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The Effectiveness of Book Club Participation in Enhancing EFL Students' Speaking and Reading Skills.

The Case of Members of The Book Club at Mila University Centre

A Dissertation Submitted in Partial Fulfillment for the Requirements of the Master Degree in
Didactics of Foreign Languages

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Dedication I

In the name of Allah, the Most Gracious, the Most Merciful

Every beginning has an end, but sometimes things have to end for better things to begin.

To the one who has always been my hero—MY DAD

To that woman who has always been my source of love and strength—MY MOM

To my dearest SISTER, who has always been my safest place

To my dear brothers AKRAM and ISLAM, who have been my pillars of strength.

To my beloved nephew, MOHAMMED LAITH, whose bright smile can fix all my worries.

To the ones that, together, we've faced challenges, celebrated victories, and shared countless memories, to my source of energy "NARIMANE, INTISSAR, SAFAA, and MELISSA"

Thank you for being a part of this unique journey.

To a new beginning...

LOUBNA

Dedication II

In the Name of Allah, the Most Merciful, the Most Compassionate

I dedicate this modest work:

To my family, especially my parents, for their unwavering support and love throughout my

academic journey.

To my siblings, who have been my closest friends and allies, words cannot express how

grateful I am for their sacrifices and priceless love.

To my friends, for their encouragement and camaraderie during the ups and downs of this

journey.

To the researchers before me, whose work has paved the way for this study.

To all future language learners, may this thesis serve as an inspiration for your own research.

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Abstract

The primary inquiry of the study is focused on examining the role of joining book clubs in enhancing students' speaking and reading skills as well as investigating the strategies employed by English as a Foreign Language students to sustain engagement in book club discussions. Accordingly, within the context of , two main research study questions raised: 1) What are students' perceptions towards the effectiveness of participating in book clubs in enhancing speaking and reading skills? 2) What are the strategies EFL students employ to keep engaged in book club discussions?. To address these questions, a qualitative research method was utilized, including conducting structured interviews with ten MUC book club members who are EFL learners to gather detailed insights based on their experiences. The findings of the study show that most students enjoy participating in the MUC Book club because it tends to deepen their understanding of literature and keeps them connected with others who share similar interests. Findings also show that being part of the book club increases their enthusiasm for reading. It also helps them discover and discuss new books with others. The results of the study also show that joining the university Bookclub improve their speaking abilities and boost their self-confidence, expand vocabulary, enhance pronunciation and improve fluency. Analysis of the interview data further revealed that students resorted to the strategy of asking questions to keep engaged in book discussions. The study implies that having regular book discussions boosts students' understanding, fluency, confidence, vocabulary and pronunciation.

Keywords: Book Club, Speaking Skill, Reading Comprehension, EFL Learners, Language Learning, Qualitative Research.

List of Abbreviations

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General Introduction

1.Statement of the Problem

In contemporary educational contexts, the efficacy of innovative pedagogical practices, such as book clubs, in improving students' language skills and encouraging their integration with society is being rediscovered and the interest in such issues continues to increase. This remark explains a multidimensional problem, which directly implies the importance of book clubs in the verbal and written practice of students, and the social cohesiveness of a school environment. It is necessary to highlight first that foreign-language learning is essential both for academic and social achievement. While grasping how to read and write is essential for academic endeavors that go beyond the basic level, it is also a fundamental skill in order to communicate efficiently and be an active part of larger social environments. As a consequence, the study of the desirable measures in developing these competencies is of significant value for individual learners b and the wider educational society.

Book clubs afford a setting of managed and collaborative learning in which students read together, discover characters, are encouraged to analyze themes and share rich findings. These activities can acquaint students with a varying amount of literature, and also give room to engage with other students in various discussions and listening and analyzing what is being conceived. This kind of book event is where book club participants can polish their speaking skills and develop other skills such as fluency, articulateness and confidence of expression. As far as reading is concerned, members can be empowered in the sense that they are likely to become more confident in their oratory which leads them to be more active in the discussions.

This event gives more access to vocabulary, different sentence structures and various stylistic approaches that can be found in various literary works. This eventually contributes to the enrichment of their linguistic diversity. The reading of the books discussed in the book club, which are rich in both language and ideas, is the process that creates a catalyst for improving reading and understanding for learners. Reading also enriches their vocabulary and the use of inferences which are fundamental for becoming a good reader.

Added to this, the implications of book clubs exceed their role in language acquisition, as they could also be a tool to create unity among students. In this sense, students can work as a community by sharing the experience of collaborative reading and discussion activities and socializing with others from all walks of life with whom they can express opinions, make friends, and build relationships. It is arguable, in this sense, that book clubs create a social atmosphere among students, leading to the feeling of being a part of a group and having common friends of theirs, which in turn enhances the setup of the learning environment and emotional health. In consideration of these circumstances, the issue at hand concerns the assessment of book clubs' practicality in developing students' communication skills through writing and reading, while also facilitating socialization within the academic environment.

In light of these considerations, this statement of the problem aims to examine the role of joining book clubs in enhancing students' speaking and reading skills, as well as investigate the strategies employed by English as a Foreign Language students to sustain engagement in book club discussions. By delineating the theoretical underpinnings, empirical evidence, and practical implications, this inquiry seeks to contribute to the ongoing discourse on innovative approaches to language education and social development.

2.Aims of the Study

The present study aims to :

1-Examine the role of joining book clubs in enhancing students' speaking and reading skills.

2-Investigate the strategies employed by English as a Foreign Language students to sustain engagement in book club discussions.

3.Research Question

The current study addresses the following questions :

1-What are students' perceptions towards the effectiveness of participating in book clubs in enhancing speaking and reading skills?

2-What are the strategies EFL students employ to keep engaged in book club discussions?

4.Research Methodology

4.1 Sampling

The sample of the study consists of ten students of English language at Abdelhafid Boussouf Mila University Centre. They were taken from a population of twenty five students. Their ages range between 19 to 23. They have been attending several sessions of the MUC Book club during the academic year 2023\2024. These participants were selected purposely. It is important to note that only the students who were available took part in the study.

4.2 Research Means

In the current study, in-depth interviews were conducted to gain insights into the opinions and experiences of book club members. A semi-structured interview guide will serve as the main data collection tool. The interviews will be designed to facilitate in-depth

discussions and will cover various aspects of the members' experiences. The interviews were recorded. A number of participants were not willing to be recorded so written copies of interviews were given to them. They responded to the questions. It took the researchers two weeks to complete conducting the interviews with all the members of the book club.

4.3 Procedures

Thematic analysis is the method used to analyze the qualitative data obtained from the interview. It helps provide insights into the opinions, attitudes and perceptions that students have regarding the effectiveness of joining the book clubs.

5. Structure of the study

This study is divided into two main chapters. The first chapter is theoretical. It covers the concepts of language skills and book clubs. It is divided into two sections. The first section sheds light on speaking and reading skills. It first defines the speaking skill, describing its objectives, aspects and difficulties. It then discusses the importance of speaking. It also presents definitions of reading, its types, models and importance

The second section presents an overview on the history of book clubs. It gives definitions of book clubs, their types and explains the efficiency of these book clubs on enhancing students' speaking and reading skills.

The second chapter which is practical has also two sections. The first section describes the methodology used for investigation; sampling, research means and methods of data analysis. The second section presents the findings of the study and their interpretation. It also introduces the limitations of the study and the suggestions for future research.

