

The Effectiveness of Using Educational Techniques in Developing Students' Speaking Skills

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Abstract: This study aims at exploring the extent of using Educational Techniques through teaching speaking skills activities when students participate in oral interactive which leads to communicative language. The other objective is that the effective use of modern technology devices to encourage the learner's autonomy, and all these help facilitating English language in teaching speaking skills in Sudanese Secondary schools. An Interview was used for data collection. The researcher after ten expert teachers responded honestly about ten questions presented by the researcher to strengthen and support some areas cannot be covered by the questionnaire as well as check list observations. From ten different State schools, at those schools a rapport was seen during interview between interviewer and interviewees the discussion went spontaneously, regardless, the researcher as neutral, and honestly explained the aim of the research, and his hope to interview each teacher, to get data needed. Since the interviewees had been teaching for at least 15 years, some of them are even more than 25 years, their responses went beyond answering questions to include facts recalled from their rich previous experiences. The interview conducted during free time so those interviewees not teaching , in all interviews the relationship was simple, respectable and informal. Finally the interviews were treated by the researcher in a brief account which helps the study reaching some findings congenial with solving the main problem of effectiveness of using educational techniques in developing students' speaking skills and the addressing the questions and hypotheses. The study moreover is concluded with some recommendations and suggestions for further similar studies.

Keywords: speaking skills activities.

1. INTRODUCTION

English language influenced directly by the learning environment, as well as others relate closely to social ,economic and a political factor. In an (EFL) setting such Sudanese schools, influential factors depend on the individual differences of students potentials. These include variable such as intelligence, language aptitude, attitudes towards English classes, and could attain remarkable success academic as well as using English for communication. Others indirectly influence to whole processes of education where the learning takes place and they may act as pedagogical practice, knowledge input, output evaluation ... etc. Braine (2010) focuses on Nonnative Speakers English Teachers (NNS), he states that those teachers suffering from an inferiority complex leading to stress work. Also he claims to enhance the language proficiency of NNS teachers, to make this clear he cites Bachman (1990) defines language proficiency as "knowledge competence, or ability in use of language, irrespective of how, where or under what conditions it has been required" (ibid). Mohamed (2007) mentions that every teacher aims to be an effective teacher. The concept of effective teaching is somewhat elusive one; however, can it be determined from the teacher's behaviors, the learner's behaviors, classroom interaction, or results of learning? Also, we can make many questions to be guideline to define the term effective teaching. Otherwise, some researchers have attempted to operationalize the notion of effective teaching by describing it as teaching that produces higher-than-predicted gains on standardized achievement tests (Good, 1979) (ibid). AL-Hassan (2015) goes on discussion about speaking, cites from Wallace, Stariha and Walberg (2004) asserted that lack of practicing the language caused an increase in problems among learners and eventually leads to deficiency in mastering the speaking skills. They pointed out

