Innovative Approaches ToTeaching English Speaking: Enhancing Fluency Through Technology

K. Abarna[1] & Dr. T. Vasanthakumari[2]

[1]Ph.D Research Scholar (Full-Time), PG & Research Department of English
KalaignarKarunanidhi Government Arts College for Women (A), Pudukkottai
Affiliated to Bharathidasan University, Tiruchirapalli, Tamil Nadu
[2]Research Guide & Associate Professor, PG & Research Department of English
KalaignarKarunanidhi Government Arts College for Women (A), Pudukkottai
Affiliated to Bharathidasan University, Tiruchirapalli, Tamil Nadu

Abstract

The current globalized society, the necessity of perfecting spoken English is examined in the given study. Personal, professional and academic success depends on effective English communication. It is even difficult to many people to perfect their speaking in front of people skills, and hence limit their ability to make assertions with boldness and accuracy. The application of traditional approaches to teaching English speaking skills usually emphasizes on memorization, grammar rules and minimal practice of conversation in real life which detracts the confidence and fluency of learners. Such technological devices as AI-driven language tutors, pronunciation training, and VR simulation of conversations allow learners to experience the feedback in real time, realistic situations, and receive the opportunity to study at their own pace. There are also possibilities of spontaneous interaction with the native speakers and peers all over the world in social media, podcasts, and language exchange platforms. These tools are not only effective in enhancing speaking fluency but they also decrease anxiety and learners develop autonomy. This discusses new technological based methods of instruction in English speaking in an attempt to increase fluency, interest, and communicative ability of learners. The use of current technologies like Artificial Intelligence (AI), mobile applications, Virtual Reality (VR), speech recognition tools, and the use of online collaborative platforms has made the process of language teaching more interactive, personalized, and immersive. The anticipated outcomes of the research shall comprise identification of effective strategies to enhance the English-speaking skills such as technological learning enhanced learning, pronunciation training, and language exchange programs.

Keywords: globalized society, communication skills, effective communication, English Language Teaching, language development

Introduction

In the world that is integrated nowadays, the skill to speak good English is key to success. Nevertheless, speaking is an area that most English language learners have difficulties with and this may negatively affect their ability to talk freely and correctly. This paper discusses the new methods of teaching English speaking, the emphasis of this paper will be on technology to increase fluency. With the current global community that is now more apparent in the world, it has become more crucial to be able to speak the English language fluently. Business, education, travel and international communication are all done in English. Speaking fluently is the perfect achievement of learning English, and it is also the most difficult skill to become proficient in,

according to many learners, they may find it easy to fix grammar or vocabulary, but when it comes to speaking in real-time, they feel nervous, shy, or even blocked. Another issue is that lack of classroom time, big classes, and curriculum that emphasize on exams, as opposed to communication, all contribute to the difficulty of learning English. Over the last few years, technology has presented an opportunity of facing these challenges. The opportunities expanded by mobile application, online platforms, artificial intelligence (AI) and even virtual reality (VR) are providing them with the chance to practice speaking in a manner that was previously unattainable. The tools do not replace the teachers but only expand the classroom that will offer them more realistic practice, instant feedback, and environment in which they will feel safe to explore the language. According to Chapelle and Sauro (2017), Technology has been an indispensable companion of language learning today. The paper examines the way in which technology could be applied in a new manner to assist learners to enhance their fluency in using English language in speaking. It is not about what tools are being used, but rather about their application in the classrooms and beyond.

Materials and Methods

In this study, the mixed-method mode is used, which implies the use of quantitative and qualitative data gathering and analysis techniques. The experimental group had the technology-enhanced language learning materials, such as language learning application, online resources, and multimedia materials, to practice their speaking skills. The control group was the one where the standard language teaching was done in the absence of technology. Technology enhanced language learning tools can be used by language teachers to make the language learning process more engaging and interactive. The language teachers will have an opportunity to give students a chance to speak English outside of the classroom. With the help of technology, language teachers can monitor the progress of the student and give feedback. A qualitative review strategy was applied in this research to understand the role of technology more in enhancing speaking fluency. Rather than conducting a single study, it skimmed a large number of published studies in the past ten years (2013-2023) to detect trends, achievements, and obstacles.

