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Mixed Research

Theme: The Effect of Integrating Reading and Speaking Skills in the Classroom

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Abstract

The research explored the effect of skills integration, specifically the relationship between reading and speaking when teaching English to enhance speaking skill in an EFL context in students of 9th grade at Oriana High school. Three types of instruments were used for this research: a survey, an interview, and two tasks that were applied as an experiment, one task was focused on developing a speaking activity in isolation, and the other one, on the integration of reading and speaking skills to develop speaking. The application aimed to demonstrate the effectiveness of using skill integration to improve speaking performance. The kind of methodology used to approach and analyze the data was quantitative and qualitative (mixed method). The result was that through the use of integration of reading and speaking skills students were more likely to enhance speaking skills, based on students' good speaking performance. Thus, the teacher should integrate at least two English language skills a receptive and productive such as reading and speaking to help students to improve speaking skills.

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1 Research Scope

1.1 Introduction

Nowadays, as in the past, it is common to see that English language skills are taught in isolation from other skills. According to Pysarchyk & Yamshynska (2015) linguistic scientists considered all the macro-skills as separated and different methods of teaching were developed. But, in the 1970's some language professionals realized that English language skills could not be developed individually, since it somehow limited the learning process.of speaking English. They explained that the combination of language skills is so necessary to develop English language proficiency, it means that they need to go hand in hand during the process of learning and teaching English. (pp.77-78).

The present study aims to explore the effect of the integration of reading and speaking skills as a didactic strategy to enhance the speaking skill. The reason why this study emphasis reading as a powerful tool in English language is because reading allows learners to expand their vocabulary knowledge and it allows them to improve their grammar as well. Furthermore, this will make it easier for them to interact with the language in a natural way in speaking activities. In addition, the integration of these two skills will provide many learning opportunities for students in the classroom.

Learning to speak English is not as easy as it seems, since the development of the speaking skill requires that learners to have sufficient vocabulary knowledge, understand how words are orded, how they fit together, and how the syntax of the language works. Students are unable to speak English because when they lack vocabulary, which means that without vocabulary knowledge people would not be able to communicate with each other.

(Khan et al., 2018). It is known that vocabulary does not come to mind in an isolated way, if not through different inputs such as: visuals, audio, authentic reading materials, audio visual, and so on. Thus, all the information acquired from the input materials, then becomes into vocabulary that is one of elements to keep a conversation.

1.2   Problem Statement

After observing some English classes at Oreana Teresa Private School, it was found that there were deficiencies present in students of 9th grade in the speaking skill, therefore, the present study was carried out to address speaking skill because it is one of the most important skills to develop in the English language. However, it is considered the one in which the students have difficulties. Based on the classes' observation, it was observed that students were familiar with reading materials in the English language textbook. For instance, short paragraphs, descriptive paragraphs and dialogues. Nonetheless, it was also observed that the activities of reading employed by the teacher did not lead students to the development of speaking skill. Furthermore, this is the main reason why it is proposed to use the integrated skills approach to combine reading and speaking skills. Although these skills are taught separately, the link between them is indispensable in the process of language learning. Thus, it is expected that the integration of reading and speaking will help students to improve their speaking proficiency.

Oreana Teresa Private School is located del Parque Central de Nindirí, 2 ½ cuadras al este (Nindirí, Masaya) and it was founded in 1991. Moreover, this institution attended preschool and elementary school in the morning shift and high school in the afternoon shift.

The speaking skill is considered the most complex skill to be developed for students. Thereby, the deficiencies when these students communicate their ideas orally are varied. For example, vocabulary knowledge, pronunciation, and grammar knowledge. Thus, this research emphasizes the integration of reading and speaking, because through the reading material students are exposed to learn new vocabulary and grammar that they may use later

in speaking activities in the classroom. Likewise, the usage of the integration of reading and speaking as an effective resource to promote speaking activities through reading material.

1.3   Rationale

1.3.1 Background Information

Learning English as a foreign language is considered a complex process; since it includes receptive and productive skills that learners have to develop together to achieve English language proficiency. In recent years, in Nicaragua teachers have been focused on the development of sub-skills such as grammar and vocabulary when teaching English, while receptive and productive such as reading, listening, speaking, and writing does not seem to be important to include in the curriculum to develop deeply. However, it is important to point out that the main purpose of learning any language around the world is to achieve speaking skills, which means that learners have to be able to use the target language and communicate with others fluently. That's why this research has been carried out to explore the outcome of integrating reading and speaking skills to enable the students to enhance speaking through reading activities that promote speaking in the classroom.

There are few studies related to this research worldwide, which made us more interested and continue with this study. According to Mart (2012), there is a high relationship between reading and speaking, since through reading learners acquire vocabulary and grammar knowledge and also see how words are connected to other words to form sentences. Furthermore, Mart (1) found learners enhance their speaking competence if they have better vocabulary knowledge which they get through reading

Sevy-Biloon (2018) conducted a study among Ecuatorian Efl students focused on integrating EFL skills for authentically teaching, specific grammar and vocabulary; using pre-and post- questionaries, a pre-test, and a post-test, and teacher-student observations as

study instruments and different activities and strategies to integrate English skills. The strategies used by the teacher enabled the students to improve overall in all four skills by following the CBI (content-based instructions) and CLT (communicative language teaching) approaches. Through the communicative teaching strategies and skill integrating activities, the students have also been able to learn and practice all the English language skills authentically. The results further revealed that the students also enjoyed the communicative activities in groups and learning about content and grammar through the integration of skills. The students' agreed that they tended to improve their knowledge and English abilities when these strategies were utilized in class.

Manurung (2015) carried out a study among students enrolled in speaking IV class at the English Department of Teachers Training and Education Faculty from the University of Tadulako, Indonesia. The research was focused on the improvement of speaking skills using reading contextual internet-based instructional materials in an EFL class in Indonesia. Data were collected by rating individual oral presentation and participation. The results of this research were that the application of internet-based contextual instructional materials improves students' speaking ability. The results revealed that there are two ways to achieve the improvement using the internet-based contextual teaching materials: the first is the procedure of selecting the discussion topic, which is contextual and based on students' interest found on the Internet website; the second is the instructional procedure that enables students to actively participate in the meeting and presentation in the classroom.

Gentner (2019) carried out a study in two universities in Bangkok, Thailand. The data were collected from 150 non- English majors from six different major fields. The purpose of this study was to examine the English reading habits and verbal representations of students

who shared the need for functional English proficiency as an instrumental requirement for employment, rather than form-focused on English proficiency. It was found that by promoting reading through the cell phone, students are more motivated in speaking activities. Digital devices were found to be effective to promote reading comparing to teaching English through traditional speaking activities that make students feel frustrated. Finally, online information sources proved to be effective to integrate receptive reading and productive speaking. However, teachers monitored their students because in the interviews, it was found that an amount of time of mobile communication in the EFL classroom moves away from information in English. Instead, it focused on activities that could be described as distracting for students.

1.4   Justification

Students' deficiencies in English language proficiency are becoming more and more evident in the educational field. Therefore, one of the main difficulties that students are facing in the process of English learning is the development of speaking skills. This is the main reason why we decided to carry out this research to improve speaking skill through reading skills. Since, there is no doubt that those who learn new vocabulary through reading are exposed to expand the words and grammar knowledge, which are two of the five elements for speaking skill. As mentioned before, it is necessary to state the purpose of this study which is based on the improvement of the quality of speaking skill through a didactic proposal focused on the use of integrating skills in English class.

Besides that, it is expected that this research can help other researchers to determine possible solutions to the problems found there. Based on the results got in this study. We have high positive expectations with the concluding results. So, it is pretended to determine how effective can be the use of reading skills to enhance speaking skill.

In addition, teachers are expected to have a better idea of how to combine reading and speaking for the development of oral skills in 9th-grade students at Oreana Teresa Private School. Since there is a disturbing lack of prioritization of oral skills.

1.5   General Objective

To explore the use of skills integration, specifically the relationship between reading and speaking when teaching English to enhance oral skills in an EFL context.

1.5.1 Specific Objectives

1.   To apply reading activities that enhance speaking skills.

2.   To recognize reading tasks that enhance speaking in high school students of 9th grade.

3.   To compare the use of short reading to enhance speaking, and speaking activities in isolation.

4.   To evaluate the outcome of the use of reading to enhance speaking skills and speaking activities.

1.5.2 Research Questions

For this research, we formulated the following questions:

1.   Which type of reading texts promote speaking in the classroom?

2.   What is the relationship between reading to enhance speaking, and speaking activities in isolation?

3.   What are the effects of using reading texts to enhance speaking in the classroom?

1.6   Hypothesis

By integrating reading and speaking skills through short reading texts students from 9th grade will enhance their speaking performance in the classroom.

2   Literature Review

This research literature is divided into three sections. The first section is focused on reading skills. This includes definitions of reading skills, types of reading, importance of reading skills, and authentic reading materials. The second section is focused on speaking skills. This also includes definitions of speaking, the importance of teaching speaking, and types of speaking, and activities to teach speaking. In the third section, the integrated skills approach is covered. This includes a definition of the approach, classification of the approach, advantages of integrating reading and speaking to enhance speaking skills in the classroom. In the end, all these concepts, definitions, and theories will be useful to make a better analysis of the outcome gathered from the data collection.

2.1   Classification of English Language skills

Listening, speaking, reading and writing are the four language skills that English learners need to develop for communication. English language skills are classified in two parts receptive and productive (Husain,2015). Receptive skills refer to reading and listening skills, where learner extract or infer the meaning from a discourse. While, productive skills refer to speaking and writing skills, in this case students have to demonstrate how they are able to produce language by themselves (Harmer, 1991.p,265).

2.1.1 Receptive skill (reading)

Reading is known as a receptive skill, since through this skill learner receive a lot of information to produce the language. It is thought that reading can be developed independently of other skills such as listening and speaking. But in fact, they need to go hand in hand to be developed. On other hand, reading is considered an essential skill in a language,

since it provides a vocabulary to the students that will aid listening comprehension and communication (Supina, 2018)

2.1.2 Productive skill (Speaking)

Productive speaking skills enable learners to produce the language in spoken form. It can be said that this is the most important and the most difficult to develop for English learners. Golkova & Hubackova, (2014) stated that speaking skill is called productive and also known as active skills because through speaking speakers transmit information to another person once they are enough familiar with receptive skills. Furthermore, they also argued that productive skills would not exist without the support of receptive ones (p.478)

Figure 1

Classification of English Languages Skills
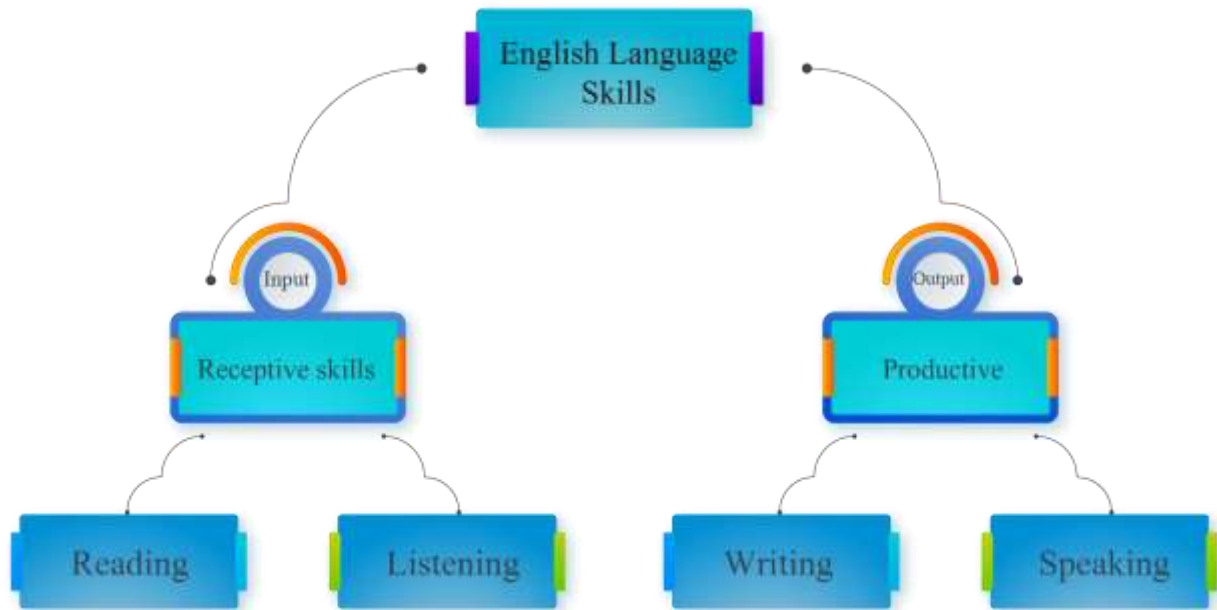
2.2   Reading

Reading is the process of observing a written set of symbols and getting their meaning. "Reading is a selective process; it involves partial use of available minimal language cues selected from perceptual input based on the reader's expectation. As this partial information is processed, tentative decisions are made to be confirmed, rejected, or refined as the reading progresses" (Goodman, 1967, p.2).

2.2.1 The Importance of Reading in Teaching English

Reading is important to enhance speaking skills in any language in the world. Since, it helps learners to discover new words that they need for conversations. Besides, through reading language, learners learned the structure of English the language. Furthermore, learners will get a better understanding of how the language works. (Mart, 2012, p.92). Palani (2012) states that effective reading is the most important pathway to effective learning.

2.2.2 Reading Comprehension

"Reading comprehension is the ability to understand what is read in written text.it also involves the application of a skill that evolved other purposes such as listening and oral comprehension to a new form of input (text)" (Kirby, 2007, p.1). According to Gilakjani & Sabouri (2016), Reading comprehension requires several reading skills including word recognition, fluency, lexical knowledge, and pre-existing knowledge for the reader to gain knowledge of the text quickly. Besides, reading comprehension has been defined as" the process of simultaneously extracting and constructing meaning through interaction and involvement with written language" (Snow, 2002, p.11). "Comprehension implies three

elements: the reader who comprehends, the text to be understood, and the activity in which the comprehension takes place (Snow, 2002, p.11).

