

**CULI.LITU.LATU International Conference 2018, Thailand**

**Sample Suggested Activities for Effective Teaching Speaking Skill Utilizing Digital Devices**

Daw Ni Ni San

University of Computer Studies, Yangon

[sstandar@gmail.com](mailto:sstandar@gmail.com)

Daw Yin Yin Kyi

University of Computer Studies, Mandalay

[yinyinkyi.mlw@gmail.com](mailto:yinyinkyi.mlw@gmail.com)

**ABSTRACT**

*This paper aims to develop communication skills for learners and enable them to express their abilities of speaking in a natural way. Most students are afraid of speaking in front of others because of lack of practice and opportunity to use English language. So the teachers need to focus attention on the prevention of shyness. To be effective teaching speaking skills and reduce the students' foreign language speaking anxiety, teachers need to create a warm, easygoing and comfortable situation in the classrooms and practice their skills using technology aids (multimedia) to capture their attention and to enhance their skills easily. Utilizing different types of digital devices in teaching allows students to communicate and actually to apply in an active way. Technology is a platform for the students to express their creative opinions energetically. Hence, it is hoped to fulfill the needs of learners to give practice effectively using digital aids.*

**Keywords:** *Digital aids, communication, speaking practice, activities.*

**1. INTRODUCTION**

The study included 60 students chosen at random from third year students, UCSY. The aims of utilizing digital devices as a supplement in teaching are to create a lively situation in the classroom, to grab the students' attention with full involvement in giving practices, to remove the students' fear of public speaking. Speaking is an essential tool for communicating and teaching speaking is a very important part of foreign language learning. The ability to communicate in a second language clearly and efficiently contributes to the success of the student in school and later in every phase of life. Therefore, it is essential that language teachers need to pay great attention to teaching speaking. This paper targets on under graduate level. Nowadays various innovative technologies are being introduced to teach speaking skill in the classroom. Technological tools or digital devices help students improve language skills such as speaking skill. Computers, Internet, videos, projector, or

audiovisual aids are the best tools for teaching and learning English speaking and for reducing the students' anxiety in speaking activities. This communicative teaching approach is based on active learning principles and is designed to create effective learning environment to reduce students' anxiety. So the creative specific teaching method has been facilitated by the use of electronic technology. By this ways, the students can be engaged in meaningful and authentic language use for learning to take place.

### **1.1 Digital Devices and Teaching ELT Speaking Class**

Language teachers from University of Computer Studies, Yangon (UCSY), use incorporating multimedia with online or downloadable videos as a powerful tool for practising and developing speaking fluency. To be an effective teaching and learning speaking class, the teachers use language labs for video watching, online English exercises, listening practice and PowerPoint presentation by projector. Multimedia video material develops the students' understanding of English-specific thinking ways, of lexical/syntactic choices, of correct pronunciation and of formulaic expressions. It also provides simultaneous audio/visual input, and complete and contextualized conversations. Moreover, the video can be stopped, reversed, paused, and re-started according to the students' need for a more practical level. According to new learning and teaching approaches by the use of multimedia or digital aids, English language teachers should encourage their students to use technological innovations during speaking classes using available technique such as mobile phones, computers, projectors, and televisions for their effective speaking or presentation. Technological innovations are providing teaching and learning English as a foreign language. Recently, technology has brought the dramatic change in the world and is revolutionizing education. Using multimedia (computers, projectors, and televisions, DVD players) in traditional ELT classes has exposed to be a powerful teaching medium (Hartsell, T & Yuen, S. 2006) and has proved to be successful technological medium to snatch the students attention and motivation to learn, and be able to create authentic environment.

## **2. GOALS AND TECHNIQUES FOR TEACHING SPEAKING**

The goal of teaching speaking skills is to acquire the communicative efficiency. In order to achieve this, teachers can use a balanced activity approach that combines language input, structured output, and communicative output.

Language input comes in the form of teacher talk, listening activities, reading passages, and the language heard and read outside of class. It gives the students producing language

themselves. In structured output, students may have options for responses, but all of the options require them to use the specific structure that the teacher has just introduced. In communicative output, the students may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know.

Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Efficient teachers teach students speaking strategies using minimal responses, recognizing scripts, by the help of digital devices. Applying the digital aids such as Internet, videos, TV, and projector, the teachers can help students learn to speak effectively. As utilizing one of digital tools, video can be a stimulating English language learning tool especially in situation where a native speaker model is unavailable. Other video platforms like You Tube are a great source for teaching and practising. So videos help the learners improve their speaking and stimulate discussion.

