

Research on Linking Reading Skills in College English Speaking

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Abstract: Linking reading skills are an important part of college students' oral English learning, which affects their listening and speaking ability to a great extent. When the author investigates the status quo of college students' linking ability, it is found that college students are weak in differentiating English linking ability in listening and using linking ability in oral English. At the same time, this paper analyzes the current understanding and grasp of college students' link reading, and summarizes the specific link reading rules. If college students can master and use these linking skills skillfully, they can not only enrich their theoretical knowledge, but also improve their listening and speaking ability. Therefore, this paper aims to study the classification of English linking and the problems existing in college students' English linking, and make suggestions for these problems, so as to further strengthen college students' attention to English linking and improve their listening and speaking ability.

1. Introduction

English Linking reading refers to the phenomenon that people pronounce words together in order to make pronunciation easier and speed up when they talk in English. In universities, it is not difficult to find that most students have very little understanding of English Linking reading, and even some students do not understand or do not know how to link. In oral English communication, Linking reading is a common phenomenon, so for students who do not understand Linking reading, it is normal to mishear words, and it is also common for others to not understand their English. Therefore, Linking reading is very important in oral English, college students should strengthen the study of English Linking reading, so as to improve their listening and speaking ability.

2. Classification of English Linking Reading

The English Linking reading condition is that two adjacent words must be closely related in meaning and belong to the same meaning group. The phenomenon of Linking reading appears only within the group, and the two adjacent words between the meaning group and the meaning group are not linked even if they meet the Linking reading conditions^[1]. I hope it will get a little warmer. The hope it in this sentence is not read as /ho 'hope p' (I hope), because the main sentence I hope is one meaning group and the following clause is another. There are four kinds of English Linking

reading phenomena, each of which has its own rules. First, Consonant and vowel Linking reading. When you link the consonant at the end of the previous word with the vowel at the beginning of the next word. Such as: kind of=/kaɪn-dəv/ find out=/faɪn-dəʊt/; When a word ends in -r or -re with a vowel, connect the two words with an r. E.g.: far away=/fɑ:(r)ə'weɪ/;Second, the Linking reading of vowels with vowels. If necessary, add a soft /j/ or /w/ between the two words as a twist; Third, Linking reading consonants with consonants. When two identical consonants are joined together, the previous consonant is not pronounced. Such as: feel like=/fi:lai/ some more=/səmɔ:r/ yes sir=/jesər/;Fourth, other Linking reading. For example, if the consonant /t/ or /ts/ is adjacent to /j/, read /tʃ/; When the consonant /d/ is next to /j/, say /dʒ/.

3. Investigation of Current Situation

3.1 Survey subjects

A total of 632 English majors and non-English majors in grade 20 of our school conducted a survey on their English Linking reading comprehension.

3.2 Survey methods

First of all, test papers should be distributed, and the sentences in the test papers should be marked with Linking reading; Secondly, the listening and reading test is carried out from the level of knowledge mastery and practical application. There are four types of Linking reading in each test form. Finally, conduct an offline interview.

3.3 Analysis of Survey Data

The data of the survey objects are sorted out and the data is shown in Table 1:

Table 1 Mastery of English Linking reading

Linking reading type Accuracy rate Linking reading form	consonant + vowel	vowel + vowel	consonant + consonant	other Linking reading
Highlight Linking reading sentences	83%	16.4%	42.3%	93.6%
Listening	72.3%	17.5%	51.4%	69.5%
Speaking	62.7%	10.2%	63.4%	55.7%

From the data in Table 1, we can find that students' understanding and mastery of Linking reading are not very optimistic in terms of theoretical knowledge. Among them, the mastery of consonant + vowel and other Linking reading knowledge is good, but the mastery of vowel + vowel and consonant + consonant is poor. From the form of Linking reading, the students' speaking accuracy is the lowest, and the listening accuracy is also low, among which the students are the most unfamiliar with the vowel + vowel Linking reading. From the perspective of Linking reading types, students' ability to use consonants + vowels and other Linking reading items is relatively high, while their ability to use vowels + vowels and consonants + consonants is relatively poor. This table reflects that college students have not systematically learned Linking reading knowledge and skills. Moreover, from the perspective of listening and speaking, students rarely conduct English Linking

reading training, resulting in low accuracy.

In the offline interview, we learned that most students have a weak sense of Linking reading. In fact, they are not very concerned about whether their English can be link, which leads to their English Linking reading is very strange.

