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Applying New Technologies to Upgrade Non-English Speakers' English Speaking Skills

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Applying New Technologies to Upgrade

Non-English Speakers' English

Speaking Skills

A Field Project Proposal Presented to
The Faculty of the School of Education
International and Multicultural Education Department

In Partial Fulfillment
Of the Requirements for the Degree
Master of Arts in Teaching English as a Second Language

By
Xiaoqiong Wang
May 2016

Applying New Technologies to Upgrade

Non-English Speakers'English

Speaking Skills

In Partial Fulfillment of the Requirements for the Degree

MASTER OF ARTS

in

TEACHING ENGLISH AS A SECOND LANGUAGE

by
Xiaoqiong Wang
May 2016

UNIVERSITY OF SAN FRANCISCO

Under the guidance and approval of the committee, and approval by all the members, this field project has been accepted in partial fulfillment of the requirements for the degree.

Approved:

_____   <u>May 20, 2016</u>
Luz Navarrette García, EdD   Date
Instructor/Chairperson

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ABSTRACT

As technologies are getting more and more advanced, modernized information technologies start to step into the field of education. The application of multimedia-assisted instruction is getting more and more popular. This can stimulate students' interests as well as promote students' development and improve teaching efficiency. Teachers' work should be student centered, and teachers' function is to provide help and guidance in students' studies. With the introduction of new technologies, students start to be fond of having classes. They start to have interests in studies. This can create a positive learning environment to students, which meets the social requirements of this era. This project is to provide some ideas and methods of applying new technologies in English instruction to expose students in a more authentic learning environment and improve their speaking skills.

Key Word: new technologies, speaking skills, student-centered, interest, confidence, Brain-compatible teaching, Computer mediated communication, Humanistic approach, mobile learning

CHAPTER I
INTRODUCTION

Statement of the Problem

In the early 2000s, electronic devices like cell phones, tablets, computers used to be luxurious devices which only certain people could afford. In today's society, electronic devices are owned by people of all ages, races, and socioeconomic status. The era of informational technology and electronic devices is gradually changing people's way of living. Nowadays, people communicate through emails to get notifications and work assignments on a daily basis for convenience's sake, and people tend to purchase portable devices via internet access. Technologies give people various opportunities to learn. Therefore, it is no longer vital for people to sit in a classroom to receive education. New technologies drive to a new revolution in every aspect of people's life. Mobile learning, as a way of learning assisted with new technologies, is a natural outcome of this revolution.

Mobile learning was jeopardized for a period of time because, until recently, there were many limitations to this concept. But now, technologies are more advanced. No matter how advanced technologies are, electronic devices are only media.

Electronic devices like cellphones, cameras, MP3 players, recorders, laptops, and e-books, etc., are all portable devices accessible via networks; they fill people's lives. When people start to transform their lifestyle to be more mobile and flexible, education methods will follow the trend as well. The flexible learning contexts are one of the advantages of learning through new technologies. In different cases and by different means, people can study anyplace at anytime (Jones, 2014).

One attraction that lures people to purchase an electronic device has to do with the advantages and solutions that it is capable of providing. The accessibility of electronic devices can do both good and bad if they are not used properly.

The problem, for today's language educators and learners, is that new and emerging technologies require professional guidance from teachers or instructors so technologies can fully assist language learning.

Purpose of the project

The purpose of this project is to inform teachers who teach English as a second language (ESL) how to help Chinese students studying overseas in English-speaking countries benefit from technologies that can help them improve their English speaking skills. In the long run, the incompetence of communicating in English is not only the result of Chinese students' English learning, but also an issue of English language teaching reform. Some students' English speaking skills are poor due to the insufficiency of oral practice. Besides, compared with their native language, they lack confidence to speak in the public or express themselves in a foreign language. Modern students expect that there can be some updates and new methods in English education. But these take time to develop. Overseas students always have great demand to communicate and speak English. When they are preparing for their overseas education, they have already made efforts in speaking English competence (Wolff, 2009). No matter how hard they prepare, the preparation is test-based, including the assessment of speaking English. Students need authentic English skills helping them study and live abroad.

From this perspective, classroom-based instruction can train students to be excellent examinees, but it does not the meet students' demand of communicating fluently and excellently, as they have little chance to meet native speakers and they

lack daily communication and expressions, resulting in what some refer to as "dumb English". More access and assistance are needed to change this phenomenon.

By researching the universality, efficiency, interactivity, and multimedia feature, new technologies make up for the weakness of the current English education. New era should have new technologies. New technology should bring new methods. No matter what times it is, new technologies should be applied to modify learning process, and bring up more advanced learning methods to improve learning efficiency.

Theoretical Framework

This project is based on three theories of language acquisition and instruction: humanistic approach (HA), stressing that more focus on students or their emotions is needed; brain-compatible teaching (BCT), stating that emotion drives attention and attention drives learning; computer mediated communication (CMC), emphasizing the use of a computer or network to realize certain learning objectives.

The first theory supporting this project is Carl Rogers' Humanist Approach (HA). Carl Rogers is a renowned American Psychologist. He dedicated his whole life to clinical psychological therapy and research. Based on his decades of working experience, he advocated "Client-centered Therapy" (Rogers, 1951). Later, he transferred this theory into educational field and proposed the "Student-centered" educational theory. In his book *Freedom to Learn*, Rogers points that the objective of education is to promote change and study, and teach people how to adapt changes and then learn (Rogers, 1969). Following this objective, students can be taught to take initiative to launch some activities, and be responsible for this. They can start to make choice and guide themselves wisely. They can learn to judge others' achievements and develop their critical-thinking. To be "student-centered", in Rogers' opinion, there are the following ways to create the in-class atmosphere.

The first way is to take every student's personality into consideration (Dornyei, 1994). The teacher can ask students to sit in a circle, so the distance between the teacher and each student is equal and no student would feel being discriminated. In this atmosphere, students can develop their own thinking instead of accepting what is told. The second way is to combine student's individual objective and collective objective. That is to say, teachers should help students figure out the issue and associate this vague personal objective with collective objective. The third way is to change the role of the teacher. To better stimulate students' motivations, the teacher's function should change in the following ways:

1. Firstly, the teacher should set certain collective atmosphere according to her personal experience or create a learning atmosphere by subtle means.

2. The teacher should accept each student's individual objective and assist them to conduce and elaborate the collective objective.

3. The teacher should guide students set the objective as their motivation.

4. Help students sort and organize various materials, including their personal experience, books or physical materials, and experience gained from the collective.

5. The teacher should communicate with students in a way of understanding.

As this theory focuses on teaching based on student's personalities, the materials in this project will follow the general idea of HA. Speaking skills are based on one's psychology also. Teachers will be suggested to pay more attention on students' feelings and reactions in the process of instruction, which is also a process of confidence building. If students could have a positive environment to speak and communicate in English, they would be more encouraged and interested to speak this language.

The second theory supporting this project is brain-compatible teaching (BCT). Caine thinks "brain-compatible teaching" is based upon the function of brain. The key point is to teach in a way, including the in-class environment, teaching contents, teaching strategies, activities of quality education, and time distribution, which is favorable to brain (Caine, 1990). As the brain has cognitive function, emotional function and self-conscious function, recognition and application of these functions can accelerate students English learning and their desire to speak English well.

