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العدد الخامس عشر

*Laboratoire du discours argumentatif
ses origines, ses références ses perspective en Algérie
Université Ibn-Khaldoun-Tiaret*

فصل الخطاب

هلف العدد:

النسق العقدي في التأويل البلاغي
الفلسفة الهيرمينوطيقية...مدخل إلى أسس التأويل
اللغة الأدبية والفكر وعالم الأشياء
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دورية أكاديمية محكمة تعنى بالدراسات والبحوث
العلمية والنقدية واللغوية والأدبية والبلاغية
باللغتين العربية والأجنبية

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العدد الخامس عشر

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توجه المراسلات إلى إدارة المخبر أو المجلة
ص.ب. 78 زمرورة - تيارت 14000 _ الجزائر
أو عبر: faslkhitab@gmail.com

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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كلمة رئيس التحرير
بسم الله الرحمن الرحيم

أما قبل:....

استطاعت مجلة (فصل الخطاب) منذ صدور عددها الأول حتى هذه اللحظة أن تمضي في تحقيق مشروع طالما بقي حلما يراود الأستاذ والطالب والباحث، لذلك أخذت المجلة على عاتقها تحقيق هذا الحلم بصبر وأناة وتحدّ للمعوقات المادية والمعنوية على كثرتها وجسارتها وتفاعلها مع محيط لا يدعو إلاّ للتثبيط والسلبية القاتلة، وسط هذا الجو المشحون بالرداءة والاسفاف انتفضت مجلة فصل الخطاب بطاقمها الفاعل والمتفاعل أن يحوّل السكون والسلبية إلى نافذة يرى منها الجامعي أستاذا كان أم طالبا ثقافات الآخر - مهما يكن أمر هذا الآخر- عن قرب، ويقيم الحوار معها، مع ما يحمله مفهوم الحوار من تفاعل مع هذا الآخر على نحو من الأنحاء، كما تسعى المجلة في خطها المرسوم لها ضمن أسسها ومنطلقاتها الفكرية بأن توفر للمتلقي النخبوي فرصة المعاشة مع المشاهد النقدية الغربية دون الانحياز لمنهج على آخر، فهي لا تحصر نفسها بأي اتجاه فكري محدد اللهم إلاّ ما يرسم خطها في تخصيص مقالات في الحجاج والبلاغة بشقيها القديمة والجديدة، لذلك فهي تسعى إلى أن تقيم توازناً نسقياً بين المناهج النقدية كلها،

ومن ذلك ففي خط المجلة ليس مطروحا عندنا ثنائية التراث والحداثة على مستوى الوعي أو الكتابة لأنه لا يمكن مقارنته إلاّ من خلال وجودنا الراهن، ذلك أن التراث هو امتداد وجودنا. وعليه سعت المجلة في علاقتها مع التراث أن تردم الفجوة بينه وبين المثقف، فوجهت جهود السادة الباحثين للاغتناء منه دون الاستسلام له، ولم يتحصّل لها ذلك إلا بتغيير نمط التفكير في معاملتها مع التراث، باعتباره شرط وجودنا دون أن نتماهى معه أو ننفصل عنه. ولا يكون ذلك إلا بتخطي القيود والحواز التي فرضت علينا في التعامل معه، ذلك أنه يقبل الحوار ويقبل المناقشة. مادام ثمة إيمان بالتفاعل مع المنجز التراثي والحداثي، في إيقاع متشابك لا يتوقف ولا يهدأ.