Chapter 1: Enhancing Speaking and Reading Skills through Book Club Participation

Introduction

This chapter presents a review of literature on the effectiveness of participating in the book club in enhancing students' speaking and reading skills. The first section deals with the speaking and reading skills. It introduces the definition of speaking, its objectives, its aspects, its difficulties, and importance in the process of learning English as a Foreign Language. It also presents the definitions given to reading its types and models. The second section sheds light on the concepts of a book club ; its history, definitions, types and efficiency with regard the speaking and reading skills.

Section 1: Speaking And Reading Skills

Mastering English speaking and reading skills is essential for EFL students because they set the foundation for effective communication and comprehension. This study delves into the literature on these two specific skills as it investigates various theories and methodologies that have developed over time. This study aims to provide a comprehensive background study for instructional strategies by examining historical and contemporary perspectives on teaching and learning, speaking and reading in an EFL context.

1.1.1 *Definition of Speaking*

In language acquisition and human interaction, speaking stands as a dynamic cornerstone, serving as the conduit through which ideas, emotions, and experiences are shared and understood. Bygate (1987) defined speaking as the process of producing sounds to communicate with others. It involves using sounds (auditory signals) to get people to respond in specific ways. Experts like Brown (1994) and Burns and Joyce (1997) say that speaking is a back-and-forth process that involves creating, hearing, and figuring out information. The

goal is to communicate ideas effectively. Speaking involves putting sounds together in a way that makes sense and allows us to express our thoughts through sentences.

According to Thornbury (2005) speaking is a natural activity we do to connect and share with others. It is not like a prepared speech; everyday speaking is spontaneous and changes based on the situation.It is a process where two or more people come together to exchange ideas, information, and feelings. He also contends that speaking fulfills two primary aims: transactional and informative. The transactional purpose alludes to employing speech to convey data or participate in the bartering of goods with an additional person. Similarly, the informative function involves utilizing speech to expand one's own and others' understanding. A skilled communicator adeptly modulates between brief, direct statements when necessary while also crafting more elaborate, nuanced discussions to fully illuminate complex topics.This form of discourse too is known as reactive speech and is generally employed when we necessitate aid or must procure something from another person (Terrell & Brown, 1981).

Sentence structure, knowledge of vocabulary, clarity of expression and coherence are essential elements for effective communication. Grammar is one of the key aspects. For children to be able to construct sentences correctly while speaking, it is important that they have this ability. Heaton (1990) also noted that how students modify structures and differentiate between accurate and inaccurate grammatical forms was important too. It is necessary to use well constructed sentences based on grammatical rules if we want to know the best way of acquiring language proficiency whether verbal or written.

The ability to communicate verbally holds great importance. This involves people talking to each other and asking questions to get information. Speaking has several uses like conversing, transacting businesses, entertainment, convincing others and sharing knowledge

and ideas. This skill proves highly advantageous in different settings, including our relationships and social environments(Raskova Octaberlina & Ikhwanul Muslimin, 2022).

1.1.1.1 Speaking Objectives. As Harmer (2001) stated, learners need to know about language features and be able to use them when communicating. When speakers know these features well, they can communicate better. However, speaking is not limited to knowing about language features. To speak effectively, the learner needs to do more than just memorize vocabulary and grammar. One of the difficulties with learning to speak is that classroom lessons are often different from real-life speaking situations. Sometimes teachers do not give students enough chances to practice speaking in real-world situations. Hence, in this case, it is recommended that teachers consider what their students are interested in as well as their needs. In this sense, students should be given speaking tasks that appeal to their interests and meet their needs. This means that they should engage in oral activities that allow for the spontaneous sharing of ideas in the second language(Derakhshan et al., 2015).

Speaking is divided into two main categories; accuracy and fluency. Accuracy focuses on using the words, grammar and pronunciation while fluency is about speaking without pauses. Bygate (1987) talked about two aspects; production skill and interaction skill. Production skill involves speaking without time pressure while interaction skill includes communication between learners. Both skills help in improving speaking abilities. Stuart (1989) recommended that learners should plan their speech and make adjustments with effective speakers becoming skilled, through practice. This shows that speaking can be a task that may lead to anxiety and concerns about not performing for learners.

1.1.1.2 Aspects of the speaking skill. Language teaching and learning depend on speaking, which supports language skills growth and the acquisition (Goh, 2007).Moreover, English speaking is valuable as a significant element of language skills development (Goh,

2005). Therefore, being competent in English speaking is very important for English students. Additionally, there are two major components of speaking competence: fluency and accuracy. In this sense, Mazouzi (2013) contends that learners' activities should aim at striking a balance between fluency and accuracy. This underlines the significance of fluency as well as accuracy in effective communication that book clubs can contribute to.

1.1.1.2.1 *Fluency.* The foremost aspect of speaking skill is fluency, which is the main aim of teachers when teaching speaking. Speaking fluency refers to "the ability to put words together smoothly without hesitation or pause" (Skehan, 1996, p. 22). Speaking with excessive pauses and hesitations can hamper fluency and demoralize the speaker. Hughes (2002) described fluency as learners' ability to speak easily without breaking down communication because listeners may become uninterested. Consequently, fluency involves a student's mastery of mechanical skills such as pauses, speed and rhythm; language use like coherence and reasoning; judgment abilities, that is being able to communicate effectively depending on the context.

1.1.1.2.2 *Accuracy.* The second quality of speaking performance is correctness. Learners should be skilled at learning a FL. Therefore teachers ought to give top priority to accuracy in their teaching techniques. Speaking accuracy refers to "the extent to which the language produced conforms to target language norms" (Yuan & Ellis, 2003, p. 2), including proper pronunciation, vocabulary, and grammar.Therefore, students should focus on being exact and completely right in terms of the linguistic form when they are talking such as paying attention to grammatical structures, vocabulary and pronunciation.

● **Grammar :** Learners' accurate use of grammatical structures depends on the length and complexity of their utterances as well as on how well-structured the sentence is.

Grammar is very important because it is up to students to arrange correct sentences used in any conversation. In a narrow sense, the term only refers to the study of word and sentence structure (syntax and morphology), leaving out pronunciation and vocabulary.

● **Vocabulary :** Foreign language learners who lack vocabulary struggle to effectively communicate and express their ideas, whether in writing or speaking. Alqahtani (2015) emphasizes the importance of vocabulary knowledge for second language learners, as limited vocabulary can hinder effective communication. Vocabulary refers to selecting appropriate words while speaking. Students often struggle to express themselves due to a lack of vocabulary or misuse of words, such as synonyms that may not have the same meaning in all contexts. Hence, students must be aware of using words correctly.

● **Pronunciation :** according to Thornbury (2005), pronunciation is one of the lowest levels of information that students usually pay attention to. To speak good English, learners must know phonological rules, understand what various sounds are called and how they are pronounced respectively. On top of this, learners must also understand stress, intonation, and pitch.

1.1.1.3 Speaking Difficulties. EFL learners struggle to properly practice speaking skills. According to Ur (2012), instructors may encounter several speaking issues while attempting to encourage students to speak in the classroom. These are inhibition, nothing to say,low or uneven participation, and mother tongue use.

● **Inhibition and Shyness :** This issue arises when students struggle to communicate effectively in English, they attempt to speak in English but find themselves unable to do so. According to Al nakhalah (2016) " Shyness is an emotional thing that many students suffer from at some time when they are required to speak in English class"

(p.120). Students' inhibitions stem from shyness, fear of blunders, and criticism. Students who believe they lack conversational abilities may feel embarrassed by others' attention, leading them to minimize their speaking time or avoid speaking altogether.

