

Problem Identification

Junxiang Zhang

Thompson Rivers University

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Keith Webster

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### **Problem Identification**

Language learning and teaching are distinctive. From a social-cultural prospect, learning a language is a dynamic and interactional process of experiencing another culture and exploring rational language patterns (Lantolf, 2006). It is also not merely to obtain new language forms, but also to develop communication skills in the correct situation. Pica (1994) mentioned that social interaction helps form language acquisition as it provides learners with information that complements their language capacity. Communication plays a vital role in the history of educational technology (Bates, 2015). It is also essential in pedagogical activities in language training. In the context of globalization, adequate English communication skill is an asset. The new standard of teaching English is to train bilinguals with strong and effective communication skills (Fandrych, 2009).

Traditional teachings have underestimated the importance of communication activities in class and make the students passively learn knowledge. Technology has made positive changes in education. For instance, teachers can use PowerPoint to present more attractive learning material and give related videos to enhance student motivation. However, it could still be tricky to improve student communication skills. The essence of learning English is learning to acquire the ability to negotiate possible misinterpretations and culturally different perceptions (Fandrych, 2009). With excessive tasks such as course topic, vocabulary, grammar, and conversation mixed with listening and speaking, the time for speaking practice is inadequate. It often goes with a standard pattern: model the conversation, practice the conversation, and present it. Speaking practice is an integral part for students to interact with their peers and the learning content, lack of which might lead to less competitive English communication skills.

### **Statement of the Problem**

Some students learn English for many years, but they do not know how to speak it correctly and adequately, though they have strong grammar knowledge. When students practice speaking in a discussion or conversation, they tend to struggle with unfamiliar vocabulary and grammar rules. Even with some guidance or hints of the activity, students still use the familiar sentence structures or phrases. It is difficult for them to practice new phrases and expressions fully. One of the reasons should be insufficient readiness and preparation for the new class. Furthermore, once they left the classroom, for students in a non-English-speaking country, they have little chance to practice English. So, I would like to increase speaking activities' effectiveness and extend the class by providing more speaking practice, such as discussion outside the classroom.

### **Activities**

Activities should consist of two parts: before and after the class. Students should have a study outline to acquire what they will learn before having the course, including some essential vocabulary and phrases. Then students will preview the content and write down brief personal learning tasks (e.g., some phrases or expressions to practice tomorrow). During the class, the teacher will give students more practice to fully understand English in cultural and linguistic aspects. Simultaneously, students can refer to the personal notes to practice their speaking skills intentionally.

After the class, students will have oral practice as homework. They are required to express ideas about a question or describe something in English. Instead of writing the answers, they need to record them. All recordings will be shared in one place for teachers to review and

give feedback. Students can access peers' work, and they have asynchronous conversations to practice what they have learned.

### **Summary**

The implement of feasible technology can provide a variety of methods to teach. If I could find an appropriate technological tool to help students preview the course and have more opportunities to practice English speaking after class, the speaking activity in class would be more effective to improve students' English communication skills.

When deciding which digital tools to use for teaching, we should consider using the technology tools matrix (University of New South Wales, 2018) to determine which tools to use following the learning outcome we expect. It is then imperative to apply Bates's SECTIONS model (2015) to evaluate some key factors to refine the implementation process. Ultimately, to offer an effective speaking activity and provide more practices outside the classroom for students would be what I hope to address via a proper technological tool.

### References

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