

A Teaching Method of English Listening and Reading for Improving the Ability of Oral Communication¹

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Ju, Mu-Hyun. 1998. A Teaching Method of English Listening and Reading for Improving the Ability of Oral Communication. *Linguistics*, 6-1, 413-435. The aims of English education emphasize the role of communication between the members of various countries. Thus, as one of the teaching methods to improve oral communication, this article seeks (i) to describe about 'what is communication?'; (ii) to find out the reasons of why Korean English learners are so poor in the ability of oral communication; and lastly, (iii) to suggest teaching methods to improve the ability in oral communication. In conclusion, instruction to train abundance or fluency in speaking resources is necessary, and it is the shortest way to increase the amount of input. Finally simplified comprehensible texts are necessary. (Chonnam National University)

I. Introduction

In the present time, the world is getting quickly globalized and the roles of Koreans are increasing in international society. In the purposes of Korean English education, the importance of communication is often referred to. One of education purposes is to rear international Koreans and to confirm expected Korean images in the coming 21st century. This indicates that because we Koreans must communicate opinions or information with various foreigners, English education in school must be

1. The teaching methods of English listening and reading in this article are largely restricted to high school students and college students who learn English as a cultural subject.

redirected to emphasize communication. And in the sixth English curriculum of high school, the aims of English education are as follows: 'to understand written or spoken English, to raise basic skills to express opinions in English, and to understand the culture of English-speaking countries.' This emphasizes the role of communication between the members of various countries. Thus, as one of the teaching methods to improve oral communication, in this article I will describe 'What is communication?', 'Why is the ability of oral communication so poor?', and 'How can we improve the ability of oral communication?'

II. What is communication?

Generally speaking, though animal, bird and fish have to some degree limited communicative activities, the human communicative ones are social activities that develop their exchange of thoughts and feelings. In the 'Encyclopedia of Language and Linguistics'(1994:614), communication is defined as an information process going on between at least two human communicators(not necessarily two persons as long as one can communicate with oneself) embedded in a context and a situation. Oxford(1990:6) defines communication as the following:

"The word *communication* comes from a Latin word for 'commonness', including the prefix *com-* which suggests togetherness, joining, cooperation, and mutuality. Therefore, communication is definable as 'a mutual exchange between two or more individuals which enhances cooperation and establishes commonality'. Communication is also seen as dynamic, not static, and as depending on the negotiation of meaning between two or more persons who share some knowledge of the language being used."

So if we think the communication means of human beings totally, we

can see there are verbal and nonverbal methods. Although the two means can be used separately, as we can see in normal conversations, classes in school, lectures and plays, they are often used in combination. However, we must keep in mind the fact that in the bottom of any kinds of conversations there is mind to mind interchange (in other words, heart to heart interchange). Birdwhistell(1970) also says about the importance of nonverbal communication as the follows²: he estimates that in ordinary two-person face-to-face conversation the verbal components carry about 35 percent of the social meaning being exchanged while the nonverbal band carries the other 65 percent.

In this paper I can't describe the characteristic of nonverbal communication in detail, so I will put the key points in describing verbal communication. Verbal communication is, in other words, communicative activities involving the skills of hearing, speaking, reading and writing. The activities of this four skills can be classified into the followings.

- (a) receptive activities → hearing and reading
- (b) productive activities → speaking and writing
- (c) aural-oral activities → hearing and speaking
- (d) written activities → reading and writing

(a) is, of course, only the activities concerning the ability to listen and understand the things that someone speaks or writes about. (b) is the activities about the ability to produce consciously or subconsciously the things that one wants to speak or write thinking by himself. (c) is the activities of immediacy only by sound without the intervention of letters. (d) is the activities that can not be accomplished if one does not know the letters.

