2 of the post-test. The highest marks obtained in this test is 65 and the lowest marks is 57. In this group test all the students obtained pass marks. 56 percent of students achieved greater than 50 and less than 60. It was obtained by group A, B and D students. Other 44 percent students obtained between 60 and 70.

Analysis of Pre- Test and Post-Test

In this part of analysis, the marks of the pre-test and post-test question were evaluated and described in order compare the improvement of the students in each tests. The marks of these tests were described with the help of charts.

Reading Comprehension Question

The marks of reading comprehension question of the pre-test and post-test are displayed in the chart in order to compare the both marks.

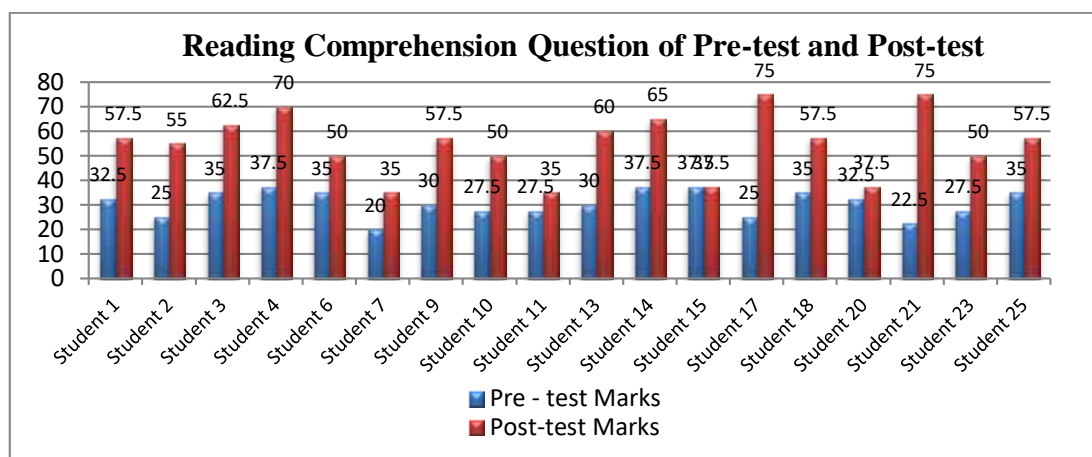


Figure 11 Comparison of Reading Comprehension Question of Pre-test and Post-test

The above bar chart illustrates the marks obtained by the students in the pre-test and post-test. The highest marks obtained in the pre-test is 37.5 But in the post-test the highest marks was 75. In the pre-test 72 percentage of students obtained less than 40 marks but in the post-test 78 percentage of them obtained more than 40 marks. Here, 44 percentage of students achieved 50 to 60 marks. This shows the improvement in their reading comprehension.

Vocabulary and Grammar Development

The marks of vocabulary development question of the pre-test and post-test are displayed in the same chart in order to make it easy to understand.