The first strategy to practice this theory is to lower pressure (Rogers, 1951). The in-class environment can provide certain environmental stimulus which can promote or curb learning. In-class environment is more like a spiritual environment, and it is closely related to human's brain. A good in-class environment can promote the development of brain and then upgrade the learning efficiency. Students often have pressure in the speaking part in an English class. It owes to their old failure. When a student cannot answer the teacher's question in English, he/she starts to feel shy or unease in class and in the future, the student would try to avoid answering any questions. This kind of self-protection is a lack of confidence. So, reduce pressure can provide brain positive stimulus. When brain generates the sense of pleasure, the students can start to feel at ease in the speaking part. The second strategy is to choose reasonable amount of teaching contents. Teachers lecture less, then students can have more time to process. The purpose of teaching is to create rich learning environment and learning experience for students. The third strategy is to set imagination as an in-class strategy. To stimulate students' imagination can ease the learning environment and students would be willing and allowed to express their imagination and opinion. Then, they would be willing to speak out in class (Strong, 1984).

The materials in this project are based on the theory of BCT. The strategies are explaining how to create a fair, positive and harmonious learning environment for students with the help the new technologies application. Repeating what the book says can no longer draw students' full attention. Applications innovate instructional activities, students would like to participate more, and accordingly, the teaching and learning efficiency will be improved greatly.

The third theory supporting this project is computer mediated communication (CMC). It means people can communicate with each other by digital or electronic devices without the limitation of time and location (Warschauer, 1998). Multimedia-assisted in-class teaching is an effective modern way. It can integrate audio, pictures, graphics, and text to enrich the styles of in-class instruction. In the interaction between students and the multimedia, students and teacher, students are highly encouraged to practice using English.

Firstly, these multimedia should be used when it is necessary. According to the teaching expectation and actual activity arrangement, teachers should take advantage of the strength of multimedia and meet the teaching objective. Secondly, the contents chosen to be assisted by multimedia should be proper and reasonable. Speaking skills are different from other skills. Students actual practice matters more. As multimedia to some degree can distract students from teacher's instruction and order, the teaching activities should be dedicated designed to collect students' attention. Thirdly, technological assistance also requires persistence. Technology like network overcomes the barrier of time zone and geography. However, without persistent efforts, it is hard to make progress. So, follow-up assignments are necessary to check whether students can take initiative practicing English on their own (Warschauer, 2006).

The materials of this project are closely related to the theory of CMC. Technologies bring great convenience to people's life. They also have the trend of modifying the way of teaching. With more technological elements in in-class instruction, more teaching resources can be utilized, more effective teaching strategies can be integrated, and more innovation can be inspired. Speaking English needs more practice, and the assistance of technologies create more opportunities for each student to really practice and utilize language. Once students speak more and practice more, they can just feel free to use this language in daily life even though it is not their native language. It is part of their life. In summary, this project is based on three theories of language acquisition and instruction: humanistic approach (HA), brain- compatible teaching (BCT), and computer mediated communication (CMC).

Significance of the Project

This project is significant as it provides methods and inspiration to teachers who teach English as a second language to better benefit from technology-assisting environment to help Chinese oversea students improve their English speaking skills. Chinese students start to learn English for decades of years from pre-school to college. Anyhow, the majority learn "dumb English". The key reason is that Chinese students can barely utter or practice English (Wankel, 2013).

On the other hand, I recall a news report of a true story about Lady Moon. She never completed primary school. But ten years ago, she started to learn English from a single word or a single and simple sentence by communicating with foreigners. Years later, she could speak English language and some other languages and she finally became a famous local tour guide. This story tells that both practice and the environment are important factors to language acquisition. Lady Moon grasped

speaking skills because she could learn while authentically using English, whereas most of learners have no such conditions.

On the first day of learning English, speaking English after class is a hard mission as there is no authentic setting or purpose. To learn English well, students would prefer to purchase tapes or CDs. They yell English out, which in fact is to speak to themselves. However, practicing on one own without any tutoring is boring and tedious. Other students tend to join in the English corner. People who want to communicate in English can go there regularly. It seems a good way. But English corner does not happen anytime or anywhere. The audience are changeable and usually, after the greeting, it is hard for strangers to initiate a topic and talk freely and in depth, which is environmentally inconvenient. Thus, new zones need to be discovered with the assistance of new technologies. And new technologies bring those learners favorable conditions for English speaking. The significance of this project is that it provides teachers some ideas and instruction on improving students' English speaking skills with aids of new technologies.

Limitations of the Project

There are a few limitations related to this project. This project is specific designed for those who teach Chinese overseas students in the English-speaking countries. And the targeted objects are those who cannot speak English language fluently. Therefore, students from other countries might not benefit that much from this project. Besides, this project aims at improving students English speaking skills, so it may not help with other English skills. Another limitation is that this project is designed English- context-based. If the teacher materials are with other language context base, the project may not be applicable to it.

As this project is designed to apply technology assisting improving English speaking skills, it requires network accessible, technological devices available, and certain technological guidance. If the school facilities cannot meet these requirements, then, this project would be limited. What's more, some English teachers may have no technical training about technological utilization assisting in-class instruction, they could not use technological devices proficiently and effectively. Even though they have certain technical training, it does not mean they can get used to applying too many technological factors in the teaching activities.

Definition of Terms

Brain-compatible teaching (BCT): This kind of teaching is to arrange teaching activities according to the rules of brain operation. This is different from cramming, or lecturing, but activating learners' motivation to improve learning efficiency (Caine, 1990).

Computer mediated communication (CMC): Computer Mediated Communication is a new way to help communication at time and place convenience. Application to education, this can improve learning or teaching efficiency also (Warschauer, 1998).

Dumb English: Dumb English especially refers to those non-native English speakers who have learned English for long time but can barely communicate in English (Sun, 2009).

English as a foreign language (EFL): It refers to the non-native English speakers learn or use English in countries where English is not the first language (Nordquist, 2015).

English as a foreign language (ESL): ESL is the study of English for students who are learning English in English-speaking countries (Broughton, Brumfit, Pincas, & Wilde, 2002).

Humanistic approach (HA): This term when applied to education can be understood as learner-centered teaching, which means educators would focus on learners' feelings, attitudes, mood and need when giving instruction (Rogers, 1969).

Mobile learning: This kind of learning is defined as learning at time and place convenience by using handset, smart phone, laptop, and other portable electronic devices. So, technological mobile tools can assist learning (Crompton, 2013).

Chinese overseas students: This term means those Chinese students who receive education in countries except for China.

Chapter II
REVIEW OF THE LITERATURE

Introduction

The importance of western learning style is not only limited to the great portion of English that accounts for significantly in the Chinese College Entrance Examination, but also the interaction between countries in every aspect. Chinese people are interested in NBA games, the Grammy Awards Ceremony, and series like *"The Big Bang Theory"*. Because of this international trend, more and more Chinese students prefer to pursue higher education in foreign countries. But the issue is, can these Chinese overseas students speak and express themselves well in foreign countries? Students might always earn high marks in their examinations. However, there are rarely students who can really express well to adapt the education abroad without any difficulty. Though there is a history of Chinese students learning English for decades of years, those English learners' speaking performance is not satisfactory. Students can be interested in English speaking at the very beginning. However, as time goes by, their passion fades away. They are reluctant to speak English after class, or even in class (Dornyei, 1994). To change this situation, both the way of teaching and the environment of learning should be considered. Students have no sufficient time to practice speaking in class, and there is barely an occasion for them to communicate in English in real life (Stern, 1983). This requires teachers to explore more methods to help students be exposed to the environment and improve their speaking skills (Wolff, 2009).

