

# The Impact of Recitation Approaches on the English Majors' Communication Proficiency

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**Abstract.** English majors, despite years of language study, often demonstrate a significant disparity between their language proficiency and communication skills. To tackle this issue, this study, based on the Input Hypothesis and the Output Hypothesis, explores the correlation between recitation input and communication output among 60 bilingual English major students. Using questionnaires and interviews as the main research methods, the study focuses on their current communication abilities and recitation input practices, with the aim of providing practical recommendations for enhancing communication skills through effective recitation input. The study reveals a positive correlation between recitation input and communication output. Students recognize the beneficial impact of recitation on their communicative proficiency. However, several challenges persist, including students' lack of motivation for recitation input and limited opportunities for communication practice. Consequently, their communication skills remain suboptimal. In response to these challenges, the author suggests diversifying recitation methods, selecting suitable recitation materials, and closely integrating recitation input with communication output.

**Keywords:** recitation input; communication output; correlation; English major.

## 1. Introduction

Since the Ministry of Education set the direction of improving the quality of curriculum teaching, universities have carried out different reform in curriculum setting. However, regardless of a variety of reform, the purpose is to build students into ideal, moral, educated and disciplined ones. From the perspective of knowledge acquisition, the teacher's role should be to teach students how to complete learning tasks independently and to improve their learning ability. Recitation, as a well-established and traditional learning technique, holds a significant place in the learning process. Scientific and reasonable usage of recitation can help learners improve their independent learning efficiency and accelerate the accumulation of knowledge. However, many a student may sink into a deadly cycle of "remembering and forgetting, forgetting and remembering", and over time students gradually lose their motivation to learn English under the strong psychological impact. Therefore, the thesis will explore how students view the recitation method and the frequency of using recitation, study the correlation between recitation language input and communication output of English majors, improve recitation input and achieve the purpose of acquiring a large amount of communication output.

In general, based on Krashen's input hypothesis, many scholars and foreign language teachers at home and abroad pay attention to the impact of recitation input on second language learners. Harmer believes that input is a prerequisite for output and a large amount of language input is very important for language learning (Harmer, 1988). Hu Zhuanglin highlights that input should neither be so far beyond learners' reach that they are overwhelmed, nor so close to their current stage that they are not challenged at all (Hu, 2009). You Qida points out that second language acquisition mainly relies on learners' input, absorption of language materials and repeated language practice (You, 2001: 41). Dong Wei and Fu Lixu point out that recitation plays a significant role in English teaching at university (Dong & Fu 2003: 57). Ding Yanren strengthens that text and paragraph recitation is conducive to better mastering of foreign languages (Ding, 2001: 52). In view of relevant researches conducted more on output and input in a theoretical aspect, this thesis probes to investigate the correlation between recitation input and communication output from a practical perspective.

The study is mainly divided into five chapters: the first chapter aims to comprehend the concept of input and output; the second and third chapters respectively introduce the definition of

communicative competence and the overall design of the research; the fourth chapter analyzes the relationship between recitation language input and communication output of English majors, summarizes the whole research, refines and reforms its own understanding of framework; and the last chapter reflects on the implications.

## 2. An Overview of Input and output

This part firstly introduces the theoretical foundation of input and output and then presents related studies on input and output hypotheses.

### 2.1 Definition of Input and Output

The term “input” used to describe the language that is available to learners which can be spoken or written. According to The Oxford English Dictionary, one definition of input is “time, knowledge, ideas, etc. that you put into work, a project, etc. in order to make it succeed”. One definition of output in the Oxford English Dictionary (2009: 673) is “the amount of something that a person, a machine or an organization produces” Input serves as the data which the learners must use to determine the rules of the target language (Ellis, 1986). As Gass asserted, “Lack of understanding, no learning can take place” (Gass & Selinker, 1994:162), it seems clear that the right kind of input is one of the significant elements for second language learners to acquire their second language. And Corder maintained that input referred to what is available to learners (Corder, 1967).

In line with Yule, the term “output” or “comprehensible output” will allow language learners use the language they know in a productive way (Yule, 2006). You Qida pointed that main forms of language output include question-answer, conversation, discussion, debate, translation, speech and so on (You, 2001). Some second language learners might be familiar with the situation in which the language they hear is totally incomprehensible. It means language learners are unable to understand that language they hear clearly, moreover, second language acquisition will not take place in this case.

