

INTEGRATING READING STRATEGIES TO IMPROVE SPEAKING SKILLS IN THE ENGLISH CLASSROOM

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Annotation: The obvious and significant relationship between speaking and reading abilities is already established. Furthermore, it is definitely true that students who report noticeably high reading scores are more likely to acquire effective speaking abilities. This article examines how speaking abilities and reading techniques relate to English language training. It emphasises how incorporating reading strategies can help students become more proficient speakers and promote a more thorough language learning process. Reading is emphasised in the study as a fundamental skill that promotes vocabulary growth, pronunciation, and fluency, all of which lead to better oral communication.

Keywords: Reading strategies, speaking skills, English language instruction, vocabulary acquisition, fluency, oral communication.

Introduction

Reading is one of the most rewarding and enjoyable ways of improving our communication. A book can immerse us in a new world while showing us natural patterns of language in familiar contexts and aid our recollection of language structures [1]. In the realm of English language instruction, the development of speaking skills is often prioritized due to its significance in real-world communication. However, the integration of reading strategies into the curriculum has been underexplored as a means to enhance these speaking abilities. Reading not only serves as a tool for comprehension and knowledge acquisition but also plays a critical role in vocabulary development, pronunciation, and overall fluency.

Main part

There exists a prevalent assertion that reading and listening are complementary in language acquisition, as reading enhances vocabulary breadth while listening cultivates precise pronunciation and intonation. This is particularly advantageous for foreign language learners who struggle to identify suitable terminology for description or analysis. The issue is further intensified by the scarcity of avid readers. Bright and McGregor [2] state, 'Where there is a little reading there will definitely be little language learning. The students, who want to learn English, will have to read unless they move onto speaking track.' This makes it evident that reading improves speaking fluency and sentence precision in addition to writing skills. It develops a solid grasp of grammar structure and semantics. Furthermore, it is believed that pupils who read a lot will also communicate fluently. Because "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," it is said to be authentic. [3]

Given the benefits of reading for language development, particularly speaking, this article highlights the connection between reading habits and speaking proficiency enhancement because reading tends to expand vocabulary that is essential in EFL contexts and provides engaging examples of language use from a variety of genres.

Reading is "what the reader does to get the meaning he needs from contextual resources," according to Walter R. Hill [4]. According to Hedge, "students improve their ability to guess the

meanings of unknown words and phrases from clues in the context through extensive reading." [5]. "Reading enables the learners to comprehend better, which is an important factor that can develop language competence they need for conversations," according to Krashen and Terrell. [6] Language learners can acquire vocabulary through reading that will help them use the target language's speaking structure and perform better while speaking. Three elements of the reading skills development plan put out by Grabe [6] may have an impact on pupils' speaking abilities. These include:

- 1) Automatic recognition skills
- 2) Vocabulary and structural knowledge
- 3) Knowledge of the formal structure of discourse

Therefore, it is well acknowledged that reading aids kids in learning the proper vocabulary and sentence structure. Students learn how words fit together through reading.

The ability to identify, infer, and forecast word meanings from headings, subheadings, and nonverbal cues are examples of vocabulary abilities. According to Levelt [7], "vocabulary play a central role in forming an utterance with appropriate meanings and with syntactic, morphological, and phonological structures." With a close examination of his words, it seems that two points are provided.

1. First, during the formulation step, terminology is always required. To put it another way, without vocabulary, no speech is likely to be created, and vocabulary is necessary for spoken representation.
2. Second, the lexicon, which is made up of lemmas and lexemes, comprises both vocabulary size and depth, indicating that speech is influenced by both.

These days, contemporary TESL approaches focus on helping students not only read and comprehend texts but also analyse their meaning in speech and be ready to communicate in unique future circumstances. Additionally, learners' communicative ability needs to be formed and developed in this situation. Furthermore, there are other strategies that can be employed to achieve this objective. Establishing a secure and encouraging atmosphere that allows pupils to study and practise the language in a relaxed setting is crucial. A teacher can sustain this favourable environment by having a good working relationship with each student. For instance, I may frequently put greetings on the classroom bulletin board, birthday messages, and congratulations, and encourage students to use the board to demonstrate their projects.

Humoring the students. Sometimes humorous ideas may be used in class to raise learners' mood, and also such method helps to cheer them up.

Competition. The group is divided into two subgroups and a competitive mood by asking about positive and negative sites of the topic studied is created.

Rewarding (emphasizing what has been done right). It is important to give rewards to learners for their success and achievements of the goals, so to make some stickers is a perfect way to evaluate and highlight students' participation.

Several reading strategies can be employed to bolster speaking abilities:

- **Interactive Reading:** Encouraging students to read in pairs or small groups fosters discussion and collaborative learning. This interaction allows them to practice speaking in a supportive environment while reinforcing comprehension.
- **Role-Playing:** Assigning roles from a story or text encourages students to embody characters, promoting expressive speaking and emotional engagement with the material.
- **Summarization:** After reading a passage, students can summarize the content orally. This strategy not only reinforces understanding but also helps them practice organizing their thoughts coherently.
- **Questioning Techniques:** Teaching students to ask and answer questions based on their readings stimulates critical thinking and encourages spontaneous speech.

Conclusion

In summary, integrating reading strategies into English language instruction presents a valuable opportunity to enhance students' speaking skills. By recognizing the interconnectedness of reading and speaking, educators can develop more holistic teaching approaches that foster comprehensive language development. As research suggests, when students are equipped with robust reading strategies, they not only improve their oral communication abilities but also gain confidence in their overall language proficiency. Future research should continue to explore innovative methods for bridging these two essential skills to further enrich the language learning experience.

It is commonly accepted that listening naturally develops the ability to speak one's own tongue or a foreign one, however in some contexts, hearing alone is insufficient to enable efficient language use. On the other hand, reading in a foreign language context not only saves time but also offers appropriate vocabulary to communicate the content. A guy can learn a lot of vocabulary and specialised language usage by reading if he lives in the target language context and studies certain words for a number of years. While reading a certain text would undoubtedly deliver the same within days or at most a month, listening will provide words over the course of a year or even more. To conclude in the words of Al-Dersi, the use of stories to read in EFL classrooms for developing vocabulary, and thereby speaking skill, of EFL learners is a naturalistic, enjoyable, low-cost and highly effective method. In our point of view, it might be recommended for all EFL teachers and learners.

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