2.2.3 Stages of Reading

Toprak & Almacioğlu (2009), stated that there are three stages of reading:

Figure 2

Pre-reading	while-reading	Post-reading
• Introduces students to a given text. providing them with appropriate background knowledge and activating the necessary schemas	• The while-reading stage helps students develop reading strategies, improve their foreign language proficiency, and decode difficult passages of text. Helping students use strategies while reading can be difficult because each student controls and needs different strategies.	•. In the post-reading stage, first, check learners' understanding and then lead them to a closer analysis of the text.

2.2.4 Genres of reading

Brown (2004) in his book "Language assessment principles and classroom practices" stated three genres of reading.

Academic reading: General interest articles (in magazines, newspapers, etc.), technical reports (e.g., lab reports), professional journal articles, reference material (dictionaries, etc), textbooks, essays, papers, test directions, editorials, and opinion writing.

Job-related reading: Messages (e.g., phone messages), letters/emails, memos (e.g., interoffice), reports, schedules labels, signs, announcements forms, applications, questionnaires, financial documents (bills invoices, etc.), directories, manuals, directions.

Personal reading: Newspapers and magazines, letters, emails, greeting cards, invitations, messages, notes, lists, schedules, recipes, menus, maps, calendars, advertisements, novel, short stories, jokes, drama, poetry, financial documents (e.g., checks, tax forms, loan applications), questionnaires, medical reports, immigration documents, comic strips, cartoons.

2.2.5 Authentic Reading Materials

Authentic texts have been defined as real-life texts, not written for pedagogic purposes (Wallace, 1992, p.145). On the other hand, courses textbooks are beneficial for the development of the English language in the classroom. But, most of the time they tend to limit the process of teaching and learning the English language because they provide a superficial context, which means that they do not cover the students' interests. However, authentic reading materials focus on situations where are learners exposed an environment that shows them a real-life context.

Widyastuti (2017) states that authentic reading materials expose the learner to the real language, even if the classroom is not a real-life situation. He further argued that authentic reading materials allow the reader to get real information to understand the language in the world around them (p.9). According to Rusmawaty et al., (2018), there are two types of authentic reading materials as print and auditory. Print materials include brochures, flight schedules, and menus, and audio materials include songs. Although authentic reading materials are not intended for use in the classroom, they are excellent learning tools for students to be aware of the real uses of language (p.2).

According to Rao (2019), there are many authentic materials available to teach English such as menus, brochures, pamphlets, and flyers.

- **Menus**

Teachers can use the menus as their authentic teaching materials. For example, they can ask their students to have a conversation with their peers. Also, it is believed that by using menus students feel motivated and participate actively in the classroom discussions. Since food is a favorite item for all the people. Moreover, menus help English learners develop their speaking as well as analytical and reasoning skills.

- **Brochures, Pamphlets, and Flyers**

Brochures, pamphlets, and flyers are used to teach English to promote the learners' language skills and all of them are used for advertising that offers great and real information for the learners. Brochures come in numerous shapes and sizes. Furthermore, by using brochures, the teachers have the opportunity to do role-plays with the students (pp.5-6).

- **Lyrics songs**

Songs can help students improve their listening and pronunciation skills. Thus, when teachers use songs brings so many benefits to their students. For example, through the use lyrics songs students may improve their speaking skills, expand their vocabulary, learn sentence structures and sentence patterns. Besides, songs can awake students' interest to the classroom routine and also, they improve students' motivation. ((Murphey, 1992), as cited in Millington,2011) (p.134).

2.3   Speaking Skills

Speaking skill is the principal tool in English language since it allows people to communicate, and also it gives them the ability to convey information to another person in everyday life. Brown (2010) stated that "speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of test-tasker's listening skill, which necessarily compromises the reliability and validity of an oral production test" (p.140). "Speaking skills need a wide attitude and modern ideas. It also needs an expression as well. This is to make the speaker confident to express what he communicates. Some speaking situations are partially interactive especially when speech is given to a live audience". (Sreena, &Ilankumaran. 2018. p, 670).

2.3.1 Speaking importance

Master (2019) defined "Speaking is the most important skill because it is one of the abilities that is needed to perform a conversation. English speaking is not an easy task because speakers should know many significant components like pronunciation, grammar, vocabulary, fluency, and comprehension" It is believed that speaking is the primary means by which a learner can communicate with others to achieve certain goals or to express his or her opinions, intentions, hopes and views (Torky, 2006, p. 13). Chaney, (1998), defines the word "speaking" as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts" (p. 13).

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important skill in learning a foreign or second language (Rao,2019).

2.3.2 Elements of Speaking Skills

In order to speak English Speaking learners, need five elements that are essential to develop this skill. Harris (1974) stated that speaking skill elements are comprehension, grammar, vocabulary, pronunciation, and fluency.

Figure 3

Description of the elements of speaking skill
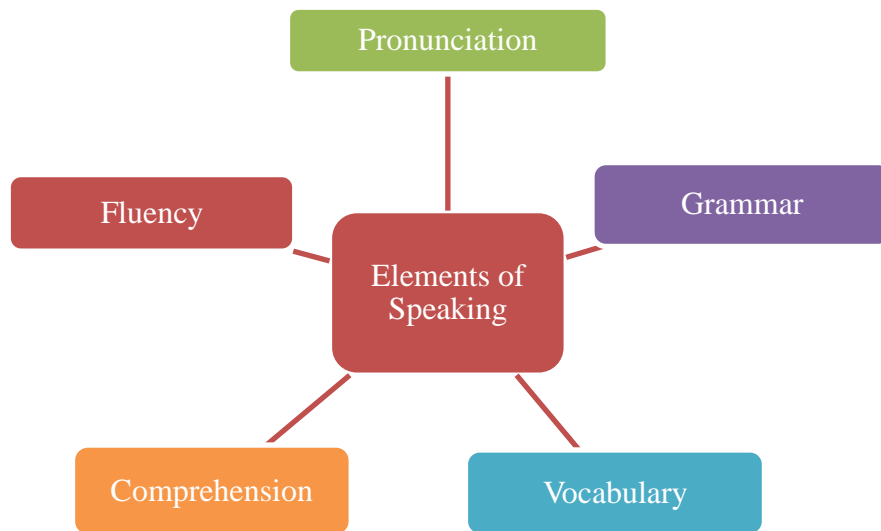
a.   Vocabulary

Vocabulary plays an important role in communication. Thus, people need to use the correct words to convey their ideas with meaning and sense to communicate effectively. Therefore, People cannot communicate both in oral and written form if they do not have plenty of vocabulary in their lexical dictionary (Areena,2018, p.127).

b.   Grammar

Grammar is a system that study the structure of English language. It also tells us how sentences are constructed to convey ideas to another person. Historically, grammar has been concerned nearly exclusively with analysis at the level of the sentence. Thus, grammar is a description of the rules that regulate the sentence formation of English language (Thornbury, 1999). Without road signs, a major highway would quickly fall into utter confusion.And it happens the same to English language .For instance , It is true that without the notion of grammar, students could produce some simple sentences for communication, such as "I Tarzan, you Jane," but they would not be able to form more complex ideas into words" (Rossiter, 2021).

c.   Pronunciation

Pronunciation refers to different sounds that we utilize to create meaning. It involves specific sounds of a language (segments), which refers to the aspects of speech beyond the level of the individual sound, such as intonation, phrasing, stress, timing, rhythm, and (suprasegmentally aspects), that refers to the way voice is projected and the last one (voice quality) which means the attention to gestures and expressions that are closely related to the way in how human speak a language (Research center, 2002, p.1).

d.   Fluency

Fluency is the ability that an English learner has to communicate in natural, reasonably lengthy messages to another person in real-time without hesitations (Chagas,2017). Furthermore, fluency is defined as "filling time with talk, without long pauses, using coherence and phrases that are semantically dense" (Tamulis,2016) as cited in

Fillmore, 1979). In other words, fluency means being able to speak with normal speed and clearly without comprehension difficulties for the listener.

e.   Comprehension

Comprehension involves different processes to understand and make sense of spoken language. For example, students have to recognize speech sounds, understand the meaning of individual words, and also, they have to understand the syntax of sentences in which they are presented (Volkmar,2013) Besides, listening comprehension is an essential element in communication. Furthermore, the better a student can understand the message in a conversation, the better will be their ability to communicate with other people (Areena,2018, p.127).

2.3.3 Types of Speaking Tasks

Table 1

Description of the Different Speaking Types

Types	Definition
Imitative	The ability to repeat like a parrot a word or a phrase or even a sentence. This covers a phonetic level of oral production, which includes a series of prosodic, lexical, and grammatical properties of language.
Intensive	Intensive speaking involves producing the language in a controlled context. The production of short stretches of oral language is designed for students to demonstrate their competence by using the correct use of grammar, phrases, and lexical.
Responsive	Responsive speaking is more limited and it includes assessment tasks such as a brief conversation, standard greetings and small talk, simple requests and comments but with simple contents.

Interactive	There is a difference between responsive and interactive. Interactive speaking involves a more complex level of interaction and takes more time. Since students exchange personal information, the purpose of this is not just to answer yes/no, rather students have to be able to convey more complete information to maintain social relationships.
Extensive	Extensive speaking involves tasks such as speeches, oral presentations, and retelling. In this case, students have to make a plan or organize what they are going to do. On the other hand, the opportunity for listeners is very limited. It means that speakers have the opportunity to express their ideas without being interrupted by a teacher or classmate.

Note. *From Principles and Classroom Practice. (pp.141-142) by H. Brown ,2004.*

2.3.4 Teaching Speaking

The developing Speaking English skills is one of the most difficult goals to achieve in the process of teaching English. Therefore, the teacher should make an effort to motivate and encourage learners to use the target language to communicate with others in and out the classroom.

Goh (2016) "teaching speaking requires planning activities which not only allow learners to practice oral language but also focus their attention on important linguistic elements that can improve their accuracy" (p.143). In addition, that, Nunan (as cited Kayi, R. (2006) teaching speaking includes some aspects that teachers have to teach in order to develop speaking skills of students. For example, Kayi (1) states teachers have to teach the English learner how produce English speech sounds and sound patterns in word and sentence stress, intonation patterns, and the rhythm of the second language. Besides, Kayi (2) argues that is important to teach students how select appropriate words and sentences according to the proper social setting, audience, situation, and subject matter are part of teaching speaking.

And also, Kayi (3) explains that a good way to teach speaking is by allowing students to organize their thoughts in a meaningful and logical sequence (p.1).

2.3.5 Classroom Speaking Activities

Speaking activities are essential for English language development. Nevertheless, for teachers is not an easy task to choose the correct ones. Therefore, when teachers design speaking activities, they have to take into account students' level, age, learning style to motivate them in the classroom. (Harmer,2001) explained that there are several widely-used categories of speaking activity such as acting from scrip, communication games, discussion, prepare tasks, questionnaires, and simulation and role-play (pp.348-352). In the following section above, there is a description of speaking activities.

A.   Acting from script

Play script teachers help students to go through the scripts as if we were theatre directors, drawing attention to appropriate stress, intonation and speed. This means that the lines they speak will have real meaning. By giving students practice in these things even before they give their final performances. Whereas, acting out dialogue teachers give students time to rehearse their dialogues before they are asked to perform them.

B.   Communication Games

In communication games one student has to talk to a partner in order to solve a puzzle, draw a picture. Through games what students do is describe and draw put things in the right order (describe and arrange) or find similarities and differences between pictures. On the other hand, Television and radio games, when they are imported into the classroom, games from radio and TV often provide good fluency activities, tricks or devices are used to make

fluent speaking amusing. For instance: in 'Fishbowl, two students speak on any topic they like, but at a pre-arranged signal one of them has to reach into a fishbowl and take out one of the many pieces of paper on which students have previously written phrases, questions and sentences. They have to incorporate whatever is on the paper into the conversation straight away.

C.   Discussion

Discussion is those activities in which students put into practice their knowledge to speak in the classroom. Harmer (2001) stated that discussion is classified into two parts highly formal, whole-group staged events to informal small-group interaction (p.350)

•   Buzz groups

Teachers can ask their students to predict the content of a reading text, or they ask them to talk about their reactions to it after in which they have read it. In the second, he explained that instant comment, the teacher in charge of training students to respond fluently and immediately.

•   Instant comment

Teachers show some photographs or they introduce topics at any stage of a lesson. Also, the teacher asks their students to say the first thing that comes into their head when they see the pictures.

•   Formal debate

In this activity students are asked to prepare arguments either in favor or against various propositions. Another thing to take into account for formal debate is to give the

students the time to plan and practice their arguments. This will allow them to get a feel for what they are going to say.

•   Unplanned discussion:

In this case, this activity used to happen in the middle of lessons; they are unprepared by the teacher. It is believed that this kind of activity creates enjoyable and productive speaking in the language. on the other hand, pre-planned discussions depend on their success upon the way we ask students to approach the task at hand.

•   Reaching a consensus

This is one of the best ways to promote discussion activities in which students are forced to reach a decision or a consensus, often as a result of choosing between specific alternatives.

D.   Prepared talks

In this kind of activity, students are free to choose a topic to prepare a presentation on a topic of their own choice. This is not a spontaneous conversation because the teacher gave them time to prepare, but students can speak from notes rather than from a script it better.

E.   Questionnaires

Questionnaires are always pre-planned, so they are useful because they normally ensure that both questioner and respondent have something to say to each other in a conversation. In this case, students have the opportunity to design questionnaires on any appropriate topic. The information collected can be used later in discussions or prepared talks.

