

## E-teaching Activities in Teaching Speaking Skills for Language Students

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### Abstract

All of the country's institutions have focused their E-teaching efforts on the pandemic context of COVID-19. Students at the University of Foreign Language Studies participating in the project will have their speaking skills tested to see how practical E-teaching activities are (UFLS). To find out the truth, a poll was administered to UFLS instructors and students, with 20 teachers and 120 students participating. The results showed that the school's IT infrastructure is up to the task of supporting online instruction. Most instructors learned E-teaching technology to incorporate polarized pupils' learning activities into the online teaching paradigm, including supporting software. Furthermore, most students actively participate in their education by completing exercises and responding to questions presented by their instructors through E-teaching. Some instructors are still wary when it comes to this job or the time it takes to write lessons. E-teaching activities at UFLS, notably at universities, and faculties of foreign languages in the nation, would be improved by this study.

**Keywords:** E-teaching, fluency, English major, information technology.

### 1. Introduction

Students and teachers benefit greatly from online literacy, which has a significant and crucial role in learning and teaching. Learning and teaching options have expanded due to educational software development that aims to enhance academic quality and access to scholastic material. In reality, the internet has transformed the way instructors and students connect. Both Guan et al. (2019) and Ye (2020) discovered that technology is a vital instrument in E-Learning to assist students in enhancing their English abilities. According to Burden et al. (2019), technology plays a significant role in teaching English as a second or foreign language. There have been substantial changes in how instructors and students obtain access to information due to technological advancements in recent years. E-teaching has been a significant focus for universities recently, notably in the COVID-19 pandemic environment. Most elements of society were influenced by it (Daza and colleagues, 2021). (Hasan & Bao, 2020). As a result of last year's epidemic, students at the University of Foreign Language Studies were required to study online. Technology in education is becoming increasingly common, yet instructors are still unable to keep up with the pace of change in the world of technology. They find it tough to update existing methods, particularly when it comes to teaching and mastering foreign language speaking abilities. The study looked at the impact of E-teaching activities on students' ability to communicate orally. This study offered viable and appropriate options to increase the effectiveness of E-teaching at UFLS and other universities and faculties of foreign languages throughout Mexico.

### 2. Literature Review

Learning and teaching foreign languages have been impacted by technological advancements in recent years. Teacher attention to revision and recycling is a hallmark of public speaking instruction. To aid their students' language acquisition, teachers may use a variety of exercises. It's common for them to include chores such as readings of poetry, music, and games in their lesson plans. A student's ability to communicate, their command of the English language, and cultural awareness may all be assessed throughout the semester. Techniques may be used in the classroom to help students improve their speaking skills, and we've always kept in mind that interaction and dissection are critical components of learning. Consequently, we should emphasize oral communication more and give them as much time as possible to express themselves (Gong et al., 2021). Design activities are becoming more popular in the classroom as a way for instructors to educate pupils on how to communicate effectively. They strive to increase the demands on tasks to meet the evaluation standards for fluency and accuracy in oral communication. The most fundamental session for a communicator who performs it fluently is being able to talk correctly. During speaking, language users should pay attention to grammar, vocabulary, and pronunciation, all of which are suitable for the context. Depending on the context, they should also use certain cultural and social traits. As a result, the goal of imparting this knowledge is to improve students' communication skills. Uerz et al. (2018) claim that the capacity to meet learners at any time and in any place has the potential to revolutionize education. E-teaching is a precondition for e-learning in any educational context, especially for students who are new to the technology. Teachers' obligations in an online environment are quite different from those in a traditional classroom. There is a paucity of digital literacy among today's teachers and academics (Blau et al., 2020). (Yang et al., 2021).

#### 2.1 Research Question

The following research questions are intended to be addressed by this investigation:

- The University of Foreign Language Studies' primary English students are taught speaking skills using E-teaching activities?
- Why are primary English students at the University of Foreign Language Studies so enthusiastic about E-teaching?