فقد تخصص هذا العدد للتأويلات والهيرمنيوطيقا، ولكن لم يغيب منظور الحجاج - على أنّ مجلة فصل الخطاب هي لسان حال مخبر الخطاب الحجاجي - باعتباره فاعلية تأويلية من خلال تتبع استراتيجية المؤول أو المجادل برأيه أو بتأويله. فكان من الطبيعي تحديد تنوع استراتيجيات الخطاب، بحسب تنوع الخطابات والأغراض والاستراتيجيات التي تحدده ضمنيا وتوجهه في صمت، من خلال الكشف بآليات التأويل عن المقاصد المضمرّة، والتضمينات المسكوت عنها، بما تمتلكه كفاءة المؤول ذاته، وهو لا يتأتى إلا بالتواطؤ - الضمني غير المعلن - بين طرفي التواصل من أجل إنتاج فعل التأويل وهو لا ينفك عن

الحجاج في إثبات أحقية التأويل. لذلك ظلت المقاربات المعاصرة تراهن على التأويل من حيث مركزيته في مقاربات الخطابات التراثية أو الحداثية، وهو ما تسعى إليه المقاربات النقدية الجديدة التي تعزف عن السياقات خارج النص باعتبارها حجبا توجه القراءة، بل وتتفرع عنه كقراءات لمستويات النص المتأول .

ففي عددها الخامس عشر ثمة مداخلات وإن تركزت حول إشكالية التأويل إلا أنها تباينت في المقاربات منها: الفلسفة الهيرومينوطيقا...مدخل إلى أسس التأويل وهو تعقيد نظري الى النسق العقدي في التأويل البلاغي، متشابه القرآن أنموذجا و الخطاب الحجاجي من منظور تداولي "مقاربة نظرية ثم دراسة تطبيقية اجرائية تمثلت في الخطاب الحجاجي القرآني الموجه لبني إسرائيل دراسة نماذج في البنية والأساليب مع مقارنة أخرى لم تبتعد كثيرا عنها الحجاج بالتمثيل في الخطاب القرآني "سورة هود أنموذجا".

إلى مقاربات أخرى في الشعر والسرد، وغيرهما من الأجناس الأدبية التي صارت هاجس الباحث، من خلال البحث والحفر والتنقيب، وهو ما تتغياها المجلة في خطها المرسوم، كونها فضاء للمعرفة والبحث واحترام الآراء على اختلاف توجهاتها وتصوراتها، ما دام ثمة حق للمعرفة واحترام الآخر لهذا الحق.

والله نسأل أن تبقى فصل الخطاب تستوعب البحث الجاد وتنقب عن الكفاءات داخل الوطن وخارجه إيماننا منها بأنه لا وطن للمعرفة ولا حدود لها،
والله من وراء القصد

رئيس التحرير

الأستاذ الدكتور: أحمد بوزيان

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توجه المراسلات إلى إدارة المخبر أو المجلة
ص.ب. 78 زمرورة - تيارت 14000 - الجزائر
أو عبر: faslkhitab@gmail.com
Zerroukikader@gmail.com

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The Role of Reading in Improving Language Learning

Madani Habib

Faculty of Letters and Foreign Languages

Department of English

University of Tiaret -Algeria

Abstract

This paper tries to shed light on the impact of reading on the development of students' language learning. It clarifies how reading can enhance the language skills including writing, speaking, and listening. In fact, reading is considered as an essential component of ELT and functions as a crucial element to language development. Moreover, this paper gives some descriptions of reading types and their roles in improving of language achievements.

Key words: Reading, language development, ELT

ملخص:

يحاول هذا البحث تسليط الضوء على تأثير القراءة على تحسين تعلم اللغة لدى الطلاب. ويوضح كيف يمكن للقراءة أن تعزز المهارات اللغوية بما في ذلك الكتابة والتحدث والاستماع باعتبارها عنصرا أساسيا في عملية تعليم وتطوير اللغة الانجليزية. وعلاوة على ذلك، فإن هذه الدراسة تعطي بعض أنواع وخصائص القراءة وتبين دورها في تحسين الإنجازات اللغوية.

الكلمات المفتاحية: القراءة و المطالعة - تعليم و تطوير مهارات اللغة الانجليزية.

Introduction

Researchers have, over decades, revealed that there are strong links between the reading skill and language learning. Therefore, teaching reading to university students represents a great challenge to teachers as it requires useful strategies and adequate techniques that truly increase learners' ability to successfully learn this skill. Besides, the reading instruction should aim to develop students' language literacy.

