



**ASSESSING THE ROLE OF EXTENSIVE READING IN DEVELOPING SPEAKING SKILL OF
GRADUATING STUDENTS OF ENGLISH LANGUAGE AND LITERATURE: WOLAITA SODO
UNIVERSITY IN FOCUS**

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ABSTRACT

Extensive reading is a reading strategy that read longer texts for global understanding. This study was assessed the culture of extensive readers and the difference between extensive and non extensive readers speaking fluency. Additionally, assessed that students who read extensively could speak fluently and the role of extensive in developing speaking skill was well assessed. The study was delimited on third year English language and literature student of Wolaita Sodo University. The researcher also used purposive sampling by non- probably sampling technique due to the number of subjects were 52. To gathered information researcher used questionnaire for students and interview for teachers and analyzed qualitatively and quantitatively through table and percentage. Based on the data gathered through questionnaire and interview the culture of extensive readers and main role as well as level of importance of extensive reading in developing speaking skill was identified. Through the research finding, extensive reading has significant impact to develop speaking skill and students who read extensively have better vocabulary ability than others and this situation help them to speak their idea freely. Researcher conclude that extensive reading major role to learners and the mode of teaching speaking is more use full to students thought reading as a means of facilitating them about the acquisition of English language and recommend that most student considered them as responsive only what the teacher said in the class. Key words: **extensive reading, students' fluency, reading culture, reading habits, acquisition**

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1.1 Background of the Study

Bamford, (Extensive reading activities 1); extensive reading is a language teaching procedure where learners are supposed to read large quantities of material or long texts for global understanding, the principal goal being obtaining pleasure from the text. The reading is individualized, what means the students choose books they want to

read, they read it independently of the teacher and they are not required to do any tasks after reading.

Extensive reading is a topic that has been widely discussed over last decades and its benefits have been generally approved by many researchers. Bamford (Extensive Reading Activities 1); states that students who read more will not only become better and more confident reading but they also improve

their reading, writing, listening and speaking abilities and their vocabularies will get richer .

Karsh an, (power of reading 2); stated that extensive reading belongs to free voluntary reading approaches that share the common idea of independent of voluntary reading. Other examples of free voluntary reading are sustained silent reading or self- selected reading.

According to the new American oxford dictionary, (1969:163); speaking is the act of an instance of uttering words of a language or significant of capable of speech. Now the use of speaking in English has been increase due to the strengthening position of English as a language for international communication. In fact many students consider language fluency to communicate verbally with others often consider more important than the ability to read or to write Burn kart, (1998).

Developing fluency is crucial. Nuttal, (1982); describes an on fluency reader as being caught in a vacuous circle applauding struggling reader cannot read much.

This lacks of reading practice results in little or no important or continued dislike and avoidance of reading. So read more and as a result, become more motivated to read to reading continue to increase in reading proficiency. Therefore researcher reemphasized to the relation between extensive reading and speaking.

In a reading process six component skills have been suggested. Among these knowledge fields' vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement.

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Formal discourse structure knowledge
- 4) Content/world background knowledge
- 5) Synthesis and evaluation skills/strategies
- 6) Metacognitive knowledge and skills monitoring (Grabe,1991, p.379).

How do these component skills contribute to speaking skills? Anne Lazaraton (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation ...); sociolinguistic competence

(rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies).

Vocabulary knowledge and grammar are two essential factors of foreign language learning, and they both influence learner's speaking performance. Good knowledge of grammar is viewed as an essential aspect for achievement in a foreign language. Grammar is important to learn the nature of language. Grammar helps learners to build comprehensible sentences in speaking. In order to understand how language works, learners should give attention to grammar. "If we only understand what others say partially and superficially, the communication of ideas can't be properly realized (Zhong-guo, Min-yan, 2007, p.63)." Reading will help learners acquire vocabulary and grammar. Through reading learners see how words fit together. When learners constantly engage in the target language, they begin noticing and mastering the patterns in the language. Mccarthy (2000) states that lexical and grammatical knowledge are significantly correlated to reading comprehension. This means learners will achieve better reading comprehension through grammar. Krashen (cited in Hill and Holden, 1990, p.92) encourages reading because it is a great factor in foreign language improvement and believes that students who read a lot are good at reading, good at writing and have a good vocabulary and grammar knowledge. Learners see structure of a sentence and this enables them to build their own sentences and utterances.

