

A Study on the Use of Recitation Input to Improve Students' Oral English expressions

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Abstract

Oral ability is a crucial part of English teaching. It is not only the key to language learners to communicate effectively in English, but also an important indicator to measure the effectiveness of English teaching. Under the background of deepening globalization, cultivating students' oral English expression ability has become one of the core goals of English education. However, the traditional oral teaching mode often faces many challenges, such as a single teaching form, low student participation, insignificant teaching effect and other problems. To overcome these challenges, the educational community is constantly exploring new teaching methods aimed at improving students' oral English proficiency. Among them, recitation, as a traditional learning method, has attracted the attention of English education researchers again because of its unique advantages in language input and language sense cultivation. Especially in the framework of the "input hypothesis" theory, recitation is considered as an effective way to promote language acquisition.

This paper aims to deeply explore the theme of "the application of recitation input method in improving students' oral English expression ability". Through systematically combing and analyzing the existing literature, this paper will comprehensively show the research status and development trend of recitation input method in oral English teaching from the theoretical basis, practical application, teaching strategy and other dimensions.

Keywords

Recitation Input; Oral English expressions; English teaching

1. Introduction

1.1. Background of The Study

With the overwhelming process of globalization, our country is getting much more involved in international trade and other multinational activities. Thus it made it even more important for people to acquire oral English skills to communicate with foreigners. Together with the advocating of quality-oriented education, people tended to pay more attention to oral English proficiency. Teachers and experts have

been trying to find out methods to improve students' oral English proficiency. Oral English learning is gaining popularity among secondary school students. Besides, oral English expressions also play an important part in English learning. The aim of English, as many languages, is to help learners communicate with others, and the aim of oral English teaching is to develop students' communication competence. High school English curriculum standards for students' oral ability is to cultivate students' ability to speak English in different situations. However, many teachers pay little attention to oral English as it is not tested in the exam. In secondary schools, most students are afraid of speaking English due to their poor oral English.

Recitation, as a traditional method in language learning, is an effective learning method that adopts a lot of imitation. Learners can get familiar with many new structures, collocations, vocabulary, and even improve their language sense. Recitation can be a kind of comprehensible input on condition that the recitation tasks are scientific, that is, under the guidance of language meme transmission and Krashen's Language Input Hypothesis.

1.2. Purposes and Significance of the Study

1.2.1. Purposes of the Study

Based on the assumption that recitation can improve the students' accuracy and fluency of oral English expressions, the thesis aims to explore teaching methods where recitation input can be used to improve students' oral English expressions more effectively. Reviewing the relevant theoretical research of recitation, combining with the objectives of English curriculum, there are mainly two purposes in this study.

First, this study aims to figure out problems existing in the teaching of English speaking. In reality, most secondary school students are not interested in English learning and lack of motivation. They must get a sense of achievement in English learning. In the process of reciting output, students will have a great improvement in their self-confidence after memorizing the complete short dialogue, which is also of great help to develop their learning confidence and get rid of learning anxiety. Besides, most students are unwilling to speak English because they are afraid their pronunciation is laughed by other students. Recitation input is a helpful way to reduce students' anxiety, enhance their confidence and make language input more effective. Furthermore, students have few chances to communicate with others in English after class due to lack of speaking environment. Additional factors such as lack of learning time, negative transfer of native language also contribute to poor oral English expressions. In a word, due to various subjective and objective reasons, such as the lack of learning interest and English communication environment, oral English ability is an urgent need to make up for most middle school students.

Secondly, this study aims to explore how to apply recitation input to improve stu-

dents' oral English expressions. With the continuous development of information technology and the proposal of new curriculum objectives, recitation input has a new era conditions, and a richer teaching forms. By exploring the theoretical basis of recitation input, and combining with the academic research and classroom teaching practice of previous scholars, this paper puts forward some suggestions on the application of recitation input in the classroom.

1.2.2. Significance of the Study

Recitation input plays an important role in improving students' oral English expressions. As time passes by, however, the theoretical basis and the form of recitation input is more diverse than before. This study focuses on how to better use recite-type input to improve students' oral English ability, which is conducive to better organizing English classes and promoting the improvement of students' oral English ability. The significance of this study is mainly reflected in the following points.

