

# The Promoting Effect of Elementary School English Extracurricular Reading on the Improvement of Oral English Practice

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**Abstract:** *In contemporary elementary school English education, reading plays a significant role in developing reading abilities. The emphasis on cultivating reading skills for young students discourages rote memorization and promotes a flexible education approach that encourages effective reading, enjoyable reading, and expansive reading to enhance oral language proficiency. As globalization continues to advance, the importance of English oral skills becomes increasingly evident. For elementary school students, extracurricular reading is a highly effective method for improving their oral language skills. This paper explores the role of extracurricular English reading in promoting oral language practice.*

**Keywords:** *Elementary school English, Extracurricular reading, Oral language, Effectiveness*

## 1. Introduction

Extracurricular reading provides elementary school students with a wealth of language resources, including vocabulary, phrases, and idiomatic expressions. These resources can be applied in oral language practice, making students' oral expressions more authentic and precise. Through extracurricular reading, students are exposed to language expressions in different contexts, allowing them to better grasp language patterns and enhance their oral language proficiency. English, as a global language, plays an increasingly vital role in today's society. For elementary school students, the cultivation of English oral language skills is of paramount importance. Extracurricular reading, as a crucial component of English learning, has a positive impact on enhancing oral language practice. This paper explores the influence of extracurricular English reading on oral language practice and provides corresponding recommendations.

## 2. The Role of Elementary School English Extracurricular Reading in Enhancing Oral Language Practice

### 2.1. Promoting Stress-Free English Oral Language Development

In the current development of elementary school English, China has shifted its focus towards the substance of English rather than its form in recent years. The goal is to ensure that students derive benefits from learning English and can apply it in real-life situations. However, the heavy academic workload remains a major source of stress for elementary school students. The English curriculum requires a substantial foundation, which often results in an overwhelming workload for students. Many students spend a considerable amount of time on English subjects, even participating in extracurricular English activities, yet fail to achieve tangible results. Therefore, the transformation of elementary school English education is an urgent issue. The arrangement of English tasks and teaching processes should not excessively emphasize quantification but instead should proceed step by step. Incorporating extracurricular reading can enhance students' interest in English and effectively promote oral language development. Interactive communication should be given a significant role in teaching, fostering a model of self-exploration and communication with others. Students should learn through critical thinking. Integrating extracurricular reading can promote oral language development and familiarize elementary school students with oral communication [1]. The diversity of extracurricular teaching arrangements is essential for educational transformation, aligning with the core educational philosophy. The inclusion of extracurricular reading promotes oral communication and a variety of knowledge,

making teaching more focused on practical communication.

### ***2.2. Promoting Student Autonomy in Oral Language Practice***

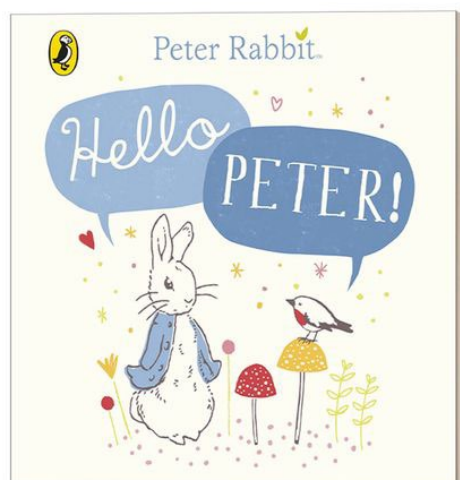
The renowned educator Mr. Tao Xingzhi once said, "Knowledge is the key to action, and education should open another door, enabling the learning process to be applied from the perspective of thinking, gaining, and understanding." His main point is that the essence of student learning does not lie in direct teaching by teachers but in indirectly helping them develop a sense of self-learning. When students have their own thoughts and learning motivations, they can achieve tremendous results. This principle also applies to the arrangement of teaching tasks. The incorporation of extracurricular reading not only helps improve elementary students' English abilities but also encourages them to develop a habit of spontaneous learning. This approach makes the English classroom truly valuable and captivating, rather than adding to the pressure. The necessity of integrating extracurricular English reading lies in the fact that it promotes students' self-directed learning abilities, leading to autonomous learning behaviors. It genuinely ignites interest and motivation, transforming task-based learning into independent exploration. This is the key to educational transformation.