### 2.2 Introduction to Input and Output Hypotheses

Krashen’s input hypothesis suggests that language acquisition occurs when learners receive messages that they can understand, a concept also known as comprehensible input. Krashen also suggests that this comprehensible input should be one step beyond the learner’s current language ability, represented as  $(i + 1)$ , in order to allow learners to continue to progress with their language development. The input ( $i$ ) plus the number of the level explains the relationship between the input and the use of what Krashen calls “extralinguistic information” to create  $(i + 1)$  (Krashen, 1982).

In a study conducted with Canadian immersion students, Swain has shown that even though students had received abundant comprehensible input in French and were somewhat fluent in the language they had still not acquired grammatical competence in the language. Swain suggested that “output” was the missing factor and called the concept “comprehensible output” and has been credited with first articulating what has come to be called the “Output Hypothesis”. It has been proposed that one possible way to explain for the lack of grammatical accuracy was that learners were not being pushed to produce language output. Swain hypothesized that learners in immersion settings were not “pushed” to a deeper analysis of the target language grammar because they could get their meaning across adequately without doing so. According to the ideas of Swain, people inclined to pay attention to the understanding of the meaning during the process of input but they would not be aware of the expression of forms. Only through the ways of output, the learners could be promoted to process the formal meaning instead of the simple semantic processing (Swain, 1985).

## 3. An Overview of Communicative Competence

The term “communicative competence” is comprised of two words, the combination of which means “competence to communicate”. Communicating effectively in a language requires the

speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. This understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. However, the realization of this level of knowledge and understanding is always a challenge for foreign language learners. They often struggle through their journey towards the achievement of this goal and are often met with many obstacles. Therefore, many arguments have been raised against designing language courses and programs for foreign language contexts to achieve this goal.

### 3.1 Definition of Communicative Competence

Dell Hymes introduced the concept of communicative competence in the 1960s. According to Hymes, communicative competence is one of the two kinds of competence that a communicator must develop to communicate effectively, the other one being linguistic competence. While linguistic competence refers to the production and comprehension of sentences that follow the rules of grammar, communicative competence refers to the production and understanding of statements or utterances within a particular context or situation (Hymes, 1972).

Hymes' ideas about communicative competence were later developed by Canale and Swain in 1980 who introduced a theoretical model of communicative competence. According to Canale and Swain, their concept of communicative competence refers to "the relationship and interaction between grammatical competence, or knowledge of the rules of grammar, and sociolinguistic competence, or knowledge of rules of language use" (Canale & Swain, 1980: 6).

The complexity of the notion of 'communicative competence' increased by the development of the term 'Communicative Language Ability' by Bachman in 1990. This term refers to both "knowledge, competence, and the capacity for implementing or executing that competence in appropriate contextualized communicative language use" (Bachman, 1990: 84).

### 3.2 Components of Communicative Competence

Canale and Swain (Canale & Swain, 1980: 11-32) have identified these four components of communicative competence. The first is grammatical competence, which includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation. The second is sociolinguistic competence, which includes knowledge of sociocultural rules of use. It is concerned with the learners' ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts. The third is discourse competence is related to the learners' mastery of understanding and producing texts in the modes of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of texts. And the last one is strategic competence, referring to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use of reference sources, grammatical and lexical paraphrase, requests for repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices.

### 3.3 Functions of Communicative Competence

Communicative competence is needed in order to understand communication ethics, to develop cultural awareness, to use computer-mediated communication, and to think critically. For example, a competent communicator will engage in turn taking when in conversations instead of interrupting. And a competent communicator would know when it is appropriate to ask questions to further the conversation, and read nonverbal feedback from the receiver to know when the conversation is over.

Communicative competence also plays a significant role in English learning. Communicating effectively in a language requires the speaker's good understanding of linguistic, sociolinguistic and socio-cultural aspects of that language. Communicative competence is important in higher education because language functions to enable students to acquire knowledge and skills in the various disciplines and to develop individuals into intellectual, social, and civic beings to the benefit of the

society. This understanding will enable him to use the right language in the right context for the right purpose and then he can be referred to as communicatively competent. However, the realization of this level of knowledge and understanding is always a challenge for foreign language learners. They often struggle through their journey towards the achievement of this goal and are often met with many obstacles.