The primary function of language is to communicate. When information gets digitized and commerce and trade are globalized, English accounts for a significant portion (Foster, 1996). However, many students can barely speak in English   when

speaking skills is favorable for their communicative ability, problem-solving ability, and other comprehensive abilities.

Recently, with the reform and improvement of teaching methods, more and more new technologies are applied to educational field (Herrington, 2009). English teaching today is not limited to conveying knowledge, or helping form good habits. It focuses more on students' language communicative competence. Besides, new technologies can provide a more feasible environment for language practice. Thus, it is really important for modern English teachers to learn to properly apply new technologies to stimulate students' interests, upgrade their communicative competence, and increase the teaching efficiency. Hence, teachers can no longer depend on textbooks as the only sources of information. New technologies as instructional tools can have positive influence on teaching English speaking skills and bring in more information and resources (Inaba, 2000). Besides, they can bring in more innovative ways of teaching to inspire both teachers and students in class. This project is designed to give teachers some inspirations in this aspect.

In this literature review, three themes will be presented: they are (a) using technologies to stimulate students' interest in English speaking, (b) using technologies to improve teaching efficiency, and (c) the applications of new technologies in English speaking instruction.

Using Technologies to Stimulate Students' Interest in English Speaking

The role of an instructor or a teacher is to give learners instruction or guidance. With the introduction of technological means, students start to be fond of taking English speaking classes (Foertsch, 2002). They have great interest in learning knowledge. This is also a chance to help the Chinese overseas students improve their English speaking skills (Oxford, 1995).

The aim of English Education in primary school is to cultivate students' positive sentimental cognition. When students have a sense of English language, they are eligible to learn this language for the first step (Berlyne, 1966). Only when education is student-centered and accompanied by a systematic and developmental series of English instruction can students adapt the requirements of society and the era. According to educational and psychological theories, new technologies can promote the development of education as well. The application of new technologies can arouse students' interests, promote students' positive initiative, and their ability of independent study (Crook, 1994). By doing this, students can develop all-rounded, and the teaching efficiency can get leveled up (Yanping, 2004). As more and more teachers start to realize the benefit from new technologies' assistance, they opt to change their mind. To better apply new technologies to assist instruction, arouse students' interests, improve teaching efficiency, optimize the in-class instruction quality, and broaden students' mind (Shellens, 2005).

With the assistance of new technologies, students' interests can be greatly aroused, and the way of learning can be much easier. The first step is always the hardest. Bringing in the new class is a significant part of in-class instruction. It is the first step and the critical step. Humanist Approach (HA) is the theory focusing on the individual student (Rogers, 1951). To help students get more engaged in the English environment, new technologies can help create an atmosphere to encourage students keep positive and activated. By combining their cognition and emotions, students' eager for the unknown things will be maximally aroused (Strong, 1984). For example, to draw students' attention at the beginning of each period, teachers can start the class by asking students to sing a song together by playing music, or showing students the latest news on the internet (Fidelman, 1996).

Students' minds and ways of thinking vary. Creating different learning situations by using multiple technologies can provide students more room to think (Ally, 2004). Students from kindergarten to college go abroad for education out of various reasons. To these Chinese students, different ages have different abilities of thinking and language application. Based on this, different technologies can be applied to assist teachers in class.

Younger students are more willing to move and play and they are more curious about the external world. Comparatively, their ability of applying and information processing is weaker. They are more interested in bright colors, vivid icons, and humorous voices. In this instance, cartoons, games, and fairy tales are good choices. Because of these characteristics, teachers can add more audio or video to set teaching context, and activate students' thinking (Synder, 1988). Elder age students, as their literacy and cognition are higher, it is better to create some network-based learning environment. On the internet, teachers can distribute assignments on websites. Thus, students can take the initiative to search information on the internet. Once they step into the world of the internet, they could find numerous useful resources (Druin, 1996).

Movie resources as types of language resources have their strength in teaching English (Braddock, 1996). Many young people or students like to watch movies. People can choose movie sections based on personal interest and do the dubbing (voice-over recording). They can also choose to cooperate with others. By comparing their own dubbing work with the original version, it is a good practice of self-correcting. The authenticity of language and culture from movies can provide a real situation in life, students can also expose themselves into a thick cultural environment.

It considerably increases students' speaking and listening skills at the same time, stimulating their motivation (Han, 1994).

English is a subject that needs frequent practice. Without sufficient practice, students can barely master English well. In the global environment, there is also a great demand for bilingual personnel. Teachers in class can apply multimedia to integrate more materials and enrich the teaching resources (Druin, 1996). This can modify the role of students in class. Instead of having teachers speak all the time, students will take the initiative to learn. For senior students, they are more responsible to manage their time and make good use of these new technologies to better serve their studies. In fact, bringing technologies in class can upgrade students' learning interests and learning efficiency. Once students want to learn and want to speak, they will take the initiative to put it into practice.

Using Technologies to Improve Teaching Efficiency

The best way to improve teaching efficiency is to make the teaching activities brain-compatible (Caine, 1990). Conveying information as much as possible or lecturing all the time can not guarantee that students can master or grasp all. On the contrary, if there's more time left to students for thinking or practicing independently. Teaching is a process of creating rich learning contexts for students (Warschauer, 2000). To adapt the nature of the brain, the teaching process should mobilize students' senses of hearing, viewing, and feeling. In a 45-minute period, students can concentrate on for at most 30 minutes. Teachers are trying their best to give students more input. However, one's brain can not memorize that many contents in such a short time. It is almost impossible to have students practice speaking sufficiently in this limit time.

Basically, in the class, the teacher should speak English to expose students in the language atmosphere (Brumfit, 1984). Reciting or memorizing is no longer enough. Besides shadowing, students should try to make dialogues. Specific oral practice should be arranged for English practice. Topics can be chosen from the recent learning contents or the updated news. Once students are all exposed in such an environment, he would try to communicate with each other.

Many websites are devoted to create contexts for communication need, and 51 talk is a typical one. It categorizes the contextual environment. Different from other apps' speaking practice speaking directly, it collects a vocabulary list and sentence patterns might be used in certain context. When learners have certain accumulation of speaking resources, they can express themselves freely (Warschauer, 1995).

By using technologies, teaching can be more straightforward. There are the outstanding characteristics of teaching speaking skills via technologies. The comprehensive sense of viewing, listening, and speaking is easy to be accepted. It is straightforward and impressive. Visual contexts provided by multimedia can meet the rules and principle of brain function. This practice of brain functioning can naturally improve students' ability of expressing (Mioduser, 1999). In terms of accuracy, the visual and audio materials go far more that the simple textbooks. Tones and rhythms compared with what instructed in textbooks are more accurate. This can help students correct their pronunciation. Besides, as materials are always updated via technologies, the conversation and ways of expressing are more authentic.

Interaction is another factor teachers should consider when planning teaching activities (Brown, 1994). When learning reporting a piece of news, students would copy the tone and stress of the reporter. When dubbing, or acting out a section of a movie, usually, there is an explanation of the background culture. Some teachers

would like to organize debating to help students better understand. In the whole process, teachers are only playing the role of instructor, and students are the main object of learning. Enjoyment is another factor which can not be ignored when teaching English speaking skills. Enjoyment can help improve the students' state of learning (Underwood, 1994).