### ***2.3. Fostering Elementary Students' Interest in English Oral Language***

For students, the heavy academic workload has led to a one-sided approach to learning English, where exercises and tests become the core of English education, lacking a genuine understanding of the language. The essence of English education lies in its quality, not overburdening elementary students with tasks. By integrating extracurricular reading to enrich the learning content, it effectively stimulates elementary students' interest in oral language practice. In the organization of English teaching, emphasis on efficiency, interest transformation, encouragement of autonomy, and promotion of teaching is essential for the development of core competencies. The construction of English education should focus on creating a relaxed atmosphere to alleviate students' stress. Quality-oriented English teaching, particularly oral language practice, is crucial [2]. The curriculum should be adjusted, and extracurricular reading can effectively replace high-pressure assignments, making elementary English education more engaging, practical, and relatable to everyday life. This will greatly facilitate the development of oral language practice by reducing students' pressure and simplifying complex learning materials through lively stories. Incorporating enjoyable stories will deepen the impression of English and make oral language practice more practical, diverse, and colorful.

## **3. Main Strategies for Enhancing Oral Language Practice through Elementary School English Extracurricular Reading**

### ***3.1. Creating Oral Language Scenarios through Extracurricular Reading***



*Figure 1: Extracurricular Reading Book "Hello, Peter".*

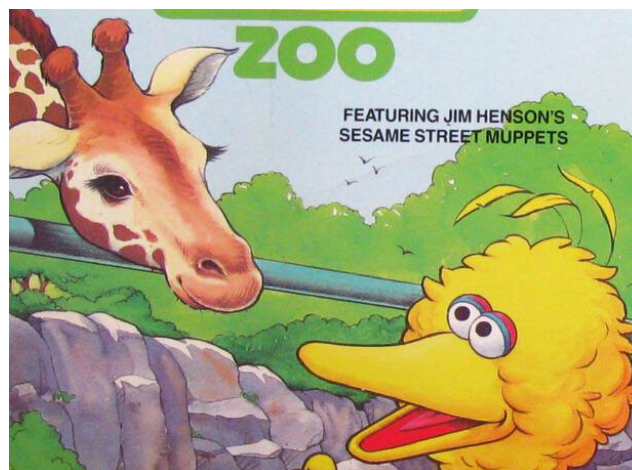
The inclusion of extracurricular reading can provide a better context for oral language development. This involves applying dialogue scenes from extracurricular books to real-life situations, which is a more intuitive teaching method that transforms content into scenarios to achieve educational goals. This teaching approach is straightforward, easily comprehensible, and readily accepted by students. It is also a commonly used teaching method in oral language application within the context of situational education [3].

For instance, in the extracurricular book "Hello, Peter" (Figure 1), which mainly revolves around the protagonist Peter's day, from going to school to his family life, the scenarios in the book can be applied in the teaching environment. For example, when an English teacher is teaching students how to greet each other, they can draw inspiration from the extracurricular book. In the dialogue from "Hello, Peter," we can see the scene where two characters, Lily and Peter, greet each other, saying, "Hello! How are you?" "Fine. Thank you." These are expressions of mutual greetings between two people. Understanding this in a real-life context can be somewhat challenging, but when students see a real dialogue scene, they can learn English through the context. You can create a scenario where Lily and Peter meet, allowing students to take on the roles and practice their oral language by emulating the dialogue from the reading [4]. This fosters a relaxed atmosphere for learning, making it easier for students to understand both oral language and the content of extracurricular reading.

Similarly, in the extracurricular book "Hello, Peter," the unit titled "The Supermarket" primarily explains Peter's shopping experience. Teachers can simulate a supermarket environment and have several students play the roles of shoppers and store personnel. They can engage in dialogue. For instance, when Peter wants to buy a cup, he can say, "How much are those cups?" and the supermarket staff can respond, "They are twenty-one yuan," to which the students can reply, "Oh, too expensive." This scenario design allows each student to take on the roles of shoppers and employees when they enter the supermarket [5]. This helps them remember not only their dialogue but also the manner in which communication occurs in such scenarios. Oral language practice primarily consists of dialogues, and the inclusion of extracurricular reading enriches the dialogue content. This kind of dialogue format is something elementary school students enjoy and excel at because it can spark their enthusiasm and help them better understand life. It transforms learning into a practical application, which is the fundamental purpose of English learning. Therefore, the integration of extracurricular reading enhances the themes of oral language practice by bringing the stories from the book into real-life conversations and gradually strengthening the oral language abilities of elementary school students [6].