If we compare each one of the above activities from the viewpoint of the relative difficulty, it is obvious that receptive activities are easier

2. This quotation was readapted from Klopff, W. D. and Ishii, S., *Communicating Without Words*. (1987:2).

than productive activities and aural-oral activities are easier than the written activities by the intervention of letters. So to speak, hearing and reading activities can be accomplished only by understanding the intention of speaker or writer. On the contrary, speaking and writing activities can be accomplished by not only understanding the intention but also proceeding logical thought. Hearing and speaking activities are possible without knowing the letters and such activities have nonlinguistic clues, accent, gestures and so on. On the other hand, reading and writing activities are possible only if one knows the letters and such activities do not include much less clues relatively. After all, among the four skills (hearing, speaking, reading and writing) it can be said that hearing is the simplest activity and writing is the most difficult activity. We can understand this fact easily by investigating the acquisition process of our native language, Korean. Nevertheless, in our English class sometimes it can be said that hearing and speaking are more difficult than reading and writing. And we Koreans often have a tendency to erroneously believe that even if they have difficulties in hearing and speaking they have some degree of ability in reading and writing. So I am wondering if students and teachers think that the student who is fluent in speaking is an able one. Of course, it is not unreasonable that this misunderstanding is general in Korea. But I think this hearing or speaking ability is based on education and training. Then, why do Korean learners feel so much difficulty in hearing and speaking?

III. Why is oral communication so poor?

3.1. The unnecessary of communication in English

In Korea we can live by only using the Korean language without feeling inconvenienced. In other words, although in the future the necessity of English may increase, we can communicate only in Korean

and we are rarely faced with the necessity to hear or speak English. As a result, we are not familiar with the habit of hearing and speaking English and we are not used to reading and writing English with such speed as we read or write Korean in daily life. Briefly, in Korea most of English learners study English not as a second language but as a foreign language. Oxford(1990:6) describes these two kinds of learning environments as follows:

“The difference between learning a second language and learning a foreign language is usually viewed in terms of where the language is learned and what social and communicative functions the language serves there. A *second language* has social and communicative functions within the community where it is learned. For example, in multilingual countries like Belgium or Canada, people need more than one language for social, economic, and professional reasons. Refugees or immigrants usually have to learn a second language in order to survive in their adopted country. In contrast, a *foreign language* does not have immediate social and communicative functions within the community where it is learned; it is employed mostly to communicate elsewhere. For instance, one might learn Russian in the USA, English in France, or German in Australia.”

This situation in which we learn English as a foreign language excludes the necessity of communication in English. Some people don't have to hear or speak English at all in their lives.

3.2. The problem of the entrance examination

Among the entrance examination questions of high school or university, the relative importance of listening comprehension questions is small and there is no speaking question, even if speaking questions

are included within listening comprehension questions indirectly. In the form of written test there are many questions that students can solve by applying the so called grammar-translation learning method. Teaching, they have said, is influenced very much by the testing. So the English teachers in school instruct their students so that they can cope with the questions to measure mainly the ability to read and understand.

Although I can't enumerate the fragmentary questions in detail, a lot of Korean middle school or high school English teachers often give students questions that are separate simple sentences without a context. The forms of those kinds of questions are as follows: choose a word or a phrase that will most correctly complete the sentence among the four or five items and answer with a code. Of course, the number of those questions changes according to teachers or schools but a good many questions are included in this fragmentary question. I would like to exemplify a few questions, even though they are insufficient.

- (1) This train () you to Pusan.
 ① brings ② goes ③ moves ④ rides ⑤ takes
- (2) She was seen () the department store with his son yesterday.
 ① enter ② to enter ③ entered
 ④ to be entered ⑤ to have been entered

This kind of question may measure only the students' simple grammar ability. In other words, those kinds of problem items simply measure the students' ability mechanically by applying the standard of right or wrong. So I am wondering if this kind of testing method can measure their real English ability.

In making out the examination questions it is a basic principle that each item should have validity, reliability and objectivity.³ If we present

3. Lado(1961) and Harris(1969) suggest the three essential factors that testing

over one hundred problems in which the order of each question are definite and valid from its context, we think the reliability and objectivity of the test are to some degree guaranteed. However, there are many testing items that are as strangely entangled as the above fragmentary items. This kind of question form may be simply a test for an examination. In sum, I am sure that this examination without a context will be a great obstacle to English education seeking to improve students' communication ability.