The Applications of New Technologies in English Speaking Instruction

In the former two themes, the basics of HA and BCT, and the ideas of using technologies to stimulate students' interests and improve teaching efficiency are presented. In this section, specific applications for English speaking instruction are reviewed and recommended.

The development of technological the software or applications can totally meet students' requirements of listening, recording, shadowing, communicating, group learning, and performance analyzing. They can create ideal conditions for speaking practice, model practice, and authentic practice. At the same time, the class efficiency increases a lot (Jiajin, 2005). Teachers can operate to call students to perform, demonstrate to students, check and correct students' performance in time. By doing this, students' performance can get feedback timely and specifically. Recorded materials can be played in such audio class, and the recording function can be applied so that students can record the audio of their own practice. They can compare afterwards and correct themselves by replay the recording or their own. To promote the application of technology, three types of questions can be designed to help students practice, namely, answering question, interpret the sentence, and repeat the paragraph. The first type of questions can focus on a certain topic, like English learning or sports. Usually, questions can be very general and the purpose of this is to training students' ability or organize language and expressing. The second type   of

questions is to interpret the sentences. This needs a good mastery of sentence pattern and vocabulary. The third type of questions is to repeat or summarize the gist of a paragraph. This not only test students' listening, but also test their competence of applying language. Students should tell the teacher the main idea based on what he can understand from the listening (Steeples, 1994). The key point of this application is to record students' practice. By doing this, students can improve themselves in self correcting. To realize this, teachers should learn how to create the context for English speaking. To add more technological assistance in speaking class, the following steps might help (Grabinger, 1996).

Step one: lead in. This includes the topic of this class to better arouse students' interests and draw their attention. Usually, PowerPoint, audio, and video can be used to introduce the lead-in part (Synder, 1988).

Step two: pre-communication practice. At this phase, teachers should guide students go further on the topic and expose students to context, vocabulary, sentence pattern and function of the topic. PowerPoint can be applied at this time (Yuan, 2003).

Step three: communicative language practice. This part emphasizes the specific vocabulary, sentences, and function of this topic (Marianne, 2001).

Step four: authentic communication. This part is to create various contexts based on the vocabulary and sentences learned to practice by group. So, students can really expose themselves into the environment and culture (Ally, 2004).

Step five: comments. Teachers should comment every student or every group's performance. Or students in a group can comment each other. The criteria can be known to students ahead of time (Ally, 2004).

Step six: feedback. Teacher or the students by group can conclude the class in any form of presentation to enhance the points learned. At this phase, PowerPoint, video, audio, and other multimedia can be applied for the presentation (Mioduser, 1999).

To learn English on a contextualized base, app utilization can be recommended. One is Linco, and the other is Enter. Linco is an app designed on a contextualized base. Students can make appointment with teachers for class anytime, anywhere. Students can choose the topic or context they are interested or need. Teachers would plan first on how to develop the class, and afterwards, a learning feedback can be reached by the users for improvement. Gradually, the memory in the app can recommend users to topic they are interested or the teacher they might prefer based on their former options. Enter works the same way (Sharples, 2002).

However, just listening, practicing, and recording are not enough. Teachers' comments on the recording can accelerate students speaking skills greatly. Though it is a heavy task to grade the recordings of every student, however, the teacher can select half or only one third of the class for grading. For the good performance, it can be used as sample (Herrington, 2009). According to the comments and errors, if there are some, students can recognize their weakness and mistakes. By listening to their recordings from the stance of the third person, they would be more sensitive and try to avoid the same mistake in the future.

<div align="center">**Summary**</div>

In this literature review, three aspects were explored: 1) using technologies to stimulate students' interest in English speaking, 2) using technologies to improve teaching efficiency, and the applications of new technologies in English speaking instruction (M, 2007). Findings of this literature review support the idea that using technologies can stimulate students' interest in English speaking, and improving the

teaching efficiency. It also implies that using technologies to help teach English speaking skills can increase the Chinese overseas students' abilities of verbal expressing.

In the first section of the review, the real issue of Chinese students' English is presented. Attempts have been taken to change this phenomenon. Progress has been made slightly. But it is still not desirable. Technologies can make the teaching environment more straightforward, and more vivid. Interests are the best teachers (Steeples, 1994). Teaching should be appealing to attract students' attention. The implementation of multimedia can bring students into a positive and activated state. What they are facing is not only the teacher and the black board.

In the second section of the review, it mainly focuses on how to improve English speaking skills via technologies is displayed. English class should be dedicated to cultivation of English speaking (Sharples, 2002). When students' role can be changed or the time can be reallocated, the weakness of the traditional English speaking class can be supplemented. Besides, technologies can optimize the learning atmosphere. Students' English speaking skills can also get practiced.

In conclusion, using new technologies assisting instruction can help develop more English resources. The chalkboard -and text-book teaching method is outdated, as people in today's environment has very short attention span (Brumfit, 1984). And gradually, an increasing number of schools have completed and advanced the construction of network for educational use. In this environment, students can have more opportunity to access and engage in practicing and learning English verbally. The new teaching technique allow students to be able to improve their oral English proficiency.

CHAPTER III
THE PROJECT AND ITS DEVELOPMENT

Description of the Project

This project includes a handbook for teaching English with new technologies. The purpose of this handbook is to provide English teachers with lesson plans and materials that could help them create a more student-involved learning environment with technological utilization. The materials are most suitable for Chinese students who are taking overseas education in English-speaking countries at the intermediate or higher level. This handbook includes two theme-based units. Each unit focuses on English speaking skills with technological component. The units are as follows:

✓ Unit 1: Greeting and introducing deals with greeting each other, introducing oneself and his/her hometown, and accumulation for English speaking. In this lesson, students introduce themselves first. Then, students will learn how to use online resources improving their speaking skills. For this end, students are encouraged to do presentation on one topic involving at least two technological means. This involves two kinds of portable apps;

✓ Unit 2: Eating habits will be the topic to encourage students to explore the eating habits in their hometown and the native via practical app. By doing this, students would try to speak with native speakers and try to get as much information as they can.

✓ Unit 3: This unit is an app-based unit. More detailed functions and usages of this app will be displayed to show how technologies help students improve their English speaking skills.

Development of the Project

This project was inspired by my personal experience as an English learner and a graduate student in the field of language education. I began learning English in China, and in most of the English classes, students barely had a chance to practice speaking in class, let alone practice after class. Gradually, my verbal expressing just could not match the progress of my exam-taking in English area. When I chose to study abroad, I realized that English could be my either weakness or strength of learning in an English-speaking country. I realize that new technologies are what the current generation depending on for daily life and studies. The attraction of digital devices is stronger than that of paper books. Therefore, this project focuses on the development of English speaking skills with technological assistance.

This field project is also necessary to me as I am not a native English speaker. In most of the Chinese schools, English class is grammar-focused and teacher-based. Students have confined space to practice English speaking in class. They are required to listen to the teacher carefully, take notes seriously, and answer questions when the teacher calls the roll. This kills students' initiative of participating in class and expressing in this language. Teachers would ask students read after the track in the textbook. But the materials used in textbooks are not most updated daily expressions. Even if sometimes teacher would encourage students to make a conversation or dialogue based on the pattern offered in the textbook, the expressing is still limited.

When I started my overseas education, I experienced a different way of English teaching in the United States. Teachers incorporate advanced technologies for instruction in an creative and effective way compatible with the 21st century skills. This can sufficiently decrease students' anxiety embarrassment of speaking a foreign language, increase their exposure to authentic environment, and upgrade their

competence of applying the language. Therefore, the main purpose of this is to provide students a relaxing, lively, substantial, and efficient English speaking experience with the application of new technologies.