- **Nothing to Say :** Learners commonly grumble about having nothing to say. This might be due to low motivation or a lack of enthusiasm in the selected topic by the teacher. (Ahmadi, 2017;Rivers, 1968) supports the idea that teachers may influence their students' learning by selecting acceptable or insufficiently researched topics.

- **Low or Uneven Participation :** Participation is delineated through multiple definitions. According to Burchfield and Sappington (1999) participation is "the number of unsolicited responses volunteered" (p.290). Low participation refers to the amount of time students spend speaking in class. This is a circumstance in which just one student engages while the others listen, particularly in a big group. Ur (2012) in this sense stated that "an added problem here is the tendency of some students to dominate, while others speak very little or not at all" (p.118).

- **The Use of The Mother Tongue :** People who speak the same mother tongue are more likely to utilize it for convenience. Some of the causes for students' usage of their mother tongue in class include being asked to talk on a subject that they are unable to address, thus they will utilize their native language. Another explanation is that learners appear to be more comfortable using their mother tongue**.** Furthermore, utilizing the L1 to communicate anything to someone else is beneficial. Nevertheless, if the teacher allows students to communicate in their native tongue, that will prevent them from improving their foreign language skills and will not encourage them to speak in the target language(Ur, 2012).

1.1.1.4 Importance of Speaking. As explained by Karen (1994), speaking is a kind of expressive language skill in which verbal symbols are employed by the speaker to communicate. The speaking skill has not been well taken care of in many classrooms where the focus was on reading and writing mainly because traditional approaches for language learning and teaching, like Grammar Translation Method, failed to address it properly. In other words, fluency refers to these emphases on learning, understanding and expressing meaning, which come from the philosophy of communicative language teaching (CLT).

Revel (1991) pointed out the importance of CLT in making a bridge between linguistic competence and communicative competence. Accuracy and fluency , thus , he claims are "theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate. " (p.5) As a result, learners of any language need to have a good command over speaking abilities. It promotes students' skills of communicating effectively and fluently. Thus they also give priority to this aspect when they are studying since it is the active use of language for purposes of expression.

According to Widdowson (1990) learning the language system solely is not the appropriate way for learning how to communicate in the FL because knowledge of the language code alone does not explain the demands of communication and interaction with others in the FL. Learners have no need for rules or isolated terms that are learned are not what learners need outside the classroom. It is, however, a very long and often tiresome process to become fluent in speaking a foreign language. Indeed, Thonbury (2008) noted that " one frustration commonly voiced by learners is that they have spent years studying English, but still can't speak it." (p.208).

Effective teaching that promotes learners' active engagement and the development of speaking skill can be a challenge to teachers of English as a foreign language. That is, being capable of communicating orally with each other , using effectively the target language , is nowadays of the utmost importance. This is to the extent to which learners who are not able to be fluent in using a foreign language cannot be considered effective language users.

Celce- Murcia (2001) argues that for most people "the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication."(p.103). Learners can influence their listeners through speaking; this means that societies are solidified while social positions are expressed and indicated. This implies that both within and outside school speaking has an important role. It also creates jobs for people who speak foreign languages more often than any other skill ; Baker and Westrup (2003) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion." (p.5).

1.1.2 *The Definition of Reading*

Several definitions and ideas have been offered to highlight the cognitive complexity of reading, ranging from comprehension and integration to meaning construction and message extraction. According to Anderson et al (1985), reading is the comprehension of written content and the integration of many interrelated sources of information. Wixson, Peters, Weber, and Roeber (1987), defined reading as the process of constructing meaning by combining (a) the reader's prior knowledge, (b) the text information, and (c) the reading context. Grabe (1991 as cited in Alyousef 2005) described reading as an interaction between readers and texts that leads to reading fluency. Readers interact with texts to extract meaning, and there are two types of knowledge : linguistic or structural knowledge (bottom-up processing) and schematic knowledge (top-down processing). According to Bekhouche

Farida, the Longman Dictionary (2002) defines 'reading' as the process by which the meaning of a written text is understood. When done in silence, it is known as silent reading. Reading requires a variety of cognitive skills, such as letter and word identification, syntactic comprehension, and recognition of text type and structure. (Richards & Schmidt, 2002, p. 483). According to Pourhosein Gilakjani and Ahmadi (2011), the main goal of reading is to extract the intended message from a text.

1.1.2.1 Types of Reading

Reading can be divided into two types: extensive reading and intensive reading.

1.1.2.1.1 *Extensive Reading.*There are dissimilar definitions for extensive reading. According to Haider and Akhter (2012), students who read extensively are able to read a sizable number of simpler texts primarily for enjoyment and do not need to complete any tasks after reading. As a result, reading extensively involves much more than just being able to identify a text's main idea, respond to inquiries about its supporting details, define terminology, read aloud, and so on. Added to this, Hedge (2003) stated that it means skimming and scanning activities, while Hafiz and Tudor (1989, as cited in Alyousef, 2005) showed that exposing students to large amounts of meaningful and interesting materials and activities will have a significant impact on the learners' knowledge of L2. This means that in order to expand the target reading abilities of learners, it is essential to include extensive reading in EFL/ESL programmes but only if the texts used are authentic and classified properly in order to make sure that they are at an appropriate level for the students. According to Hedge (2003), extensive reading has improved language proficiency; developing a wide range of tactics for reading; promoting independent learning; acquiring cultural knowledge; boosting confidence and motivation towards one's own learning process.

1.1.2.1.2 *Intensive Reading (Active Reading).* In this kind of reading, learners read to find out the meaning and to know about how writing is done. In this way, they can have basic practice in these strategies through several materials. These are text-oriented or student-oriented strategies which can be used for these purposes of the reading process (Hedge, 2003). The primary objective of intensive reading, according to Hedgcock and Ferris (2009) is to take a selected text and read it through line by line, analyzing, comparing, and drawing conclusions from each sentence. In other words, students typically read the short chapters in their textbooks while getting clarification from the instructor on each sentence's meaning. The teacher also emphasizes the importance of closely studying text structures, meanings, grammar, and vocabulary. Consequently, every text is carefully read through to the very end. In the meantime, the features of intensive reading include: a) the teacher chooses the text to be read in class; b) every student reads the same text at the same time and completes the exercises assigned by the teacher; c) the teacher draws attention to particular linguistic elements and content of the text to enhance the students' language performance and competence; and d) the use of the same text and activities makes it easier to assess students' comprehension. Put differently, the main goals of extensive reading are understanding, expanding one's vocabulary, and mastering grammar.

According to Yang et al (2012), intensive reading is helpful in developing reading comprehension which means that intensive reading helps improve reading comprehension by closely analyzing and understanding detailed texts. Similarly, book clubs enhance reading skills by providing a structured environment where students can engage in intensive reading and discussion, fostering deeper comprehension and critical thinking. In addition Waring (1997) pointed out that vocabulary learning and knowledge acquisition on text structure are considered crucial elements of intensive reading skills. The relationship between language proficiency and intensive reading activities was also established by Stahl (2003). Paran

(2003) stated that teachers need an intensive approach towards reading where before, during and after-reading phases are enhanced in order to develop good language readiness as well as retention and activation mechanisms. Which implies that students improve vocabulary, understand text structures, and enhance language skills through structured activities. These goals align with the aims of book clubs, which also focus on boosting reading skills through discussions and activities that support vocabulary learning, text analysis, and overall language proficiency

1.1.2.2 Models of Reading. The second language reading process has three models as follows: the bottom-up model, the top-down model, and the interactive model.