## **4. Research Design**

There is a great number of methods of research, such as investigation, interview, questionnaire, etc. In regard to the correlation between recitation language input and communication output, the thesis carries out the research in form of questionnaire and interview, which is divided into the following four parts.

### **4.1 Research Questions**

This study is carried out for the purpose of finding out the following three questions: First, what is the general situation of English majors' communication output? Second, what is the current situation of English majors' use of recitation method? Finally, what is the correlation between the recitation language input and communication output?

### **4.2 Research Subjects**

On the basis of the second language acquisition theory and research, the thesis takes English Majors in Jilin International Studies University as research object and 60 students of English-French 1701 and 1702 of bilingual majors as examples. The author investigates the general situation of English majors' communication output and the current situation of English majors' use of recitation method. Finally, the correlation between the two will be further analyzed. Therefore, the thesis presents some implications of better use of recitation input based on the overall research in order to assist students to improving communication output.

### **4.3 Research Methods**

The thesis adopts the research methods of questionnaire and interview.

#### **4.3.1 Questionnaire**

There are totally 24 items in the questionnaire, with 7 items of students' general level of communication output, 7 items of students' overall use of recitation input, 8 items of correlation between the two and 2 items of respondents' subjective suggestions on better use of recitation input. In order to measure attitudes and opinions with a greater degree of nuance than a simple "yes/no" question, the author adopts the Likert scale template with a 5-point scale, which ranges from one extreme attitude to another. Typically, the Likert survey question includes a moderate or neutral option in its scale. In each question, five options are presented: never, rarely, sometimes, often, always. The respondents are supposed to choose the most suitable one among the five options. Through the survey information processing tool of "Questionnaire Star Platform", a total of 60 questionnaires in the survey were distributed online to English major students of research objects. And 60 valid questionnaires were collected.

#### **4.3.2 Interview**

In order to grasp individual feelings, the thesis adopts the structured interview, also known as the standardized interview. The interviewer asks the interviewees questions in turn according to pre-designed interview questions, including 6 questions for English major students and 4 questions for English major teachers. Besides, both the direct interview and indirect one are adopted in the thesis. For interviewees of students, the author asks the same 6 questions to randomly selected 4 interviewees face to face. Moreover, these 4 students range differently according to their GPA in past years, making

the interview more representative. For interviewees of teachers, the author asks the same 4 questions to 2 teachers online. Through interview, the author is looking forward to exploring diverse views on recitation from both teachers' and students' perspectives, which is helpful to grasp the instant feelings of interviewees. In this way, the interview may make up for the deficiency in questionnaires.

#### 4.4 Data Collection

A total number of 60 questionnaires distributed online were received through the information processing tool, with a collection of 100%. Interviews with both students and teachers were completed and recorded. The specific analysis is as follows.

### 5. Results and Analysis

Based on the overall questionnaires and the interviews, there are some results related to the survey, which are further presented in detail by the author in the form of tables in order that the intuitive results can be presented.

#### 5.1 Results

First of all, in regard to the general level of students' communication output, this aspect includes 7 questions (Question 1-7), which are as follows:

1. I think oral communication is always more difficult compared with listening, reading, and writing.
2. When in a debate, I sense the lack of related knowledge to support my view.
3. During the presentation, I feel nervous and anxious.
4. I add some Chinese expression into my daily English conversation.
5. I can comprehend a variety of materials in different topics, including academic materials in the field of my major.
6. I can communicate with others free and utter my opinions clearly.
7. I can criticize and analyze professional topics coherently, fluently and clearly.

Table 1 The General Level of Communication Output

Questions	Disagree	Disagree	Neither	Agree	Agree	Total
Totally			Agree Nor		Totally	Number
			Disagree			
1	2 (3.33%)	6 (10%)	12 (20%)	19 (31.67%)	21 (35%)	60
2	3 (5%)	3 (5%)	11 (18.33%)	24 (40%)	19 (31.67%)	60
3	2 (3.33%)	4 (6.67%)	7 (11.67%)	27 (45%)	20 (33.33%)	60
4	3 (5%)	4 (6.67%)	6 (10%)	24 (40%)	23 (38.33%)	60
5	12 (20%)	38 (63.33%)	5 (8.33%)	4 (6.67%)	1 (1.67%)	60
6	23 (38.33%)	21 (35%)	7 (11.67%)	7 (11.67%)	2 (3.33%)	60
7	23 (38.33%)	28 (46.67%)	7 (11.67%)	2 (3.33%)	0 (0%)	60

Table1 lists the result of students' general level of communication output. In terms of the first question, as shown in the table, 13.33% (3.33%+10%) of students disagree that oral communication

is more difficult, while 66.67% (31.67%+35%) of students agree that oral communication is more difficult than listening, reading and writing. Thus, it indicates that a majority of students feel that they perform worse in the oral communication.