This project will basically be created based on the practical use of technologies.

The Project

The project in its entirety can be found in the Appendix.

CHAPTER IV
CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The internet is the largest data and knowledge base in the world. Many websites have rich English teaching resources for free download. From this perspective, the internet is a large-scale digital English library which can supplement the insufficiency of traditional classroom instruction. As the environment created by new technologies is more flexible and interactive than that of the traditional classrooms or lecture halls, using new technologies to assist English instruction can also break the barrier of time and location. The space of learning can be substantially extended. With the application and utilization of new technologies, the environment and location of learning are no longer limited to classrooms. Students' focus on learning is not only scores on papers as online chatting rooms and emails provide students and teachers opportunity to communicate after class. Besides, teaching students with new technologies can stimulate and enhance their interests in English speaking. It conforms to the students' psychology and cognitive characters. The teaching contents can be displayed by various media such as pictures, audio, video, etc. Students can keep a good state in terms of attention, sentiment, and interest.

Teaching with new technologies can relief students from anxiety so they can better learn and practice. When students first learn English speaking, it is easy to be scary, anxious, and nervous. The virtual world constructed by internet can give students the channel to speak English bravely. It benefits teachers to realize student-and-teacher cooperation and student-and-student teamwork. By doing this, students can consult teachers anytime and anyplace via network. As network has infinite information reservoir than teachers. Students have option to choose any learning

contents, set learning pace also. All the pace and contents are adjustable according to students' level and abilities.

In conclusion, using new technologies to help students learn English speaking skills is a new teaching mode which breaks the limit of time and space and changes people's purpose of learning. This can substantially and concretely encourage students to speaking English and improve their oral communication skills.

Recommendations

This handbook is designed to provide English teachers who teach Chinese overseas students in English-speaking countries with instructional materials, lesson plans, and activities. For a successful and effective practice of this project, the author would like to give the following advice. First, teachers should present the students how the class is organized with technological assistance. Tell students ahead of time the general arrangement of this course for this term, and what kinds of new methods they would try in the class activities and homework. For any teaching resources students can access, tell the sources in advance, and encourage them to prepare in advance. Second, attach the importance of oral practice to students and encourage them to use app as much as possible to practice online speaking by various ways. However, a good mastery of speaking is based on a good command of vocabulary, grammar, and speaking contents. Encourage students to read as much as possible to broaden their horizon and vision.

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APPENDIX

Digital Lessons for Improving English Speaking Skills: A handbook for Teacher

Using New Technologies

to Help Teach

English Speaking Skills:

A Handbook for Teachers

Created by

Febbie Wang

TABLE OF CONTENTS

Letter to the Teacher

This book introduces lessons that are based on effective and innovative methods of teaching English speaking skills with the assistance of new technologies. The units are designed for teachers who are teaching intermediate or higher level Chinese English learners in English-speaking countries. The materials can be adapted and modified to benefit English learners from other countries as well.

There are two units in this handbook. All the materials in lesson plans, sample worksheets, answer keys, and guidelines are new-technology-based. Activities were designed to increase every student's participation and involvement, then improve the skills.

I hope this handbook can help you in teaching to improve students' English speaking skills.

Sincerely,

Febbie

INTENDED AUDIENCE

This handbook focuses on teachers who teach intermediate or higher level Chinese English learners' speaking skills in English-speaking countries. The intended student requirements are a basic mastery of the language grammar system, structure, vocabulary, and basic speaking ability. They should also possess basic skills of technological devices utilizing. Students would be encouraged to use and practice the language on individual base and collective base.

THEME PRESENTATION

The theme of the lessons is eating habits with an emphasis on Chinese Spring Festival in different part of China. Eating habits are an essential part of cultures. And the eating habits can present the general personalities of people in a certain part. It provides a good source of materials for positive and relaxing learning contexts. Besides, eating habits are very popular in daily life, as people from different places like to try different food as a kind of life experience. And the different eating habits would give students a wonderful experience.

REQUIRED EQUIPMENT

All the units should be presented through digital platforms and printed materials sometimes. Both teachers and students need to access to laptop/computer or other devices with internet connection to realize some teaching activities. And for all the learning contents and tasks of each unit, teacher would give students a copy of handout for reference.

About the Applications

There are three applications, or APPS, mentioned in this project, namely, WeChat, LinCo, and OpenLanguage. They are all portable device-based applications with technological factors. Each unit has a specific introduction on the function and usage of one app to help teach English speaking skills.

UNIT 1: GREETINGS AND INTRODUCTIONS

INTRODUCTION

This unit is essential to break the ice in class. Students and teachers are supposed to greet each other, and know each other. A WeChat (an app like WhatsApp or SnapChat) group will be set up for the whole class in the function of "Set A Group Face to Face" in WeChat. Students are encouraged to greet each other and introduce themselves by voice in the chatting group. According to different students' introduction, every student can feel free to add anyone they like to be their friends. After that, students should find the "friends" they add and talk with them to get more information about the "friends". The second part of introduction is "Know More about Me". Students would be encouraged to record a video about their own introduction of hometown and one of the new friends they meet from the class. And all these would be collected in the class profile by the teacher via WeChat.

GOALS

The purpose of this unit is to let students get familiar with each other. This can help foster

an easy and lively learning environment for students who come from different places.

LANGUAGE OBJECTIVES

By learning this unit, students will be able to:

✓ Greet people with appropriate English and introduce themselves in English

✓ Interview people and describe others with the information they get in English

✓ Use the knowledge and vocabulary they have now to introduce the characters of their

   hometown.

CONTENT OBJECTIVES

By learning this unit, students will be able to:

✓ Show a nice attitude when communicating with others

✓ Use digital devices to make introduction biography of the class

UNIT 1: PROCEDURES

LESSON A (50 minutes)

1. Warm-up

   First, show welcome to your students for their attending to your class. Then, give

students a brief introduction of this course, the basic contents, the teaching schedule, and

requirements and expectation you have to the students.

2. Break Ice

   Ask students to take out their phone, then set up a new wechat group. Every student is

required to introduce himself in English via voice in the group. Then, other students,

according to the introduction, add another friend from the group. Each student can only match 1 partner at this round.

3. "Know More about Me"

Afterwards, find the exact classmate in class and make friend with him, introduce each other, and interview each other. When students get all the information they need, they can start, the task after class, start to record a video of the introduction of themselves and the friend they find.

4. Post Video to the Teacher

After students complete the recording of the introduction, they should submit the video to their teacher as a homework assignment via wechat.
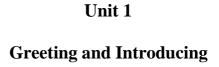
LESSON B (50 minutes)

5. Presentation of Introduction

Students should present the video they recorded in the classroom with multimedia, and finally the "most popular" student will be voted according to the video.

6. Assessing the presentation

Every student will get a score sheet and they should give score to each student on his performance in the video based on the criteria offered.

UNIT 1 MATERIALS

Unit 1

Greeting and Introducing

Overview of the Unit

➢ Theme: Greeting and Introducing

➢ Duration: 100 minutes (two lessons, each lesson 50 minutes)

➢ Materials: Steps to use WeChat, How to Start A Conversation,

Worksheet 1:2(Break the Ice): *How Do You Do?*, Worksheet 1:3:

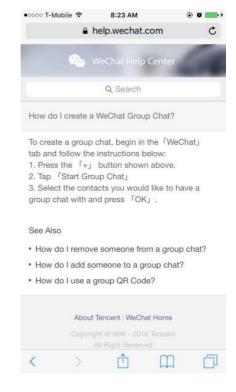*Who Are You?*, Video Files: *Biography Guidelines*.

