

Enhancing English as a Second Language Speaking Skills

Eleftherios M. Colocassides

College of Tourism and Hotel Management

Abstract: The world is changing fast so the need to create a more competitive global environment is very important. The need to learn or improve a new language is a must nowadays, and English, as a global speaking language is very much related to the culture and religion of a country. The global challenges are pushing higher education institutions to develop instructional materials for language programs as well as soft modern skills for managing language improvement to create a competitive advantage. The use of digital transformation is a supporting tool for instructional technologies, language teaching methodologies, language assessment and evaluation. This is one of the main reasons why organizations often place value on continuing education of staff in a digital way. The fast development of technology creates a need for new methods of teaching and learning to satisfy the need for personal development.

Keywords: English, Language Teaching, Globalization, Language Teaching Methodologies, Instructional Technologies, Language Assessment and Evaluation

1. INTRODUCTION

1.1 Background of study

Enhancing English as a Second Language speaking skills requires regular daily practice, active vocabulary building, and constructive self-correction. Core methods involve speaking out loud daily, recording your voice, and using modern communication tools for authentic interaction. Daily Speaking Habits like: Talking to yourself, Record and listen, or Shadow audio could describe your daily tasks and thoughts out loud to build natural sentence flow, capture your voice on your phone to track pronunciation and spot repeating errors, repeat phrases right after a native speaker on podcasts or videos to match their rhythm. Also, Interactive Strategies like: Video chats, learn phrases, embrace mistakes could connect with native speakers online via video calls for real conversational practice, study full groups of words instead of single terms to speak faster, and treat errors as a normal, helpful part of brain growth.

Speaking skills play a vital role in communication as it is a tool for acquiring English language elements, including other language skills. Effective techniques include extensive reading and structured speaking activities like the 4/3/2 Technique as a popular language-learning exercise designed to build spoken fluency by having a learner talk about a single topic three consecutive times with decreasing time limits.

Effective speaking is always beneficial for the achievement of personal goals to get improved and to gain a competitive advantage for yourself in the employment market. Familiarity with the story removes the pressure of searching for new facts, letting you focus purely on the delivery speed (Reduces Hesitation), Repetition shifts vocabulary and grammar structures from passive knowledge into active, fast-retrieval memory (Builds Automaticity), and improves pace as proven in studies by language researcher Paul Nation (1989), speech rate increases and false starts decrease with each round.

1.2 Aims and Objectives of the study

Enhancing English as a Second Language Speaking Skills can refer to several different academic papers and action projects rather than a single universal study, the core objectives generally centre around core areas of spoken competence. The main research objectives of studies focused on enhancing English as a Second Language (ESL) speaking skills typically aim to evaluate oral proficiency, test communication tools, and reduce learner anxiety by examining: a) the model of a digitalization in current workplaces (Instructional Technologies), b) the concept of online teaching and learning without entering in complex technical methods of information technology (Language Teaching Methodologies), c) the role of a trainer to assure the quality and the functional values of information (Material Development), d) learning as a progress for learners (Managing Language Teaching Practicum Supervision), e) present teaching strategies to communicate the new knowledge (Cultural Perceptive and Sociolinguistics), f) to evaluate the results of teaching and learning online to bridge gaps of a language on different levels for learners (Language Assessment and Evaluation). This research is trying to enter a depth investigation on how teaching and learning of a new language by enhancing English as a Second Language (ESL) speaking skills could bring successful results at workplace, and how the analysis of this investigation could support both the trainers and trainees involved to fill the gaps in the field of education.

2. RESEARCH METHODOLOGY

2.1 Introduction

The role of communication is to explore ways to transmit serious messages through speech to achievement a goal. The enhancing of speaking skills by using English as a Second Language is very important for adults and children, so the results of actions will be investigated in this dissertation.

2.2 Research design

Researchers employ qualitative methodology to seek for 'how' or 'why' answers, rather than explain a phenomenon or outcome (Yin, 2014). In quantitative methodology the researcher uses descriptive and inferential statistics, to describe the population and infer the sample results to the broader population (Orcher, 2014).