Furthermore, reading can be considered as a valuable source of foreign language learning. Indeed, it is necessary for students to be good readers in order to reach academic and occupational purposes, it has been viewed that reading engages students actively in the new language and culture. When opportunities to speak or hear the foreign language are rare, reading is the only practice that gives learners access to boundless amount of the language patterns such as ; idioms, sentence and paragraph structures, contextualized grammar, and other cultural clues of the native speakers. The more they read, the more they become

proficient in the target language. In fact, they become good readers, writers, speakers, and listeners.

Needless to say that reading is one of the most important skills that EFL students should properly learn. It is important in developing text's understanding, to learn grammar points, to build vocabulary knowledge, to acquire writing mechanism, and to know about the foreign culture.

1. Teaching Reading

Reading is seen as the most important canal through which learners can develop their English after the classroom course is over. A decent reading program offers instruction in the skills required at various areas with plenty of practice. In order to achieve this, the reading program should include two kinds of reading tasks: intensive and extensive. For example, intensive reading can be used to teach vocabulary and grammar skills, while extensive reading is a long term engagement which is useful in developing learners' language literacy and proficiency at all levels.

There are two categories of skills in reading: lower level skills; such as decoding words, understanding vocabulary, and recognizing grammar points, and higher level cognitive skills such as; previewing, analysing, questioning, synthesizing, predicting, and criticising. Therefore, teachers need to design and base their reading program on both levels to develop both types (Schleppegrell and Bowman, 1986).

Learners must practice the reading task for various purposes such as using their background knowledge to reach adequate understanding of the text, recognising key ideas, extracting specific information, and discovering the writer's goals and attitudes.

Good reading means the ability to focus on the ideas of the text rather than emphasizing on individual words. In the classroom reading, it is important for teachers to train their learners to use the context of the text to guess and understand the meaning of words instead of being slowed down by using the dictionary every time (Schleppegrell and Bowman, 1986).

In short, teachers should use extended texts as well as short passages. Indeed, learners must read long articles, novels, research theses, or books outside the classroom, as they need to receive intensive instruction in the classroom to work with paragraphs and short texts.

2. Intensive Reading

In choosing texts for classroom reading, teachers need to consider learners' needs and interests. However, they can use complex texts that challenge and provoke students. They can even ask learners to assign texts for classroom study in order to involve them in the teaching-learning process and give them the opportunity to develop a sense of learning responsibility.

In selecting materials for classroom reading, teachers need to use texts that challenge learners and take into account texts' complexity and comprehensibility. Schleppegrell and Bowman, (1986) gives the following criteria that can help teachers select suitable reading materials:

1. *Length: short texts are easy to be read for a classroom course.*
2. *Complexity: texts which are composed of simple sentences are usually easier to read than texts which entail many difficult and complex structures.*
3. *Density of information and facts: texts content should be familiar to students.*
4. *Structural organisation: texts which have a logical and chronological development in the arrangement of information are more expected to be easily understood.*
5. *Amount of abstraction: texts which include concrete arguments and evidence of facts or events are mostly preferred than those which include analyses or investigations.*

However, it is important to introduce complex short texts, beyond the competence of the students, so that they can read them intensively. Similarly, it is necessary to expose students to long passages in order to extend the reading capacity and the reading speed. More importantly, teachers need to pay attention to the relevance of topics to learners' interests in order to motivate them rather than alienate them.

3. The Language Learning Benefits of Extensive Reading

Researchers argue that learners can develop their language knowledge through extensive reading. Indeed, it is a necessary activity gives students the chance to respond to their wants and interests without being forced to follow a class programme. Extensive reading is defined by Maley (2005: 354) as: ***"the single most effective way to improve language proficiency"***. In fact, a lot of research has shown the learning gains of extensive reading in the areas of writing, vocabulary, syntax, listening, speaking, reading, and general language proficiency.