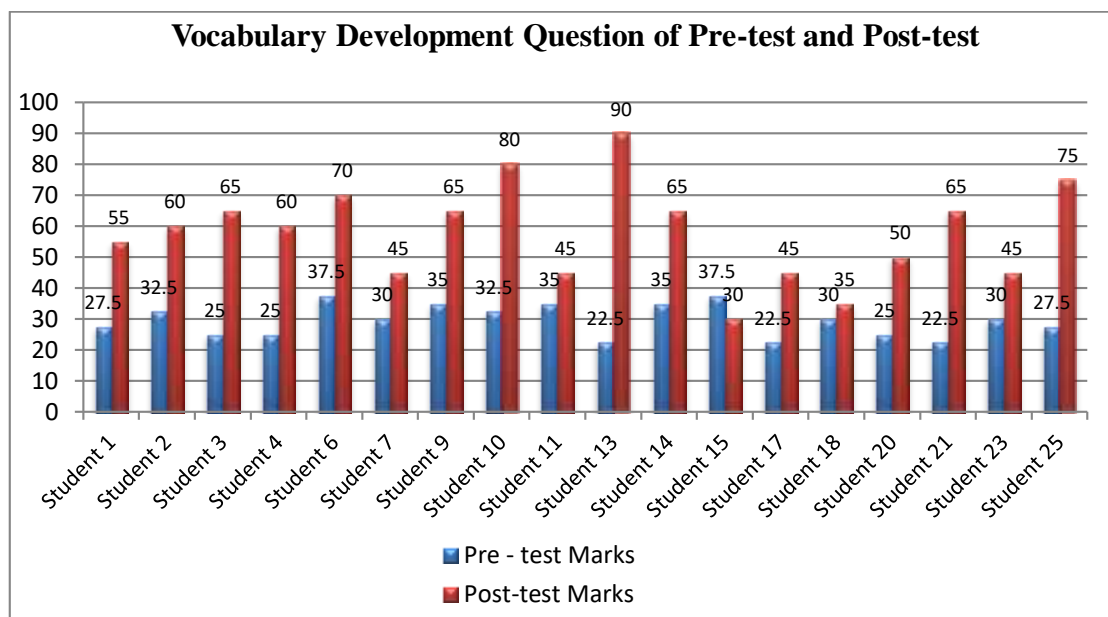


Figure 12 Comparison of Vocabulary Development of Pre-test and Post-test

The above bar chart illustrates the marks obtained in the vocabulary development question of the pre-test and post-test. The highest marks obtained in the pre-test was 37.5 But in the post-test the highest marks was 90. In the pre-test 72 percentage of students obtained less than 40 marks but in the post-test 89 percentage of them obtained more than 40 marks. Here, 33 percentage of students achieved 60 to 70 marks. And 12 percentage of students obtained 80 to 100. This shows the improvement in their vocabulary development.

Speaking Question 1

The marks of speaking question 1 of the pre-test and post-test are displayed in the same chart in order to make it easy to understand.

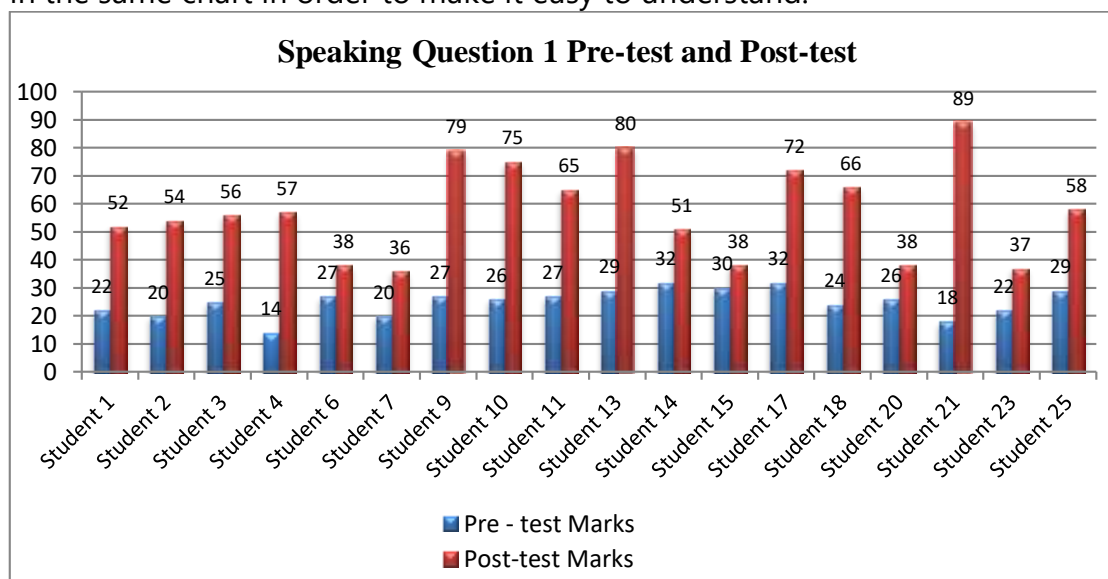


Figure 13 Comparison of Speaking Question 1 Pre-test and Post-test

The above bar chart illustrates the marks of the students in the pre-test and post-test of speaking question 1. The highest marks obtained in the pre-test is 38. But in the post-test the highest marks was 89. In the pre-test 72 percentage of students obtained less than 40 marks but in the post-test 72 percentage of them obtained more than 40 marks. Here, 33 percentage of students achieved 50 to 60 marks. And 11 percentage of students got between 60 and 70 and between 80 and 90. This shows the improvement in their speaking skills.