1.1.2.2.1 The Bottom-up Model. The bottom-up model views reading as a language skill that must begin at the lowest level of text structure, the words. Liu (2010) illustrates that using this model, meaning is built by reading from part to whole. It means that in order to derive meaning from a text, students build up to larger units or sentence by sentence. Furthermore, Hedgecock and Ferris (2009) state that in order to derive meaning from a text, students progress from word to larger-level unit with little regard for background knowledge.

However, one disadvantage of the bottom-up approach is that students are successful readers when they understand linguistic substances. According to Carrell (as cited in Ahmadi & Pourhosein Gilakjani 2012), this model focuses on smaller units of a text such as letters, words, phrases and sentences. In a phrase or sentence, the reader reads all words first before understanding it. Starting with decoding the smallest linguistic units, specifically phonemes, graphemes and words, this model makes meaning from smallest to largest units. Reader puts his/her background knowledge into text that he /she finds. However there are some difficulties associated with this model. One drawback is that when a reader is able to decode

linguistic items and understand how these items relate to one another, they will be successful in reading.

In simple terms, the bottom-up model sees reading as the process of constructing meaning by processing smaller units of text to larger units with little help from the readers' prior knowledge.

1.1.2.2.2 *The Top–down Model.* The term « top-down model » is frequently used to contrast with « bottom-up model ». One of the model's theorists, Goodman (1967), defines reading as a psycholinguistic guessing game in which thought and written language interact to produce guesses with background knowledge support. Furthermore, Karlin (1984) suggests that readers develop hypotheses about meaning and revise them if they are not confirmed. In other words, this model sees reading as a process of reconstructing meanings and drawing conclusions even when readers do not recognize every word.

However, only a few reading specialists believe in a strong top-down approach because this model only works if readers have sufficient background knowledge. In other words, students with adequate background knowledge can benefit from this model.. Furthermore, one of the disadvantages of this model is that it is extremely difficult for those with limited vocabulary knowledge.

To summarize, the difference between bottom up and top down processes is that the bottom up process focuses on linguistic forms, whereas the top down process focuses on using readers' prior knowledge to achieve complete comprehension. However, Grabe (2009) in Kazami, Hasseini, and Kohandani (2013) clearly states that there is no model of reading that only depicts reading as a bottom-up or top-down model. These metaphorical perspectives are sometimes combined to meet the overall strategies.

1.1.2.2.3 *The Interactive Model.* Rumelhart (1977), Nunan (1990), and Grabe (1991), view that both top-down and bottom-up decodings are necessary for effective reading. Top-down L2 readers can compensate bottom-up decoding deficiencies.Top-down L2 readers apply schemata since there is no enough knowledge from the bottom-up (as cited in Ahmadi & Pourhosein Gilakjani 2012).This model bases its similarity on several sources such as orthographic, lexical, syntactic, semantic knowledge and schemata according to Stanovich (1980 as cited in Ahmadi & Pourhosein Gilakjani 2012). Decoding processes that support each other occur during the reading process by readers. If this is not understood then previous information should be used for clarification. Readers who rely on the top-down model derive meaning from textual cues, but have to make up for deficiencies in word recognition and bottom-up processing. This strategy is quite successful for text processing. Teachers should use teaching approaches based on this model to improve L2 reading skills. The reciprocal teaching method, an interactive approach, uses four key reading strategies.

Alderson (2000), stated that while the bottom-up and top-down models are both insufficient for explaining reading comprehension, the interactive model is an alternative that integrates the two previous models to produce the best comprehension. According to Grabe and Stoller (2002) who agree with Alderson, this model integrates concepts from top-down and bottom-up models to produce useful results. Put another way, a number of factors play a significant role in the process of teaching reading, including word recognition, the students' prior knowledge, inferencing, and prediction. As such, students understand the text by drawing on both prior knowledge of the topic and linguistic knowledge.

To summarize, the metaphorical models of reading proposed by scholars include bottom-up, top-down, and interactive models. In the Indonesian educational field, an interactive model can be used to emphasize readers' text comprehension and language knowledge while accommodating students' limited vocabulary.

1.1.2.3 Importance of Reading. Reading provides knowledge and inspiration; it is a necessary skill for EFL learning; and it makes students smarter. It provides a wide range of important and interesting information, such as language expressions and structures, which are extremely useful for improving other language skills.

What distinguishes the reading skill is that it helps students develop other language skills, such as vocabulary, grammar, and writing(Dubravac, 2021). Which indicates that reading skills, including vocabulary, grammar, and writing development, are enhanced through activities like book clubs. These clubs provide opportunities for discussion and analysis that strengthen comprehension and practical application of language skills. English is widely regarded as the universal language of the world. It's also important for students' academic success (Azeroual, 2013) and is now necessary for higher education (Najeeb, 2013). Which signifies why English skills are crucial for success in school and university. Also it emphasizes the importance of English proficiency in academic settings and its necessity for higher education. For instance book clubs which can help students get better at reading in English by practicing together and discussing what they read.

Section 2: Book Club

Book clubs in EFL learning are an effective way to encourage reluctant readers to develop and strengthen their reading and speaking skills by promoting reading enjoyment and engagement, These clubs allow students to practice and improve their language skills, particularly speaking, while also cultivating a supportive classroom community that encourages open dialogue and shared interpretations of literary works. This section not only delves into the historical evolution of book clubs but also provides practical insights into establishing and organizing these clubs effectively. Furthermore, it explores various types of book clubs and examines their efficacy in enhancing EFL learners' speaking and reading abilities, underscoring their significance as a valuable tool in language acquisition and education.

1.2.1 History of Book Club

Historically , the first recorded 'literature circle' started when the English colonizers were bound for American colonies. Over the past decade, reading groups have gained popularity as a beloved American pastime. In 1990, there were approximately 50,000 book clubs in the United States, but by the year 2000, that number had nearly doubled. For many educators who wish to introduce literature circles into schools, these adult book clubs serve as their unspoken inspiration and example. They are a remarkable blueprint. These adult book clubs are groups of friends who gather voluntarily once a month in cozy living rooms, church basements, and tucked away corners of bookstores. They pick exceptional books to read that move their souls, books that transform them as individuals, books that help shape a kind and compassionate community in their midst. When these same teachers walk back into their lives as educators, they reach to give their students the same energy toward literature, the same depth of thought, the same sense of emotional connection to what they read that they

get to enjoy each month. When they face challenges in their attempts to adapt book clubs to fit into school settings, they always look to their own adult book club experiences to guide them (Daniels, 2002).

1.2.2 *Definition of Book Club*

According to Lombardi, Esther(2023), A book club is a reading group, often with several members that read and discuss books, and express their opinions through these discussions based on a topic or agreed upon reading list. It is not unusual for book clubs to decide on a specific book to read and then talk about it together. The formal book clubs usually meet at regular intervals in one place. Typically, most of the book clubs are assembled monthly so as to give room for the members' next volume. The major categories of book clubs can be literary criticism or non-academic settings. Some other types like romance or horror genre groups may also be available. We have even come across author/book series-based ones.

Book clubs whereby students come together to deliberate about their academic books. These sets of people make a chance for those with similar interests to bond and promote a passion for reading in young individuals. In DaLie's words, "literature circles work best simply as a way to lure my students to read for pleasure, when the main objective is to allow students to read freely, joyfully, and independently"(DaLie, p. 86). This circular arrangement facilitates in-depth discussions among small groups of students regarding a piece of literature. Typically, the students' understanding and reaction to the material guide the conversation. Literature circles, therefore, create an opportunity for independent reading that is structured around collaborative small groups and guided by the principles of reader-response (DaLie, 2001; Daniels, 2002).