### ***3.2. Enhancing the Enjoyment of Oral Language Learning through Creative Use of Extracurricular Reading***

Using extracurricular reading as a reference and incorporating a game-based approach can make oral language learning lively and enjoyable. By creating vivid scenarios, students can experience happiness in their learning [7]. Elementary school teachers can use the game format to enhance students' imagination and on-the-spot response abilities, making the reading material come to life. Instead of being confined to the pages of a book, the content becomes dynamic and seamlessly integrates with oral language practice. This approach allows for the fluid expression of oral language content while simultaneously inspiring students' motivation to learn.



*Figure 2: Extracurricular Reading Book "Zoo".*

For example, when leading students to read the extracurricular book "Zoo" (Figure 2), which primarily revolves around engaging and lively stories about the zoo, this can be used as a starting point to arrange a game. The teacher can provide each student with a word card. When the teacher mentions the names of animals, the students need to react immediately and mimic the characteristics of that animal through actions. For instance, when the teacher says, "monkey," the students should enthusiastically imitate how a monkey behaves, as the book vividly depicts the expressions of the monkeys. In this way, students have a source of inspiration and can effectively apply the content of the book. Oral language practice is not limited to everyday conversations; it also requires a certain level of vocabulary proficiency. In traditional elementary school English classes, assigning students a large amount of vocabulary memorization can create resistance. However, when extracurricular reading content is integrated and stories are turned into games, students can learn vocabulary while playing. This approach effectively promotes students' understanding of the basics of oral language and expands their English horizons [8].

### 3.3. Enriching Extracurricular Reading Content to Enhance Oral Language Resources

In everyday English learning, students encounter many outstanding foreign reading materials, such as familiar fairy tales like "Snow White" and "Cinderella." These materials can be adapted to suit the elementary school stage, allowing students to explore foreign cultures. Furthermore, extracurricular reading content is diverse, covering various aspects of life, art, music, and more. When these diverse types of extracurricular reading materials are incorporated into daily life, they provide interesting elements that can enhance oral language resources. This makes oral language application more diverse and colorful [9].



Figure 3: Extracurricular Reading Book "The Little Prince".

For example, the most famous French extracurricular reading book in English, "The Little Prince" (Figure 3), uses the adventures of the Little Prince to portray different colors of life. It allows elementary school students to understand the story behind simple English dialogues. This type of elementary school book doesn't focus on the difficulty of vocabulary but uses a wealth of pictures and illustrations to depict the beauty of the story, making the use of English more interesting and vivid. This aligns with the ultimate goal of education. In story-based reading materials, teachers can find interesting segments and have students engage in simple exercises and performances [10]. The extensibility of these English reading resources can broaden the horizons of elementary school students, allowing them to explore foreign literature content and enrich their knowledge. Using engaging and interesting stories, this approach enhances their motivation for oral language practice. The integration of extracurricular reading opens up a broader world through language, enabling students to understand foreign cultural backgrounds and content. Through literary reading materials, it truly enhances their life values. This is the key to English education, and oral language practice is fully integrated with reading to expand the depth of knowledge, making oral language resources more abundant.

## 4. Conclusion

In summary, extracurricular reading in elementary school English plays a positive role in enhancing oral language practice. Through extracurricular reading, students can access rich language materials,

develop a good sense of language, and provide authentic contexts, thereby effectively improving their oral expression abilities. However, this study still has certain limitations, such as a small sample size and a relatively short experimental period. Future research can further explore how to optimize the selection of extracurricular reading materials and how to better integrate extracurricular reading with oral language practice to enhance students' English oral language abilities. The integration of extracurricular themes can enrich the content of oral language practice, and for elementary school students, engaging and lively teaching methods are more likely to ignite their enthusiasm for learning. Therefore, the inclusion of extracurricular content and the diversification of teaching methods are key to promoting the efficient application of oral language skills.

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