Speaking Question 2

The marks of speaking question 2 of the pre-test and post-test are displayed in the same chart in order to make it easy to understand.

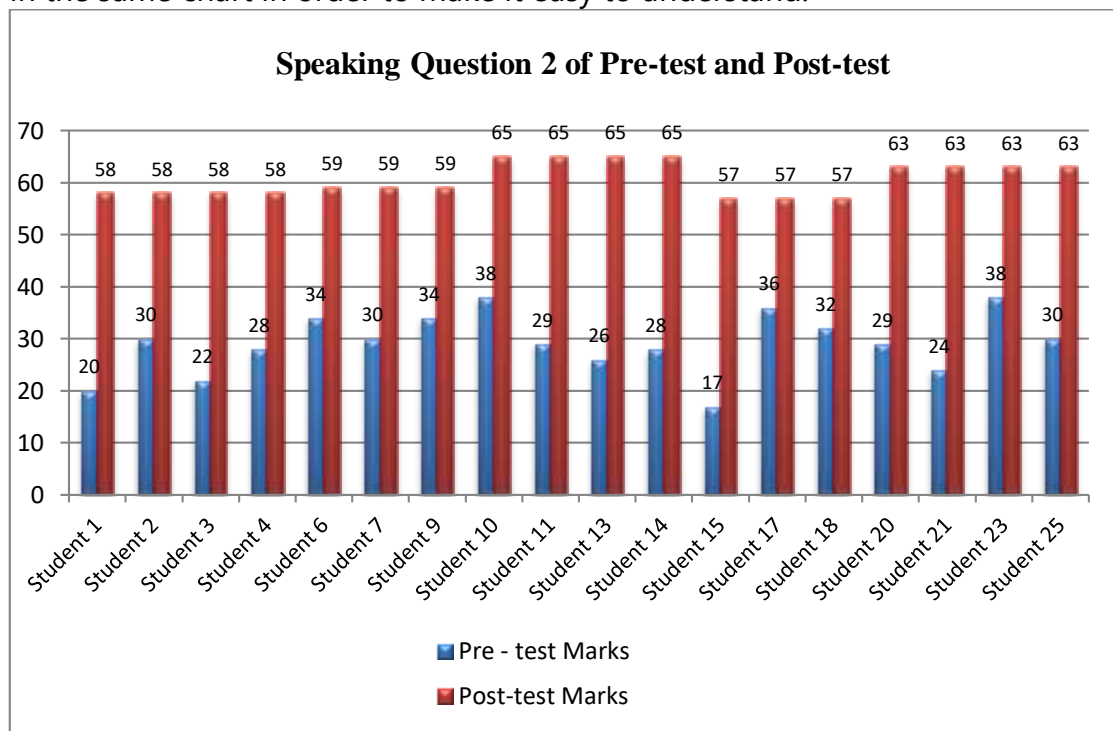


Figure 14 Comparison of Speaking Question 2 of Pre-test and Post-test

The above bar chart illustrates the marks of the students in the pre-test and post-test of speaking question 2. Highest marks achieved in the pre-test is 38. But in the post-test the highest marks was 65. In the pre-test 72 percentage of students obtained less than 40 marks but in the post-test 100 percentage of them obtained more than 40 marks. Here, 56 percentage of students achieved 50 to 60 marks. And 16 percentage of students scored between 60 and 70. This shows the improvement in their speaking skills.

Interview Analysis

To get additional data, the researcher interviewed students who obtained low marks in the pre-test especially in the speaking question. Five students were interviewed as the representative of sample with four open-ended questions. The interview took place at KM/STR/ Muslim Madhya Maha Vidyalaya on 25th August 2022.

The first question was about do they have the habit of reading in their day to-day life. Student 1 said that she reads newspaper whenever she is free and often read the books related to her studies. The student 3 replied that sometimes I think of reading some storybooks but I am unable to understand the meaning of it, so I feel bored and stop reading it. The student 6 said that She prefer reading short stories once a week. Student 8 and student 13 said that, I do not understand the vocabularies therefore I do not wish to read.