Reading may contribute significantly to competence in a second language. There is good reason, in fact, to hypothesize that reading makes a contribution to overall competence, to all four skills(Krashen & Terrel, 1983, p.131)

Vocabulary knowledge is indispensable for effective communication. Lewis (1993, p.23) writes that learning vocabulary is the core task in second language learning and any language skills of listening, speaking, reading, writing, and translating cannot exist without vocabulary. Vocabulary understands the meaning of a word, so communication does not occur if there are no

words. Therefore reading is probably the best way to learn new words. Reading results in incidental vocabulary acquisition (Lechmann, 2007). Nation supports this idea and says: "Reading has long been seen as a major source of vocabulary growth" (Nation, 1995, p.7). Most people recognize the important relationship between knowing words and reading well. Eskey, supporting this notion, states that "the relationship between reading and vocabulary is well documented and reciprocal" (Eskey, 2005,p.567). And, "in fact the relationship between vocabulary knowledge and reading comprehension is well established in the reading literature" (Dole, Sloan, Trathen, 1995, p.452). Hedge (1985, p.77) also states that through extensive reading learners advance their ability to of guessing the meanings of unknown words and phrases from clues in the context and he concludes that students who read a lot outside the classroom may increase both their comprehending the context and improving their vocabulary which are essential elements to advance speaking skills.

Broad and deep vocabulary knowledge makes learners precise and articulate. Through reading learners see how the new words connect to other words. "The more reading you will do, the more you will increase your exposure to vocabulary that doesn't usually make its way into the spoken language" (Cunningham, 1998). An improved vocabulary will help learners develop their speaking skills. Speech without vocabulary cannot be produced. Vocabulary is one of the essential and fundamental components of communication (Levelt, 1993). And www.ccsenet.org/ijel International Journal of English Linguistics Vol. 2, No. 6; 2012 Laufer (1997) stresses the importance of vocabulary knowledge and adds that without words to express a wider range of meaning, communication in a second language cannot happen in a meaningful way. Learners will improve their speaking competence if they have better vocabulary knowledge which they can get through reading.

Sanacore (1994, p.604), is of the opinion that encouraging learners to read will lead them guessing the meanings of words, phrases from the context, and the more they read the more they will understand the meanings of sentences and

concepts. And an ongoing reading habit will enable learners understand a text easily, even they do not know meanings of some words in the text. Reading extensively will enhance their comprehension. Learners will easily comprehend in the foreign language if they advance their ability of guessing the meanings of words from context which will promote their speaking performance.

Dubin and Olshtain (1977, p.97) also point out that through extensive reading learners learn much vocabulary.

They emphasize the benefits of extensive reading as:

- Students develop an ability to gain pleasure and also satisfaction from reading on their own in the language they are learning.
- They are exposed to the language in a more natural and less structured way. In other words, they get different unpressured feeling on the structure of the language since they read for pleasure, and not for a grade or a test.
- Extensive reading has also effect on other language skills such as writing and speaking.
- Extensive reading, or reading for pleasure, will help the students comprehend more and also continue to use the language after the instruction.

Oya, Manalo, and Greenwood suggest that better vocabulary knowledge produces better oral performance (2009,p.11). Accuracy and fluency of learners will get better through reading. They also claim that having good vocabulary knowledge is one of the essential components to gain fluency in speaking performance (Oya, Manalo, Greenwood, 2009, p.19). It needs to be noted that good vocabulary knowledge will give learners confidence in their speaking performance.

Better vocabulary knowledge and having more words at one's disposal is likely to facilitate the ability to tell a story better, to demonstrate a more extensive range of language resources, and to come across more intelligibly. Better vocabulary knowledge could also contribute to boosting the speaker's confidence, which would come across when speaking and influence the overall impression created.

