Enhancing Students Speaking Skills Through Electronic Devices

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Abstract

The integration of new technologies in language learning, particularly in enhancing speaking skills, has become increasingly important in the 21st century. Technology offers innovative ways to engage students, provide interactive learning experiences, and improve overall language proficiency. The use of ICTs not only enhances students' oral performance but also fosters motivation, autonomy, and confidence in using the target language. The use of an explanatory sequential design in this study suggests a mixed-methods approach, where quantitative data is collected and analyzed first, followed by qualitative data collection and analysis to provide a comprehensive understanding of the research question. In this case, the study aims to investigate the impact of utilizing automatic speech recognition technology with peer correction on the improvement of second language pronunciation and speaking skills among English as a Foreign Language learners.

Key words: *flexibility, electronic devices, digital storytelling, speaking*

In terms of ICT integration in English learning, on the one hand, Collis and Moonen (2001) divide the integration of ICT into three groups, namely 'learning resources' including educational software, online resources, and video resources. 'Instructional organisation of learning' refers to software and technology tools for lecturing in the classroom, and 'communication' consists of email systems and websites offering communication options The first one is Extended Learning, in which traditional teaching and learning is enhanced through new communication tools which mean that the process of teaching and learning is not confined to the classroom setting but to a communicative platform that facilitates collaborative discussion, exchange of opinions, and critical thinking (Cheng, 2012). The

second area is called Ubiquitous Wireless where there is the rapid penetration of wireless networks (Jung, 2006) which can foster students' flexibility in learning via the use of their portable or mobile devices. The third one is Intelligent Searching which allows learners to search, organize, and retrieve data in a more effective way (Dang & Nguyen, 2014). And the last one is Educational Gaming, which is made up of games and simulations which are supposed to have beneficial effects.

According to Canough (2013) with new educational technologies becoming part of the classroom it has become imperative that educators not only possess this new technology, but more importantly be able to navigate through and manipulate this technology to best meet the needs of their students. It means there is an unavoidable impact of technology in education that can bring as many advantages as teachers can take of it, if the needs of the students are the priority, and they decide to get along with these modern technologies devices as part of the common classes.

It seems like you are discussing the potential benefits of using electronic devices in English language learning and how students have shown positive reactions towards this methodology. Before applying action research to explore this further, it's important to consider why English teachers may not have been utilizing electronic devices in their teaching despite having access to them.

English teachers may not have received adequate training on how to effectively integrate electronic devices into their teaching practices. Without proper guidance, they may feel unsure or hesitant about using these tools in the classroom. The institution may have provided electronic devices, but there could be a lack of technical support, software, or resources necessary to fully utilize these devices for English language instruction. Some teachers may be resistant to change and prefer traditional teaching methods over incorporating technology. They might be comfortable with their existing teaching practices and reluctant to experiment with new approaches. Teachers may worry that using electronic devices could disrupt the flow of the class, lead to technical issues, or detract from the focus on language learning. Teachers might have concerns that students could be distracted by electronic devices or that it could lead to a decrease in face-to-face interaction and communication skills development.

By addressing these potential barriers and misconceptions through action research, educators can gather evidence to support the benefits of integrating electronic devices into English language teaching. The positive feedback and reactions from students you mentioned demonstrate that when used effectively with appropriate techniques and strategies, electronic devices can enhance student engagement, participation, comprehension, and overall academic performance in language learning contexts.

It's evident that you have a strong belief in the benefits of incorporating electronic devices into English language classes. Your points about creating an engaging and comfortable learning environment, catering to individual student needs, and stimulating different learning styles are all valid and important considerations.

Electronic devices can indeed offer a wide range of resources and tools to support various learning styles, such as visual, auditory, and kinesthetic learning. They can also provide interactive and dynamic content that can make language learning more engaging and effective. As the world becomes increasingly digital, proficiency in using electronic devices for language learning can be a valuable skill for students. It can help them become more adaptable to modern communication methods and technology-driven work environments.

By using digital storytelling, the students have different atmosphere of learning speaking since it combines technology and the art of storytelling. Digital storytelling offers the students with a series of digital picture to assist them in telling the story. It combines text, images, and audios, allowing students to create their own story based on the images they have with their own words, voice, and music (Porter in Somdee and Suppasetseree, 2012). Digital storytelling enhances students' speaking performance since the series of pictures helps them remember the story that they want to tell and a song that they insert also makes them enjoying to tell the story. Digital storytelling can enhance students' oral performance since the students give positive response toward digital storytelling, as well as enjoying to tell the story by their own words and practicing their speaking skill in the classroom (Rokni and Qarajeh, 2014);

Additionally, since digital storytelling combines the computer technology and the art of telling story, it makes the students be active in practicing their speaking skill and are free to create their own story based on the series of digital pictures that they have, the song that they are chosen, and the style of telling the story that they are wanted.

However, it's important to note that while electronic devices can be powerful tools, their integration should be thoughtful and purposeful. Teachers should receive adequate training and support to effectively incorporate these devices into their teaching practices. Your perspective aligns with the growing trend of integrating technology into education, and it's clear that you see the potential benefits for both teachers and students in the context of English language learning

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