F.   Simulation and role-play

Simulation and role-play are activities, where Students simulate a real-life encounter some examples of these activities are a business meeting, an interview or a conversation in an aero plan, a cabin, a hotel foyer, a shop, or a cafeteria. Thus, students felt as they were doing so in the real world. They can act out the simulation as themselves or take on the role of a completely different character and express thoughts and feelings they do not necessarily share.

2.4   Cooperative Learning

"Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning" (Johnson et al.,2013, p.3). Cooperative learning is a method that promote learning through students' cooperation rather than competition (Singh & Agrawa, 2011, p.4). During cooperative learning activities Students work together to learn. Yet, each member of a team is responsible not only for learning what is taught but also for helping team-mates learned. Moreover, Cooperative Learning helps students to improves communication skills and also it enhances their ability to be successful in the life (Bredenberg n.d, p.2).

2.5   Integrated Skills Approach

Figure 4

Integrated skills
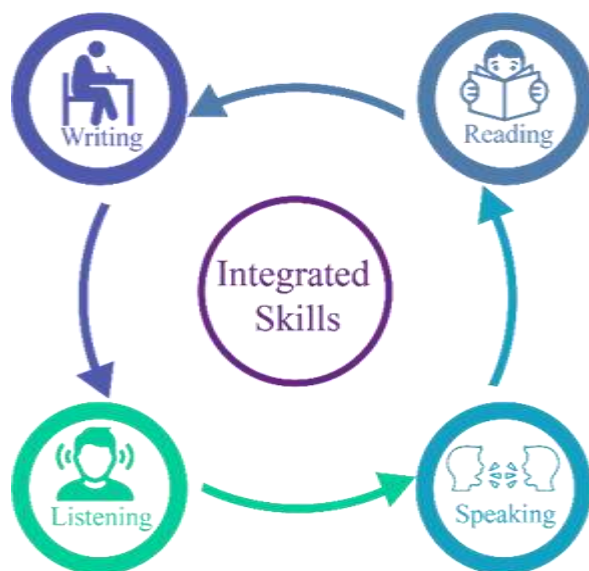
The skills integration approach can be defined as the situation where two or more of the four skills such as reading, writing, listening, and speaking, are linked up in a significant way in language teaching. (Honeyfield, 1988, p. 25). Integrated skills occur when a teacher makes a combination of multiple language skills to develop communication in English class. For example, a teacher mixes reading and listening input skills to promote activity on speaking or on writing (Hinkel (2010). According to Honeyfield (as cited in an editorial in Modern English Teacher 1978) "defined integrated skills as the idea of the learning and practicing of one skill helping and enriching that of another one".

Furthermore, the integration of the four skills in English language teaching belonged to the area of the Didactics Speciality, in other words, it is a methodology employed by the teacher to develop receptive or productive skills, in which a foreign language is taught. (Sari, 2018).

2.5.1 Types of Integrated Approach

- Content Based on instruction

"Content-Based Instruction refers to an approach to second language teaching in which teaching is organized around the content or information that students will acquire, rather than around a linguistic or another type of syllabus" (Richards & Rodgers, 2001, as cited in Villalobos, 2013). Moreover, Orellana (2005) explained that content-based instruction allows students to put into practice all the language skills in a highly integrated and communicative while they learn content such as science, mathematics, and social studies. Also, she stated that Content-based language instruction can be useful at all levels of proficiency, but for beginners' level, the content has to involve basic content focused on social and interpersonal communication skills. However, as the beginner's level increases, the teacher may apply academic and complex content.

- Task-Based Instruction

Powers (2008) stated that task-based instruction is different from more traditional methods of language teaching. lessons are built on the language needed to perform specific tasks, rather than on specific aspects of language such as structures and vocabulary. learners learn the language structures by induction as they focus on the performance of the task and its meaning. Learners' interaction during tasks helps facilitate the transference of information they have learned previously and incorporates it with the new information they receive when performing the task.

2.5.2 Importance of integrating English language Skills

The integration of the four language skills in an EFL context is paramount since it benefits the process of English learning. Hence, learners learn a language in an effective way, which means that the learner not only understands it but also, they can produce the target language in real life. Moreover, the integrated skills approach allows learners the focus on both means and the goal of language learning. Thus. this enables the students to communicate the message in terms of its meaning, instead of just focusing on grammatical perfection or phonetics. Besides that, students develop their communicative abilities and competencies (Pardede, 2019, pág. 151).

2.5.3 Relation between Reading and Speaking Skills

Reading and speaking skills rarely are connected, but some people believed that there is a relationship among them. According to NCSALL (2000) the professor Ann Hilferty explained much research reveals there is seems to be a reciprocity relationship between reading and speaking skills. She stated that the words reciprocity means that when oral language skills increase, they enhance reading skills. And also, if reading skills enhance, it appears to provide improvement in oral language which means both two skills need to go hand in hand. Besides, she argued that the relationship between reading and speaking is because Knowledge of spelling patterns that English learners learn seems to help improve pronunciation and listening. Moreover, when the learner is exposed to Print experience acquire knowledge of grammar which helps learners acquire spoken language forms.

2.5.4 Advantages of using integrated skills approach in the classroom

Reading, listening, speaking and, writing skills are essential in the learning process. That's the reason why teachers need to combine four skills since the Integrated skills approach has positive effects on the development of real-life communication in students. Furthermore, when teachers integrate the skills, they allow their students to interact with language naturally. This approach also helps teachers monitor the students' progress in the four skills. In addition, English becomes a means of interaction, which means that students learn to interact with other people's real content. (Oxford,2001)

3 Methodology design

3.1 Research Design

The purpose of this study was to explore the effect of skills integration, specifically the relationship between reading and speaking to develop speaking skill when teaching English in an EFL context. The type of method used to carry out this research was a mixed-method, qualitative and quantitative. The purpose of using mixed methods is because they provide a more complete view of the issue under study than other methods. The mixed-method is defined as "research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches and methods in a single study or a program of inquiry" (Tashakkori, & Creswell, 2007). For this research were applied three different kinds of instruments were a survey (closed-ended questions), an interview (Structure and semi-structured interview), and two tasks (a speaking task, and an integrated task).

3.2 Population

The participants in this study were students of 9th grade from Oriana Teresa Private School located in Nindiri –Masaya. There was a population of 20 students, 7 women, and 13 men. The range of the students was from 13-16 years. Most of the students come from urban areas. These students have 80 minutes of English class in the afternoon shift due to the pandemic.

3.3   Sample

The representative population of this study was EFL students in the ninth grade at Oreana Teresa Private School. The number of students belonging to this grade was 20 in total. The students for the study were picked randomly. The sample consisted of 10 students of the population and English teacher of this grade was selected, who also was part of this research.

The following table presents the population gender and ages.

Table 2

AGES	12-13	14-15	16
MALES	4	8	1
FEMALES	3	4	0
TOTAL	20		

3.4   Instruments to Collect Data

To answer the research hypothesis and objectives. The data was collected through a survey, an interview, and two short tasks.

- Survey

The survey is normally used to obtain information on the characteristics and individual interests of a large sample. It can be used in quantitative and qualitative researcher with a variety of data collection methods such as questionnaires and interviews. Also, the

surveys should be administered individually or in groups (Ponto, 2015). The purpose of this survey was to obtain information from the participant to compare the different points of view of the students to determine the frequency in which students are involved in reading and speaking activities at a time, as well as to know the preference about what they like to read inside the classroom.

- Structure and semi-structured interview

Interviews are conducted when a researcher asks one or more participants general and open-ended questions, usually recorded interviews. The researcher usually transcribes all the information obtained and types the data into a computer file, to analyze it after the interview (Quad, 2016). Structure interview involves closed-ended questions. Thus, the respondent can only answer "yes" or "no". If this is not the case, respondents are often given suggested answers and will be asked to select one or more of them. The aim is to gather a maximum number of standardized answers which are expressed through closed questions. This helps the researcher to standardize the results and get a better analysis of a problem (Fauvelle, 2020). While semi- structured interviews are those in-depth interviews in which respondents are asked to respond pre-specified open-ended questions in addition to the questions that they are asked to answer. They are based on a schematic presentation of the questions or topics to be explored by the interviewer (Jamshed, 2014.The purpose of both structure and the semi-structure interview was because we   wanted to gather general and specific information with aim of getting a better picture of the topic under study, skills integration in the classroom with the students of 9th grade.

- Task

A task is kind of activity or exercise in the classroom that has an objective achievable only through interaction among the participants. (Lee 2000). "A task is the big-picture assignment that students try to complete or solve, and the activities are the individual steps or exercises they take to achieve the task." (Kawasaki,2021). Two types of tasks were designed for this research, a speaking task and an integrated task, in which reading and speaking were integrated; for the integrated task it was used the story Little Red Riding Hood that was taken from a website called storyboardthat. Moreover, this story was adapted to students' level so that they could understand it in a simple way, the three stages were taking into account to develop this task. The purpose of designing these tasks were to evaluate the outcome of using reading activities to improve oral proficiency compared to speaking activities in isolation.

3.5   Instruments

These three instruments were designed to obtain information, the instruments were a students' survey, teacher's interview and two task (task for speaking activity in isolation & integrated task skill. The survey was applied to ten students, which consist of 9 closed-ended questions. A closed-ended question is one that provides respondents a question with a set of answer choices., in which they should choose one option (Lavrakas,2018). The Interview was applied to the teacher with a combination 9 closed-ended questions and opened-ended questions. Glasow (2003) a closed-ended question requires that the respondent examine each possible   response independent of the other choices. Open-ended questions are those in which participants are given the freedom to answer the questions with their own words (Allen,2017). Tasks were applied to students, they were split into two team group A group

B, in which group A was applied a speaking task in isolation, and group B was applied integrated skills (reading and speaking).

3.6   Validation of the instruments

The expert jury for this validation was made by M.A Geraldine Gago and M.A

Sandra Rios, from the English Department at UNAN-Managua.

3.7   Application

The instruments were design to be applied at Oreana Teresa Private School in

students from 9th grade.

Validation of the instruments

This summary on the validation given by the judge on the students' survey and the teacher interview design to be validated by the judge and then improved according to the judge's suggestion, so that it can be applied to the students and the English teacher during the learning process.

Teacher interview validation

Dimensions	Resources	Description	Items	Coherence (From 1 to 4)	Clarity (From 1 to 4)	Relevance (From 1 to 4)	Sufficient (From 1 to 4)
Use of Integrating Reading and Speaking	Kumar, T. J. (2013). Teaching speaking: from fluency to accuracy. The Journal of English Language Teaching, 6, 16-2.	Fluency-Oriented approach and Accuracy-oriented approach	1. Do you consider reading and speaking skills essential to develop language accuracy and fluency? Why?	4	4	4	4
	Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (Vol. 10). White Plains, NY: Pearson Education.	Speaking	2. Do you do speaking activities in the classroom? a. Every class session b. every two weeks c. once a month	4	4	4	4

		d. Never have the time to do it.				
	traditional and non-traditional speaking activities	3. Which of the following speaking activities do you do in your English class? a) Group/ whole class discussion b) Giving opinions and arguments c) Dialogue drills d) Question & answer (survey, interview) e) Simulations f) Role-plays g) Draw pictures from descriptions given	4	4	4	4
Honeyfield, J. (1988). *GUIDELINES: A Periodical for Classroom Language Teachers* (Vol. 10). (R. Khoo, Ed.) Republic of Singapore, Singapore.	Integrated skills approach	4. Do you design activities that integrate reading and speaking in your lesson plan? a) Yes b) No	4	4	4	4

			5. When you do reading activities, do your students do speaking in the pre stage or post stage of the lesson? a. Pre-stage **Yes/No** b. Post-stage **Yes/No** c. None of the mentioned	4	4	4	4
	Widyastuti, W. (2017). Authentic material and automaticity for teaching English. Register Journal, 10(1), 83.Retrieved from:https://www.researchgate.net/publication/ 319104608_Authentic_Material_and_	Authentic texts	6. Which of the following types of reading texts do you do in your lessons? a. Advertisements/ flyers/ b. Maps c. menus	4	4	4	4

Automaticity_for_Te aching_English		d. Short descrip tive paragr aphs e. Short stories f. Dialog ues				
Mart, C. T. (2012). Developing speaking skills through reading. International Journal of English Linguistics. Palani, K. K. (2012). Promoting reading habits and creating literate society. Journal of Arts, Science & Commerce, 3(2), 90-94.	Importance of reading	7. What can you do to encourage your students to read more in class?	4	4	4	4
Mart, C. T. (2012). Developing speaking skills through reading. *Internationa l Journal of English Linguistics*, 2(6), 91.	Developing Speaking Skills through Reading	8. What are the most appropriate reading tasks for the development speaking skills, can you mention some of them?	4	4	4	4

	Honeyfield, J. (1988). *GUIDELINES: A Periodical for Classroom Language Teachers* (Vol. 10). (R. Khoo, Ed.) Republic of Singapore, Singapore.	Integrated skills approach	9. What are the advantages of using reading texts to develop speaking skill in your students?	4	4	4	4

Students survey validation

Dimension	Resource	Description	Items	Coherence From 1 to 4	Clarity From 1 to 4	Relevance From 1 to 4	Sufficient from 1 to 4
Use of Integrating Reading and Speaking	Kumar, T. J. (2013). Teaching speaking: from fluency to accuracy. The Journal of English Language Teaching, 6, 16-2.	Fluency-Oriented approach and Accuracy-oriented approach	1. Do you consider reading and speaking are important to improve your communicative skill? a. Yes b. No c. I do not know	4	4	4	4
	Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (Vol. 10). White Plains, NY: Pearson Education.	Speaking	2. Does your English teacher do speaking activities during the lesson? a. Every class session b. every two weeks c. once a month d. never	4	4	4	4

Harmer, J. (2001). The practice of English language teaching. London/New York, 401-405.
 	