First of all, this paper is conducive to improving students' efficiency of the learning spoken English. Recitation input can reduce the anxiety of learning and enhance the confidence of English learning. Anxiety is a concern-like response or a tendency for self-esteem to be potentially threatened. The relationship between anxiety level and the efficiency of second language acquisition (Second Language Acquisition) can be expressed by the inverted "u" curve. Too high or too low anxiety level is bad for learning, and only moderate anxiety has the effect of stimulating the engine. The emotional anxiety hypothesis is that the emotional state or attitude of the second language learners, such as motivation, confidence, and anxiety, can affect the input necessary for acquisition (Krashen and Terrel, 1970). Recitation is a very familiar method for Chinese students. They have the experience of reciting Chinese classical poetry and prose since childhood, so they are willing to accept this input method and will show certain interest and confidence. Recitation input can also help teachers to create a better relaxed and happy learning environment for students, so as to reduce the anxiety degree of students, enhance their learning motivation, improve their interest in learning, and promote students to accumulate the language knowledge necessary for oral output.

Secondly, this paper is conducive to the achievement of the English curriculum objectives. English curriculum put much emphasis on students' ability to speak English in diverse contexts. Recitation input is conducive to overcoming the negative migration of mother tongue and correcting Chinglish. According to the theory of second language acquisition, language transfer refers to the influence of mother tongue on second language or foreign language acquisition, which is divided into positive migration and negative migration, positive migration that promotes acquisition and negative migration that hindering acquisition. Chinese students are easily influenced by negative phenomenon for lacking of environment to speak English in China. Most of students cannot gain enough English input, like English idioms, English vocabulary, plus grammar to fabricate sentences, which caused the emergence

of Chinese English, eventually reduce students' English communication ability and their tendency to speak English in Chinese way. For example, "My grandmother's body is very healthy.", this sentence is a literal translation of the Chinese thinking "my grandmother's body is very healthy" (should be: My grandmother is very healthy.). Another example is: "We should serve for the people heart and soul." in Chinese "serving for..." is an intransitive verb, while in English the transitive verb serve (should be: We should serve the people heart and soul.). But through recitation input, students can learn lots of accurate and authentic English sentences, paragraphs or texts, thus, they can create their own language, which is conducive to the achievement of the English curriculum objectives.

Thirdly, the paper can promote exploration and innovation of the teaching mode. By sorting out the theoretical basis of recitation input, combining with the practical teaching practice and the conditions of new era, this paper further explore application of recitation input in oral English teaching, including when to conduct, how to conduct, what tools can be used to conduct recitation input, etc. For example, with the development of information technology, lots of online apps, multimedia, etc. appear as useful tools for students to learn oral English.

2. Literature Review

2.1. Recitation Input

2.1.1. Recitation in Foreign Study

A crowd of researchers and scholars have studied the effect of recitation input in second language learning. The process of language acquisition is accomplished by giving learners a certain amount of language input. Teachers should offer students sufficient language input. (Krashen, 1985) SQ3R learning methods that encourage recitation are put forward: SURVEY-QUESTION-READ-RECITE-REVIEW. (Robinson, 1970) He thought it would take more time to remember and recite English materials. Recitation teaching can help students learn to reduce the interference of mother tongue in second language acquisition. Besides, recitation can help learners express their thoughts completely in authentic English and develop their sense of speaking English and promote the all-round development of speaking and writing ability. Cook (1994) mentioned the important role of recitation in language learning. [COOK G U Y. (1994). On the Recitation of Poetry by Language Learners[J]. *Re-humanizing the Language Curriculum*, 27.] He thought that recitation can bring both pleasures and benefits. Recitation can add to a learner's confidence, enabling them to speak fluently and with the certainty of being correct, even when their own productive skills are undeveloped, thus freeing them from the hesitancy and doubt which attend their own production of language. The use of Survey-Question-Read-Review-Recite-Reflect (SQ4R) method is conducive to shaping students into independent learners. [Moon R C, Kwan S H. (2022). Improving students' intensive reading ability by using survey-question-read-review-recite-

reflect method[J]. JELITA, 3(1): 12-21.] By applying the SQ4R method, students are expected to be more effective in the classroom during learning activities. (Ryu Chun Moon, 2022)