(Oya, Manalo, Greenwood, 2009, p.19) In the theoretical model of L1 and L2 speaking (Levelt, 1989, 1993), vocabulary has a central position in forming an utterance with appropriate meanings and with syntactic, morphological, and phonological structures.

Levelt's model suggests two points. First, vocabulary is always required in the formulation stage. In other words, no speech can be produced without vocabulary, and vocabulary is indispensable to speaking performance. Second, the lexicon consisting of lemmas and lexemes includes not only vocabulary size (i.e., primary meaning and form [phonology]) but also depth (i.e., syntax and morphology), which suggests that both size and depth are related to speaking performance (adapted from Rie Koizumi, 2005, p.53).

The study by Adams (1980) and Higgs and Clifford (1982) indicates close relationships between vocabulary as part of overall speaking performance and overall speaking performance at low levels than at intermediate and advance levels (adapted from Koizumi, 2005, p.53).

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. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative competence (Peacock, 1997). "A text is usually regarded as authentic if it is not written for teaching purposes but for a real-life communicative purpose, where the writer has a certain message to pass on to the reader. As such, an authentic text is one that possesses an intrinsically communicative quality" (Lee, 1995). It is real language created by native speakers of the target language in pursuit of communicative outcomes (Little, Devitt, & Singleton, 1989).

Integrating speaking and reading skills deepens students' understanding of the reading material, reveals any problem they have understanding a text, and, most importantly, lets them apply the information they have read into

authentic speaking practice that improves their fluency (Zhang, 2009, p.34).

1.2 Statement of the Problem

In Wolaita Sodo University Graduating students of English language and literature students' speaking and reading culture is less since they learn this language as foreign language but they prefer their first language and they are fluent in their first language because they acquired it before they had joined to school. Researcher is good evidence for this part of the subject.

The chance to join themselves to non academic text may be the problem of Wolaita Sodo university students rather than students spent-all their effort and time on academic matters that leads to English language learners are restricted in class room in those students. Therefore, this study assessed the role of extensive reading in developing speaking skill of Wolaita Sodo University graduating students of 2013 English language and literature students.

1.3 Objective of the Study

1.3.1. General objectives

The main objective of this study was to assess the role of extensive reading in developing speaking skill of graduating students of 2013 English language and literature students of Wolaita Sodo University.

1.3.2. Specific objectives

The specific objectives of this study was able

1. To identify the culture of extensive reader
2. To distinguish students who read extensively speak fluently or not
3. To assess the difference between extensive and non extensive readers speaking fluency
4. To examine the role of extensive reading in developing speaking skill

1.4 Research Questions

In order to achieve the above objective of the study, the researcher generated research questions as follows;

1. What are the cultures of extensive reader?
2. Do students who read extensively speak fluently?
3. Are these any difference between extensive reader and non extensive readers speaking fluency?

4. What are the roles of extensive reading in developing skill?

1.5. Significance of the Study

Currently English is a mode of instruction in all other subjects. In addition, students must have sufficient ability in order to use the language by using different methods that can help to develop their skill of English language to them. Therefore, this study might be important to all English language learners especially in speaking. In addition to this, it also helps those who want to study more on this field of study. Finally it will be important for English language and literature learners to develop speaking fluency.

1.6. Delimitation of the Study

This study was delimited on Graduating students of English language and literature. Therefore, these students took many courses such as reading, spoken I, spoken II, advanced speech, and they also read academic texts like: novel, short stories and different news papers that motivate to widen the scope of those students. Therefore, researcher could easily manage to gather data from them and also their speaking fluency was well assessed.

2. Research Methodology

2.1. Design of the study

The research design which was used in this research was case study methods of study, and researcher used co –relation study that means knowing the relation between the verbal of speaking as well as extensive reading.

2.2 Subject of study

The subjects of the study were graduating students of 2013 English language and literature students of Wolaita Sodo University.