Matsuda, A., & Duran, C. S. (2012, January 1). EIL activities and tasks for traditional English classrooms. Arizona State University. Retrieved from https://asu.pure.elsevier.com/en/publications/eil-activities-and-tasks-for-traditional-english-classrooms.
	Traditional and non-traditional speaking activities	3. What kind of oral activity do you usually practice in the classroom?
		  a. Group/ whole class discussion
		  b. Simulations
		  c. Role-plays
		  d. Giving opinions and arguments
		  e. Dialogue drills
		  f. Question & answer (survey, interview)
		  g. Draw pictures from descriptions given
			3	3	3	3

Honeyfield, J. (1988). *GUIDELINES: A Periodical for Classroom Language Teachers* (Vol. 10). (R. Khoo,	Integrated skills approach	4. Does your teacher design activities that involve reading and speaking?
		  a. Yes
		  b. No
		  c. I do not know
			4	4	4	4

Ed.) Republic of Singapore, Singapore.		5. When you do reading activities, do you have chance to do speaking?
		
		   a. Always
		   b. Sometimes
		   c. Never
			4	4	4	4

Widyastuti, W. (2017). Authentic material and automaticity for teaching English. Register Journal, 10(1), 83.Retrieved from:https://www.researchgate.net/publication/ 319104608_Authentic_Material_and_ Automaticity_for_Teaching_English	Authentic texts	6. Which of the following types of reading texts do you read during the English class?
		   a. Advertisements / flyers/
		   b. Maps
		   c. menus
		   d. Short descriptive paragraphs
		   e. Short stories
		   f. Dialogues
			4	4	4	4

Brown, H. D., & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices* (Vol. 10). White Plains, NY: Pearson Education	Speaking	7. Would you like your teacher to spend more time on speaking activities?
		   a. Yes
		   b. No
		   c. I do not know
			4	4	4	4

	Widyastuti, W. (2017). Authentic material and automaticity for teaching English. Register Journal, 10(1), 83.Retrieved from:https://www.researchgate.net/publication/319104608_Authentic_Material_and_Automaticity_for_Teaching_English	Authentic texts	8. What do you usually read?
			   a. Comics
			   b. Books
			   c. Music lyrics
			   d. Internet material (social networks)
			   e. Other
				4	4	4	4

			9. What kind of texts would you like to read in the classroom?
			   a. Comics
			   b. Books
			   c. Music lyrics
			   d. Internet material (social networks
				4	4	4	4

Speaking task

Category	Qualification	Indicator
COHERENCE The item Is logically related to the dimension or indicator you are measuring.	- Does not meet the criterion. - Low level - Moderate level - High level	- The item has no logical to the dimension - The item has a tangential relationship with the dimension. - The item has a moderate relationship with the dimension it is measuring. - The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written clearly and precisely, making it easier for respondents to understand.	- Does not meet the criterion. - Low level - Moderate level - High level	- Item is not clear - The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or their order. - A very specific modification of some of the terms of the item is required. - The item is clear, has semantics and adequate syntax
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	- Does not meet the criterion. - Low level - Moderate level - High level	- Does not meet the criterion. - The item can be deleted without affecting the dimension measurement - The item has some relevance, but another item may be including what it measures. - The item is essential or important.

| **SUFFICIENCY**

Items belonging to the same dimension are sufficient to obtain the measurement of this dimension. | - Does not meet the criterion.
- Low level
- Moderate level
- High level | - The items are not sufficient to measure the dimension
- Items measure some aspect of the dimension but do not correspond to the overall dimension
- Items are sufficient. |

Integrated task

Category	Qualification	Indicator
COHERENCE The item Is logically related to the dimension or indicator you are measuring.	- Does not meet the criterion. - Low level - Moderate level - High level	- The item has no logical to the dimension - The item has a tangential relationship with the dimension. - The item has a moderate relationship with the dimension it is measuring. - The item is completely related to the dimension you are measuring.
CLARITY Extent to which the item is written clearly and precisely, making it easier for respondents to understand.	- Does not meet the criterion. - Low level - Moderate level - High level	- Item is not clear - The item requires quite a few modifications or a very large modification in the use of the words according to their meaning or their order. - A very specific modification of some of the terms of the item is required. - The item is clear, has semantics and adequate syntax
RELEVANCE The importance that the item has with respect to the contribution that it can provide for a better understanding of the characteristic or situation measured.	- Does not meet the criterion. - Low level - Moderate level - High level	- Does not meet the criterion. - The item can be deleted without affecting the dimension measurement - The item has some relevance, but another item may be including what it measures. - The item is essential or important.

| SUFFICIENCY

Items belonging to the same dimension are sufficient to obtain the measurement of this dimension. | - Does not meet the criterion.
- Low level
- Moderate level
- High level | - The items are not sufficient to measure the dimension
- Items measure some aspect of the dimension but do not correspond to the overall dimension
- Items are sufficient. |

3.8   Data Analysis

3.8.1 Analysis of Students' Survey

For the first instrument, the quantitative approach was useful because it helped us to obtain details from the respondents. This instrument was administered to ten students of 9th grade at Oriana Teresa School. This survey consisted of 9 closed-ended questions. The purpose of this survey was to compare the different points of view of the students to determine the frequency in which students are involved in reading and speaking activities at a time, as well as to know the preference about what they like to read inside the classroom.

Q1. Do you consider reading and speaking are important to improve your communicative skills?

Figure 5
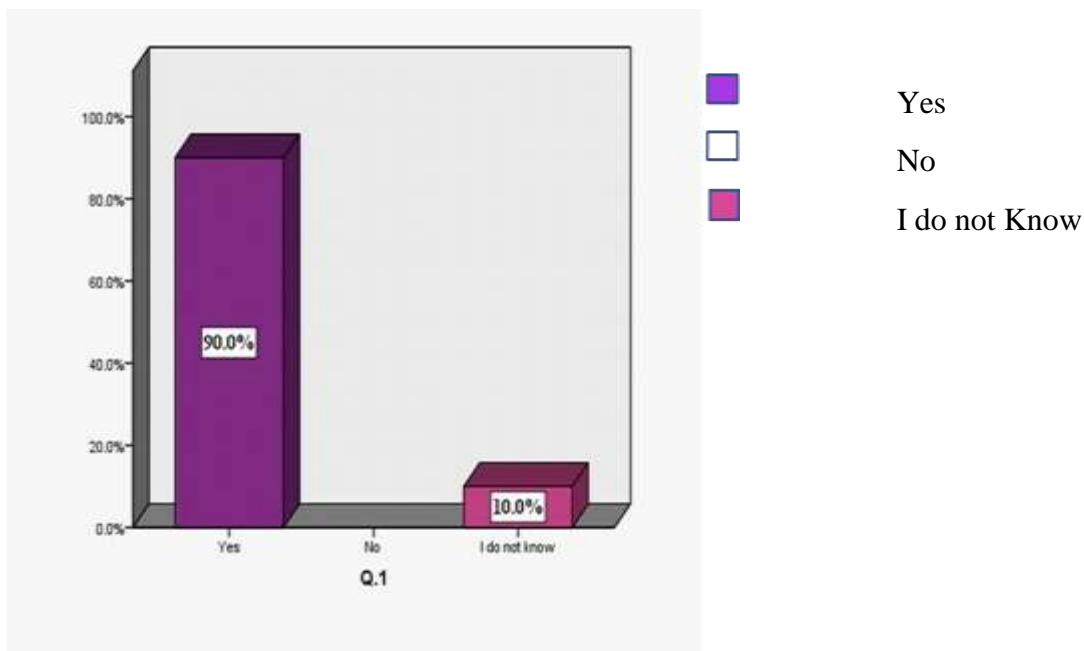
This bar chart shows the results of question number 1 of the questionnaire and the result obtained was that 90% of the sample said that reading and speaking are important for the development of communicative English skills, and 10% expressed that they do not know anything about it. It means that most of the students show interesting in reading and speaking skills.

Q2. Does your English teacher do speaking activities during the lesson?

Figure 6
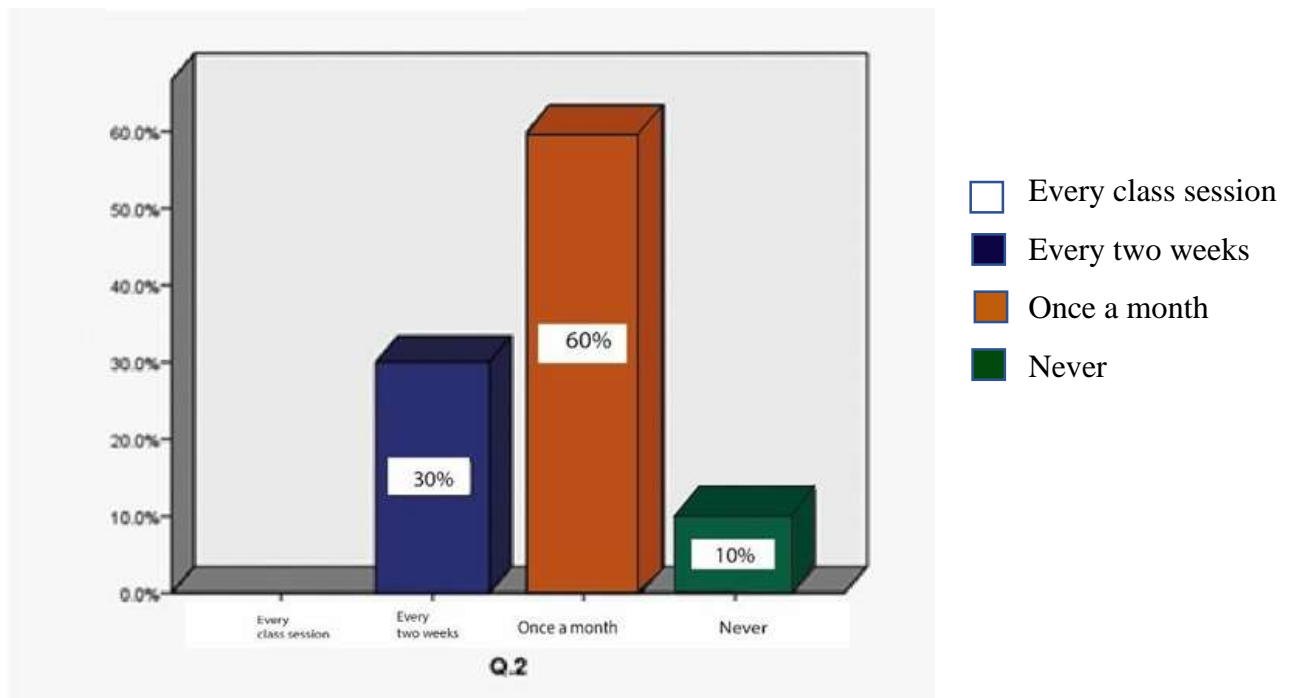
In question N° 2, four categories were suggested to the student: Every class session, Every two weeks, Once a month, never. This was done with the purpose that students identify how frequently does the teacher does speaking activities. The result was that 60% express that once a month practice speaking and 30% every two weeks the teacher does speaking activity and 10% said that the teacher never does speaking activities. It means that the teacher does a few speaking activities.

Q3. What kind of oral activity do you usually practice in the classroom?

Figure 7
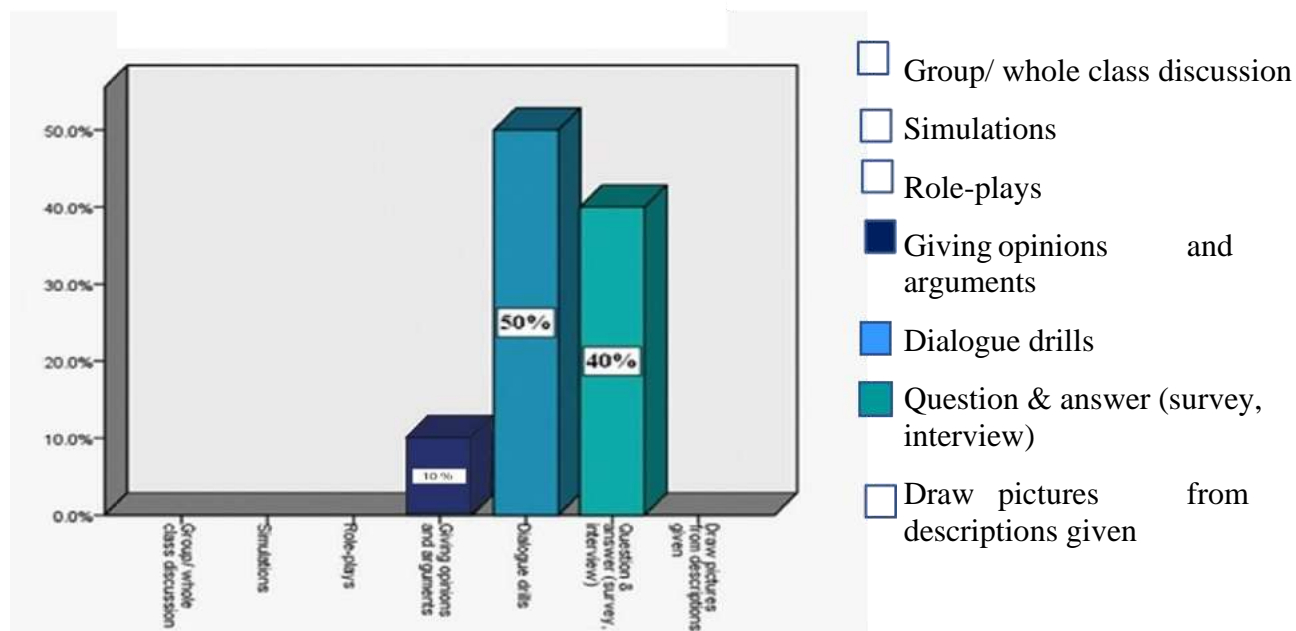
In question N° 3 as the bar chart above illustrated, 50% of students stated that the most used speaking activity promoted by the teacher was dialogue drills. On the other hand, 40% commented that the teacher does questions and answer, surveys, and short interviews as speaking activities. And only 10% said that they practice speaking by giving opinions and arguments about a particular topic provided by the teacher.