### 3. Methods

#### 3.1 Participants and the Teaching Environment

It is the purpose of the University of Foreign Language Studies to help students get a better understanding of their own and other cultures, as well as to help build a better country. The Ministry of Education and Teaching and the Management Board of the National Foreign Language 2020 initiative have chosen the University as one of five regional centers for foreign language training, development, and assessment. Developing pedagogical abilities and using information technologies in teaching and learning foreign languages are also important. In addition to textbooks, face-to-face seminars, and online training, the University provides self-study options. All online courses were conducted using Microsoft Teams and Zoom Meetings during COVID-19. Microsoft Teams is the most excellent chat app for the corporation since it provides real-time cooperation and networking, workshops, file and software sharing, and even the occasional emoji. Everyone can see it since it's all out there in the open. The University selected this approach to E-learning and teaching for the following reasons: This multi-media chat allows for the exchange of information by text, voice, video, and file. They were preparing a new concept in a private discussion before distributing it to all employees of the organization; central storage for all papers created by employees. There are several benefits to using Zoom Meetings, such as cloud video conferencing and remote meetings, a community chat feature, and an SDR (software-defined conference room). E-teaching and learning are usually voluntary or non-mandatory in a typical situation. There is no substitute for textbooks or face-to-face sessions regarding education. However, the learning process must be preserved for pupils in the event of a COVID-19 pandemic. These solutions make it easier for course sites to organize and enhance student's learning experiences and possibilities.

*“Participants”*

Students in English major at the University have enrolled in English-speaking courses. There were 20 faculty members and 120 UFLS students in attendance. They had at least three years of teaching experience and were educated in using these technologies for E-teaching throughout this period."

*3.2 The Study's Layout and Structure*

Using a series of well-structured questionnaires to establish a research setting, the study will determine if E-teaching helps train students to converse. This study design allowed the researchers to get data from a broad range of participants on the impacts of speaking ability, E-teaching, and learning. This study used a descriptive test strategy to reach a consensus on the findings. In terms of how they affect instructional material, this helped with the study of the replies obtained.

*3.3 Gathering and analyzing of data*

Questionnaires are the most popular form of collecting primary data in the realistic analysis since the researcher may choose the sample size and the questions to ask. The questionnaire was finally completed after coding and mixing up the questionnaire structure based on the commonalities of the individual themes. Because of this, the questionnaire generated relevant data that was necessary to accomplish the dissertation's goals. To design the surveys, a five-item Likert scale was used. One is "strongly in favor," and five is "strongly opposed." The Likert scale was used to score each argument. A rating was generated for each exam based on the total number of replies. After returning to class, the course accepted the questionnaires used to get participants' agreement. Participants completed and submitted this 3- to 6-minute survey to the researcher. The study was conducted in a manner that protected the privacy of the participants. The quantitative data obtained was used to answer the questions posed.

**4. Findings and Discussion**

*4.1 E-teaching Activities to Improve Speaking Ability*

- To teach speaking skills online, lecturers devised lesson plans. This is a crucial phase in the process of training internet speaking. They take into account the students' development, their own needs, and the course's overall objectives and then assign grades based on these factors.
- To meet the objectives of their classes, professors create and divide tasks daily and weekly.
- Lecturers use a timeline to coordinate their pupils' classes and activities.
- Lecturers teach students how to prepare the material.
- Students use the chatroom to develop their skills.
- Using various methods, including role-playing exercises, picture-and-word association tests, and online chatroom conversations, instructors may assess their students' understanding of the material by giving them quizzes or examinations.

These exercises allow students to complete the assignments and practice what they've learned from their textbooks. Teachers use them to adjust, aid pupils with difficulties and devise strategies for improving their students' skillsets. Using the chatroom as an evaluation tool may help determine how well a kid is learning.

