

IMPACT OF EXTENSIVE READING TO DEVELOP SPEAKING SKILLS

Abdurasulova Maftuna Ilhom qizi

Student of Uzbekistan State world language university

ABSTRACT This article focuses on how vocabulary wealth relate to spoken words and finally how reading contributes to speech. The importance of vocabulary, which facilitates speaking skills, has been a major resource in the development of reading skills. Therefore, providing improvement in word knowledge through wide reading has the potential for providing improvement in speaking skills.

Keywords: Extensive reading, vocabulary, speaking skills, communicative skills, target language.

INTRODUCTION

English teaching and learning have the goal of focusing students so that they are able to use English for communication and as a tool furthering their studies. In the process of teaching and learning the four language skills (listening, speaking, reading and writing) are performed. Most of the learners possess inability in communicating appropriately and correctly. In foreign language teaching and learning ability to speak is the most essential skill since it is the basic for communication and it is the most difficult skill.

Main part

There are several effective ways of developing speaking skills. According to many teaching theorists speaking skill can be developed, though communicative activities which include an information gap filling, jigsaw puzzle games, problem solving and role-play activities. Another effective way of improving communicative skills in target language is reading skill. There is increasingly high relationship between reading and speaking skills. There is no question that people who develop large reading vocabularies tend to develop large speaking vocabularies. One important notion of developing reading

and speaking skills is to use the language for learning as well as communication. Reading can play a big part in improving our speaking. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Learners through reading develop in both fluency and accuracy of expression in their speaking. In this article we tried to connect reading with one of the fundamental language skills: speaking. Learners write, read, listen to stories and then they may have ability to tell the stories. It seems clear that the more stories we read, the more discussion ideas, opinions and vocabulary we will have. Although at times the four main language skills (speaking, writing, reading and listening) are worked on separately. They are widely accepted as being interdependent progress in one helping progress in other three. To release reactions like “I do not have any ideas”, “I do not know what to say”, and “This speaking task is too hard” in your life, reading helps. This problems happens for many reasons like lack of vocabulary, lack of grammar confidence, lack of self-confidence, lack of ideas, lack of factual resources, insecurity because of pronunciation. There are also a lot of students who are confident speakers but the moment teachers start talking about diverse topics they seem to feel blocked and unable to talk with ease. If they have never been exposed to texts on that topic or they have not had the chance to discuss them, they consequently will not have much to say about them. Course books can only provide only one solution. However, in the language classroom we usually focus on task-based reading rather than discourse-based reading sessions. Course book texts often focus on reading strategies for scanning, skimming, T/F, multiple choice, and there is hardly any time in a 45-minute session to have longer discussions. A comprehensive and motivating approach is using extensive reading to develop speaking skills. Learners may find graded readers in various topics, various genres, and all stories have a special subject-focus. They will serve as great discussion materials and the language they provide will be at hand for your students to recycle and use in oral communication. Reading outside the classroom is the most significant influence on oral communication ability. Students who read a lot are more likely to speak well. Students through reading develop in both

fluency and accuracy of expression in their speaking. Davies and Pearse (2000) stresses the importance of communication as: “Real success in English teaching and learning is when the learners can actually communicate in English inside and outside the classroom.”

Speaking is being capable of speech, expressing or exchanging thoughts through using language. “Speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey meaning (Nunan, 2003, p.48).” (Harmer, 2001) notes down that from the communicative point of view, speaking has many different aspects including two major categories – accuracy, involving the correct use of vocabulary, grammar and pronunciation practiced through controlled and guided activities; and, fluency, considered to be ‘the ability to keep going when speaking spontaneously’. Bygate (1991, p.3), also emphasizes knowledge of the language, and skill in using this knowledge for an effective communication. Language knowledge and skill in using it, are considered two fundamental elements of an effective communication. Among the elements necessary for spoken production, There are some elements needed for speaking in the following (Harmer, 2001, p.269).

- **Connected Speech:** learners not only should produce the sentences accurately but also the speech of them must be fluent enough. In connected speech sounds are modified, omitted, added or weakened.

- **Expressive Devices:** native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal means how they are feeling.

- **Lexis and Grammar:** spontaneous speech is marked by the use of number of common lexical phrases, especially in the performance of certain language functions.

- **Negotiation and language:** effective speaking benefits from the negotiatory language we use to seek clarification and to show the structure of what we are saying.

This study highlights vocabulary and grammar knowledge among these elements. Reading will enable learners to develop their vocabulary and grammar knowledge which will effectively contribute to their speaking skills. Vocabulary and grammar knowledge

will enable learners to understand so reading will increase learners' understanding capability which they need for a better communication. Reading is one of the most effective ways of foreign language learning. Reading simply is the interpretation of a written message. Walter R. Hill (1979, p.4) briefly defines reading as what the reader does to get the meaning he needs from contextual resources. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning and the goal of reading is comprehension (Nunan, 2003, p.68). The ability to read requires that the reader draw information from a text and combine it with information and expectations that the reader already has (Grabe, Stoller, 2001, p.187). Alderson J.C. (2000) states that reading is built from two components: wordrecognition and comprehension. These two components gained through reading will foster learners' language competence. Krashen and Terrell (1989, p.131) point out that reading enables learners to comprehend better which is an important factor that can develop language competence. In a reading process six component skills, automatic recognition skills, vocabulary and structural knowledge, formal discourse structure knowledge, content/word background knowledge, synthesis and evaluation skills/strategies, and met cognitive knowledge and skills monitoring have been suggested. Among these knowledge fields vocabulary and structural knowledge which are acquired through reading, influence learner's speaking achievement. (Grabe,1991, p.379). Anne Lazaretto (2001, p.104) suggests that oral communication is based on four dimensions or competences: grammatical competence (phonology, vocabulary, word and sentence formation ...); sociolinguistic competence (rules for interaction, social meanings); discourse competence (cohesion and how sentences are linked together); and strategic competence (compensatory strategies to use in difficult strategies). For spoken English the best reading materials are dramas, plays and dialogues. Learners have the opportunity to find sentences and phrases used in our daily conversation in dramas, plays and dialogues because they are all based on one person talking to another. Some studies have shown that using authentic texts has a positive effect on learning the target language by developing communicative

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

CONCLUSION

Integrating speaking and reading skills deepens students’ understanding of the reading material, reveals any problem with understanding a text, and, most importantly, it is the chance to acquire the information they have read into authentic speaking practice that improves their fluency. Communication without vocabulary is nothing. One of the most useful ways to improve students’ communication skills is extensive reading. Extensive reading helps learners to develop your ability to express ideas, whilst also enlarging the size of vocabulary. Vocabulary knowledge is one of the crucial factors that will influence fluency in speaking. Reading introduces learners to a wider body of language and contexts. Reading helps learners build up better grammar skills. As learners develop stronger reading skills, they develop more sophisticated speaking skills.

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