3.3. The limitation of classroom situation

In Korea, a class usually consists of forty-five or fifty students and all desks face the teaching platform. A teacher almost always instructs many students with each staring other in the face. This current classroom situation constrains practicing of many communication-oriented activities. The basic attitude of language learning is that one often observes a good learning model, trains the model repeatedly, checks the process of one's learning training and improves the deficient matters. Especially, the instructor should try to give the students many chances to practice this process if possible. However, the reality of our English class is that the relationship of learner and instructor is obstructed by the above physical condition. Therefore, the government as well as the English teachers should make efforts to improve this current ineffective situation.

should preserve. The factors are validity, reliability and practicality. That is, the examination question which we apply should be proper according to the testing goal and the evidence which is presented in the examination should be reliable. And the question also should have the practical use which can be applied in the special situation. Of course, although there may be other important testing factors, these three factors are the essential ones in testing. Thus, if one of these factors is lacking in testing the test may bring a lot of loss of time and money. Regardless whether a test is one that a teacher himself makes out or one that is standardized, the teacher must consider these three essential factors.

3.4. The rigidity of school textbook

In Korea, middle school and high school students learn English with the formalized textbooks authorized by the Ministry of Education. In the case of high school the number of authorized textbooks is eight different textbooks made by several publishers. In the middle school the essential words that students must complete are about six hundred words but in the high school the essential words are over five thousand words. In addition, the structures of some textbooks are considerably complex and difficult to understand. The greatest problem is that, regardless of the students' ability, the same textbook is used by the students. Both low level and high level students learn English with the same textbook in order to prepare for the entrance examination. Nevertheless, the form of the textbook is considerably different from that of the entrance examination.

As the result, the textbook is used as a supplementary learning material in many academic school and we can guess that the students do not understand all of the vocabulary, grammar, structure and content of the textbook. From this consideration it is not unreasonable to view the present textbook as unreal and uncommunicative. As soon as possible, although lots of improvements had been in making the textbooks or the entrance examination questions, the textbook and the examination system should be reformed into the direction of communication improvement.

3.5. The teaching capacity of English teachers

Most of the English teachers themselves had been taught mainly by the grammar-translation method during their middle and high school days, and just after graduating university they teach English. So it may be natural that the teachers also use the teaching methods introducing grammar-translation on the whole. The teacher who teaches English as

a foreign language seldom has a chance to listen and speak English himself in real life. If the English teachers do not make efforts to have self-training for themselves, we can not expect listening and speaking ability of the students to be improved.

3.6. The problem caused by the difference of language specific character

This problem may be related to that of the unimportance of English in communication described in 3.1. But in this section I will discuss not only some problems caused by the difference between the characteristics of the Korean language itself and that of the English language, but also some problems caused by the difference between the cultural characteristic of Korean society itself and that of English-speaking society. The former is called barriers of linguistic differences and the latter is called barriers of cultural differences.

Among the linguistic differences the most remarkable fact is word order. In a declarative sentence the ordering of English is subject-verb-object. On the contrary, the ordering of Korean is subject-object-verb. This leads to a lot of barriers in listening and speaking in case of the Koreans. For example, we often experience the case that an expression we think or feel is not a good English and that a conversation is proceeded into the direction we don't want. So in the future we must try to overcome this problem.

In addition to this, compared with Western languages, the typical style of communication in Korean is more or less intuitive and indirect. The basis of this style is a set of cultural values that emphasize empathy, and they are so widely shared that overt verbal communication often is not required. In Korea, the ideal interaction is not one in which speakers express their wishes or needs adequately and addressees understand and comply, but rather one in which each party understands and anticipates the needs of the other and fills them before any verbal communication becomes necessary. So silence or calmness is

often more highly valued in Korea than in the west countries. If all is going well, there should be no need for speech. This cultural characteristic is transferred in learning English and many English learners are afraid of giving their thoughts to other people freely. This fact prohibits their fluency in English.

As mentioned above, I described six problems as the reasons about why is oral communication so poor. If so, what should we do in order to accomplish the skills of new instruction—to raise such attitudes as one makes efforts to communicate positively in English. I will describe the effective methods to improve oral communication ability in the current situation.