➢ *Technological Components*: WeChat App, cellphone with camera

or a digital camera.

Steps to Use WeChat

Step 1: Download WeChat in the App Store and log in.

Step 2: Know how to create a WeChat group.

Step 3: Invite friends to join a video call.

Step 4: Start video call or send voice in WeChat (group).

Step 5: Select group members for video call.

Step 6: Initiate a video call in WeChat with group members.

How to Start a Conversation

Usually, there are several common ways of starting a conversation.

1. Hello, my name is. Nice to meet you.

2. The weather is so nice today, isn't it?

3. I come from the North of China, how about you?

4. I'm from Class_____, nice to meet you.

5. Good morning, how are you today?

Write down the sentence you would use to start a conversation with friends you meet for the first time.

1.

2.

3.

4.

5.

How Do You Do?

Sample sentences

1. My name is_____. I am____years old.

2. I come from_____.

3. This is my (first) year here. I come to study in the school.

4. My favorite food/color/book/sport/way of entertainment is_____.

Write down the statements you would use to introduce yourself.

1.

2.

3.

4.

5.

6.

7.

8.

Who Are You?

Sample conversation

1. What's your name? My name is _____

2. Where are you coming from? I'm from_____/I come from____

3. What major are you coming to study?   My major is _____

4. What's your ideal professional?   My ideal professional is_____

5. What do you like to do during your leisure time? I'd like _____

Write down the information you get from your new friend.

1. <u>(Name)</u>

2.

3.

4.

5.

6.

7.

8.

Biography Guidelines

This part, each student is required to record a video of his personal introduction and the

introduction of the new friend he made in class. The duration is limited to 5 minutes in

total. Based on the presentation, students should assess each of the presentation and vote
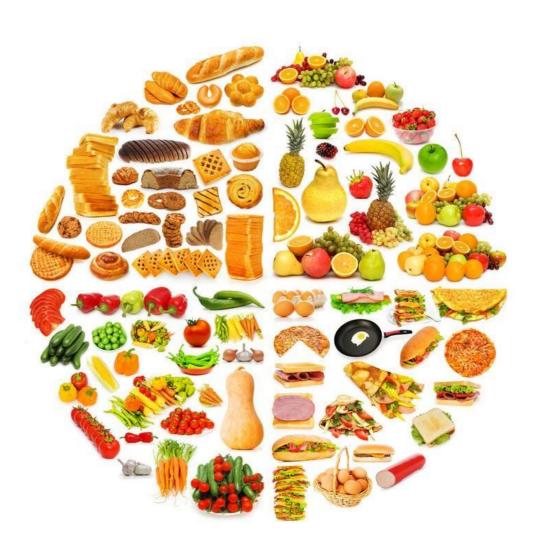
the "most interesting" student.

Assessment Sheet

Student	Pronunciation 1' - 5'	Fluency 1' - 5'	Logic 1' - 5'	Confidence 1' - 5'

Name:_____   Date: _____

Assessment Criteria

Pronunciation	1-2 point(s)	poor pronunciation, many pronouncing errors.
	3-4 points	Sound pronunciation, some pronouncing errors.
	5 points	Perfect pronunciation, no pronouncing error.
Fluency	1-2 point(s)	Not fluent, and pause many times.
	3-4 points	Relatively fluent, but some pauses.
	5 points	Very fluent a presentation and no pause.
Logic	1-2 point(s)	The logic is not clear
	3-4 points	The logic is understandable.
	5 points	Clear and reasonable logic
Confidence	1-2 point(s)	Be nervous most of the time.
	3-4 points	Generally confident but sometimes nervous.
	5 points	Be confident in the contents and presentation.

UNIT 2: EATING HABITS

INTRODUCTION

This unit is about eating habits. Students are supposed to introducing the eating habits of

their hometown and do some researches on the local eating habits as well. In terms if the

eating habits of students' hometown and the local, they should recommend a typical dish and introduce the origin, and the practice of making this dish. Then, each student should make a presentation of the dishes recommended and other students would give a vote. Finally, the whole class will vote out the most popular dish from students' hometown and the most popular local dish.

GOALS

The purpose of the unit is to encourage students explore life of the local place on their own and try to get more authentic materials as possible.

LANGUAGE OBJECTIVES

By learning this unit, students will be able to:

✓ Practice speaking skills by communicating with local people for information.

✓ Present the practice of making dishes in front of the class.

CONTENT OBJECTIVES

By learning this unit, students will be able to:

✓ Present the eating habits of their hometown

✓ Get familiar with local life as by doing research

Unit 2: PROCEDURES

Lesson A (50 minutes)

1. Grouping and Researching

    Students would be divided into several groups and each group has 4-5 students. They would be assigned to do research, compile information, and do the presentation separately.

2. Preparation for the Presentation

In each group, all the group members should participate in the introduction.

Lesson B (50 minutes)

3. Assessment

Each group will play the video they recorded for the introduction of preparing dished. If necessary, they can give certain supplementary or explanation on site. Other groups would assess the performance of each group based on the score sheet.

UNIT 2 MATERIALS

Unit 2

EATING   HABITS

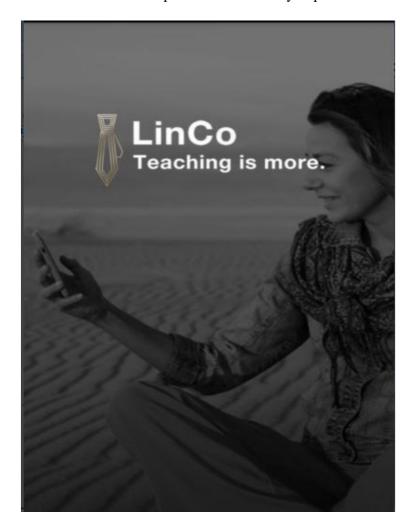

Overview of the Unit

➢ Theme: Eating Habits

➢ Duration: 100 minutes (two lessons, each lesson 50 minutes)

➢ Focused Skills: Listening, speaking, and writing

➢ Materials: How to Enter LinCo, Eating Habits in My Hometown, Practice of Making

   this Dish,Video:The Bite of My Hometown.

➢ Digital components: camera, recorder, cellphone.

How to Enter LinCo.

This is an app provide teacher online anywhere anytime

Step1: Download an app LinCo from apple store or android system.

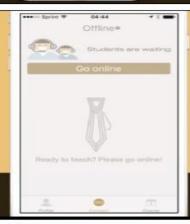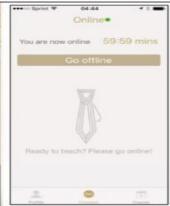Step2: Open LinCo and follow the steps which will show you pictures.