4. Linking Reading Problems

4.1 Little knowledge and skills of English Linking Reading

Through offline interviews and online questionnaire analysis of students in our school, we have learned that most students only understand the concept of "English Linking reading" as reading words together, and lack a deeper understanding. Most students know the basic classification of English Linking reading: consonant and vowel Linking reading; Linking reading a vowel to a vowel; Linking reading consonants with consonants; Assimilation, etc. Fewer students know the specific Linking reading rules, for example: 1.1 consonants and vowels can be directly linked (e.g., in an instant); 1.2 There are two rules for Linking reading vowels with vowels: (1) Add the /j/ sound and connect the previous word with the vowel ending in /i:/ and /ɪ/. For example: boy is=bo(y)s (2) The previous word ends in /ʊ/ conversations and is connected to the vowel, with the /w/ sound inserted in the middle. For example, who is=who(w) is; /hu:/ /ɪz/= /hu:wɪz/; go in=go(w) in; /gəʊ/ /ɪn/= /gəʊwɪn/; 1.3 There are also two rules for Linking reading consonants with consonants: (1) The same consonant is read only once. For example: thi(s) Sunday nex(t) time (2) Clear consonants /t/ and /d/, /p/ and /b/, /k/ and /g/ with the same sound point generally do not read the previous one, only pause. For example: "used to" is pronounced "use to"; 1.4 Other Linking reading: (1) When the consonant /t/ or /ts/ is adjacent to /j/, read /tʃ/. (2) When the consonant /d/ is adjacent to /j/, say /dʒ/. (3) When the consonant /s/ is next to /j/, read /ʃ/. (4) When the consonant /z/ is next to /j/, say /ʒ/.

Because the classification of Linking reading rules is more and more complicated, it is not easy for students to understand, so they have less grasp of English Linking reading skills.

4.2 Lack of Listening and Speaking Practice

"Listening, speaking, reading, writing and translating" are the five basic skills that English learners must master, among which "listening" and "speaking" are the foundation of the foundation^[2]. The ability to link reading has a great influence on listening and speaking. In English listening, some students often reflect "do not understand", and the more "do not understand" the more resistance to listening activities and even English learning. So why "don't understand"? Because the listening content is usually in the form of English reading, there is basically no word "jumping" out. If students do not usually link or are not familiar with Linking reading, they may hear words unrelated to the original text in the listening session, and then make wrong judgments. "Saying" is actually built on the basis of "listening", only understand, in order to carry out normal communication. The word "say" in Chinese is different from the word "say" in English. Chinese syllable is the unity of sound, rhyme and tone, so the syllable itself is a most clear phonetic mass, which is not easy to connect with adjacent syllables. Chinese is staccato. Syllable pronunciation in English is an obvious process of vowel and consonant pronunciation^[3]. In the flow of speech, the consonant at the end of a word is easily combined with the vowel at the beginning of the next word, achieving an uninterrupted transition, so English is legato. In spoken English, the phenomenon of Linking reading is very common. It is usually said that stressed and unstressed words in the same sense group are connected together. The transition between words is natural and there is no break. Therefore, it is undoubtedly a great difficulty for learners to get rid of the influence of Chinese pronunciation in the study of English Linking reading. Students have to learn consonant and vowel

Linking reading, vowel and vowel Linking reading, ellipsis /h/ Linking reading, and master plosive + plosive - lost burst, plosive /t/ and /d/+ nasal consonant /m/ and /n/, plosive /t/ and /d/+ lingual /l/, plosive + fricative/fricative = lost burst and so on.

4.3 Weak Linking Reading Awareness and Low Proficiency

Linking reading is a very common phenomenon in English, and this phenomenon does not exist in our mother tongue Chinese, which is the reason why many English learners are confused by it^[4]. Part of the reason why students' awareness of Linking reading is weak is that they do not understand what Linking reading is. English Linking reading occurs between two words in the same meaning group of a sentence, that is, when we read or speak English, we produce the phonics phenomenon between the last sound of the last word and the first sound of the next word. Except for a very few words such as during, altitude and other words that produce Linking reading between their phonemes, most individual English words do not produce Linking reading, but this does not mean that the accurate spelling of individual words is not important. On the contrary, the accurate spelling of each independent word in a sentence is the prerequisite for the formation of Linking reading. In particular, the end of the word must be issued in place, such as "look at" the two words are to be linked, but if the end of the word "look" /k/ is not issued, then the two words cannot be read. Of course, the example given here is only the phenomenon of consonant + vowel Linking reading, and there are other combinations of Linking reading the same principle. There are also some students who have the awareness of Linking reading but the proficiency of Linking reading is low. The problem of these students is that they deliberately imitate the Linking reading phenomenon of native English speakers in the early stage of English learning, because at this stage, they can't hear the Linking reading content clearly and can't imitate correctly. It is better to carefully learn the Linking reading rules first, so that they have a good idea and practice makes perfect, and then further imitate. Therefore, in order to enhance the awareness of Linking reading in English learning and achieve natural Linking reading, students must first ensure that when we read or read each sentence, the sound of each word in the sentence must be pronounced well, and we cannot ignore the last sound of the word blindly. This also requires us to be familiar with the phonemes and phonetic symbols contained in each word spoken in the mouth. Take the time to find out and practice the words you are not sure how to pronounce. This process takes some time to get used to, especially in the beginning, it will cause us to read sentences or speak slowly, but practice makes perfect, as long as we keep practicing every day, we will become more and more proficient. Moreover, in the process of communication, accuracy is more important than the speed of speech, so it is better to slow down at the beginning, and try to pronounce each sound in place, until the speed of speech is slowly improved after proficiency, and the Linking reading will naturally form.