In terms of the second question, only 10% (5%+5%) of students don't sense the lack of knowledge to support their views when in a debate, while 71.67% (40%+31.67%) of students sense the lack of knowledge to support their views when in a debate. Next comes the third question, 78.33% (45%+33.33%) of students feel nervous and anxious during the presentation. According to the fourth question, 78.33% (45%+33.33%) of students add some Chinese expression into my daily English conversation. Therefore, the sense of nervousness and anxiety during presentation and lack of related knowledge in a debate are encountered by a vast majority of students show that their knowledge input is quite deficient. Hence, abundant input is of necessity.

Question 5, 6 and 7 will be discussed together because they are closely related to English Majors' level required in Chinese Standards of English. In terms of Question 5, only 8.34% (6.67%+1.67%) of students agree that they can comprehend a variety of materials in different topics, including academic materials in the field of their major, while 83.33 (20%+63.33%) of them don't think so. Next comes Question 6, 73.33% (38.33%+35%) of students don't think they can communicate with others free and utter their opinions clearly. Question 7 shows that only 3.3% (3.33%+0%) of students can criticize and analyze professional topics coherently, fluently and clearly. According to Chinese Standards of English, English majors need to achieve the seventh level. However, only 3.3% of students can criticize and analyze professional topics coherently, fluently and clearly, also showing that the general level of students' communication level is not high.

In conclusion, as evidenced by the data presented in the table, it is evident that the level of students' communication output generally remains at a notably low level. Hence, it becomes imperative to underscore the need for an increased emphasis on enhancing students' communication output.

Secondly, with regard to the prevailing state of students' recitation input, this facet encompasses seven distinct inquiries (Questions 8 through 14), which can be delineated as follows:

8. I think recitation input method is useful to the English learning.
9. I think recitation is necessary in the advanced English courses.
10. I find recitation is difficult and dull.
11. I can recite the paragraph in English course on time.
12. I like reciting some well-known sayings.
13. I like reciting lyrics and lines in the movies.
14. I like reciting speeches of celebrities.

Table 2 The Current Situation of Recitation Input

Questions	Disagree Totally	Disagree	Neither Agree Nor Disagree	Agree	Agree Totally	Total Number
8	3 (5%)	4 (6.67%)	9 (15%)	16 (26.67%)	28 (46.67%)	60
9	4 (6.67%)	6 (10%)	15 (25%)	16 (26.67%)	19 (31.67%)	60
10	4 (6.67%)	8 (13.33%)	3 (5%)	32 (53.33%)	13 (21.67%)	60
11	5 (8.33%)	38 (63.33%)	9 (15%)	7 (11.67%)	1 (1.67%)	60
12	5 (8.33%)	7 (11.67%)	11 (18.33%)	18 (30%)	19 (31.67%)	60
13	1 (1.67%)	7 (11.67%)	8 (13.33%)	24 (40%)	20 (33.33%)	60

14	6 (10%)	1 (1.67%)	22 (36.67%)	21 (35%)	10 (16.67%)	60
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Table 2 presents the result of current situation of recitation input. In relation to the eighth question, as illustrated in the table, a substantial 73.34% (comprising 26.67% and 46.67%) of students concur that the recitation input method proves to be efficacious in facilitating English language learning.

Moving on to Question 9, a noteworthy 58.34% (26.67%+31.67%) of students hold the perspective that recitation is an essential component in advanced English courses. In comparison, a modest 6.67% of students express total disagreement with this assertion.

Regarding Question 10, a significant majority of 75% (comprising 53.33% and 21.67%) of students perceive recitation as a challenging task.

Subsequently, with respect to Question 11, an overwhelming 71.66% (8.33%+63.33%) of students believe they need help to successfully recite the text within the allocated timeframe during English courses. In contrast, only 13.34% (11.67%+1.67%) of students report their ability to complete the text recitation task within the specified time frame.