2.3 Sampling techniques

Graduating class of 2013 English language and literature students were a few in number, which is only one section with a number of 52 students. Therefore, researcher used purposive sampling by non- probability sampling techniques based on their number.

2.4. Data collection Instrument Questionnaire

In this study, Researcher used both open ended and close ended questionnaire to collect data from the student extensively. However, the respondents were given chances to include whatever they thought were needed in the study. According to Robinson (1991), with questionnaire, one may seek information on a large number of points. Questionnaires are generally wide ranging because they are used for quantitative information and can also be sent easily to a large number of people.

Interview

Researcher also used semi-structured interview so as to identify the subjects' attitude towards the role of extensive reading in developing speaking skill. The most essential instrument, that is testing also did not use because of shortage of time. Therefore, the content of the interview was similar to that of questionnaire.

2.5 Techniques of data analysis

The data which was collected from questionnaire and interview could be analyzed quantitatively and qualitatively respectively. The researcher was familiar with those extensive readers of graduating students of English language and literature.

This made it could assess their speaking ability by combine it with their extensive reading habit and the researcher used table and percentage to be analyzed.

3. Data Analysis and Interpretation

The main focuses on linked the role of extensive reading to its advantage in fostering students speaking skill. Data collected through interview and questionnaire were organized and presented in a manner of suitable to report and discuss the result. Therefore in this section data analysis and discussion of the result are presented in details.

3.1 Analysis of data obtained through questionnaire

Table 1: Student's response on the role of extensive reading in developing skill.

No	Item	Alternatives	Students response	
			No	(%)
1	What language do you prefer read mostly?	Reading in your 1 st language	22	43.13
		Read in your second language	29	56.86
2	If your answer for number "1" is choose "B" which books do you read?	Fiction	16	31.37
		Short story	13	25.49
		News paper	10	19.60
		Only academic text	12	23.52
3	How often do you read?	One hour per day	4	7.84
		Significantly more time	28	54.90
		Three to five hours per day	11	21.56
		Some times through class	8	15.68
4	Why do you read materials which are written in English?	To do assignment	18	29.41
		To enjoy	13	25.49
		To get information	13	25.49
		To improve speaking skill	8	15.68
5	When do you practice extensive reading	When reading literature	11	21.56
		When reading for pleasure	10	19.60
		When reading course subject	18	35.29
		When reading academic text	12	23.52
6	What kind of language skill do you develop when you read extensively?	Pronunciation	12	23.52
		Grammar	10	19.60
		Vocabulary	12	23.52
		Speaking	18	35.29

As indicated in the above table students were asked to reflect their prefer language to read, 22% of respondent respond that they prefer reading in their own first language, where as 29% of responded that they prefer reading in the second language. Therefore, from this researcher conclude that most of students read in their second language. **Item 2**, as indicated in table 13% respondent responded that they read fiction, 13% respondent responded that they read short story, where as 10%

and 12% read news papers and only academic texts respectively. Therefore most students read fiction, short story and news paper where as some of the students read only academic text.

Item3, how often do you read? As indicated in table 8% of respondent read significantly more time, 11% of respondent read 3-5 hours per day. In contrast to this 4% respondent read 1 hour per day and 28% of respondent read the same time with that of class. Therefore, most of student did not read more.

Item4, why do you read materials which are written in English?

As it showed most of the student purpose of readings for doing assignment that is 18% of respondents and 13% of respondent read to entertain, 13% of respondent to get information where as 8% of respondent read to improve speaking skill. Therefore, from this researcher conclude that most of the students read indirectly to improve speaking skill.

Item5, when do you practice extensive reading? Firstly 11% student said that they read extensively when reading literature. Secondly, 10% respondents again said that when they read for pleasure, where as 18% said when they read course subject. Finally 12% of the respondent said when they read academic text. Based on the above data the student's practice extensive reading when they read course subject.

Item6, what kind of language skill do you develop when you read extensively? Based on this question 12% of the respondent said that reading extensively has significant impact on the development of pronunciation. Whereas 10% of the respondent said that to develop grammar, 12% of the respondent said that to develop vocabulary and 18% of the respondent responded that to develop speaking skill. Therefore, the researcher concludes that most of the students read extensively to improve speaking skill.