Q4. Does your teacher design activities that involve reading and speaking?

Figure 8
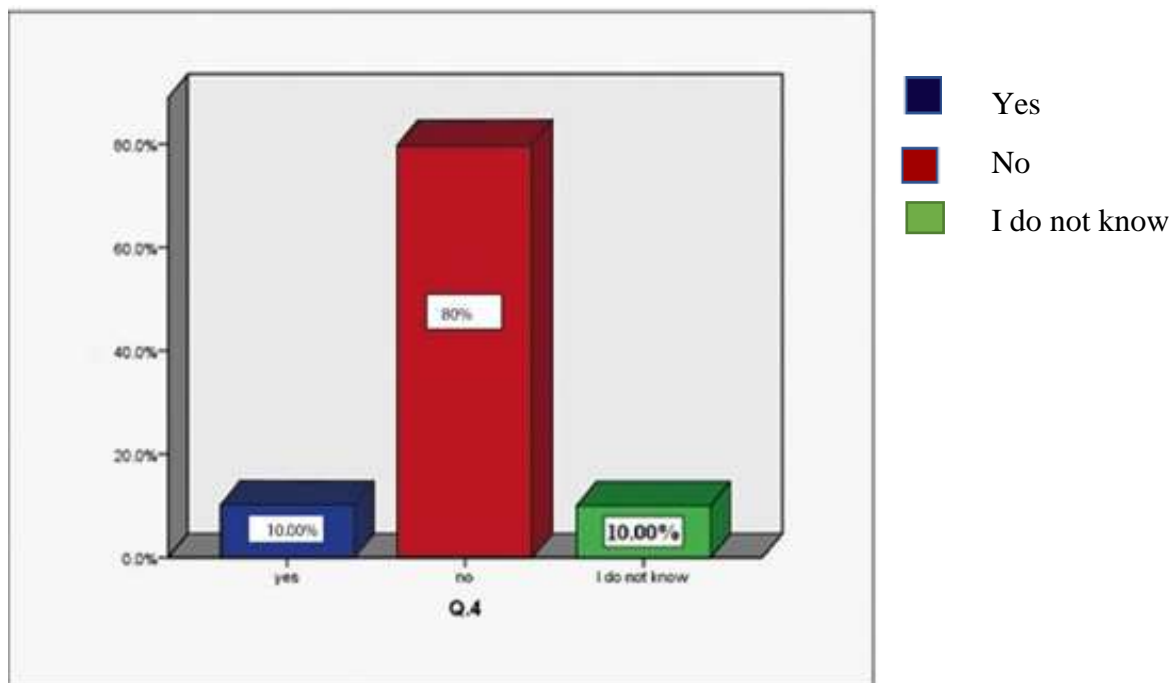
According to the bar chart, in question N° 4, 80% of the students said that the teacher does not promote activities that involve the integration of reading and speaking for the development of speaking skills in the classroom. On the other hand, 10% expressed that the teacher design activity that involved reading to speaking. And the other 10% argued that they did not anything about that.

Q5. When you do reading activities, do you have chance to do speaking?

Figure 9
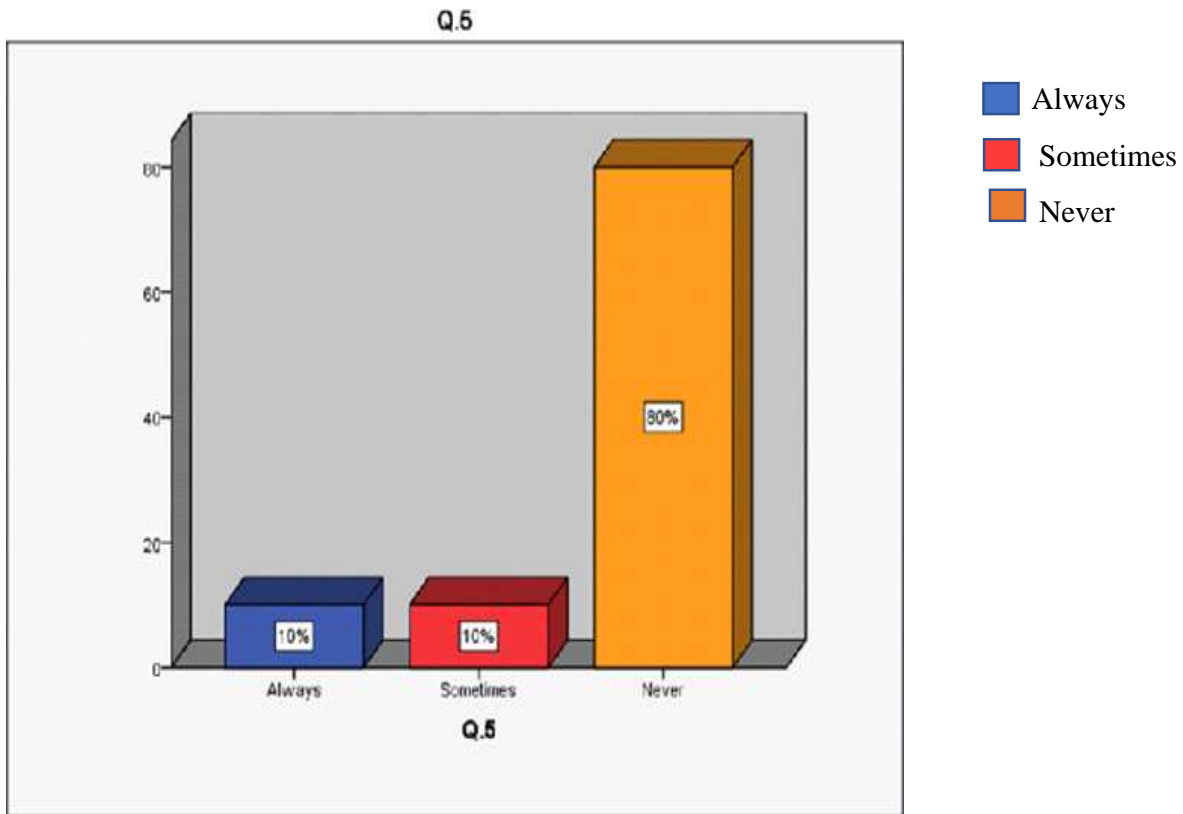
In this case, three categories were suggested to the student: Always, Sometimes, Never, 80% of students said that they never had a chance to practice speaking activity after a reading activity, and 10 % said that they sometimes have chance to do it, and the other 10% expressed that teacher always gives them chance to practice speaking in the classroom.

Q6. Which of the following types of reading texts do you read during the English Class?

Figure 10
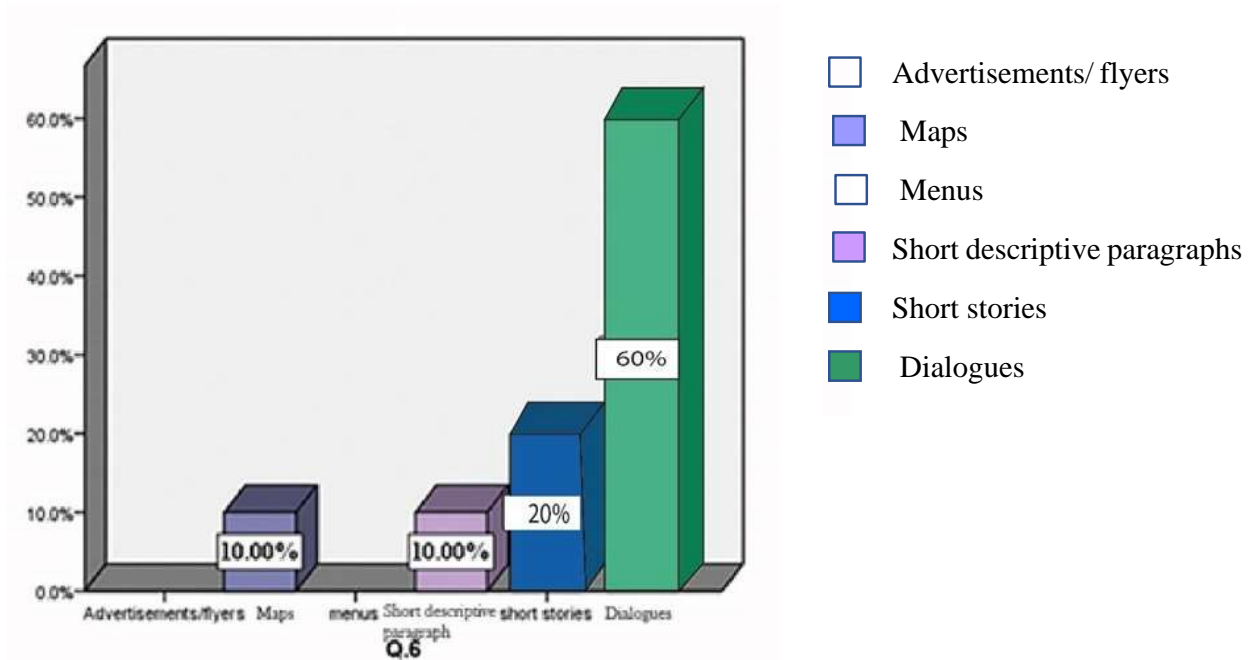
In question N° 6, the bar chart shows 60% of students express that one of the reading materials they read in class is dialogue. On the other hand, 20% stated they read short stories that are provided by the teacher. And the 10% said that teacher provided some Short descriptive paragraphs to read in class and the other 10% commented that they read maps.

Q7. Would you like your teacher to spend more time on speaking activities?

Figure 11
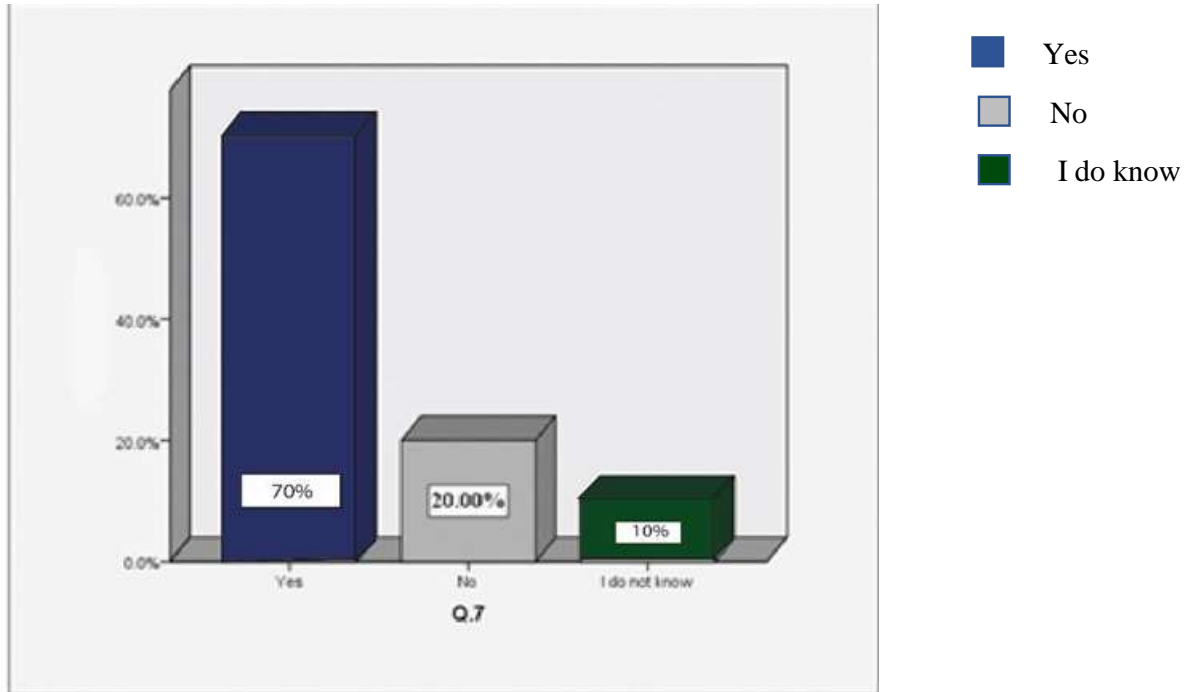
According to question N° 7, the outcome shows that 70% of the students would like that teacher to deserve more time on a speaking activity. While 20% feel comfortable with the time allocated. And the other 10% do not have an idea.

Q8. What do you usually read?