2.1.2. Recitation in Domestic Studies

As a traditional language learning method, recitation has unique advantages in language input. First, recitation can provide a large number of high-quality language input materials for learners (Zhou Zhimin & Zhang Jiarui, 2009). By selecting appropriate recitation materials, such as classic texts, model essays, dialogues, etc., learners can be exposed to standardized and authentic language expressions, and accumulate rich vocabulary, phrases and sentence patterns. These language materials are not only the objects for learners to imitate and internalize, but also the basis for them to build their own language knowledge system. Zhou Zhimin (2009) believes that recitation can help students learn phrases, enhance language sense, improve oral fluency and translation ability, and stimulate students' confidence to learn English well. Liu Pengkai (2011) also pointed out that recitation is an important bridge from "input" to "output" in English teaching. It is not only an important way of language input, but also the basis and premise of language learning. Secondly, recitation can help learners to deeply understand and master the structure and rules of the language. During the recitation process, learners need to repeatedly read and memorize the language material, which helps them to perceive the structure and rules of the language and understand the application of grammatical rules in the practical context. Through the long-term persistence of recitation, learners can gradually form a sense of language, cultivate their sensitivity to the English language, so as to better use English for expression and communication. Li Sang (2015) in discussing the recitation input method in higher vocational oral English teaching application, points out that recite can be used as the basic teaching method, by choosing the appropriate oral recitation material, layered selection recite content, using the correct recitation strategy, strengthen the recitation effect, so as to improve the ability of higher vocational students' oral communication. Ning Jinjun (2018) also stressed that the recitation input method has an important inquiry and application value in oral English teaching in secondary vocational schools, and can provide a theoretical basis for the cultivation of oral English talents in secondary vocational colleges.

In addition, recitation also has a positive role in stimulating learning interest, enhancing learning self-confidence and other emotional aspects. Through recitation, learners can feel their progress and sense of achievement in language learning, so as to enhance their confidence in learning and improve their learning motivation (Zhou Zhimin & Zhang Jiarui, 2009). Especially in primary school and junior high school English teaching, the selection of some interesting and catchy recitation materials can effectively stimulate students' interest in learning and cultivate their positive feelings towards English learning. The research of Tang Jie (2015) shows that the

oral English teaching supported by the information technology can improve students' interest in learning and oral English expression ability, which to some extent also reflects the potential of recitation in stimulating their interest in learning.

2.2. Dimensions of Oral English Expressions

In the 1970s, the second language acquisition researchers began to apply the grammatical complexity and accuracy of measuring language development to measure second language ability. Then in the study of second language teaching, the researchers distinguished between "fluent" and "accurate" oral expressions (Brumfit & Johnson, 1979), researchers began to pay attention to fluency. A new language ability model was proposed by Skehan (1996) in the 1990s. For the first time, it combines the three dimensions of complexity, accuracy and fluency (CAF). A large number of studies related to CAF have emerged since then, both theoretically and empirically. CAF have been validated as the most effective tool for measuring language development (Skehan, 2003). CAF research focuses on the definition and measurement of CAF, the relationship between CAF, and the influence of external factors on CAF. The complexity, accuracy and fluency are effective methods to measure the development of L2 and L2 competence (Skehan, 2009). The author will examine the students' oral expressions according to MA Thesis 10 the Skehan oral CAF measurement framework. The Skehan CAF oral measurement framework consists of three dimensions: complexity, accuracy and fluency.

2.2.1. Dimensions of Oral English Expressions

Skehan (1996) noted that, accuracy refers to how well the rules of the target language system can be produced. Yuan and Ellis (2003) define accuracy as "the degree to which the learner's output of the second language. The measurement dimensions of accuracy include grammar accuracy, vocabulary accuracy, pronunciation accuracy and intonation accuracy. For example, grammar accuracy is mainly to measure the correct use frequency of simple past tense, the number of correct use of the past tense/the sum of the correct and wrong use of the past tense. Chinese English learners are affected by one language and are not sensitive to the use of the past tense, so they often make mistakes, especially in spoken English (Yang & Lyster, 2010).

2.2.2. Dimensions of Oral English Expressions

Skehan and Foster (2008) define oral fluency as the ability to speak at normal speech rate. Leeson defines fluency as "the ability of a speaker to speak an infinite number of phonological, syntactic and semantic sentences that conform to the natural language on the basis of contact with the limited material of the language spoken. Fluency includes the following specific indicators: first, speech rate of speech, the number of effective syllables per minute, and second, interruption, including average flow length = total number of syllables / (the number of more than 0.3 seconds silent pause + the number of non-silent pause) and average silence pause length,

total silence pause time over 0.3 seconds/total silence pause times over 0.3 seconds, which can be measured by voice analysis software. The third is correction, including repetition per minute, self-correction per minute, repetition correction error per minute.