5. The Path to Improving English Linking Skills for College Students

5.1 Carry out Systematic Learning to Enrich the Linking Reading Knowledge.

Students should take the initiative to learn the theoretical knowledge of English Linking reading, know the rules of Linking reading and master the skills of Linking reading. And to understand their own voice status and ask the teacher to carry out effective guidance for themselves to correct their bad speech habits. Secondly, students can systematically explain and train the Linking reading knowledge by consulting the teacher. Such as: singing English songs, enjoying foreign movies, imitating performances and so on. Finally, students should supervise themselves. In the learning process, record the self-speech training, and constantly record their progress to enhance confidence, so that the positive factors in the self-concept continue to improve. This kind of positive

self-concept will play a positive role in promoting the improvement of language application ability^[5].

5.2 Strengthen Listening and Speaking Training to Improve the Linking Reading Accuracy

First, students can do situational training. Students imitate on the basis of a large number of "listening", using English dubbing, English short play performance and other forms to improve students' reading ability. This way of "scene reproduction" not only exercises students' listening, but also cultivates pronunciation and enhances language sense. In the process of dubbing or performing, students can follow the sound of the original sound so as to better master the English pronunciation. In addition, they can better understand the content of English movies, songs and cartoons as well as the national atmosphere and cultural background contained therein, so as to improve their English understanding and English cultural accomplishment. This kind of scenario reproduction learning method is rich in content and diverse in forms, changes the original English learning approach, will be turned into initiative, improve students' learning interest, and increase the motivation of students' English reading. Secondly, students can strengthen oral practice to improve expression ability. They can use English APP learning or communication with foreign teachers to improve their oral English level. Just as many English apps have "oral practice" module, that is, you and the robot or other English learners have English conversations in the APP, which not only increases the interest, but also increases the memory point. I don't know how the other party will answer when I talk, so I need to think quickly when I reply, which also improves my logical thinking ability. Moreover, in this dialogue mode, students can more quickly understand and learn the excellent points of each other's Linking reading, and then apply them in dialogues again and again to improve their Linking reading ability^[6].

5.3 Enhance the Awareness of Linking Reading and Improve Familiarity.

First, students need to understand what Linking reading is. English Linking reading refers to the phenomenon that people pronounce words together in order to make pronunciation easier and speed up when they talk in English. Secondly, students should listen to authentic English more, and adhere to such a subtle training through watching some foreign life dramas or movies, which will help students gradually establish a sense of Linking reading. In order to improve the familiarity of Linking reading, students can make full use of school resources, communicate more with foreign teachers, and learn more Linking reading skills and pronunciation habits from native English speakers. Is the so-called can make perfect, poor oral expression ability in many cases because of speaking less, many people may usually be introverted, few opportunities to speak rarely to express, so it leads to poor oral ability, to know that not all people are born speakers, many people's expression ability is also through exercise, want to quickly improve oral ability, you can read through continuous training, Only by combining more practice with theoretical knowledge and adjusting one's mentality can one improve one's oral English ability in an all-round way. At the same time, learning more slang is also essential. There are many explanations for slang: Slang is a word commonly used in conversation but not in serious writing or formal situations, especially the idiom of a class of people. Slang is often taken as authentic English^[7]. Only more understanding of native English speakers' language habits will be more conducive to the improvement of English reading ability.

6. Conclusion

In order to learn English Linking reading, college students must first understand and master the

Linking reading rules and improve the awareness of Linking reading. Secondly, we should face up to our own situation and be good at finding our own Linking reading problems. Finally, it is necessary to analyze the specific problems and strengthen the Linking reading training from many aspects, so as to achieve the best effect of the natural Linking reading. At the same time, mastering English Linking reading can not only improve learners' oral fluency, but also improve learners' listening level and promote the development of learners' English ability.

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