Questions 12, 13, and 14 collectively pertain to students' preferences regarding the materials they choose for recitation. As discerned from the tabulated data, 61.67% (constituting 30% and 31.67%) of students exhibit a predilection for reciting well-known sayings. Additionally, a substantial 77.33% (comprising 40% and 33.33%) of students express a preference for reciting lyrics and lines from movies. In comparison, 51.67% (comprising 35% and 16.67%) of students demonstrate an affinity for reciting speeches delivered by celebrities.

In general, a majority of students acknowledge the utility of recitation as a learning method that augments their English language acquisition. Furthermore, more than half of the student population regards recitation as an indispensable component of their English courses. Nevertheless, it is evident that recitation poses significant challenges and is often perceived as a monotonous task by a substantial proportion of students, thereby impeding its full effectiveness. Moreover, a considerable number of students engage in recitation with a passive attitude. As for students' enthusiasm for recitation, it is apparent from the data that factors such as the category, length, and choice of recitation materials play pivotal roles in determining their level of interest in this learning method. Consequently, the selection of appropriate recitation materials and the identification of effective memorization techniques still need to be solved in the realm of language learning.

Thirdly, with regard to the interrelation between the two aspects above, this section encompasses eight distinct inquiries (Questions 15 through 22), which are outlined as follows:

- 15 .Recitation can help correct my pronunciation and intonation.
- 16 .Recitation can help reduce my Chinese expression.
- 17 .Recitation can help enrich my discussion in academic topics.
- 18 .Recitation can help me increase the authentic English expressions.
- 19 .Recitation can help me add some rhetoric devices to the speech.
- 20 .Recitation can help decrease my anxiety and increase my confidence.
- 21 .I can share what I recited with my classmates.
- 22 .I can use what I recited timely in the daily communication output.

Table 3 The Correlation between the Two Aspects

Questions	Disagree Totally	Disagree	Neither Agree Nor Disagree	Agree	Agree Totally	Total Number
15	3 (5%)	6 (10%)	7 (11.67%)	23 (38.33%)	21 (35%)	60
16	2 (3.33%)	7 (11.67%)	10 (16.67%)	26 (43.33%)	15 (25%)	60

17	4 (6.67%)	8 (13.33%)	3 (5%)	32 (53.33%)	13 (21.67%)	60
18	5 (8.33%)	5 (8.33%)	6 (10%)	31 (51.67%)	13 (21.67%)	60
19	4 (6.67%)	9 (15%)	9 (15%)	20 (33.33%)	18 (30%)	60
20	4 (6.67%)	10 (16.67%)	10 (16.67%)	23 (38.33%)	13 (21.67%)	60
21	16 (26.67%)	28 (46.67%)	8 (13.33%)	7 (11.67%)	1 (1.67%)	60
22	19 (31.67%)	24 (40%)	9 (15%)	5 (8.33%)	3 (5%)	60

Table 3 shows the correlation of two aspects. As depicted in the table, a substantial 73.33% (comprising 38.33% and 35%) of students assert that recitation serves as a valuable tool for refining their pronunciation and intonation. Moreover, 68.33% (comprising 43.44% and 25%) of students concur that recitation contributes to a reduction in Chinese language influence in their English expression. Furthermore, 75% (comprising 53.33% and 21.67%) of students opine that recitation enhances their ability to engage in more comprehensive discussions on academic topics. A similar percentage, 73.34% (comprising 51.67% and 21.67%), of students, believe that recitation aids in the acquisition of authentic English expressions. Additionally, 63.33% (comprising 33.33% and 30%) of students acknowledge that recitation enables them to incorporate rhetorical devices into their speeches. Notably, 60% (comprising 38.33% and 21.67%) of students contend that recitation can alleviate anxiety while bolstering their confidence.

However, with respect to the final two questions, a mere 28.34% (comprising 11.67% and 16.67%) of students agreed their willingness to share their recited content with classmates. Furthermore, only 13.33% (comprising 8.33% and 5%) of students report the ability to integrate their recited materials into their daily communication output effectively. In summary, recitation is advantageous to a significant majority of students; nonetheless, challenges persist, and these will be expounded upon in the subsequent section.

