Improving Students Speaking Ability Through Repetition Drill

Bachelor Thesis from the year 2019 in the subject Didactics - English - Grammar, Style, Working Technique, Sultan Moulay Sliman University, language: English, abstract: The present study generally aims to enlighten some possible ways and strategies that could help academic learners of EFL to improve their writing levels. To state these ways, the questionnaire is used to collect data, and it was distributed to participants in S2 and S6 in order to know whether there is some improvement or not. Yet, the researcher employed mixed methods since both quantitative and qualitative methods are required to collect data. The findings of this research revealed that students' writing still needs improvement. Finally, the results of this monograph may urge students to ameliorate their writing skill. Writing is a component of language skill which occurs after speaking. In addition, it provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc.. Writing also allows us to share communication not only with our contemporaries, but also with future generations as well as it permits people from the near and far distance past to speak to us. In fact, it is the official element for the development of printed documents, books and Internets. Therefore, writing is the best supportive tool for us, and it plays an important role in our life.

Think Outside The BOX Dalam kegiatan pengembangan profesi guru berkelanjutan Berdasarkan Permenpan RB Nomor 16 tahun 2009 tentang jabatan fungsional Buku dibuat dalam sistematiska penulisan Pemenuhan angka kredit kenaikan jabatan fungsional guru

Abstract: The aim of the present study was to develop the English-speaking skills of elementary stage, ESOL students through designing a strategy based on role-playing. The speaking skills test included the sub-skills such as grammar, vocabulary, pronunciation, fluency, and comprehension. The participants of the study were 24 students. The two-group research design was adopted where the control group (12 students) followed the regular class technique and the experimental group (12 students) followed the role-playing strategy. A pre- and post-test of speaking skills was administered to the participants of both groups to measure the effectiveness of the strategy on students' speaking skills. Analysis of data obtained revealed significance in favor of the experimental group, in the overall speaking skills post-test. Also, it revealed significance in favor of the experimental group, in each speaking sub-skill post-test. Finally, it was concluded that the strategy provided some evidence for the positive effect that role-playing might have in developing the speaking skills of elementary stage ESOL students in Egypt. Based on the results of the study, the researcher provided some recommendations that may help curricula designers in developing means of teaching speaking skills and incorporating role-paying procedures in the students’ text books and teachers’ guides.

In this book, Erik Palmer shares the art of teaching speaking in any classroom. Teachers will find thoughtful and engaging strategies for integrating speaking skills throughout the curriculum.--[book cover]

Improving Students' Speaking Skills Through Group Discussions
Improving Non-English Major Students Speaking Ability Through Pair/group Work Communicative Activities : A Quasi-experiment
Improving Students Speaking Skills Through Role-play
A Classroom Action Research Project in English 2 K7 Class at Thanh Do University
TEACHING SPEAKING (ENGLISH) THROUGH YAHOO MESSENGER
Theory and Practice
Media Pustaka Qalam

Improving Writing and Thinking through Assessment is designed to help individual faculty and administrators select assessment approaches and measures to maximize their students' writing and thinking. The book offers useful guidance, through presentation of recommended assessment guidelines and measurement principles in Part 1 and
applications from a variety of contributors in Part 2. It addresses a wide range of audiences, including instructors who want to assess and thus foster writing and thinking in their courses, administrators and instructors planning to assess writing and thinking at the program or institutional level, and graduate students interested in improving students’ writing and critical thinking. This book is more guide than a “cookbook.” By providing comprehensive standards and criteria that help individuals or teams develop plans and measures to improve writing and thinking, the book should be helpful for academic and Student Affairs administrators and faculty - as the principles apply equally to all engaged in assessment. Contributors, representing a wide range of educators, illustrate many of the approaches and methods described in the theoretical section of the book using a variety of assessment strategies at both classroom and program levels. Readers will see how different types of institutions, both private and public as well as undergraduate and graduate, have designed assessment strategies and plans to gauge and enhance writing and thinking growth in the classroom and across programs. They candidly describe challenges encountered and solutions they adopted or suggest. These chapters reflect approaches and perspectives from various discourse communities – including writing program administrators, composition faculty, assessment professionals, and individual faculty representing several disciplines. The author argues the urgent need to develop strong writers and thinkers. She discusses challenges and obstacles, but underscores the necessity for more faculty involvement and institutional commitment. This book will help institutions and individual faculty design and implement sound, meaningful assessment strategies to foster effective writing and thinking that will both advance the goals of the institutional mission and meet faculty’s disciplinary objectives and scholarly concerns.