While the focus of classroom intensive reading is on decoding and comprehension, the theory of extensive reading is based on comprehensible input necessary for second language acquisition (Krashan, 1993). It includes students reading large amounts of reading materials in different topics. This could improve their motivation and promote the non-classroom learning. This type of reading can have the following benefits:

- a) *promoting the incidental learning*
- b) *Enhancing the reading proficiency*
- c) *Increasing and developing vocabulary knowledge*
- d) *Improving speaking, writing, and listening skills*

Research has demonstrated that extensive reading is a good way to develop language literacy. In this respect, Krashan States:

“Reading is the only way, the only way we become good readers, develop a good writing style, an adequate vocabulary, advanced grammar competence, and the only way we become good spellers.”(Krashan, 2004: 37)

In other words, through extensive reading, students improve their autonomous learning and decrease their dependence on their teachers. Moreover, students of English as a foreign language can have access to large amount of vocabulary in different contexts that they can use later in their essay writing. Certainly, extensive reading is a useful strategy to build up language literacy in various domains.

Besides, research has showed that extensive reading and gains in language learning are highly connected. Certainly, learners who read books or novels independently can attain larger content knowledge than those who do not read. Many studies have revealed that extensive reading is a useful strategy to improve the growth of vocabulary repertoire, language fluency, and general cultural knowledge of students (Anderson, Wilson & Fielding, 1988). Indeed, reading improves intuition skills, broadens comprehension, provides experiences, and raises opportunities for better language learning.

Extensive reading is an independent approach to reading improvement, and therefore, it should be included in a foreign language programme, as a separate instruction. Day and Bamford (1998) have given the following benefits of extensive reading:

- ✓ *Developing positive attitudes toward reading in a foreign language.*
- ✓ *Increasing motivation.*
- ✓ *Improves reading fluency.*
- ✓ *Enhancing vocabulary and grammar knowledge.*
- ✓ *Improving writing skills.*

Nowadays, there is plenty of evidence which illustrates the positive effects of extensive reading on the development of language proficiency. Reportedly, learners who read constantly show great proficiency in reading comprehension, in their writings, in their vocabulary use, in their grammar knowledge, and even in their communicative styles.

Furthermore, some research has focused on the positive effects of extensive reading on the development of writing proficiency. In fact, better reading leads to better writing in the target language. Day and Bamford (1998) view that it is only via continuous actual reading in L2 that students can acquire the intricate linguistic, world, and relevant literacy which are necessary for learning. Therefore, extensive reading is a crucial solution to ensure the continuity of learning in non-pedagogical contexts and to build up learners' general and language knowledge.

4. Reading to Develop Reading proficiency

In reading, proficiency can be seen as the ability to read and understand a text quickly and effortlessly with little attention to word decoding or grammar structures (Meyer, 1999). Therefore, it is necessary to include tasks that truly improve student reading proficiency such as extensive reading and effective classroom activities.

Students often read at slow rates because they spend lot of time on checking meanings of unfamiliar words as they lack word recognition automaticity. In fact, when learners read at slow speeds, they reach poor comprehension and become more and more demotivated and discouraged. This leads to limited exposure to reading materials in the target language. In this sense, Nuttal (1996) views that speed, pleasure, and comprehension are closely interrelated

Extensive reading is actually an important tool to enhance the reading proficiency because students are repeatedly confronted with the same words, expressions, and combinations in different topics and contexts. This helps them acquire word recognition automaticity and improve their reading speed and comprehension (Day and Bamford, 1998). Furthermore, when students are exposed to large quantities of reading materials in the foreign language, their literacy can be considerably enhanced and consequently they become able to reach adequate comprehension of different subjects or themes (Grabe, 2004). Research has shown that encouraging independent reading and offering regular reading instruction is a successful strategy to improve reading proficiency because reading is a skill that develops with practice.

In the classroom reading, teachers can use Timed Reading Activities in order to improve the reading speeds and fluency of their students. This strategy is based on the working memory and relate to the mental stimulation for immediate storing and processing. For example, learners can be asked to read a number of texts that are carefully selected for length and level, and given some comprehension questions for answering. For many students these activities pose great cognitive and complex challenges because meaning construction and memorisation should be achieved in a short time (Smith, 2004). In this respect, learners should be put under time stress in order to have them read rapidly without overlooking comprehension which is the ultimate goal of any reading activity. This can help them promote their memorisation skills, improve their fluency, and enhance their comprehension.