3. Theoretical Basis

3.1. Input Hypothesis Theory

3.1.1. Introduction of Input Hypothesis

Language input theory is one of the core theories in the study of language acquisition, in which Krashen's "input hypothesis" theory occupies a pivotal position (Li Luliang, 2018). According to Krashen, the key to language acquisition is exposure to "understandable input" (Comprehensible Input), which is slightly higher than the learner ($i + 1$). This input can help learners understand the new language knowledge and internalize it into their own language ability. Krashen's input hypothesis theory emphasizes that a large number of, continuous, understandable language input is a necessary condition for two language acquisition, and language output (such as oral practice) itself does not directly lead to language acquisition, its main role is to provide learners with opportunities to practice and consolidate language, and test the results of language acquisition.

Under the theoretical framework of Krashen, language input not only refers to the simple reception of language information, but also emphasizes the "comprehensibility" and "intake" (Intake) process of input (Yang Qi, 2010). Understandability refers to the process that learners can understand the meaning of the input information, while intake refers to the process in which learners transform the understood input information into their own language knowledge. Only when the input is understandable and can be effectively ingested by learners can language acquisition be truly promoted. In addition, Krashen also proposed the "emotional filtering hypothesis" (Affective Filter Hypothesis), which believed that learners' emotional factors, such as learning motivation, confidence, anxiety, etc., will affect the intake effect of language input (Li Luliang, 2018; Xie Meizhen & Wang Yuehong, 2014). The learning environment with low anxiety and high motivation can reduce emotion filtering and enable learners to accept and consume language input. Otherwise, high anxiety and low motivation can increase emotion filtering and hinder the effective intake of language input.

In addition to Krashen's "input hypothesis" theory, there are some other language input related theories, such as "interactive hypothesis" and "output hypothesis" (Deng Yingling & Guo Yan, 2010; Huang Xiaonian, 2006). The interaction hypothesis emphasizes that language learners promote language acquisition by negotiating meaning and obtaining feedback in the interactive communication. The output hypothesis is that language output is not only the result of language acquisition, but also the driving force of language acquisition. Through language output, learners can

find their own language deficiencies, so as to conduct more targeted language learning and improvement. These theories all emphasize the important role of language input in two language acquisition from different perspectives, and also point out the dialectical relationship between language input and output.

3.1.2. Application of Input Hypothesis in Recitation

Although recitation has many advantages as a language input method, its effectiveness is also influenced by many factors. In order to better play the role of recitation in improving the oral expression ability, we need to pay attention to the following conditions:

First, the choice of recitation materials is one of the key factors affecting the effect of recitation. Suitable recitation materials should have the following characteristics: The first one is under comprehensibility: The language difficulty of reciting materials should be slightly higher than the current level of learners, making it both challenging and not too difficult, ensuring that learners can understand the content and significance of the materials, so as to achieve effective language input (Yang Qi, 2010; Chen Xiao, 2004). Besides, recitation materials should have certain practical value, can reflect the real communication situation and pragmatic function, so that learners can apply the recitation content to the actual oral communication. Furthermore, the recitation materials should have a certain interest, which can stimulate learners' interest in learning, improve their enthusiasm and initiative in recitation, so as to ensure the sustainability and effectiveness of recitation. Last, the language of the recitation materials should be standardized and authentic, in line with the expression habits of the English language, so as to enable learners to avoid learning non-standard language expression in the recitation process. Li Sang (2015) emphasizes the selection of appropriate oral recitation materials to ensure the quality and standardization of the recitation materials

Secondly, an effective recitation strategy can improve the efficiency of recitation and enhance the recitation effect. Common recitation strategies include: The combination of overall recitation and segmental recitation: for long recitation materials, you can first make the overall perception, understand the theme and structure of the material, and then recite in sections, so as to gradually master the details of the material. The combination of mechanical recitation and understanding recitation: mechanical recitation means to master the recitation material through repeated reading and memory; understanding recitation means to recite on the basis of understanding the content of the material. The combination of the two can not only ensure the accuracy of the recitation, but also promote the in-depth understanding of the language materials. On the other hand, various senses can also participate in recitation. In the process of recitation, we can make full use of hearing, vision, kintics and other senses, such as listening to the recording while reciting, reciting while reading the text, reciting while walking, so as to improve the interest and efficiency of recitation. Last, to review consolidation in time can prevent forgetting. A variety of re-

view methods can be adopted, such as regular review, interval review, situation review, etc., to transform the recitation content into long-term memory. Li Sang (2015) emphasizes the use of correct recitation strategies to strengthen the recitation effect, so as to improve the oral communication ability.