THE IMPLEMENTATION OF STUDENT TEAMS ACHIEVEMENT DIVISION (STAD) METHOD TO IMPROVE STUDENTS’ SPEAKING SKILL

This practical book shows literacy leaders how to win the support of the whole school community and implement school-wide initiatives that improve student reading and writing. Exemplary reading and writing projects are introduced along with strategies for successful collaboration in a variety of situations. This comprehensive resource clarifies the role of coach or principal and recognizes how important the empowerment of teachers is throughout the collaborative process. As an annual event, International Conference on Language, Literature, and Education in Digital Era (ICLLE) 2019 continued the agenda to bring together researcher, academics, experts and professionals in examining selected theme by language, literature and education in digital era. In 2019, this event held in 19-20 July 2019 at Padang, Indonesia. The conference from any kind of stakeholders related with Language and literature especially in education. Each contributed paper was refereed before being accepted for publication. The double-blind peer reviewed was used in the paper selection.
This book brings to life best practices of Human Simulation; maximizing the Standardized Patient (SP) methodology that has played a major role in health professions learning and assessment since the 1960s. Each chapter reflects the Association of SP Educators Standards of Best Practices (SOBPs) and provides guidance for implementation. Multiple insights are offered through embedded interviews with international experts to provide examples illustrating successful strategies. The Human Simulation Continuum Model, a practical and theoretical framework, is introduced to guide educators in decision-making processes associated with the full range of human simulation. The Continuum Model spans improvisations, structured role-play, embedded participants, and simulated-standardized patients. This book also provides the full “how-to” for SP methodology covering topics including; case/scenario development, creating training material, training techniques for case portrayal, training communication and feedback skills, GTA/MUTA/PTA training, SP program administration and professional development for SP Educators. A pragmatic, user-friendly addition to the Comprehensive Healthcare Simulation series, Implementing Best Practices in Standardized Patient Methodology is the first book framed by the ASPE SOBPs, embracing best practices in human simulation and marshaling the vast expertise of a myriad of SP Educators.

This book examines the benefits of implementing drama and theatre activities into an ELD classroom. The research examines the effectiveness of drama and theatre activities for improving students' English speaking skills and increasing student confidence with their English speaking abilities. The results demonstrate the increase in student motivation and enthusiasm for performing theatre plays and the immense benefits these drama strategies have on language development.

One-on-one language teaching holds great potential for improving students’ speaking ability. Programs such as Brigham Young University’s Chinese Flagship program uses a one-on-one approach to help students learn how to use the language in respect to their desired profession. The Ohio State University uses individualized instruction as an alternative to traditional classroom-based classes. However, little to no research has compared one-on-one language teaching to traditional group classroom teaching in terms of language gains. Many studies show that one-on-one teaching can lead to language improvement, but do not attempt to compare method effectiveness. Additionally, although anxiety in language learning has been well researched, a comparison of anxiety between teaching methods has not been attempted. There are few studies that investigate anxiety between one-on-one and group methods.

With the Common Core State Standards emphasizing listening and speaking across the curriculum, these long-neglected language arts are regaining a place in schools. For teachers, this means reexamining practices and rethinking expectations. How much do we know about teaching listening and speaking as the complex communication skills the
are? How do we teach students to discuss appropriately, integrate and understand the mountains of information they receive, and express themselves clearly and effectively? In this lively and practical book, 20-year teaching veteran Erik Palmer presents an approach aligned to the six Common Core anchor standards for speaking and listening but focused on preparing students for 21st century communication inside and beyond the classroom. Here, you'll get concrete guidance for teaching and assessing * Collaborative discussion * Listening and media literacy * Questioning and reasoning * Speech presentation * Effective multimedia use * Adapting speech to different content and tasks With due respect to reading and writing, we do most of our communicating—in the classroom and in life—through listening and speaking. Filled with examples and specific activities targeted to variety of subjects and grade levels, this book is an essential resource for all teachers interested in helping students acquire core skills that cross the content areas and support long-term success.