Then the researcher asked the students why are they not able to speak in English with others. First student who was interviewed said that I am too shy to speak in English with others in the common places because I am not sure with my grammar so I am fear of others criticism. Second student told the same case and the third student replied that I am struggling to speak without grammatical mistakes, in early stages I didn't focus on my grammar, vocabulary and on my speaking. Continuously students 8 said that, when I speak in English I feel shy and nervous and I do not have English speaking environment at my home therefore I am unable to speak in English. The student 13 stated that I am not fluent in English therefore, I have hesitation while speaking in English.

Then the researcher raised the question what are the factors that influence in English speaking skills. For that the student 1 said that the level of English knowledge of the students and the environment that the student live influence in a students' speaking skills. The students 3 and the student 8 also stated the same. The student 8 stated that students environment, vocabulary knowledge, shyness and fear of mistakes influence in the students speaking skills so these must be developed within the students. And finally the students 13 stated that the inferiority complex influence in the students speaking skills.

Finally the researcher asked the question what strategies can be used to develop English speaking skills. Student 1 stated that reading newspaper and using new vocabularies and phrases while speaking develop students speaking skills. And Student 3 stated the same opinion. Students 6 sated that continuous try to speak in English, practice in front of the mirror daily and learning new vocabularies everyday can enhance students speaking skills. The student 8 also stated the same as the students 6. And finally student 13 stated that imitate a character, reflect and prepare can enhance a student speaking skills.

FINDINGS AND DISCUSSION

Findings and Discussion

This research was undertaken by the researcher among 25 students of 12A Arts class who were selected as the sample of this research study from KM/STR Muslim Madhya Maha Vidyalaya. This research was carried out with a structured pre-test and post-test and with a semi-structured interview. The researcher prepared a pre-test and post-test question paper along with four types of different questions, and a semi-structured interview along with four questions.

First the pre-test was conducted, 04 questions were there: 2 questions relating to reading and 2 questions relating to speaking. Totally 25 students of 12A Arts class took part in this pre-test. Only 25 percentage of students achieved more than 40 marks in all four questions of the pre-test. The other 72 percent students obtained less than equal 40 marks in four tests. In the RCQ and in the VDQ no any students obtained between 10 and 20 marks. But in SQ1: 8 percentage of students and in SQ2: 4 percentage of students got between 10 and 20 marks. This shows that there is a fall in the speaking level of the students. Though 20 percent of students scored 40 to 50 marks in the RCQ, only 4 percent students scored 40 to 50 marks in the VDQ. This shows the lack of vocabulary of the students. 52 percent of students obtained between 20 and 30 marks in the SQ1 while 32 percentage of students got 20 to 30 and between 30 and 40 marks in SQ. This shows the speaking of the students must be developed. Through this it can be understand that the speaking of the students must be developed along with developing the vocabulary and reading of the students.

After the implementation of teaching learning process post-test was conducted. The students who obtained less than equal 40 marks in the pre-test were selected for the action process. These students were only selected for the post-test: they are 18. In the RCQ 78 percentage of students achieved more than 40 marks. And in the vocabulary development question 89 percent students achieved more than 40 marks. This shows that the RC and Vocabulary of the students have been developed through this teaching learning process. And also only a few students obtained less than 40 marks. Not only that the speaking of the students also have been developed. Though 28 percentage of students obtained below 40 marks in the SQ1 (individual task), all the students obtained above 40 marks in the SQ2 (group task). This expresses that the students can be motivated to speak fluently by engaging them in group and pair works.

Comparing to the pre-test the students there was a good achievement in the post-test. Though 28 percent of students obtained more than 40 marks in the RCQ of the pre-test, 78 percent of students achieved more than 40 marks in the RCQ of the post-test. 50 percent of students have improved their RC through teaching learning process. And only 28 percentage of students got more than 40 in the VDQ

of the pre-test, 61 percent of students improved their vocabulary during the teaching learning process. 78 percentage of students obtained more than 40 marks in the SQ1 and 100 percentage of students achieved more than 40 marks in the SQ2. Through it is proved that 56.75 have improved in all four tests than the pre-test.