*4.2 E-teaching for major pupils' speaking abilities*

Table 1. Students' thoughts on e-learning to improve communication skills

Questions / Statements	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
<i>It's fun to learn how to speak online.</i>	9	88	1	1	1
<i>Learning to speak online is convenient because you can do it while sitting at home.</i>	94	2	2	1	1
<i>Studying more efficiently and productively would benefit students.</i>	68	12	12	4	4
<i>The school's webpage for studying English as a second language is reliable and well-maintained.</i>	76	11	6	5	2
<i>Students have the right to contact the school if they are experiencing any difficulties.</i>	86	8	3	2	1
<i>Lesson information was readily accessible to students using this technique.</i>	63	32	2	2	1
<i>The e-learning content is tailored to meet the individual requirements of each learner.</i>	46	46	4	2	2
<i>A virtual classroom might serve as a venue for students to learn together.</i>	55	41	1	2	1

Table 1 shows that the students of UFLS gave E-teaching a good rating in terms of improving their speaking abilities. A survey asking students whether they thought "learning to speak online is exciting" and using a Likert-type scale where 1 meant "strongly agree" and 5 said "strongly disagree" revealed that all of the students were enthusiastic about the idea of studying online. The survey's outcome, on the other hand, plummeted to "agree" on a scale of 2 points (88 percent). Because of the ease of being situated in one's own house, students who answered the question "Learning speaking online is pleasant" said they "strongly agree" (94 percent). The pupils of UFLS remained at their homes during Covid-19, and the school provided significant assistance. Even for introverted students, going back to the comforts of home is always a good idea.

Table 2. The comments of the lecturers on E-teaching for speaking skills

Questions / Statements	Strongly agree (%)	Agree (%)	Neutral (%)	Disagree (%)	Strongly disagree (%)
<i>The school's webpage for studying English as a second language is reliable and well-maintained.</i>	84	8	8	0	0
<i>Lesson material was readily available to students.</i>	85	15	0	0	0
<i>The e-learning content is tailored to meet the individual requirements of each learner.</i>	100	0	0	0	0
<i>A virtual classroom might serve as a venue for students to learn together.</i>	100	0	0	0	0
<i>Teacher training in information technology and Internet use is required to facilitate virtual classrooms with pupils.</i>	100	0	0	0	0

In addition, we have obtained a large number of "strongly agree" responses from the professors questioned on the final two questions. E-learning provides students with the information they need to succeed, according to most instructors surveyed. A virtual classroom is a good idea for students, as well as teachers who have been trained in Internet and IT skills may now meet with their pupils virtually (100 percent). Teachers and students at UFLS benefit greatly from E-effectiveness Teachings in improving their speaking abilities.

*For the benefit of UFLS English majors:*

- e-learning allows students to study more successfully and productively; they can get in touch with their instructors if they have any issues; they can access the material of their classes conveniently, and they can learn together in a virtual classroom.

*For the lecturers of UFLS:*

- Training in Internet and information technology skills so they can meet with students in virtual classrooms. Creating online courses that are a good fit for their students. Providing them with knowledge and satisfaction from the study.

E-teaching, in general, benefits from the use of technological approaches. Students from around the world might join in a virtual classroom and learn from one another. Lecturers may ask students questions in the school, and students might respond through their computers. It enables the evaluation and renewal of educational materials of high quality and appropriateness. Technology not only enhances the attraction of education by making it more visually appealing, but it also enhances students' ability to study. Students may obtain knowledge and skills via online courses instead of going to traditional classrooms. Since housing and transportation costs are reduced, they will be able to save money.

However, the proposal remains open. The following are some suggestions for ways to make UFLS's online teaching more effective in the surveys you complete:

- To keep up with educational trends, the school should construct virtual laboratories.
- In-service training for instructors of e-learning programs is essential due to the necessity for shared involvement via technological tools and virtual classrooms.

## 5. Conclusion

The results showed that the school's IT infrastructure is up to the task of supporting online instruction. Teaching approaches that are appropriate for the online teaching model are used by the majority of the instructors in their use of E-teaching equipment, notably the accompanying software. Most students actively engage in their education through E-teaching, completing activities, and responding to teacher-posed questions. It also proposes several viable alternatives to increase the efficiency of E-teaching operations at universities, foreign language schools in general, and English majors in particular.

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