There are various types of activities for developing the reading skills. Some of them can be used as pre-reading, while reading, and post-reading activities. The first type of these activities is aimed to stimulate learners' interest and activate their background knowledge. They are also used to introduce students to the text's topic, type, and structure. The second type is used to check students overall understanding. They direct their attention to the author's ideas

purpose. The third type is used to push learners to give their point of view of the text's content and form. They oblige students to focus on the lexical and the logical relationships between the parts of the text.

In short, the reading practice plays an important role in improving speed, comprehension, and fluency when it is intertwined with adequate reading instruction.

Many studies have shown that reading practice is the best way to improve reading abilities including comprehension, vocabulary, and fluency. In fact, learners who are engaged in intensive and extensive reading practices are better able to demonstrate greater skills such as automaticity and accuracy in reading.

5. Reading to Improve Writing

One of the primary goals of reading is to make creative and productive learners. In fact, reading plays an important role in developing learners' writing skills. It exposes them to linguistic, cultural, and academic aspects of learning. In this respect, some researchers developed a Reading Response Method as classroom teaching strategy to teach and improve the creative writing.

In foreign language learning, reading includes understanding meaning of words, paragraphs, and texts which are presented in written forms. Reading enables students to know how authors place down their thoughts in a written language and helps them to understand writing skills used by these writers. Therefore, through reading, students can develop different ways of expression and acquire new ideas in various domains.

Many studies argue that reading has a positive effect on writing. According to Taylor and Beach (1984), reading improves learners' expository writing and helps them construct organised and meaningful paragraphs as they go through reading new ideas, new vocabulary, and new language styles.

According to Grabe (2003), extensive reading can enhance writing skills. Learners who make deliberate readings of magazines, newspapers, and books outside the classroom can improve their writing styles and literacy. In other words, the reading-to-write method improves writing abilities in terms of language use, text information, and rhetorical structures.

Moreover, researchers such as Day and Bamford (1998), and Krashan (1989) have explored the impact of reading on writing and have widely supported the reading-to-learn approach. They stress the power of reading in improving not only reading comprehension and vocabulary knowledge, but also grammar and writing proficiency.

Reading provides several kinds of the required schemata necessary for writing. It is not only useful to L2 production but central to it. It is almost impossible to have successful writers who are not good readers. According to Harmer (2004), learners dislike writing because they think that they do not possess any significant ideas and subjects to write about. Therefore, reading instruction should be meant to provide meaningful matters to learners because it

is considered as a key to build the writing skill. Many researchers have viewed that writers write on the bases of what they have read because writing is seen as the result of reading.

Indeed, extensive reading provides writers with topics to write about, the linguistic elements necessary for good writing, rhetoric language, ideas and knowledge, and with writing models. Actually, through reading, learners can have sufficient exposure to accurate written texts which help them enhance their language skills and build up writing schemata.

6. Reading and Communicative Competence

When a reading task is intended to be communicative, it should have a clear objective. In fact, learners must read with a purpose in mind in order to be able to perform a communicative task later. Post- reading discussions can be seen as useful means to improve learners' communicative skills.

A variety of reading activities could be used in the language class to improve reading skills with a focus on communication. This task may involve critical reading, cultural texts, dialogues, literary texts, or short stories. As for critical reading, learners can be asked to make judgements about the text content in order to stimulate their intercultural awareness. A classroom discussion can be raised about the language and the culture of both the author and the text.