Figure 12

Comics

Books

Music Lyrics

Internet materials
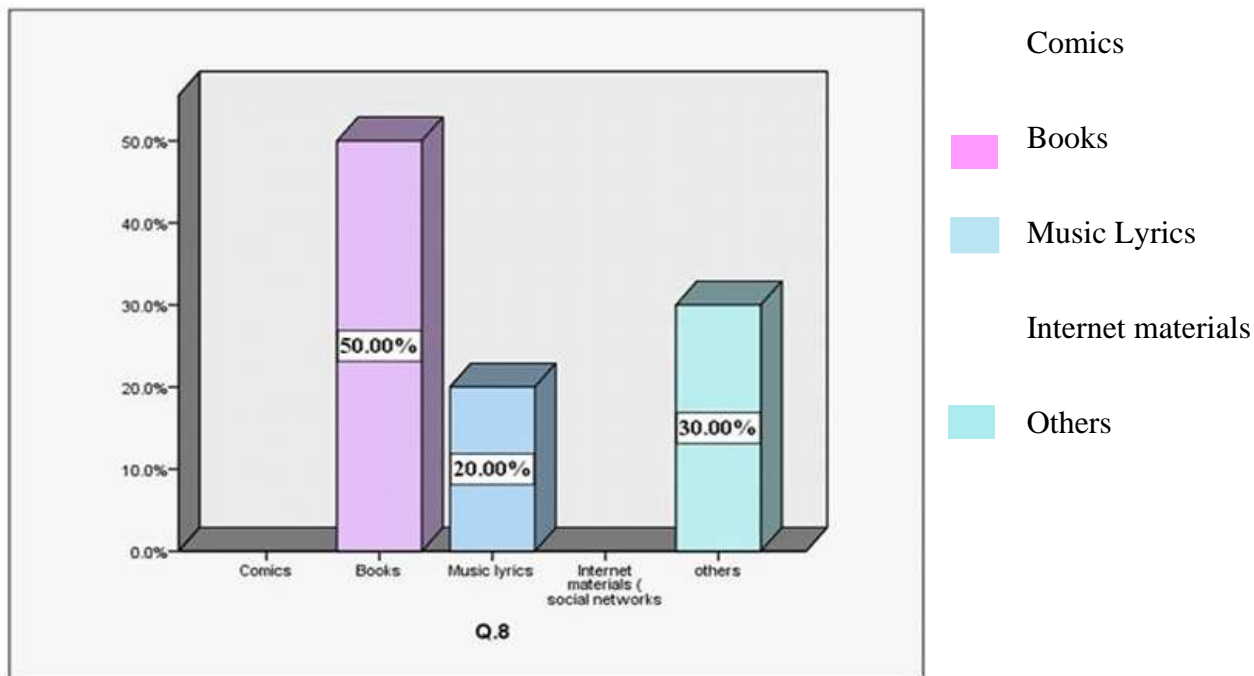
Others

In question N° 8, students were asked about what they usually read, this was asked to know the student's interest in reading materials. In which commented that 50% of them read books, the 20% read music lyrics. And the other 30% stated that they preferred to read other kinds of materials.

Q9. What kind of texts would you like to read in the classroom?

Figure 13
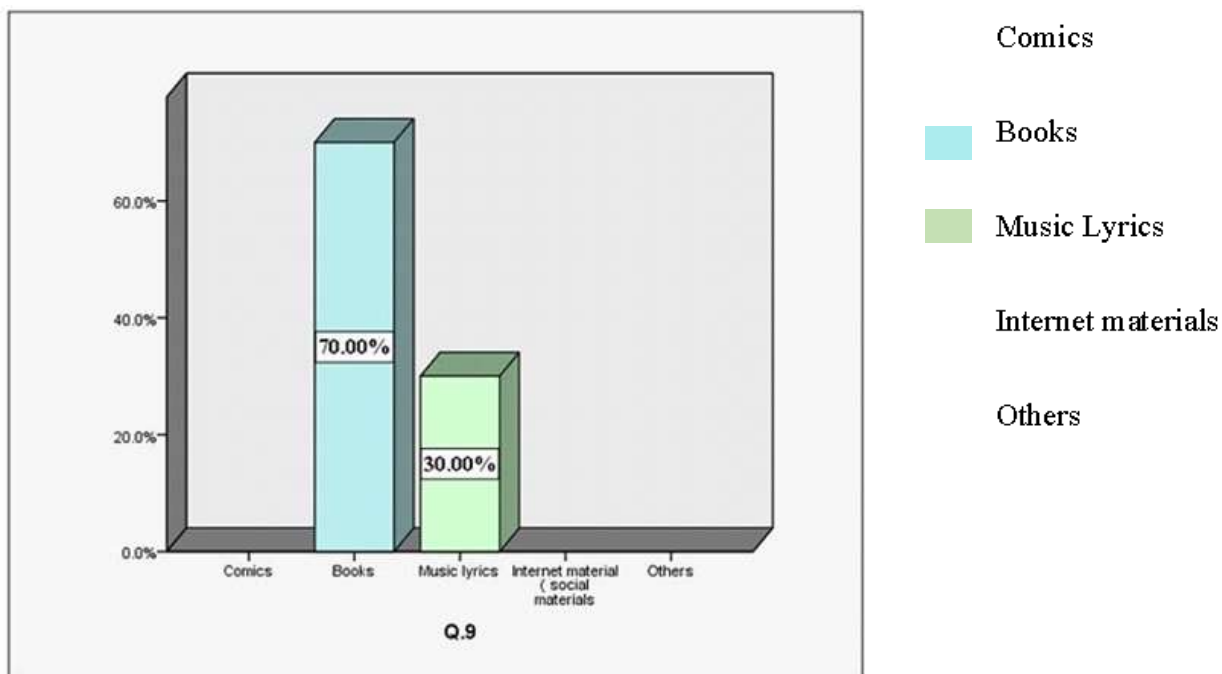
The results obtained from the question N° 9, presented above show that 70% of the students mentioned that they would like to read books in class to enhance their speaking. And 30% of the students stated that they would like that the teacher includes music lyrics in the classroom.

3.8.2 Qualitative Analysis of the Interview

To enrich the information of this research entitled "The effect of Integrating Reading and Speaking Skills in the Classroom with students of 9th grade" a survey was applied to an English teacher of 9th grade at Oreana Teresa. This instrument was designed with a combination of closed-ended and opened-ended questions with the purpose to explore the methods that the teacher uses to promote the integration of reading and speaking skills in the classroom with students of 9th grade to getting a better picture of the topic under study.

According to the teacher's interview, reading and speaking skills are essential to developing language accuracy and fluency because through reading students infer the correct use of grammar and vocabulary, and in speaking they put into practice the above mentioned, making them speak without fear of making mistakes. Consequently, helping them to improve their fluency. He mentioned that he normally does speaking activities every two weeks. Otherwise, he uses speaking dialogue drills and role-plays activities in the English class. Moreover, the teacher stated that he integrates reading and speaking in his lessons, and when he does reading activities, the students do speaking in the post-stage. In addition, he uses brainstorming to activate students´ schemata and uses short stories in reading activities (reading comprehension). The teacher stated that he could encourage students to read more in a class by changing the way of pulling out a book and starting to read, and instead of creating more interactive activities such as strips of paper that include a story to awaken students' interest so that everyone participates. For the teacher, the most appropriate reading tasks for the development of speaking skills are story talk, the world of words, and role-plays.

Finally, the teacher said that an advantage of using reading texts to develop students´ speaking skills is that they will learn how to use language to make sense of the world and they will be able to improve their information and processing skills.

3.8.3 Findings & Analysis of Students' survey –teacher's Interview

Table 3

Category	Student's survey	Teacher´s interview	Finding
Accuracy and fluency	The 90% of students considered reading and speaking to be important to improve their communicative skills, the other 10% said that they do not know anything about it.	Teacher considered reading and speaking skills essential to develop language accuracy and fluency.	There is a relation between these two answers, becauseboth agree with what they mentioned.
Speaking activities	50% of students stated that they usually practice dialogue drills in the classroom, while 40% of students stated that they practice question and answer; and only 10% answered giving opinionsand arguments.	The teacher uses dialogue drills, and role-plays activities in English class.	There is some disagreement betweenstudents and the teacher, as the teacher said that he uses dialogue drills and role-plays in English class. However, the students said that they also practice question and answer, and giving opinions and arguments.

Reading texts	60% of students stated that they read dialogues during the English class, while 20% of students stated that they read short stories, 10% stated that they read descriptive paragraphs, and the other 10% answered that they read maps.	Teacher stated that he uses short stories for reading activities in the English class.	There is some disagreement between students and the teacher, as the teacher said that he uses short stories for reading activities in the English class. However, just 20% of students agreed with him.
Integrating reading and speaking skills	80% of students answered that teacher does not design any activity that involves reading and speaking, while 10% answered yes, and the other 10% answered that they do not know.	Teacher answered that he designs activities in which he integrates reading and speaking skills.	These two answers are contradictory since the teacher stated that he designs activities in which he integrates reading and speaking skills. Nevertheless, the result obtained from the survey showed that most of the students answered ht teacher does not integrate reading and speaking.

## 3.9 Quantitative analysis of the individual scores of each group

3.9.1 Speaking task

The chart bar below shows the analysis and the result achieved in the speaking activity for each student. This task was applied to 5 students of 9th grade at Oriana Teresa school. And also, it was developed in 20 minutes and also in 4 stages. In the first stage, students were asked to look at 3 pictures carefully, and brainstorming when they looked them, once students completed this part, the teacher read aloud the 4 questions, each student were asked individually to read the 4 questions in order to practice their pronunciation, after that student were asked to answer them to demonstrate the way the used English language. They were asked these questions: 1 Have you ever been to another country? 2. What do you need to consider before you go to another country? 3. Which country would you like to go from the pictures given? 4. What are the reasons you want to go to this city to go to this country? As a result, none of the 5 students could obtain a total score of 10.

According to the chart bar, students N° 2, 5 achieved a percentage of 70 % equivalent to 7 points out of 10. Thus, it is evident that two students showed fewer difficulties in speaking compared to students N° 1,3, and 4; since they achieved 40% equivalent to 4 points out of 10. As a result, most of the students have difficulties in speaking.

Representation of the result of speaking task

Figure 14
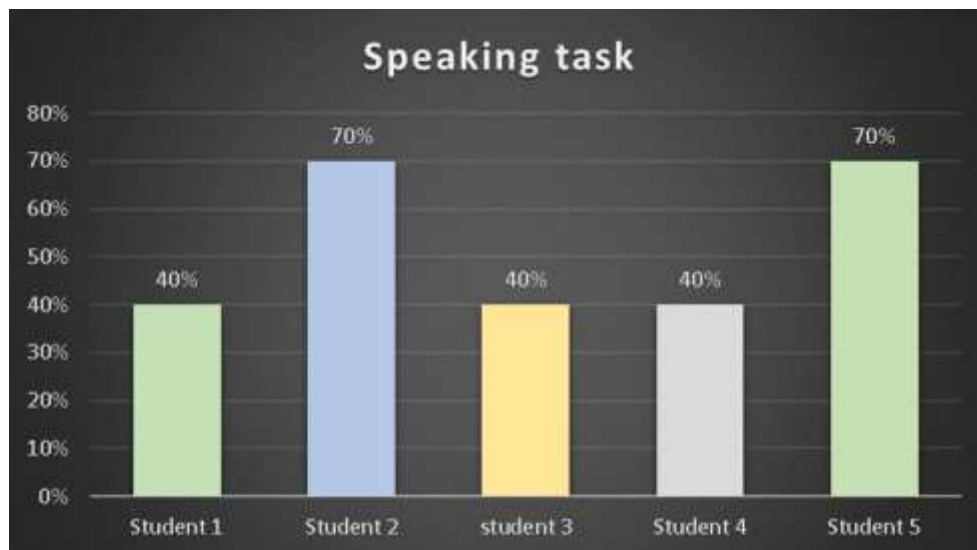
Note: This chart bar shows the results of the speaking task applied to 5 students of 9th grade.

3.9.2 Variables of the Speaking Task

Table 4

Students´ score reached of speaking task

	Able to answer yes/no questions	Provide a description of the reasons why he/she wants to go to another country.	Correct pronunciation within a sentence	Provides reasons by explaining why he/she wants to go another country	Correct use of verb tense (simple present, simple future) word order within an utterance and avoids omission of subject
Student 1	1	1	1	1	0
Student 2	2	1	1	2	1
Student 3	1	1	1	1	0
Student 4	1	1	1	1	0
Student 5	2	1	2	1	1

Classification

2 Excellent

1 Regular

0 Bad/Unsatisfactory

70

1.   The student is able to answer yes/no questions.

2.   Provide a description of the reasons why he/she wants to go to another country.

3.   The student uses correct pronunciation within a sentence.

4.   The student provides two or more than three reasons by explaining why he/she wants to go another country.

5.   Correct use of verb tense (simple present, simple future) word order within an utterance and avoids omission of the subject.

According to the analysis of each variable shown in table N° 3, it shows that the first variable "answer yes/no questions", 2 students were able to answer excellent which is equivalent to 2 points which is the total score of the first variable. On the other hand, the other 3 students obtained 1 point which means that they did regularly.

Moreover, in the second variable, "Provide a description of the reasons why he/she wants to go to another country". Students got 1 point of 2. It means that the 5 students had difficulties providing descriptions. In addition, the third variable, "correct pronunciation within a sentence", just student number 5 was able to pronounce correctly reaching a total score of 2 being this the maximum score. She pronounced the yes-no questions and wh-questions with the right intonation. 4 students obtained 1 point which means students have difficulty with rising and falling intonation. In the fourth variable which provided two or more than three reasons by explaining why he/she wants to go to another country, the result was that only 1 student got 2 points, this student was able to provide more than two reasons, but the other 4 students reached 1 point because they just provided one reason and incomplete ideas about it. Therefore, they are unable to provide details because they lack vocabulary, or

they haven´t stored that. In the fifth variable which was using proper grammar tenses during the speaking performance, the result was that 2 students got 1 point, which means that these 2 students had some difficulties with the use of grammatical tenses. The other 2 students got 0 points, this revealed that these students had several problems with grammar tenses. Students did not provide complete sentences as they don´t have a notion of the structures of the language.

3.9.3 Reading and speaking task variables.

The chart bar below shows the analysis and the results achieved in the reading and speaking task. This task was applied to 5 students of 9th grade at Oriana Teresa High school. and it was developed in 30 minutes. The goal of this task was that the students could retell a fairy tale, this task was developed in 5 stages. In the first stage, students were asked to look at pictures, and predict the plot of the fairy tale "Little Red Riding Hood" by circling the correct letter with the answer. In the second stage, students read the fairy tale. In third stage 3, students had to go back to the first activity and check if their predictions about the plot of the fairy tale were correct. In the fourth stage, in groups, students had to look again at the pictures of the fairy tale and organize the order of the events in sequence. In the final stage, individually, students used the same pictures of Little Red Riding Hood as an aid and retold the story with their own words. It was observed that students used connectors that were given by the teacher for the retelling.