Sources of Information

The academic databases that were used to collect research articles were reputable such as ERIC, JSTOR, Scopus, and Google Scholar. The search terms were: English speaking fluency, technology in ELT, Mobile-Assisted Language Learning (MALL), virtual reality language learning, speech recognition, and AI chatbots in education.

Categories of Technology

- Mobile-Assisted Language Learning (MALL)- smartphone and application-based learning. Various apps like Duolingo, Babble and Memrise.
- Computer-Assisted Pronunciation Training (CAPT)- tools that have speech recognition and feedback.These tools helps learners to improve their pronunciation skills.
- Virtual and Augmented Reality (VR/AR) - interactive systems that mimic the real-world communication.these technologies offer immersive and interactive learning environments.
- Artificial intelligence tools, such as chatbots, enable conversational practice and feedback.
- Data collection methods- Surveys and questionnaires which used for data collection in educational research.
- Fluency tests and speaking tests, this is essential for assessing learners' oral proficiency.
- Interviews and focus groups which are qualitative data collection methods that provide in depth insights into paticipants.
- Technology-Enhanced Language Learning Tools- Language learning application (e.g. Duolingo, Babbel)
- Online resources (e.g. TED Talks, English Language Learning Websites) Multimedia materials (e.g. videos, podcasts)

Findings and Results

The study showed significant improvement in speaking fluency and confidence with the experimental group their technology-assisted language laboratory-based materials had increased significantly better than in comparison with other groups in control. Fluency tests and speaking examination proved the experimental group to have better scores related to fluency, lexis and pronunciation.

Qualitative Results

- Experimental group has also stated that they have felt more confident and motivated to practice the English language.
- They had the freedom to experience the convenience and availability of technology-based language learning tools among the experimental group students.

Interpretation and Discussion

Results of the study revealed that language learning technologies may be used in boosting fluency and confidence when speaking English. Learning was enhanced through multimodal resources and online learning which would have presented a more stimulating, interactive exposure to speaking in English for students. Another significant discovery in the results is the relationship between flexibility and access to language learning as learners could learn to speak English when they feel comfortable to do so. The results suggest that technology can indeed help accelerate the development of speaking fluency.

Breaking Classroom Limits

Conventional classrooms do not necessarily have time to practice speaking particularly when there are numerous students. The technology assists in breaking such limits. Mobile application allows students to speak anywhere wherever they are even when communicating, this way learning can easily become a part of life.

Building on Communicative Theories

Virtual Reality environments recreate real-world communicative tasks, encouraging learners to negotiate meaning, not just by memorizingthe lines. AI chatbots act like "scaffolding tools," supporting learners until they become more independent speakers.

Reducing Anxiety and Increasing Confidence

One of the most important findings is that technology lowers the affective filter that is the emotional barrier that often prevents the learners from speaking. Tools like CAPT and chatbots create spaces where learners can experiment without fear of embarrassment. This freedom leads to more frequent practice, which naturally supports fluency.

Challenges and Risks

Of course, technology is not a magic solution. Several challenges are prevailing

- Access and equity, not all learners have the same access to reliable internet or modern devices.
- Over-reliance,students might practice speaking with machines but still struggle with the unpredictability of human conversation and the need of in-person communication skills.
- Cultural nuances, while AI is improving, it does not always handle cultural subtleties or pragmatic aspects of communication, which is also a barrier for language learning.

The role of the teacher does not change. Technology is effective with reflective pedagogy. Educational techniques can be based on combining chatbot practice with classroom discussions or Virtual Reality tasks as a preparation of a real-world interaction. Evaluation techniques must also be changed with the emphasis put on grammar but on fluency, confidence, and ability to communicate efficiently.