The advent of the internet has in fact revolutionized the book club phenomenon in various ways. One of the most evident changes is the proliferation of websites that allow readers from around the country to participate in interactive online book chats at will. Moreover, there are internet platforms that offer detailed advice on forming and running a book club. Actually many traditional face-to-face book clubs have also embraced the digital world by creating websites to enhance communication with their members, track their group's progress as well as share their literary insights with a wider audience. Besides, e-mailing has served as a significant medium for discussing books; thus enabling individuals to easily exchange ideas and opinions among themselves. Additionally, sites like amazon.com and bn.com not only ensure prompt delivery of books but also provide details about writers, reviews from fellow readers, sale information and links to other relevant online resources (Daniels, 2002).

1.2.3 *Necessity of Book Club in learning english as a foreign language*

In today's learning climate, EFL course books strive to include modern and engaging texts that resonate with the learners' daily experiences. However, the studying of English poems, short stories, or drama has shown minimal impact on improving students' communicative capacity in English. It primarily benefits advanced-level learners. As a result, a number of learners in the English language suspect the efficacy of studying pure literature as a method to develop their English skills. They propose that there might be more effective techniques traceable through EFL course books.

Bedel(2016), The efficient learning of language can only be attained through the employment of different methods that emphasize cooperative and collaborative learning. One such method is a 'literature circle' in the EFL system, where small groups of five or six people come together to learn English. In this kind of learning environment, students do the

same reading of literary text and engage in various activities like generating questions, discussing difficult vocabulary, understanding cultural elements and relating language and literature to the contemporary world. Engaging in these book clubs helps students improve their abilities in a language allowing them to reach their potential.

1.2.4 *Types of Book Club*

1.2.4.1. Online Book Club. Book Clubs mainly operate via online platforms like social media forums or dedicated websites thus making it possible to embrace global memberships irrespective of national differences (Twomey, 2007). Virtual book clubs exploit internet connectivity enabling members to interact from any location in order to explore works of literature without having physically met at a certain venue. Electronic format allows easy communication among all participants regardless of distances separating them therefore facilitating interactivity in terms of dynamic exchange and sharing ideas as well as insights even if they are far off each other geographically speaking by creating such virtual worlds. This makes the reading community much more diverse since collective experience is enriched by incorporation of various cultural backgrounds, points of view and literary preferences from around the globe leading into a situation whereby readers can choose books from different parts of the world.

1.2.4.2. Library Book Club. Many libraries have book clubs, which stimulate the interests of community members in literature (Fister, 1991). They serve as convenient meeting grounds where people can talk about books they have chosen and make friends with other readers. (Fister, 1991) The library-based meetings facilitate a wide range of literary experiences and provide room for socializing with others that enhances continuous education and enrichment.

1.2.4.3. Educational Book Club. These groupings are commonly made within schools and are based on scholarly books or texts that relate to specific subjects matter (Daniels, 2002).

1.2.5 *The Efficiency of Book Club on Reading and Speaking Skills*

1.2.5.1 The Efficiency of Book Club on Speaking Skills. According to the authorities, book clubs have a substantial influence on speaking skills. Book clubs provide a forum for individuals to engage in conversations, exchange ideas, and practice articulating their thoughts, resulting in gains in pronunciation, vocabulary, fluency, and communication skills (Wahyuniati et al, 2020). Book club discussions allow individuals to voice their thoughts, engage in conversations, and improve their speaking skills in a friendly setting (McCaughey, 2017). Furthermore, book clubs may help individuals feel more comfortable speaking, encourage them to express their thoughts with peers, and provide a secure area for strengthening communication skills and preparation for academic discussions. (Petrich, 2015). Besides, book clubs play an important role in improving speaking abilities because they develop conversation, encourage involvement, and create a community in which people may practice and enhance their ability to communicate effectively via verbal exchanges.

1.2.5.2 The Efficiency of Book Club on Reading. Reading engagement constituted one of the major objectives of Johnston's investigation (Johnston, 2013). Learners found their own freedom to make choices or exercise power in the course of their learning (Prather, 2001). Other prominent areas Johnson has stressed on were students' literature choice and speed of reading. These two aspects are both aesthetic as they establish a connection between readers and texts, as well as encouraging them to participate in collaborative experiences about what they have learned through literary works. Specifically, focusing on skills and strategies while analyzing text constitutes a special emphasis in reading which is important

for becoming educated (Johnston, 2013 ; Prather, 2001). Another reason for Johnston's research is that if learning emphasizes form over content it encourages students to become responsible readers who are capable of changing their perceptions based upon individual perspectives to produce meaning. Learning aesthetics by considering the students' ability to control several aspects related to their reading makes it easier for them to internalize different values during their independent reading sessions. Having conversations with children throughout the week about books they are reading other than interviews does not make children feel like they are losing control but rather helps them get deeper into learning at levels for which only they can take responsibility (Johnston, 2013). Some of the initial or subtle reactions from interviews would not be fully recorded or known only if direct feedback from students was captured.

Conclusion

This chapter presents a rich literature review on the concept of the effectiveness of participating in book clubs in enhancing EFL students' speaking and reading skills . It started by providing definitions of the terms "speaking and reading skills " to establish a baseline understanding for the reader. It subsequently delved into a comprehensive discussion of speaking objectives, aspects , and difficulties. Additionally, it includes reading types, models and importance. After covering what has been mentioned, the second section focuses on presenting an overview on the history of book clubs. It provides definitions of book clubs, their types and explains the efficiency of these book clubs on enhancing students' speaking and reading skills. By way of conclusion, this chapter attempts to precisely allocate a rich theoretical background about the value of book clubs in EFL education by emphasizing its efficiency in enhancing speaking and reading skills.

Chapter Two: Research Methodology, Results and Discussion

Introduction

The main objective of this chapter is to provide a comprehensive description of the methodological design used for investigation. The sample that is selected, the data collection means and the methods used for data analysis. This chapter also presents the findings of the study and their interpretation. It also addresses the significant limitations of the study and discusses the implications and the suggestions for further research

Section 1: Research Methodology

2.1.1 Participants

The participants of the study are ten students of the English language pursuing their studies at Mila University Centre. They were taken from a total number of twenty five students who attended a number of book club sessions. These participants were chosen purposively based on their availability and access. They belong to different educational levels. They are also different in terms of age.

2.1.2 Research Means

Data were gathered using in-depth interviews which are commonly used to get qualitative data from the participants. The interview consisted of fourteen questions. Designed for students who are participants in the book club to collect detailed information about their experiences and perceptions towards the participation in book club sessions, and its effectiveness in enhancing their speaking and reading skills. The participants were specifically asked about their experience of joining book club sessions and its role in enhancing their speaking and reading skills.

2.1.3 Procedures

The data gathered through the interviews was analyzed using thematic analysis. The interviews' data was carefully studied using this method. First, the transcripts were examined to find patterns and key themes through coding. After that, similar keywords and phrases were grouped together to create initial themes, which were refined through discussion. Each theme was clearly defined and labeled to show different parts of the data. Finally, the themes were analyzed to find important insights, supported by examples from the interviews. This method helped us thoroughly explore and understand the topics covered in the interviews.

