



The Influence of Reading on English Speaking

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Abstract. For non-native speakers, it is challenging to make communication easier. This study shows that the improvement of oral English ability has become the most challenging task for non-native speakers. Therefore, this paper aims at the influence of reading on oral English learning and will introduce the trouble and solutions of oral English learning for English learners in detail, and how reading affects speaking in various aspects. This paper showed that the correlation between English reading and speaking are close, and each promotes each other. English learners can improve their speaking skills by various reading materials, which can cultivate the cross-cultural consciousness and knowledge reserve. At the same time, teachers are supposed to create an oral environment. For example, teachers can ask some reference questions from the reading materials, which can not only improve the reading skills but also the communication skills. On the basis of education conception change, teachers should attach importance to oral English teaching.

Keywords: Non-native English learners, English speaking, reading materials.

1 Introduction

In China, a non-native language environment, currently, there is no special textbooks of spoken for learners who take compulsory courses ^[1]. Most of the existing English listening and speaking textbooks are for listening training, and there are few oral trainings in classes. In addition, some oral English textbooks are not widely used, and they are not updated quickly, and their contents are not closely related to learner's life, so it is difficult to arouse students' interest. Also, the English ability evaluation system is relatively single, mainly written tests, teachers focus on students' grammar, reading and writing ability, and lack of evaluation of students' oral level. However, under the pressure of written examination, many learners are also unwilling to spend more time to practice oral English, and gradually, they will lack of confidence and be worried about making mistakes ^[2]. In addition, most oral activities don't have rich contexts for improving skills because of single interactive activity, poor pronunciation and limited themes. It is known that, to learn a foreign language, one must devote more time on it and do regular practice on all the four language skills such as listening, speaking, reading and writing ^[3]. Nowadays, if non-native language learners want to learn English well, they must obtain sufficient language "input". Reading is one of the most effective

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ways of inputting their knowledge ^[4]. In English listening, speaking, reading, writing, the four aspects, reading ability is the foundation. It has a positive impact on listening, speaking and writing ability. To be able to speak English clearly and accurately, learners should realize that reading is the highest level of mastery of a language. When learners read, they are supposed to understand the meaning of words in the context, make outlines of the logical structure and know about the cultural background. Besides, reading lasts longer in the brain than listening and writing. It is said that being as careful of the passages learners read as of the company they keep, they will learn some expressions that add a sparkle to the English. As the reading ability improve, learners will also have some interesting topic to say. This paper studies on the effect of reading on oral English learning -based on non-native speakers.

2 The Importance of Oral Communication

With the revolution of education, English learners gradually realize that it is very necessary to cultivate their oral communication ability. This is because the cultivation of oral expression ability can enable students to express views and to have logical and informative dialogues in oral communication with the language they have learned. Oral English as an output skill is related to students' ability to process information during the communication. At the present stage, especially in universities, the improvement of oral English ability of college students is still relatively slow. Therefore, college English teaching still needs to be further improved. First of all, with the development of economy and the formation of the world market, the importance of language learning at the present stage has been highlighted ^[3]. As an international language, English has been applied to all over the world. Therefore, cultivating students' oral English is good to adapt to the changes and gain work experience. Secondly, from the perspective of practice, English requires students to express their views in daily life although they are non-English majors, which can provide advantages for students in social competition. Finally, from the perspective of learners, oral English is an effective way to test the language ability of students, in order to express personal feelings, opinions and suggestions more specifically, students need to master a number of vocabularies, grammar, and sentence patterns, otherwise, speakers always fail to express themselves and it is easy to appear ambiguity between speakers and listeners. This is also why oral English expression can better consolidate students' knowledge base, and it can influence on the establishment of students' discipline literacy.

3 Challenges of Oral English Learning

It follows from the above that in English teaching, it is very necessary to cultivate students' oral ability, which is helpful to individual ability and development future. However, at the present stage, the teaching process of students' speaking is still relatively slow, and the factors affecting the improvement of oral expression ability mainly include the following points: Firstly, speaking is a weakness of non-native English learners, it is also a difficult point in learning English teaching. Most teachers pay more

attention on English reading, listening and writing because of the college entrance examination, and at last, there is little training in oral English for teenagers. After entering college, learners are eager to improve their oral English ability, however, due to the lack of effective guidance and training, most of learners have difficulties in expression contents and words. For example, a number of learners can't do well in translating freely between native language and English. For one thing, they are ashamed for speaking less than perfect English, on the other hand, they feel that there are few accurate expressions and thus lack of confidence [5]. Actually, as a way of communication, oral expression ability is more of a communicative competence. And it not only contains learners' inner language knowledge, but also emphasizes the usage of language knowledge in specific social situations. In fact, the oral ability includes the requirements of vocabularies and intercultural communication skills and other skills of language speakers. The cultivation of these abilities can not only rely on the teaching of oral English classes, but also need the assistance of other courses.

4 The Importance of Reading on Speaking

Around 10 years ago, the experts had tried to combine cooperative learning with the teaching of English reading and speaking for the purpose of confirming that cooperative learning is more effective in teaching English in Colleges [6]. A recent research tries to investigate what is the effect of Read to Speak on junior middle school students' oral expression ability? The researchers explored the oral expression ability of junior middle school students from three dimensions: fluency, accuracy, and complexity. The research participants are 40 students from two classes in the eighth grade of Lanzhou 45th Middle School. The students in experimental class adopt Read to Speak teaching method while the students in control class adopt the traditional teaching method. During the experiment, students in experimental class conducted a four-month Read to Speak training, which used to read materials as input form and took oral composition as output form basing on their understanding of the reading materials. First, the oral English of students in two classes were examined through man-machine network conversation platform at pre-test, and the post-test were conducted four months later so that to investigate the changes in the oral expression ability of the students in the two classes before and after the experiment. Then, the questionnaire and interview were used in the experimental class in order to investigate the changes of subjects' learning attitude after the experiment. The test content of two classes were recorded before and after the experiment, and the recording was transcribed into text form, and finally the data was compared and analyzed through SPSS 24 statistical software. At last, the results show that the training of Read to Speak can increase the frequency of junior middle school students to practice oral expression, and help them to acquire more oral knowledge reserve with "speaking" as the output form, which has a positive impact on the oral fluency, accuracy and complexity of the students as well as their learning attitude. Therefore, teachers can use the teaching method of Read to Speak consciously and make full use of reading materials as oral output's material and topic, so that to improve students' oral expression ability [7].