IV. The methods to improve oral communication

4.1. The importance of reading and listening in communication

Some people say that communication ability is the same as speaking ability or conversation ability. But this is not always true. Reading and listening ability are important communication abilities and these two abilities have a great influence on listening and speaking abilities indirectly. Both reading and listening functions deeply connections in that they belong to the recognition skills of perceiving and interpreting the linguistic signals written or spoken by someone. The comprehension process of these two functions is mainly dependent upon the meaning of words, and the expressions that need grammar are limited to such cases where their meaning are not obvious or is ambiguous. These two functions check and understand the word group by a regular meaning unit. That is to say, they store in memory the relationship of much related words as a concept and compose the meaning of expression through mutual exchange between the front part and the following part. Like this, we can think that these two processes come to the comprehension through almost the same process.

However, I think it is natural that there are various differences between listening and reading. For example, in the case of listening, much of the information disappears in a moment excepting cases where one asks again or listens again to the contents recorded in a tape. On the contrary, in the case of reading, we can reread the sentences many times if it is necessary. And in the case of listening, pause or intonation provides a clue to understanding but in the case of reading, punctuation or conjunction provides a clue in understanding.

Besides, it is worth noticing that Oxford(1990:7) gives a warning about communicative competence as follows:

“Communicative competence is, of course, competence or ability to communicate. It concerns both spoken or written language and all four language skills. Some people mistakenly think of communication as occurring only through the medium of speech. In fact, even language learning experts have commonly used the term *communication strategies* to refer only to certain types of speaking strategies, thus unwittingly giving the false impression that the skills of reading, listening, and writing—and the language used via these modalities—are not really equal partners in communication.”

Though, about the instruction of oral communication that I will try to describe in this paper, the meaning of 'oral', of course, is the skills that rely on only sound of a language without intervening letters. That is to say, the instruction of oral communication in this paper is to improve hearing skill and speaking skill. Nowadays it seems that many English teachers try to have many chances to practice hearing and speaking in order to instruct these skills powerfully in the class of school education if it is possible. I have no intention to speak about this or that about such inclination, but when I consider above all the lack of classroom hours as well as the six barrier conditions described in the previous section(3.1-3.6) I am wondering if such tendency will lead to a

great success.

Even so, I don't mean to let students practice other activities in a class or to give up these kinds of activities. Then, how can we improve oral communication ability more effectively? I would like to propose an alternative method about this question.

4.2. The effect of extensive and rapid reading instruction in oral communication

As above mentioned, because oral communication is oral activities with the skills of hearing and speaking, we can say that oral communication is language activities without intervening letters among the four skills. As the result, in a language institute or a school a teacher lays much emphasis on the instruction to bring up the speaking function for no good reason. In some schools native English speakers are teaching English as coteachers or assistants. And according to a attitudes prevalent in the language laboratory room, speakable or utterable English is very important. So these days we are confused at the tendency to emphasize speaking ability. However, because of limited English lesson classroom contact hours and large class size, we have many difficulties in instructing students individually or as a group and we have only a few classes that need training in order to speak.

For this reason, I will try to suggest a method that improves the function to be able to speak indirectly. The basic principles of the method are as follows: (i) the four skills have originally a deep interrelation;(ii) these four skills should be taught synthetically; and(iii) as we develop the instruction of the other three skills(skills of hearing, reading and writing) faithfully, we can develop the function of speaking if necessary. In other words, communication ability is not an ability related to a sentence level but an ability related to the connection of a series of sentences or utterances to form a meaningful whole. The construction ability of a meaningful whole, communication ability, is

deeply related to the four skills of listening, speaking, reading and writing. One of the four skills can not be excluded from communication ability.

As we have seen, even if we can fully understand the fact that the four skills are connected with each other, in the real education of English we rarely apply the importance of the interrelation. Hearing and reading skills which are receptive activities are input in the case of computer, and speaking and writing skills which are output can be developed as the result of input. Therefore, we must take much more time in practicing hearing and reading skills.