the more practice students are given the better they perform in speaking. Cross (2011) states that the subjective nature of "personal" knowledge and beliefs means they are often viewed with perspective when advanced as basis for pedagogy, given they represent perhaps little more than an idiosyncratic approach to instruction, in contrast to models of best practice derived from "scientific" or "evidence-based" educational search, he also cited from (Cochran-Smith, 2005; Cochran-Smith & Lytle, 2006; Sr Pierre, 2006) Furthermore, arguing that teacher, as a collective, hold a body expert knowledge about what constitutes effective pedagogy based on their own personal professional knowledge and experience while not suggesting such knowledge adopted as "best practice without further discussion or critique, he does argue of need to at least organize that it is more than merely personal, subjective, or idiosyncratic view of what count as "good teaching" (ibid). Chen (2013) cites Kennedy and Trofimovich (2013) argue that much research has been conducted on relationship between adults' development of speech and L2 experience. Non-Native speakers of English (NN), students' speech was evaluated along four dimensions: accentedness, comprehensibility, fluency, and communicative effectiveness. Accentedness is here defined as listeners' judgment of how closely a speaker's speech approximates a native speaker norm. As a construct, accentedness is different from comprehensibility, a listener's perception of how easy or difficult it is to understand a speaker (Derwing et al, 1998). Fluency refers to a listener's perception of how fluidly and effortlessly speech is produced, that is, spoken without undue pauses, hesitations, or dysfluencies such as false start and repetitions, (Derwing et al, 2004). Because an L2 speaker may be considered "good" without necessarily being rated highly on accentedness, comprehensibility, or fluency, the inclusion of communicative effectiveness as a rating criterion allows rates to give their global impression of a speaker ability to communicate in an L2. In context of this study, communicative effectiveness refers to a listener's perception of speakers' ability to get their message across ... to get people attention ... to communicate" (Lehtonen & Karjalainen, 2008) (ibid). Palermo et al (2012) discuss that English exposure levels at home were uniquely and positively associated with children's English receptive and expressive vocabularies, whereas peer English exposure levels were uniquely and positively associated with children's expressive vocabulary Teachers' English exposure levels were not uniquely associated with children's vocabulary. The findings highlight the importance of home environment and peer experiences in the classroom for maximizing L1-speaking children's early English vocabulary skills. Moreover, the researcher ensured a perfect exposure could be done to students who still too young (ibid). The main purpose of learning any language is to communicate naturally, express feelings, point of views, comments and interact speaking directly about any idea without any hesitations. Gomathe (2014) clarifies that normally, learners in an EFL context do not use the language in authentic situations so they possess inability in communicating appropriately and correctly. This result from learners' lack of exposure to authentic language that allow them to use the language for communication and expression (ibid). Alhamshary (2012) cites Richard and Renandya (2002) discuss learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Speaking language is especially difficult for foreign language learners because effective oral communication requires the ability to use the language appropriately in social context. Huang & Liu (2005) explore how learners adjust themselves to learn with the aid of multimedia. Results show that the integration of internet and multimedia facilities could enhance learners' social interaction and provide them with environment to experience real life conversation practice. Web resources in particular are useful because they are timely and easily accessible (ibid). Heide & Henderson (2001) sum up the internet can be a source of formation, a publish and a tool for communication and collaboration. Not too long teacher who were "techno-wizards" would have considered getting involved in anything on the Internet beyond simply having their students use it for research. Now, as schools become better equipped and acquainted with the power of the Internet and as the technology itself becomes friendlier, more and more teachers are finding that it can turn students on to school in a way that traditional teaching tools usually cannot match. Often, they say, it can help cut down on discipline problems, increase attendance, and make students more enthusiastic about learning. The internet is creating a change in teaching and learning that is so dramatic we can hardly guess how schools will operate in the near future. The exciting thing is that we are here to contribute to the evolution. With a strong sense of educational philosophy and the ability to make wise choice based on student learning outcomes that are worth achieving education in digital will lead the way (ibid). About old days of teaching when teachers used to teach the traditional techniques which were explained by Stelma (2005) argues that old techniques known as extra materials, which refer to flashcards, realia, puppets, posters, worksheets, handouts, overhead project and practical books for teachers. Teachers participate in this case using extra materials in teaching young learners. The main points are teachers were a) involving their young students in preparing materials b) preparing their own materials c) using extra materials in addition to what was suggested in their books. What mentioned above seen as old educational techniques depend on teachers effort and selves knowledge as well as experience. In spite of these simple aids through traditional teaching techniques, but teachers could attain remarkable success when assess those learners. So the

Internet can be arguable tool includes high techniques standard but the massive of information leads to make learning processes so complex without attending of the teachers. Likewise, modern techniques or old ones can be use when it necessary and integrated perfectly to enable students acquiring maximum knowledge is most interference directly in speaking skills to be fluency, accuracy and confidently because of overstocking gained from these techniques. In short, we can conclude this teaching goes on two styles A-Authoritarian which characterized by:

1-Teacher-centred 2-Traditional Structures 3-Rules-based 4-Transmission of knowledge 5-Centrality of Teacher Knowledge. Otherwise there is Constructivist, that characterized by:

1-Student-centred 2-Democratic 3-Student experience of learning 4-Teacher as learner who Models. But most effective teachers are tend to not to only one style, they may be Authoritarian, or Constructivist as well as some where in the middle to be more flexible and reliable.

2. POPULATION AND SAMPLE OF THE STUDY

The original population is all person are expert teachers. The researcher used the simple random sampling to select the persons whom. The following table shows the interview questions which treated by the researcher in a brief account.

Interview for expert teachers

- 1- Do you believe that when you teach speaking skills that the best activity one can be chosen through presentation, discussion groups, work in pairs, giving talk ... etc to achieve your goals?
- 2- Do you think using variety of expressions and words about one idea from students themselves is one of the best ways for improving speaking skills?
- 3- Do you think adopting practical activities to train your students speak language naturally, correctly and accurately according to situations?
- 4- Do you believe that encouraging your students to speak according to situations and events?
- 5- Do you think that the role of teacher as a guide to lead every student to speak about his views, discussions, feelings ... etc.?
- 6- Do you believe that your everyday plan must be allocated time for speaking?
- 7- Do you believe that giving advice to your students to excrete some efforts in their spare time will improve their speaking skills?
- 8- Do you think that software were prepared for language can save time and efforts?
- 9- Do you believe that some activities should be organized to make learning more interesting? (games, role-play ... etc.)
- 10- Do you think giving your students feedback immediately is better way of correcting the language accuracy and fluency?