As it is indicated in the above data and discussion student read different materials for the seek of their speaking skill. In addition, to develop pronunciation and vocabulary.

Part II: Student's response on open ended question

Item1, do you think that spending more time is essential? Why?

As it showed in the data all of the students accept a few answered "yes" spending more time in extensive reading is essential. In elaborating the reason why they said is "yes" they stated different reason. Some of them said, any literary texts are full of new vocabulary words, correct grammar usage and different formal and informal expression. So, being familiar with different reading material help them to facilitate the speaking proficiency of readers. Whereas some other respondent stated

that when the reader expose to himself /herself to different reading materials, he/she will face different and new vocabulary words and phrase. This individual checks the meaning from dictionary and they are able to understanding it easily.

As a result, the reader will have word power in their minds so they can use this different vocabulary for different expression and exchange of ideas with their friends. Whereas a few respondents respond that spending more time in extensive reading is not essential. They stated without justification.

Item2, what do you think that reading extensively is important? As collected from the data the entire student said that, reading materials extensively is important to capture different skills. That is writing skill, listing skill, reading skill and speaking skill. This result seems consistent with Bamford, (extensive reading activity one): Students who read more will not become better and more confident readers, but they will also improve their reading ,writing, listing and speaking abilities and their vocabulary will get richer.

Item3, what teacher's do in extensive reading class? As some of the respondent respond that teacher in extensive reading class needs to work hard, to provide more readable materials for independent reading but also insure support is given during the reading process to enable more difficult texts to be understood.

Whereas the remain said teachers across the curriculum encourage extensive reading to enable the amount of reading that can lead to language gains and teachers give more time to students that they need sometime before they see value in extensive reading and also guidance to select materials that are an appropriate level. Finally teacher who has value for reading must encourage students to make an investment in reading.

Item4, is there any relationship between extensive reading sand speaking? If you yes what is that? As sowed the data. All of the students said "yes". They elaborated as why they said "yes" they stated that, some of them said that any literature text are useful of new vocabulary words, correct grammar usage and different formal and informal expression. So, being familiar with different reading material helps them to facilitate the speaking proficiency of

readers. Whereas, some other respondent stated that when the reader exposed himself to different reading materials, he will faced different and new vocabulary words and phrases a these 8individual check the meaning from dictionary and they are able to understand it easily.

As a result, the readers will have word power in their mind. So they can use different vocabularies for different expressions and change of idea with their friends.

Item 5, what do you know about the culture of extensive readers? As stated in the above data

students were asked to express about the culture of extensive readers. In responding to this question surprisingly most students said extensive readers went to read any written material especial fiction short story and news paper and entertain by reading. Whereas some students said that they spent more time in reading, understand text easily and talking the written material to get different information from it. Therefore, the researcher concludes from this extensive readers culture determine by purpose and pleasure.

Table III: Student's response on the reading strategies and habit

Number	Items		Always	Usually	Sometim es	Rarely	Not at all
1	How often do you refer difficult words in dictionary whenever you read?	No	12	8	28	3	
		%	23.52	10		5.88	
2	How often do you read beyond academic text and reflect your opinion with your friends?	No	12	10	25	4	
		%	23.52	19.60	49.01	7.84	
3	How often do you read for the purpose of improving your speaking skill?	No	9	15	20	7	
		%	14.64	29.41	39.21	13.72	
4	How often do you give emphasis for the vocabularies, grammar and sentence structure of the text you are reading?	No	20	12	15	4	
		%	39.25	23.52	29.01	7.84	

Item1, as stated in the table respondents give different response which was asked about the habit of students to refer difficult words in dictionary whenever they read 28% respondents said sometimes, 12% of said always, 8% said usually whereas, 3% respondents said they refer difficult words in dictionary whenever they read. Then researcher concludes that most students refer difficult words in dictionary some times.