Communicative tasks are defined as activities in which meaning is primary, there is a goal which needs to be worked toward, there is a real world relationship and the interaction among students is the means for achieving the task outcome. However, it was assumed that adopting communicative tasks alone is not adequate as it leads the learner to prioritize meaning and neglect focus on form either to achieve accuracy or precision in speaking. Hence, the cognitive approach focuses on how tasks are implemented to maximize chances of focus on form. The cognitive approach is an information processing theory concerned with the nature of what is learned, the role of consciousness, the role of performance factors, and the way attention impacts upon language learning. The present study aimed at investigating the effectiveness of tackling communicative tasks in the light of the cognitive approach principles throughout a proposed program in developing the speaking skills of 1st year secondary students. The study adopted the quasi-experimental pretest-posttest control group design. A group of 76 first year secondary students were randomly selected from one of Cairo governmental schools, namely Saray El Kobba Secondary School for Girls, in the school year 2005-2006 (38 students in the experimental group and 38 students in the control group). Students of the experimental group received training through the suggested program; while students in the control group received regular instruction. To determine the most important speaking skills to be developed throughout the program, a checklist was designed and approved by a jury of subject matter specialists. Based on these speaking skills, a speaking proficiency test was developed and used as a pre-post test. A task-based program was developed by the researcher based on the cognitive approach principles to develop the experimental group's speaking skills. The program was taught over a period of three months. By the end of the treatment, a post-test was administered to both the experimental and control groups to find out the effectiveness of the program in developing the experimental group students’ identified speaking skills. Most of the study results provided
support for the hypotheses. The study showed evidence that: There were statistically significant differences at 0.01 level between the mean scores of the experimental group exposed to the suggested task-based program, and the control group receiving regular instruction on the post-test in favor of the experimental group in overall speaking proficiency as well as in the speaking sub-skills (grammatical, discourse and pragmatic competences subskills), as well as in fluency. Besides, there were statistically significant differences at 0.01 level between the mean scores of the experimental group on the speaking pre-test and post-test in favor of the post-test scores in overall speaking proficiency as well as in speaking sub-skills (grammatical, discourse and pragmatic subskills), as well as in fluency. It was concluded that the program designed according to task-based instruction proved to be effective in improving first year secondary students' speaking skills. It was recommended that: (1) Speaking instruction should be given more attention in our EFL classes. More time and effort should be exerted to develop this main skill and its sub-skills. (2) Teaching speaking should be grounded in an adequate approach--the cognitive approach--to develop its skills adequately. (3) Teachers should adopt task-based instruction in teaching speaking to their students. Thus, speaking sub-skills can be taught in the context of communicative speaking tasks, taking into consideration the implications of the cognitive approach to language learning. The following are appended: (1) Teachers/supervisors questionnaire; (2) The first/final form of the speaking skills checklist; and Names of the jury; (3) The speaking test in its final form; Names of the jury who validated the test; Criteria for judging the test validity; and Time allotted for test sections; (4) The rates' training checklist; Samples of students' performance on the pre/post test; and Names of the raters who scored the test; (5) Activities used to develop speaking skills in each lesson; Approximate time allotted for class activities; The Names of the jury members who approved the program; and Criteria for judging the suitability of the program; and (6) The suggested program lessons; and Names of the teachers who approved the listening texts. (Contains 28 tables, 13 figures, and a bibliography.).

Multilingual has played an important role in globalization era as a tool to drive competitiveness among people or countries over the world, such in economic, trade, policy, culture, and also education. It was defined ordinarily as the ability to speak or to communicate using three or more languages (McArthur, 1992: 673; Edwards, 1994: 33; Vildomec, 1963: 28; Kemp, 2009: 11). The benefits of being multilingual exhibit over monolinguals and not restricted to linguistic knowledge only but extend outside the area of language. The substantial long-lived cognitive, social, personal, academic, and professional benefits of enrichment multilingual context have been well documented (Cummins, 1981: 3; Cook, 2001; Diaz R, Klingler, 1991: 167; Lam, Wan Shun Eva and Rosario-Ramos, Enid, 2009: 171).

Want a quick way to get your students happily conversing more in the target language? This practical book shows you how to use formative assessments to gain immediate and lasting improvement in your students' fluency. You'll learn
how to: Imbed the 3-minute formative assessment into every lesson with ease Engage students in peer formative assessment successfully Teach students to give each other formative feedback Help struggling students make significant gains Create and coach small groups for differentiated speaking practice Assist students in incorporating current grammar lesson into meaningful conversations Analyze your own use of language in the classroom to avoid vague feedback that can stifle student conversations Grade oral improvement positively The authors provide formative assessments for 17 language functions with step-by-step lesson plans, aligned to ACTFL guidelines. Each plan includes a wealth of conversation and extension activities. There are ready-to-use checklists including the "I Can" log that helps students plot their own progress. Research has confirmed that when teachers use formative assessment, students can learn in six to seven months what would normally take a school year to learn. You'll find yourself using this book every day because of the gains your students will achieve in foreign language fluency.