Therefore, as a researcher, qualitative study looks more appropriate. A robust research design to enhance English as a Second Language speaking skills utilizes a mixed-methods action research approach, incorporating pre- and post-intervention oral tests, structured small-group discussions, and reflective student surveys.

2.3 Data collection

Data Collection Tools might include: Quantitative Data as Pre-test and post-test spoken interviews graded with a standardized rubric for fluency and pronunciation, as well as Qualitative Data with Classroom observation notes, audio recordings of group work, and end-of-cycle student feedback questionnaires.

2.3.1 Population

Participants should be one or two intact classes of intermediate ESL learners (e.g., 30-40 students). The duration of this research should be 8 to 12 weeks of regular classroom integration. The intervention must be to implement communicative strategies like timed round-robin sharing, vocabulary word banks, and sentence frames to lower anxiety.

3. DATA ANALYSIS AND DISCUSSION OF FINDINGS

Core research objectives measure fluency and accuracy that track changes in speech rate, pausing patterns, and grammatical correctness during tests. Also, assess technological interventions that test the impact of modern tools like video calls and task-based digital platforms on oral production. Furthermore, they identify psychological factors that analyse how learner anxiety, confidence levels, and motivation affect verbal participation. In addition, they evaluate instructional strategies which determine how active methods, such as classroom debates, group work, or gamification, improve real-world communication.

3.1 a) *"How does authentic communication with native speakers affect an ESL learner's vocabulary growth and speaking accuracy?"*

Weldy (2009) argued that "a process in an organization where people can expand their capacity to create the results desired, can affect people perceive themselves on how they communicate". Effective communication is not only about transferring information in a specific language, but it is a complicated method which the message is sent and received is based on how the sender and receiver 'manages' the message through a language. Barrett (2011) argued that "the messages are sent and received involve personal decisions on the verbal and non-verbal cues as well as the medium for transmission. The relationship between sender and receiver also influences the effectiveness of communication and if any of the variables among the decisions are altered, the entire process may be affected".

3.2 b) *"To what extent does task-based language teaching improve conversational fluency compared to traditional grammar-translation approaches?"*

A code is processed (encoded) either in person or electronically so that the message can be understood by the receiver (decoding). Verbal communication is performed by using a language. Therefore, language can be considered a social context, both an element of communication and the context in which communication takes place. The essence of verbal communication being the dialogue, the partners exchange messages, which are psycho-socially determined, appealing to a code, linguistic and non-linguistic, in a certain situation. What "circulates" between those who communicate is not information, but the message which contains information. The code, which is the materialisation of information, represents the individual linguistic system because of the learning process, while the messages represent individual linguistic facts adequate to the reality of every moment of communication (Slama-Cazacu, 1973).

3.3 c) *"How does classroom anxiety directly correlate with hesitation and disengagement during speaking tasks?"*

"Trainers have the responsibility to communicate with their employees" (Schuttler, 2010). "Diverse communication methods may 'delay' performance" (Gibson, 2009). "The current state of the global economy combined with longer, healthier lifestyles have contributed to an aging workforce" (Stangler, 2009). "Several studies indicate poor leader communication is significantly correlated to poor employee performance" (Contartesi, 2010; Embry, 2009; Rouse, 2009a; Rouse & Schuttler, 2009). "Motivation is an internal force a person must act on a certain desire or need. Motivation is the driving force by which humans achieve their goals". (Furnham, Eracleous, & Chamorro-Premuzic, 2009). Lussier (2008) argued that "there are two types of motivation: Extrinsic and intrinsic motivation. Extrinsic motivators are factors that influenced from 'outside' by a person such as salary, bonus, work incentives, working conditions, job title, and job benefits (Lussier, 2008), while Intrinsic motivators are factors that influence from 'within' a person such as recognition and achievement (Lussier, 2008; Hayenga & Corpus, 2010).