Text-based instruction to improve oral and communicative skills includes the use of various types of texts. These texts are intended to provide learners with different communicative situations in different contexts. For instance, reading texts could entail topics such as work interviews, telephone calls, discussions in a conference, buying in shopping centres etc. According to Jack (2006), the text types that can be used for communicative purposes could involve the following:

- **Expositions:** reviews, arguments, discussions
- **Conversations and short functional texts:** dialogues, postcards, and letters.
- **Procedures:** procedures used in carrying out a task, protocols, and instructions.
- **Explanations:** explaining why and how things occur.
- **Information texts:** fact pieces, reports, and explanation
- **Information texts:** fact pieces, reports, and explanation.
- **Narratives:** stories and fables.
- **Functional texts:** e-mail, notices
- **Factual recounts:** magazine and newspaper articles.
- **Personal recounts:** anecdotes, diaries, journal entries.
- **Exchanges:** Simple exchanges relating to information and goods and services, problematic and complex situations, and casual discussion.
- **Persuasive texts:** Opinion texts, expositions, conversations.

In brief, when using reading as a means to improve the communicative skills, students not only read and understand information in the text, but also

process information, negotiate meaning, and fulfil communicative tasks based on text content.

7. Reading to Improve Listening

The listening skill is seen as a central factor in second language learning and is viewed to be essential in ELT. Indeed, it has been considered as fundamental in language classroom for it plays crucial roles in providing EFL students with considerable language input. Actually, without the listening skill, learners would never be able to access to effective communicative skills.

The reading aloud procedure is a useful way that helps students benefit from reading to develop their listening proficiency. Reading aloud to students makes them work on both reading and listening. In fact, they listen and pay attention to their teachers' pronunciation and intonation patterns. Besides, they join reading and listening to catch the features of both spoken and written language, and make adequate interpretations of clues and complex sentences which might be beyond the learners' ability. If possible, students can be asked to listen to recordings of reading assignments to connect reading with listening.

The pre-reading instruction is provided at the beginning of a reading course and can be useful to target listening. Its aim is to make the text more expedient for students. It activates the background knowledge and helps learners figure out the reading topic. This instruction can be offered in different ways such as previewing the text, asking questions about the subject, explain the essence of the text, skimming the reading passage, or exploring hints about the topic (Grabe and Stoller, 2001).

In EFL classrooms, students have limited exposure to authentic listening materials. Generally, they face difficulties such as unfamiliar vocabulary, fast speech, and failure to correspond spoken to written language. Therefore, researchers have recommended non-classroom input to improve learners' listening skills (Chang, 2009, Goh, 1999). An example of this support is the use of captions which provide students with written forms of the listening material. Besides, tape scripts of texts could be beneficial and purposeful.

8. The Role of Reading in Developing Vocabulary Knowledge

The most successful strategy to build and extend vocabulary knowledge is by reading. In fact, continuous exposure to words in different contexts builds up the knowledge and the function of those words (Nuttall, 1996). Students encounter the words repeatedly in different contexts, and thus, they can learn and memorise these words with their different denotations.

One essential approach to improve vocabulary knowledge is through extensive reading. It is considered as an important learning procedure to increase learners' vocabulary knowledge. It can be used in EFL curricula as an operative means of vocabulary development. By reading extensively, learners are exposed to various vocabulary items in different contexts.

Researchers have become more conscious of the position of reading in the development of language proficiency and its role in developing vocabulary knowledge. According to Nation (2001), reading is central to vocabulary learning because studies have showed that written texts are richer in lexis than oral ones.

According to Day and Bamford (2004), introducing extensive reading programmes in the EFL syllabus is crucial for ELT. Not only is extensive reading useful in developing reading ability, it can also enhance students' overall language proficiency. Certainly, broader reading is useful in expanding exposure to the L2 meanings and forms.

In order to develop students' vocabulary proficiency through intensive reading, teachers can use different forms and genres of texts. Basically, they can use newspapers, reports, songs, poems, short stories, legal documents, or magazines. Using multiple types of texts and useful reading-vocabulary activities give learners the opportunity to build up meaning in different contexts. For example, in a political text, students can be asked to negotiate meanings of the following items or phrases: *"Political asylum, enacting new laws, cabinet reshuffle, electoral campaign...."*

Extensive reading can be seen as a good learning practice to increase students' vocabulary knowledge. According to Bell (2001), extensive reading is that type of reading instruction that can be used as a useful means to improve reading comprehension and vocabulary knowledge. Day and Bamford (2004) call sturdily for including this ER in EFLprogram. Broader extensive reading provides exposure to the foreign language meanings and forms.