CONCLUSION AND RECOMMENDATION

Conclusion

In conclusion, this study aims to enhance English speaking skills through reading of second language learners. The results of the pre-test and post-test shows development of students' scores after the use of teaching learning process. The improvement of the students' scores indicates that students' speaking skills increase. The researcher had already noticed an improvement during the teaching and learning process, particularly in speaking tasks. By analyzing the research findings, the researcher identified the reading and speaking level of the students, it was the first objective of the researcher. The very common problem faced by the students in speaking English daily include; fear about making mistake, incorrect pronunciation, lack of understanding of grammatical patterns, limited of vocabulary mastery, minimum opportunities, students interest, mother tongue use, seldom to practice and less discipline. Besides, the researcher has a finding research in students speaking problem, that the problem are faced because of some psychological factors such as fear of making mistakes, shyness, lack confidence, and lack of motivation. This is big effect that occurs by students in speaking English. From all the problems difficulty in speaking that faced by students, the researchers has underlined some important factors problems that faced by students such as environmental factors which do not support to implement English in daily language communication.

Many strategies have been developed to improve students speaking through reading and more. Communication without vocabulary will break down. One of the most useful ways to improve the communication skills is extensive reading. Extensive reading will help you to develop your ability to express ideas, whilst also enlarging the size of vocabulary. An also reading stories, dialogues, plays also improves the vocabulary and speaking. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

They stated that undergoing tasks through various activities in pairs and group works facilitates them to speak better English. They can practice simple dialogues, turn-taking, gap information, interview, discussion, short role-play, simulation, and mini-drama. The most important is they can evaluate their learning. Various learning experiences motivate the students to improve their speaking skills in the future. While the activities are mostly designed to help students to be more active such as doing presentation in front of the class and followed up by question and answer sessions where the opportunity to speak was maximized, the speaking

tasks were enhanced within the students. Actually, the teacher can apply new strategies to achieve the goal of learning English. The teacher can choose difference strategies to make students enjoy in learning, learning speaking is not only applied in the inside classroom, but it can be applied outside classroom. This is the way of teacher to increase students speaking in their daily communication. The strategies needs evaluate by the teacher to know the feedback of students in learning English.

Recommendation and Limitation

This research was conducted on a small group of participants; therefore, it has some limitations. However, based on its results, several suggestions can be made for future research. Action research can be carried out with students at different proficiency levels, in different departments and schools, as well. The findings were thoroughly analyzed and evaluated from the students' point of view, with recommendations for students, teachers and further researchers. Academic researchers from Sri Lanka, each with their own set of students and framework, will benefit from the study.

Recommendation for Students

Students have to pay attention in enhancing their speaking skills which is needed for them in life time. Also the students have to understand the importance of English and they have to take steps to improving it. They have spent more in reading English books, stories, dialogues and novels, which can improve their knowledge and their speaking skills. Not only that, students have to listen to the news and songs in English to be fluent more. There are many apps and games created to develop English so, they can engage in that and improve their knowledge. They must be confident in speaking English, they do not want whether it is correct or wrong when they start speaking by opening their they can automatically speak very well. So, the students must take these things into their consideration and they must have to take steps to improve or enhance their English speaking skills through reading.

Recommendation for Teachers

Teachers are the role model and the guidance for the students, so teachers must be very careful with the students learning process. Teachers have to motivate the students to speak in English at inside and outside of the classroom. The teachers can give counseling on the importance and the problems to be faced by the students in their future without English. And also teachers can use many new strategies with use of modern teaching aids and make students interested in reading and speaking.

The teachers can motivate the students to read at least one passage/ article per day. And make them note down the unknown words and find the meaning them using dictionary. While students refer the dictionary to find the meaning it will be saved in their mind and it will not forget easily. Like these, the teachers can use many

strategies to improve students English skills. The teachers must be clear that they are responsible for the students and they have to develop the students speaking skills.

Recommendation for Future Researchers

They have to fill the gap of this research and complete students speaking skills through reading and many other ways. Even most of the schools, institute and universities talk about it, there is some needs to research about particular problem especially among second language learners according to Sri Lanka.

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ABBREVIATION

KM	-	Kalmunai
STR	-	Sammanthurai
G.C.E	-	General Certificate of Examination
A/L	-	Advanced Level
ESL	-	English as a Second language
EFL	-	English as a Foreign Language
RC	-	Reading Comprehension
RCQ	-	Reading Comprehension Question
VDQ	-	Vocabulary Development Question
SQ1	-	Speaking Question 1
SQ2	-	Speaking Question 2