E-Performance management also known as Business Intelligence (BI) or Business Performance Management is a growing field. The use of technology in performance leads to increment in productivity, enhances competitiveness, and motivates employees. This is possible through two ways:

- Technology become a tool to facilitate the process of writing reviews or generating performance feedback
- Technology may facilitate measuring individuals' performance via computer monitoring activities.

Technology can be applied in several ways in performance management. In routine jobs can be subject to computerized performance monitoring (CPM) system that helps generate performance data. Also, software are available to help generate

appraisal forms. In addition, performance management system can be integrated with an overall enterprise resource planning system (ERP) software system. This helps HR professional to identify high performances, spot skill and competency gaps and to analyse pay relative to performance. With this information being available, HR manager can plan for training, coaching and education. Also, firm intranets and internet may also help performance management process, to stand-alone software packages to help performance management system. The greatest of appraisal software are the elimination of paperwork and simplification of the logistics for evaluators, workers and administrators.

3.4 d) *"What are the advantages and disadvantages about online education that can be used to satisfy the needs of a e-learner?"*

E-Learning is the use of technology to enable people to learn anytime and anywhere. E-Learning can include training, the delivery of just in time information and guidance from experts. E-Learning is the learning that takes place in an electronically simulate environment. It is web-based training, internet-based training and computer-based training which are the next generation instruction methods being developed today. With E-Learning, users can immerse themselves in a three-dimensional environment to further enhance their learning experience. Moreover, E-Learning can be done anywhere and anytime if the user has proper hardware. Today, E-learning is fast becoming a reality through companies and organisations. It can be done by using an internet connection, a network, an intranet, or a storage disc. It uses a variety of media tools like audio, text, virtual environments, video and animation for better understanding of teaching topics. It is in some ways even better than classroom learning methods as it is a one-on-one learning method, it is self-paced and it has an experiential learning format. As with any other forms of learning, e-learning depends on its delivery method and content to ensure its success. For this reason, e-learning modules and 'classes' must be interesting, interactive and informative to be effective. As it is a computer and software based, E-learning has the capability of immersing its students completely within an environment most conducive to learning. This sets it apart from classroom style learning.

4. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This project had the opportunity to examine the concept of online teaching and learning for a foreign language, and to present the importance of it for local businesses. The multicultural, as well as the globalized business environments have increased the need to use digitalized methods of communication both the internally and externally operations of an organization. The finding from the mixing of theory with observations have showed the need for a change in the world of digitalization and analyse the feeling of employees related to that transformation. As it is looked to be a cognitive decision-making process through which goal-directed behaviour is

initiated, energized, directed and maintained, motivation by digital leaders could be regarded as a broad concept which includes preferences for particular outcomes on the same logic (reasons of performance), strength of effort (half-hearted or enthusiastic), and persistence (in the face of barriers). These factors could support digital transformation by leaders to find solutions to create the circumstances for its team to appreciate the need for online teaching and learning in order to encourage them behave in desirable ways to create an organizational culture and development through continuing education. The most powerful way to motivate a team is to understand individuals or groups.

The user participation theory is the conceptual framework for this study. Effective leaders must understand generational characteristics of learners to support them clearly understand new knowledge with respect to individual differences. Zhang et al. (2011) noted that transformational leaders develop obliging team goals as well as encourage team members to develop a common identity, common tasks, integrated roles, personal relationships, and shared reward distributions that reinforce cooperative goals. They also promote intellectual stimulation, individualized consideration, and inspirational motivation (...) to improve task structure and a cooperative climate in the virtual environment (Kahai, Huang, & Jestice, 2012). In addition, transformational trainers may seek to empower their learners with positive reinforcement and encourage solutions to problems with creative thinking. This qualitative study examines the use of Online learning and teaching methods vary significantly across generational cohorts, driven by differing experiences with technology, educational backgrounds, and motivations. Effective online pedagogy can be analyzed through three key conceptual frameworks: (a) Andragogy (Adult Learning Theory), (b) Technology Acceptance Model (TAM), and (c) Community of Inquiry (CoI).

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