Section 2: Results and Discussion

This section presents the findings obtained from the students' interview. It also discusses these findings and highlights the main limitations, implications and suggestions for future research.

2.2.1 Findings from Students' Interview

Data obtained from the interview is grouped under the six themes that were extracted through our data analysis. These themes are: Students' motives for joining the MUC Book club, Aspects of book club community, The Influence of MUC Book club Membership on Students Reading Skill, The Influence of MUC Book Clubs Membership on the Speaking Skill, Strategies for Active Participation in MUC Book Club, Keys to a Successful Book Club Discussion. These themes will be discussed and analysed below.

2.2.1.1 Students' Motives for Joining the MUC Book Club. A predominant theme among participants is Students' motives for joining the MUC Book Club. Members expressed a strong interest in connecting with like-minded individuals who share a passion for reading

and literature. This communal aspect is a significant motivator, as it offers an opportunity for members to discuss books, share insights, and engage in stimulating conversations.

Several participants highlighted their love for books and the appeal of meeting others who share this interest. For instance, one member stated, "*I was inspired to join the book club because I always liked reading books. I wanted to connect with others who share similar interests.*" Another echoed this sentiment by saying, "*I joined the book club because I'm into reading and discussing books with others who share the same passion.*"

The intellectual stimulation provided by the book club discussions was also a compelling factor. Participants appreciated the opportunity to deepen their understanding of literature through engaging conversations. One respondent noted, "*I joined the book club to share my love of reading with like-minded individuals, seeking the opportunity for engaging discussions and intellectual stimulation.*" Another added, "I was inspired to join the book club to deepen my understanding of literature and share insights with fellow students."

The influence of respected individuals also played a role in motivating members to join. Some participants mentioned that their teacher, who is the book club's moderator, inspired them to become part of the group. One member shared, "*In complete honesty, the moderator of the book club was my motivation to join the book club. She first suggested it, and I trusted that the experience would be great.*"

Additionally, the book club provided a structured environment that helped members overcome personal challenges related to reading. One participant humorously admitted, "*What initially inspired me to join MUC book club is that I'm a very lazy person who can't read all the time. And that's why I joined the club.*" This indicates that the book club's structure and community support can motivate individuals to read more consistently.

Overall, the desire for community, intellectual engagement, and the influence of respected individuals were key factors that inspired participants to join the book club. These motivations highlight the importance of a supportive and stimulating environment for fostering a love of reading and literature among members.

2.2.1.2 Aspects of the Book Club community. Participants overwhelmingly expressed that what they enjoy most about being part of the book club community is the intellectual stimulation derived from the diversity of opinions and interpretations. This theme highlights the value members place on engaging with various perspectives, which enhances their understanding of literature and broadens their literary knowledge and critical thinking skills. For instance, one participant noted, "*I enjoy the intellectual stimulation and the diverse interpretations of the books we read.*" while another shared, "*What I enjoyed the most being a part of the book club community was the diversity in the perspectives and points of views towards books and opinions of each other.*"

The discussions are enriched by these diverse viewpoints, providing an environment where members can exchange ideas and insights. One participant mentioned, "*What I enjoy the most about being part of our book club community is the opportunity to engage in insightful discussions about diverse literary works and exchange perspectives with fellow members.*" Another echoed this sentiment, stating, "*I enjoy the discussions the most, like getting to know others' own opinions, views, and interpretations about the book.*"

Moreover, the aspect of the varied topics and fields covered in these discussions, especially those involving psychological themes, add to the excitement and intellectual engagement. A participant highlighted, "*What I enjoy the most is that each time we read and discuss different books about different topics and different fields, especially the psychological field; it is amazing.*" This emphasis on diverse and stimulating conversations is further

illustrated by another participant who shared, "*What I really enjoy about being a part of the book club is our amazing and open-minded discussions; they are so refreshing and exciting and allowed me to see different books in new aspects and understand some things better and exchange knowledge and opinions with others.*"

In summary, the intellectual stimulation derived from the diversity of opinions and interpretations enhances members' overall experience and enjoyment. The dynamic interaction fosters a deeper understanding of literature and cultivates a rich, engaging environment for all participants

2.2.1.3 The Influence of MUC Book club Membership on Students Reading Skill. The overarching theme from participants' responses is the influence of MUC book club membership on students' reading skill. Members consistently reported that their involvement in the book club has introduced them to new genres and authors, increased their motivation and excitement to read, and encouraged them to set and achieve reading goals.

Many participants highlighted how the book club has broadened their literary horizons by exposing them to diverse genres and writing styles. For example, one participant said, "*Yes, participating in the book club has positively impacted my reading habits by introducing me to new genres and authors.*" Another echoed this sentiment, noting, "It has positively impacted my reading habits by exposing me to different genres and writing styles."

The book club also fosters a sense of accountability and motivation to read more frequently. As one participant mentioned, "*Yes, it did because it made me more motivated and excited to read so I can discuss the content with the club members.*" Another pointed out the importance of the structured schedule: "*Yes, the book club has motivated me to read more frequently to keep up with our reading schedule.*"

Additionally, several participants noted how the book club has helped them become more organized and disciplined in their reading habits. One participant stated, "*Yes, it assisted me to set goals in my reading and be more committed and actually achieve these goals and read more in shorter amounts of time.*" Another shared, "*Yes, it did impact my reading habits in a positive way in terms of organizing my time to read.*"

The positive impact extends to enhancing members' enthusiasm for reading. Many respondents felt that the communal aspect of the book club made reading more enjoyable and engaging. One participant explained, "*Joining a book club has made reading more exciting and diverse for me. Discovering new books and discussing them with others has boosted my enthusiasm and keeps me motivated to explore different genres.*"

In summary, the book club has significantly influenced participants' reading skill by introducing them to new genres, motivating them to read more regularly, helping them set and achieve reading goals, and increasing their overall enthusiasm for reading. This communal environment not only supports consistent reading habits but also enriches the reading experience through diverse perspectives and shared discussions.

2.2.1.4 The Influence of MUC Book Clubs Membership on the Speaking Skill.

A consistent theme among participants isThe Influence of MUC Book Clubs Membership on the Speaking Skill. Members reported that engaging in these discussions not only challenged them to organize and express their ideas clearly but also boosted their confidence in speaking.

Many participants highlighted specific instances where discussing books in the club required them to articulate complex ideas and defend their viewpoints, which helped improve their verbal communication skills. For example, one participant shared, "*An instance where*

discussing a book in the club influenced my speaking skills was when I had to defend my point of view, which required me to organize my thoughts." Another participant mentioned, "*Delving into Alicia's motivations, psychology, and the events leading up to her silence enhanced my ability to articulate thoughts verbally.*"

The collaborative environment of the book club provided numerous opportunities for members to enhance their verbal articulation. As one respondent noted, "*Having a lot of different opinions shared when discussing a book with the attention of others to my opinions definitely helped me articulate my thoughts verbally confidently.*" Another participant echoed this by saying, "*During a book club discussion about a character's motivations, I had to analyze and articulate my thoughts clearly. Exploring diverse interpretations from others challenged me to express my ideas more effectively.*"

Several participants also emphasized the role of regular discussions in honing their communication skills. One member stated, "*Engaging in dialogue with fellow members helps to increase communication skills as individuals learn to express complex ideas, defend their perspectives, and actively listen to others' viewpoints.*" Another highlighted the impact of discussing complex narratives, saying, "*Discussing 'Meursault, Investigation' in the club challenged me to articulate my thoughts on the symbolism within the narrative, improving my ability to express complex ideas verbally.*"

Additionally, the supportive and encouraging atmosphere of the book club played a crucial role in boosting members' confidence to speak. One participant shared, "*Yes, the very first session that I attended was memorable because seeing another member speak confidently encouraged me to speak and made me more comfortable.*" Another noted, "*Honestly, I never hesitated to verbally articulate my thoughts in discussions, so every session helped me and was an opportunity to do so.*"

Overall, the book club environment has significantly contributed to enhancing members' ability to articulate their thoughts verbally. Through defending viewpoints, engaging in detailed discussions, and receiving support from peers, participants have gained confidence and improved their communication skills, making them more effective and articulate speakers.