By using minimal responses, the students who lack confidence to participate successfully in speaking activities often listen in silence while the other students talk. So minimal responses enable a student to focus attention on what the other participant is saying without having a response. One way to encourage such students to begin to participate is to help them use in different types of conversation.

In recognizing scripts, some communication situations such as greeting, introductions, compliments and other functions are influenced by social and cultural norms as scripts. So the transactional conversations can be done in activities or in repetition of an activity to improve skill giving practices by the use of audiovisual aids. Through activities, teachers can give students practice in managing and changing the language for various situations.

### **2.1 Communicative Language Teaching**

Communicative language teaching approach (CLT) was developed in the 1970s and it has controlled approaches to language teaching today. According to Jack C. Richards (2006), CLT produced an excited interest or eagerness when it was introduced as a new approach to language teaching in the 1970s and 1980s. CLT approach provided a rethinking classroom teaching methodology. It was developed to help the learners to communicate effectively in the target language. Language learning through the process of communicating in the classroom supplies a better opportunity for learning than through a grammar-based approach. Communicative language teaching approach emphasizes meaningful communication. In other

words, it helps the learners know how to use the language for different purposes. Communicative language teaching methodology includes the following principles.

The teacher needs to create an authentic environment in the classroom and motivate the students for active participation in the activities for their language skills. The teacher should provide the instruction and feedback to help learners examine the language what they know. The learners should be given the opportunities to speak in the language promoting interaction for accuracy and fluency. The teacher should not correct the students' mistakes very often while they are speaking. Learners should be provided the opportunities to use the language inside and outside the classroom in social climate.

### **3. REDUCING FEAR OF PUBLIC SPEAKING OR COMMUNICATION APPREHENSION**

Many ELT teachers are getting more difficult to teach anxious students successfully. Anxiety leads to poor understanding, poor results and a loss of self-confidence. Teaching oral communication in the foreign language, freely and correctly, is more difficult and more demanding. So the teachers need to create a suitable classroom atmosphere to give treatment or to reduce the anxiety of the students. There are at least two reasons to know about communication apprehension. The first one is the difference between the normal fear most people feel before they give a speech and high communication apprehension. The second reason is to give special treatment to people who are highly apprehensive. Nearly all of the students in the public speaking class feel worry when they are encouraged to give the speeches. Fear of public speaking is a form of anxiety which can seriously affect much or all of a student's oral communication, social skill and self-esteem. Some students show a more serious problem when they have a chance to give public speeches. Their problems can be defined as speech anxiety or communication apprehension. Communication apprehension is frequently found in the classrooms. English language teachers from the University of Computer Studies, Yangon, use the language labs appropriately to be effective practices for the students, to enhance the students' accurate production of stressed syllables in English words, and to create the authentic situations for the students' active participation in activities. According to technological tools in effective teaching and learning process, teachers can provide students overcome the anxiety and can also give students strategies and phrases to use for clarification and comprehension check. Teachers can create an authentic environment within the classroom and motivate students to participate in interactive activities to get speaking practice and to prevent their shyness gradually. By this way, students will have confidence in their ability to manage the various communication situations that they may encounter outside the classroom.

Today, Digital Age, their anxieties can be treated using electronic teaching aids such as Internet, videos or audiovisuals to get their attention, to persuade their participating in activities and to give practice of listening and speaking in order to learn to do well.

#### **4. ACTIVITIES FOR LANGUAGE PROFICIENCY**

According to the study of under graduate students from the University of Computer Studies, Yangon, ELT teachers create activities for students' speaking practice and they motivate the shy or quiet students to participate in activities. At first, teachers do not give difficult activities. These students are fearful of difficult activities because of lack confidence. So, teachers start with the relevant topic to the students' level and then they raise the level of complexity step-by-step. By this way, they get confidence gradually and they participate in group activities, pair work, and individual presentation and then as the highest level they participate in speaking contest of national level.



**Figure 1. Video Lesson in the Class**



**Figure. 2. Group discussion in front of the class**



**Figure 3. Individual presentations in the class**



**Figure 4. Drama Contest of National Level**

### Sample Activity 1

After watching video lessons, teacher leads the activities for a drill. An effective way of making the students think about what they are saying in a drill is to focus their attention on the meaning relationships that exist between different elements such as sentence, clauses, phrases and words. In the drill below the students are invited to draw inferences from statements made by the teacher.