Fourthly, concerning the respondents' subjective suggestions for optimizing the utilization of recitation input, this segment encompasses two specific inquiries (Questions 23 and 24), as delineated below:

23 . What kind of recitation material is your favorite?

24 . What is the biggest challenge for you when reciting?

Regarding students' preferred recitation materials, a predominant preference exists for reciting movie lines and catchy song lyrics, with a subset of students expressing an affinity for English poetry. On the subject of the most substantial challenge encountered during recitation, a majority of students cite susceptibility to distractions when dealing with text-related materials, along with difficulties in retaining memorized content over an extended period.

In conclusion, insights gleaned from interviews with both students and the teacher underscore the indispensability of recitation within the context of English learning and teaching. Of the four interviewed students, two acknowledge that recitation positively contributes to their performance in English competitions. Another student finds recitation instrumental in augmenting her conversational repertoire, thereby alleviating anxiety and discomfort when engaging with foreigners. The final student, while acknowledging the arduous and monotonous nature of recitation, ascribes value to the completion of recitation tasks within the course of study. As for the interviewed teachers, both concur on the unequivocal significance and advantages conferred by recitation. Further comprehensive

analysis of the correlation between recitation input and communication output will be presented in the ensuing section.

## **5.2 Analysis of Correlation between Recitation Input and Communication Output**

The research findings from both the questionnaire and interviews indicate a discernible correlation between recitation input and communication output. However, when is the correlation positive? Moreover, when is the correlation negative? More detailed analysis will be seen in the following sections.

### **5.2.1 Positive Correlation**

The research findings and data robustly support the presence of a positive correlation between recitation input and communication output. This relationship is characterized by dialectical interplay, where the two facets are mutually complementary and reinforcing. The role of recitation input in language learning is to expose learners to and help them comprehend language, thereby activating the language acquisition mechanism. Simultaneously, communication output serves to reinforce and facilitate language input, aiding students in overcoming communicative barriers.

For instance, the results of Question 20 indicate that recitation can alleviate the nervousness and anxiety of a majority (60%) of students, making communication more effective. Furthermore, Question 17 reveals that through recitation, a significant number (75%) of students witness improvements in their overall communication skills, encompassing pronunciation, intonation, and the acquisition of authentic English expressions, displacing Chinese linguistic influences.

The interviews with four students, including Sun and Chen, emphasize the pivotal role of recitation in their success in debate competitions and speech contests. Recitation equips them with substantial professional knowledge and serves as a valuable resource for their academic output. Additionally, student Wang highlights how reciting lines from movies and song lyrics enhances the breadth of topics in casual conversations with foreigners, fostering friendships. The process of striving to adapt to the pronunciation of explicit words during recitation contributes to the development of a muscle memory that helps in overcoming the fear and anxiety associated with speaking English, as noted by student Wang. Student Shi underscores the necessity of recitation in course study despite its inherent challenges.

The insights provided by English teacher Mrs. Tian underscore the role of text recitation as a form of input that aids students in grasping the main ideas of a text. This process entails the selection of passages that best encapsulate the text's central themes or employ eloquent language. It is acknowledged that language teaching involves the accumulation of knowledge, and the memorization of well-selected words and phrases during recitation contributes significantly to language sense and communication skills.

Moreover, English teacher Mrs. Zou reinforces the indispensable role of recitation in enhancing students' communication output. She underscores that to produce appropriate language output, students require a rich reservoir of expressions in English, a reserve that recitation effectively enlarges. In summary, recitation is highly beneficial for English majors, enhancing their capacity for practical expression and improving their overall communication skills. In the realm of English learning, recitation input invariably contributes positively to students' communication output.

### **5.2.2 Negative Correlation**

The research and data analysis underscores the general benefits of recitation in students' English learning. However, a prevailing issue is that a significant portion of students approach recitation with a passive attitude. This passivity becomes evident when examining the combination of recitation input and communication output.

Results from Questions 21 and 22 reveal that only a tiny minority (28.34%) of students have cultivated the natural habit of sharing their recited materials with classmates, and an even smaller percentage (13.33%) can promptly apply their recitations to communication output. In essence, the

reciprocal relationship between recitation input and communication output has yet to be established for most students. Consequently, despite extensive recitation efforts, many students need help to retain the learned content, thereby failing to harness the potential of recitation for improved language output fully.