Finally, a good teaching environment can reduce students' emotional filtering and improve their acceptance of and intake of language input. Creating a positive, relaxed and supportive teaching environment can encourage students to actively participate in recitation activities, overcome the difficulties and setbacks in the process of recitation, so as to achieve better recitation effect. The research of Tang Jie (2015) shows that when information technology is effectively integrated into English teaching, it not only changes the oral English teaching method, but also improves the teaching efficiency. This shows that creating a good teaching environment with the help of information technology can provide strong support for the effective application of recitation input method. Li Luliang (2018) also pointed out that the emotion filtering theory should be used to stimulate students' interest in learning and create a positive learning environment.

All in all, as an important language input method, recitation has important theoretical value and practical significance in English teaching. Based on language input theory, especially Krashen's "input hypothesis" theory, recitation can provide learners with large and understandable language input, promoting their acquisition and internalization of English language knowledge. In order to better play the effect of recitation, we need to pay attention to the selection of recitation materials, the application of recitation strategies and the creation of teaching environment. In the subsequent chapters, the specific application and practical research of recitation input method in improving students' oral English expression ability will be further discussed.

3.2. Output Theory

3.2.1. Introduction of Output Hypothesis

Swain (1985) introduced the output hypothesis as a critique and extension of the input hypothesis. Contrary to Krashen's emphasis on comprehensible input, Swain argues that comprehensible output is essential for language learning. While language input is necessary, it is not sufficient on its own for language acquisition. Merely engaging in extensive language output exercises is inadequate; learners must produce meaningful output to enhance their language proficiency. Swain asserts that negotiating meaning goes beyond mere information exchange, as even grammatically incorrect or pragmatically inappropriate language can still convey messages. However, in Swain's view, meaning negotiation should be precise, coherent, and contextually appropriate. Language output allows learners to test the accuracy of vocabulary and grammar in the target language. Swain also posits that second language activities heighten learners' awareness of linguistic issues, activating their

cognitive processes and reinforcing acquired knowledge. This, in turn, encourages learners to employ various strategies to improve their language skills. Output provides learners with feedback, helping them identify and correct errors in their language use, ultimately enabling them to produce more accurate and appropriate language. Swain (1993) emphasizes that output is as crucial as input in the language acquisition process and plays a significant role in enhancing learning.

3.2.2 Practical Application of the Output Hypothesis in Recitation

Recitation involves both input and output. Through reciting language materials, learners receive substantial input, which then stimulates them to produce output. During this process, learners reflect on, identify, and address gaps in their language knowledge, prompting further input. Recitation thus creates a cyclical pattern of input-output-input. By consciously reinforcing input, learners enhance the absorption and internalization of knowledge. During recitation, learners are exposed to extensive target language content and high-quality materials, which, through repeated practice and memorization, become embedded in their knowledge system. This stored knowledge can later be retrieved during oral expression. Exposure to diverse English models provides learners with essential contextual frameworks. In a target language environment, learners gradually absorb and internalize linguistic knowledge, developing a sense of the language. When exposed to relevant language cues, this internalized knowledge naturally surfaces, guiding learners in producing English. During output, this internalized knowledge serves as a self-monitoring mechanism, mitigating the negative influence of the native language. Learners refine and adjust their output, thereby advancing their English proficiency.

Additionally, recitation helps learners accumulate a rich vocabulary, enriching their oral expressions and improving fluency. Recitation is a prerequisite for effective output. Unlike native language acquisition, where speaking precedes reading, English learning often follows the reverse sequence. Thus, recitation is a vital tool for reinforcing memory. Whether it involves vocabulary, phrases, or idiomatic expressions, only through memorization can these elements become an integral part of a learner's linguistic repertoire.

3.3. Information Processing Theory

3.3.1. Overview of Information Processing Theory

The information processing model of memory includes sensory memory, short-term memory, and long-term memory. When information enters sensory memory and receives attention, it is transferred to short-term memory. Information in short-term memory lasts longer than in sensory memory but is less durable than in long-term memory. If information in short-term memory is not used immediately, it is forgotten. However, through encoding, information in short-term memory can be transferred to long-term memory. Encoding refers to the process of organizing information in short-term memory. Long-term memory has a much larger capacity

and longer retention period compared to sensory and short-term memory. Atkinson and Shiffrin (1968) describe long-term memory as a permanent storage system with unlimited potential, where information is stored in meaningful forms. To transfer information from short-term to long-term memory, intensity and frequency of exposure are critical. Repetition is key to retention; for instance, it is often said that a word must be repeated around ten times to be remembered. From the perspective of long-term memory, foreign language learning requires extensive memorization through recitation. Learning a foreign language involves various skills. Most Chinese learners, for example, have a strong foundation in their native language but lack exposure to a foreign language environment. As a result, they must rely on memorizing vocabulary, rules, and even classical texts. Without regular exposure to English outside the classroom, learners quickly forget what they have learned. To counteract this, recitation becomes essential. Through timely and regular review, learners can retain information in long-term memory.