4.3. Effective hearing instruction

When we only hear a conversation or a statement, it is common that the information disappears in a second excepting the cases where we ask the speaker to repeat or we hear again the contents recorded in a tape. But in the case of hearing our own native language, we do not always understand all the contents which the speaker says from the beginning to the end, and only we communicate opinions with each other by grasping an outline or a gist. Of course, we often can not hear the gist of a speaker's remark because of other noise or a speaker utters contents with a language irrelevant to the hearer's comprehensibility. With the exception of this case, however, we usually do not ask again without reason. We can observe this kind of situation most frequently when a hearer is a baby or a teenager.

Therefore, in learning a foreign language a teacher should go through with his teaching principle that lets the students grasp the outline by understanding the main point exactly, and he should try to give the students many chances to hear a lot of listening materials as often as possible according to the students' level. As this activity is proceeded several times over and over again, I believe, the operation of direct listening and direct understanding will be accomplished in natural

form. Here the natural form is that even if one doesn't know all the contents, by the fact that he listen to the contents of a material continuously, the rhythm of the foreign language(English), intonation and stream of the language can be familiar to his ears and he can understand the intention of the speaker somewhat even if it is vague.

In order to build this training, the activity of listening training as well as the orientation about the contents heard must be presented in the beginning of the class in a school or a language institute. And I think it is still more effective to distribute the text to the students and to set the students the homework of repeated listening while reading. Anyway, regardless of whether a listening task or a reading task, a teacher should try to give the students more practice time to guess and understand the message which is being sent. Oxford(1990:90) states about the importance of guessing as the follows:

“Guessing is essential for listening and reading. It helps learners let go of the belief that they have to recognize and understand every single word before they can comprehend the overall meaning. Learners can actually understand a lot of language through systemic guessing, without necessarily comprehending all the details. Two compensation strategies relevant to listening and reading involve using linguistic and other clues.”

For example, even when we learn our native language at the beginning and we are not fluent in speaking, we always guess the meaning of the message approximately with linguistic or other clues. As this guessing strategy undergoes the process of failure and success, we can accomplish a complete understanding.

4.4. The effective reading instruction

When reading, according to how we read a written material, we can

classify largely into intensive reading and extensive reading. And in the lesson as a group instruction, according to the teaching method, loud reading and silent reading can be divided. And according to the speed of the reading, we can divide it into careful reading, which understands the meaning between the lines or unexpected meaning, and rapid reading, which grasps the general outline following the summary of a story. Among them, what I will describe is rapid reading silently and extensively.

First of all, if we observe the English lessons of middle school or high school, we can see that the same teaching method as it used to be a long time ago is still used. That is, a teacher lets the students read aloud and translate the contents of a textbook, which was authorized by the Ministry of Education, or the contents of a reference book used as a supplementary material. With this kind of teaching method, students are not interested in the English lesson and they will not be accustomed to either the extensive reading or the intensive reading ability. In other words, this method is far from the instruction of oral communication. Therefore, I will emphasize the importance of extensive reading. I would like to explain the instruction of extensive reading considering two cases: (a) one where reading activity is carried out during school hours; (b) the other where each student himself or herself carries out reading activity as an extracurricular activity.

First, in case that extensive reading is carried out all at once during the school hours, we can form the habit of learning task by sparing the same day every week (for example, the second class on every Tuesday) with this activity in the case of high school. Then, I suggest the sequence of extensive reading instruction during school hours.

- (i) A teacher in advance prepares a written material printed on the B4 size as many as the number of students. A written material which has introduction, development, turn and conclusion may be better. Before the printed material is distributed to the students, the teacher explains unfamiliar words or idioms for about ten to fifteen minutes

and the students practice them orally. Then, if it is necessary, the teacher can write them on the blackboard:

- (ii) Next, after the printed material is distributed to the students, the teacher lets the students write down their names. And the teacher calls upon students to use the reading strategies in order to understand the contents completely and he must instruct the students to put a mark by the 'stop' signal. In this case, the following reading comprehension strategies (see Table 1) can be used effectively:

<Table 1> The effective strategies of extensive reading

Strategy	How used
Creating mental linkages	Classifying or reclassifying new words into meaningful groups according to prefix, root, affix, or meaning, and placing new words into a sentence or context.
Getting the idea quickly	Searching for the main ideas(skimming) and the specific details of interests(scanning).
Elaboration	Encouraging students to make use of prior knowledge, both personal experience and real world, in making decisions about probable meaning.
Contextual guessing	Using context or linguistic clues at the sentence or paragraph to guess at meanings of unknown words.
Directed attention	Deciding in advance to pay attention to a learning activity and to ignore distraction.