LOG-IN 24/7
AND FIND STUDENTS
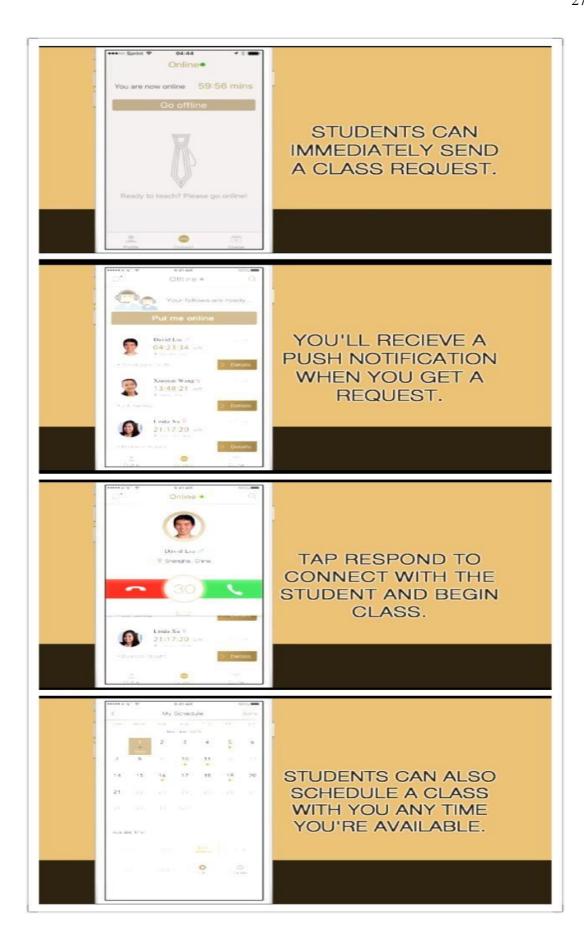WHO NEED HELP
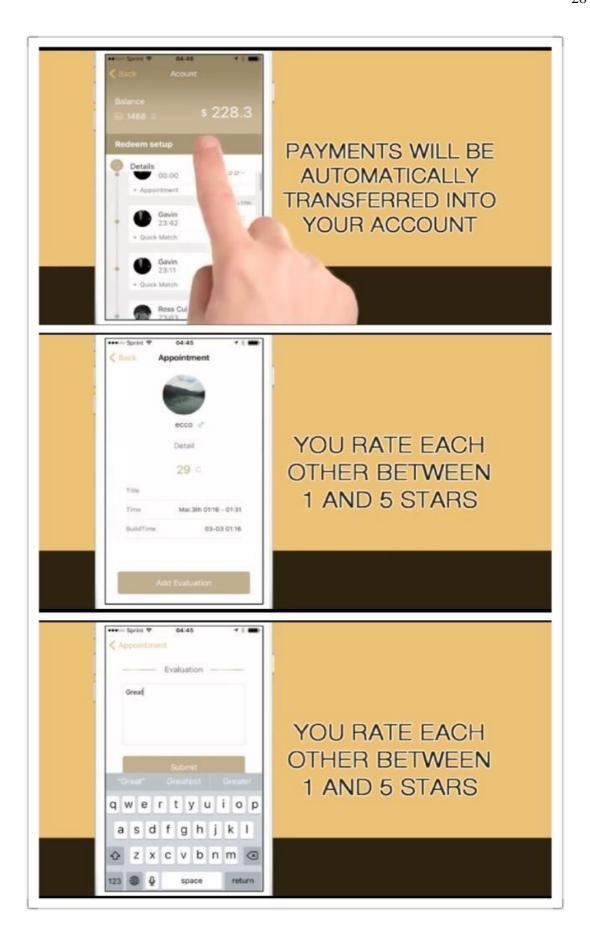IN ENGLISH

BECOME A
FIVE STAR TEACHER
ON LINCO
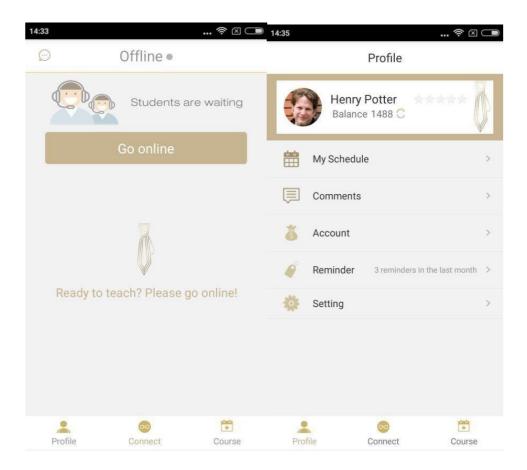
ONCE SIGNED IN AND
READY TO TEACH,
SIMPLY TAP
"PUT ME ONLINE."

ONCE SIGNED IN AND
READY TO TEACH,
SIMPLY TAP
"PUT ME ONLINE."

STUDENTS CAN
IMMEDIATELY SEND
A CLASS REQUEST.

YOU'LL RECIEVE A
PUSH NOTIFICATION
WHEN YOU GET A
REQUEST.

TAP RESPOND TO
CONNECT WITH THE
STUDENT AND BEGIN
CLASS.

STUDENTS CAN ALSO
SCHEDULE A CLASS
WITH YOU ANY TIME
YOU'RE AVAILABLE.

PAYMENTS WILL BE AUTOMATICALLY TRANSFERRED INTO YOUR ACCOUNT

YOU RATE EACH OTHER BETWEEN 1 AND 5 STARS

YOU RATE EACH OTHER BETWEEN 1 AND 5 STARS

Students can make appointment with teachers online based on the customized schedule and contents. Teachers are all native English speakers. From here, teachers can be the interviewee for information of local food and eating habits.

Eating Habits in My Hometown

Write down the main habits and popular dishes in your hometown.

1. <u>(Place of the hometown)</u>

2.

3.

4.

5.

6.

7.

8.

How Do You Prepare this Dish?

Write down the practices/steps you prepare the dish recommended.

1.

2.

3.

4.

5.

6.

7.

8.

What Native Special Do You Like? Do You Know Its Origin?

This part, students are requested to search for information about the native specials they like and discover the origin and story behind the specials with the utilization of LinCo. Students should make appointment with teachers to schedule the time first.

1. Name of the special(s): _____

2. Origin of the special(s): _____

Do You Know How to Prepare the Special Dish(es)?

Ingredients	1. 2. 3. …
Steps of Cooking	1. 2. 3. 4. …

The Bite of My Hometown.

Assess each group performance based on the following criteria.

Group NO.	Pronunciation	Fluency	Information	comment

UNIT 3: OPEN LANGUAGE, OPEN YOUR MOUTH

INTRODUCTION

This unit is essential to introduce more topics related to daily life and study life in the app of OpenLanguage. Students can experience the authentic context and then try to express in the right way in such circumstances. The topic and speaking contents set are scientifically matching students' actual English level so that students can practice and level up gradually at pace. As all the topics are related to the everyday life, students would be interested to practice following the modules in the app. In this app, students can listen to the materials, learn the vocabulary, get familiar with the sample sentences, figure out the grammar points, and get immersed in the cultural essence.

GOALS

The purpose of this unit is to provide more authentic contexts for students to encounter so that they can express under any circumstances.

