

USE OF TEXT READING TO DEVELOP SPEAKING SKILLS

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This article focuses on how vocabulary wealth relate to spoken words and finally how reading contributes to speech. The importance of vocabulary, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore, providing improvement in word knowledge through wide reading has the potential for providing improvement in speaking skills.

English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool furthering their studies. In the process of teaching and learning the four language skills (listening, speaking, reading and writing) are performed. Most of the learners possess inability in communicating appropriately and correctly. In foreign language teaching and learning ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.

There are several effective ways of developing speaking skills. According to many teaching theorists speaking skill can be developed, though communicative activities which include an information gap filling, jigsaw puzzle games, problem solving and role-play activities. Another effective way of improving communicative skills in target language is reading skill. There is increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. One important notion of developing reading and speaking skills is to use the language for learning as well as communication. Reading can play a big part in improving our speaking. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Learners through reading develop in both fluency and accuracy of expression in their speaking. In this article I tried to connect reading with one of the fundamental language skills: speaking. Learners write, read, listen to stories and then they may have ability to tell the stories. It seems clear that the more stories we read, the more discussion ideas, opinions and vocabulary we will have. Although at times the four main language skills (speaking, writing, reading and listening) are worked on separately. They are widely accepted as being interdependent progress in one helping progress in other three. To release reactions like “I do not have any ideas”, “I do not know what to say”, and “This speaking task is too hard” in your life, reading helps. These problems happen

for many reasons like lack of vocabulary, lack of grammar confidence, lack of self-confidence, lack of ideas, lack of factual resources, insecurity because of pronunciation. There are also a lot of students who are confident speakers but the moment teachers start talking about diverse topics they seem to feel blocked and unable to talk with ease. If they have never been exposed to texts on that topic or they have not had the chance to discuss them, they consequently will not have much to say about them. Course books can only provide only one solution. However, in the language classroom we usually focus on task-based reading rather than discourse-based reading sessions. Course book texts often focus on reading strategies for scanning, skimming, T/F, multiple choice which encourage students to have longer discussions. A comprehensive and motivating approach is using extensive reading to develop speaking skills. Learners may find graded readers in various topics, various genres, and all stories have a special subject-focus. They will serve as great discussion materials and the language they provide will be at hand for your students to recycle and use in oral communication.

- **Connected Speech:** learners not only should produce the sentences accurately but also the speech of them must be fluent enough. In connected speech sounds are modified, omitted, added or weakened.

- **Expressive Devices:** native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

- **Lexis and Grammar:** spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

- **Negotiation and language:** effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills.

CONCLUSION Integrating speaking and reading skills deepens 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. Communication without vocabulary is nothing. One of the most useful ways to improve students' communication skills is extensive reading. Extensive reading helps learners to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a

wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

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