Furthermore, interviews with students shed light on specific challenges related to recitation. Student Sun, while finding recitation itself manageable, needs help in retaining the content for an extended period. Student Shi acknowledges a need for more motivation for recitation, particularly with regard to lengthy and less engaging materials, leading to passive participation. Student Chen recognizes the necessity of recitation but perceives limitations in its application. Student Wang expresses challenges in forming a consistent recitation habit.

English teacher Mrs. Zou highlights a common problem in the recitation process, where students need help to employ effective methods to facilitate their recitation. She recommends that students initially appreciate and analyze the selected textbook content, as a thorough understanding can simplify the recitation process. Mrs. Zou emphasizes that recitation is not a one-time task; repetition and review play significant roles in mastery.

Moreover, English teacher Mrs. Tian notes that many students need help to recognize the importance of recitation, which affects their motivation thoroughly. She underscores that any learning process adheres to specific rules and time limitations. Students are encouraged to overcome their passive attitudes and engage more proactively.

In summary, while the benefits of recitation for English learning are evident, there is a pressing need to enhance students' motivation and active engagement in the recitation process through diverse methods. Addressing passivity and fostering effective recitation strategies can help students derive maximum benefit from this valuable learning technique.

## 6. Implications

Recitation serves a dual purpose as both a means of practicing language rules and a mechanism for accumulating language materials. In the pursuit of language proficiency, the memorization of fundamental words, phrases, and sentences is essential. Recitation has emerged as the most effective approach for achieving accurate memorization of diverse language materials. While it is a time-honored method of language input, it continues to be regarded as the optimal pathway for language acquisition.

Drawing from the research findings and their analysis, the author endeavors to offer some implications for English majors concerning the synergy between recitation input and communication output.

### 6.1 Adopting Diverse Methods of Recitation

Learning the English language, akin to acquiring other skills, follows a process of habit formation, evolving from mechanical imitation to proficient application. Hence, it is imperative to foster student engagement and activity through the implementation of diverse recitation methods within the classroom setting.

Primarily, the content of recitation can be initially presented by the instructor as a model, serving as a benchmark for students to emulate progressively. This approach enables students to acquaint themselves with authentic spoken language, which they can subsequently employ in future communicative endeavors.

Secondarily, educators may diversify recitation practices by incorporating various modalities such as individual recitation, peer recitation, or group recitation. Students are encouraged to adapt recited materials into scripts, dialogues, or other relevant formats. Additionally, integrating role-playing, interactive games, and competitive elements can enhance students' enthusiasm and engagement.

Furthermore, instructors should harness the multimedia teaching resources at their disposal, leveraging school-provided multimedia equipment to make oral recitation materials more tangible

and aesthetically appealing. For instance, teachers can select movie dialogues as oral recitation material, allowing students to dub these dialogues to infuse an element of enjoyment and communicative depth into the recitation process.

Lastly, upon assigning oral recitation tasks, timely assessment and feedback by the teacher are vital components of the learning process. Evaluation methods can encompass in-class random checks or post-class follow-ups. Modern communication tools, such as WeChat and QQ groups, can be employed to assess students' progress promptly. Students may be tasked with reciting sentences from a designated paragraph individually, facilitating effective monitoring and encouraging successful completion of recitation assignments.

## **6.2 Selecting Proper Reciting Material**

An integral facet of English language instruction involves facilitating students' adept use of the target language, explicitly focusing on enhancing their oral expression. An efficacious approach to achieving this objective is through the practice of recitation. The selection of language materials earmarked for recitation should be judiciously undertaken, with an emphasis on materials that exemplify linguistic standardization, lexical precision, eloquent sentence construction, and fluid syntactical coherence. These materials serve as exemplars for students' English communication endeavors, enabling the development of their linguistic acumen, speaking proficiency, and, ultimately, their expressive capabilities.

Pedagogically, instructors must be discerning in their choice of materials, with an acute consideration of practical utility. Optimal recitation materials should encompass not only written content but also accompanying audio components featuring impeccable pronunciation. Such materials concurrently facilitate the cultivation of correct speech intonation and foster enhanced listening skills, catering to the imperative need for authentic and natural linguistic accumulation. The texts commonly incorporated into college-level English courses align with the overarching linguistic objectives for college students. Therefore, text recitation is an indispensable pedagogical tool, as the vocabulary, intricate sentence structures, and discourse patterns therein are strategically curated to facilitate emulation and active utilization by learners.