- (iii) With the signal of the 'start', the students begin the silent reading but the time required is about ten to fifteen minutes, even if it changes according to the content of the text.
- (iv) With the signal of the 'stop', the students stop the reading task and the teacher at once collects the print.
- (v) And then, the teacher distributes the other print to check the comprehension of students, and the teacher lets the students write

their names and do the reading task. The questions about the contents, for example, may be (a) about topic word, title, main idea, and the intention of the author in English or in Korean; (b) to give True or False questions; (c) to fill in the blanks; and (d) to solve the other problems of the print.

(vi) After collecting the comprehension text, the teacher distributes the previous text, the reading material, to the students again and confirms the comprehensibility.

(vii) Finally, as an extracurricular activity the teacher instructs the students to read the written material as often as they can and stops the lesson.

In the other case, where extensive reading is carried out by each student freely during their self-studying, the teacher chooses the reading material (for instance, storybook, printed material and textbook and so on) and lets the student read it and submit a description of his impressions. I think it is a good method to have a test about the printed material. Anyway, it is necessary that the teacher checks the degree of the student's comprehension about the contents of the reading material at all costs.

4.5. Experimental research in reading comprehension

I made an experiment about the existence of the effect when I applied the silent reading task as the previous mentioned during school hours. The subjects were four classes among the second grade students of Kwangyang Girls' High School. The period of experiment was for about four months from October 1997 to January 1998. The lesson of the silent reading task was carried out twice per week. In other words, two lessons out of five English lessons per week were practiced with the silent reading activity. The teaching procedure followed the sequence of extensive reading in the previous section. The level of texts was similar to that of the simulated reading comprehension test executed by

high school students on a national scale. All subjects were given the reading comprehension test in English during the first week of class to provide baseline data on their reading ability. The reading passages of the test were quoted from the Simulated Scholastic Achievement Tests in 1996 and I made the questions to myself. The questions about the comprehensibility of the contents were made up of True/False questions and simple answering questions. The questions were printed mainly in written materials. The result of this experiment is as follows:

<Table 2>

Classification	Number	The reading speed (per 10 minutes)	The comprehensibility of contents (%)
Before the experiment	160	630 words	62.0
After the experiment	160	762 words	68.4

As the above seen, in the case of reading speed, on average, students read 132 words more per ten minutes and in the case of the comprehensibility of contents students improved 6.4 percent. This result proves that training through silent reading affected the reading speed and the comprehensibility. This experiment is a systematic method that emphasizes the work of silent reading. This method is very similar to that of reading the newspapers or magazines written in our native Korean languages. Therefore, if we analyze the ability of silent reading training, it is obvious that not only the speed of students' understanding of the contents increased but also the students were much more familiar with the word order, spelling, vocabulary and structure of target language(English).

In the end, if we read a paragraph or a text in order to understand the meaning of sentences, it is clear that silent reading is suitable. In

the case of reading aloud, a reader should pay attention to the correspondence of sound and letter as he hears his own voice. Because of this reason, he has difficulties in confirming repeatedly the meaning factors which are necessary for reading comprehension and he is prohibited from maintaining the memory necessary to associate the front and rear part. In addition to this, reading aloud certainly decreases the reading speed of a student and as a result he will be accustomed to reading the text word for word. This habit naturally decreases reading speed. In grasping the meaning of sentences speed is necessary to some degree. With the slow reading method, a reader pays attention to understanding the details of individual word or phrase, and he is hindered in the total association. Finally he has many difficulties in accomplishing the goals of reading.