3.3.2. Application of Information Processing Theory in Recitation

Krashen (1987) argues that language acquisition relies on sufficient and comprehensible input. However, this is often insufficient, as learners typically lack the immersive environment needed for second language acquisition. Skehan (1998) and Sinclair (1991) propose that language acquisition involves two systems: an analytical system based on grammatical rules and a memory-based system. The former requires more time and attention during communication, while the latter consists of pre-stored chunks that can be retrieved quickly for accurate and fluent expression. These two systems complement each other. From the perspective of information processing theory, this duality is natural.

According to information processing theory, the human brain does not passively absorb information. Instead, it functions as an organized and dynamic system that selects, focuses on, interprets, and encodes information. All input begins with sensory perception, such as visual or auditory signals. However, only meaningful and noticed signals enter short-term memory. Short-term memory is an active state where information awaits processing. Without further processing, this information is quickly forgotten. Once processed, it is transformed and stored in long-term memory, where it can be retained for extended periods.

Repetition is the simplest way to achieve memory retention. Thus, traditional methods like recitation remain relevant. In English learning, recitation involves memorizing texts through repeated reading until they are fully internalized. Learners are exposed to vast amounts of language material, but due to the lack of practical contexts, this material often fails to enter long-term memory. Recitation, a widely respected method in Chinese education, is equally valuable for English learning. As the saying goes, "Read 300 Tang poems, and even if you cannot write poetry, you can still recite it." Recitation helps learners focus on the details of texts, such as word usage and phrase collocations, and stores these linguistic elements in

long-term memory. This method strengthens language input, deepens understanding of grammar, improves vocabulary and sentence pattern retention, and enhances overall language proficiency. By consciously accumulating examples, learners can internalize language rules and integrate them into their knowledge structure, thereby improving their language skills.

4. Current Application status of recitation input in English Teaching

4.1. Challenges Existing in the Process of Applying Recitation Input

Although the recitation input method has many advantages in improving the oral expression ability, it also faces some challenges in practical application.

First of all, students are at risk of mechanical recitation. If the recitation teaching puts too much emphasis on mechanical memory and ignores understanding and application, it is easy to lead students to only pay attention to the form, and the recitation content is difficult to internalize into their own language ability. In order to avoid the risk of mechanical recitation, teachers should pay attention to the following points in teaching. The most important one is to emphasize comprehension recitation. Before recitation, students should be guided to fully understand the content and meaning of the recitation materials, understand the context and pragmatic function of the materials, so that students can recite on the basis of understanding, rather than simple mechanical memory. The second is to pay attention to the use of recitation content. Teachers should guide students to link the recitation content with their real life, encourage them to use the recitation content to express and communicate in different contexts, and truly transform the recitation content into their own language ability. The third one is to avoid excessive recitation. Recitation should be stopped to avoid excessive recitation burden and learning pressure to students. Teachers should reasonably arrange the content and progress of recitation according to the actual situation of students to ensure the quality and effect of recitation, rather than the pursuit of quantity.

Secondly, some students have insufficient motivation to recite. Some students may lack interest in the traditional recitation method, think that recitation is boring, lack of learning motivation and enthusiasm. In order to improve the students' motivation for reciting, the teachers can take the following measures: The first one is to choose interesting recitation materials. Teachers should choose those vivid and interesting content, various forms, close to students' life experience, such as English songs, movie clips, humorous stories, etc., to stimulate students' interest in reciting. Innovative recitation form is also important for students' learning. Teacher adopts a variety of recitation forms, such as gamified recitation, competitive recitation, cooperative recitation, performance recitation, etc., to increase the interest and interactivity of recitation, improve students' participation and enthusiasm. Besides, to give timely encouragement and affirmation to the progress and achieve-

ments made in the recitation process of students can enhance students' confidence, sense of achievement, and stimulate their motivation for continuous learning. Furthermore, teachers should establish a positive recitation atmosphere. A positive, mutual encouragement and common progress in the class is conducive to students reciting in a relaxed and happy environment.