2.2.1.5 Strategies for Active Participation in MUC Book Club. A common theme among the responses is the emphasis on active participation and preparation as key strategies for staying engaged in book club discussions. Members use various methods to ensure they remain involved and contribute meaningfully to the discussions.

One primary strategy is actively participating by asking questions. Several members highlighted this approach as a way to stay engaged and facilitate deeper conversations. For instance, participants mentioned, "*To stay engaged in the book club discussion, I try to actively participate in asking questions.*" Another mentioned "*My strategy to stay engaged is asking questions during the discussion.*" This proactive approach helps members clarify their understanding and encourages others to share their insights.

Another prevalent strategy is taking notes while reading. Many members find that this helps them organize their thoughts and ensures they have specific points to discuss during meetings. Comments such as "*I get used to taking notes while reading because it helps me organize my thoughts and communicate them.*" And "*Yep, taking notes while reading helps me stay engaged.*" underscore the importance of preparation in maintaining engagement.

Active listening is also a crucial strategy. By genuinely listening to and understanding others' viewpoints, members can engage more thoughtfully in discussions. One member noted, "*My strategy for staying engaged in the book club discussion is actively listening to others' thoughts and trying to understand them.*" Another added, "*Yes, by listening—like*

actually listening and understanding their opinions and not just talking—try to understand them first." This approach fosters a respectful and inclusive discussion environment.

Overall, the strategies for staying engaged in book club discussions revolve around active participation, thorough preparation, and attentive listening. These methods enable members to contribute effectively, enrich the conversation, and gain a deeper understanding of the books being discussed.

2.2.1.6 Keys to a Successful Book Club Discussion. Members emphasize several keys that contribute to this dynamic, fostering an environment where everyone feels valued and heard in order to ensure a successful book club discussion.

One primary key is active participation. Many respondents highlight the necessity of engaging actively in discussions, with comments like "*active participation from all members*" *and* "everyone shares their thoughts." This approach ensures that conversations are dynamic and that every member has the opportunity to contribute.

Another crucial key is respectful communication. Respect is frequently mentioned, with respondents stressing that members must value each other's perspectives and express their thoughts considerately. Statements such as "*respect for differing opinions*" and "*respectful exchange of ideas*" underline the importance of maintaining a respectful dialogue to facilitate meaningful discussions.

The inclusion of diverse viewpoints also plays a significant role. Respondents note that having a variety of opinions enriches the conversation, with phrases like "*a mix of different opinions*" and "*diversity of perspectives.*" This diversity not only deepens the understanding of the text but also makes the discussion more engaging and thought-provoking.

Open-mindedness is another key element. Several responses mention the need for members to be open-minded, such as "*students being open-minded and respectful*" and "*open-mindedness.*" This quality allows members to appreciate and consider different interpretations and ideas, enhancing the overall discussion.

Additionally, good organization and leadership are vital. A few respondents point out that having a structured and well-facilitated discussion is beneficial. Comments like "*a good director, asking good interesting questions*" and "*good organization*" suggest that effective leadership helps guide the conversation and keeps it productive.

Overall, the keys for a successful book club discussion revolve around respectful communication, active participation, and the inclusion of diverse viewpoints. By fostering an environment where all members feel respected and valued, book clubs can create enriching and engaging discussions that enhance the literary experience for everyone involved.

The results of the interview show that taking part in book clubs improves students' speaking and reading skills enormously. It was also mentioned by all respondents that they were able to improve their overall communication skills through book club discussions. Most of the members agreed that repeated conversations in the book club were the best way to enhance their speaking abilities. These tasks permit students to regularly share thoughts, defend their viewpoints, and get instant responses, all of which help enhance their speaking skills. According to the feedback from all these individuals during the interviews, language development in a book club revolves around vocabulary expansion as well as comprehension enhancement. On top of this, pronunciation and fluency were identified as crucial aspects of speech ability that were enhanced through participating in a book club. All participants agreed that the book club helped them better understand texts, improved their analysis and discussion skills, and increased their passion for reading. They all felt that the book club

created a supportive environment in which they could support one another while enriching themselves in order to enhance their spoken and reading languages abilities. The organized format of book club events enabled students to enhance their language abilities in a cooperative and interesting way. Regularly practicing, receiving feedback from peers, and being exposed to different perspectives are effective ways to boost language development.

In summary, despite some areas needing enhancement, the overall impact of book clubs on improving students' speaking and reading abilities is clear and significant.

2.2.2 Limitation of The Study

Several problems were encountered throughout this investigation. Only ten book club members from Mila University Centre were involved, which restricts the findings' generalizability. Furthermore, relying on self-reported data from semistructured interviews may create bias, as participants may exaggerate favorable results or underreport negative ones. The lack of a control group or a comparative analysis with non-participating students further restricts the capacity to definitely ascribe improvements in speaking and reading abilities to the book club activities alone.

2.2.3 Implications of the Study

The study highlights the benefits of book club involvement on students' speaking and reading abilities. It implies that having regular book discussions in a supportive setting boosts students' confidence, vocabulary, pronunciation, fluency, and understanding. This research suggests that educational institutions should incorporate book clubs or other discussion-based activities into their curricula to encourage language learning and literacy engagement. Furthermore, the study emphasizes the necessity of creating a loving and inclusive

atmosphere that stimulates student engagement and active involvement. This can lead to greater academic achievements and personal growth.

2.2.4 Recommendations for Book Clubs, Members, and Future Research

- For Book Clubs: • Book clubs should foster an inclusive and diverse environment where members can freely express their ideas and opinions. Organizers can do this by establishing clear boundaries for courteous conversation and promoting the discovery of many genres and writers. It is also essential to conduct frequent assessments of members' interests and preferences to ensure that the readings chosen remain interesting and relevant. Providing members the ability to lead discussions might make them feel more in control and engaged during sessions. Moreover, Book clubs may also consider integrating non-reading activities, such as author talks or themed social events, to enrich the overall experience.

- For Members: Members are urged to actively participate in debates and offer their thoughts, while keeping open to other people's ideas. Preparing for meetings by extensively reading the chosen book and thinking on its themes might improve the quality of conversation. Members should also take advantage of the chance to discover new genres and writers, since this will widen their literary knowledge and increase their respect for varied storytelling.

- For Future Research: Future study should consider exploring the long-term effects of book club membership on members' reading habits and personal development. Research might also look into the impact of different book club formats, such as virtual vs in-person meetings, on member engagement and satisfaction.Furthermore, researching the function of book clubs in boosting literacy and intellectual growth in various groups, such as children, adolescents, and older individuals, would offer a more complete picture of their advantages. Further research might look at the

possibilities of book clubs as instruments for social and educational intervention in a variety of contexts, including schools, libraries, and community centers.