5 Solutions

Based on the previous studies, this paper tries to provide practical solutions to help learners find effective ways to improve their oral English ability and help teachers find corresponding teaching methods. Studies have shown that language comprehension and output have an asymmetry, that is to say, teachers are used to emphasize on reading and listening, so teachers are supposed to make full use of this asymmetry, which contributes to improve language study result. Swain (1998) proposed that the process of foreign language learning is a process of learning how to show ideas or opinions by using the language that someone has just used ^[7]. Wang (2014) believed that the language is used for expressing and exchanging ideas and opinions, and the forms of language are used for the content's expression. In addition, Language input can promote learners' language learning and has positive impact on language output ^[7]. For example, the methods called "reading is used for speaking" is an effective way to improve students' oral expression. Based on this concept, Wang (2016) proposed the theory of "promoting learning through continuous learning", believing that language learners can use various activities to expand knowledge through various interactions, so as to realize balance between input and output ^[7]. Specifically, this flattening effect can be realized through "Read to Speak", which combines language comprehension and output closely and promotes the synergy between the produced language and the understood language. For example, there are a large number of reading and writing sections in English textbooks, and teachers tend to combine reading and writing together, but hardly combine reading and speaking. Teachers even can try their best to select effective reading materials, create and design interesting teaching activities according to the materials' themes, and use the language points in reading materials as the output knowledge of oral expression as much as possible (see Fig.1).

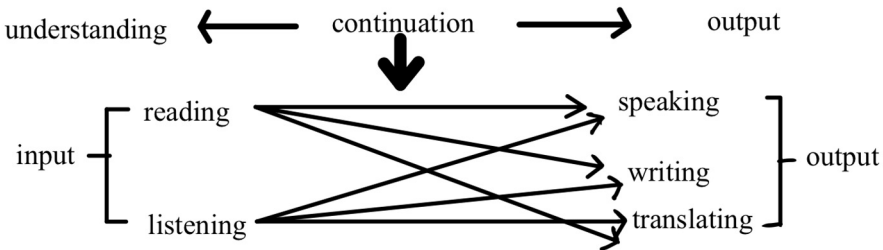


Fig. 1. Continuation Design ^[7]

How to improve speaking? First of all, during the teaching process, teachers are supposed to ensure the content practical, rather than remain theoretical. To achieve this aim, teachers can combine text materials and speaking practice. Secondly, teachers should pay attention to the cultural background, because different countries have various communication habits, which is also the main reason why students have difficulties in communication ^[8]. To solve this problem, learners can see some documentaries made

by native speakers, and take them as reading materials. Lastly, improve the use of English language in and out of the classroom. Because the use of English is positively correlated with the usage of English. For example, learners can spend some time on discussing reading materials that they have learned, and it can not only consolidate but also practice oral speaking^[7]. As for some new teaching methods, the author find that through more than ten years of research, Professor Wen Qiufang and his research team put forward the theoretical system of “Production-oriented Approach” (POA), which is a foreign language teaching concept with Chinese characteristics: POA is more suitable for advanced Language learners in EFL (English as Foreign Language), which is quite different from ESL (English as Second Language)^[9]. Therefore, it is necessary to introduce POA theory into oral English courses. Motivating is the first step in the POA teaching process rather than the traditional lead-in and various warm-up activities, firstly, teachers are required to design a real situation related to the teaching content based on Swain (1985), who believe that second language acquisition requires not only comprehensible input, but also comprehensible output. To be more specific, teachers can adjust teaching strategy according to actual situation, without putting much more of a focus on input-output^[10].

6 Conclusion

Because most of non-native speakers have troubles improving oral skills, the study focuses on the reading’s positive effects on speaking. By analyzing the correlation between English reading and speaking, it is not difficult to find English reading affects the pronunciation, vocabulary and language comprehension. To strengthen learners’ oral skills, firstly, the study pay attention to the teachers’ influence on speaking. Teachers should set up new teaching aims and realize that students’ role are dominant in the classroom. Therefore, in teaching, teachers can ask some reference questions from the reading materials, which can not only improve the understanding but also the thinking ability and oral expression ability. Also, the presentation is responsible for connecting the text with the knowledge that the students have learned. Secondly, for learners, they are supposed to build confidence and broaden their horizon. Students can generate their own corpus through reading, and they may have the ability to express their ideas accurately. Last but not least, oral English practice also is good to reading, at the same time. This study is of great significance to the reform of the teaching method, the innovation of English teaching material and the self-improvement of the learners in future. Relevant departments can set up special oral courses for non-native learners and compile textbooks in line with oral learning. Teachers are supposed to integrate speaking practice into reading class, so that learners can not only exercise reading skills, but also improve the ability to speak English. Non-native learners should build confidence, identify the problem of speaking and take appropriate action to improve the second language system. Although the study has revealed the influence of reading on oral English and offered suggestions about the changes of teaching and learning methods, from a practical standpoint, the relevant advice lacks evidence. The solutions aimed at promotion effect on oral English lack of innovative ideas.

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