LANGUAGE OBJECTIVES

By learning this unit, students will be able to:

- ✓ Acquire the basic vocabulary under this topic

- ✓ Master the sample sentence using in this topic

- ✓ Know how to express in such circumstance

CONTENT OBJECTIVE

By learning this unit, students will be able to:

- ✓ Learn the cultural background of the topic related

- ✓ Learn the difference of life in the native and hometown
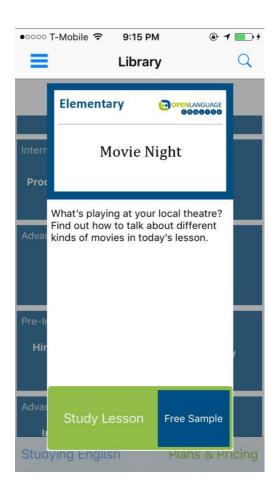
UNIT 3: PROCEDURES

LESSON A (50 minutes)

1. Choose the Correct Level and Topic

First, according to the actual level, students should select the correct level of topics in the app, including elementary, pre-intermediate, intermediate, upper-intermediate, and advanced. In this lesson plan, an elementary level topic, "Movie Night" would be chosen to set an example.

2. Listen to the Context

Students might not understand 100% of the contents the first time. However, it is necessary to encourage students always listen to the context without any preparation and try to grasp the main idea and key point(s). When students start to have a general feeling of another language, they just step on the way to success of learning it.
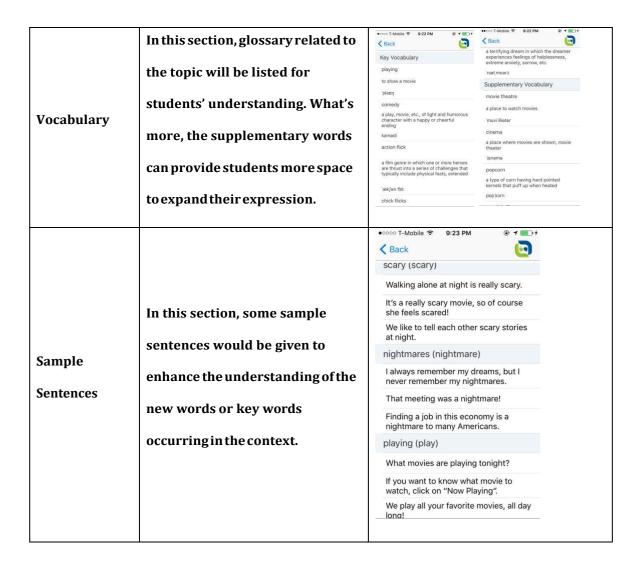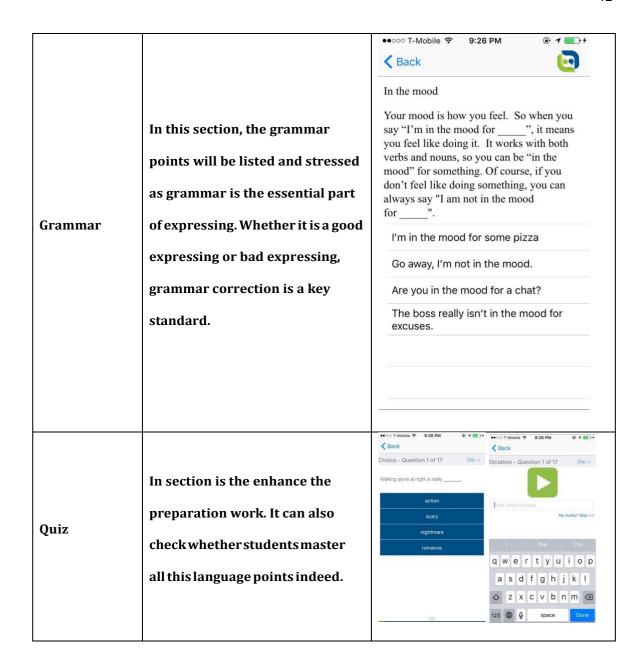
3. Preparation Work

This part is more detailed and more endeavors needed. The preparation including discussion, dialogue, words, sample sentences, grammar, quiz, homework, and background culture.

Category	Description	Sample
Discussion	In this section, students can submit their personal opinions or suggestions based on the listening materials. So that, students can exchange ideas, do brainstorming, get more new inspiration.	
Dialogue	This section is the text of the listening materials. Students can read and see the words of each sentence. Besides, they can translate the sentence into another language even translate word by word. Students can choose to play the audio sentence by sentence, and try to record their own practice and play the record and compare as well. This is an effective method of self correcting and practice.	

Vocabulary	**In this section, glossary related to the topic will be listed for students' understanding. What's more, the supplementary words can provide students more space to expand their expression.**	
Sample Sentences	**In this section, some sample sentences would be given to enhance the understanding of the new words or key words occurring in the context.**	

Grammar	In this section, the grammar points will be listed and stressed as grammar is the essential part of expressing. Whether it is a good expressing or bad expressing, grammar correction is a key standard.	
Quiz	In section is the enhance the preparation work. It can also check whether students master all this language points indeed.	

Task	In this section, students are encouraged to complete the assignments via various means, such as recording an audio, taking photos, using other multimedia, or photographing. After the submission, students can share, delete, and browse the homework assignment as well.	
Background Culture	In this section, the cultural background is trying to appeal students' eyes and interests in this topic and try explore mire information about this topic.	

LESSON B (50 minutes)

4. Practice Time

As the dialogue is all short version, it is easy for students to memorize the lines. It is easy to learn, master, and put into practice. When practice, students can do shadowing, which means read right after the audio, or record their reading and compare with the original version. By doing like this, students accent, fluency, and speed would be substantially improved.

5. Perform Time

Students are encouraged to find partner(s) to complete the performance of dialogue in front of the class. First, each group should set role for each other, then memorize the lines. The most import thing is students should perform or act like an actual scene instead of just reading lines.

UNIT 3 MATERIALS

Unit 3

OPEN LANGUAGE, OPEN YOUR MOUTH

Overview of the Unit

➢   Theme: Open language, open your mouth

➢   Duration: 100 minutes (two lessons, each lesson 50 minutes)

➢   Materials: Steps of Using OpenLanguage, Word Journal, Cultural
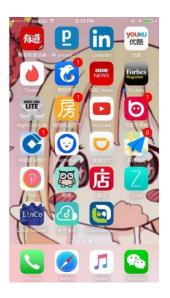
Focus, Assessment Sheet on the Performance, Assessment

Criteria.

➢   Technological Components: OPENLANGUAGE APP, cellphone with

camera or a digital camera.

Steps of Using OpenLanguage

Step1: Download OpenLanguage from the app store in the handset system.

Step 2: Select the language you are going to use in this app.

Step 3: Search for the topic you are interested.

Step 4: Once you choose the lesson, enter it. Then, the corresponding categories will

present.

Word Journal

Name	Level	Topic	Date
Annie	*Elementary*	*Movie Night*	*4/5/2016*

Basic Words	**1. Action flick** **2. Comedy** **3. Chick flicks** **...**
Supplementary	**1. Blockbuster** **2. Special effect** **...**

Cultural Focus

Topic	Cultural Tips Mentioned	Cultural Expansion

Performance Assessment Sheet

Name:_____   Date: _____

Student	Pronunciation 1' - 5'	Fluency 1' - 5'	Confidence 1' - 5'

Assessment Criteria

Pronunciation	1-2 point(s)	poor pronunciation, many pronouncing errors.
	3-4 points	Sound pronunciation, some pronouncing errors.
	5 points	Perfect pronunciation, no pronouncing error.
Fluency	1-2 point(s)	Not fluent, and pause many times.
	3-4 points	Relatively fluent, but some pauses.
	5 points	Very fluent a presentation and no pause.
Confidence	1-2 point(s)	Be nervous most of the time.
	3-4 points	Generally confident but sometimes nervous.
	5 points	Be confident in the contents and presentation.