Conclusion

This paper shows how technology-based language learning aids can be used to improve English speaking fluency and confidence. The results indicate that language teachers and educators can utilize technology to develop more interactive and interesting language learning opportunities, which may result in the process of enhanced speaking abilities and confidence. The paper also outlines that more research needs to be conducted on the successful combination of technology in language learning. The review established that there are four primary tools that MALL, CAPT, VR/AR, and AI chatbots showed the most promise. The tools offer extra practice, faster feedback, safer work environments and more communicative experiences when compared alone with the conventional methods. However, the greatest advantage is that only by being intelligently applied to the pedagogy can one become more fluent due to the use of technology. Teachers should teach the students how to use such tools appropriately by making sure that learners have learned the techniques of applying them in practical discussions. Eventually, technology will never replace human interaction but rather increase it. The hybrid approach seems to be the most appropriate solution in which

digital technologies will complement the classroom activity. By a wise approach in the integration of such innovations, teachers will be at a better position to offer learners with improved opportunities of speaking English with confidence and fluency in a world that is increasingly turning into global village. Speaking more specifically, it is vital that language educators and teachers should take into account the utilization of technology-enhanced language learning tools which may be applied in order to enhance fluency and confidence in speaking. The language learning application, multimedia materials, and online resources should be sufficiently selected and included in the language teaching.

References

1. Chapelle, C. A. (2003). English Language Learning And Technology.Amsterdam John Benjamins Publishing Company.
2. Hubbard, P. (2009). A Tutorial on CALL: Theory and Implementation. Language Learning & Technology, 13(1), 17-38
3. Andujar, Alberto. "Benefits of Mobile Instant Messaging to Develop ESL Writing." System, vol. 62, 2016, pp. 63–76.
4. Burston, Jack. "Twenty Years of MALL Project Implementation: A Meta-Analysis of Learning Outcomes. "ReCALL, vol. 27, no. 1, 2015, pp. 4–20.
5. Chapelle, Carol A., and Sauro Shannon, editors. The Handbook of Technology and Second Language Teaching and Learning. Wiley, 2017.
6. Derakhshan, Ali, NavidniaKhalili, and Fatemeh Beheshti. "Developing EFL Learner's Speaking Ability, Accuracy and Fluency." English Language and Literature Studies, vol. 6, no. 2, 2015, pp. 177–86
7. Fryer, Luke K., Mary Ainley, Andrew Thompson, Andrew Gibson, and Zoe Sherlock. "Stimulating and Sustaining Interest in a Language Course: Chatbot Interaction and its Impact on Learning." Language Learning & Technology, vol. 24, no. 3, 2020, pp. 64–86.
8. Kukulska-Hulme, Agnes. "Mobile-Assisted Language Learning."Contemporary Computer-Assisted Language Learning, edited by Michael Thomas, HayoReinders, and Mark Warschauer, Bloomsbury, 2020, pp. 217–32.
9. Neri, Alessandra, CatiaCucchiarini, and Helmer Strik. "The Pedagogy–Technology Interface in Computer Assisted Pronunciation Training." Computer Assisted Language Learning, vol. 31, no. 5–6, 2018, pp. 483–507.
10. Reinders, Hayo, and SupanitWattana. "Affect and Willingness to Communicate in Digital Game-Based Learning."ReCALL, vol. 27, no. 1, 2015, pp. 38–57.
11. Richards, Jack C. Communicative Language Teaching Today.Cambridge UP, 2006.
12. Vygotsky, Lev S. Mind in Society: The Development of Higher Psychological Processes. Harvard UP, 1978.
13. https://bridge.edu/tefl/blog/how-technology-is-revolutionizing-english-language-teaching/
14. https://link.springer.com/article/10.1007/s1 0055 -024-01061-5
15. https://www.wordsworthelt.com/blog/use -of-technology-in-teaching- english communication/