According to the chart bar, students N° 1, 3, 4, and 5 achieved a percentage of 80 % equivalent to 8 points out of 10. Thus, it is evident that they showed fewer difficulties in speaking compared to students N° 2; since they achieved 60% equivalent to 6 points out of 10. As a result, most of the students did not have difficulties speaking.

Representation of the result of reading and speaking task

Figure 15
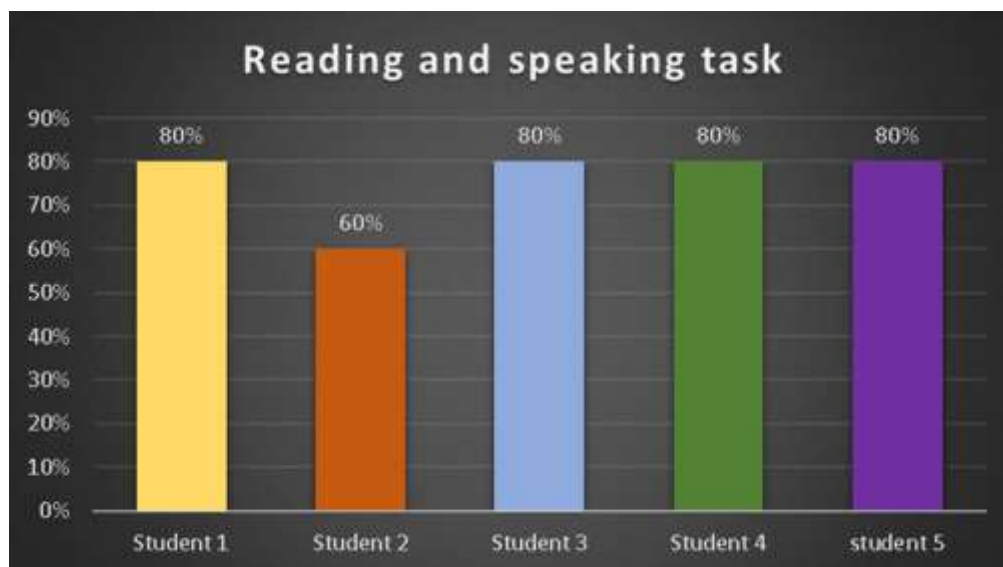
3.9.4 Variables of Reading and Speaking Task

Table 5

	Clearly and smoothly communicate without hesitation.	Correct use of verb tense (simple past) wordorder within an utterance and avoids omission of the subject.	Retell the fairy tale in the correct order.	Correct pronunciation within a sentence.	Use sequence connectors appropriately to have a sequence in his/her speech.
Student 1	1	1	2	2	2
Student 2	1	1	1	1	2
Student 3	2	2	1	2	1
Student 4	1	1	2	2	2
Student 5	1	2	1	2	2

Classification

■ Excellent

■ Regular

■ Bad/Unsatisfactory

1. Clearly and smoothly communicate without hesitation.

2. Correct use of verb tense (simple past) word order within an utterance and avoids omission of subject.

3. Retell the fairy tale in the correct order.

4. Correct pronunciation within a sentence.

5. Use connectors (firstly, secondly, thirdly, after, then, finally) appropriately to have a sequence in his/her speech.

According to the analysis of each variable shown in table N ° 2, it shows that in the first variable "clearly and smoothly communicate without hesitation", only 1 student was able to answer excellent which is equivalent to 2 points which is the total score of variables. On the other hand, the other 4 students obtained 1 point which means that they didn´t job. Moreover, in the second variable, "correct use of verb tense and avoids omission of the subject", 2 students got 2 points, the other 3 students got 1 point. It means that the 5 students had difficulties with the simple past tense, subject-verb agreement. In addition, in the third variable, "retell the fairy tale in the correct order", 2 students were able to reach a total score of 2 points, 3 students obtained 1 point. It was evident that students lack comprehension. In the fourth variable which was "correct pronunciation within a sentence", the result was that only 1 student got 1 point, this student had problems with pronunciation, but the other 4 students reached 2. In the fifth variable which was "use connectors (firstly, secondly, thirdly, after, then finally) appropriately to have a sequence in his/her speech", during the speaking performance, the result was that 1 student got 1 point. The other 4 students got 2 points. This

revealed that most of these students used connectors in his/her speech. This means that students can communicate their ideas in a logical way.

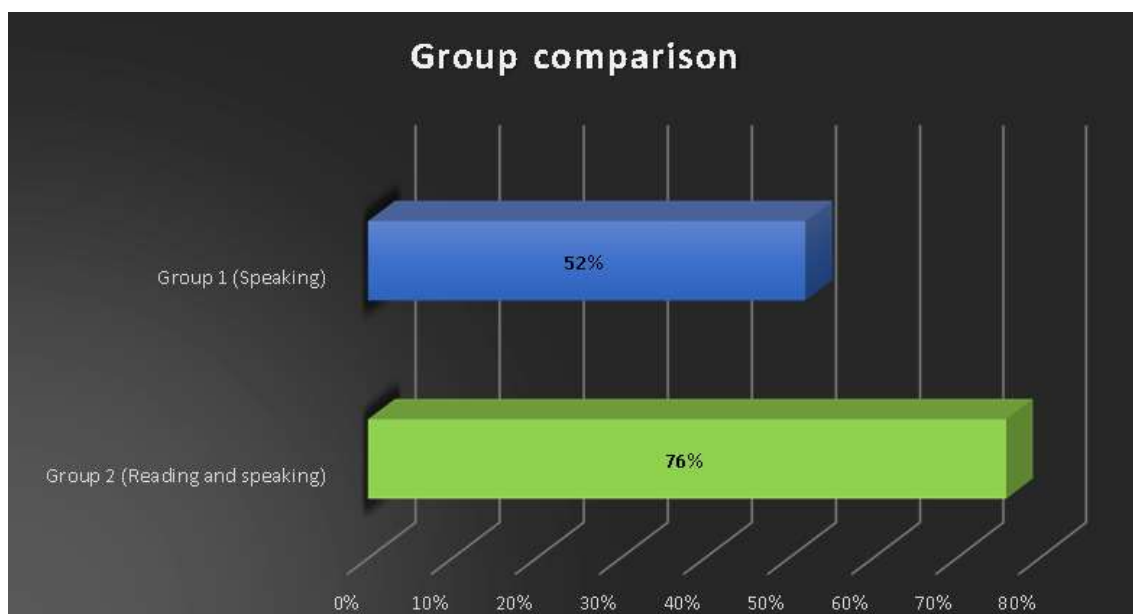### 3.9.5 Analysis of the speaking task and integrated task

The maximum score of group A- B. were determined by analyzing the score obtained of each group. It can be seen in the figure No 16 below. In order to find the individual score of each group, it was used a formula below.

Formula

$$(total\ of\ the\ students'\ grades \div 50) \times 100$$

Figure 16

Representation of the result of reading and speaking task

The chart bar above shows the comparison of the speaking task and integrated task (reading and speaking). To obtain the percentage of the total performance of group 1(speaking) and group 2(reading and speaking); a rule of three was made in which the total of the students' grades was added up and divided by 50, which is 100% of the grade of each task and multiplied by 100. As a result, group 1 achieved 52% compared to group 2, which achieved 76% in oral performance.

3.10 Findings

Previous studies have found that through the communicative teaching strategies and skill integrating activities, the students were able to learn and practice all the English language skills authentically. Besides, the results revealed students enjoyed the communicative activities in groups and learning about content and grammar through the integration of skills. In addition, other study revealed that the application of internet-based contextual instructional materials improves students' speaking skills because they feel motivated since technologies awake their interesting to read. These studies gave us a better picture on how reading and speaking could be integrated to improve students' speaking skills. Nevertheless, in the context of Nicaragua we cannot integrated reading and speaking skills by using digital devices because no one guarantees us that all the students have access to a cellphone or an electronic device to read. But this can be adapted to our country by using authentic reading such maps, magazines, short stories and lyric songs that are not far from us. And it has been proven their effectiveness to encourage students to speaking in class. On the other hand, in the following table, there is a better explanation of the outcome gotten of teaching speaking activity and teaching speaking through skills integration (reading and speaking skills). Despite the two tasks were evaluated with different rubrics, both rubrics

included 4 aspects which we took into account to make better explanation why the group B got better score than group A; in term of vocabulary, grammar, pronunciation and fluency that are elements of speaking.

Table 6

Category	Speaking task	Integrated task
Vocabulary knowledge	It was observed that students showed difficulties to communicate their ideas. It happened due to the students' lack of vocabulary, or they have not enough stored to deliver complete ideas.	Through reading, students enlarged their vocabulary knowledge as they were ableto see this printed in the text (fairy tale).Thus, they could see that vocabulary does not exist in isolation, but within a context, and it was seen in a reading text.
Grammatical structure	They did not have a notion of the structures of the language. Consequently, they were not able to organize what they reallywanted to say.	Despite the fact that students showed some difficulties using verb tense incorrectly, they were able to follow the correct patterns of the English language when they retold the story of the fairytales. Since, the reading text was the model for them see how words are connected to one another to form sentences.
Fluency	It was observed that during this task student did not seem confident. They lacked self-confidence and vocabulary knowledge which affected their fluency.	Students demonstrated to be more fluent, as they were able to convey a message at a normal speed without too much hesitation, they also seemed more confident when they were asked to perform.

Pronunciation	Students have difficulty with rising and falling intonation when teacher asked to read aloud the questions.	During the integrated, task students were asked to listen to the text being read aloud. It was observed after this activity that students got the right pronunciation patterns at the time of retelling.

4   Conclusion

The study intended to explore the effect of skills integration, specifically the relationship between reading and speaking when teaching English to enhance oral skills in an EFL context. Thus, the data collection tools were a survey, an interview, and two tasks. Firstly, a survey to ten students to obtain information to compare the different points of view of the students to determine the frequency in which students are involved in reading and speaking activities at a time, as well as to know the preference about what they like to read inside the classroom. The survey revealed that despite that the teacher in the interview said that he designs speaking activities where he integrates reading and speaking skills, students argued that they are not involved in any activity that involved reading texts that allows them to put into practice their speaking skills. But they just practiced their speaking and their reading skills with dialogue drills during the English class.

The teacher explained that the importance of reading, but he did not take advantage of it to help his students to improve the speaking skill. He mentioned he uses dialogue drills, short stories for reading activities in the English class, but according to the students' survey, the teacher does not use any kind of short stories. As a result, it was interpreted that the kind of activities that the teacher applied are not effective to enhance speaking and this is the reason why students have been facing deficiencies in speaking skill.

On the other hand, two different tasks were applied, one which was intended to develop oral skills using traditional activities, and the other intended to develop speaking aided with a reading passage were applied to two groups. The findings revealed that by integrating reading and speaking the outcomes for the students in terms of language skills improved a lot, compared to produce the target language at a natural speed without too much

hesitation and they were more focused on meaning rather than form. This means reading skills also give the students enough confidence to speak English with fluency.

5 Recommendations

It is suggested that the usage integrating skills approach (reading and speaking) may yield positive results and lead students to the improvement of speaking performance. Teaching English using the integrated skills strategy can help students overcome the spoken language barrier as they begin to use the language naturally. Therefore, based on the results gathered, we would like to suggest some recommendations that would be useful to improve speaking skills, not only in Oreana Teresa School but also in any school in our society.

- Teachers should take advantage of reading skill to improve speaking skill since it is a powerful skill that gives students some of the essential elements of speaking such as grammar, and vocabulary knowledge.

- If the teacher wants to improve students' speaking skill, he/she should combine at least one receptive and one productive skill to develop speaking skill.

- The teacher should make interactive activities that help students in the development of their speaking skills in class. For example, he/she can include role-plays, simulations, and discussions.

- The teacher should motivate the students by giving them the opportunity to choose reading materials or asking them what kind of reading materials they like to read in the classroom.

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7   Annexes

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Instrument 1
Teachers' Interview

Dear teacher,

We ask your contribution to answer the following questions that will help us to gather information about the present research in order to find a solution to it. Thank you in advancefor your help.

Research objective:

To explore issue of integration skills, especially the relationship between reading and speakingwhen teaching English to enhance oral skills in an EFL context.

Objective of the interview.

To explore the methods that the teacher uses to promote the integration of reading and speaking skills in the classroom with students of 9th grade.

School:_____**Date**:

Teacher`s name:
_____

1. Do you consider reading and speaking skills essential to develop language accuracyand fluency? why

_____
_____
_____
_____
_____

2. Do you do speaking activities in the classroom?

    a) Every class session
    b) every two weeks
    c) once a month
    d) never have the time to do it.

3. Which of the following speaking activities do you do in your English class?

    a)   Group/ whole class discussion

    b)   Giving opinions and arguments

    c)   Dialogue drills

    d)   Question & answer (survey, interview)

    e)   Simulations

    f)   Role-plays

    g)   Draw pictures from descriptions given

4. Do you design activities that integrate reading and speaking in your lesson plan?

    a) Yes

    b) No

5. When you do reading activities, do your students do speaking in the pre stage or post stage of the lesson?

    a) Yes
    b) No
    c) I don't know

6. Which of the following types of reading texts do you do in your lessons?

    a) Advertisements/ flyers/
    b) Maps
    c) menus
    d) Short descriptive paragraphs
    e) Short stories
    f) Dialogues

7. What can you do to encourage your students to read more in class?

_____

_____

_____

8. What are the most appropriate reading tasks for the development oral skills? Can you mention some of them?

_____

_____

_____

9. What are the advantages of using reading texts to develop speaking skill in your students?

_____

_____

_____

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Instrument 2

Students' Survey

Dear students

This questionnaire is intended to collect data on our final project. The survey will be anonymous and the results will be treated with total confidentiality and only for the purposes of this research. Moreover, it is very important that you answer honestly. Remember that this is not a test and all answers are valid to choose.

Research objective:

Explore the use of skills integration, specifically the relationship between reading and speaking when teaching English to enhance oral skills in an EFL context.