4.6. Silent, extensive and speed reading

The present time is an age of overinformation and we must quickly discriminate and determine what the information around us means. Although the information consists of books, newspapers, magazines or pamphlets written in English, it is very important to improve the ability to read much information in a short time and to select the needed information. In order to make students read many sentences in a short time, a certain speed is needed. That is, the speed that lets the students understand the main point and makes them grasp the summary of a text on the whole. This is exactly the same as the new learning instruction method in grasping the outline or main point.

Next, I would like to add just a little more about reading speed. Speed reading largely consists of skimming and scanning. First, *skimming* is the way to read a text centering around the important parts. Second, *scanning* is a rough reading of a text because the method arranges limited information and tries to find out the part written in detail about the information. Cohen, D.(1990:81), the author of "Language

Learning”, states about these two reading strategies as follows:

“A type of reading that is often referred to but rarely discussed and drilled in depth in target language reading textbooks is skimming, whereby you do a rapid overall inspection of the text—with periods of close inspection—in order to get a sense of the content and organization of the text. You may well be calling upon skimming as a means for determining what material deserves a second, less hurried reading. The main purposes of skimming are:

- (i) to get the gist—that is, a basic impression of what is written,
- (ii) to identify the type of text and its status (e.g., fact, opinion, a report, hearsay), and
- (iii) to determine whether it is relevant to your needs.

Other forms of rapid reading include scanning—the locating of a specific symbol or group of symbols (e.g., finding a name or date in a text) and ‘search reading’—attempting to locate information when you are not sure of its form. For example, someone has told you that there is an article in yesterday’s newspaper about a topic of keen interest to you but you do not know how long it was or what part of the newspaper it appeared in. You do not even know if it is part of a larger article under another name.”

Therefore, if we more often apply the two reading strategies, skimming and scanning, in real school classes or extracurricular activities we can improve the abilities of silent reading, extensive reading and speed reading much better than expected.

V. Conclusion

In contemporary Korean high or middle school, instruction to improve the ability of oral communication is limited by temporal, physical and technical restrictions, as previously mentioned. For these

reason I think it is not proper more or less to try to improve speaking ability directly. So as we reinforce hearing and reading training which we Koreans think can be easily taught relatively speaking, we can improve speaking ability even if it is indirect. In short, as a result of this study I reach the following conclusion.

- (i) In order to improve the ability of oral communication, although 'how to speak the language' is important, 'what to say' is more important. So to speak, instruction to train fluency of speaking resources is necessary.
- (ii) In order to extend such ability, I think it is a shortest way to increase the amount and time of hearing and reading as receptive activities, that is, input, as much as possible.
- (iii) Especially, in the case of upper grade students, a matter of immediate necessity is to increase considerably the amount and time of reading as an extensive activity during school hours or extracurricular studying.
- (iv) In order to get the students to read a lot of materials, easy or comprehensible textbooks are suitable. When the students read comprehensible materials, they have the opportunity to reconfirm words or phrases learned before and are familiar not only with the connection between words but also sentence structure. About the simplified materials, Nation(1990:180) argues as follows in "Teaching and Learning Vocabulary":

"Simplified reading texts can be used to establish familiar vocabulary by repeated use in context; it reviews and fixes vocabulary already learned. The control of vocabulary increases the chances of repetition because a small number of words must perform many functions. Most simplified reading books—for example, the Ladder series, Longman's Structure Readers, and the Oxford Delta series—do not have the introduction of unknown vocabulary as a major aim but allow the learner to gain further

experience of known and partly known vocabulary and structures. And the supplementary reading book serves four purposes. It gives extra practice in reading; it reviews and fixes the vocabulary already learned; it stretches that vocabulary so that the learner is enabled to give a greater width of meaning to the words already learned; and lastly, by showing the learner that what he has learned so far really enables him to do something, it encourages him to press on with his study of the language."

- (v) By reading a lot of reading materials, the students will be familiar with words and structures, will be deeply interrelated to the contents of reading and will have much information about the language. That is to say, I am sure that the students will have cultural knowledge which is the resources of knowing what to say when it is needed by reading plenty of materials. This will improve the ability of oral communication indirectly.

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