Furthermore, engendering students' enthusiasm for English language learning constitutes a paramount objective, as interest serves as the wellspring of motivation. Notably, students frequently possess varying proficiencies in English upon matriculation into university, with a substantial cohort exhibiting apprehension or disinterest in the language. Consequently, it becomes incumbent, from the outset of students' exposure to English communication at the university level, to meticulously unearth, invigorate, and nurture their enthusiasm for communicative practice. Based on the analysis of subjective responses from questionnaires, it is evident that a majority of students are inclined towards reciting materials of an engaging nature, such as movie dialogues, song lyrics, and renowned aphorisms. These selections are favored for their brevity and inspirational character. Consequently, within the classroom milieu, educators can proffer English songs, particularly timeless classics, and easily digestible pop compositions, as well as English films for students to savor. These materials inherently captivate students, enabling them to appreciate the melodious beauty of lyrics and surreptitiously assimilate linguistic elements while singing along.

## **6.3 Binding Recitation Input Closely to Communication Output**

The research underscores the intrinsic correlation between recitation as an input method and the ensuing communication as an output facet within the language acquisition process. However, the findings elucidate a prevailing disconnect, wherein a majority of students falter in amalgamating these two crucial components, inadvertently ensnaring themselves in a repetitive cycle of recitation and subsequent forgetting. This cyclic pattern diminishes the efficacy of recitation as a vehicle for English language acquisition. Thus, it becomes imperative to establish a robust synergy between these two dimensions.

Primarily, students should extend their linguistic horizons beyond the confines of class-assigned texts, actively fostering their communicative competence by immersing themselves in English-rich environments. To this end, students can form daily study groups comprising 4 to 5 individuals, facilitating the exchange of current news topics through group discussions in English. Engagement in various activities such as debate contests, speech competitions, and theatrical performances further augments their proficiency.

Secondly, the act of imitation holds paramount importance in this context. It is imperative to recognize that recitation serves as a means to an end, with practical communication being the ultimate goal. When reciting speeches delivered by celebrities or public figures, students should strive to not only replicate the words but also emulate the nuances of pronunciation, intonation, and even gestures. Effective communication is an inherently dynamic process, and such mimicry enriches the expressive quality of their interactions.

Thirdly, eschewing rote memorization is advisable. When reciting excerpts from classical novels or dramatic works, students should endeavor to internalize the contextual backdrop surrounding the content. This approach enhances their language database, providing a reservoir of diverse materials that can enrich the substance of their communicative endeavors.

Finally, students should embrace the inevitability of occasional errors during recitation. The reciprocal nature of the process dictates that increased recitation leads to a reduced likelihood of communication-related difficulties. Therefore, students should be quick to share their recitations with others, recognizing that this iterative process fosters growth and fluency in English communication.

## 7. Conclusion

In conclusion, the process of learning English is notably influenced by the interplay between recitation as a language input method and subsequent communication as an output skill. These two facets synergize and mutually reinforce each other, underscoring their paramount significance in students' communicative competence.

The findings of the survey reveal that while many students acknowledge the indispensability of recitation in English learning, a considerable majority still grapple with effectively integrating recitation input and communication output. The overarching objective of this thesis has been to enhance students' communication skills through the practice of recitation. To realize this objective, students must initially immerse themselves in an extensive corpus of target language material, thereby accruing substantial input. This entails exposure to a diverse range of linguistic materials in the target language, facilitating the reception and assimilation of linguistic information. Through this process, English learners can amass a voluminous reservoir of language data in their cognitive lexicon, subsequently engaging in the processes of editing, organization, internalization, and further refinement of the recited content. Ultimately, this accumulated linguistic knowledge becomes a versatile resource that can be harnessed in various forms of communication, enabling individuals to convey their thoughts and engage with others effectively.

Nonetheless, this study does exhibit certain limitations. Specifically, the size of the questionnaire sample was relatively modest, thus potentially limiting the generalizability of the findings to a broader student population. Additionally, the number of interviewees may need to encompass a sufficiently diverse range of perspectives and experiences. These constraints indicate that further research endeavors should address these shortcomings and provide a more comprehensive understanding of the intricate relationship between recitation input and communication output in English language learning.

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