Objective of the survey.

The purpose of this survey was to compare the different points of view of the students in order to determine the frequency in which students are involved in reading and speaking activities at a time, as well as to know the preference about what they like to read inside the classroom.

Instructions

- Read the questions carefully, review all the options and circle the answer that comes closest to what you think or feel, there are some questions where you can choose as many as you want.
- If you have any doubts, raise your hand.

Grade: _____ **School:**_____**Date**: _____

1. Do you consider reading and speaking are important to improve your communicative skill?
   a. Yes
   b. No
   c. I do not know

2. Does your English teacher do speaking activities during the lesson?

       a. Every class session
       b. every two weeks
       c. once a month
       d. never

3. What kind of oral activity do you usually practice in the classroom?

       a) Group/ whole class discussion
       b) Simulations
       c) Role-plays
       d) Giving opinions and arguments
       e) Dialogue drills
       f) Question & answer (survey, interview)
       g) Draw pictures from descriptions given

4. Does your teacher design activities that involve reading and speaking?
       a) Yes
       b) No
       c) I do not know

5. When you do reading activities, do you have chance to do speaking?

       a) Always
       b) Sometimes
       c) Never

6. Which of the following types of reading texts do you read during the English class?

       a) Advertisements/ flyers/
       b) Maps
       c) menus
       d) Short descriptive paragraphs
       e) Short stories
       f) Dialogues

7. Would you like your teacher to spend more time on speaking activities?

       a) Yes
       b) No
       c) I do not know

8. What do you usually read?

      a) Comics
      b) Books
      c) Music lyrics
      d) Internet material (social networks)
      e) Other

9. What kind of texts would you like to read in the classroom?

      a) Comics
      b) Books
      c) Music lyrics
      d) Internet material (social networks)

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Speaking task Discussion

Objective of task: To evaluate the result of using reading activities to enhance oral

competence compare with the traditional speaking activities.

1.   Look the following pictures and answer the following questions.

        a.   Have you ever been in another country?

        b.   What do you need to consider before you go to another country?

        c.   Which country would you like to go from the pictures given?

        d.   What are the reasons you want to go to this city or to this country?

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Rubric for speaking task

Student

A. Criteria to evaluate

-Answer yes/no questions. ___/2

-Provide a description of the reasons why he/she wants to go to another country. ____/2

-Correct pronunciation within a sentence. ____2

-Provide two or more than three reasons by explaining why he/she wants to go another country _/2

-Correct use of verb tense (simple present, simple future) word order within an utterance and avoids omission of subject. ____/2

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Reading to speaking task.

Objective of task: To evaluate the result of using reading activities to enhance oral competence compare with the traditional speaking activities.

a-Little Red Riding Hood is about a little girl that visits her grandma, she meets a wolf, and the wolf made a plan to eat the little girl and her grandma.

b-Little Red Riding Hood is about a little girl who becomes a bounty hunter to find her parents' murderers.

c-Little Red Riding Hood is about a wolf who kills all the people he meets on his way to satisfy his hunger.

d-Little Red Riding Hood is a princess who is imprisoned by her mother for fear of the prophecy that says that Little Red Riding Hood will die at the hands of her first love.

B.Read the fairy tale "Little Red Riding Hood"

Little Red Riding Hood

Little Red Riding Hood loved everyone, especially her grandmother. Little Red Riding Hood's grandmother was sick, Little Red Riding Hood's mother baked a cake and asked Little Red Riding Hood to take it to her grandmother's house in the woods; a wolf noticed Little Red Riding Hood and asked her where she was going, she replied that she was going to her grandmother's house. By this time, the wolf was hungry and planned to eat Little Red Riding Hood and her grandmother. The wolf took a shorter way to get to Little Red Riding Hood's grandmother's house. The wolf opened the door, ran straight to the bed and ate Little Red Riding Hood's grandmother. He put on Little Red Riding Hood's grandmother's clothes and then Little Red Riding Hood came and knocked on the door. She approached her grandmother's bed and noticed something different. She asked many questions and the last one was, "Grandma, what a big mouth you have," replied the wolf, "the better to eat you

with." A wood cutter appeared and saw the wolf, then he took a knife and cut open her stomach, miraculously the grandmother came out alive.

Note. From Storyboardthat. n.d

C.   Go back to first activity and check if your predictions were correct.

D.   In groups, look again to the pictures of the fairy tale and organize the order of the events in sequence.

E.   Individually, use the same pictures of Little Red Riding Hood and retell the story; you can use the following sequence connectors that may help you organize the sequence of the events.

    a.   Firstly

    b.   Secondly

    c.   Thirdly

    d.   After

    e.   Then

    f.   Finally

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Rubric for reading and speaking task

Student

- Clearly and smoothly communicate without hesitation. ___/2

- Correct use of verb tense (simple past) word order within an utterance and avoids omission of subject. __/2

- Retell the fairy tale in the correct order. ___/2

- Correct pronunciation within a sentence. ___/2

- Use sequence connectors (firstly, secondly, thirdly, after, then, finally) appropriately to have a sequence in his/her speech___/2

The following picture show when students were participating in the activity of integrating Reading and Speaking skills.
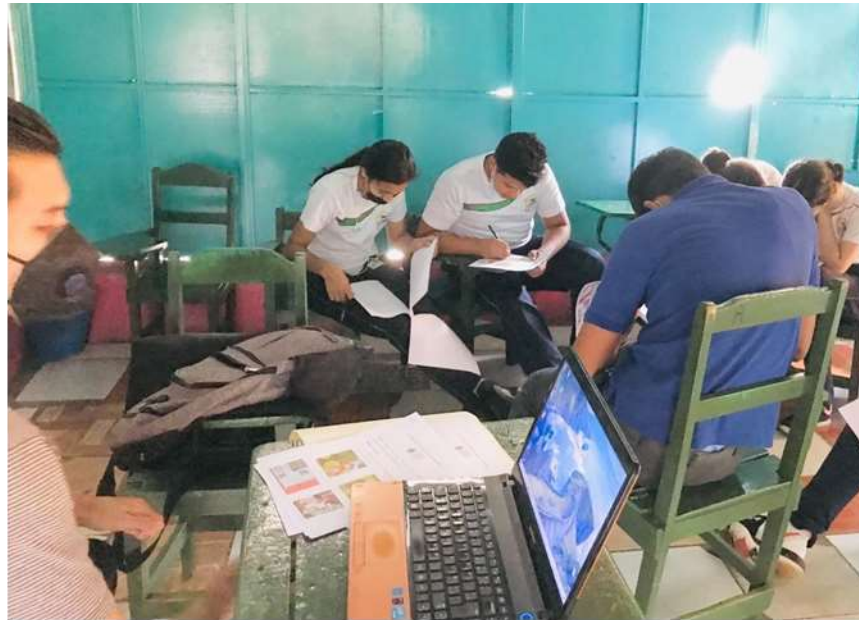
Students retelling Red Reading Hood after they read the short story.

The following pictures show when students were participating in Speaking activity.
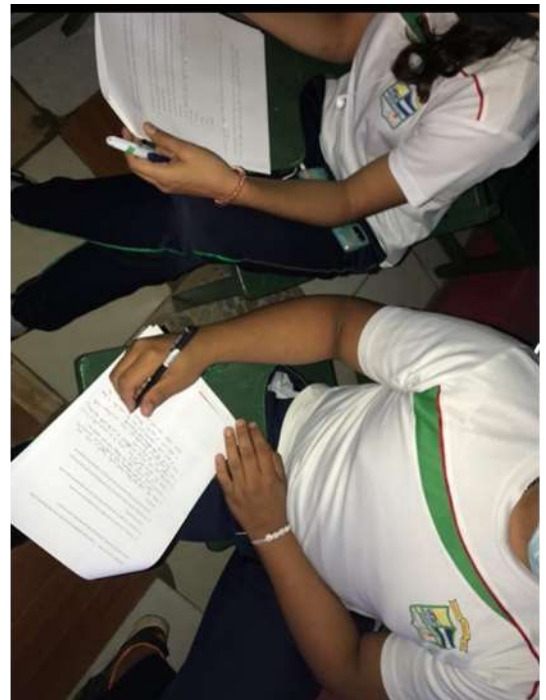
Evident of reading and speaking task

"the better to eat you with." A wood cutter appeared and saw the wolf, then he took a knife and cut open her stomach, miraculously the grandmother came out alive.

C. Go back to first activity and check if your predictions were correct.

D. In groups, look again to the pictures of the fairy tale and organize the order of the events in sequence.

E. Individually, use the same pictures of Little Red Riding Hood and retell the story; you can use the following connectors that may help you organize the sequence of the events.

a. Firstly The little red riding hood's mother beaked a cake and asked to the little red riding hood to take it to her
b. Secondly grandmother.
   → A wolf noticed little red riding hood and asked her
c. Thirdly, were was she going.
   → She replied that she was going to the grandmother
d. After house.
   → They wolf was hungry and planed to eat the
e. then little red reading
   → The wolf openned Grandmother's door house, ran
f. Finally straight to the bed ate the Red Riding Hood's grandmother

   → Wood cutter appeared and sow the wolf, then he took a knife and went open her stomach, miraculously the grandmother came out alive.

"the better to eat you with." A wood cutter appeared and saw the wolf, then he took a knife and cut open her stomach, miraculously the grandmother came out alive.

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a. Firstly The little Red Riding hood's mother baked a cake and asked to the little Red riding hood to take it to her grandmother.

b. Secondly A wolf noticed little Red Riding hood and asked her were was she going

c. Thirdly - she replied that she was going to her grandmothers house.

d. After The wolf was hungry and planned to eat the little Red Riding hood ant the Grandmother.

e. then - The wolf openned Grandmothers door house, ran straight to the bed ate the Red riding hood's Grandmother.

f. Finally A wood wtkr appeared and saw the wolf, then he took a knife and wt open her stomach, miraculously the grond mother came out alive.

"the better to eat you with." A wood cutter appeared and saw the wolf, then he took a knife and cut open her stomach, miraculously the grandmother came out alive.

C. Go back to first activity and check if your predictions were correct.

D. In groups, look again to the pictures of the fairy tale and organize the order of the events in sequence.

E. Individually, use the same pictures of Little Red Riding Hood and retell the story; you can use the following connectors that may help you organize the sequence of the events.

a. Firstly , The little red riding hood's mother baked a cake and asked to the little red riding hood to hand it to her grandmother.

b. Secondly

c. Thirdly

d. After

e. then

f. Finally : A wood cutter appered and saw the wolf. Then he took a knife and and cut open her stomach, miraculously the grandmother came out alive.

Secondly: A wolf noticed little red riding hood and asked her were was she going.

Thirdly: She replied that she was going to her grandmothers house.

After: The wolf was hungry and planned to eat the little red riding hood aut the grandmother.

Then: The wolf opeuned grandmother door house, ran. straight to the bed ate the red riding hood's grandmother

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Rubric for reading and speaking task

Student _1_

8/10

- Clearly and smoothly communicate without hesitation _1_ /2

- Correct use of verb tense (third person, simple past) word order within an utterance and avoids omission of subject _2_ /2

- Retell the fairy tale in the correct order _1_ /2

- Correct pronunciation within a sentence _2_ /2

- Use connectors (firstly, secondly, thirdly, after, then finally) appropriately to have a sequence in his/her speech _2_ /2

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Rubric for reading and speaking task

Student _2_

8/10

-   Clearly and smoothly communicate without hesitation _1_ /2

-   Correct use of verb tense (third person, simple past) word order within an utterance and avoids omission of subject _1_ /2

-   Retell the fairy tale in the correct order _2_ /2

-   Correct pronunciation within a sentence _2_ /2

-   Use connectors (firstly, secondly, thirdly, after, then finally) appropriately to have a sequence in his/her speech _2_ /2

Evident of speaking task

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Objective of task: To evaluate the result of using reading activities to enhance oral competence compare with the traditional speaking activities.

Speaking task

Discussion

1. Look the following pictures and answer the following questions.

   a. Have you ever been in another country?
   b. What do you need to consider before you go to another country?
   c. Which country would you like to go from the pictures given?
   d. What are the reasons you want to go to this city to go to this country?

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Objective of task: To evaluate the result of using reading activities to enhance oral competence compare with the traditional speaking activities.

Speaking task

Viajar
Lh

Discussion

1. **Look the following pictures and answer the following questions.**

   a. Have you ever been in another country?
   b. What do you need to consider before you go to another country? passport
   c. Which country would you like to go from the pictures given? china
   d. What are the reasons you want to go to this city to go to this country? cultural, language
   food

cultura

comida

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Objective of task: To evaluate the result of using reading activities to enhance oral competence compare with the traditional speaking activities.

Speaking task

Discussion

1. **Look the following pictures and answer the following questions.**

   a. Have you ever been in another country? Yes (saluodou)
   b. What do you need to consider before you go to another country? Money
   c. Which country would you like to go from the pictures given? USA
   d. What are the reasons you want to go to this city to go to this country?

   study
   culture
   spink
   english

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Rubric for speaking task

Student____1

4/10

A. **Criteria to evaluate**

- The student is able to answer yes/no questions. _____1___ /2

- The student describes situations with adjectives, phrases etc. ___1___ /2

- The student uses word appropriately to describe preference. ____1__ 2

- The student provides two or more than three reasons by explaining why he/she wants to go another country ___2__ /2

- The student uses proper grammar tenses correctly. ___1___ /1

- The student demonstrates clearly articulation. ___1__ 1

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Rubric for speaking task
Student 3

A. Criteria to evaluate

- The student is able to answer yes/no questions. ___ /2

- The student describes situations with adjectives, phrases etc. _1_ /2

- The student uses word appropriately to describe preference. _1_ 2

- The student provides two or more than three reasons by explaining why he/she wants to go another country _2_ /2

- The student uses proper grammar tenses correctly. _1_ /1

- The student demonstrates clearly articulation. _1_ 1