Many teachers have made efforts to make their class interesting by using various methods, techniques, instruments and materials in order to stimulate the students to learn English. In oral English class for example, the students are served with conductive learning activity so they can speak English as well as possible. The first thing a teacher should do is to create the best condition for learning as an instrument to see the learning take place. The teacher is responsible to create a situation that provides opportunities and stimulate the students to communicate English orally. So that, it can develop the students’ self-confidence to be brave in speaking that can improve their speaking skill. This book elaborate how YM can be used as a tool ar medium to improve students’ speaking skill are the program is easy to use and familiar for the students, they already registered at Yahoo email, and they can practice their language skill to chat orally with native or non native speakers of English over the world through all YM facilities.

Research Paper (postgraduate) from the year 2019 in the subject Sociology - Communication, grade: 11, , language: English, abstract: Students stand to accomplish a wide range of goals when basic instruction and opportunities to practice speaking are made available to them in class. Oral communication brings to fruition task-based approach which makes use of the target expressions or language functions in the carrying out of task-types. Utilizing the results of the pre- and post tests in Oral Communication after using task-based approach, this study looked into the level of oral communication skills of the Grade 11 General Academic Strand students of Domalandan Center Integrated School this school year 2018- 2019. Results showed that though the overall rating before using task-based strategies were satisfactory, it was noteworthy that majority of the students proved to be outstanding in their performance after the use of task-based activities. Likewise, it also showed that the level of oral communication skills of the Grade 11 GAS students significantly differed before and after using task-based strategy. The results of the study indicated that students worked
best in instructional formats that best suit their learning styles. Teachers, are then called to task to exploit the role of tasks in students' higher motivation in classroom language learning. It also called on the teachers, to develop alternative methods in aid of creating more effective learning environment.

In this investigation science journal writing was implemented with the purpose of improving student oral expressive language in small group discussion settings. Students wrote a response to a prompt in their journals and later discussed their answer with the group. Although students did not show much improvement in their overall writing and speaking ability, the special education students in the class showed an increase in speaking in the last three weeks of the treatment period. When surveyed, students felt more organized writing their thoughts down prior to speaking, and many preferred talking rather than writing. Understanding that students are eager to speak in class, yet feel more comfortable writing ideas down first, can provide educators with insight as to how to further develop speaking skills.

Why are second language learners in Japan's universities so silent? This book investigates the perplexing but intriguing phenomenon of classroom silence and draws on ideas from psychology, sociolinguistics and anthropology to offer a unique insight into the reasons why some learners are either unable or unwilling to speak in a foreign language.

Academic Paper from the year 2021 in the subject Didactics - English - Pedagogy, Literature Studies, Misurata University, language: Arabic, abstract: This paper is done for two objectives. The first objective is to investigate the profile of students' speaking ability before the implementation of the direct method. Then, the second one is to describe whether the direct method is an effective method to improve speaking ability or not. This study took place at Shohada Abu-Rwiaya Secondary School. The sample was 26 students of the 2nd secondary year, they all were in the same level of English. The method in this study was Action Research which consisted of three cycles, the first cycle had two classes, the second and the third ones had only one class. The technique of collecting data was done through oral pretest and post tests in the form of scores. The data was analyzed quantitatively to obtain the total mean of the both tests.

Help students thrive with this systematic approach to culturally responsive instruction! This breakthrough book shows educators how to create culturally relevant RTI models that meaningfully engage African American students. You'll learn to skillfully apply 4 core characteristics critical to culturally responsive instruction: communalism, movement expressiveness, orality, and verve. Richly detailed case studies and evidence-based, process-focused strategies will help you to: Understand how and why culture mediates learning Dispel cultural biases and appreciate the variability among all student groups Address all tiers of the RTI model across grade levels Work collaboratively with African American parents and communities

The book brings together 49 chapters related to the field of education. The main topics explored here include teacher-student interactions; pre-service teachers; children and play; early childhood education; elements of education; children’s rights; digital education; attitudes of students towards the environment; art education; and problem solving skills, among many others. It will
attract the attention of researchers, but will also be of great interest to academics, teachers, students and staff in social sciences departments and related researchers. The Academic Encounters Second edition series uses a sustained content approach to teach skills necessary for taking academic courses in English. There are two books for each content area. Academic Encounters Level 3 Teacher's Manual Listening and Speaking Life in Society contains general teaching guidelines for the course, task by task teaching suggestions, answers for all tasks, and chapter quizzes.

"Study Speaking is for intermediate level and above students who need to speak English in connection with their academic work. It is intended primarily for use on language programmes preparing learners of English for study at university or college. The course is designed to improve students' speaking skills by: activating and extending their linguistic competence, increasing their confidence in using spoken English, developing their ability to analyse and evaluate spoken performance, sharpening their strategic competence in face-to-face interaction."--Publisher.

Copyright: 069925b47e7560f70b155a822ce2bab7