Data Analysis:

The Interview as a research method is another of the most common and popular research method in survey research . As defined by Davies (2006) an Interview in survey research is "a method of data collection, information or opinion gathering that specifically involves asking series of questions" (Liu, 2013). Typically , an Interview represents a meeting or dialogue between people where personal and social interaction occurs. However, the "The effective of Using Educational Techniques in Developing Students' Speaking Skills", so the following are the rationale of the choices of the Interview instrument in this paper: Firstly, traditionally, the Interview adopted the face –to-face interview or telephone interview. Nowadays, with the development of the modern technologies, such as the computer and internet, interview can use Skype\MSN\emails to conduct interview research online. It is in fact more convenient for both interviewer and interviewee to have the interview more or less at anytime, anywhere. Secondly, Interview can complement the weakness of the questionnaire where the main advantage of the questionnaire is that respondents usually give very simple and superficial answers, mainly because they are unwilling to spend more time than necessary in answering the questionnaire (Dorney, 2003) (ibid). Such superficial data is difficult for research to interpret complicated phenomena that occurs in social science research, such as educational research. Therefore, Interview can clarify something unclear survey in the

questionnaire. In line with this suggestion, the researcher used follow-up interview. Thirdly, according to Interview defined by Norton (2009) Semi-structured interviews follow interview schedule with predetermined questions, but are more flexible than a structured Interview in that researchers use probes designed to elicit further information when necessary. Finally, many advantages of Interviews are listed by Leonard, (2003) (A) Flexibility, interviewer and interviewee interact flexibly, such as changing the order of questions. (B) Probes, perhaps the interview may get more detailed answers from the interviewee. (C) Clarification, any ambiguous answers by the interviewee may be clarified during the interview. (D) Confirmation, the interviewer's repetition can confirm what is being said. (E) Non-verbal communication, the validity of the respondent's answers may be assessed from his/her body language by the interviewers. The notes were made after the researcher was clear on certain issue. The Interview not like job interviews, they were more in discussion where teachers were given the opportunity to qualify their responses by explanations or elaborations. After the interviews the researcher wrote a brief account based on the notes made during the interview sessions, materials such as the policy statement of the English department, the scheme of work, examples of students' tasks were collected from the interviewees and some material collected from the discussion during the interviews. The account in brief, State Schools lack of solid material which needed badly (e.g. tape, illustrates ... etc.) to develop interactive to encourage and motivate students in oral activities, then the textbook was being for more than 15 years without modifying or renewing according to changes happened in the globe. Most teachers not well-trained in teaching speaking skills some of them failed in use target language which acts as back-bone to learn speaking skills. Also most teaching takes place lack of using aids, devices, so policy-makers of education should spend more money to enhance the overstock excellent inputs.

3. FINDINGS

The researcher assumed the following as the main findings after analyzing data collection:

- 1-Most teachers do not allocate any time for teaching speaking skills.
- 2-Most of present textbooks focus on reading skills and reading comprehension rather than listening-speaking skills.
- 3-Education policy-makers should adopted new plans in order to help integration the four skills.
- 4-Majority of teachers have abilities to speak naturally but few students interact lively.
- 5-The educational plans should focus on quality more than quantity.

4. RECOMMENDATIONS

The researcher recommended the following:

- 1-Textbooks should be more trendy and include authentic language that can develop speaking skills.
- 2-Classroom should be well equipped to help students getting maximum acquiring of language that can be used for speaking skills.
- 3-Teachers have to pay attention to succeed in interaction then adjust components of speech complexity such as vocabulary, rate of speech, complexity of grammar structure to maximize speakers comprehension and involvement.
- 4-Textbooks contents should be prepared carefully to consider the four skills' implementation fairly through each textbook.
- 5-The good classroom management atmosphere set teachers can help making a good relationship between teacher-student that reduces students' fear and anxiety to encourage every student engage himself in speaking skills.

5. SUGGESTION FOR FURTHER RESEARCHERS

The researcher suggested the following:

- 1-The effectiveness of using educational techniques in developing students' speaking skills.
- 2-The effectiveness of using activities in teaching speaking skills.
- 3-The role of educational techniques via student-centered approaches.
- 4-The role of correcting students' mistakes in teaching speaking skills.

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