Conclusion

The findings of the study show that the students enjoyed participating in book clubs. They wanted to deepen their understanding of literature and share their ideas and thoughts with other people. Results also show that the majority of students like discussing books with others who may have different interpretations. And believe that joining this book club improves their vocabulary, pronunciation and helps gain confidence in expressing ideas. The results further show that the strategy adopted by the majority of book club members was asking questions. It is used to stay engaged in book discussions.

General conclusion

The aim of the current study was to explore students' perceptions towards the effectiveness of book clubs in enhancing speaking and reading skills. A qualitative research design was employed to analyze the data from the interviews directed to members of the book club at Mila university Centre. Ten Students were selected purposively to participate in the study. A thematic analysis method was employed to discuss the findings obtained from the data. The findings of the study show that the students enjoyed participating in book clubs. They wanted to deepen their understanding of literature and share their ideas and thoughts with other people who share their love of reading. These students look for opportunities to engage in discussions that can foster critical thinking and literature analysis. Results also show that the majority of students like reading and discussing books with others who may have different interpretations. They believe that joining book clubs increases their enthusiasm for reading. They believe that joining these book clubs improve their vocabulary, pronunciation and help gain confidence in expressing ideas. The results further show that the main strategy adopted by the majority of book club members was asking questions. It was used to stay engaged in book discussions.

However, despite the positive findings the study does have some limitations, like the small and similar group of students. Future research should aim to include larger and more diverse groups to make the findings more applicable to a wider audience. Also, using experimental studies with control groups could help better understand the direct impact of book club participation on language skills.

In conclusion, this research shows that book clubs are valuable in EFL education and suggests that they be included in language learning programs. Book clubs offer a supportive and enriching environment that fosters both personal and academic growth, making them a

great tool for language teachers. Further research will continue to build on these findings and help develop new and effective language learning strategies.

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Appendices

Appendix A

Students' interview

In this interview, we'll delve into how participating in a book club has influenced your reading habits, improved your speaking abilities, and enhanced your sense of belonging within the group. We aim to gain insights into the transformative power of book clubs as collaborative learning spaces that not only deepen your understanding of literature but also enrich your overall academic and social experiences.

1.what has inspired you to join the book club?

2.What do you enjoy most about being a member of a book club community?

3.Could you describe a memorable discussion or moment from one of book club meetings?

4.Did joining book clubs affect your reading habits positively? Yes \ no, how?

5.How do you think participating in a book club enhances the reading experience compared to reading alone? "

6.How has being a part of the book club affected your enthusiasm for reading?

7.Did the book club motivate you to read more frequently or to set reading goals for yourself . Yes / No ? In what way ?

8.Have you noticed any improvement in your reading comprehension skills when you joined sessions of book club discussions. Yes / No ?

9.Which types of books have improved your reading comprehension, contemporary or classics?

10. Has joining the MUC book club influenced your speaking skill? Yes/ no In what ways?

11. Does a book discussion improve your ability to express your thoughts verbally? Yes\No give examples.

12. How did it help in boosting your speaking confidence in general?

13. Do you have any strategies for staying engaged in the book club discussion?

14. What do you think makes for a successful book club discussion?

الملخص

الاستفسار الأساسي للدراسة متمحور في دراسة دور الانضمام إلى أندية الكتاب في تعزيز مهارات الكلام والقراءة لدى الطلاب، بالإضافة إلى استقصاء الاستراتيجيات المستخدمة من قبل طلاب اللغة الإنجليزية كلغة أجنبية للحفاظ على التفاعل في مناقشات أندية الكتاب. وبناءً على ذلك، في سياق هذه الدراسة، تم طرح سؤالين بحثيين رئيسيين: 1) ما هي تصورات الطلاب تجاه فعالية المشاركة في أندية الكتاب في تعزيز مهارات الكلام والقراءة؟ 2) ما هي الاستراتيجيات التي يستخدمها طلاب اللغة الإنجليزية كلغة أجنبية للمشاركة الفعّالة في مناقشات أندية الكتاب؟. وللإجابة على هذه الأسئلة، تم استخدام أسلوب البحث النوعي، بما في ذلك إجراء مقابلات هيكلية مع عشرة أعضاء في أندية الكتاب الذين هم من متعلمي اللغة الإنجليزية كلغة أجنبية لجمع رؤى مفصلة استناداً إلى تجاربهم. تشير نتائج الدراسة إلى أن معظم الطلاب يستمتعون بالمشاركة في نادي الكتاب بالجامعة لأنه يعمق فهمهم للأدب ويبقيهم على اتصال مع الآخرين الذين يشاركونهم نفس الاهتمامات. كما تظهر النتائج أن الانضمام إلى نادي الكتاب يزيد من حماسهم للقراءة، ويساعدهم على اكتشاف ومناقشة كتب جديدة مع الآخرين. كما تظهر نتائج الدراسة أن الانضمام إلى نادي الكتاب في الجامعة يعزز قدراتهم على التحدث ويعزز ثقتهم بأنفسهم، ويوسع مفرداتهم، ويحسن نطقهم، ويعزز لفظهم. وكشف تحليل بيانات المقابلات أيضًا أن الطلاب يلجأون إلى استراتيجية طرح الأسئلة للمحافظة على التفاعل في مناقشات الكتب. تدل الدراسة على أن النقاشات الدورية حول الكتب تعزز فهم الطلاب وطلاقتهم وثقتهم بأنفسهم ومفرداتهم ونطقهم.

والكلمات الرئيسية هي: نادي الكتاب، مهارة الكلام، فهم القراءة، متعلمو اللغة الإنجليزية كلغة أجنبية، تعلم اللغة، البحث النوعي.

Résumé

L'enquête principale de l'étude se concentre sur l'examen du rôle de l'adhésion aux clubs de lecture dans l'amélioration des compétences en expression orale et en lecture des étudiants, ainsi que sur l'investigation des stratégies utilisées par les étudiants en anglais langue étrangère pour maintenir leur engagement dans les discussions des clubs de lecture. En conséquence, dans le cadre de cette étude, deux questions de recherche principales ont été soulevées : 1) Quelles sont les perceptions des étudiants quant à l'efficacité de la participation aux clubs de lecture dans l'amélioration des compétences en expression orale et en lecture ? 2) Quelles stratégies les étudiants en anglais langue étrangère utilisent-ils pour rester engagés dans les discussions des clubs de lecture ? Pour répondre à ces questions, une méthode de recherche qualitative a été utilisée, comprenant la réalisation d'entretiens structurés avec dix membres de clubs de lecture qui sont des apprenants en anglais langue étrangère, afin de recueillir des insights détaillés basés sur leurs expériences. Les résultats de l'étude montrent que la plupart des étudiants apprécient de participer au club de lecture MUC car cela approfondit leur compréhension de la littérature et les maintient connectés avec d'autres partageant des intérêts similaires. Les résultats montrent également que faire partie du club de lecture accroît leur enthousiasme pour la lecture, leur permet de découvrir et de discuter de nouveaux livres avec d'autres personnes. Les résultats de l'étude indiquent également que rejoindre le club de lecture universitaire améliore leurs compétences en expression orale, renforce leur confiance en eux, élargit leur vocabulaire, améliore leur prononciation et augmente leur fluidité. L'analyse des données d'entretiens a également révélé que les étudiants utilisent la stratégie de poser des questions pour rester engagés dans les discussions sur les livres. L'étude suggère que des discussions régulières sur les livres renforcent la compréhension, la fluidité, la confiance, le vocabulaire et la prononciation des étudiants.