9. Reading to Improve Grammar

Later studies targeting grammatical development in reading propose that many language students have weaknesses in their application as well as understanding of syntax. For example, Cromer and Wiener (1966) suggest that unskilled students do not give significant importance to grammar in decoding and comprehending written texts. Vogel (1975) views that learners may have deficits in areas measuring *"the syntax of expressive language"* and found a significant relationship between productive syntax scores and reading comprehension scores.

Anderson (1982) shows that poor readers reveal syntactic lacks in the written language. Some Researchers link poor readers' difficulties with their grammatical weaknesses and link these weaknesses with poor reading. Indeed, the lack of grammatical knowledge interferes with higher level text comprehension. Moreover, students' awareness of syntax affects the whole reading process. More specifically, grammar knowledge operates during reading and texts' comprehension can be severely decreased if students generate incorrect or incomplete text representation.

Similarly, the grammatical structures that appear in L2 texts can be learnt and practiced through reading. Certainly, grammar can be best taught in

connection with reading tasks. For instance, teachers can improve their students' grammar knowledge by having them focus on grammatical structures which are included in the reading passage, such as verb forms, possessives, adverbs, adjectives, the use of tenses, and comparative forms (Schleppegrell and Bowman, 1986).

Obviously, texts provide unlimited and continuous learning of grammatical rules including tenses, conditionals, and modals. Besides, they involve parts of speech including nouns, pronouns, verbs adverbs, prepositions, conjunctions, and adjectives. Therefore, teachers of grammar can use texts to teach their topics because grammatical rules and structures are better contextualized through reading passages. For example, the teacher can select a text which includes copious use of past simple and present perfect and asks the students to read and underline the verbs. Certainly, the teacher needs to emphasise only the present perfect and the past simple forms and uses.

In addition, the teacher can introduce a text with missing prepositions, verbs, conjunctions, or articles as an activity and asks the students to put the appropriate word. Surely, the students would read several times before and after filling the gaps.

Conclusion

Using reading as a means to teach and improve language skill is a pedagogical practice in modern language teaching. Researchers have listed various benefits of reading in teaching a foreign language. For instance, literature is seen as an authentic source which is rich of cultural and linguistic elements. In fact, it increases learners' cultural awareness and makes them familiar with the foreign language culture. Still, it gives students the chance to practice the language skills, to improve their creative thinking, and to develop critical attitudes.

Actually, reading has been a key element to improve learners' language proficiency. To help learners attain this aim, the texts or books selection plays an important role to increase their motivation in reading. Certainly, when they are interested and motivated in what they read, they can learn a lot from reading. Therefore, researchers have recommended the use of authentic reading material in the language classroom because it provides rich language and cultural trends of the target language.

More importantly, reading literary texts is a key to autonomous and continuous leaning. It raises the opportunities for students to have a better interaction with foreign culture and people because most of them could not have a direct contact with native speakers. For example, short stories have copious advantages in language teaching. They are truly motivating as they make the reading task easier, give students concise view of other cultures, take short but enjoyable time, increase interest, improve the critical thinking, and reduce stress and anxiety. In addition, stories can be useful tools to motivate learners because

they contain real emotions, facts, dialogues, historical events, cultural trends, and real language use. Furthermore, poems can play significant roles in developing students' language learning as they expand their imagery and provoke their thinking. Poetry provides learners with different language aspects, different meanings, unusual words order, and unfamiliar intonation. Indeed, reading literature can be used as a subject matter for writing, speaking, and listening activities.

In brief, reading offers learners authentic illustrations of language styles, texts' types, and other linguistic and cultural functions. In fact, different types of texts can be used as means to teach and enhance all language skills because they entail all language elements such as vocabulary corpus, contextualised grammar, writing mechanism, figurative styles, communicative situations, and pronunciation.

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