Item 2, student were also asked the frequency of their reading of non- academics texts and reflect their opinion with their friends. Related to this, majority of the respondents 25% responded that

they do sometimes, 10% said usually, 12% said always and the rest 4% said rarely.

Item 3, when students asked how often they read for the seek of improving their speaking fluency, 9%of the respondent said always, 15% responded usually, 20% responded that some times and the rest 3% responded rarely.

Item 4, the students were asked about their habit of looking in to orgning much emphasize about the vocabulary, grammar and sentence structure of the text that they are reading.

In this regard 20% of respondents said always, 12% usually, 15% of respondent said sometimes and the rest 4% said rarely.

Therefore, according to the data presented in the above 98% and 53% of respondents respond that sometimes and usually respectively. 45% of the respondent said usually and the rest 18% said rarely. Finally it generalize 98% of the student have good understanding and strategies that helps them to improve their speaking skill through reading.

Table 4: Students response related to their point of view about extensive reading.

No	Item	Response category	Data source	
			No	%
1	It is possible to improve speaking proficiency by reading.	Agree	15	29.41
		Strongly agree	25	49.01
		Disagree	6	11.76
		Strongly disagree	5	9.80
2	Students read different texts and construct meaning by their own.	Agree	24	47.05
		Strongly agree	16	31.37
		Disagree	6	11.76
		Strongly disagree	5	9.80
3	Students freely reflect different responses after they read literature texts.	Agree	24	47.76
		Strongly agree	12	23.52
		Disagree	8	15.68
		Strongly disagree	6	11.76
4	Students who read extensively speak better than students who do not read extensively.	Agree	14	27.45
		Strongly agree	29	56.86
		Disagree	5	9.80
		Strongly disagree	3	5.88

Item 1, as it is showed in the above data respondents were asked to answer weather it is possible to improve speaking proficiency by extensive.

Related to this item s25% of respondents show strong agreement for the question, 15% of the respondent responded agree whereas, 6% and 5% of the respondent said disagree and strongly disagree respectively. In addition there also a question which is asked for student towards their level of agreement on weather students who read different

texts or materials can construct meaning by their own. With regarded to this question 16% of the student show strong agreement where as 27% also answered positive agreement related to this question. In contrast small students, 5% show strong disagreement and 6%show disagreement. Therefore, form this researcher conclude that most students who read different texts can construct there on meaning.

Item 3, on the other hand, respondents were asked to show their level of agreement related to weather they reflect different response after they read literary texts. As researcher stated on the table above in responding to the item 12% of respondent show strong agreement, 24% of them show their positive agreement, where as8% of respondent show disagreement and 6% show strong disagreement. Finally researcher concludes from this most of the students can reflect different response after they read literary text.

Item 4, as stated in the above table students were asked to show their level of agreement on students who read extensively can speak better than students who did not read extensively. Based on this, 29% of respondent stated their positive agreement, whereas very few respondents stated their strong disagreement which is 3%. The rest 5% show that they don't agree. Then researcher concludes that a student to read extensive can speak better than a student who did not read extensively. As indicated from the analysis above, the part III of students questionnaire generally described speaking can be improved by extensive reading. And the result of the questionnaire showed that being an extensive reader has high significant role in the development speaking professions. As it is stated above in the analysis the majority of the respondent said that students who read different text can easily improve their speaking and can construct meaning by their own and also it initiated the student to reflect different response easily. More over the majority of the student agrees that extensive readers are better speaker than non- extensive readers.

3.2 Analysis of data obtained from teachers through interview

Firstly, what is the relationship between extensive reading and speaking? In this question the

interviewee replied positively about interrelations of extensive reading and speaking skill.

As one of the interviewed told that, a person who has a habit of extensive reading can use various expressions in various situations. On the other hand, a person who reads for his /her pleasure or information he/she can be expressive and speak fluently. Additionally, extensive reading indicates that readers focus on a bulky of reading. so that they can understand a certain text either for academic or non academic purposes. Similarly, speaking skill is the other skill that helps speaker's language to improve their speech ability. Therefore, when student read for academic purpose or for pleasure the student may have good knowledge of speaking because the reader consciously and unconsciously start to capture the meaning of each word from the text that they read. Because of these realities, both extensive reading and speaking have close relationships.