Finally, the assessment of the recitation effect is also an area worth exploring. How to evaluate the effect of recitation scientifically and effectively is also an important problem in the application of recitation input method. The traditional recitation evaluation method often only pays attention to the integrity and accuracy of recitation, ignoring the application of recitation content and the degree of internalization. In order to evaluate the recitation effect more comprehensively and objectively, the oral expression test and retelling ability assessment can be applied. Through the oral expression test, test whether the students can effectively use the recitation of the language knowledge and expression mode learned in the oral expression, and evaluate the actual improvement effect of recitation on the oral expression ability. Tang Jie (2015) used the oral English test to evaluate the effect of oral English teaching with the support of information technology. On the other hand, through retelling test, students' understanding and internalization of the recitation materials can be evaluated, which can really promote the students' language understanding and conducive to students' oral English expression improvement.

4.2. The Functions of Recitation Input in Oral English Expressions Improvements

Oral expression ability is an important part of English language ability, which involves language fluency, accuracy, appropriateness and other aspects. As a language input method has a potential positive role in improving oral expression ability. Through recitation, learners can accumulate a large number of language materials, learn authentic expression methods, and cultivate language sense, so as to lay a foundation for the improvement of oral expression ability.

First of all, recitation can help learners accumulate vocabulary and phrases and expand their language knowledge reserve (Zhou Zhimin & Zhang Jiarui, 2009). Vocabulary is the cornerstone of language, and rich vocabulary is the premise of fluent and accurate oral expression. Through recitation, learners can consciously remember and master a large number of words, phrases and idioms, and store these language knowledge in the brain, so that it can be called at any time in spoken language expression. Zhu Qinqin (2015) discussed the new concept of English teaching and the improvement of English expression ability, and also mentioned the training methods of oral expression ability, such as reading, imitation, reciting and reciting.

Secondly, recitation can help learners to learn and imitate authentic English expression methods, and improve the standardization and authenticity of oral expression. Recitation materials usually choose language standard, authentic English text, such as text, dialogue, speech, etc. By reciting these materials repeatedly, learners can

subtly learn and master the English expression habits, discourse structure and cultural connotation of English, avoid Chinglish-style expression, and make the oral expression more natural, fluent and authentic. Lei Xuebin (2024) also emphasized the use of diversified teaching methods and means under the new curriculum standard, and emphasized the strategy of innovative teaching methods and means, to provide more opportunities for primary school students to practice language.

Thirdly, recitation can cultivate learners' sense of language and enhance the sense of rhythm and rhythm of the language. Language sense refers to the intuitive perception ability of the language, which includes the ability to judge the correctness, fluency and appropriateness of the language. Through recitation, learners can repeatedly contact and feel the rhythm, rhythm and intonation of English language, and cultivate the sensitivity to English pronunciation and intonation, so as to be more natural, fluent and rhythmic in oral expression. Li Sang (2015) believes that through the recitation input method, choose the appropriate oral recitation materials, can strengthen the recitation effect, so as to improve the oral communication ability of higher vocational students.

Finally, recitation can provide learners with a "scaffold" for oral expression, reducing the difficulty and anxiety of oral expression. For spoken English learners, especially for beginners, oral expression often faces the dilemma of "having nothing to say" or "I do not know how to express it". Through recitation, learners can master some commonly used expression patterns and sentence patterns in advance. In the actual oral communication, they can directly apply or learn from the recitation content, so as to reduce the difficulty of oral expression, enhance the confidence of expression, and reduce oral anxiety. Ning Jinjun (2018) discusses the application of recitation input method in oral English teaching in secondary vocational schools, and also aims to provide a theoretical basis for the cultivation of oral English talents in secondary vocational colleges, which reflects the value of recitation in oral English teaching from the side.

5. Suggestions on How to Implement Recitation Input to Improve Students' Oral English Expressions

In the existing research, some scholars have begun to pay attention to the application of recitation input method in oral English teaching, and have carried out some practical research. These studies mainly discuss how to effectively use the recitation input method to improve students' oral expression ability in different educational stages and in different teaching environments. This paper is based on the basis of the past research results, combined with conditions of the new era, aiming to put forward more new opinions for cultivation of students' oral English. It may also help teachers to improve their oral English teaching, observe languages changes and discover the rules of language acquisition. There are some suggestions on how implement recitation input.