Teacher: I've been working all day.

Student A: You must be tired!

Teacher: I haven't eaten anything since breakfast.

Student B: You must be hungry!

Teacher: I haven't had anything to drink either.

Student C: You must be thirsty!

Teacher: And now I'm going to a party.

Student D: You must be.....mad!

### Sample Activity 2

Ask each pair of the students for this activity after watching video lessons. Let student A and student B. Students A and B are old friends. They see each other again after four years. Student A has an important meeting and can't talk long. Practice using any words or expressions appropriate to express the functions given.

Student A

Student B

1. *greet* B, *expresses surprise*

Hi, Betty! Haven't seen you in ages!

2. *asks about B's family*

How's your family?

3. *replies to B's question, precludes*

Yes, I really like it a lot. In fact, I've got to go to work now.

4. *replies to closing*

Bye!

1. *returns greeting and gestures*

Oh, hi! It has been a long while!

2. *answers questions, asks about A's job*

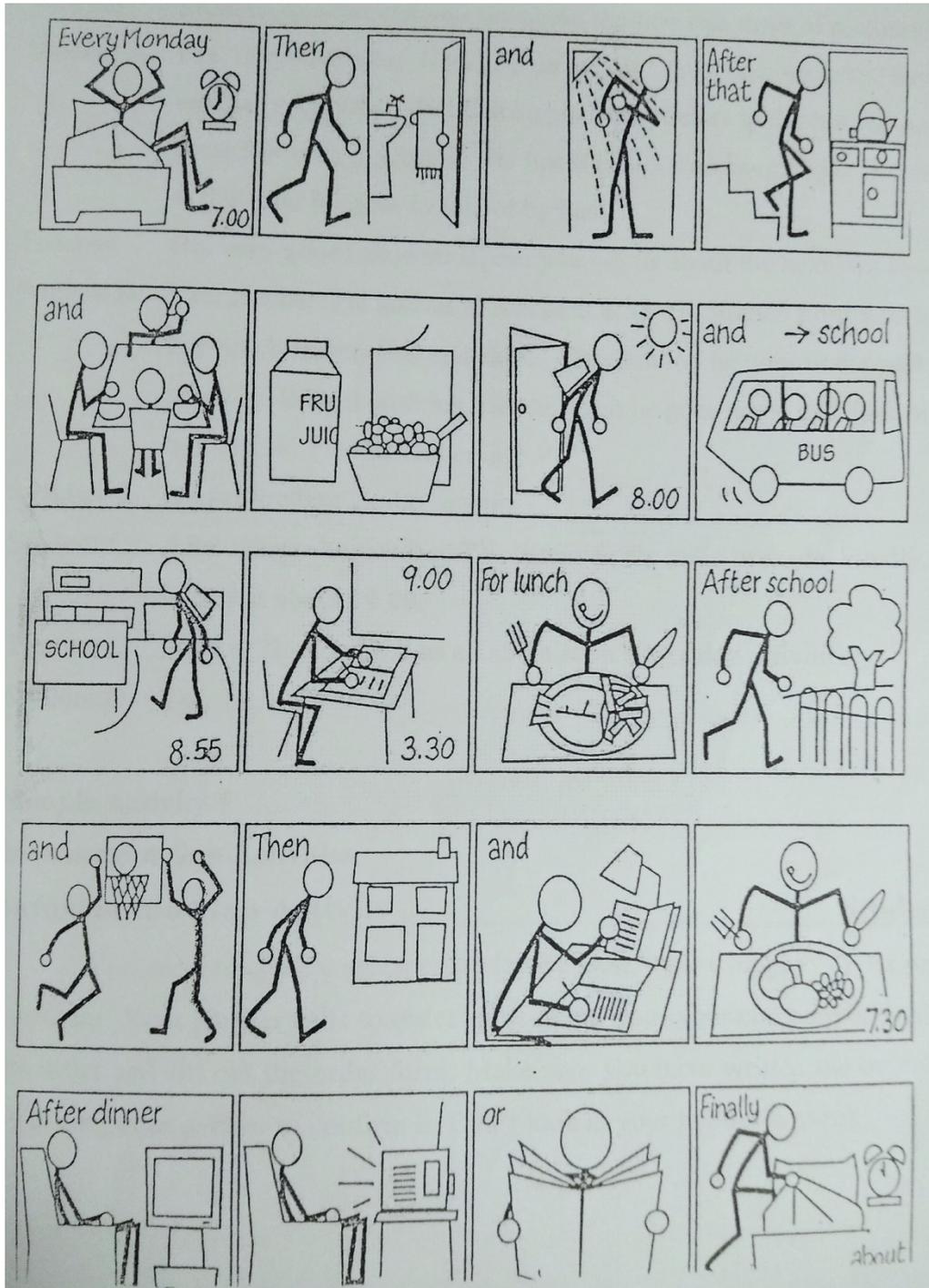
John is fine and the kids are doing well in school. I hear you're working for IT company.