From this researcher realize that the two skills should be seen in separable and the presence of extensive reading plays a great role in improving students speaking proficiency.

Secondly, do you think that extensive readers have their own culture? Teachers responded that "yes" extensive readers have their own culture that they have different materials (reading text) in different situation for their various purpose and they may need different information based on their purpose. In addition to this, their linguistic focus is for fluency and skill forming. This also supported by Bamford and day, one: after finding reading pleasurable and useful students are eager to read the amount of the texts that will make them fluent reader. Only then they develop the interest to learn new skills which would help them to become better reader.

Thirdly, do you think students who read extensively have better speaking ability than that of others? The interviewee responded that "yes" extensive readers are distinguished from non extensive readers in terms of their speaking ability. According to one of the interviewee, reading extensively is a mandatory thing to anyone who wants to improve his or her speaking. He said that, reading and speaking are interrelated, means that

when we read more we speak better. The main reason is that those extensive readers can understand the system of the language they read. But, non extensive readers lack this experience. So, it hinders their speaking abilities.

Additionally, when students have extensive reading habit, they overcome the shortage of vocabularies unless; students those don't have extensive reading habit face the problem of word power or shortage of vocabulary to express their idea.

Finally, do you think that extensive reading is important to improve speaking skill? With regarded to this the interviewee suggests that they improve speaking skill When students develop further reading habit. They can enhance their language skill including speaking skill. The reason is that when students read different books they come across different fiction vocabularies and other speech mechanisms. They refer it in dictionary. So, when they repeatedly practiced such kinds of activity, they are able to identify when, where and how this words are used during speaking. In addition, it helps the reader to choose the appropriate word during their speech.

4. Summary, Conclusion and Recommendation

4.1 Summary

The main objectives of this study was to assess the role of extensive reading in developing speaking skill of third year English language and literature students of Wolaita Sodo University.

Researcher used questionnaire and interview extensively to collect the necessary data from the subject of this study. To select the subject from the target population the researcher used purposive sampling by non probability sampling techniques based on the number that is the number is less which is 51 students.

Based on the data gathered through questionnaire and interview the culture of extensive readers and main role as well as level of importance of extensive reading in developing speaking skill was identified. Through the research finding, extensive reading has significant impact to develop speaking skill and students who read extensively have better vocabulary ability than others and this situation help them to speak their idea freely.

4.2 Conclusion

From the analysis of questionnaire and interview researcher conclude that extensive reading is a system to develop the speaking proficiency of third year English language and literature students of Wolaita Sodo University.

Extensive reading play major role to learner and the mode of teaching speaking is more useful to students who thought reading as a means to facilitate them about the acquisition of English language competence. As showed from the analysis extensive readers have their own cultures like, having different reading text, spent more time and entertain by reading and also extensive readers are fluent speaker than non extensive readers.

Based on the analysis the data researcher conclude that third year English language and literature students are practicing dimension of reading different materials to improve their skills of speaking. Finally, extensive reading has significant role in the development of students speaking skill and vocabulary knowledge their grammar usage and their pronunciation become improved for students who are reading different books extensively.

4.3 Recommendations

As conclude in the above this study find out the strong interrelation of extensive reading and speaking skill and also researcher recommended the following main points;

- Firstly, all students should have great interest to learn reading through speaking.
- Since lack of vocabulary affects students not speak in English students should read different books to increase their vocabulary.
- The student should not expected to read only academic text, but non academic text such as fiction, short stories, news paper and other reading materials must be read by them.
- The instructor must initiate the students to read beyond their academic texts.
- University students need to have enough access to different reading materials in library and they have to make themselves familiar with this text.

Finally most students considered them as responsible only what the teachers say in the class, and this is limited way of learning language. So motivation has great role on the learner's

performance of speaking. Due to the reason that learning is affected by psychological factors, the teachers as well as parents should treat students and motivate them to read more and more.

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