First of all, the rapid development of information technology provides a new platform and means for the application of recitation input method in oral English teaching. Tang Jie (2015) takes the oral English teaching in junior middle school with the support of information technology as the research object, and discusses whether the information technology means can improve students' interest in learning English and their oral expression ability. The study used questionnaire survey and oral English test to teach the students in the experimental class and the reference class for a semester. The experimental results show that the oral English teaching supported by information technology can improve the students' interest in learning and oral English expression ability. This shows that the effective combination of information technology and recitation input method can inject new vitality into oral teaching and improve the teaching effect. The Internet contains massive English learning resources. Teachers can use the network resources to provide students with diversified recitation materials, such as English songs, movie clips, TED speeches, English news, etc., to meet the learning needs and interests of different students. Information technology can also support a variety of forms of recitation, such as online listening recitation, video reading recitation, role playing recitation, group cooperation recitation, etc., making recitation activities more vivid, interesting and attractive. Besides, by using the online learning platform and App, teachers can provide students with personalized recitation guidance and feedback, and adjust the teaching strategies in time according to the students' recitation situation to improve the efficiency and effect of recitation. What's more, speech recognition technology and oral evaluation system can conduct real-time evaluation and feedback on students' recitation, help students understand their recitation level, correct pronunciation errors in time, and improve the accuracy and fluency of recitation.

Secondly, teachers can use the hierarchical recitation strategy to teach oral English. For students with different English levels, adopting layered recitation strategies can improve the pertinence and effectiveness of recitation. Li Sang (2015) discussed the method of selecting recitation content in oral English teaching in higher vocational colleges. In view of the fact that the English level of higher vocational students is quite different, teachers can divide students into different levels according to their actual level and learning ability, and choose recitation materials with different difficulty and different contents for students at different levels. For example, for students with good English foundation, you can choose some difficult and long recitation materials, such as English speech, news reports, etc.; for students with weak English foundation, you can choose some recitation materials with low difficulty and short length, such as simple dialogue and passages. The layered recitation strategy can take into account the learning needs of different students, so that each student can improve in the recitation materials suitable for their own level, so as to improve the overall oral teaching effect.

Thirdly, teachers can also use the oral English teaching mode combining recitation

and retelling. Retelling means to reexpress what you hear or read in your own language on the basis of understanding and memory. Combining recitation and retelling can effectively promote the internalization and output of language input, and improve the fluency and flexibility of oral expression. The training method of oral expression ability proposed by Zhu Qinqin (2015) includes recitation and retelling. In teaching practice, teachers can first guide the students to recite, and after the students master the recitation materials, then guide them to retell. Retelling can be used in various forms, such as oral retelling, written retelling, group retelling, role-play retelling, etc. Through retelling, students can transform the recited input language knowledge into their own language output ability, improve the fluency and flexibility of oral expression, and realize the effective transformation from "input" to "output" (Liu Pengkai, 2011).

6. Conclusion

Through the combing and analysis of the above literature, it can be seen that recitation, as a traditional language learning method, still has a strong vitality in the modern English teaching. Especially under the guidance of language input theory, recitation is considered to be an effective way to promote language acquisition and improve oral expression ability. Recitation, as an effective way to provide a large amount of understandable input, can help learners accumulate language knowledge and internalize language rules to lay the foundation for the improvement of oral expression ability (Li Luliang, 2018; Wang Yuehong, 2014).

In addition, recitation input method plays a significant role in improving oral expression ability: through recitation, learners can accumulate vocabulary phrases, learn authentic expression, cultivate language sense and reduce expression difficulty, so as to improve oral expression ability in pronunciation, fluency, accuracy and appropriateness (Ning Jinjun, 2018; Lei Xuebin, 2024). Information technology provides a new opportunity for the application of recitation input method in oral English teaching as it can enrich recitation resources, innovate the form of recitation, provide personalized guidance, realize real-time evaluation, and provide strong support for the effective application of recitation input method in oral English teaching (Tang Jie, 2015).

Teaching strategies such as the combination of layered recitation, recitation and retelling can improve the application effect of recitation input method: For different students and different teaching objectives, the layered recitation strategy and the teaching mode combining recitation and retelling can improve the pertinence and effectiveness of recitation, and promote the internalization and output of language input (Zhu Qinqin, 2015; Li Sang & Li Yi, 2015). Recitation input method has application value in different education stages, such as primary school, middle school, higher vocational school, secondary vocational school and university: in different education stages, select appropriate recitation materials and scientific recita-

tion evaluation to adopt effective recitation methods, so as to play the role of recitation input method in improving oral expression ability (Ning Jinjun, 2018; Lei Xuebin, 2024).

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