3. *replies to precluding, gives closing*

It's great seeing you. Bye!

### Sample Activity 3

Teachers can give speaking practice to each student by showing pictures by projector in the class and let each student make dialogues. Students are motivated to speak using them.



**Figure 6. John's Monday Activities**

Source: Paul Seligson, 1997 Helping Students to Speak

Teacher: Look at these pictures and let's make dialogues. You can describe what you see on the pictures. It's about John's regular activities on Mondays.

Students: Yes, teacher.

Teacher: Students, what can you say about each row of pictures?

Students: Yes, teacher. We can do.

## Findings

According to this study, the numbers of anxious students reduced vividly. We found that 70% of the development of participants in activities and development of speaking skills based on the effect of digital devices through the semesters in academic year 2017-2018. The study included 60 students chosen at random from third year students, University of Computer Studies, Yangon, Myanmar. This paper has presented the quality of learning outcome of under graduate students of UCSY. So the results of the consequence, using electronic devices in communicative teaching reduce the number of anxious students.

### Evaluation Form of Language Classroom Anxiety Scale after Using Digital Devices

no.	Question Items	Good	Satisfactory	Unsatisfactory
1.	I think multimedia (i.e: computers, DVD, Youtube, Internet, PowerPoint Presentation) is good to learn English.			
2.	Watching video in English class motivates me to learn English.			
3.	I worry about making mistakes in speaking classes.			
4.	It would bother me to take more English speaking classes.			
5.	I feel comfortable in English speaking class.			
6.	I feel very self-conscious about speaking English in classroom or out of classroom			
7.	It embarrasses me to volunteer answers in English class.			
8.	I wish to participate in any activities in classes.			
9.	I feel confident to participate in speaking contests.			
10.	I am afraid that the other students laugh at me when I speak.			

## Problems

It was found that the students faced difficult situations in their speaking skills because of interference of the mother tongue in foreign language learning. At first, they showed shyness in the oral activities and they did not ask any question when they did not understand anything during the class.

### **Solutions**

Teachers create a warm, easygoing and comfortable situation in the classroom. After teaching with technology aids, the teachers lead the activities for a drill and motivate to speak the students to speak and give practices to get confidence. By this way, we can reduce the number of anxious students and raise the quality of their learning outcome step by step.

## **5. CONCLUSION**

According to this study, technology innovation moves away teacher-based authority to more applied learning that requires students to become more creative and critical thinkers. The integration of digital aids in traditional teaching and learning environments, active classroom can be created as much more interesting place for the students in order to motivate them to participate in group activities, individual presentation, and to participate in national English speaking contests (impromptu talk, panel discussion or debate). ELT teachers (English language teaching teachers) from the University of Computer Studies, Yangon, use technological aids appropriately to be effective practices, to enhance the students' accuracy and to create the authentic situations in the class. Thus, creating activities with the incorporation of digital devices within the traditional class environment help the students reduce their speaking anxiety, develop speaking skills, and create real life situations. Moreover, learning is effective in developing the students' speaking fluency skills through academic year. Consequently, it can be concluded that teaching with digital aids was found to be effective in developing speaking fluency skills and in reducing anxiety among the students, and encouraging and motivating them to use the language orally.

## **REFERENCES**

1. Joji Miyanuchi, 1996, *Attempting to Improve Students' Communicative Competence through Speaking activities focusing on AURAL/ORAL COMMUNICATION.*

2. Jack C. Richards, 2006, *Communicative Language Teaching Today*.
3. Long, M.H, 1981, *Input, Interaction and Second Language Acquisition*.
4. Maryam Bahadorfar and Reza Omidvar (2014) *Technology in Teaching Speaking Skill*.
5. Paul Seligson, 1997 *Helping Students to Speak*.